Making Waves Academy

May Board Meeting

Date and Time

Thursday May 7, 2026 at 4:00 PM PDT

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):
+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/u/keaPhEAWej

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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 AQUI 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.*

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  - *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.*

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- ***Mientras las reuniones se llevan a cabo virtualmente, los miembros del publico que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.***
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  - *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).*
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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**			**4:00 PM**
	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**			**4:01 PM**
	A. Remarks by Board President	Discuss	Alicia Malet Klein	5 m

Focus Area: Student Academic Outcomes
Math strategies and outcomes

WASC/LCAP Goals:

- **LCAP Goal 1: Support for All Learners**

Kudos on a very successful engagement with the WASC visiting committee.

Leadership transition activities are proceeding.

Excited to nominate our second student board member.

		Purpose	Presenter	Time
B.	Public Comment	FYI	Alicia Malet Klein	20 m

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- 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.

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III. Closed Session — 4:26 PM

A.	Closed Session	Discuss	Alicia Malet Klein	15 m

		Purpose	Presenter	Time

The board will adjourn to closed session regarding:

1. Public Employee Appointment, Executive Director, Section 54957
2. Confidential Student Discipline Matter – Consideration of Potential Expulsion Case No. 2026001

IV. Standing Reports — 4:41 PM

		Purpose	Presenter	Time
A.	Mission Connection - Middle School Athletics	FYI	V. Raguini & B. Fjelstrom	5 m

The Assistant Athletics Director from the middle school will showcase some of the highlights from the middle school's athletics program this year.

B.	Middle School ASB	Discuss	H. Valdovinos	5 m

Closing out the year with officers of the middle school's Associated Student Body (ASB) and Q&A with the board.

C.	Upper School ASB Update	FYI	J. Thomas / C. Ruiz	15 m

Closing out the year with officers of the upper school's Associated Student Body (ASB) and Q&A with the board.

D.	Deep Dive: Academic Outcomes	Discuss	Alefiyah Lokhandwala	15 m

School leadership review academic outcomes from the year, giving special focus to math.

E.	Q&A on Written School Report	Discuss	Alton B. Nelson Jr.	10 m

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.

F.	Q&A on Chief Executive Officer Report (CEO)	FYI	Alton B. Nelson Jr.	2 m

Board members will submit any questions to the CEO, unless there is anything time sensitive requiring discussion.

		Purpose	Presenter	Time
G.	Q&A on Interim Executive Director Report	Discuss	Elizabeth Martinez	2 m

Board members will submit any questions about the contents of the written Interim Executive Director report directly, unless there is anything time sensitive requiring discussion.

H.	Q&A on Written Finance Report	Discuss	Lawrence Lee	2 m

Board members submit any questions about the contents of the written report directly, unless there is something time sensitive requiring discussion.

I.	Break			5 m

V. Non-Action Items — 5:42 PM

A.	Engagement with Interim ED	Discuss	Elizabeth Martinez	20 m

Following engagement sessions with faculty/staff (March 20), students (May 4) and parents (April 24), Interim ED Elizabeth Martinez will make a presentation and the board will have an opportunity to question her.

B.	Board Work and Advisory Committee Updates	FYI	Alicia Klein	15 m

Alicia: Pipeline for new board members, September board meeting date

Valeria: Student board member perspectives

Felicia: Update on PLT and 5C activities

Advisory Committee Updates:
Esther: CIRAC/WASC - Spring Meeting Summary
Enrique: Culture and Climate
Finance

C.	LCAP Public Hearing	Discuss	Alton B. Nelson Jr.	15 m

MWA Leadership bring the 2025-26 LCAP for public review and feedback before submission in June.

D.	Declaration of Need		Meuy Saechao	1 m

The Declaration of Need empowers MWA to seek Emergency Cross-Cultural and Academic Development (CLAD) permits and Limited Assignment Permits from the

		Purpose	Presenter	Time

Commission on Teacher Credentialing. This permit estimate is important in addressing staffing challenges for the upcoming school year.

VI. Action Items — 6:33 PM

Total Fiscal Impact: $168,000

A. Accept the Removal of Janis Glover — Vote — Alicia Malet Klein — 2 m

The board will vote on the removal of Janis Glover, who, for personal reasons, has been unable to participate. Her contributions, including her high standards for students and staff alike, ability to see to the core of challenges, consistently refreshing candor, and general warmth and good humor bettered us all.

B. Appointment of Student Board Member for 2026-27 — Vote — Enrique Romero — 5 m

Following an application and interview process, the board considers the appointment of Jeremy Cruz Perez as student board member for the next academic year.

C. Student-Parent/Guardian Handbook — Vote — Carmen Velarde — 5 m

Board to review and vote on the updates to the Student-Parent/Guardian Handbook for SY2026-27.

D. Instruction Partners Agreement for 2026-27 — Vote — Alton B. Nelson Jr. — 5 m

This agreement continues the work of building leadership and coaching capacity to strengthen our instructional practices. The focus is on increasing rigor through standards-based and curriculum-aligned instruction.

Fiscal Impact: $168,000

E. Form 990 and 199 Tax Returns — Vote — Lawrence Lee — 1 m

Review and approve 990 Federal and 199 California Tax Returns. Audit Advisory Committee recommends approval.

VII. Consent Action Items — 6:51 PM

Total fiscal impact: $2,066,521.17

A. SolarWinds Service Desk Renewal — Vote — Damon Edwards — 1 m

		Purpose	Presenter	Time

Renewal of SolarWinds Service Desk, an online customer service ticketing and equipment inventory system utilized by the MWA IT, Data and Assessment, and Operations teams.

Fiscal Impact: $39,258.40

B.	Ratify contract renewal for Sage Intacct	Vote	Elizabeth Martinez	5 m

Review and ratify the renewal contract for Sage Intacct. The agreement cost is one that should come to the board for approval before we sign it, but we cannot have an interruption in our accounting system.

Fiscal Impact: $29,940.48

C.	Vendor Invoices for Feb & March	Vote	Lawrence Lee	1 m

Board reviews and approves bill payments for for Feb 1 - March 31, 2026.

Fiscal Impact: $1,997,322.29

D.	Accept Minutes: March Board Meeting	Approve Minutes	Alicia Klein	1 m

MWA Board reviews and accepts the March board meeting minutes.

E.	Accept Minutes: Spring 2026 Audit Advisory Committee	Approve Minutes	Alicia Malet Klein	1 m

MWA Board reviews and accepts the March Audit Advisory Committee meeting minutes.

F.	Accept Minutes: Spring 2026 WASC/CIRAC	Approve Minutes	Alicia Malet Klein	1 m

MWA Board reviews and accepts the WASC/CIRAC meeting minutes.

G.	Accept Minutes: Finance Advisory Committee	Approve Minutes	Alicia Malet Klein	1 m

MWA Board reviews and accepts the April Finance Advisory Committee meeting minutes.

		Purpose	Presenter	Time
	Approve minutes for Finance Advisory Committee Meeting on April 22, 2026			

VIII. Discussion Items — 7:02 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

2025-26 Remaining Dates:

- **Middle School Promotion:** June 10 at 5pm.
- **Graduation:** June 11 at 6pm.
- **Last Board Meeting:** Jun 15, 2026 at 11am

2026-27 Regular Board Meetings:

- Sept 14, 2026 at 4pm
- Oct 19, 2026 at 4pm
- Dec 14, 2026 at 11am
- Jan 25, 2027 at 11am
- Mar 8, 2027 at 4pm
- May 3, 2027 at 4pm
- June 14, 2027 at 11am

IX. Closing Items — 7:09 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

		Purpose	Presenter	Time
B.	Documentos traducidos al español/Documents translated to Spanish	FYI	Alicia Klein	

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

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

Coversheet

Mission Connection - Middle School Athletics

Section: IV. Standing Reports
Item: A. Mission Connection - Middle School Athletics
Purpose: FYI
Submitted by:

BACKGROUND:

Hello everyone! Welcome to the Middle School Athletics Program here at MWA! Our Athletics goals directly align with MWA's mission and core values. We strive to build holistic student-athletes by having high expectations primarily focusing on scholarship, resilience, and responsibility. Our program is not just about winning and losing. Instead, it is really about focusing on growth on the field/court, in the classroom, and in their life beyond sports. Student-athletes here will be able to take what they learn from sports and implement it towards their future.

In this video, some of our spectacular student-athletes will be sharing their experiences within MS sports. Each of them talking about one MWA Core Value that is represented within their team. Additionally, a few of our coaches will be sharing how they implement these core values within their teams. They were all extremely nervous in doing this, so please give them some praise! Thank you and Go Marlins!

Coversheet

Middle School ASB

Section: IV. Standing Reports
Item: B. Middle School ASB
Purpose: Discuss
Submitted by:
Related Material: Middle School ASB Board Presentation (5_7).pdf

ASB Board Report

Iyobosa Aigbuza & Michelle Ochong

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Table of Contents

- Successes for the year
- Challenges
- Outlook
- Questions & Conversation

Successes

Successes

- **MS ASB collaboration with the upper school**
  - We went to an upper school meeting in February
  - We got to see how they run meetings and learned how to better facilitate our own meetings

- **8th Grade Commitee**
  - Having a committee in 8th grade where we can plan for our own events and activities
  - It will help us prepare for next year and our freshman committe

- **Club Fair**
  - We had a club fair in the MS for the first time
  - Lots of excitement amongst the students and a lot of the clubs sold out of food & drinks
  - Clubs raised over $6,000

Challenges

Powered by BoardOnTrack

Challenges

- **Not as much participation in Spring Dance**
  - Students don’t seem to be as interested in the spring dance because it’s towards the end of the year
  - For the spring next year, we want to do a 5th & 6th Dance instead

- **Maturity gaps in ASB between 8th grade students & 5th Grade Representatives**
  - Sometimes the younger members (5th Grade) would not be as engaged in our ASB conversations and the planning of events
  - They had great questions and ASB should still include them but there needs to be a better way to engage them

Outlook

Outlooks

- **Lots of new growth in ASB**
  - New events and traditions started in the last 2 years
  - New positions and new events for those positions

- **More collaboration with other clubs & continued collaboration with the upper school ASB**
  - For our assemblies
  - For our day to day events

- **Continue the Club Fair**
  - This year it was a success and we would want to continue it for next year
  - More food from clubs since we sold out
  - Continue to include HS but we need to develop a system of what clubs to include

Questions & Conversation

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Coversheet

Upper School ASB Update

Section: IV. Standing Reports
Item: C. Upper School ASB Update
Purpose: FYI
Submitted by:
Related Material: _ASB Board Report (1).pdf

ASB Board Report

ASB Members: Bryan Martinez, Jared Perez, Dipika Thajali, Jazmin Mendez

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Table of Contents

- Successes
- Challenges
- Outlook
- Questions & Conversation

Successes

Successes

- Pep Rally
  - High School Experience
  - Variety of Activities
- Spirit Week
  - High Participation
  -

ASB-Led Alumni Presentation: Beyond the Wave

- Major Success
- SLUG Grant Funded
- Ideas for Next Year

Challenges

Powered by BoardOnTrack

Challenges

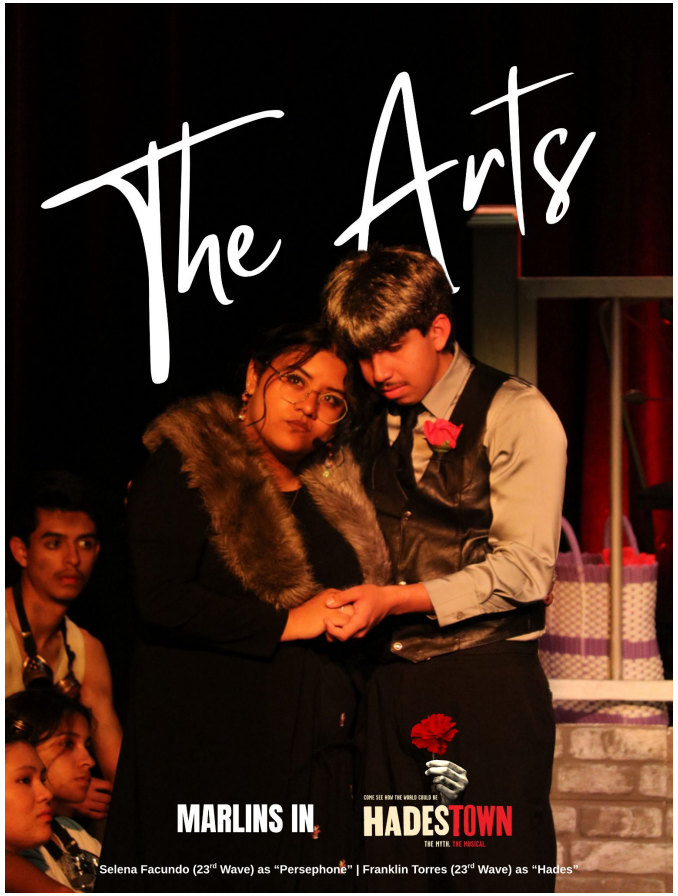
- **Spring Dance Cancellation**
- **Fun in the Sun**

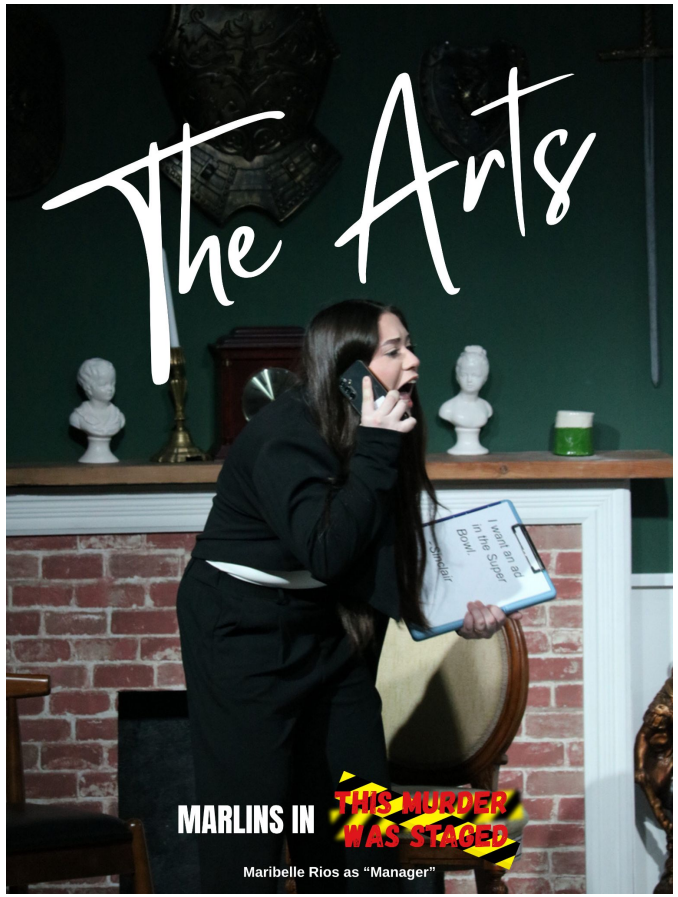
Outlook

Outlook

- **Movie Night**
- **Mental Health Week (May 11-17)**

Campus Beautification Project





Presidential State of the School Address

Questions & Conversation

MAKING WAVES ACADEMY

RESPECT • SCHOLARSHIP • RESILIENCE • RESPONSIBILITY • COMMUNITY

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Coversheet

Deep Dive: Academic Outcomes

Section: IV. Standing Reports
Item: D. Deep Dive: Academic Outcomes
Purpose: Discuss
Submitted by:
Related Material: 5.7.26 Math Board Presentation - Google Slides.pdf

Math Board Presentation 2025-26

Date: May 7, 2026

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Our Math Team

5th	Mel-Avina Beltran
	Kathia Arias Ramirez
6th	Eva Arias
	Karina Palomino
7th	Alejandra Benavides
	Joshua Amey (MS Content Lead)
8th	Niall Kinkead
	Elizabeth Orona

Algebra 1 & Finance	Matthew Sobin
Algebra I	Meghan Marquez
Geometry (online)	Alan Rodriguez
Geometry & Finance	Josie Beyer
Algebra II	LaWanda Muhammad (US Lead Teacher & Instructional Coach)
AP Pre-Calculus & Algebra 2	Kendra Bray (US Content Lead)
AP Statistics	Scott Tracy

Assessment Progress

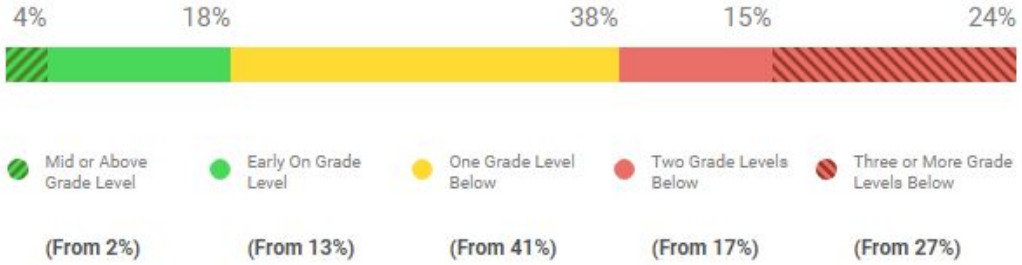
SBAC Math Over the Years

Full-School Academic Performance from 2022 - 2025

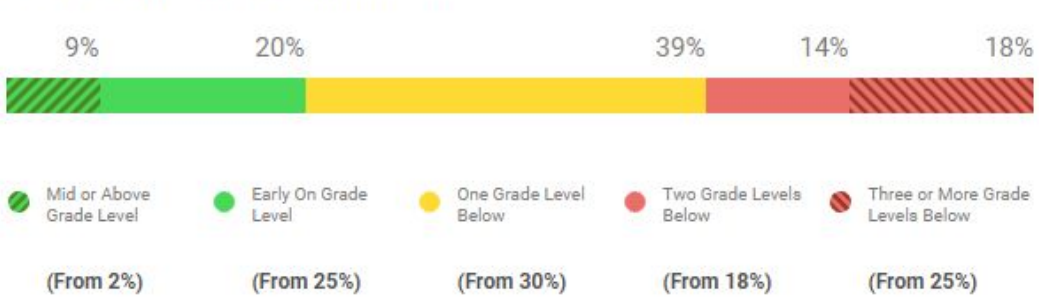
2022	2023	2024	2025
Very Low	Yellow	Yellow	Yellow
99.4 points below standard	77.5 points below standard	65.5 points below standard	62.1 points below standard
	Increased 21.9 Points	Increased 12 Points	Increased 3.3 Points

I-Ready Benchmark Assessments

Sept 2025



Nov 2025



-Students above grade-level **increased by 7%**

-Students below grade-level **decreased by 8**

Instructional Development Opportunities

Instructional Coaching Cycles

- Personalized coaching for all math teachers on a bi-weekly or monthly basis
- Cycles include classroom observation followed by debrief
- Coach leads teacher through learning experiences and provides bite-sized, high leverage next steps

Teacher Actions	Student Actions
Ok 1 minute, turn and talk to your partner: • What information are you given? What are you trying to find out? What will be your first step?	All groups start chatting and talking "16 packs of water" "I said my first step would be to understand the diagram and figure out how the ratios (names them) Are equivalent
Reminds students how this is connected to their past lesson and now they are putting them "together" and uses visual cues to support	
We were the labels here that tell us which lines represent what	Ok so I see the drink mix, the teaspoons and the water.
What do we notice about the frist lines we see here? What about that 4/1, what could that mean/	THey're both 0s... There's a 4 and 1
This could mean that. What else? What does this mean?	We made a batch already We made a second batch
We are using the number lines to answer the questions about this recipe.	

Coaching Log Example

Classroom Walkthroughs

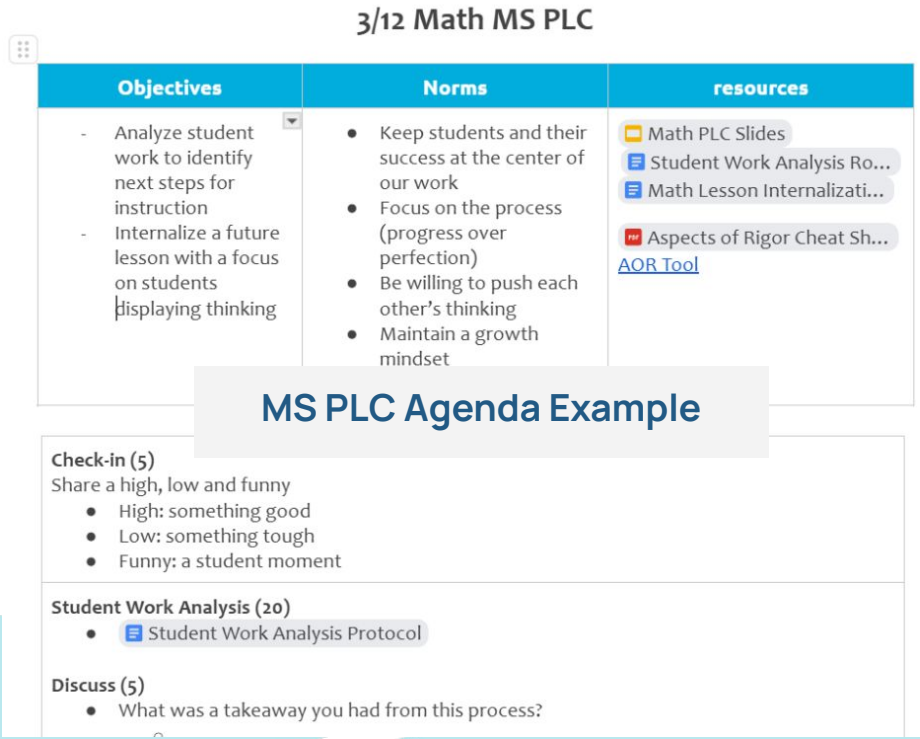
Key Focus Indicators	Diagnose (Sept)	Cycle 1 (Nov)	Cycle 2 (Feb)
1A. Grade level content	100%	100%	100%
1C. Enacted Lesson Matches Rigor	33%	25%	75%
2C. Checks for Understanding	2.0	1.8	2.3
3C. Students Display Thinking	2.0	2.0	3.0

scores are average of 3-4 teachers

- Assess classrooms three times a year as a leadership team to diagnose and assess progress on instructional priorities
- Develop frameworks to build teacher practice around indicators during coaching and PLC time

Professional Learning Communities

- Structured planning meeting weekly within each division and monthly across the school
- Enhance instruction through by internalizing lessons and analyzing student work
- Peer learning and development through observations and collaborative planning time



3/12 Math MS PLC

Objectives	Norms	resources
- Analyze student work to identify next steps for instruction - Internalize a future lesson with a focus on students displaying thinking	• Keep students and their success at the center of our work • Focus on the process (progress over perfection) • Be willing to push each other's thinking • Maintain a growth mindset	Math PLC Slides Student Work Analysis Ro... Math Lesson Internalizati... Aspects of Rigor Cheat Sh... AOR Tool

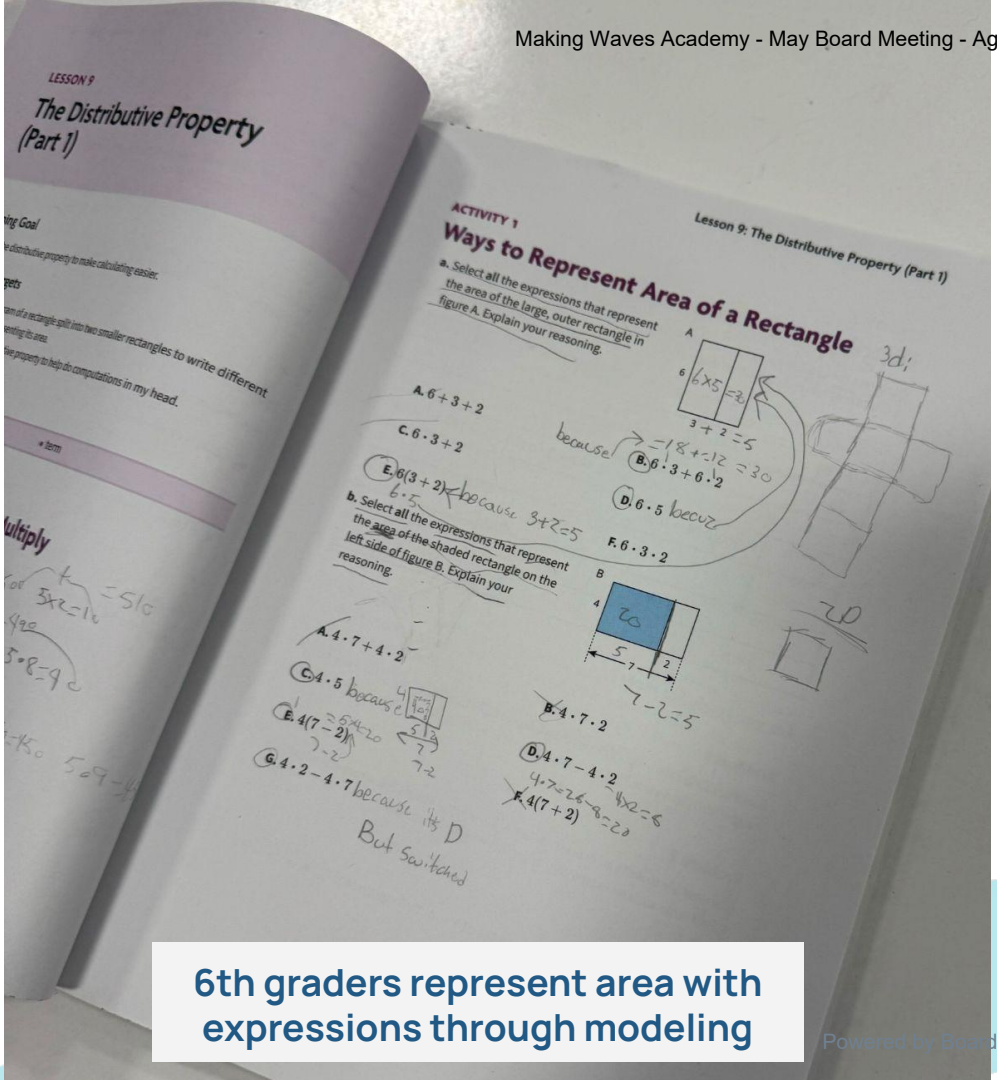
MS PLC Agenda Example

Check-in (5)
Share a high, low and funny
- High: something good
- Low: something tough
- Funny: a student moment

Student Work Analysis (20)
- Student Work Analysis Protocol

Discuss (5)
- What was a takeaway you had from this process?

Growth in Instructional Practice

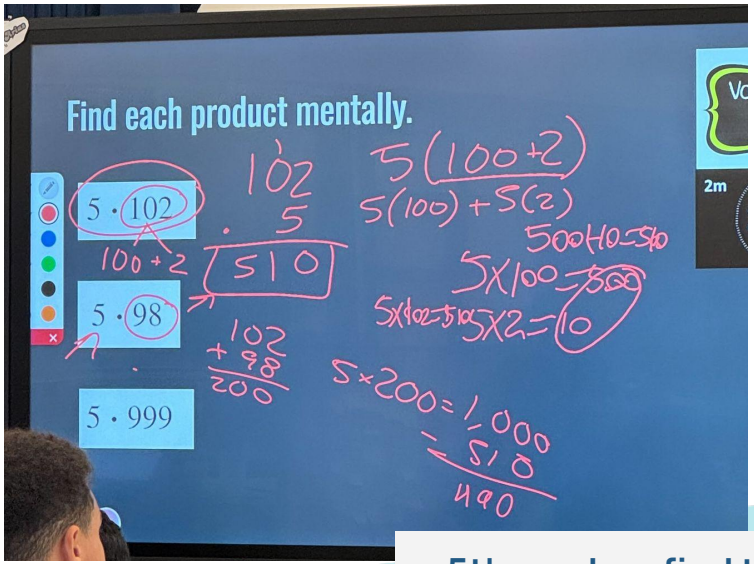


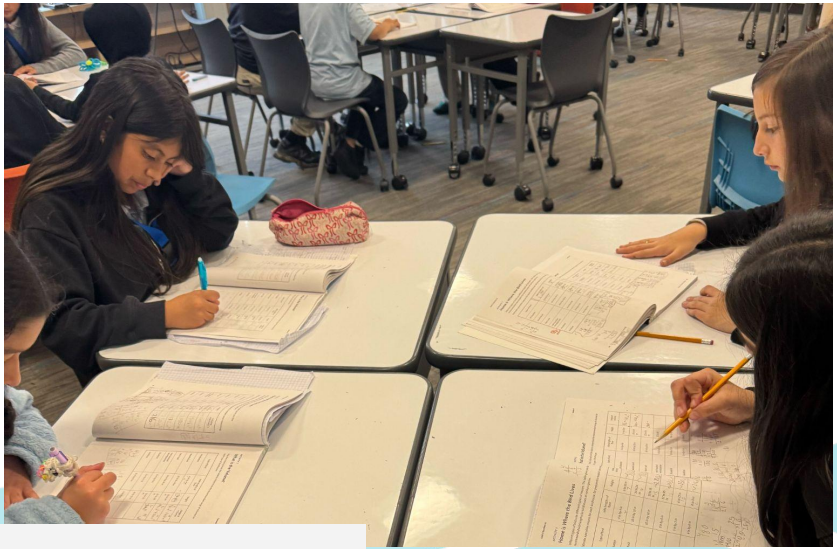
6th graders represent area with expressions through modeling

Teachers are enacting lessons with more alignment to the **aspect of rigor**

- Conceptual
- Procedural
- Application

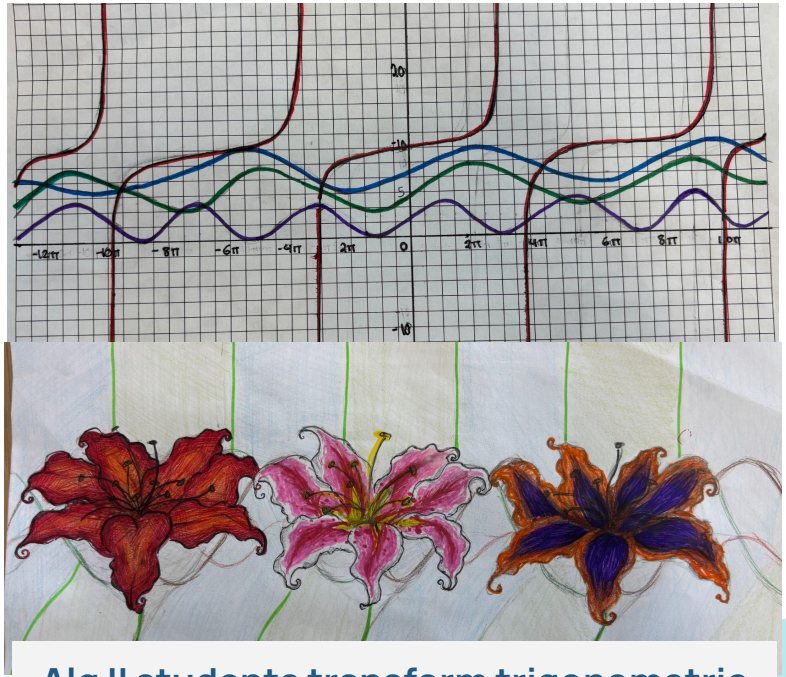
Most students are **displaying their thinking** in written or verbal form **beyond stating the answer** in service of grade-level understanding



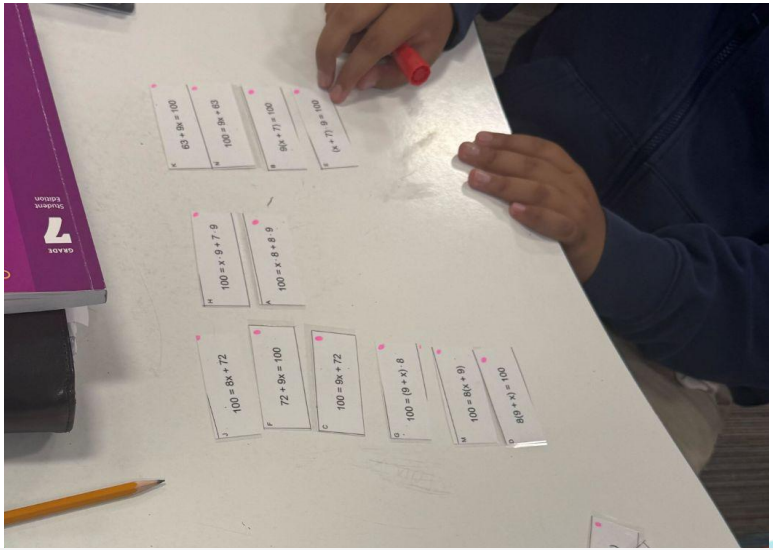


5th graders find the volume of real-world objects and compare them

Most teachers are **checking for understanding** in key moments of the lesson to **gather data on student learning**



Alg II students transform trigonometric functions to create art



7th graders sort algebraic expressions to find patterns

Goals & Next Steps

- Support teachers in providing **relevant feedback** after checks for understanding that **students can implement to improve their work**
- Provide students with more opportunities to **productively struggle with rigorous, grade-level math,** especially in upper school
- Retain **90% of math staff** through next school year and fill vacancies with **credentialed or intern teacher** (3)

Coversheet

Q&A on Written School Report

Section:	IV. Standing Reports
Item:	E. Q&A on Written School Report
Purpose:	Discuss
Submitted by:	
Related Material:	May 2026_School Board Report_2025-26 (3).pdf

Division Director Board Report

School-Wide

Division Director Board Report - May 4, 2026

From the Director's Desk

Alton Nelson, CEO/ Acting Upper School Division Director (US)
Zubida Bakheit, Division Director (MS)

WHAT?

Instruction Partners

School-wide, we concluded *Short Cycle 3* with a focus on instructional coaching engagement and continuous improvement efforts. There are meaningful shifts in academic practice across content and greater alignment with regard to shifting cognitive load onto students. Classrooms are increasingly anchored in rigorous, grade-level texts, signaling a move away from isolated skills practice toward deeper engagement with complex content. This shift reflects growing alignment in instructional vision for coaching and a stronger emphasis on helping students grapple with meaningful ideas through curriculum fidelity.

Instructional Coaching - Teacher Feedback Summary

When asked, teachers across the divisions consistently name coaching as a meaningful driver of their professional growth and engage with it as a genuine tool for improving their practice. Specific wins include increased use of checks for understanding, stronger engagement strategies, more intentional reflection, and a growing sense that coaching is connected to their own growth and improved student outcomes.

Pilot: *Get Focused/Stay Focused: Building a Bridge to Your Future*

- Piloted *Get Focused, Stay Focused / Building Bridges to Your Future* curriculum in 8th and 11th grades
- Focused on selected chapters centered on student reflection, high school preparation, and career exploration
- Students wrote letters to their future selves which had tremendous impact as they read the letter at the conclusion of the programme.
- 8th graders heard from current high school students at every grade level and professionals from various fields through live panels
- Teachers shared their own personal journeys, inspiring students and making the experience deeply personal
- Unit culminated in a tour of UC Berkeley

California Assessment of Student Performance and Progress (CAASPP):

Across both the middle and upper school divisions, teachers and students are actively engaged in CAASPP state testing. Students in grades 5–8 and 11th grade take the Smarter Balanced Assessment Consortium (SBAC) Summative Assessments in English Language Arts (ELA) and Mathematics, while 5th, 8th, and 11th grade students also complete the California Science Test (CAST). This is a division-wide effort reflecting our commitment to student preparedness and academic accountability, and we look forward to sharing results with the board as data becomes available.

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SO WHAT?

Instruction Partners Progress

At the same time, this progress is revealing important next steps. As teachers engage more deeply with these instructional shifts, many are also developing a more reflective relationship with their own practice - examining not just *what* they do in the classroom, but *why* certain moves feel instinctive while others remain uncertain. This kind of reflective awareness is itself a sign of professional growth, and it is surfacing a tension worth naming directly.

As teachers recognize gaps between current student performance and the demands of rigorous tasks, there is still some hesitation to fully embrace instructional moves that promote productive struggle. Some of this hesitation is rooted in deeply held beliefs about what it means to support students - the instinct to protect learners from frustration is not a flaw, but a strength that, without careful calibration, can unintentionally work against the very growth we are trying to cultivate. Building teacher confidence in calibrating support - knowing when to step back and allow students to struggle productively - will be key to deepening the impact of the instructional shifts already in motion.

Instructional Coaching - Teacher Feedback Summary

There is meaningful alignment between what teachers are experiencing and what our coaching team already knows. Our coaching model prioritized ELA and math content as a place to start with coaching. Prioritization has come at a cost to teachers outside of those two content areas. Coaches are also grappling with real capacity constraints - staff shortages have limited observations to once a month with only one to two coaching cycles, which directly impacts the consistency teachers are asking for. In some cases, some teachers are not being observed and coached consistently. Leadership designed coaching for instructional impact, but teachers are experiencing it through the lens of their own adult learning needs - and those two things are not always aligned. As a next step, we will engage faculty about ways we can better meet individual teacher needs while also aligning these support strategies to school-wide instructional priorities.

Pilot: *Get Focused/Stay Focused: Building a Bridge to Your Future* Curriculum Next Steps

This spring, we concluded two pilot programs supporting students at key transition points. The 8th Grade Pilot, "Building a Bridge to Your Future," focused on high school readiness and career exploration. Student surveys shaped the content, with questions around academic rigor, social belonging, and life after high school driving the curriculum and two student panels. The 11th Grade Pilot, "College and Career Readiness," ran January through April, combining a weekly guest speaker series with curriculum covering career exploration, resume writing, mock interviews, and financial literacy. Guest speakers were intentionally selected to reflect the identities students themselves identified as important. Students were also grouped by their level of certainty about post-secondary plans to allow for more targeted support.

What we know to be true is that when students can see themselves in their future, they work harder to get there. The UC Berkeley tour, the career panels, and the teacher reflections were central to the experience. For many of our 8th grade students specifically, these may have been their first real encounters with a university campus or a professional who looks like them and shares their story.

California Assessment of Student Performance and Progress (CAASPP): This year we focused on teaching standards-aligned curriculum with greater fidelity, added IXL in the middle school for targeted instruction in ELA and math, and dedicated time to SBAC preparation and instructional coaching. Our goal is to maintain our performance and, where possible, show growth. We will share results with the board as data becomes available.

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NOW WHAT:

Instruction Partners/ Coaching - High-Leverage Move
The feedback is remarkably clear and consistent - the single highest-leverage move we can make is consistency. Across coaches and content areas, teachers are asking for the continuity and consistency of the coaching cycles linked to clear goals, specific feedback with rationale, and a digestible focused area of improvement at a time. The second thread woven through this feedback is the power of data-informed coaching conversations. Consistency in the use of classroom-generated data - student work, checks for understanding, exit tickets, and single-item analysis - into coaching discussions and PLC's to strengthen teacher competence, to continue to ground feedback in evidence, and to elevate the impact of every coaching cycle. Together, these two moves - continuity in coaching cycles anchored in classroom data - represent the greatest return on investment for both teacher morale and instructional quality.

Pilot: *Get Focused/Stay Focused: Building a Bridge to Your Future* Next Steps
As we look toward next year, our focus is on clarifying ownership at both the middle and high school level and aligning on key structural elements. We will use student feedback to inform the redesign - increasing hands-on experiences, diversifying career representation, and deepening college preparation content.

California Assessment of Student Performance and Progress (CAASPP)
When results are available, we will return to the board with an analysis of performance by subject and grade level, along with implications for the coming school year.

Instructional Coaches

Genthia Lowe-Reese, Instructional Coach for 5th-6th Grade
Masin Persina, Instructional ELA Coach (School-wide)
Alefiyah Lokhandwala, Instructional Math Coach (School-wide) - NO REPORT/BOARD PRESENTATION
Marjorie McCowan, Instructional Coach (New Teachers)

Genthia Lowe-Reese-Instructional Coach 5th/6th Alignment (& US World Languages & Encore Coach)

Successes

The video recording of classroom instruction for coaching observations have increased opportunities for reflection and feedback, allowing for deeper instructional conversations and more targeted support.

- The model has improved collaboration among educators, fostering shared learning, consistency, and professional dialogue.
- This shift has elevated the concept of coaching in non-core content areas, recognizing and honoring the unique instructional practices within Encore and World Languages.
- Encore and World Language teachers' embrace of recorded observations has proven highly valuable, significantly strengthening collaborative coaching practices.

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- This approach has transformed the coaching model for non-core subjects, creating a more relevant, responsive, and supportive framework for growth.

In 5th-6th grades, we are implementing a comprehensive academic support system grounded in vertical alignment across English Language Arts (ELA) and Mathematics.

- As a result of these aligned and intentional supports, student outcomes improved significantly.
- ELA and Math classes met or exceeded content goals, with ELA performance increasing by more than five percent.
- Students demonstrated accelerated academic growth, with many progressing two to three grade levels over the course of the year.
- Failure rates decreased from the first semester, reflecting the impact of early identification, targeted intervention, and responsive support systems.
- 5th and 6th grade teacher assistants and Marlin Academy staff collaborated effectively to support students during both the core instructional day and after-school programming.
- This coordinated approach resulted in more targeted and consistent support for students, strengthening access to intervention, reinforcing learning, and improving outcomes.

So What?

- This system promotes standards-based instruction and targeted interventions, ensuring support is responsive to identified student needs.
- This approach is helping to close learning gaps while providing equitable access to rigorous, grade-level learning opportunities for all students.
- The use of i-Ready further strengthens student support, helping students build foundational skills, accelerate growth, and better access the core curriculum.
- Together, these efforts create a cohesive, data-informed system of support designed to improve outcomes and advance student achievement.

Now What?

- Implement strategic, targeted instruction aligned to SBAC expectations, with focused support in English Language Arts and Mathematics power standards.
- Launch an SBAC Boot Camp model to intensify preparation through structured practice, skill reinforcement, and targeted test readiness strategies.
- Initiate rotating instructional stations designed to differentiate support based on student proficiency levels and demonstrated mastery.
- Group students strategically for intervention and acceleration, ensuring students receive instruction aligned to their specific learning needs.

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- Use mastery of ELA and Math power standards to drive movement between stations, allowing for flexible grouping and responsive instruction.
- Integrate purposeful test preparation strategies, including performance tasks, constructed responses, and standards-aligned practice to build confidence and stamina.
- Monitor student progress frequently and adjust instruction in real time, using data to refine support and maximize readiness.

Call to Action: Commit to a coordinated, high-impact SBAC preparation plan that leverages targeted instruction, strategic intervention, and accelerated support to ensure students are prepared to demonstrate proficiency and success.

Masin Persina - ELA Instructional Coach 6th-12th

What?

Successes

- In both US and MS, there is growth for all teachers in centering rigorous texts in their lessons (as opposed to skills practice such as vocabulary, grammar, etc).
- There has also been significant growth in teachers asking sequenced questions regarding their rigorous texts, specifically toward getting students into higher orders of thinking earlier in the lesson.

Challenges

- Some teachers are starting to see the gap but are not taking the leap to create more productive struggle through less scaffolding, when needed.
- Some teachers still need to prepare time for students to talk, think, and plan before tackling the final rigorous writing assignment of the lesson.
- SpringBoard ELA curriculum is ending this school year. They might allow digital access one more year. Currently researching other options.

So What?

The ELA department has come a long way in bringing productive struggle into the classroom. Whereas some teachers started the year a bit wary of using the curriculum with fidelity, they now see how a viable curriculum demands a lot from students without lowering the bar. This work came from middle school focusing on self-reflection and open conversation around why teachers might avoid giving challenging reading or creating opportunities for students to have productive struggles with difficult questions in their Professional Learning Communities (PLC's) meetings. In the US this has come from repeated planning practice and accountability of pacing as well as peer observations.

Shifting teacher mindset from replacing curriculum (often results in lowering the bar of difficulty) towards setting up productive struggle with the curriculum raises reading level and builds strong habits of a reader. It asks the students to push themselves with help from an ELA teacher when needed. Such consistency has a ripple effect in more student academic growth, higher state test scores, and more success in post-secondary pathways.

Current *middle school* data from iReady reading shows roughly an 8% growth of students moving up a level since the start of the year; the red decreased by 8% and the green grew by 8%.

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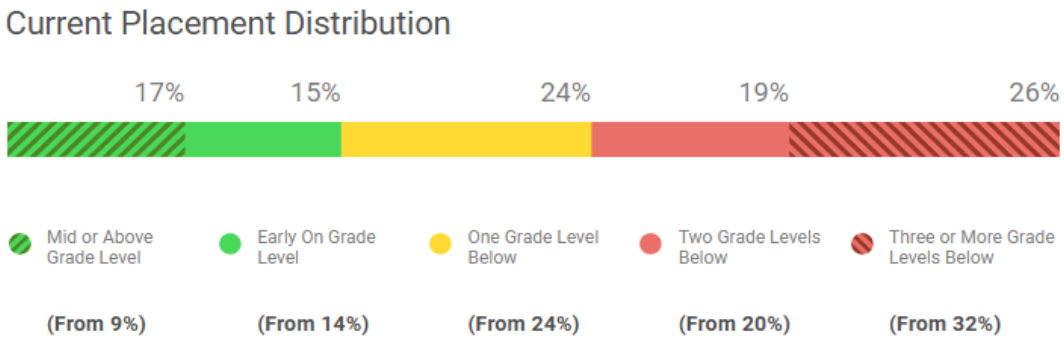

Note: *Still awaiting data from **Upper School** data (ICA)*

At this point in the year, it's not as clear yet what the overall impact is, but I believe the increased class time engaging with challenging, grade level texts, spread over the course of an academic year, will result in continued growth of student reading level.

Now What?
Next steps include continuing to prioritize fidelity to the curriculum through coaching and PLCs, along with the use of instructional tools and practices allowing teachers to make meaning of curriculum and make informed choices of what to prioritize in their lessons. As SpringBoard is sunsetting their curriculum this year, the priority is to find a rigorous replacement as soon as possible.

Marjorie McCowan, Instructional Coach (New Teachers)

What?

- Continued coaching cycles with teachers, reinforcing strategies introduced during Bootcamp.
- Provided ongoing, individualized coaching support based on teacher needs as we approach the end of the year.
- Supported teachers in reflecting on their current practices and identifying key areas for improvement, including questions such as, "What is one thing that did not work this year that you want to implement differently on day one next year?"
- Began early planning for the next school year to ensure teachers enter with strong systems, particularly around classroom management and routines.
- Focused coaching on increasing student ownership and responsibility, including:
    - Strengthening independent classroom routines and transitions.
    - Shifting responsibility from teacher-led to student-driven learning structures.
- Supported teachers in refining checks for understanding by working backward from unit goals and essential questions to ensure alignment between instruction and assessment.
- Differentiated coaching support based on teacher readiness, providing targeted strategies aligned to individual classroom needs.

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So What?

- Reinforcing Bootcamp strategies ensures that learning is not isolated to training sessions, but consistently applied and refined in classrooms over time.
- Reflection and end-of-year analysis help teachers move from reactive teaching to intentional planning, leading to stronger classroom systems at the start of the next school year.
- Early planning for the beginning of the year positions teachers to start strong on day one, reducing the need for mid-year resets and increasing instructional time.
- Increasing student ownership promotes stronger engagement, independence, and accountability, which are critical for long-term academic success.
- Backward planning from essential questions ensures that instruction remains aligned to rigorous learning goals and that checks for understanding accurately measure student progress.
- Differentiated coaching allows teachers to grow at their individual pace while still moving toward school-wide instructional priorities.

Now What?

- Continue coaching cycles with a focus on sustained implementation of high-impact strategies, especially around student ownership and aligned instruction.
- Support teachers in finalizing beginning-of-year plans, including clear systems for routines, procedures, and classroom management.
- Develop tools and reflection protocols to help teachers carry forward key learnings into the next school year.
- Continue refining checks for understanding through backward planning to strengthen alignment between daily instruction and long-term learning goals.
- Identify teachers who may need continued intensive support and plan targeted coaching for the start of the next school year.
- Collaborate with leadership to ensure alignment between coaching priorities and school-wide instructional goals for the upcoming year.

Special Education

Tyler Levine-Hall, Director of SPED

(See Appendix for SPED Acronyms)

Successes

- Held or scheduled all 504 plans except for 3 (families have been reached out to over 4 times each with no response).
- Improved how accommodations are written for both 504's and IEPs to ensure General Education teachers are able to access the accommodations they're responsible for implementing.
- Discussed SPED services at Post-Secondary Level and resources have been discussed/shared in 504 Meetings with seniors.

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- Expanded mental health services to support students with 504's experiencing trauma.
- Identified key stakeholders to include in establishing MTSS/RTI at MWA.
- Beginning conversations for graduation pathways for 9th grade students to proactively ensure families are aware of the credits earned and needed to graduate on time.
- All Seniors will have Post-Secondary Transition Meetings to discuss career and college aspirations and how to use their IEP.
- Upper school students have Individualized Transition Plans (ITPs) & goals aligned with their post secondary interests.
- Students received all of their IEP services, which were tracked throughout the year.
- All IEP students have standards-aligned IEP goals.
- Created a *Slack* channel group to share information about the location of IEP students and upcoming assessments.
- Increased collaboration with General Education teachers regarding student IEP goals.
- "Pull-out" support services in middle school have resulted in student academic growth.
- Educational Specialists have attended SELPA training: "SEIS for Casemanagers"; "Special Education Community of Practice".

Challenges:

- No MTSS/RTI/COST team/system in place that can centralize data to determine next steps for student support.
- Limited or non-existent conversations with students regarding their pathway to graduation prior to 12th grade.
- Lack of clear referral process for Special Education or 504 plans.
- Having a streamlined system for data collection.
- Possible "underidentified" students (students without IEPs who haven't been assessed for SPED despite multiple "Fs").
- Communication between SPED and General Education teachers regarding student attendance/location (i.e. Gen Ed teachers communicating to SPED staff when sending IEP students to the Learning center or SPED staff communicating with Gen Ed teachers regarding students attending the Learning Center when it's not their time to receive services).
- Equipping General Education teachers with UDL (Universal Design for Learning) strategies.
- MWA students entering MWA academically below grade level (according to the 5th grade i-Ready assessment data, over 66% of our incoming students have skills at least 2 years below grade level).
- There's a current large need for mental health services in all schools since Covid.

So What?

One of the biggest areas of growth for us as a school is developing an RTI team that focuses on objective data. In order to ensure an unbiased and equity-based approach, the team needs to base their decisions on objective data as opposed to anecdotal referrals that might be influenced by unconscious biases. We are currently marked as being disproportionate given the demographics of our student population and the ratio of Hispanic students with IEPs. There's also been a disproportionate ratio of males being referred for special education by our General Education staff (our staff referred 2 female students for an initial IEP evaluation and 9 male students over the course of the 25-26 school year). This will also improve our system of referrals for SSTs and 504s as well as improve our overall ability to implement UDL strategies.

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Regarding mental health, there's been a crisis across schools since Covid. The team has seen an overall uptick in student anxiety and trauma based needs in our student population resulting in lack attendance, limited class engagement, social frustration, etc.

Now What?

RTI/MTSS/504

Our next steps to improve our Multi Tiered Systems of Support (MTSS) and provide Tier 1 & 2 support starts with identifying students with 504s who have academic, medical, behavioral and mental health needs. The team would like to establish consistent universal screeners to identify students as Tier 1, Tier 2 or Tier 3. We've identified the needed stakeholders and will start to establish a weekly cadence to discuss referred students and analyze data points. In order to make this as effective as possible, we'll need to establish a referral process/system for teachers to refer students of concern that uses objective data to determine intervention responses. The team is also planning on moving away from Beyond SST to a more centralized and clearer system for tracking and documenting student 504s.

Mental Health Services

In order to further enhance our mental health services, I'm working with Seneca Family of Agencies to establish possible additional mental health services through Medi-Cal. The goal is to provide support for students needing short term therapy/6-8 week intervention cycles as opposed to long term therapy. We have also recently added capacity to provide targeted support for our students with 504s who have significant (trauma-based) mental health needs. Another next step will be providing our families with local resources that provide affordable (or free) mental health services like The Regional Center. We're in the process of creating a document that includes the local resources and what services they provide so that we can provide more targeted information for our families.

Academic Services

The SPED Department's next steps towards improving our academic services support include following a set agenda to include specific times for Individual Transition Plans (ITPs), pull out services and push in support to help students complete classwork. We will continue to develop and enhance our push-in model, specifically through improved communication with Gen Ed teachers. Our goal is to eventually have a co-teaching model that can be implemented in a variety of ways, depending on the experience of the teachers and task being conducted (a brief description of the 6 types of co-teaching models can be found here: https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching). They include:

1. ***One Teach, One Observe*** *— One leads; the other collects data.*
2. ***One Teach, One Assist*** *— One leads; the other circulates to support.*
3. ***Parallel Teaching*** *— Class splits in half; same content, two groups.*
4. ***Station Teaching*** *— Students rotate through stations led by each teacher.*
5. ***Alternative Teaching*** *— One takes the large group; the other pulls a small group.*
6. ***Team Teaching*** *— Both lead together, sharing the floor.*

Another emphasis will be progress monitoring and using curriculum based measurements to ensure our students are on track to meet their IEP goals and provide the team with objective data regarding student present levels.

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Behavioral Supports

The team plans on continuing the utilization of Grade Level Slack channels to hold students accountable regarding attendance and location on campus. The team also plans on utilizing the free Registered Behavior Technician (RBT) training offered by the SELPA to further develop and train our Instructional Aides and empower them to better support student behaviors. We currently have one contracted RBT who is providing 1:1 services for one of our students and have found that this training would greatly develop our Instructional Aides and improve our IEP services.

Compliance

The team will continue to update the IEP with the grades, credits, and pending credits of each student in the upper school. It will be clear on what pathways (high school diploma track or certificate of completion track) the student is on, and there will be service minutes and goals to support college and career readiness. Before each senior graduates, there will be a Post-Secondary Transition meeting, where the Case Manager shares resources for SPED services at the Post-Secondary level.

Another push regarding compliance will be to ensure all students who identified as English Learners (EL) are offered an assessment in their primary language when conducting initial or triennial assessments. If the student is EL and prefers to be assessed in English, the team will document this in the psych report along with the IEP notes.

Student Graduation Paths:

The team is beginning to have conversations with students as early as 9th grade regarding their graduation pathway and the credits required to earn a high school diploma. Additionally, I'll be observing the Adult Transition Program at West Contra Costa Unified School District as we don't have the student population required to create our own program. The team will continue to partner with Clayton Valley Charter High School and their adult transition program for one of our students. We currently have two 9th grade students who have had discussions with the team regarding alternative pathways to graduation.

ELD

Stephani Lopez, ELD Coordinator

As we conclude the 2025–2026 school year, we saw meaningful progress in our English Language Development program. Strong student growth was evident when instruction was consistent, alongside continued momentum in reclassification readiness. We also improved assessment access and strengthened family engagement through ELAC, while identifying important next steps to increase consistency and build capacity moving forward.

Successes

- English Learners (ELs) in grades 5, 6, and 8 demonstrated strong i-Ready growth overall when instructional systems were consistently implemented, showing the impact of aligned instructional practices.
    - 5th grade: 125% typical growth; 69% of ELs showed improvement between our last two i-Ready testing cycles; 29% (12 students) reclassification-ready*
    - 6th grade: 117% typical growth; 86% of ELs showed improvement between our last two i-Ready testing cycle; 38% (14 students) reclassification-ready*

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- 8th grade: 112% typical growth; 74% improved of ELs showed improvement between our last two i-Ready testing cycle; 11% (3 students) reclassification-ready*****

****Reclassification-ready means students are reading within one grade level of current grade***

- A strong reclassification pipeline continues to emerge across grade levels. PD on ELPAC Listening, staff check-ins, and a shared slideshow on common task types supported student preparation.
  - 48 students were reclassified this year (up from 45 last year)
  - 33 students are currently reclassification-ready pending ELPAC scores
  - Additional students may qualify after SBAC results are received (released in the summer)
- ELPAC administration achieved 100% participation across all domains.
- ELAC established consistent family engagement structures.
  - 5 meetings held with ~30 families participating
  - Topics included literacy at home, reclassification, online tools (IXL and i-Ready), interpreting score reports, EL data, and student emotional well-being in partnership with Student Support Services
  - Sessions were hands-on, highly engaging, and responsive to parent feedback, including support for helping children during stressful moments

Challenges

- Student growth patterns show uneven progress across grade levels. 7th grade i-Ready growth fell below expectations despite student improvement trends.
- Some students have maintained or consistently earned an overall Level 4 on ELPAC but have not reclassified due to not meeting local measures.
- **ELPAC** speaking assessment highlighted the need for additional staff capacity to support implementation.
- **English Learner Advisory Committee (ELAC)** participation is limited relative to the total EL population (~30 families engaged, approximately 15% of EL parent/guardian population). Our goal for next year is to increase representation and engagement.

So What?

Consistent instructional systems are driving stronger outcomes for English Learners, as seen in the i-Ready growth in grades 5, 6, and 8, reinforcing that aligned practices matter. At the same time, uneven results in 7th grade highlight the complexity of shifting the culture of ELD. Despite strong staff commitment and consistent use of incentive systems, students continue to show slower growth, suggesting deeper reading gaps and/or student morale as contributing factors. This shows that systems alone are not enough and must be paired with strategies that address engagement and long-standing skill gaps. Reclassification trends point to a strengthening pipeline, increasing access to grade-level content and long-term success. Full ELPAC participation reflects strong systems, but challenges with the one-on-one speaking assessment highlight a need to build capacity by increasing trained proctors and improving efficiency. ELAC has strengthened home-school connections, though participation remains limited, which matters because learning continues at home and families play a key role in reinforcing skills. Ultimately, stronger consistency, student engagement, and family partnership will be essential for more equitable outcomes.

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Now What?
Next steps will focus on strengthening consistency, systems, and engagement across the ELD program. We will begin establishing Designated ELD PLCs and continue building out Integrated ELD professional development to support more aligned instruction, while strengthening the use of i-Ready for progress monitoring. To support reclassification, we will monitor the 33 reclassification-ready students and potential SBAC qualifiers, while addressing the gap for students who earn a Level 4 on ELPAC but do not meet local measures. As this is our first year using i-Ready, we will review our reclassification SOP and consider whether our local measure is appropriate for our student population, while working toward better alignment across i-Ready, ELPAC, and SBAC and improving student tracking over time. We will also continue building staff capacity for the one-on-one ELPAC speaking assessment to improve efficiency.

Family engagement efforts will continue to grow by increasing ELAC meetings, strengthening outreach, and using parent feedback to gradually move toward more family leadership and ownership.

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
Alejandra Lepez, College and Career Counseling Coordinator

What?
The CCC now has a complete team. We are excited to welcome Ms. Alejandra Lepez as our new College and Career Counseling Coordinator. She brings extensive experience working with marginalized youth in college and career success. We are so happy to have her and look forward to fully integrating her into the team.

Mr. Kevin Alegria, former College and Career Counseling Coordinator, has been promoted to Associate Director of Academic Advising. He has worked in the role previously in an interim status and knows the role well. We are excited to have him lead this important component of the CCC. He will train Ms. Lepez in her role as coordinator

- The ***MWA-CTE Digital Media Arts Course*** for consideration for AY 2027-28. Dr. Spencer-Brown has been working closely with Berkeley City College to design a course that would best meet the needs of our students while providing a rich educational experience. Challenges that came with this were syncing schedules with BCC professors for meetings.

- The ***US 26-27 Course Scheduling*** is currently processing course feedback requests from students and staff. As a result, the DRAFT table (APPENDIX II) has been created to provide a sense of which direction MWA will move in terms of course selection.

- The ***College Success Program*** application and selection process was led by Coach Ashley Allston (MWEF), with Atieris Adams (MWA) serving as a key partner throughout. Several team members across MWA and MWEF contributed to communication and outreach with applicants. Dr. Spencer-Brown, Mr. Alegria, Ms. Renee, and 12th-grade advisors and teachers at MWA supported students through the process, and Miguel, Ana Calderon, and Kupu from MWEF helped to draft communications. These efforts reflect the “one Making Waves” approach, with two organizations working together in support of students.

    - Several MWEF coaches and partners supported the application review process. Dr. Antonio, Ilene, and Miles served as application readers, and Lisa, a program funder from North Carolina, also participated. Coach Ashley’s rubric

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helped streamline the review process and made scoring more consistent and manageable, even with a larger number of applications. Overall, the selection process was rigorous, fair, and supportive.

- This year, 104 MWA seniors (of 121 seniors - 85%) applied for the program and 103 were selected, resulting in a 99% acceptance rate. One student was not selected because their application remained incomplete despite multiple outreach attempts.

- Among the 103 selected students:
  - ***9 students*** were awarded $2,000 per year for up to three years to pursue an associate degree.
  - ***94 students*** were awarded $4,000 to $6,000 per year for up to six years to pursue a bachelor's degree.

- Awards were determined through a structured scoring process in which at least two readers reviewed each application. Scores were weighted across four areas: academics (30%), financial need (30%), college commitment (20%), and program fit (20%). In practice, GPA and family financial circumstances accounted for most of the variation in award levels, with students from lower-income families receiving additional points by design.

- Because financial aid offers from colleges continue to arrive through May, some students may adjust their postsecondary plans. Students who shift from a bachelor's to an associate degree will have their scholarship adjusted to $2,000 per year, the standard award for that pathway.

- MWA alumni (who were initially not accepted into the program) re-applied. Of the four alumni who reapplied, three were selected. The applicant not accepted did not meet the minimum cumulative GPA requirement of 2.0**.**

8th Pilot Program:

We are in the final three weeks of the 8th Grade Pilot: ***Building a Bridge to Your Future***. The pilot will conclude on Wednesday, April 1st. Students engaged in three chapters and two panels during the duration of this pilot:

- Introduction to the US CCC and Pre-Pilot Survey
- Chapter 1: *Introducing the 10 Year Planning Process*
- High School Panel
- Chapter 12: *Getting Ready for High School*
- Chapter 9: *Beginning Your Career Search*
- Career Panel
- Culmination Celebration and Post-Pilot Survey

The pilot was rooted in career exploration through a high school readiness lens. When surveying the 8th-grade class, we found that high school readiness and success were top of mind for students. Below are the most common themes based on student responses:

- **Academic Rigor and Workload:** *Is high school hard?*
- **Classes, Schedules, and Requirements:** *How many classes do I take and are they assigned?*
- **Getting Lost and Navigating the Buildings:** *How do I find my classes?*
- **Social Life, Belonging, and Treatment by Others:** *Are teachers nice and will I keep my middle school friends?*
- **Clubs, Sports, Jobs, and Balance:** *How do you balance school, activities and life?*
- **Grades and Credits:** *What happens if I fail a class?*
- **Life After High School:** *Did high school go by fast?*
- **College, Careers, and the Future:** *What are your plans after graduation?*

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11th Grade Pilot Program:

The 11th Grade Pilot: College and Career Readiness. The pilot concluded on Thursday, April 2nd. Students engaged in pilot content on Tuesdays and Thursdays from January 2026 to April 2026. On Tuesdays, students participated in the *Career Guest Speaker Series*, where they heard from local professionals representing various sectors, including Finance, Construction, Nursing, Nonprofit, Law, and Higher Education. On Thursdays, students engaged with the planned curriculum and lesson plans, which include:

- Pilot Launch and Pre-Pilot Survey
- Personality Assessment
- Career Assessment
- *LinkedIn 101*
- LinkedIn Headshots
- *Resume 101*
- Mock Interviews Part 1 (informational)
- Mock Interviews Part 2 (activity)
- *Budgeting 101 with Travis Credit Union*
- The Big Interview
- Culmination Celebration & Post-Pilot Survey

In the pre-pilot survey, students underlined the importance of the guest speakers to be representative of the participants. The following identities were named for consideration when inviting guest speakers: *Low-income, first-generation, student athletes, Latinx, IEP in school, study abroad, music education major, struggled academically in school, business owner, Latina women pursuing healthcare*. Our guest speakers were representative of almost all of these identities. Additionally, as a result of this survey, the team (Ms. Teodoro, Ms. Beyer, Ms. China, and Mr. Gomez) identified students who were “Very Sure,” “Somewhat Sure,” and “Unsure” of their post-secondary plans and grouped them for the Thursday Advisory sessions.

So What?

- Having a full team will allow us to provide stronger guidance, family engagement, student tracking, and more equitable access to opportunities. This, within itself, is what MWA is all about.
- Adding CTE Course offerings is essential to student success because variety garners student interest and excitement (student engagement, prepares students for college and career, provides skill development, develops competitive college applications, and creates real-world connections.
- Consolidate course selections. Results will be available in mid to late spring.
- Continue to embrace the approach for the College Success Program and update where necessary to continue the best approach for MWA students and families.
- 8th and 11th-grade pilot programs will hopefully continue into next school year.

Now What?

Over the past year, the CCC has experienced meaningful growth across several key areas that support student achievement and future readiness. The College Success Program Scholarship has expanded its reach, providing more students with financial support and guidance to persist in their academic journeys. At the same time, upper school course offerings have broadened, possibly giving students earlier access to college-level learning and a clearer pathway to higher education. Additionally, pilot programs focused on career preparation have been introduced and refined, equipping students with practical skills, real-world exposure, and a stronger connection between education and workforce opportunities. Together, these developments reflect the CCC’s commitment to fostering both academic/college success and career readiness.

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Student Support Services Dept. (SSSD)

Student Behavior, Social and Emotional Learning, & Student Services

Ahjia D. Moore, Director of Student Support Services
Erika Sarmiento, Dean (US)
Estephanie Fuentes, Dean (US)
Davonte Wilson, Dean (MS)
Adriana Santos, Associate Dean (MS)
Sonja Jackson, Social Worker (School-wide)

What?

Successes

- Facilitated 19 schoolwide "Other Means of Correction" restorative intervention in lieu of suspensions for March; at 20 total suspensions YTD
- Completed 1st round of SEL small groups intervention; 2nd round to begin week of 5/04/26
    - Topics: Anxiety and Stress Management, Grief & Loss, Academic Motivation
- Hosted "soft launch" introduction to Zocalo Health (local, external resource for mental health and social services) at US Club Fair
- Facilitated US Community Assembly featuring Richmond Police Department to address increased vape-related incidents and the legal impact
    - In progress of scheduling MS version for 7th and 8th graders
- Partnered with Data Team and ASB to market the Spring Student Survey and increase completion rate
- Facilitating schoolwide Climate Survey follow up with a "wellbeing" survey for B/AA-identifying students in MS on 4/20/26 and in US on 4/27/26

Challenges

- Operating without a social worker as of 4/01/2026 for the remainder of the school year
- In process of scheduling 19 pending SST student referrals by 5/08/26
    - 90% of student referrals are from MS - Moore working with GLLS to assess priority needs
- Upper school has 4 pending expulsion hearings all related to arranging or distribution of controlled substances" on campus
- Saw a 250% increase in vape sensor detection in March (majority of instances were in the US)
- Saw an increase in social worker "drop-ins" due to reported grief/loss in March
- Experienced a decline in student perception of "school safety" in Spring Climate Survey data

	Restorative Mtgs.	Suspensions	Expulsions	Pending Expulsions
2024-25 (thru MAR)	**72**	**121**	**0**	**0**
2025-26 (thru MAR)	**204**	**15**	**0**	**4**
Change	**132 more**	**106 less**	**0**	**+4**

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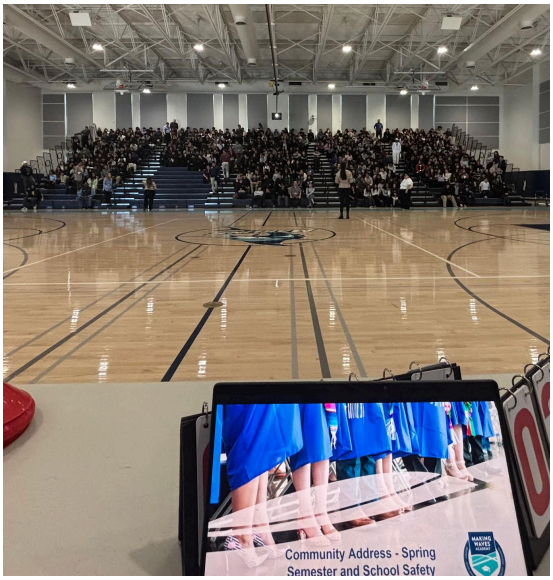
Upper School Community Meeting to Discuss Safety



So What?

The mid-Spring semester brought various opportunities for the the Student Support Services Department (SSSD) to facilitate proactive and responsive intervention to address: seasonal stressors (assessment season and academic progress checks), need for increased access to social, emotional, and mental health services, and build community awareness on the increased instances of vape-related incidents and the impact of engaging in unlawful activity under school jurisdiction (Tier 1 intervention).

"School safety" continues to be a primary area of focus after seeing a significant decline in the Spring Climate Survey results compared to Fall's results (70% → 55%). Student free responses also indicated two key takeaways:

1) Though 63% of total students reportedly feel safe at school, there is concern around external threats making their way onto campus (I.e. "people jumping the gate" and "lots of bad stuff happening lately").

2) Some of our Black and African-American identifying students reported experiencing or witnessing a disproportionate amount of hate speech or derogatory language by their peers, and feeling that administrators weren't "handling it seriously".

Though the impact of being without a social worker while navigating a "high needs" season of the school year has been challenging, the SSSD has strategically launched SEL small groups (Tier 2 intervention) and is providing additional Tier 3 intervention through our now fulltime mental health clinician and consistent referrals to external mental health resources resources (TalkSpace, Brighter Beginnings, and Zocalo Health). Ms. Moore is also working with Grade Level Leads to assess the priority needs for students with pending SST referrals.

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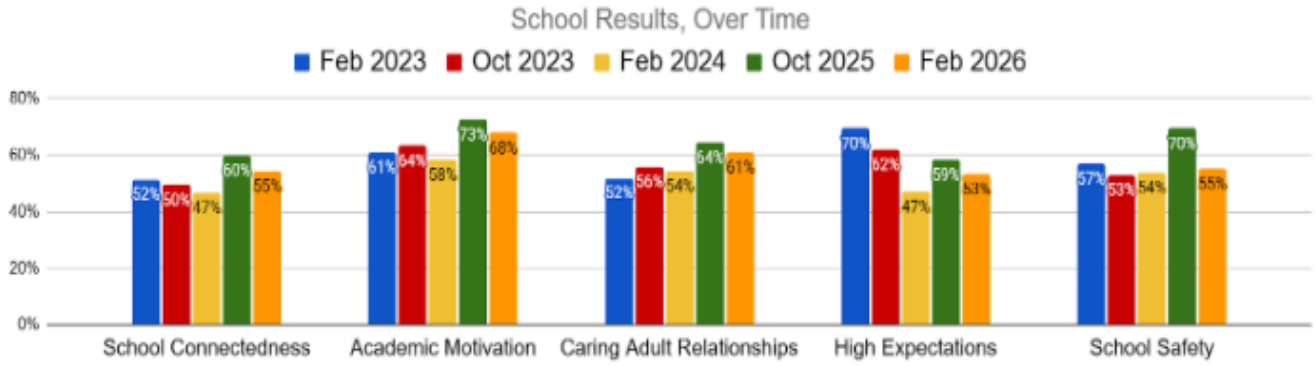
MWA Climate Survey Winter/Spring 2026

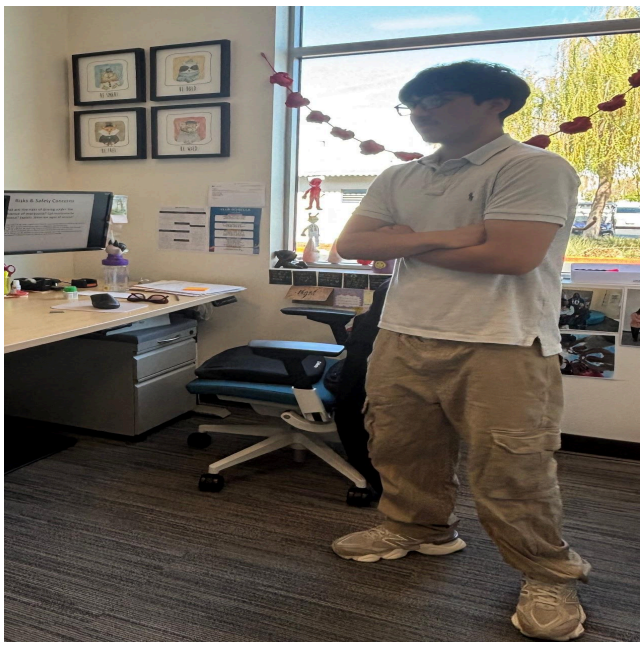
86% of students reporting (8631students)
97 (12%) of Families reporting

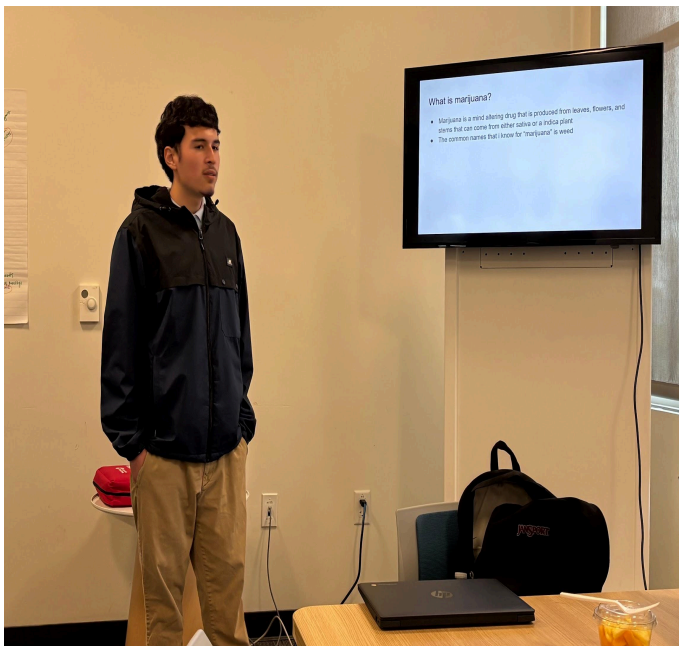


School Safety

- **63%** report feeling safe at school.

- *"I feel safe because I know that we have a plan if something happens, but there's been a lot of bad stuff happening lately."*





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Now What?

In effort to support a strong close of the school year and address evolving campus needs, the SSSD will continue to:

- facilitate Other Means of Correction and restorative intervention in lieu of suspension when viable
- monitor the impact of the SEL small groups and schoolwide awareness-building efforts on the impact of engaging in unlawful activity
- spotlight the social, emotional, and mental health resources currently available to students and families.

Ms. Moore and the SSSD are also exploring future ways to increase student and family awareness of the intention and impact of Restorative Practices to foster deeper understanding of how/why alternatives to suspension are utilized at MWA.

Student Activities

Hugo Valdovinos, Middle School Student Activities Coordinator

As we round out the 2025-2026 year, there is a lot to look back on for Student Activities. This year we strengthened our existing clubs while adding a couple new ones, we had field trips for each grade, including to new locations like Alcatraz Island and the Academy of Science, and held our first ever Club Fair in the Middle School.

<u>Success</u>

- Something that went really well this year and which culminated in the first ever Middle School Club Fair, was the effort to get clubs to work more closely together with ASB and the events that we hold throughout the year. For example, ASB worked together with the Black Student Union BSU) to host our Assembly in February for Black History Month. Also, the Music Club with Mr. Schoepp's leadership was part of both school dances and had some students play at the Club Fair. Finally, the Art Club played a role in the designs of our marketing materials for our events and next year the ASB Marketing Coordinator will also be the Art Club President.
- Our inaugural MS Club Fair was a big success with over $6,900 raised from the clubs! The main goal for this event was to build a stronger club culture amongst the middle school clubs while providing upper school clubs another opportunity to fundraise. The MS clubs saw a surge in new members following the event.
- Though the 8th Grade Committee started last year during the second semester, this year saw a lot of growth under Ms. Orona, an 8th grade math teacher. The goal of the committee at the beginning of the year was to fundraise for the end of year activities and to get more students to join the committee. Both of these goals were met as the 8th grade committee raised over $1,500 and included participation from students not part of any other clubs.
- Finally, our Robotics Club went to its first tournament, the NorCal Lego Competition in San Francisco. Though they didn’t win this time, this was the first time one of our clubs participated in an outside of school activity. With the Leadership from Ms. McGregor & Mr. Judy the club has seen a lot of growth and interest from 5th grade to 8th grade students.

<u>Challenges</u>

- The challenges for this year were tied to getting student participation in some of our events throughout the year. For example, our Spring Dance saw a decrease in attendance and the 8th grade trip to Six Flags has seen a reduction in interest. Also, even though we were able to add new clubs like Computer Club, 7th & 8th Chess Club, & 7th & 8th Soccer Club, student participation is low for these clubs.

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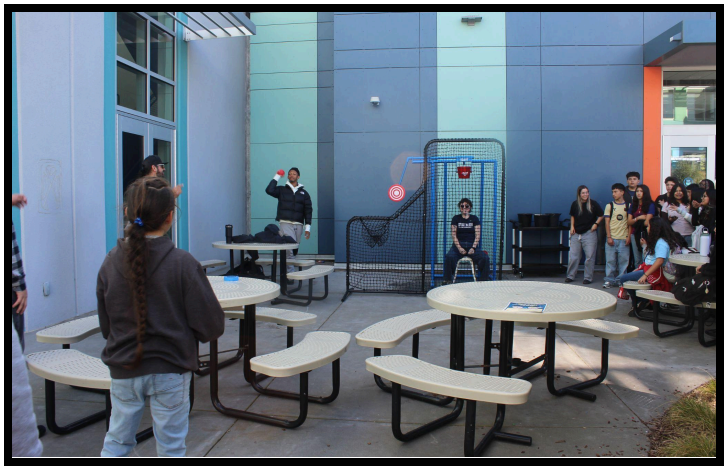
- Another challenge we faced this year was hosting engaging assemblies and figuring out how to use the time allotted of 1 hour for our assemblies. Though this gives us more time to do things, it is also a lot of time to keep students engaged.
- The other challenge that student activities faced this year was engaging the younger 5th grade students when it comes to student leadership and the different roles they can play. Figuring out how to bring them into the larger ASB leadership / club environment has been a focus for the past year.



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So What?

As middle school clubs continue to grow and develop, I will continue developing a structure for new and existing members that connects the work they are doing in their clubs to the work they will do in the upper school or post graduation life. What skills do students gain by being part of a club and how will those skills help them when they get to high school and beyond?

- By creating clear guidelines that each club advisor can follow regardless of their club, we can build a stronger club culture and encourage more student participation.
- Clubs are a great way for students to feel connected to their school and their classmates but they are also great avenues to help students develop leadership skills they will need post graduation.

ASB is a leadership club and their role will be to get more students involved through the different events we hold throughout the year. The continued collaboration with the upper school ASB has also been instrumental in showing our MS students what they can look forward to once they get to the upper school. Working more closely with the upper school Activities Coordinator we can align the guidelines and expectations.

Now What?

Student Activities are an important part of a student's Middle School experience whether it’s spirit weeks, assemblies, field trips or school dances, these are the events students remember at the end of the year. The goal continues to be to have student-led planning and idea sharing when it comes to the events & activities we hold throughout the year. ASB as the main vehicle we will continue to find ways to collaborate with other student clubs and look for ways to engage students not part of any club as well.

Another thing we will continue to do next year is work more closely with the Upper School ASB. This year we took some MS students to an upper school meeting and the benefits were immediate as those students began implementing ideas they saw.

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APPENDIX I

THE INTENTIONAL IEP

Special Education List of Acronyms

AAC – Alternative Augmentative Communication
ABA – Applied Behavior Analysis
ABC – Antecedent, Behavior, Consequence
ADA – Americans with Disabilities Act
ADHD – Attention Deficit Hyperactivity Disorder
ADLs – Activities of Daily Living
AIP – Academic Improvement Plan
APE – Adapted Physical Education
ARD – Admission, Review, and Dismissal (team/committee)
ASD – Autism Spectrum Disorders
ASL – American Sign Language
AT – Assistive Technology
AYP – Adequate Yearly Progress
BD – Behavior Disorder
BI – Brain Injury
BIP – Behavior Intervention Plan
B/VI – Blind / Visually Impaired
C – Counseling
CAP – Corrective Action Plan
CBA – Curriculum Based Assessment
CBI – Community Based Instruction
CD – Communication Disorder
CEC – Council for Exceptional Children
CFR – Code of Federal Regulations
CST – Child Study Team
DB – Deaf / Blind
DD – Developmental Delay
D/HI – Deaf / Hearing Impaired
D/HH – Deaf / Hard of Hearing
DI – Direct Instruction
DD – Developmental Delay
DIBELS – Dynamic Indicators of Basic Early Literacy
ECE – Early Childhood Education
ED – Emotional Disturbance
EI – Early Intervention
ELL – English Language Learner
ER – Evaluation Report
ESD – Extended School Day
ESL – English as a Second Language
ESY – Extended School Year
FAPE – Free Appropriate Public Education
FBA – Functional Behavior Assessment
FERPA – Family Education Rights Privacy Act
FRL – Free and Reduced Lunch
GE – General Education
GT – Gifted and Talented
HI – Hearing Impairment
HOH – Hard of Hearing
HQT – Highly Qualified Teacher
IA – Instructional Assistant
ID – Intellectual Disability
IDEA – Individuals with Disabilities Education Act
IEE – Independent Educational Evaluation
IEP – Individualized Education Program
IFSP – Individual Family Service Plan
IST – Instructional Support Team
ITP – Individualized Transition Plan
IU – Intermediate Unit
LD – Learning Disability
Liaison – Spec Ed person connection between teachers & board
LEA – Local Education Agency
LEP – Limited English Proficiency
LRE – Least Restrictive Environment
LSS – Life Skills Report (classroom)
LSSP – Licensed Specialist in School Psychology
MA – Mental Age
MD – Multiple Disabilities
MDE – Multidisciplinary Evaluation
MDT – Multidisciplinary Team
NCLB – No Child Left Behind
NEA – National Education Association
NOREP – Notice of Recommended Educational Placement
ODD – Oppositional Defiance Disorder
OHI – Other Health Impairment
OI – Orthopedic Impairment
O&M – Orientation and Mobility
OT – Occupational Therapist
PALS – Peer-Assisted Learning System
PBS – Positive Behavioral Supports
PCA – Personal Care Attendant
PD – Physical Disability
PIP – Program Improvement Plan
PLEP / PLP – Present Levels of Performance
PP - Paraprofessional
PS - Preschool
PT – Physical Therapist

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PWN – Prior Written Notice
RR – Review Reevaluation
RS – Related Services
RTI – Response to Intervention
SBE – State Board of Education
SDI – Specially Designed Instruction
Service Code – services a student eligible under
SEA – State Education Agency
SLD – Specific Learning Disability
SLI – Speech Language Impairment
SLP – Speech Language Pathologist
SPED / Spec Ed – Special Education
SSDI – Social Security Disability Income
SSI – Social Security Income
TBI – Traumatic Brain Injury
TSS – Therapeutic Support Staff
TTY - Teletypewriter
VI – Visual Impairment
Voc Ed – Vocational Education
VR – Vocational Rehabilitation

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APPENDIX II

Upper School Courses Offered by Department

	English	Math	Science	History/Social Science
Courses	*English I* *English II* *English III* *Expository Read. & Writ.*	*Algebra I* *Geometry* *Algebra II* *Principles of Finance*	*Astronomy* *Earth and Space Sci.* *Biology* *Chemistry* *Intro to Health & Med. Term.* *Advance Patient Care*	*Ethnic Studies* *World History* *U.S. History* *U.S. Gov't. & Econ.* *Intro to Psychology*
APs	*AP Eng. Lang. & Comp.*	*AP Comp. Sci. Principles* *AP Precalculus*	*AP Chemistry* *AP Environmental Sci.*	*AP U.S. History* *AP Gov't & Econ*
New Courses (Based on Interest and class size)	*AP Eng. Lit. & Comp.*	*AP Calculus AB*		

	Visual & Performing Arts	World Languages	Health & Wellness	Credit Recovery
Courses	*Drama I* *Theater II* *Music Appreciation* *Orchestra*	*Spanish I* *Spanish II* *Spanish III*	*Health & Wellness I* *Health & Wellness II*	*Courses for credit recovery*
APs		*AP Spanish Lang. & Cult.*		
New Courses (Based on Interest and class size)	*Drawing* *Intro to Interior Architecture & Design* *AP 3D Art* *Technical Technical Theater & Stagecraft*	*Spanish IV: Intro to Advanced Language & Literature*		

Special Education: Specialized Academic Instruction (SAI) for core courses.

Coversheet

Q&A on Chief Executive Officer Report (CEO)

Section:	IV. Standing Reports
Item:	F. Q&A on Chief Executive Officer Report (CEO)
Purpose:	FYI
Submitted by:	
Related Material:	MWA CEO Report to the MWA Board_MAY 2026_ABN.docx (2).pdf

Learn. Graduate. Give Back.

MWA CEO Report to the MWA Board

MAY 2026

April/May Activity

- ***Community*** - the spring club fair was joyous and connected students, faculty, and staff
- ***Athletics*** - boys volleyball, baseball, softball, track and field, and a new sport, badminton, is underway
- ***Assessment*** - State testing is nearly complete; AP exams this month in the upper school
- ***Social*** - Upper school prom and grad night at Disneyland
- ***Field Trips*** - Lots of field trips this spring with some finishing up for the year (see below)
- ***Celebrations*** - Senior celebrations and signing day to celebrate senior post-secondary pathway choices
- ***HealthX Program*** - Wave-Makers had their capstone presentations in April. HealthX provided area high school juniors and seniors with a hands-on opportunity to learn about healthcare careers.
- ***Finals*** - Students preparing for final exams (8th-12th grades)

Field Trips 2026-27

Wave-Makers have taken more field trips than in recent memory. MWA's new position of Associate Director of Career Development and Internships has been instrumental in working across the two divisions to organize activities, career exposure experiences, and college access programming. Through April there have been about 14 field trips in the upper school, a mix of college and career trips.

Career Exposure Trips	College Campus Visits
• **5** - S.F. Giants, MWEF, Nashville Trade Conference, Martinez oil refinery, & Allen Matkins law offices	• **9** - area community colleges and four-year colleges (public schools - CSUs and UCs)

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)

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 to make sure we are as prepared as possible for a successful WASC accreditation renewal process this year.
PARTIALLY COMPLETED (AWAITING FINAL WASC REVIEW/APPROVAL) **UPDATES:** • The site visit with the WASC visiting team went well. Bryann and Liz led a great process. Also, piloting the new self-study report template resulted in a more streamlined and coherent report. This led to a more concise and authentic self-study report. The final presentation by the committee affirmed MWA self-awareness and alignment between what they read in our self-study and what they observed of the MWA community. Overall, their summary was positive. Both the committee and the self-study report identified the same areas to focus on in the next 6-year WASC cycle. The WASC board meets in late June, so we won't know the result until after June 2026. ***WASC Accreditation Renewal:*** Visiting team visited 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:

- We administered an end-of-the-year survey to faculty. Overall, faculty saw positives in terms of support and recognizing the impact of coaching. Areas for growth include, aligning teacher goals with the overall instructional priorities for MWA (rigor, increased productive struggle opportunities, and more student ownership of the learning) and better aligning support to the different tiers of teachers based on support/coaching needs.

- The ILT continued to engage in classroom observations, instructional rounds and coaching debriefs. To close the year, coaches will have one more round of coaching observations before the end of the school year.

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:

- Tyler, our Director of Special Education, has a vision of supporting our students in Tier 1 instruction by developing more opportunities for RSP teachers to team teach with general education teachers. This could cause more targeted support, in real time, for our students with disabilities.

- The ELD Coordinator continues to refine and implement plans to work towards our goals of making gains that will remove us from being in the Differentiated Assistance program. We appear to be making good progress in this area, which could allow more English Learners to get the support they need.

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:

- An 8th grade pilot using a ***career development curriculum*** was successfully completed, in partnership with 8th grade teachers. Key learnings were opportunities and time to internalize the curriculum which would invite faculty to bring in experiences from their own lives to share with students. We observed more engaging lessons when the teachers were able to bring more of themselves into the lesson delivery of the material . We are planning ways to bring insights from the pilot into our summer planning for the 2026-27 school year.

- A spring/summer project will be to identify ways to align ***Portrait of a Graduate*** goals and metrics with our LCAP/WASC goals and our daily programming.

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
Nominating Committee Member	CIF Executive Committee	Discuss and vote on nominees to serve on the Exec. Committee.	1x
NCS Delegate	CIF Federated Council	Formal board representing all 10 sections of CIF.	3 Mtgs.
CIF Special Committee	CIF	Strengthening credentialing, safety, and training for officials.	TBD
5C Board President	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

NCS	● The new NCS commissioner was hired this month, and an internal candidate was hired. Attended the last Executive Committee and Board of Managers meetings of the 2025-26. As an MWA administrator and NCS officer, I attended the CA State Athletics Directors Association Conference in Riverside. In recent years, programming has been added for school administrators. It was a great conference with lots of applicable information shared.
CIF	● Attending the executive committee and Federated Council meeting in late April. I did not win the election for the CIF President Elect officer position. I attended the state basketball Championships in Sacramento and handed out championship medals.
5C	● *Preparation for 5C fundraiser in May.*

Coversheet

Q&A on Interim Executive Director Report

Section: IV. Standing Reports
Item: G. Q&A on Interim Executive Director Report
Purpose: Discuss
Submitted by:
Related Material: May 2026_Interim ED Board Report.pdf

Board Report

Interim Executive Director

Elizabeth Martinez

May 2026

Intro

As we approach the final stretch of the school year, I am pleased to share highlights of the significant strides my team is making to prepare Making Waves Academy for the future. This month, we are focusing on two vital areas: the thoughtful integration of Artificial Intelligence and our strategic recruitment efforts for the upcoming academic year. From establishing legally vetted AI use policies to launching a human-centered hiring campaign in a competitive market, our work is centered on building sustainable systems that support both our educators and our students.

Artificial Intelligence (AI) at Making Waves Academy - *Updates*

Written by: Damon Edwards

New AI Use Policies

We are updating our AI use policies for students and staff. A revised Student AI Use Policy, developed in collaboration with legal counsel to ensure compliance with FERPA and all applicable laws, has been incorporated into the Student Handbook (2026–27) and is included on this board agenda for approval. This policy replaces our existing AI use policy, which had not undergone formal legal review. In parallel, People Operations is currently developing a companion Employee AI Use Policy for inclusion in the Employee Handbook; that policy is still under development and legal review and will be brought forward for board consideration at a future meeting once finalized.

AI Task Force

We converted our Cross-Functional Team (CFT) into an AI Task Force; their diverse range of perspectives and roles across the school makes them well-suited to lead this work. The Task Force held its kickoff session on March 31, during which members were introduced to the initiative, completed a baseline survey to capture their current familiarity and confidence with AI, and began exploring what thoughtful AI implementation looks like in a school setting — spanning policy, professional development, curriculum integration, student literacy, and tool evaluation.

The school selected AiEdu (The AI Education Project), a non-profit consulting partner specializing in AI readiness in education, as a strategic partner for this work. AiEdu is a particularly strong fit given that our authorizer, the Contra Costa County Office of Education (CCCOE), already works with them, making them an institutionally aligned and pre-vetted partner. AiEdu's AI Readiness Framework — which addresses student competencies, educator competencies, and system-level readiness across five key domains — will serve as the roadmap guiding our work. The Task Force will meet with AiEdu during the final two CFT meetings of the school year, both of which are scheduled for late May.

- The first meeting, on May 19, will focus on deepening the team's understanding of the AI Readiness Framework and what AI readiness looks like in practice.
- The second meeting, on May 26, will focus on identifying two to three priorities for the 2026–27 school year and mapping out early actions and milestones.

A key goal of this partnership is to build internal capacity and sustainable systems so that AI integration work is staff-led over the long term, rather than dependent on outside support. The board will receive updates as this work progresses into the new school year.

May 2026

Other Topic

Hiring and Recruitment Update for 2026-27 School Year

Written By: Isabel Montilla, Senior Director of People Operations and Jody Fortney, People Operations Specialist

People Operations is navigating a challenging California labor market where fully credentialed staff remain in high demand and short supply. We have taken a proactive "early start" approach by launching recruitment in February and redesigning our candidate experience to prioritize speed and "warmth". Despite the statewide shortage in specializations like Special Education and Math, we remain committed to a credential-first hiring strategy—refusing to lower our standards for quality even as we work to fill our remaining vacancies.

Key Hiring Trends & Demand

Despite efforts to increase the teacher pipeline, California schools continue to struggle with a shortage of ***fully credentialed staff.***

- **High-Need Specializations:** Vacancies remain highest in Special Education, Math, Science, and Bilingual Education.
- **Non-Teaching Staff:** There is significant difficulty hiring site-based support staff, e.g., school counselors, aides.

Key Strategies

Strategic Timing (The "Early Start")

- **The Market:** Early hiring is the #1 predictor of success in California.
- **Our Action:** We officially launched recruitment in **February**.

Reducing Candidate "Drop-Off"

- **The Challenge:** In 2026, 30% of teachers withdraw from applications that feel too automated or impersonal.
- **Our Action:** * **Warmth:** We rewrote all system emails to be warm and inviting, reflecting our school's unique culture.
    - **Speed:** We committed to a **48-hour personal follow-up** for every qualified applicant.
    - **Simplicity:** We streamlined the application to remove technical hurdles that cause candidates to quit halfway through.

Quality Over "Quick Fixes"

- **The Commitment:** Despite a statewide teacher shortage, we are not lowering our standards.
- **Our Action:** We remain committed to **credential-first hiring**.

May 2026

Current Hiring Status Overview (as of April 27, 2026)

Upper School Faculty Hiring
Confirmed Vacancies: 3
- 2 US Math (vacant)
- US Spanish (currently filled by LTS)

Special Education Hiring
Confirmed Vacancies: 2
- Special Education Teacher

Faculty Offers Made: 4
- US Math
- US Spanish
- 2 Special Education Teachers

Middle School Faculty Hiring
Confirmed Vacancies: 5
- MS Math & Science 6 (filled by LTS)
- MS Math 7 - 1 cohort (filled by LTS)
- MS Math 8 (filled by LTS)
- MS Music (filled by LTS)
- MS Science 7

Faculty Offers Made: 1
- MS Science 7

Non-Instructional Hiring
Admin/Leadership: 1
- Executive Office Manager

Support Staff: 2
- MS Teacher's Assistant
- Substitute Teacher Coordinator (0.5 FTE)

Student Support Services Hiring
Confirmed Vacancies: 5
- Dean of Students (1 FTE)
- Occupational Therapist (0.8 FTE)
- School Counselor
- School Psychologist - SPED Focus
- Speech Therapist (0.5 FTE)

Abbreviation Key:
LTS = Long Term Substitute Teacher
ELA = English Language Arts
"Overhires" = budgeted positions in excess of required slots (in case of late notification of a vacated teaching position)

Year-over-Year Comparison

(Vacancies and Fills, Comparisons)

Vacancies By Type (May 2026)		
Faculty	Admin	Staff
10	1	7

Vacancies By Type (May 2025)		
Faculty	Admin	Staff
8	7	10

Vacancies By Type (May 2024)		
Faculty	Admin	Staff
12	5	5

Filled By Type (May 2026)		
Faculty	Admin	Staff
1	0	0

Filled By Type (May 2024)		
Faculty	Admin	Staff
7	0	0

Filled By Type (May 2023)		
Faculty	Admin	Staff
11	2	0

Coversheet

Q&A on Written Finance Report

Section: IV. Standing Reports
Item: H. Q&A on Written Finance Report
Purpose: Discuss
Submitted by:
Related Material: 01 MWA March Financials -04.24.26 - Board.pdf

Making Waves Academy
March 2026 Financial Report

March financial comparisons are based on the FY2025-26 2nd interim budget.

At the end of March 2026, Making Waves Academy (MWA) closed its books with:

- $8M in cash:
  - $2.8M Deferred Revenue (Restricted)
  - $5.2M Unrestricted Cash

- Average monthly expenditures are approximately $2.5M.
  - March Burn: $2.5M
  - YTD average Burn: $2.5M
  - Budgeted average burn: $2.6M

- Year-to-date, MWA is $58K under budget on a consolidated basis. This is mainly due to staffing vacancies and the timing of PTO accruals, partially offset by higher contracted services. At this time, we anticipate ending the year **close to budget**, with savings in other areas expected to offset current overages in contracted services
  - Revenue:
    - **$916K over budget**, primarily timing-related, tied to government funding such as LCFF (In-Lieu of Property Taxes), prior-year grants, and Local Parcel Taxes.
  - Expense:
    - **$226K under budget** in salaries and benefits due to vacancies and PTO timing.
    - **$22K under budget** in supplies, due to invoice timing.
    - **$190K over budget** in contract services, mainly due to:
      - Expanded digital learning licenses
      - Data and Assessment team software investments
      - PG&E utility true-up charges
      - Timing of vendor invoices

Monthly Performance: March 2026

- MWA, on a consolidated basis, March expenditures totaled **$2.5M.**
  - **$2.3M** for MWA - "School"
  - **$278K** for MWA Central Office

- On a monthly basis, consolidated expenditures were **over budget due to timing**.
  - MWA - "School":
    - $69K (3%) over budget, driven mainly by:
      - Timing of coach stipends and overtime, which will normalize as the year ends
      - Utilities invoices.

- MWA Central Office:
  - $24K (10%) over budget, driven by the timing of contracted services invoices.

Year-to-Date Performance: (July 2025-March 2026)

MWA - "School" YTD Budget to Actuals

1. ***Revenues:*** $917K over budget, due to the timing of the following government funding received:
   - In Lieu of Property Taxes (part of LCFF)
   - Prior year state revenues from SB740
   - Local parcel taxes
   - *Government Revenues Received:* $12.8M YTD
     i. $10.8M - State Aid and other grants
     ii. $689K - State Special Education funding
     iii. $1.3M - Monthly recognition of restricted one-time funding (deferred revenue)

2. ***Expenses:***
   - ***Salaries & Benefits:*** $203K savings reflecting vacancies, budgeted overtime coming in below budget for the month, timing of stipends paid, and PTO timing.
     i. 3.5 Full-Time Equivalent (FTE) positions remain vacant for the month:
        a) 1 teacher, 1 substitute teacher and 1.5 non-teaching staff

   - ***Supplies:*** $19K savings, from timing of invoices received.

   - ***Contracted Services:*** $149K over budget, primarily due to:
     i. Increased digital learning licenses and utility true-ups (with certain line items exceeding annual budgets but expected to be offset by savings elsewhere)
     ii. timing variance for student transportation to sports games,

MWA Central Office YTD Budget to Actuals

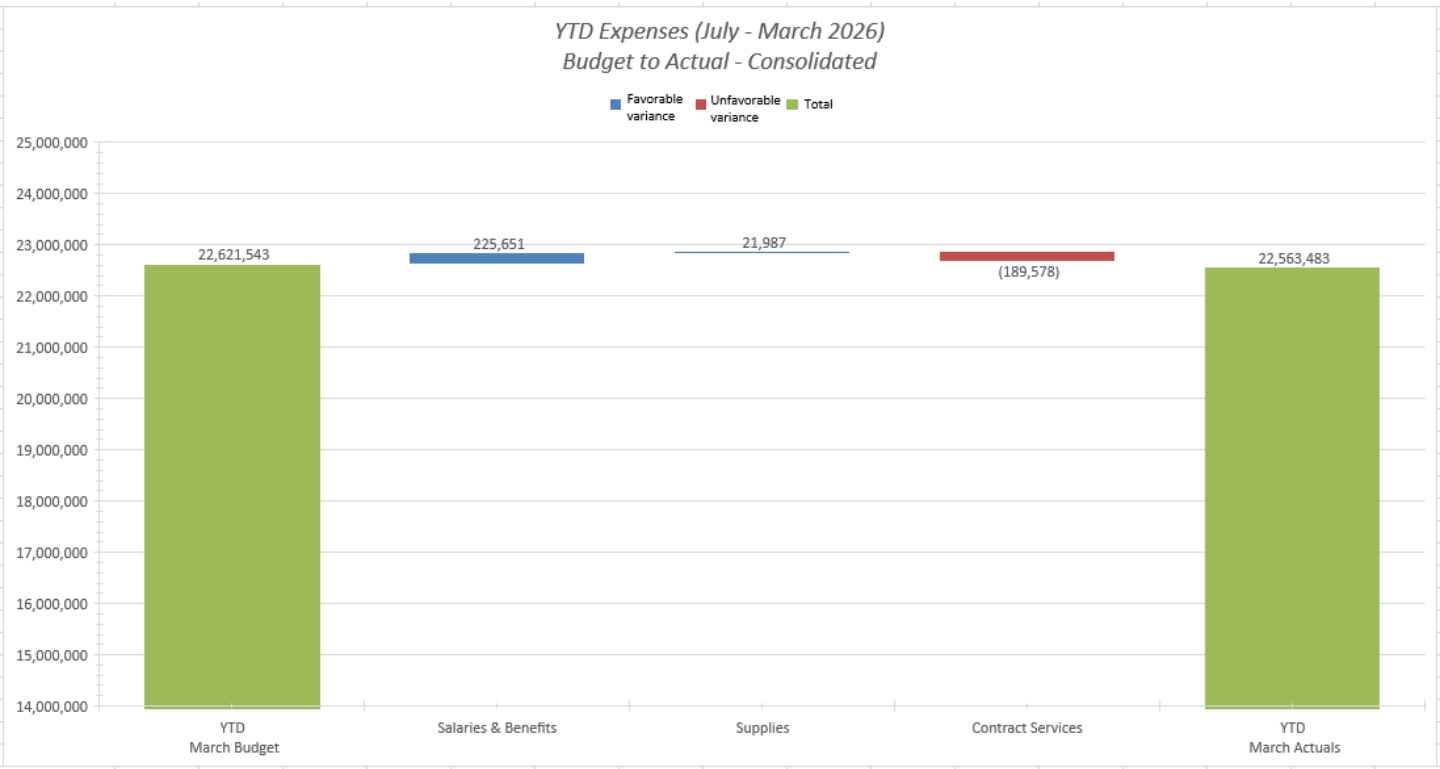
1. ***Salaries & Benefits:*** $22K under budget, due to staff's PTO utilization timing, this variance is expected to normalize.

2. ***Supplies & Contract Services:*** $15K over budget, primarily related to a new software for the Data & Assessment team, the final legal fees related to a confidential personnel investigation completed by our attorney, and the timing of vendor invoices.

Making Waves Academy
Statement of Activities
Consolidated
As of March 31, 2026

	Actuals	Budget	Variance
Revenue			
Government Revenue	$12,797,770	$11,890,715	$907,055
Interest Income	$170,514	$170,650	($136)
Non-JRSF Contributions	$173,189	$155,449	$17,740
JRSF Contributions	$3,300,000	$3,300,000	$0
Other Donations	$872	$9,000	($8,128)
Total Revenue	**$16,442,345**	**$15,525,814**	**$916,531**
Expenses			
Salaries & Benefits	$14,221,623	$14,447,274	$225,651
Supplies	$1,219,677	$1,241,664	$21,987
Contract Services	$7,122,183	$6,932,605	($189,578)
Total Expenses*	**$22,563,483**	**$22,621,543**	**$58,060**
Net Surplus/Deficit	**($6,121,138)**	**($7,095,729)**	**$974,591**

**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							
2	**MWA - "School" FY2026 Expenditure Budget Tracking Report**						
3	**Actuals vs. Preliminary Budget**						
4	March 2026						
5							
6	**MWA Spending Budget**	**2nd Interim Budget FY2026**	**07.01.25 - 03.31.26- Actuals**	**07.01.25 - 03.31.26 - 1st Interim Budget**	**Variance**	**% Variance**	**Notes**
7	1100 - Teacher Salaries	5,113,780	3,807,119	3,826,460	(19,341)	-1%	
8	1103 - Substitute Teacher Salaries	307,178	222,575	230,384	(7,809)	-3%	
9	1200 - Certificated Pupil Support	1,042,504	745,322	771,830	(26,508)	-3%	Savings from onboarding College & Career Counseling Coodinator later than budgeted
10	1300 - Certificated Supervisor & Administrator Salari	1,479,236	1,060,266	1,079,941	(19,675)	-2%	
11	1409 - Special Temporary COLA	987,000	742,000	740,250	1,750	0%	
12	1900 - Certificated Other Salaries	277,286	182,007	201,017	(19,010)	-9%	
13	2100 - Classified Instructional Aide Salaries	1,090,177	766,170	796,668	(30,498)	-4%	Enrichment Instructor vacancy & OT for non-exempt staff
14	2200 - Classified Support Staff Salaries	1,306,461	951,197	964,721	(13,524)	-1%	
15	2300 - Classified Supervisor & Administrator Salaries	258,992	183,296	189,264	(5,968)	-3%	
16	2400 - Classified Clerical and Office Salaries	787,344	560,879	575,367	(14,488)	-3%	
17	2900 - Classified Other Salaries	239,671	201,452	175,144	26,308	15%	Timing variance for coach stipends, will even out next month
18	**Total Salaries**	**12,889,629**	**9,422,283**	**9,551,046**	**(128,763)**	-1%	
19	3101 - State Teachers Retirement System (STRS)	1,547,479	1,066,828	1,094,450	(27,622)	-3%	Savings from vacancies
20	3301 - Social Security and Medicare	448,011	316,127	327,235	(11,108)	-3%	
21	3401 - Health & Welfare Benefits	1,797,184	1,297,270	1,317,888	(20,618)	-2%	
22	3501 - Unemployment Insurance	82,700	82,702	82,700	2	0%	
23	3601 - Workers Comp Insurance	101,661	66,218	76,247	(10,029)	-13%	
24	3701 - 403(B) Retirement Match	52,656	38,062	38,479	(417)	-1%	
25	3999 - Accrued Paid Time Off	62,091	41,625	46,550	(4,925)	-11%	
26	**Total Benefits**	**4,091,782**	**2,908,832**	**2,983,549**	**(74,717)**	-3%	
27	**Total Salaries & Benefits**	**16,981,411**	**12,331,115**	**12,534,595**	**(203,480)**	-2%	
28							
29	4100 - Approved Textbooks and Core Curricula Mater	114,975	92,357	90,451	1,906	2%	
30	4200 - Books and Other Reference (Faculty and Staff	3,650	928	3,650	(2,722)	-75%	
31	4315 - Custodial Supplies	69,000	47,851	53,978	(6,127)	-11%	
32	4325 - Instructional Materials & Supplies	371,018	241,610	260,688	(19,078)	-7%	

MWA - "School" FY2026 Expenditure Budget Tracking Report
Actuals vs. Preliminary Budget
March 2026

	A	B	C	D	E	F	G
6	**MWA Spending Budget**	**2nd Interim Budget FY2026**	**07.01.25 - 03.31.26- Actuals**	**07.01.25 - 03.31.26 - 1st Interim Budget**	**Variance**	**% Variance**	**Notes**
33	4330 - Office Supplies	1,800	74	1,215	(1,141)	-94%	
34	4410 - Furniture, Equipment & Supplies (non-capitaliz	81,250	42,108	48,008	(5,900)	-12%	
35	4420 - Computers and IT Supplies (non-capitalized)	437,733	412,596	408,750	3,846	1%	
36	4710 - Student Food Services	377,000	308,705	298,329	10,376	3%	
37	4910 - Emergency Supplies	61,950	61,500	61,950	(450)	-1%	
38	4990 - Contingency	7,000	-	-	-	-100%	
39	**Total Supplies**	**1,525,376**	**1,207,729**	**1,227,019**	**(19,290)**	-2%	
40	5210 - Conference and Professional Development	92,650	103,690	91,578	12,112	13%	
41	5215 - Travel - Mileage, Parking, Tolls	5,358	519	1,915	(1,396)	-73%	
42	5220 - Travel - Airfare & Lodging	27,975	8,124	18,759	(10,635)	-57%	
43	5225 - Travel - Meals	10,000	630	7,000	(6,370)	-91%	
44	5305 - Professional Dues & Memberships	19,800	6,026	15,155	(9,129)	-60%	
45	5421 - General Liability Insurance	695,462	521,454	532,435	(10,981)	-2%	
46	5510 - Utilities - Gas and Electric	497,500	507,402	409,313	98,089	24%	True-up bills from PGE
47	5515 - Janitorial and Gardening Services	642,000	490,640	490,640	-	0%	
48	5525 - Utilities - Waste	71,000	65,354	55,301	10,053	18%	
49	5530 - Utilities - Water	83,000	63,989	59,437	4,552	8%	
50	5605 - Equipment Leases and Rentals	120,000	101,992	90,538	11,454	13%	
51	5610 - Occupancy Rent	1,932,880	1,449,657	1,449,657	-	0%	
52	5612 - Facilities Use Fees	19,000	3,332	6,693	(3,361)	-50%	
53	5615 - Repairs and Maintenance - Building	125,000	55,434	73,501	(18,067)	-25%	
54	5617 - Repairs and Maintenance - Non-computer Equ	2,300	-	-	-	-100%	
55	5618 - Repairs & Maintenance - Auto	8,000	3,917	7,771	(3,854)	-50%	
56	5806 - County Oversight Fees	145,240	-	-	-	-100%	
57	5810 - Contracted Services	724,617	329,019	365,722	(36,703)	-10%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	212,000	192,956	167,588	25,368	15%	Timing variance for transportation to sport games
60	5810.005 - Psychological Services	70,000	41,750	41,750	-	0%	

	A	B	C	D	E	F	G
1							
2	**MWA - "School" FY2026 Expenditure Budget Tracking Report**						
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4	March 2026						
5							
6	**MWA Spending Budget**	**2nd Interim Budget FY2026**	**07.01.25 - 03.31.26- Actuals**	**07.01.25 - 03.31.26 - 1st Interim Budget**	**Variance**	**% Variance**	**Notes**
61	5810.006 - Substitute Teachers	420,000	380,981	353,574	27,407	8%	Offset from 1100 - Teacher salaries and 1103 - Substitute Teacher salaries
62	5810.008 - Information Technology	883,984	885,003	813,550	71,453	9%	Edmentum user license overages
63	5811 - Student Exams Fees	20,000	-	-	-	-100%	
64	5821 - Printing and Reproduction	37,250	16,533	21,305	(4,772)	-22%	
65	5840 - Study Trip - Entrance, Admission, & Ticket Fee	88,300	50,561	49,837	724	1%	
66	5897 - Special Education	1,105,942	905,827	905,243	584	0%	
67	5898 - Use Tax	1,000	-	1,000	(1,000)	-100%	
68	5905 - Company Cell Phones	34,000	27,117	27,253	(136)	0%	
69	5910 - Internet	96,000	70,294	71,557	(1,263)	-2%	
70	5915 - Postage and Delivery	16,000	5,000	8,740	(3,740)	-43%	
71	5920 - Landlines and Office Based Phones	12,000	8,365	8,830	(465)	-5%	
72	6900 - Depreciation and Amortization	19,000	13,651	14,113	(462)	-3%	
73	INCO.EXP - 5895 MWAS (Central Office) Fees	1,452,400	1,089,242	1,089,298	(56)	0%	
74	**Total Contract Services**	**9,690,658**	**7,398,459**	**7,249,053**	**149,406**	2%	
75							
76	Total Salaries & Benefits	16,981,411	12,331,115	12,534,595	(203,480)	-2%	
77	Total Supplies	1,525,376	1,207,729	1,227,019	(19,290)	-2%	
78	Total Contract Services	9,690,658	7,398,459	7,249,053	149,406	2%	
79	**Total Expenses**	**28,197,445**	**20,937,303**	**21,010,667**	**(73,364)**	0%	

	A	B	C	D	E	F	G
1	**MWA Central Office FY2026 Expenditure Budget Tracking Report**						
2	**Actuals vs. Preliminary Budget**						
3	March 2026						
4							
5	**MWAS (Central Office) Spending Budget**	**2nd Interim Budget FY2026**	**07.01.25 - 03.31.26- Actuals**	**07.01.25 - 03.31.26 - 2nd Interim Budget**	**Variance**	**% Variance**	**Notes**
6	1409 - Special Temporary COLA	84,000	63,000	63,000	-	0%	
7	2300 - Classified Supervisor & Administrator Salaries	1,388,363	1,006,745	1,014,573	(7,828)	-1%	
8	2400 - Classified Clerical and Office Salaries	537,753	392,624	392,973	(349)	0%	
9	**Total Salaries**	**2,010,116**	**1,462,369**	**1,470,546**	**(8,177)**	-1%	
10	3101 - State Teachers Retirement System (STRS)	72,198	52,483	51,384	1,099	2%	
11	3301 - Social Security and Medicare	117,124	86,721	85,591	1,130	1%	
12	3401 - Health & Welfare Benefits	263,793	214,531	197,844	16,687	8%	
13	3501 - Unemployment Insurance	12,953	12,952	12,953	(1)	0%	
14	3601 - Workers Comp Insurance	15,166	11,416	11,375	41	0%	
15	3701 - 403(B) Retirement Match	62,343	43,608	45,558	(1,950)	-4%	
16	3999 - Accrued Paid Time Off	49,923	6,428	37,428	(31,000)	-83%	Variance is due to staff taking PTO time, variance will even out as school year progress
17	**Total Benefits**	**593,500**	**428,139**	**442,133**	**(13,994)**	-3%	
18	**Total Salaries & Benefits**	**2,603,616**	**1,890,508**	**1,912,679**	**(22,171)**	-1%	
19							
20	4200 - Books and Other Reference (Faculty and Staff	1,550	-	1,550	(1,550)	-100%	
21	4330 - Office Supplies	8,200	6,254	5,536	718	13%	
22	4410 - Furniture, Equipment & Supplies (non-capitaliz	1,000	-	714	(714)	-100%	
23	4420 - Computers and IT Supplies (non-capitalized)	10,200	5,694	6,845	(1,151)	-17%	
24	4990 - Contingency	2,500	-	-	-	-100%	
25	**Total Supplies**	**23,450**	**11,948**	**14,645**	**(2,697)**	-18%	
26	5210 - Conference and Professional Development	27,500	3,660	27,182	(23,522)	-87%	
27	5215 - Travel - Mileage, Parking, Tolls	3,825	161	1,367	(1,206)	-88%	
28	5220 - Travel - Airfare & Lodging	7,000	2,175	4,694	(2,519)	-54%	
29	5225 - Travel - Meals	3,450	492	2,415	(1,923)	-80%	
30	5305 - Professional Dues & Memberships	32,500	25,782	24,876	906	4%	
31	5605 - Equipment Leases and Rentals	5,000	3,443	3,772	(329)	-9%	
32							

MWA Central Office FY2026 Expenditure Budget Tracking Report
Actuals vs. Preliminary Budget
March 2026

	A	B	C	D	E	F	G
6	**MWAS (Central Office) Spending Budget**	**2nd Interim Budget FY2026**	**07.01.25 - 03.31.26- Actuals**	**07.01.25 - 03.31.26 - 2nd Interim Budget**	**Variance**	**% Variance**	**Notes**
33	5803 - Accounting Fees	38,390	38,213	38,390	(177)	0%	
34	5804 - Legal Fees	101,000	107,586	89,446	18,140	20%	
35	5810 - Contracted Services	392,000	373,627	335,354	38,273	11%	Timing of invoices received, will even out as year close out
36	5810.002 - Student Information & Assessment	75,040	93,489	67,035	26,454	39%	Timely software for Data & Assessment team
37	5810.008 - Information Technology	68,469	45,200	63,013	(17,813)	-28%	
38	5820 - Recruiting - Students	5,000	-	-	-	-100%	
39	5821 - Printing and Reproduction	1,500	-	858	(858)	-100%	
40	5850 - Staff Recruitment	29,000	23,993	24,621	(628)	-3%	
41	5851 - Continuing Education Support	21,000	20,705	18,342	2,363	13%	
42	5853 - Payroll Processing Fees	66,000	46,060	44,576	1,484	3%	
43	5905 - Company Cell Phones	7,500	-	6,012	(6,012)	-100%	
44	5915 - Postage and Delivery	4,750	2,576	2,595	(19)	-1%	
45	5992 - Bank fees (not interest charges)	24,000	25,804	18,302	7,502	41%	
46	**Total Contract Services**	**912,924**	**812,966**	**772,850**	**40,116**	5%	
47							
48	Total Salaries & Benefits	2,603,616	1,890,508	1,912,679	(22,171)	-1%	
49	Total Supplies	23,450	11,948	14,645	(2,697)	-18%	
50	Total Contract Services	912,924	812,966	772,850	40,116	5%	
51	**Total Expenses**	**3,539,990**	**2,715,422**	**2,700,174**	**15,248**	1%	

MWA Consolidated - FY2026 Revenue Budget to Actual
Actuals vs. Preliminary Budget
March 2026

MWA Revenue Budget	2nd Interim Budget FY2026	07.01.25 - 03.31.26- Actuals	07.01.25 - 03.31.26 - 2nd Interim Budget	Variance	% Variance	Notes
Revenue						
8011 - State Aid - General Apportionment	6,790,772	5,173,139	5,179,022	5,883	0%	
8012 - Prop 30 - Education Protection Account Entitlement	3,485,155	1,350,572	1,350,572	-	0%	
8096 - In Lieu of Property Taxes	3,719,002	2,314,941	1,676,337	(638,604)	-38%	
8181 - Federal - Special Education	156,310	-	-	-	0%	
8220 - Federal - Child Nutrition Programs	323,205	185,522	190,515	4,992	3%	
8290 - Federal - Title I - Basic Grant	380,225	338,252	338,252	-	0%	
8295 - Federal - Title II - Teacher and Principal Training	46,225	25,124	25,124	-	0%	
8296 - Federal - Title III - LEP	33,295	31,108	31,108	-	0%	
8297 - Federal - Title IV, Part A - Student Support	28,471	21,615	21,615	-	0%	
8299 - Federal - Other Revenue	-	354	-	(354)	0%	
8311 - State - Special Education	943,916	689,057	689,443	386	0%	
8312 - State - Special Education - Level 1 Mental Health Funding	85,477	-	-	-	0%	
8314 - State - Special Education - Level 3 Mental Health Funding	13,008		-			
8319 - State - Other Revenues - Prior Years	15,000	94,118	15,000	(79,118)	-527%	
8520 - State - Child Nutrition Programs	205,284	129,414	131,313	1,899	1%	
8526 - State - Expanded Learning Opportunities Program	390,000	265,836	274,166	8,330	3%	
8527 - State - Educator Effectiveness	-	-	-	-	0%	
8528 - State - A-G Completion Improvement Grant	268,186	203,003	203,003	-	0%	
8531 - State - Arts, Music, and Instructional Materials Discretionary Block Grant	312,246	234,189	234,189	-	0%	
8532 - State - Learning Recovery Emergency Block Grant	710,000	392,503	411,138	18,635	5%	
8545 - State - School Facilities	1,186,089	724,829	724,829	1	0%	
8550 - State - Mandate Block Grant	39,423	39,648	39,423	(225)	-1%	
8560 - State - Lottery	258,834	83,368	83,368	-	0%	
8590 - State - Other Revenue	-					

	A	B	S	T	U	V	W
6							
7	**MWA Consolidated - FY2026 Revenue Budget to Actual**						
8	**Actuals vs. Preliminary Budget**						
9	March 2026						
10							
11	**MWA Revenue Budget**	**2nd Interim Budget FY2026**	**07.01.25 - 03.31.26- Actuals**	**07.01.25 - 03.31.26 - 2nd Interim Budget**	**Variance**	**% Variance**	**Notes**
37	8596 - State - Prop 28 Arts & Music in Schools (AMS) funding	193,008	190,991	190,991	-	0%	
38	8597 - State - Career Technical Education Incentive Grant	81,307	81,307	81,307	-	0%	
39	8621 - Local - Parcel Taxes	305,649	228,879	-	(228,879)	0%	
40	8810 - Dividend Income	-	534	-	(534)	0%	
41	8811 - Interest Income	220,000	169,980	170,650	670	0%	
42	8980 - Contributions - Unrestricted	171,000	173,189	155,449	(17,740)	-11%	
43	8981 - John Regina Scully (JRS)	9,958,948	3,300,000	3,300,000	-	0%	
44	8986 - School Supply Fund Donations	6,000	872	-	(872)	0%	
45	8988 - In-Kind Donations	9,000	-	9,000	9,000	100%	
47	**Total Revenues**	**30,335,035**	**16,442,345**	**15,525,814**	**(916,530)**	**-6%**	
48							
51	**YTD Revenue Non-SRE**						
139							
140	MWA Non-SRE Revenue						
141							
142	Total Governmental Revenue	19,970,087	12,797,770				
143	Total Grants, Interest Income, and non-SRE donations	406,000	344,575				
144	**Total external sources of revenue**	20,376,087	13,142,345				
145							
146	Cumulative Revenues		13,142,345				
147	% of FY2026 Annual budget		64%				
148							
149							
150	Total student count (EOM) - 95% ADA		945				
151							
152	Governmental revenue/student		$13,539				
153	Grants and non-SRE donations/student		$365				
154	Total external revenues per student		$13,904				

Making Waves Academy
Statement of Financial Position
March 2026

	A	B	C	D
6		06/30/2025	03/31/2026	
7		Actual	Actual	Period Diff
8	**Assets**			
9	Current Assets			
10	Cash and Cash Equivalents			
11	9120.101 - *5882 BB ZBA Payroll	(2,242)	(2,977)	735
12	9120.102 - *5358 BB ICS	2,730,233	4,299,201	(1,568,968)
13	9120.103 - *8637 BB Operating	6,436	1,948	4,488
14	9120.300 - *3822 MWA Chase - Operations Cash	3,360,384	3,446,081	(85,697)
15	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	250,792	288,380	(37,588)
16	9120.451 - *2315 VG Money Market Account	-	37,596	(37,596)
17	Total Cash and Cash Equivalents	6,345,603	8,070,229	(1,724,626)
18	Accounts Receivable, Net			
19	Accounts Receivable			
20	9210 - Accounts Receivable (not grants or pledges)	9,430,753	122,971	9,307,782
21	Total Accounts Receivable	9,430,753	122,971	9,307,782
22	Total Accounts Receivable, Net	9,430,753	122,971	9,307,782
23	Other Current Assets			
24	Prepaid Expenses			
25	9331 - Prepaid and Deposits - Current Portion (non-employee)	293,805	492,684	(198,879)
26	Total Prepaid Expenses	293,805	492,684	(198,879)
27	Total Other Current Assets	293,805	492,684	(198,879)
28	Total Current Assets	16,070,161	8,685,884	7,384,277
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)	(216,370)	13,651
34	9471 - AD - Vehicles	(22,401)	(22,401)	-
35	Total Property & Equipment	233,093	219,443	13,650
36	Other Long-term Assets			
37	Other Assets			
38	9475 - Right of Use Asset	154,670	154,670	-
39	9476 - Right of Use Asset Amortization	(101,693)	(132,832)	31,139
40	Total Other Assets	52,977	21,838	31,139
41	Total Other Long-term Assets	52,977	21,838	31,139
42	Total Long-term Assets	286,070	241,281	44,789
43	**Total Assets**	**16,356,231**	**8,927,165**	**7,429,066**

Making Waves Academy
Statement of Financial Position
March 2026

	A	B	C	D
6		06/30/2025	03/31/2026	
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	849,454	564,518
49	9500.999 - Employee Expense Payables	116	-	116
50	9520.497 - CC*6315 Chase	37,460	35,069	2,391
51	9590 - Due to Grantor Governments	760,400	760,400	-
52	Total Accounts Payable	2,211,948	1,644,923	567,025
53	Accrued Liabilities			
54	9601 - Payroll Liabilities	299,433	-	299,433
55	9602 - Benefits Liabilities	28,120	700	27,420
56	9603 - Accrued Paid Time Off Liability	471,272	519,324	(48,052)
57	9620 - Funds Held for Others (Student Groups and Agencies)	29,770	41,496	(11,726)
58	9625 - Funds Held for Chromebook	11,455	31,444	(19,989)
59	9630 - Funds Held for Summer Holdback	268,425	260,666	7,759
60	Total Accrued Liabilities	1,108,475	853,630	254,845
61	Deferred Revenue	3,290,639	2,838,740	451,899
62	Total Short-term Liabilities	6,611,062	5,337,293	1,273,769
63	Long Term Liabilities			
64	Other Long-term Liabilities			
65	Other Liabilities			
66	9745 - Operating Lease Liability	53,331	19,171	34,160
67	Total Other Liabilities	53,331	19,171	34,160
68	Total Other Long-term Liabilities	53,331	19,171	34,160
69	Total Long Term Liabilities	53,331	19,171	34,160
70	Total Liabilities	6,664,393	5,356,464	1,307,929
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)	(6,121,138)	6,056,676
76	Total Net Assets	9,691,838	3,570,701	6,121,137
77	**Total Liabilities and Net Assets**	**16,356,231**	**8,927,165**	**7,429,066**
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	Actuals	Actuals	Actuals	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	9,199,456	8,624,735	8,070,229	6,931,213	8,145,079	6,345,603
Cash In													
Government	195,135	634,200	1,447,500	2,118,999	984,468	1,089,583	2,674,290	1,707,695	1,973,253	1,635,976	2,239,863	3,496,255	20,197,217
Donation (Non-SRE)	356	379	456	101,254	37,006	2,104	13,801	18,276	429	46	500	9,050	183,658
Investments & Sale of Fixed Assets	17,670	16,258	18,497	25,232	22,211	17,803	17,646	17,701	17,295	18,333	18,333	13,021	220,000
Total Cash In	**213,161**	**650,837**	**1,466,453**	**2,245,485**	**1,043,685**	**1,109,490**	**2,705,737**	**1,743,672**	**1,990,977**	**1,654,356**	**2,258,696**	**3,518,326**	**20,600,875**
Cash Out**													
MWA	1,534,095	2,713,231	2,126,371	2,278,930	2,052,183	2,089,395	2,619,181	2,042,253	2,213,460	2,142,623	2,230,362	2,811,452	26,853,539
MWAS (Central Office)	207,240	349,495	296,159	274,270	373,202	280,905	381,652	307,561	274,214	328,085	276,016	395,616	3,744,415
Total Cash Out	**1,741,335**	**3,062,726**	**2,422,530**	**2,553,200**	**2,425,385**	**2,370,300**	**3,000,833**	**2,349,814**	**2,487,674**	**2,470,708**	**2,506,378**	**3,207,068**	**30,597,953**
Net Change In Cash (In - Out)	**(1,528,174)**	**(2,411,889)**	**(956,077)**	**(307,715)**	**(1,381,700)**	**(1,260,810)**	**(295,096)**	**(606,142)**	**(496,697)**	**(816,353)**	**(247,682)**	**311,259**	**(9,997,079)**
Net Change in Cash from Operating Acitivites	183,320	(2,904,098)	(1,224,695)	(246,548)	(1,200,414)	(1,640,577)	386,865	(574,721)	(554,507)	(1,139,016)	(286,134)	(7,367,272)	(16,567,796)
JRSF Contributions - FY2025-26	-	-	1,300,000	-	-	-	2,000,000	-	-	-	1,500,000	5,158,948	9,958,948
*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**	**9,199,456**	**8,624,735**	**8,070,229**	**6,931,213**	**8,145,079**	**5,936,755**	**5,936,755**
Deferred Revenue - Restricted*****	4,056,041	3,785,242	2,904,143	2,701,783	2,972,585	2,979,688	2,986,133	2,921,780	2,838,740	2,636,380	2,434,020	1,915,952	
Unrestricted Cash	2,472,882	1,839,583	6,995,987	6,951,799	5,480,583	3,832,903	6,213,323	5,702,955	5,231,489	4,294,833	5,711,059	4,020,803	
Date Needed		**8/20/2025**	**9/19/2025**				**1/30/2026**				**5/15/2026**		
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

Engagement with Interim ED

Section: V. Non-Action Items
Item: A. Engagement with Interim ED
Purpose: Discuss
Submitted by:
Related Material: ED Transition Engagement Staff Session.pdf
ED Transition Engagement Student Session.pdf
ED Transition Engagement Parent Session.pdf

BACKGROUND:

As Liz Martinez transitions from COO to Executive Director, the subgroup of the board working on the process has hosted several engagement sessions with the community. These sessions have included:

- Staff: 3/20/26
- Families: 4/24/26
- Students: 5/4/26

At these sessions, board members Alicia Malet Klein, Enrique Romero, and Felicia Selva asked prepared questions to help facilitate a conversation about leadership vision and priorities, student outcomes, instructional practice, culture and climate, and similar topics relevant to the success of the school. Each forum was then opened for questions from the participants.

This item includes summaries from each of these sessions.

Executive Director Q&A with Staff - 3/20/202626

A faculty and staff Q&A session was held with Liz Martinez, MWA's incoming Executive Director, and school board members. The session focused on leadership philosophy, the shift toward economic mobility, instructional oversight, and long-term organizational sustainability.

Questions from the Board

1. How does your background and experience here inform how you will lead?
2. Given our newly articulated north star related to career connected learning and economic mobility, what strategies will you use to cultivate buy-in and support its implementation?
3. From your perspective, what are the necessary steps needed to achieve the outcomes outlined in the school's WASC Action Plan?
4. In your view, what are the biggest challenges MWA will face in the next 3-5 years, internally and externally? As a leader, how will you help the community respond to these challenges?
5. Given that your experience is not rooted in instruction, what strategies will you use to guide instructional leaders as they work to raise the bar on instructional practice and academic outcomes? What steps or actions are you taking now to bolster your instructional experience?

Leadership Background

With over 10 years of experience at MWA, Liz highlighted her transition from administrative operations to a deep understanding of curriculum and instruction. She describes herself as a "supervisor of data," using metrics like CAASPP and grade distribution to drive decisions. Her leadership style bridges the gap between "the office" and "the classroom," ensuring that every operational task—from HR to finance—is viewed through the lens of how it facilitates student success.

Economic Mobility & Career-Connected Learning

Liz discussed the intentional shift from a "College for All" model to a focus on Economic Mobility. This re-evaluation was driven by data showing that while college completion rates were high, 50% of alumni were "undermatching" in the job market. The new strategy focuses on three benchmarks within six years of graduation:

- **Credentialing:** Earning a degree or professional certification.
- **Career:** Securing high-demand, high-wage employment.
- **Financial Literacy:** Developing habits for long-term wealth building. This vision was built through collaborative workgroups and is already influencing operations, such as the

pursuit of specific grant funding and scaling organic "economic mobility" practices across the school.

Instructional Leadership & Academic Outcomes

While her background is not rooted in classroom teaching, Liz emphasized a leadership style rooted in trust and empowering experts. Her strategy for guiding instructional leaders includes focusing on support rather than micromanagement, using shared language to turn administrative decisions (schedules, course offerings) into classroom wins, and ensuring that all faculty and staff on campus play a part in owning and supporting school culture to best support our students.

WASC Action Plan & Accountability

Liz outlined the immediate steps for the WASC (Western Association of Schools and Colleges) process, noting that the Self-Study is complete and the site visit is upcoming. Priorities include:

- Increasing community awareness of specific WASC goals.
- Creating structures for ongoing reporting to the entire school.
- Aligning current school initiatives clearly with the WASC Action Plan to identify areas of strength and necessary growth.

Key Strategic Challenges (3–5 Years)

- **Culture Maintenance:** Viewing culture as an active priority that requires intentional maintenance to avoid "organizational backslide."
- **Sustainable Growth:** Using the upcoming 8th-grade strategy as a pilot to explore expansion without diluting the quality of the student experience.
- **Fiscal Discipline:** Managing the gap between rising operational costs and stagnant funding.
- **People Over Paper:** A commitment to prioritizing staff retention and student needs as non-negotiable budget items, even in an inflationary environment.

Questions from Faculty & Staff

Questions from the floor focused on:

- **Teacher Retention:** Liz committed to prioritizing the "Total Compensation" factors identified by staff last year, including supportive supervision, competitive base salaries,

and maintaining full premium coverage for health benefits for employees and their families.

- **CTE Pathways:** Staff inquired about the expansion of Career Technical Education. Liz confirmed that MWA has secured grants to support this work and intends to offer additional pathways for student exploration.
- **Leadership Support:** When asked how staff can support her, Liz identified **honesty** as her top value. She encouraged staff to engage in difficult or uncomfortable conversations directly, citing her history of openness at the school.

Following the event, Felicia sent an email to all faculty and staff inviting submission of additional questions or comments. One response was received and the questions it contained have been embedded in what the board will raise at the May 7 meeting.

Sesión de Preguntas y Respuestas de la Directora Ejecutiva con el Personal - 20/3/26

Se llevó a cabo una sesión de preguntas y respuestas para el cuerpo docente y el personal con Liz Martínez, la Directora Ejecutiva entrante de MWA, y miembros de la junta escolar. La sesión se centró en la filosofía de liderazgo, la transición hacia la movilidad económica, la supervisión de la instrucción y la sostenibilidad organizacional a largo plazo.

Preguntas de la Junta Directiva

- ¿Cómo influyen su formación y experiencia aquí en su forma de liderar?
- Dada nuestra nueva "estrella polar" relacionada con el aprendizaje conectado con la carrera profesional y la movilidad económica, ¿qué estrategias utilizará para cultivar el compromiso y apoyar su implementación?
- Desde su perspectiva, ¿cuáles son los pasos necesarios para lograr los resultados descritos en el Plan de Acción de WASC de la escuela?
- En su opinión, ¿cuáles son los mayores desafíos que enfrentará MWA en los próximos 3 a 5 años, tanto a nivel interno como externo? Como líder, ¿cómo ayudará a la comunidad a responder a estos desafíos?
- Dado que su experiencia no está arraigada en la instrucción (enseñanza), ¿qué estrategias utilizará para guiar a los líderes educativos mientras trabajan para elevar el nivel de las prácticas de instrucción y los resultados académicos? ¿Qué pasos o acciones está tomando ahora para reforzar su experiencia instruccional?

Experiencia de Liderazgo

Con más de 10 años de experiencia en MWA, Liz destacó su transición desde las operaciones administrativas hacia una comprensión profunda del plan de estudios y la instrucción. Se describe a sí misma como una "supervisora de datos", utilizando métricas como CAASPP y la distribución de calificaciones para impulsar las decisiones. Su estilo de liderazgo cierra la brecha entre "la oficina" y "el salón de clases", asegurando que cada tarea operativa (desde recursos humanos hasta finanzas) se vea a través de la lente de cómo facilita el éxito de los estudiantes.

Movilidad Económica y Aprendizaje Conectado con la Carrera

Liz discutió el cambio intencional de un modelo de "Universidad para Todos" hacia un enfoque en la Movilidad Económica. Esta reevaluación fue impulsada por datos que mostraban que, si bien las tasas de finalización de la universidad eran altas, el 50% de los exalumnos estaban

"subempleados" (undermatching) en el mercado laboral. La nueva estrategia se centra en tres puntos de referencia dentro de los seis años posteriores a la graduación:

- Obtención de credenciales: Obtener un título o certificación profesional.
- Carrera profesional: Asegurar un empleo de alta demanda y alto salario.
- Educación financiera: Desarrollar hábitos para la creación de riqueza a largo plazo.

Esta visión se construyó a través de grupos de trabajo colaborativos y ya está influyendo en las operaciones, como la búsqueda de fondos de subvenciones específicas y la expansión de prácticas orgánicas de "movilidad económica" en toda la escuela.

Liderazgo Educativo y Resultados Académicos

Si bien su experiencia no está arraigada en la enseñanza en el aula, Liz enfatizó un estilo de liderazgo basado en la confianza y en el empoderamiento de los expertos. Su estrategia para guiar a los líderes de instrucción incluye centrarse en el apoyo en lugar de la microgestión, usar un lenguaje compartido para convertir las decisiones administrativas (horarios, oferta de cursos) en victorias para el aula, y asegurar que todo el cuerpo docente y el personal en el campus asuman su papel de apropiarse y respaldar la cultura escolar para apoyar mejor a nuestros estudiantes.

Plan de Acción de WASC y Rendición de Cuentas

Liz describió los pasos inmediatos para el proceso de WASC, señalando que el Autoestudio está completo y que la visita de evaluación está próxima. Las prioridades incluyen:

- Aumentar el conocimiento de la comunidad sobre los objetivos específicos de WASC.
- Crear estructuras para la presentación de informes continuos a toda la escuela.
- Alinear claramente las iniciativas escolares actuales con el Plan de Acción de WASC para identificar áreas de fortaleza y el crecimiento necesario.

Desafíos Estratégicos Clave (3 a 5 años)

- Mantenimiento de la cultura: Ver la cultura como una prioridad activa que requiere un mantenimiento intencional para evitar un "retroceso organizacional".
- Crecimiento sostenible: Utilizar la próxima estrategia de 8.º grado como piloto para explorar la expansión sin diluir la calidad de la experiencia estudiantil.
- Disciplina fiscal: Manejar la brecha entre el aumento de los costos operativos y el estancamiento de los fondos.

- Personas por encima del papel: Un compromiso de priorizar la retención del personal y las necesidades de los estudiantes como partidas presupuestarias no negociables, incluso en un entorno inflacionario.

Las preguntas del cuerpo docente y el personal se centraron en:

- Retención de maestros: Liz se comprometió a priorizar los factores de "Compensación Total" identificados por el personal el año pasado, lo que incluye una supervisión que brinde apoyo, salarios base competitivos y el mantenimiento de la cobertura completa de las primas de beneficios de salud para los empleados y sus familias.
- Vías de CTE (Educación Técnica Profesional): El personal preguntó sobre la expansión de la Educación Técnica Profesional. Liz confirmó que MWA ha obtenido subvenciones para apoyar este trabajo y tiene la intención de ofrecer vías adicionales para la exploración de los estudiantes.
- Apoyo al liderazgo: Cuando se le preguntó cómo puede apoyarla el personal, Liz identificó la honestidad como su principal valor. Animó al personal a participar en conversaciones difíciles o incómodas directamente, citando su historial de apertura en la escuela.

Después del evento, Felicia envió un correo electrónico a todo el personal docente y administrativo invitándolos a enviar preguntas o comentarios adicionales. Se recibió una respuesta y las preguntas que contenía han sido incorporadas en los temas que la junta abordará en la reunión del 7 de mayo.

Executive Director Q&A with Students - 5/4/2026

A Q&A session was held with Liz Martinez, MWA's incoming Executive Director, MS ASB, US ASB, and school board members. The session focused on her personal background, integrating student voice into decision-making, career readiness, and addressing specific student concerns such as funding, discipline, and athletics.

Questions from the Board

1. Please share something about your personal background that you believe helps you in your work at MWA, particularly as it relates to understanding student experiences and needs.
2. As a leader, how will you obtain and infuse student perspectives into school-wide decisions? How will you strengthen MWA's student-centered initiatives and create a sense of partnership where appropriate?
3. Knowing the right people can help you get a better job later. How will you help students meet professionals and get real-world work experience while they are still in school?
4. We talk a lot about durable skills like teamwork and resilience. How will you ensure students' daily experience in Advisory and core classes feels relevant to the jobs they want to secure after graduation?

Leadership Background & Personal Connection

Ms. Martinez has been with MWA for 10 years, she started here in 2016 after graduating from UC Berkeley. Growing up in South Central LA in a community demographically similar to Richmond, she was raised in a Mexican immigrant family as an English Language Learner. As a teen mother at 15 who chose to stay in school, she became the first in her family to be encouraged to attend college, eventually navigating Cal with a toddler. Her bilingualism and shared background with many MWA families allow her to connect deeply with the community.

She proudly wears her grandmother's high school graduation ring as a reminder of the transformative power of education and leads with the core values of honesty, integrity, and intellect.

Student Voice & Perspectives

After spending the past few years as Chief Operating Officer (COO) working behind the scenes, Ms. Martinez aims to move into her new position with an intention of making student voice a more central part of school-wide decisions. Drawing on her past experience as a Dean, she plans to:

- Connect ASB directly with school leaders and decision-makers.
- Give students practice in advocating for their needs, operations, and programs.
- Commit to honest communication, ensuring students always receive the "why" and gain clarity, even when the answer has to be "no."

Career-Connected Learning & Durable Skills

Ms. Martinez emphasized the importance of professionalism, noting that using appropriate language on campus is crucial because "you never know who your next boss is." To create the right conditions for students to choose their own paths she plans to:

- Ensure that we have staff whose roles are to provide networking and real-world work experiences, like Ms. Teodoro.
- Revamp Advisory with input from CCC, Ms. Moore, and teachers to make daily experiences more relevant to future jobs.
- Bring in external partners for opportunities like HealthX.

Questions from Students

Questions from the floor focused on the below:

- **Senior Event Funding**: Students expressed frustration over perceived decreases in financial support for senior events. Ms. Martinez clarified that as a public charter school, MWA faces strict state regulations on how public funds can be used. She acknowledged that communication around these limits has historically been lost during leadership transitions and committed to providing greater clarity moving forward so students understand exactly what is financially possible.
- **Teacher Retention**: In response to concerns about teacher turnover, Ms. Martinez shared that retention is seeing a positive spike. While the industry average for school turnover is around 20%, MWA is actively working on equitable pay and retention strategies. The board also gently reminded students that sometimes teachers are not asked to return for serious, private reasons aligned with MWA's code of conduct that cannot be publicly disclosed.
- **Administration & Discipline**: When asked how to shift the perception of administration from "foe" to "friend," Ms. Martinez highlighted a massive shift in disciplinary practices. Suspensions are down 90% this year, directly addressing a history of disproportionate suspensions among Black and African American students and students with disabilities that had fractured campus trust. With Ms. Moore leading restorative practices, suspensions are now reserved for offenses that would have real-world legal consequences. Ms. Martinez emphasized that holding students to high expectations is a form of support, not a punishment.
- **Student Engagement & MTSS**: To boost student engagement, leadership is working with incoming counselors to add Multi-Tiered System of Supports (MTSS - Tiers 1, 2, and 3). The administration is also focusing on providing better backing for student activity coordinators and teachers hosting engagement opportunities.
- **Student Sports & Facilities**: Students voiced frustration regarding athletic leadership and the unrealized new sports complex. Ms. Martinez explained that the complex fell through due to staffing, operational feasibility, and the unique funding limitations charter schools face compared to traditional public schools. She acknowledged the current disconnect with the new athletic directors who are having to enforce necessary state regulations. She plans to encourage them to collaborate more closely with students to repair fractured trust and improve communication.

Sesión de Preguntas y Respuestas de la Directora Ejecutiva con los Estudiantes - 4 de mayo de 2026

Se llevó a cabo una sesión de preguntas y respuestas con Liz Martinez, la nueva Directora Ejecutiva de MWA, el cuerpo estudiantil (ASB) de la escuela secundaria (MS), el ASB de la preparatoria (US) y los miembros de la junta escolar. La sesión se centró en su experiencia personal, la integración de la voz de los estudiantes en la toma de decisiones, la preparación profesional y el abordaje de preocupaciones estudiantiles específicas como la financiación, la disciplina y los deportes.

Preguntas de la Junta

- Por favor, comparta algo sobre su experiencia personal que crea que la ayuda en su trabajo en MWA, particularmente en lo que se refiere a comprender las experiencias y necesidades de los estudiantes.
- Como líder, ¿cómo obtendrá e integrará las perspectivas de los estudiantes en las decisiones de toda la escuela? ¿Cómo fortalecerá las iniciativas de MWA centradas en los estudiantes y creará un sentido de colaboración cuando sea apropiado?
- Conocer a las personas adecuadas puede ayudarte a conseguir un mejor trabajo más adelante. ¿Cómo ayudará a los estudiantes a conocer profesionales y obtener experiencia laboral en el mundo real mientras aún están en la escuela?
- Hablamos mucho sobre habilidades duraderas como el trabajo en equipo y la resiliencia. ¿Cómo se asegurará de que la experiencia diaria de los estudiantes en la clase de Asesoría (Advisory) y en las clases principales se sienta relevante para los trabajos que desean obtener después de graduarse?

Experiencia de Liderazgo y Conexión Personal

La Srta. Martinez ha estado en MWA durante 10 años; comenzó aquí en 2016 después de graduarse de UC Berkeley. Al crecer en el centro-sur de Los Ángeles en una comunidad demográficamente similar a Richmond, fue criada en una familia de inmigrantes mexicanos como estudiante de inglés como segundo idioma. Como madre adolescente a los 15 años que decidió seguir estudiando, se convirtió en la primera de su familia en ser animada a asistir a la universidad, logrando finalmente avanzar en Cal (UC Berkeley) con un niño pequeño. Su bilingüismo y los antecedentes compartidos con muchas familias de MWA le permiten conectarse profundamente con la comunidad.

Lleva con orgullo el anillo de graduación de la escuela secundaria de su abuela como recordatorio del poder transformador de la educación y lidera con los valores fundamentales de honestidad, integridad e intelecto.

Voz y Perspectivas de los Estudiantes

Después de pasar los últimos años como Directora de Operaciones (COO) trabajando tras bambalinas, la Srta. Martinez aspira a asumir su nuevo puesto con la intención de hacer que la voz de los estudiantes sea una parte más central de las decisiones de toda la escuela. Basándose en su experiencia pasada como Decana, planea:

- Conectar al ASB directamente con los líderes escolares y los encargados de tomar decisiones.
- Dar a los estudiantes práctica para defender sus necesidades, operaciones y programas.
- Comprometerse con una comunicación honesta, asegurando que los estudiantes siempre reciban el "por qué" y obtengan claridad, incluso cuando la respuesta deba ser "no".

Aprendizaje Conectado a la Carrera y Habilidades Duraderas

La Srta. Martinez enfatizó la importancia del profesionalismo, señalando que el uso de un lenguaje apropiado en el campus es crucial porque "nunca sabes quién será tu próximo jefe". Para crear las condiciones adecuadas para que los estudiantes elijan sus propios caminos, planea:

- Asegurarse de tener personal cuyos roles sean proporcionar oportunidades para establecer contactos y experiencias laborales en el mundo real, como la Srta. Teodoro.
- Renovar la Asesoría (Advisory) con los aportes del CCC, la Srta. Moore y los maestros para hacer que las experiencias diarias sean más relevantes para futuros trabajos.
- Traer socios externos para oportunidades como HealthX.

Preguntas de los Estudiantes

Las preguntas de la audiencia se centraron en lo siguiente:

- **Financiación de Eventos para Seniors (Estudiantes de Último Año):** Los estudiantes expresaron su frustración por la aparente disminución del apoyo financiero para los eventos de los estudiantes de último año. La Srta. Martinez aclaró que, como escuela chárter pública, MWA enfrenta estrictas regulaciones estatales sobre cómo se pueden utilizar los fondos públicos. Reconoció que la comunicación en torno a estos límites se ha perdido históricamente durante las transiciones de liderazgo y se comprometió a brindar mayor claridad en el futuro para que los estudiantes entiendan exactamente qué es financieramente posible.
- **Retención de Maestros:** En respuesta a las preocupaciones sobre la rotación de maestros, la Srta. Martinez compartió que la retención está experimentando un repunte positivo. Si bien el promedio de la industria para la rotación escolar es de alrededor del 20%, MWA está trabajando activamente en salarios equitativos y estrategias de retención. La junta también recordó amablemente a los estudiantes que a veces no se

les pide a los maestros que regresen por razones graves y privadas alineadas con el código de conducta de MWA que no pueden divulgarse públicamente.

- **Administración y Disciplina:** Cuando se le preguntó cómo cambiar la percepción de la administración de "enemigo" a "amigo", la Srta. Martinez destacó un cambio masivo en las prácticas disciplinarias. Las suspensiones han bajado un 90% este año, abordando directamente una historia de suspensiones desproporcionadas entre los estudiantes negros y afroamericanos y los estudiantes con discapacidades que habían fracturado la confianza en el campus. Con la Srta. Moore liderando las prácticas restaurativas, las suspensiones ahora se reservan para delitos que tendrían consecuencias legales en el mundo real. La Srta. Martinez enfatizó que mantener altas expectativas para los estudiantes es una forma de apoyo, no un castigo.
- **Participación Estudiantil y MTSS:** Para impulsar la participación de los estudiantes, el liderazgo está trabajando con los consejeros entrantes para agregar un Sistema de Apoyos de Múltiples Niveles (MTSS - Niveles 1, 2 y 3). La administración también se está enfocando en brindar un mejor respaldo a los coordinadores de actividades estudiantiles y a los maestros que organizan oportunidades de participación.
- **Deportes Estudiantiles e Instalaciones:** Los estudiantes expresaron su frustración con respecto al liderazgo deportivo y el nuevo complejo deportivo que no se materializó. La Srta. Martinez explicó que el complejo fracasó debido al personal, la viabilidad operativa y las limitaciones de financiación únicas que enfrentan las escuelas chárter en comparación con las escuelas públicas tradicionales. Reconoció la desconexión actual con los nuevos directores de atletismo, quienes tienen que hacer cumplir las regulaciones estatales necesarias. Planea animarlos a colaborar más estrechamente con los estudiantes para reparar la confianza fracturada y mejorar la comunicación.

Executive Director Q&A with Parents - 4/24/26

A parent Q&A session was held with Liz Martinez, MWA's incoming Executive Director, and school board members to discuss leadership vision, academic priorities, family engagement, and key challenges facing the school.

Questions from the Board

1. How does your background and experience here inform how you will lead?
2. As a leader, how will you facilitate opportunities to strengthen family partnerships across MWA? What practices will you continue, shift, and/or stop?
3. WASC Goal 3 emphasizes safety and belonging. How will you bridge the gap between our high academic expectations and ensuring every student feels a deep sense of systemic belonging and emotional safety?
4. Our WASC report refers to building "Deep Literacy and Numeracy." How will you implement strategies to achieve this in a way that doesn't just feel like harder work, but actually gives students the durable skills needed for college and career success?
5. Given our newly articulated north star related to economic mobility, what strategies will you use to cultivate buy-in around career-connected learning?
6. In your view, what are the biggest challenges MWA will face in the next 3-5 years, internally and externally? As a leader, how will you help the community respond to these challenges?

Leadership Background

Liz Martinez brings 10 years of internal experience with MWA, starting out as a dean, transitioning into the Chief of Staff, then Chief Operations Officer, before this next transition to Executive Director. Her personal background as a first-generation college graduate and former English learner informs her commitment to equity, college access, and community-centered leadership. She emphasized her role in aligning teams, building systems, and fostering collaboration across the school.

Family Engagement & Partnerships

The pandemic had a big impact on MWA's connection with families, and, as a mother herself, Liz wants to ensure that we are re-building meaningful connections with families in ways that are respectful of parents' time. She wants to explore how to adapt initiatives that were in place in the past to establish more flexible and inclusive opportunities for parent involvement, including:

- Expanding parent-facing events (e.g., workshops, campus engagement opportunities)
- Differentiating approaches for middle vs. upper school families
- Revisiting structured parent groups with clearer expectations and equitable access

In the discussion, families expressed an interest in increasing parent education around academics, school systems, and ways to support students at home.

Student Experience: Safety, Belonging, & Rigor

Survey data shows a gap between parent and student perceptions of school climate, with students reporting lower levels of safety and belonging. In response, Liz plans on:

- Strengthening student voice
- Family Questions voice and feedback systems
- Expanding behavioral and social-emotional supports
- Maintaining a discipline approach aligned to real-world expectations

The school is working to balance high academic expectations with a supportive and inclusive student experience.

Academic Priorities: Literacy, Numeracy, & Readiness

To address gaps in foundational skills, particularly for historically underserved groups, Liz is looking to:

- Increasing structure and alignment in grades 5–6 (daily math and ELA, common pacing)
- Expanding early intervention to accelerate learning before high school
- Supporting families in reinforcing literacy at home

Her goal is to ensure students develop durable skills that prepare them for college-level work without requiring remediation, as influenced by Liz's own college experience.

College & Career Readiness

Liz hopes to continue building a coherent 5–12 pathway aligned to economic mobility, while recognizing key ways in which this approach needs to change as students grow. The idea is to focus the middle school on career exposure and exploration and the upper school on Targeted preparation (internships, aligned coursework, resume-building).

Throughout a student's time here, her goal is to ensure a focus on both academic knowledge and transferable "soft skills" such as communication and professionalism.

Key Strategic Challenges (3–5 Years)

- **Financial Pressures:** Rising operational costs and changes in state/federal funding
- **Political Landscape:** Potential policy shifts related to a possible new governor/new state education hierarchy may impact charter schools

- **Community Climate:** Rebuilding and maintaining strong school-family relationships post-pandemic

Families emphasized the importance of parent awareness and advocacy in navigating these challenges to Liz, and gave encouragement to grow and develop more family engagement and education opportunities.

Questions from families

These topics were raised by parents and answered by Liz in Spanish, with translation for English-only speakers.

- **New Limits to AP Coursework:** Parents believe that their students know their limits and should be allowed to decide on these limits themselves. While there was a new limit of two AP classes a year implemented, students can still fill out a request form to enroll in additional AP classes.
- **English Learner Support:** With the lack of an ELD Coordinator last year, families wanted to know about how MWA can ensure support for English Learners. Liz has been firm in ensuring that the responsibilities of this role have been more broadly distributed across multiple staff members.
- **Teacher Retention:** Parents expressed concerns about teacher retention and the impact that this can have on students. Liz assured the group that turnover has decreased significantly, and made it clear there are processes in place (i.e., exit interviews) to gain clarity on an individual's reason(s) for not choosing to remain at MWA. Families were reminded that there are privacy protections in place that prevent the school from communicating why teachers are let go, and sometimes it is for very justified reasons aligned with MWA's code of conduct. She also cautioned parents about how students are hearing about teacher opinions on the school and involving students in their tenure at MWA. These are conversations that adults should be having with adults, not with students, and there are many avenues at the school for these conversations to take place.

Sesión de Preguntas y Respuestas de la Directora Ejecutiva con los Padres - 24/4/26

Se llevó a cabo una sesión de preguntas y respuestas para padres con Liz Martínez, la Directora Ejecutiva entrante de MWA, y miembros de la junta escolar para discutir la visión de liderazgo, las prioridades académicas, la participación familiar y los desafíos clave que enfrenta la escuela.

Preguntas de la Junta Directiva

- ¿Cómo influyen su formación y experiencia aquí en su forma de liderar?
- Como líder, ¿cómo facilitará oportunidades para fortalecer las alianzas familiares en todo MWA? ¿Qué prácticas continuará, cambiará y/o detendrá?
- El Objetivo 3 de WASC enfatiza la seguridad y el sentido de pertenencia. ¿Cómo cerrará la brecha entre nuestras altas expectativas académicas y la necesidad de asegurar que cada estudiante sienta un profundo sentido de pertenencia sistémica y seguridad emocional?
- Nuestro informe WASC se refiere a construir una "Alfabetización y Aritmética Profundas". ¿Cómo implementará estrategias para lograr esto de una manera que no solo se sienta como trabajar más duro, sino que realmente brinde a los estudiantes las habilidades duraderas necesarias para el éxito universitario y profesional?
- Dada nuestra nueva "estrella polar" relacionada con la movilidad económica, ¿qué estrategias utilizará para cultivar el compromiso y apoyo en torno al aprendizaje conectado con la carrera profesional?
- En su opinión, ¿cuáles son los mayores desafíos que enfrentará MWA en los próximos 3 a 5 años, tanto a nivel interno como externo? Como líder, ¿cómo ayudará a la comunidad a responder a estos desafíos?

Experiencia de Liderazgo

Liz Martínez aporta 10 años de experiencia interna en MWA, comenzando como decana, pasando a ser Jefa de Gabinete (Chief of Staff) y luego Directora de Operaciones (Chief Operations Officer), antes de esta próxima transición a Directora Ejecutiva. Su historia personal como graduada universitaria de primera generación y ex aprendiza de inglés fundamenta su compromiso con la equidad, el acceso a la universidad y el liderazgo centrado en la comunidad. Enfatizó su papel en la alineación de equipos, la creación de sistemas y el fomento de la colaboración en toda la escuela.

Participación y Alianzas Familiares

La pandemia tuvo un gran impacto en la conexión de MWA con las familias y, como madre, Liz quiere asegurarse de que estemos reconstruyendo conexiones significativas con las familias de maneras que respeten el tiempo de los padres. Quiere explorar cómo adaptar las iniciativas que existían en el pasado para establecer oportunidades más flexibles e inclusivas para la participación de los padres, lo que incluye:

- Ampliar los eventos dirigidos a los padres (ej. talleres, oportunidades de participación en el campus).
- Diferenciar los enfoques para las familias de la escuela intermedia (middle school) frente a las de la escuela superior (upper school).
- Revisar los grupos estructurados de padres para tener expectativas más claras y un acceso equitativo.

Durante la conversación, las familias expresaron su interés en aumentar la educación de los padres en temas académicos, sistemas escolares y formas de apoyar a los estudiantes en casa.

Experiencia Estudiantil: Seguridad, Pertenencia y Rigor

Los datos de las encuestas muestran una brecha entre las percepciones de los padres y las de los estudiantes sobre el clima escolar; los estudiantes reportan niveles más bajos de seguridad y pertenencia. En respuesta a esto, Liz planea:

- Fortalecer la voz de los estudiantes y los sistemas de retroalimentación.
- Ampliar los apoyos conductuales y socioemocionales.
- Mantener un enfoque de disciplina alineado con las expectativas del mundo real.

La escuela está trabajando para equilibrar las altas expectativas académicas con una experiencia estudiantil inclusiva y de apoyo.

Prioridades Académicas: Alfabetización, Aritmética y Preparación

Para abordar las brechas en las habilidades fundamentales, particularmente en los grupos históricamente desatendidos, Liz busca:

- Aumentar la estructura y la alineación en los grados 5 y 6 (matemáticas y artes del lenguaje [ELA] diarias, ritmo común).
- Ampliar la intervención temprana para acelerar el aprendizaje antes de la escuela secundaria (preparatoria).
- Apoyar a las familias para reforzar la alfabetización en el hogar.

Su objetivo es asegurar que los estudiantes desarrollen habilidades duraderas que los preparen para el trabajo de nivel universitario sin requerir cursos de nivelación (remediación), algo influenciado por la propia experiencia universitaria de Liz.

Preparación Universitaria y Profesional

Liz espera continuar construyendo un camino coherente de los grados 5 al 12 alineado con la movilidad económica, al tiempo que reconoce las formas clave en las que este enfoque debe cambiar a medida que los estudiantes crecen. La idea es enfocar la escuela intermedia en la exposición y exploración de carreras, y la escuela superior en la preparación enfocada (pasantías, cursos alineados, creación de currículums).

Durante el tiempo que un estudiante pasa aquí, su objetivo es asegurar un enfoque tanto en el conocimiento académico como en las "habilidades blandas" transferibles, como la comunicación y el profesionalismo.

Desafíos Estratégicos Clave (3 a 5 años)

- Presiones financieras: Aumento de los costos operativos y cambios en los fondos estatales/federales.
- Panorama político: Posibles cambios en las políticas, relacionados con la posibilidad de un nuevo gobernador o una nueva jerarquía educativa estatal, que podrían afectar a las escuelas chárter.
- Clima comunitario: Reconstruir y mantener relaciones sólidas entre la escuela y las familias después de la pandemia.

Las familias enfatizaron ante Liz la importancia de la concientización y la abogacía de los padres al navegar por estos desafíos, y la animaron a crear y desarrollar más oportunidades de educación y participación familiar.

Las preguntas de las familias se centraron en:

Estos temas fueron mencionados por los padres y respondidos por Liz en español, con traducción para quienes solo hablan inglés.

- Nuevos límites en los cursos AP (Colocación Avanzada): Los padres creen que sus estudiantes conocen sus propios límites y se les debería permitir decidir sobre ellos por sí mismos. Si bien se implementó un nuevo límite de dos clases AP al año, los estudiantes aún pueden llenar un formulario de solicitud para inscribirse en clases AP adicionales.
- Apoyo a los Aprendices de Inglés (EL): Ante la falta de un Coordinador de ELD el año pasado, las familias querían saber cómo MWA puede asegurar el apoyo a los Aprendices de Inglés. Liz ha sido firme en garantizar que las responsabilidades de este rol se hayan distribuido de manera más amplia entre varios miembros del personal.
- Retención de maestros: Los padres expresaron su preocupación por la retención de maestros y el impacto que esto puede tener en los estudiantes. Liz aseguró al grupo que la rotación de personal ha disminuido significativamente y dejó en claro que existen procesos establecidos (es decir, entrevistas de salida) para obtener claridad sobre las razones de un individuo para no quedarse en MWA. Se recordó a las familias que existen protecciones de privacidad que impiden a la escuela comunicar por qué se despide a los maestros, y que a veces es por razones muy justificadas y alineadas con el código de conducta de MWA. También advirtió a los padres sobre cómo los estudiantes están escuchando las opiniones de los maestros sobre la escuela e involucrándose en los temas de su permanencia en MWA. Estas son conversaciones que los adultos deben tener con los adultos, no con los estudiantes, y hay muchas vías en la escuela para que estas conversaciones se lleven a cabo.

Coversheet

Board Work and Advisory Committee Updates

Section: V. Non-Action Items
Item: B. Board Work and Advisory Committee Updates
Purpose: FYI
Submitted by:
Related Material: CIRAC Prez May 2026.pptx

MWA Curriculum and Instruction Review Committee

Key Takeaways and Action Items

Meeting Date: April 1, 2026

Presentation Overview

- New Course Offerings
- Pilot Updates from 8th and 11th Grades
- Math Instruction
- WASC and LCAP Goals
- Questions

Current 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.

From the WASC De-Briefing on April 15, 2026

You've got an AMAZING group of kids here

Class observations a highlight of the whole experience

They love ALL of their teachers!

Pathway Expansion: New Course Offerings

- **Advanced Patient Care:** Medical pathway expansion for healthcare careers.
- **Principles of Finance:** Foundations in fiscal literacy and markets.
- **Interest-Based Selection:** Courses tailored to enhance academic diversity.

New Course Offerings

Principles of Finance

- Offered to 10th-12th grade
- Fulfills CA requires
- C-Mathematics A-G Course

AP Calculus AB

- 12-14 seniors who took summer courses → AP PreCalc as juniors
- rigorous and meaningful pathway for high-achieving math students
- prepared for STEM-related college majors and career

Math Instruction

Glows	Growth Areas
MS & US: • Strong examples of students displaying thinking beyond stating the answer • Students are engaged and eager to learn in class **Middle** • Curriculum used intentionally to push students to display their understanding • All teachers incorporate a check for understanding	**Upper:** • Greater alignment needed to the materials to match the rigor of the standards **MS & US:** • Strengthen CFUs by having teachers continue to monitor intentionally and gather data that allows them to **share feedback that students can implement to improve their work**

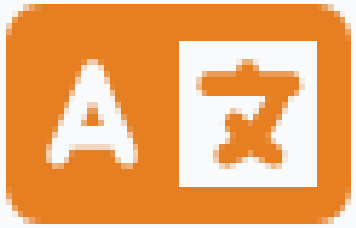
BROADENING ACADEMIC SCOPE

Fine Arts

Maintaining existing rigor while expanding digital and modern art mediums.

Health

Updated standards to reflect modern wellness and physical education requirements.



World Languages

Focus on communicative proficiency and cultural competency across departments.

PILOT UPDATES: 8TH & 11TH GRADES

Focus Areas

Pilots are currently exploring **College Readiness, Career Exploration, and High School Transitions.**

Ongoing **student feedback** is highlighting critical needs in **social navigation** and **emotional readiness** during key transition years.

KEY FEEDBACK HIGHLIGHTS

- **Academic Rigor:** Students express anxiety over the workload increase in high school.
- **Navigation:** Logistics of campus navigation and schedule management are top stressors.
- **Social Belonging:** Peer teacher relationships are seen as vital for success.

Common 8th Grade Transition Concerns

- How many classes do I have?
- Will teachers be nice?
- What happens if I fail?

8TH GRADE THEMES & QUESTIONS

Thematic Category	Key Student Concerns	Focus Areas
Rigor & Workload	Is high school hard? Will I have too much homework?	Preparation & Support
Environment	Finding classes, navigating the building, belonging.	Logistics & Community
Life Balance	Clubs, sports, and balancing jobs/school.	Social-Emotional Health
The Future	College plans and life after high school.	Long-term Success

Supporting Holistic Balance

Students are increasingly concerned about their time management between academics and personal interests.

- Active recruitment for clubs and sports
- Orientation sessions to address concerns

ENGAGEMENT STRATEGY

"Turn-key" Curricula”

Implementing ready-to-deliver content to deepen student understanding and prepare for post-secondary success.

Goal: Reduce administrative burden on teachers while ensuring consistent delivery of high-impact concepts.

Strategic Roadmap

- Pilot Feedback – Analyze Data from 8th and 11th Grade Pilots
- Curriculum Development – Build the “turn-key” modules
- Check-Ins – Implement Regular Check-ins with Staff
- Full Rollout – Launch updated 2026-2027 with new offerings.

Empowering the Student Journey

Transition Support

Clubs & Involvement

Future Readiness

2026-27 ACTION ITEMS

- **Curriculum Finalization:** Lock in Principles of Finance and Advanced Patient Care modules.
- **Turn-Key Content:** Finalize teacher-ready delivery sets.
- **Transition Support:** Develop "Lost and Found" navigation guides for 8th graders.
- **Feedback Loop:** Schedule Q1 pilot review for October 2026.

Questions?

Thank you for your commitment to student success.

Curriculum Committee | April 1, 2026

Coversheet

LCAP Public Hearing

Section: V. Non-Action Items
Item: C. LCAP Public Hearing
Purpose: Discuss
Submitted by:
Related Material:
2026 LCAPWASC Goals.pdf
2025-26 LCAP Executive Summary.pdf
2026_Local_Control_and_Accountability_Plan_Making_Waves_Academy_Re-Formatted.pdf

BACKGROUND:

The Local Control and Accountability Plan (LCAP) serves as Making Waves Academy’s integrated strategic plan and budget, taking educational partner feedback and turning it into actionable, funded goals.

Before reading the full full report, please review the Executive Summary to orient yourself to document, learn what's is/isn't critical to review, and see high-level takeaways.

RECOMMENDATION:

Encourage the public to share their thoughts with Bryann Fitzpatrick to influence changed before board adoption on June 16.

Goal 1

Support for All Learners

Systemic Equity, Vertical Alignment, and Tier 1 Proficiency.

Close the achievement gap for all students, especially English Learners and Students with Disabilities, by standardizing our best teaching methods and aligning them across all grade levels.

Goal 2

College and Career Readiness

Pathway Value, Rigor, and Documented Excellence

Foster a culture of attainment where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness.

Goal 3

Community Engagement and Climate

Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships

Build on our culture of safety by turning our best "Success Audit" insights into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported.

Objecto 1

Apoyo para todos los estudiantes

Equidad sistémica, alineación vertical y competencia de Nivel 1.

Cerrar la brecha de rendimiento para todos los estudiantes, especialmente para los estudiantes que aprenden inglés y los estudiantes con discapacidades, mediante la estandarización de nuestros mejores métodos de enseñanza y su alineación en todos los niveles de grado.

Objecto 2

Preparación para la universidad y la vida profesional

Valor de la trayectoria, rigor y excelencia documentada.

Fomentar una cultura de logros donde cada estudiante se gradúe con triunfos tangibles—fortaleciendo nuestros programas de Educación Técnica y de Carreras (CTE) y reconociendo los logros en los exámenes SAT/AP como evidencia clara de la preparación para la universidad y la vida profesional.

Objecto 3

Participación Comunitaria y Clima Escolar

Pertenencia sistémica, la seguridad como palanca para el rigor y asociaciones con las familias.

Fortalecer nuestra cultura de seguridad al convertir los conocimientos de nuestra mejor "Auditoría de Éxito" (Success Audit) en la práctica diaria e invertir en un apoyo proactivo y preventivo que garantice que cada estudiante se sienta visto, seguro y apoyado.

Executive Summary: 2026-27 LCAP

What is the LCAP?

The **Local Control and Accountability Plan (LCAP) takes educational partner feedback and turns it into action, holding us accountable to our community**. It is a core part of how we report out on our financials, school-wide plans, and what happens as we implement those plans. Ultimately, it acts as an ongoing report that we can use to progressively improve our services and track our progress.

The most significant change this year is the structural realignment of our goals. While the LCAP is typically a three-year plan, we are utilizing our ability as a single-site charter to adopt a one-year plan for the final year of this state cycle. This allows us to immediately align our LCAP with our recent WASC accreditation goals and carry a unified framework into the new three-year cycle starting in 2027-28.

Our first three LCAP goals directly reflect our WASC action plan, while the final LCAP goal acts as an administrative goal to support state compliance requirements while keeping our WASC goals intact.

Quick Navigation Guide

- **Budget Overview for Parents (Pages 1-3):**
  A high-level, visual summary of school revenues, expenditures, and funding for high-needs students.
- **Plan Summary (Pages 4-13):**
  General school information, overall reflections on successes and challenges, and context regarding technical and differentiated assistance. – Multiple years shown, prior years are optional.
- **Engaging Educational Partners (Pages 15-30):**
  A detailed look at the feedback we received from our community and how it shaped this plan. – Multiple years shown, prior years are optional.
- **Goals and Actions (Pages 31-111):**
  The core of our strategic plan, including goal descriptions, metrics, analysis, effectiveness, changes, actions, and expenditures.
  - **Goal 1: Support for All Learners** (Pages 31-58)
  - **Goal 2: College and Career Readiness** (Pages 59-77)
  - **Goal 3: Community Engagement and Climate** (Pages 78-105)
  - **Goal 4: Targeted Interventions** (Pages 106-111)
- **Increased or Improved Services (Pages 112-125):**
  Details on why specific actions were created, how they help our high-needs populations, and the metrics associated with them.
- **Expenditures Tables (Pages 127-135):**
  The detailed financial tables tying dollar amounts to our planned actions.

- **State-Mandated Instructions (Pages 136-166):**
  Included for compliance reference only; you do not need to read this section.

Financial Overview

For the 2026-27 school year, MWA projects total revenues of $26,404,461, with approximately $14.4 million (55%) generated from the Local Control Funding Formula (LCFF). Of our total projected expenditures, **$10,069,385** is specifically tied to the planned actions and services within this LCAP.

Overall Successes

- **Suspensions** dropped dramatically driven by Restorative Justice and "Other Means of Correction." As of April 2026, there have been no Long-Term English Learners or Black/African American students suspended.
- Over 500 **instructional coaching sessions** led to ELA and Math goals being met, decreased failure rates, and many students progressing 2-3 grade levels.
- We broadened **post-secondary pathways** beyond traditional college prep by adding internships, work-based learning, and our first Trades and Apprenticeships Week.

Overall Challenges

- **Student perception of "school safety" dropped** alongside increased referrals for derogatory language, a harmful "joke culture," and concerning **reports of hate speech** from Black/African-American students.
- Despite localized growth, **overall state assessments declined**. High schoolers are entering with multi-year gaps, driving a massive need for credit recovery, while 9th-11th graders show visible disengagement from college/career communications.
- Rising social worker drop-ins highlight a growing **need for Tier 1 and 2 mental health interventions**.

Next Steps & Board Action

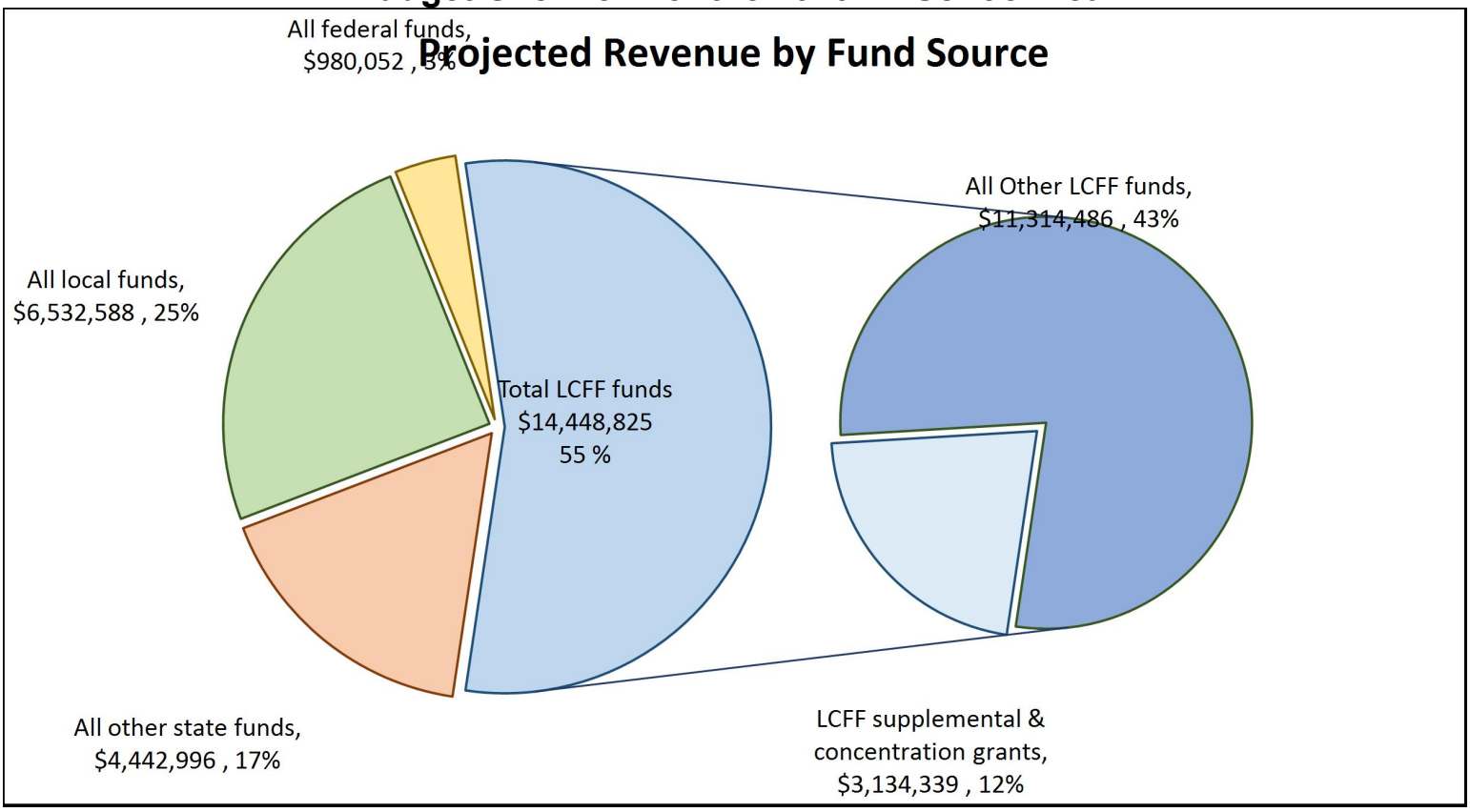
We invite you to review the goals and expenditures to ensure they reflect the Board's vision for Making Waves Academy.After our public hearing to solicit final feedback on **May 7**, the final board adoption will take place on **June 16**.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Contra Costa County Office of Education
CDS Code: 07100740114470
School Year: 2026-27
LEA contact information:
Alton B. Nelson, Jr.
Chief Executive Officer
anelson@mwacademy.org
510-262-1511

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

Budget Overview for the 2026-27 School Year

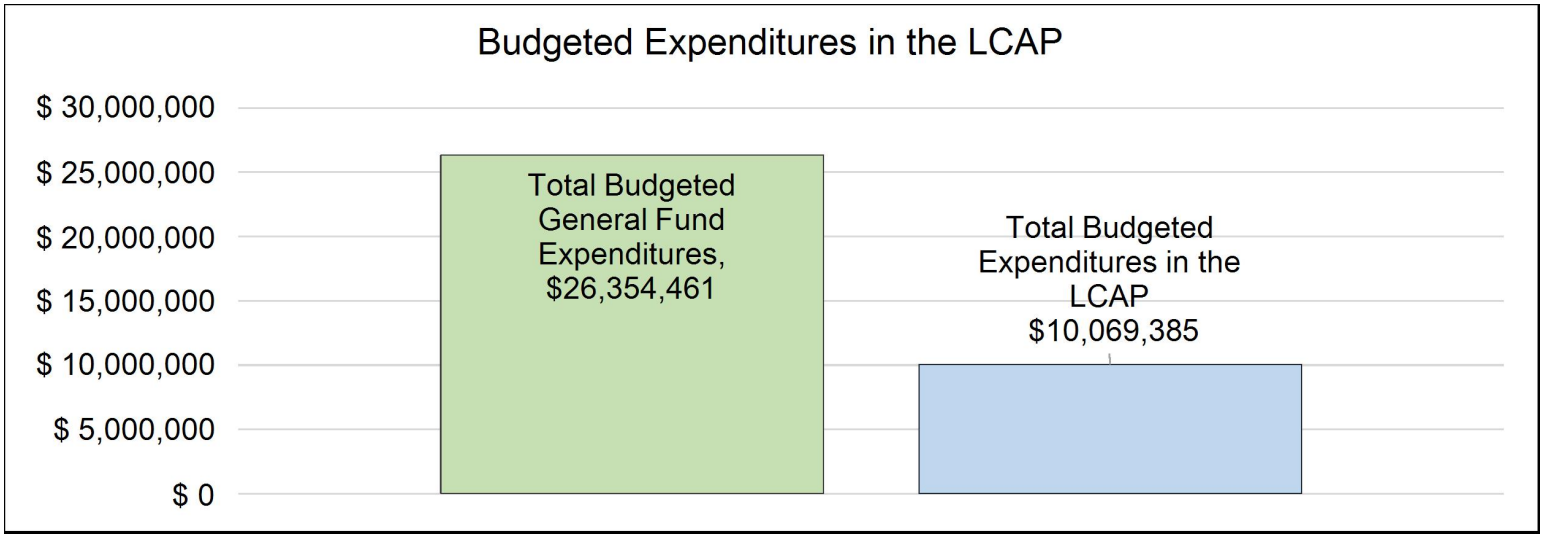


This chart shows the total general purpose revenue Contra Costa County Office of Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Contra Costa County Office of Education is $26,404,461, of which $14448825 is Local Control Funding Formula (LCFF), $4442996 is other state funds, $6532588 is local funds, and $980052 is federal funds. Of the $14448825 in LCFF Funds, $3134339 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Contra Costa County Office of Education plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

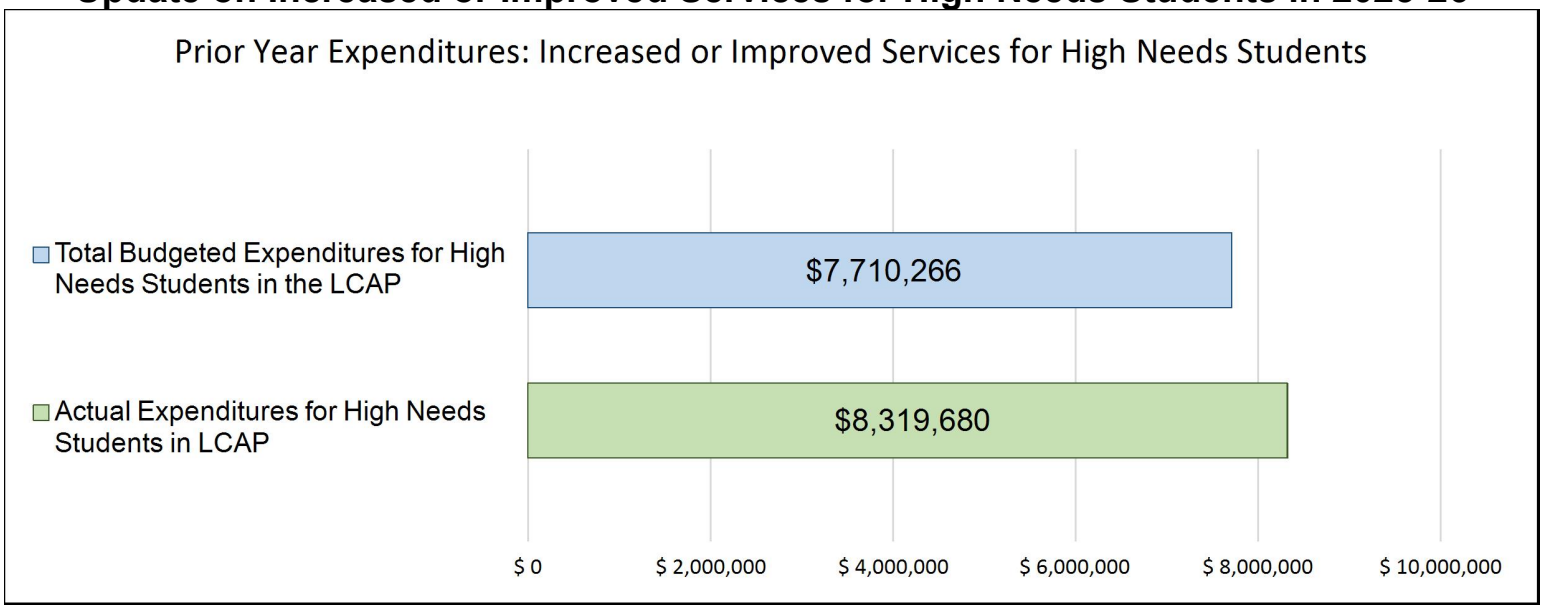
The text description of the above chart is as follows: Contra Costa County Office of Education plans to spend $26354461 for the 2026-27 school year. Of that amount, $$10,069,385.00 is tied to actions/services in the LCAP and $16,285,076 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Contra Costa County Office of Education is projecting it will receive $3134339 based on the enrollment of foster youth, English learner, and low-income students. Contra Costa County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Contra Costa County Office of Education plans to spend $$7,874,101.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Contra Costa County Office of Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Contra Costa County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Contra Costa County Office of Education's LCAP budgeted $$7,710,266.00 for planned actions to increase or improve services for high needs students. Contra Costa County Office of Education actually spent $$8,319,680 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Contra Costa County Office of Education	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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

Our aim is for all of our students ("Wave-Makers") to earn their high school diplomas and be eligible for college admission. While MWA celebrates the multiple college and career pathways our Wave-Makers embark upon, historically, 90% or more gain admission to college (around 70% or so enroll in four-year colleges and about 20%-25% enroll in community colleges). Our high school graduation requirements are aligned with California's "a-g" required courses for college admissions criteria. To this end, we provide students and families with access to a variety of academic and holistic support services that include, art, athletics, parent education opportunities, social-emotional education and support, and college and career counseling.

The student demographics of MWA include a majority of students from socioeconomically disadvantaged households, students who qualify for Free and Reduced Priced Meals (FRPM), a majority "students of color", a high percentage of incoming English Learners, and a small but material percentage of students with disabilities and learning differences.

MWA received its six year Western Association of Schools and Colleges (WASC) accreditation renewal beginning in fall of 2020, and successfully completed its mid-cycle visit review in March 2023. Our primary goals for serving our students are formed through the WASC process and approved by the MWA Board. Per our approved WASC Action Plan we merged our LCAP and WASC school-wide goals.

Our WASC/LCAP goals are as follows:

Develop and refine vertically aligned programs to support all learners.
Refine holistic support for college and career readiness that builds all students capacity for graduation and success beyond high school.
Create a safe, inclusive and high performing environment for all students and adults that are informed through the lens of diversity, equity and inclusion.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The **2025-26 school year** has been one of the strongest and smoothest starts in recent memory, defined by a sense of purpose, momentum, and joy across the campus. While some specialized roles like Upper School math and Special Education remained difficult to fill, strategic leadership changes and structural shifts led to a remarkable 24% increase in teacher retention, reducing overall vacancies from over 12 down to just two general education positions at the start of the year. The result of our focus on community culture, professional development, and internal systems has been improved performance in key indicators alongside a renewed vote of confidence from our community. Successes include a dramatic decline in overall suspensions—dropping to 1.30% compared to over 14% two years ago in the first semester—and a unanimous five-year charter renewal that reflects strong support from our authorizer and families. Challenges include remaining in Differentiated Assistance for Long-Term English Learner progress and the ongoing need for greater instructional consistency, particularly for newer teachers.

On the CA State Dashboard, we successfully exited Differentiated Assistance for all previous indicators but remain in the red for Long-Term English Learner Progress. Our efforts to improve English Learner achievement this year now include the EL Coordinator in the Differentiated Assistance process to pilot data-driven change actions. Suspension rates continue to decline significantly year-over-year, reflecting sustained progress in behavior supports; notably, African American students and Long-Term English Learners have maintained zero suspensions year-to-date (April, 2026). We also achieved a high student retention rate of 96.3% and saw a 5.1% increase in enrollment applications, the first such growth since 2019.

Through proactive measures such as restorative practices and the use of intervention for discretionary offenses, we are seeing meaningful improvements in school culture and student behavior. This year, we started the school year with a Director of Student Support Services, Director of Special Education and an English Learner Development Coordinator to provide the specialized leadership needed for these systems and populations. We continue to work on the creation of a comprehensive Multi-Tiered Systems of Support (MTSS) model and our most recent survey indicates that 93% of eligible staff are committed to returning next year, providing the stable foundation necessary to support our "Wave-Makers".

Instructionally, we have benefited from professional development systems that include coaching cycles, data-driven planning, and vertical alignment. While we are working to ensure consistent expectations across all classrooms, instructional practice is steadily improving through the use of curricular tools and common routines. We completed our WASC Self-Study process as of April 2026 and have introduced a draft Strategic Plan that bridges our ambitious 10-year vision with a concrete three-year strategy for academic excellence. We expect to have our accreditation renewed but will receive confirmation at the end of June 2026.

Our LCAP and WASC goals are now perfectly synced, focusing on Support for All Learners, College and Career Readiness, and Community Engagement and Culture. This alignment has allowed us to better document and track our progress in real time as we finalize our accreditation work and prepare for our next chapter.

Learning Recovery and Emergency Block Grant (LREBG)
MWA has $1,334,172 of unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the period ending in June 30, 2027. Of these LREBG funds, $1,002,985 has been budgeted for the 2026-27 school year, and the remaining $331,187 has been budgeted for the 2027-28 school year. All actions funded by LREBG funds have been listed as non-contributing actions. For 2026-27, LREBG funds can be found in the following actions:

Goal 1: Support for All Learners

Actions:
1.1: Enhancing Instructional Capacity and Professional Growth ($43,608)
1.2: Strengthening Tier 1 Instruction and Differentiation ($58,413)
1.3: Enhancing Progress Monitoring and Data Analysis ($58,413)
1.4: Improve Academic Outcomes for Special Education Students ($58,413)
1.5: Enhancing the Learning Environment for English Learners Through Staff PD ($56,706)
1.6: Language Acquisition Program ($43,608)
1.7: Academic Support ($78,907)

Allowable uses of funds identified in EC Section 32526(c)(2):
(A).Taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
(B)(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
(B)(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
(B)(vi) Providing professional development and coaching on the English Language Arts/English Language Development Framework or Mathematics Framework.
(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Rationale:
(1.1 & 1.2) To ensure rigorous, standard-aligned instruction, funds support new teacher bootcamps, expanded instructional coaching across all content areas, and the purchase of research-based Social Sciences curriculum, aligning with allowable uses (B)(ii) and (B)(vi).

Additionally, hiring TAs stabilizes staff-to-pupil ratios under use (A).
(1.3) Funds sustain our assessment cycles by supporting the personnel required to manage school-wide data and transition our interim assessment tools to IABs to get faster, actionable insights into student misconceptions, fulfilling allowable use (E).
(1.4) Expanding push-in services and individualized pull-out services during homeroom blocks directly supports SPED students with small-group learning under use (B)(i), a strategy that has already yielded an average growth of 1.5 grade levels in Math and English i-Ready scores.
(1.5 & 1.6) Funds cover targeted coaching for ELD teachers on curriculum orientation and ELPAC test prep under use (B)(vi). Furthermore, Teacher Assistants provide direct, small-group phonics and reading support to address reading deficits—accelerating English language and academic proficiency under uses (B)(i) and (B)(ii).
(1.7) Over 75% of ELs and SWD score in the bottom two achievement levels on state assessments. These gaps highlight the need for targeted academic interventions outside of core instructional time (like tutoring agencies and structured office hours) to address foundational skills and close equity gaps under use (B)(i).

Goal 2: College and Career Readiness
Actions:
2.1: Vertically Aligned Systems for Seamless College and Career Support ($28,765)
2.2: College and Career Pathway Scope and Sequence ($28,765)
2.3: Graduation Pathways ($28,765)
2.4: Postsecondary Readiness Pathways ($85,000)

Allowable uses of funds identified in EC Section 32526(c)(2):
(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services.
(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Rationale:
(2.1 & 2.2) Funds support the alignment of SPED and student services by covering instructional coach and social worker salaries under use (C). This ensures strong meeting schedules, early college prep workshops in 11th-grade advisories, and expanded study trips for middle and high school students to improve college eligibility under use (D).
(2.3) An increase in students not meeting academic expectations by tenth grade requires heavily investing in credit recovery coursework under use (D) to ensure students stay on track for graduation.
(2.4) Black, Hispanic/Latino, EL, and SWD students face persistent achievement gaps and underrepresentation in rigorous academic programs. Expanding access to CTE pathways, apprenticeships, and university partnerships improves pupils' college eligibility under use (D) and promotes equity in high-demand fields.

Goal 3: Diversity, Equity, and Inclusion

Actions:
3.1: Student Support Services for Students that are Suspended ($166,693)
3.2: Integrated Family Engagement ($50,207)
3.3: SWD Suspension Rate Reduction ($56,207)
3.4: Increase in School Connectedness ($96,966)
3.6: 504 Coordination and Implementation ($63,549)
(Note: Action 3.5 is excluded from this list as its current LREBG expenditure is $0).

Allowable uses of funds identified in EC Section 32526(c)(2):
(C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

Rationale:
(3.1 & 3.3) Funding our Deans, Associate Deans, and Social Worker allows us to implement restorative justice and proactive parent meetings instead of relying on exclusionary discipline. This provides direct counseling and SEL support under use (C), successfully reducing schoolwide suspensions, particularly for students with disabilities.
(3.2) Funds support workshops and expanded outreach to help families understand student data and address students' emotional needs, aligning with referrals for support for family needs under use (C).
(3.4) Campus culture initiatives (like club fairs and sports) are essential for school connectedness and addressing social-emotional well-being under use (C). These funds allow us to take informed action to address climate survey concerns, specifically supporting our Black and African American students.
(3.6) A robust system for managing 504 plans is necessary to ensure timely accommodations. Onboarding a Program Specialist and collaborating with outside clinicians ensures that students who require robust emotional and academic support receive health/mental health interventions effectively under use (C).

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The **2024-25 school year** has, by far, been the best school year since coming back to school after the pandemic. While some key positions remained vacant, including some teaching positions, other positions were filled that have made a big difference, including a 2nd year engagement with a service provider that supports strengthening our instructional practices and ongoing Differentiated Assistance Program through the Santa Clara Office of Education. The result of our focus on safety, instructional practices, and parent communication has been improved overall performance in key areas along with some persistent challenges. Challenges include ongoing lower student achievement by some of our subgroups and uneven instruction as a result of teaching vacancies across the school. Successes include a reduction in overall suspensions, a focus on more positive reinforcement for students, and more targeted support for our teacher leaders.

On the CA State Dashboard, we saw overall gains in math and English but a decrease in overall English Learner gains and college readiness. Our efforts to improve English Learner achievement in 2024-25 will be hampered by the mid-year resignation of our ELD Coordinator. ELD instruction and assessment continued but with less overall leadership than last school year. Our suspension rates also increased from the previous year on the Dashboard. Overall, we are seeing a decline in suspensions, especially over the 2nd half of the year

as proactive strategies implemented by the deans and social worker began to show progress. The Dashboard also showed a decrease in chronic absenteeism. I suspect that 2024-25 will continue to see this area decrease. Lastly, we also saw a decrease in the high school graduation rate. After seeing this area improve over the last couple of years, we saw the Class of 2024 have less overall success. This class lost their 9th grade year during the pandemic, a major contributing factor to the challenges this class faced.

Through proactive measures such as "check-ins", student academic and behavior contracts, parent meetings, and strengthening relationships we are seeing less overall suspensions in 2024-25. We went into the school year with three deans and two dean assistants this year, which has allowed for increased support and better communication with students, staff, and parents. We have had to hold off on rolling out a more robust implementation of our MTSS model of support. However we continue to offer Talk Space for students needing or wanting support by a therapist and referrals to their health provider. The social worker also has done check-ins with students with 504 plans regularly, making sure they and their teachers know what the students' accommodations are.

Instructionally, we have benefitted from having instructional coaches to support math and English instruction, devoting time observing classes and debriefing with teachers. Coaching cycles were disrupted at different times due to mid-year staff transitions, but overall, the system was implemented. The engagement with Instruction Partners for a second year has also been helpful in working with our lead teachers and content leads on leading effective PLCs. As a result, they are better able to assess instructional rigor and provide coaching to improve it. There is continued progress in delivering standards-based instruction, staying on pace with lessons and instructional planning.

Adding a position to oversee LCAP/WASC planning and progress monitoring has been a tremendous help this year in being able to better document and track our progress in real time, plan, and assess progress. In the 2nd year of combining our LCAP and WASC goals, we are seeing more places of alignment between them.

MWA has $1,634,172 of unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the period ending in June 30, 2027. Of these LREBG funds, $544,724 has been budgeted for the 2025-26 school year, $544,724 has been budgeted for the 2026-27 school year, and $544,724 has been budgeted for the 2027-28 school year. All actions funded by LREBG funds have been listed as non-contributing actions. For 2025-26, LREBG funds can be found in the following actions:

Goal 1: Support for All Learners
Action:

- 1.7: Academic Support

Allowable uses of funds identified in EC Section 32526(c)(2)

- (B)(i) Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
- (B)(ii) Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.
- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.

- (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Rationale:
(1.7) Over 75% of ELs and SWD score in the bottom two achievement levels on state assessments, and ELs in the upper school have the lowest Math GPAs schoolwide. These gaps highlight the need for targeted academic interventions outside of core instructional time to address foundational skills, support grade-level mastery, and close equity gaps for historically underserved groups. Educational Partner Feedback f from students, families, and staff has consistently requested expanded academic support throughout the school year. Interest in tutoring, office hours, and additional interventions was confirmed through surveys conducted to ensure these actions respond directly to community needs.

Goal 2: College and Career Readiness
Actions:

- 2.4: Postsecondary Readiness Pathways ($109,734)

Allowable uses of funds identified in EC Section 32526(c)(2)

- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- (D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.

Rationale:
(2.4) Black, Hispanic/Latino, EL, and SWD students face persistent achievement gaps, lower engagement, and underrepresentation in rigorous academic and career-focused programs. There is a need to expand access to both CTE pathways and college-level coursework that aligns with students' academic and career goals. Increased access to these opportunities would support postsecondary success and promote equity in high-demand fields.

Goal 3: Diversity, Equity, and Inclusion
Actions:

- 3.5: SEL Support ($248,978)
- 3.6: 504 Coordination and Implementation ($105,463)

Allowable uses of funds identified in EC Section 32526(c)(2)

- (B)(v) Providing instruction and services consistent with the California Community Schools Partnership Act regardless of grantee status.
- (C) Integrating evidence-based pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- (E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.

Rationale:
(3.5) SWD and Black students have the highest rates of suspension and chronic absenteeism, indicating a critical need for more proactive, culturally responsive SEL support. The school needs additional tools and strategies to help students develop self-regulation skills and re-engage with the learning environment.
(3.6) SWD consistently score in the lowest performance levels on state and internal assessments and have higher suspension and absenteeism rates than their peers. A more robust and consistent system for managing 504 plans is needed to ensure timely support and accommodations for students with disabilities. Improved oversight will also help identify students earlier and support staff in meeting their needs more effectively.

The **2022-23 school year** marked MWA's second full year of in-person learning since the school closure related to the COVID pandemic. Many challenges related to student and staff-readiness for in-person learning persisted through the 2022-23 school year. Examples of challenges include: overall school safety, the social emotional well-being of students and staff, the level of rigor and engagement in the classroom, and level of connection with parents and one another. As a result, our focus going into the 2023-2024 school year has been on establishing some normalcy in our instructional practices and routines, school safety, and strengthening communication with parents.

When we look at our performance on the CA State Dashboard and when we analyze local data, we saw improvements across the board for all subgroups. While there is still work to be done, some of the consistency in practices showed up in our outcomes on the most recent CA CA State Dashboard. Successes included gains in English and math, in aggregate, over the previous year, and an increase in our high school graduation rates. When compared to the local district, we saw the biggest improvement in chronic absenteeism, the strongest improvement in English learner progress (ELPI), one of the highest rates of preparedness on the college and career indicator, one of the strongest ELA results for Black or African American students, and one of the biggest improvements for math among our English Learners.

Two areas of challenge were our overall suspension rates as well as suspension rates for Students With Disabilities. While the data shows this as an area of concerns, a review of our suspension data shows that students were suspended for major school infractions (possession and/or distribution of drugs, possession of weapons, fighting, and discriminatory/racist language and acts). When our data was disaggregated by subgroup, we saw that Students with Disabilities were suspended at a higher rate when compared to General Education students. As a result, MWA became eligible for (and is receiving) Differentiated Assistance through the Santa Clara County Office of Education.

At the start of the year, we worked to create a plan to move towards a Multi-Tiered Systems of Support (MTSS) model. We identified the behaviors and data we would track to figure out which students to place into different levels of tiered support along with what proactive interventions and supports we could put in place to support students before their behaviors resulted in potential suspensions. We were able to hire two Deans of Restorative Practices who could help students (and staff) learn some tools to make better decisions involving conflict and have restorative conferences with anyone they harmed.

Members of the school team are attending the differentiated assistance meetings, bringing in and reviewing data, making adjustments to existing plans, and hearing about what peer schools are doing. The group that has received the lowest performance levels are our Students

with Disabilities. We continue to move towards ways of bringing more of the academic interventions and supports into the core day classrooms, in addition to some pull-out services. The Principal, Dr. Jackson, continues to identify and make time in the professional development schedule for training, coaching, and discussion.

Although we saw growth, the school made significant progress by implementing standards-based instruction. This included ensuring fidelity to the curriculum, creating pacing guides, and establishing scope and sequence aligned with standards.

In combining and aligning our LCAP goals with our WASC goals, our hope is to more efficiently plan, execute, and deliver by focusing on a few big picture, school-wide goals (WASC) and intentionally aligning the eight LCAP area goals within the WASC goals. Merging these goals together has resulted in fewer but broader goals overall, but it has also created goals that are more aligned, integrated, and reflective of the deeper work we are wanting to do in order to achieve and make meaningful progress on both our LCAP and WASC goals.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

2024-2025 California Dashboard

Based on our 2024-2025 data on the California Dashboard, we were identified as needing Differentiated Assistance in the following categories:

Suspension Rate of Long-Term English Learners (LTELs): We are officially no longer in Differentiated Assistance for the suspensions of Students with Disabilities or African American students! As of late April, we have kept this number low, with a total of only six LTELs suspended.

English Learner Proficiency Indicator (ELPI): The plan to improve ELPI is twofold: strengthening instructional systems to better support language development, and increasing collaboration to ensure strong completion rates and consistent test preparation and accommodations.

To support the ELPI work, students were provided with explicit test preparation so they were familiar with ELPAC task types. The ELD Coordinator and ELD teachers collaborated to review and confirm designated supports to ensure test accessibility. Proctors were identified early and trained for consistent test administration. Completion was closely monitored through daily tracking to quickly identify and address gaps.

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2023-24 California Dashboard

Following the release of the 2024 CA Dashboard, our areas of eligibility were updated. We successfully exited the Differentiated Assistance program for Academics for Students with Disabilities. However, based on our data at the time, we became eligible for Differentiated Assistance under two indicators for two student groups:

Chronic Absenteeism: Students with Disabilities and Black/African-American Students

Suspensions: Students with Disabilities and Black/African-American Students

As of April 2025, we observed promising trends which may result in a lower suspension rate at the end of the year. While the overall suspension rate (percentage of students suspended at least once) is tracking at or right below where we were at this time last year, the total number of suspensions is lower. This means that we are not suspending the same student multiple times. Additionally, the suspension and chronic absenteeism rates for Black/African American students are down by about 50% when compared to last year. We are seeing a plateau in the data this month which was not the case a year ago, when we actually saw a significant spike last March.

While these numbers show positive momentum, we recognize that there is still important work ahead to ensure that every student receives the support they need to thrive. We remain committed to further reducing disparities, strengthening restorative justice practices, and building on these successes in the coming months.

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2022-23 California Dashboard

Based on MWA's 2022-2023 data on the California Dashboard, MWA was identified as a school needing Differentiated Assistance in two areas:

Suspension Rates: Students with Disabilities (SWD) were suspended at a higher rate than general education students.

Academic Performance (ELA/Math): Students with Disabilities (SWD) performed lower on state assessments than general education students.

Through the Differentiated Assistance (DA) process, and with support from the Santa Clara County Office of Education (SCCOE), MWA actively addressed these gaps by taking the following steps:

Identified institutional strengths, weaknesses, and root causes in the named areas.

Conducted a deep dive into MWA's local and state data to pinpoint the root causes of the problem.

Conducted Empathy Interviews with a small group of students and faculty in Spring 2024 to validate and/or inform changes to the identified root causes.

Formulated and conducted small action plans to test our theories on the root causes.

Formulated, implemented, and assessed strategic actions during the 2024-2025 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
WASC	This year MWA engaged in our WASC self-study process. The process began in February 2023, with the WASC visit being in April 2026. The findings from this extensive needs analysis and self-study informed the creation of our new WASC and LCAP goals. We have chosen to directly align our goals between both action plans to ensure that we are providing intentional, direct, comprehensive, and aligned supports for students. Findings in this study required engagement with students, faculty, staff, parents, guardians, and whole community input. Further details on specific engagement are listed below. As the WASC pilot emphasizes engaging with educational partners in regularly scheduled groups, not all engagement opportunities can be listed. This list serves as a highlight for some of our largest and most impactful engagement efforts. However, regular engagement via discussions, surveys, direct sampling/spot testing, and data dives were occurring throughout the entire process and helped inform the action plan that is now reflected here in the new LCAP goals 1-3 (Goal 4 i dedicated to fulfilling compliance requirements that are not explicitly covered in the created WASC actions and may vary year-by-year due to information on the state dashboard).
Students	LCAP AG 3 Student members participated in the LCAP Advisory Group. Before each meeting, students reviewed LCAP slides and created questions

Educational Partner(s)	Process for Engagement
	to begin the meeting with. Students were required to attend a minimum of 3 meetings each. ASB The student government met with school leadership multiple times during the year to share their input and insight on school initiatives. The upper school ASB presented at every MWA board meeting, and the middle school ASB presented at the January and May board meetings where they shared successes, challenges, priorities, and engage in active discussion with the board to ensure that student voice was being centered in school-wide decisions towards our LCAP goals. US ASB engaged in exploring the climate survey data along with the data team to help provide insights on student responses. Both MS and US ASB met with our WASC visiting committee to discuss their experiences at MWA. Student Board Member The first ever MWA student was appointed as a board member created an event called "Waves Connect" that connected school alumni with current juniors and seniors, strengthening the connection between community members, supports all students to develop networking skills, and builds a broader understanding of opportunities post-graduation. WASC Thorough the year, students were engaged in WASC discussions relating to curriculum, learning, school culture, systems of support, college and career readiness, and more. These discussions happened in club meetings, advisory's, homerooms, study halls, and more. Students were also given several surveys to gather written responses to prompts.
Faculty and Staff	July 31, 2025: August PD - LCAP Introduction Faculty and staff were introduced (or reintroduced) to LCAP goals, actions, and metrics. Process, feedback, and engagement opportunities were discussed and expectations for LCAP

Educational Partner(s)	Process for Engagement
	implementation and check-in's were established along with preparation for the WASC process. Sept 12, 2025: LCAP Actions and Data Questions surrounding curriculum and instruction were posed to all faculty to gain insight on our approach to LCAP actions this year, and engage in the self-study process for WASC that re-defined our LCAP goals. May 15, 2026: TBD*** [Will be completed after public hearing] WASC Thorough the year, faculty and staff were engaged in WASC discussions relating to vision, leadership, resources, professional learning, curriculum, teaching and learning, assessment, school culture, student support, and more. These discussions happened in grade-level meetings, content meetings, vertical alignment meetings, all-staff PDs, and more. Faculty and staff were also given several surveys to gather written responses to prompts. Many faculty and staff members were also key in leading discussions and creating questions to gain insight that was used to develop our goals.
LCAP Working Group Goal 1: Middle School Director Chief Executive Officer People Operations Systems and Compliance Administrator ELD Coordinator Instructional Coach Instructional Coach Instructional ELA Coach Instructional Math Coach Director of SPED Extended Day & Enrichment Coordinator Director of Data and Accountability	Sept 2, 2025: LCAP Recalibration Discussing what the LCAP WG is for, establishing meeting times, data collection expectations, and WASC/LCAP Interactions with LCAP goal owners. Sept 4, 2025: LCAP Intro Introducing and reintroducing the LCAP to the working group. This included an in-depth analysis of our LCAP goals and actions, reviewing what data we have and what we're collecting, and defining responsibilities for who is implementing what actions and how they'll be reflecting on their progress. Oct 30, 2025: Data Dive The working group analyzed metrics over multiple years, discussed

Educational Partner(s)	Process for Engagement
Goal 2: Director of College & Career Counseling Associate Director of College & Career Counseling Associate Director of Career Development and Internship Associate Director of Academic Advising Director of Data and Accountability Director of SPED Goal 3: Director of Student Support Services Associate Dean Dean of Students Dean of Students Dean of Students Dean of Students Social Worker MS Student Activities Coordinator US Student Activities Coordinator Attendance Specialist Attendance Specialist Director of SPED Director of Data and Accountability Misc. Director of Data and Accountability Chief Executive Officer Controller Compliance Manager School Data Specialist Parent Organizer Project Manager	implications and ways to use the data to inform how actions are implemented, what changes to actions we wanted to change for the WASC report, and how to communicate all of this information in the upcoming advisory group. Nov 21, 2025: LCAP Actions The working group took time to reflect on the implementation of actions so far in the school year, including: • Overall implementation, including any differences in planned actions and actual implementation. "Did we do it?" • Successes • Challenges • How challenges will be addressed • Effectiveness "Did it move outcomes?" • A description of the effectiveness or ineffectiveness in making progress toward the goal. "What outcomes/metrics did it move?" • How feedback has been incorporated "How did students/parents/guardians/teachers influence implementation?" • Links to evidence/resources Jan 12, 2026: Mid-Year Update Working group reflected on work from the fall semester, decided how to approach actions for the spring semester, and decided what actions they would like to see in the WASC action plan. Final edits were made for the Mid-Year Update. Feb 4, 2026: Expenditures Working group determined what resources contribute towards implementing each action annually. This includes personnel, tech, curriculum, student supports, and other materials. May 19, 2026: Local Indicators *** [Will be completed after public hearing]
LCAP Advisory Group	Sep 25, 2025 at 6:30 pm: Introduction

Educational Partner(s)	Process for Engagement
Parents/Guardians Parents of students with disabilities Students	15 total attendees. 7 staff + 2 students + 6 parents/guardians (2 representatives from each goal were present) Advisory group was introduced, or reintroduced, to the LCAP goals, actions, metrics, and expenditures. Expectations for the year were set, introductions to student members were made, and commitment forms were shared. The meeting began with students asking questions. Nov 13, 2025 at 6:30 pm: Data Sharing 16 total attendees 7 staff + 3 students + 6 parents/guardians (There was a PLT meeting at the same time) At the advisory group's request, this meeting focused on data. Metrics relating to each LCAP goal were reviewed and discussed. The meeting began with students asking questions. Feb 12, 2026 at 6:30 pm: Mid-Year Update 10 total attendees 7 staff + 2 students + 1 parent/guardian The mid-year update, previously shared at the Jan 26, 2026 board meeting, was presented and discussed in a format that allowed open questions and discussion. Apr 29, 2026 at 6:30 pm: Current Topics*** [Will be completed after public hearing] May 28, 2026 at 6:30pm: Annual Update*** [Will be completed after public hearing]
ELAC Parents/Guardians Parents of English Learners	May 19, 2026 at 6:00pm*** [Will be completed after public hearing]
School Board and General Public Board Member from Making Waves Education Foundation Parent Board Member Former Parent Board Member	Sept 8, 2025: Teaching & Learning Centered LCAP Goal 1: Support for All Learners and Goal 2: College and Career Readiness Oct 20, 2025: Critical Learners

Educational Partner(s)	Process for Engagement
Alum Student Board Member For more information on board meetings, agendas, and minutes, please visit https://app2.boardontrack.com/public/XR54pr/home	Centered LCAP Goal 1: Support for All Learners and Goal 3: Diversity, Equity, and Inclusion Dec 15, 2025: Data and Assessment & Math Progress Centered LCAP Goal 1: Support for All Learners Jan 26, 2026: Strategic Planning & Math Progress Centered LCAP Goal 1: Support for All Learners and Goal 2: College and Career Readiness Priority 1: Teacher Annual Monitoring Outcomes(TAMO) Presentation Report detailing 2023-24 TAMO results was presented to the board and to the public. Report discussed comparative views including a Statewide View (MWA, CCCOE, Contra Costa, Statewide), MWA Multiple Years (2023-24, 2022-23, 2021-22, 2020-21), and MWA by Subject (Art, Business, CTE, Computer Education, ELA, World Languages, History/Social Science, Math, Music, Other, Physical Education, Science). The board discussed scheduling for next year's meetings, received a copy of The Brown Act, and received an update from the student representative on selecting next year's student board member. Board member Serrano also shared progress on an alumni engagement project and observed that rising students are enthusiastic about AP courses. Board member Romero noted that discussions regarding the culture and climate committee and student/staff surveys were underway. Mid-Year Update 2025-26 LCAP Mid-Year Update Report was presented to the board and to the public. This included: • Mid-year Budget Overview for Parents reviewing LCFF General Fund, LCFF Supplemental & Concentration Grants, Total LCFF Funds, LREBG Funds, All Other State Funds, All Local Funds, All Federal Funds, Total Projected Revenue, and Total Budgeted General Funds Expenditures. LCAP Expenditures were also broken down by LCAP goal. • Goal Action Implementation and Expenditure Updates reviewing actions by Implementation Level (Not Effective,

Educational Partner(s)	Process for Engagement
	Partially Effective, Effective), detailed Progress to Goals, How Feedback was Incorporated, Total Funds Budgeted, and Mid-Year Expenditures. • Goal Metric Outcome Updates that included a significant shift in how LCAP metrics are recorded, presented, and analyzed. At the Board's request, the data was restructured so that each column reflects all metrics for a single school year, allowing for clearer longitudinal analysis. Metrics continued to be disaggregated by student subgroups (Overall, SWD, EL, Foster Youth, Socioeconomically Disadvantaged). Discussion focused on alignment with the strategic plan, student outcomes, and equity for high-need groups. Board members appreciated the updated metrics and integration of the LCAP with the WASC goals and strategic plan, noted areas needing more attention and suggested additional focus on English learners, students with disabilities, and multilingual recognition. They also acknowledging the limitations of mid-year data and shared ideas for alternative 3-year goals for LCAP metrics. March 9, 2026: SEL & Student Support Centered LCAP Goal 3: Diversity, Equity, and Inclusion May 7, 2026: Student Academic Outcomes Centered LCAP Goal 1: Support for All Learners Public Hearing*** [Will be completed after public hearing] June 15, 2026: College and Career Centered LCAP Goal 2: College and Career Readiness Vote to Approve*** [Will be completed after vote to approve] Local Indicators [Will be completed after vote to approve]

Educational Partner(s)	Process for Engagement
MWA Board CIRAC/WASC Committee	October 15, 2025: Fall Meeting Progress with WASC engagement and self-study findings were shared. Feedback loops were discussed along with evidence collection practices, work on data analysis, and progress to goals set in the last WASC cycle. These findings directly impacted the creation of WASC/LCAP goals. April 3, 2026: Spring Meeting Final report and action plan were shared, along with the schedule and plans for engagement during the WASC visit. These impacted/created the new WASC/LCAP goals.
SELPA	April 22, 2026: SELPA Consultation Representatives from each goal group in the LCAP WG met with a representative from SELPA to discuss how LCAP actions were implemented this year and shared our WASC goals and actions for next year.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

2025-26

MWA went through our WASC self-study process this year where we conducted an intensive self-study where we engaged our students, teachers, families, staff, and wider community about the best ways we can best support our students. Our subsequent WASC action plan is now mirrored in MWA's new LCAP. Goals 1-3 are direct mirrors to the WASC report. For more information on education partner feedback and its influence on our new WASC/LCAP goals, please go read MWA's 2026-2033 WASC report.

When preparing for the mid-year and the annual update, the LCAP Working Group is asked to reflect on how education partners worked together on each action. Here is what they have to share from the 2025-26 school year:

Action 1.1: Enhancing Instructional Capacity and Professional Growth

Education partner feedback is intentionally embedded into professional development planning. Teacher input from surveys, coaching conversations, and vertical alignment meetings (Grades 5–12) directly informs Friday PD sessions. In response to teacher requests for increased coaching and parent desires for improved student grades, the school has focused on engaging instruction that prepares students for college.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation

Feedback from biannual teacher surveys indicated a clear understanding of the coaching vision but revealed a need to shift focus from classroom management to instructional rigor. To address feedback regarding coaching consistency, the school is adjusting assignments and frequency for the 2026-27 year. Additionally, the school has refined lesson planning expectations and moved toward a standards-driven curriculum to ensure coherence across all subjects.

Action 1.3: Enhancing Progress Monitoring and Data Analysis

Feedback from the Assessment Working Group and staff surveys led to the launch of the Tableau data hub and improved protocols for assessment turnaround. To address the learning curve associated with i-Ready and ICAs, the school provided targeted PD on data literacy. Furthermore, stakeholder input directly influenced the decision to implement AI hand-scoring and transition from ICAs to IABs next year to reduce the grading burden on staff.

Action 1.4: Improve Academic Outcomes for Special Education Students

Through department meetings and coaching sessions, the SPED team incorporated feedback to refine pull-out services and implement targeted interventions in Middle School. In response to the need for consistent support, a dedicated agenda was created for the Upper School SAI block. The team also transitioned the Middle School schedule to a full-inclusion push-in model based on internal feedback and compliance reviews.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD

Feedback from ELD teachers, gathered through fall experience surveys, resulted in professional development that is more closely aligned with their daily instructional responsibilities. These insights shaped the focus of PD sessions and administrative check-ins to ensure they meet the specific needs of the ELD classroom environment.

Action 1.6: Language Acquisition Program

Upper School ELD teachers identified a need for greater curriculum rigor. In response, the school introduced supplemental materials, including writing intervention practice, ELPAC test prep, and targeted literacy support through IXL. These adjustments specifically address challenges expressed by 10th–12th grade teachers regarding the use of English 3D.

Action 1.7: Academic Support

The school restructured the Instructional Aide Comprehensive Student Data Tracker to provide the real-time monitoring requested by educators. Parent feedback from surveys and conferences has also been utilized to improve how academic expectations are communicated. Future feedback will be gathered through new digital tools and focus groups to identify remaining academic gaps and refine the impact of support teams.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support

Internal feedback highlighted that student well-being is best supported through seamless inter-departmental communication. Departments have expressed the need for stronger vertical alignment to ensure that critical student data is shared effectively, acknowledging that college and career readiness requires a connected approach across all staff teams.

Action 2.2: College and Career Pathway Scope and Sequence

Staff feedback regarding desired course representation has been used to structure the master schedule and ensure alignment with UCOP

requirements. The school continues to incorporate ongoing feedback through LCAP "loops" and WASC working groups to refine pathway offerings.

Action 2.3: Graduation Pathways

Real-time feedback from parents and students during graduation meetings has informed how information is disseminated. Student and staff surveys have further driven the approach to ensure the graduation pathway process is student-centered and addresses the specific components requested by families.

Action 2.4: Postsecondary Readiness Pathways

Post-pilot surveys from students and staff involved in the 8th and 11th-grade trials influenced adjustments for next year, specifically the need for "turnkey" curriculum and content. In response to this feedback, the school will extend the pilot duration to allow for deeper engagement and provide recurring touchpoints to support staff in internalizing the content.

Action 3.1: Student Support Services for Students that are Suspended

The Student Support Services Department (SSSD) utilizes weekly data reviews and feedback from families and staff to plan interventions. This process has led to improved communication with parents, specifically providing updates on student progress once an Other Means of Correction (OMC) is completed.

Action 3.2: Integrated Family Engagement

Direct input from parents during ELAC meetings has shaped the engagement agenda. In response to specific requests for support in mathematics and social-emotional health, the school coordinated with instructional coaches and the SSSD to develop presentations on helping students with math and behavioral support at home.

Action 3.3: SWD Suspension Rate Reduction

Positive verbal feedback from staff and families regarding the implementation of restorative projects over traditional suspensions has reinforced this approach. Partners noted that these projects allow students to remain in school for instruction while gaining a perspective on how to restore harm.

Action 3.4: Increase in School Connectedness

The school utilized Student Culture and Climate Survey results to drive staff professional development in March. Based on feedback from these sessions and increased student participation in activities, the school held "Strong Start" PD sessions to build staff capacity in fostering healthy campus relationships.

Action 3.5: SEL Support

Feedback gathered through WASC and LCAP stakeholder groups led to increased collaboration between the counseling team and deans. This includes the implementation of risk assessment protocols and the sharing of existing resources to better support students in crisis.

Action 3.6: 504 Coordination and Implementation

In response to teacher feedback regarding student dysregulation, the team is creating a system to support classroom observations and escalation management. Communication has been streamlined to ensure general education teachers receive updated 504 plans and

accommodation guidance immediately following meetings.

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2024-25

LCAP Goal Groups

MWA has an internal LCAP Working Group (LCAP WG) made up of various school leaders and personnel. This group is broken into 3 sub-groups, or ‘‘Goal Groups,’’ that each are centered around one of our LCAP goals. These groups are made up of school staff that directly implement our LCAP actions. Each group has a ‘‘Goal Owner’’ leads their team, ensures LCAP Actions are implemented and monitored, and is the direct point of contact for their goal. The other members of these goal groups are ‘‘Goal Helpers.’’

Goal 1: Support for all Learners
Goal Owner: Principal
Goal Helpers:

- Assistant Principals
- Instructional Coaches
- ELD Coordinator (position became vacant mid-year)
- SPED Director (position has been filled by an off-site staff member this year)

Goal 2: College and Career Readiness
Goal Owner: Director of College and Career Counseling
Goal Helpers:

- Associate Director of College and Career Counseling
- Associate Director of Academic Advising
- College and Career Counseling Coordinator
- Student Activities Coordinators
- SPED Director (position has been filled by an off-site staff member this year)

Goal 3: Diversity, Equity, and Inclusion
Goal Owner: CEO (Superintendent)
Goal Helpers:

- Deans
- Social Worker
- SPED Director (position has been filled by an off-site staff member this year)

These groups meet separately to compile their metrics (with the help of the school’s data and compliance team), update their actions, and reflect on their goals as a whole. These groups then meet together to share updates, work on the LCAP together, and collaborate on decisions that have to do with the LCAP.

Some of the decisions that these groups have collaborated on this year are:

- Which subgroups to disaggregate our metrics by
- How to engage students in our LCAP AG
- Brainstorming and drafting new actions (Actions 1.7, 2.4, 2.5, 2.6, 3.5, and 3.6)
- Planning expenditures
- Mid-Year and Annual Update preparations
- Engaging community, faculty, staff, and students on LCAP goals
- Implementing LCAP actions
- Presenting LCAP updates to the LCAP Advisory Group (LCAP AG)

LCAP Advisory Group (LCAP AG)

Our LCAP Advisory Group (LCAP AG) meets four times a year to provide feedback on the implementation of our LCAP actions, collaborate on metric reflections, and engage in open, inclusive dialogue about our progress. This year, our official LCAP Student Council from last year has been integrated into the LCAP AG, allowing student voices to be fully embedded in the LCAP process alongside those of parents, faculty, staff, and school leaders.

One significant change we've made is the addition of student-led questions at the start of each meeting. We begin with three questions, one for each LCAP goal, and invite students to share their thoughts without interruption. The group then reflects on the ideas shared, grounding our conversations in student perspectives.

We’ve also added a structured role for each LCAP Goal Group in every meeting. Each meeting includes two representatives per goal: the Goal Owner, who attends regularly, and a Goal Helper, who supports the discussion, engages directly with education partners, and takes detailed notes. This ensures that feedback from each meeting is captured by someone actively involved in implementing the work and can be brought back into the LCAP Working Group (WG) for further action and reflection.

Our LCAP AG includes 19 parents and 8 students, with school leaders present at every meeting. All faculty and staff are also invited to attend.

All LCAP AG members filled out a Commitment Form at the beginning of the school year that commits them to the group for the whole year (each member is permitted 2 absences), openly sharing their thoughts, and thinking about the community as a whole, rather than individual students, during our discussions

At the close of each session, we share a feedback survey to gather additional input, hear suggestions for future meetings, and collect student questions to guide upcoming meetings.

This year, LCAP AG meetings have focused on:

- Orientation to the LCAP
- Incorporated feedback
- Disaggregated metrics
- New LCAP Actions

SELPA Consultation

During our SELPA consultation this year, we invited out SELPA representative to come on-site and tour our school so that he could have a first-hand look at how we serve our students and ground the conversation in the MWA community before we began discussing the LCAP. This information was taken and applied to the changes made in the following actions: 1.3, 1.5, 1.6, and the creation of actions 1.7, 2.4, 2.5, and 3.6..

For more information our SELPA consultation, please see the "March 21, 2025 SELPA Consultation and Tour" entry above.

English Learner Advisory Committee (ELAC) Feedback
Upcoming.

New and Updated LCAP Actions
The following actions have been updated and created this year in direct response to feedback from educational partners:

Action 1.7: Academic Support
During the course of the year, students, faculty, staff, and parents advocated for increased access to academic support, including tutoring services. This action was developed based on trends in our Needs Assessment and education partner feedback across multiple engagement spaces.

Action 2.4: Career Technical Education (CTE) Pathway
Students expressed a desire for more hands-on, career-connected learning experiences. Education partners also emphasized the importance of building more pathways to postsecondary success beyond college. In response, this action focuses on building out our CTE programming, beginning with formal course development and scheduling.

Action 2.5: Concurrent Enrollment Programming
High school students and families shared interest in accessing college-level coursework that would allow students to earn college credit while still in high school. This action outlines the formal infrastructure needed to launch and support concurrent enrollment opportunities for our students.

Action 2.6: Integrating Systems
School leaders and staff emphasized the importance of streamlining our college and career readiness systems to ensure students have a cohesive experience from academic advising to college applications. This action addresses system-level coordination and integration across

departments that support LCAP Goal 2.

Action 3.5: Social-Emotional Learning (SEL) Support
Students and families consistently highlighted the need for stronger emotional and mental health support. Faculty and staff also reflected on the need for more structured SEL programming. This action focuses on building a more robust SEL infrastructure across grade levels.

Action 3.6: 504 Coordination and Implementation
As part of our commitment to equity, families and staff raised the need for clearer systems of support for students with 504 plans. This action formalizes coordination, implementation, and tracking systems to ensure 504 plans are developed and executed with fidelity.

Feedback and Actions Taken

Feedback from various sources (LCAP AG, ELAC, Parent Talks, student discussions with the principal, student presentations at board meetings, faculty/staff feedback, etc.) has been collected throughout the year and implemented in the schools approach to our goals in the following ways:

Goal 1: Support for all Learners

Teacher Support
Feedback: Students need more help, especially in science; concerns about assignment rigor and classroom clarity.
Action Taken: PD on standards, differentiated instruction, and data analysis; Monthly classroom visits and teacher-coach collaboration.

Supporting ELs & SWD
Feedback: Need more support for ELs and students with disabilities, especially in reading and math.
Action Taken: PD on language acquisition and Special Ed accommodations; Strengthening Language Acquisition Program and Special Education collaboration.

Data-Driven Instruction
Feedback: Need clearer progress monitoring for students.
Action Taken: Teachers analyze data to adjust instruction; Students and teachers set goals for continuous improvement.

Goal 2: College and Career Readiness
Partnerships & Early Exposure
Feedback: Increase opportunities for early college and career exposure for MS and 9th-10th grade students.
Action Taken: Held College and Career Week for 9th-12th graders;
Partnered with MWEF and engaged senior English classes to improve postsecondary readiness.

College Readiness Systems

Feedback: Improve support systems for college and career transitions.
Action Taken: In partnership with MWEF, we developed a Scope and Sequence for academic, technical, and social-emotional skills; Provided college readiness slides for advisory and hosted Career Day.

Parent Engagement
Feedback: Parents want more collaboration with CCC.
Action Taken: Parent workshops on college and career readiness began in late October. Planning for spring 2025 workshops

Goal 3: Diversity, Equity, and Inclusion

Behavior Accountability
Feedback: Group consequences unfair; prioritize individual accountability.
Action Taken: Deans monitor high-risk areas, use vape detectors, conduct searches, and implement behavior contracts.

Restorative Practices
Feedback: Concerns about supporting students after suspensions.
Action Taken: Restorative practices introduced post-suspension with check-ins from deans, social workers, or support assistant; Re-entry meetings with parents to discuss supports for students.

Positive Reinforcement
Feedback: Group consequences unfair; Students meeting expectations feel unrecognized.
Action Taken: Deans monitor high-risk areas, use vape detectors, conduct searches, and implement behavior contracts.

Classroom Management
Feedback: Behavior management in class disrupts instruction time.
Action Taken: Deans partner with teachers to support consistent rule implementation and positive classroom culture; Cell phone policy strengthened to reduce in-class distractions and misuse.

These pieces of feedback and actions taken were shared and discussed with the LCAP AG.

Public Hearing
Following the Public Hearing at the May 5th MWA Board Meeting, several targeted updates were made to the LCAP to reflect educational partner feedback, align with best practices, and ensure clarity and consistency across the document. Key changes include:

1. Updates to Actions:
- Action 1.1 now includes updated reflections to better capture the impact and challenges of implementation.
- Action 3.5 was revised to:
- Expand from a pilot to a school-wide initiative across all grade levels.

- Remove references to a specific curriculum to allow for flexibility based on student needs.
- Include a broader description of the research base supporting the action.

2. New and Clarified Information:
   - A new section was added to relevant actions outlining how challenges are being addressed, in alignment with updated LCAP requirements.
   - Additional details were provided for actions funded by Learning Recovery Emergency Block Grant (LREBG).

3. Financial and Funding Clarifications:
   - Expenditures that utilize LREBG funds have been adjusted to account for funding across the next 3 years.
   - LREBG-funded actions were updated to be non-contributing.

4. Metric Revisions:
   - Metric decimal points were standardized to tenths for consistency across the plan.
   - Metrics 1.7, 1.17, and 2.11 were updated to reflect current data.
   - Metrics 3.1, 3.2, and 3.3 were updated as of the end of May. Year-end numbers will be updated before final submission.

Goals and Actions

Goal 1: Support for All Learners

Goal #	Description	Type of Goal
1	Support for All Learners Strategic Focus: Systemic Equity, Vertical Alignment, and Tier 1 Proficiency The Goal: Close the achievement gap for all students—especially English Learners and Students with Disabilities—by standardizing our best teaching methods and aligning them across all grade levels. -- This goal has been updated to reflect MWA's new WASC goals after the conclusion of our self-study and related needs assessment. For all information on the goal before it was changed, please see the description of changes below in the Goal Analysis section.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through MWA's WASC self-study process and ongoing LCAP reflection cycle.

Student achievement data shows increases in ELA proficiency from 39% to 47% and Math proficiency from 14% to 27% from 2019-2025. Gains for Hispanic/Latino and Socioeconomically Disadvantaged students further validate that core instructional strategies are having a positive impact. However, this same data highlights a clear and urgent need for action: Students with Disabilities (13% ELA, 4% Math proficiency) and English Learners (15% ELA proficiency) continue to perform significantly below their peers, and progress for Long-Term English Learners remains an area of identified need through Differentiated Assistance (See action 4.2 and 4.4 for more on DA). These trends were consistently reinforced through both quantitative analysis and qualitative feedback gathered during the WASC and LCAP engagement processes.

Enrollment and demographic trends further informed the development of this goal. As MWA has intentionally reduced enrollment to strengthen internal systems, the school has seen improved stability and the opportunity to refine instructional practices. At the same time, a

decline in English Learner enrollment (31% to 23%) and a continued student population that is predominantly Hispanic/Latino (approximately 85%) underscore the importance of ensuring that instructional systems are intentionally designed to meet the needs of the students served. These trends point to the need for both strong Tier 1 instruction and targeted supports that are responsive to evolving student demographics.

The WASC self-study also found that while MWA has begun implementing key systems such as a Multi-Tiered System of Supports (MTSS), instructional coaching, and vertical alignment school-wide, these efforts are still in early stages and not yet consistently implemented across all classrooms. Analysis of professional development, curriculum implementation, and assessment practices showed that while there are strong structures in place—such as PLCs, data-driven instruction, and standards-aligned curriculum—there is a need to deepen instructional coherence, strengthen Tier 1 practices, and ensure consistent access to rigorous, grade-level content for all students.

In response, this goal prioritizes systemic equity, vertical alignment, and Tier 1 proficiency by focusing on strengthening core instruction, building educator capacity, and improving outcomes for critical learner groups. By aligning WASC and LCAP into a unified improvement strategy, MWA is moving from isolated areas of success to a fully aligned system where all students experience consistent, high-quality instruction and support across classrooms and grade levels, ensuring they are prepared for success in the next stage of their academic journey.

These metrics provide a comprehensive system for monitoring both the implementation and impact of Goal 1 by tracking conditions of learning, instructional quality, and student outcomes. Foundational indicators such as teacher credentialing and assignments, instructional materials, facilities (FIT), and standards implementation ensure that all students have access to high-quality, standards-aligned learning environments, directly supporting strong Tier 1 instruction. Metrics related to professional development participation, ELD PLC engagement, and coaching cycles allow the school to monitor the consistency and depth of instructional improvement efforts, ensuring that staff are building the capacity needed to meet the needs of all learners. At the student level, reclassification rates, ELPI progress, CAASPP scores, and GPA data across content areas provide both achievement and growth measures, enabling the school to track progress toward closing opportunity gaps for English Learners and Students with Disabilities. When analyzed together through regular data cycles, these metrics allow MWA to identify trends, evaluate the effectiveness of specific actions, and make timely adjustments, ensuring that this goal remains responsive, data-driven, and focused on improving outcomes for all students.

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Starting Fall 2026 the explanation of why MWA has developed this goal has changed to align with MWA's new WASC goals. To see the explanation of why MWA created the prior Goal 1: Support for All Learners, please see the description of changes below in the Goal Analysis section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher credentials and assignments % of total teachers credentialed and properly assigned (LCFF Priority 1A)	58.3% (2022-23)	50.8% (2023-24)	55.2% (2024-25)	75%	- 3.1%
1.2	Instructional Materials As indicated by the CA School Dashboard's "Basics: Teachers, Instructional Materials, Facilities" Local Indicator (LCFF Priority 1B)	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
1.3	Facilities FIT inspection (LCFF Priority 1C)	Middle School: 95.81% (“Good”) Upper School: 95.97% (“Good”) (Aug 2022)	MS: 95.8% (“Good”) US: 96.0% (“Good”) (Aug 2023)	MS: 99.7% (“Exemplary") US: 99.2% (“Exemplary") (Aug 2024) -- Middle School: 100% ("Exemplary") Upper School: 99.86% ("Exemplary")	MS: 97% (“Good”) US: 97% (“Good”)	Moved from "Good" to "Exemplary"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(Aug 2025)		
1.4	Adopted standards are implemented (LCFF Priority 2A)	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
1.5	% of Teachers Who Participate in PD	55% (2022-23)	91% (2023-24)	74% (2024-25)	95%	+ 19%
1.6	ELD PLC Attendance training and progress monitoring (LCFF Priority 7B)	Metric created Spring 2024	ELD PLC Attendance: 75% School-wide PD sessions on vocabulary strategies (2023-24)	ELD PLC Attendance: 85% (2024-25)	ELD PLC Attendance: 85%	+ 10%
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%	- 2.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E)	59.7% (2022-23)	ELs: 56.6% LTELs: 58.2% (2023-24)	ELs: 51.6% LTELs: 50.6% (2024-25)	65%	- 8.1%
1.9	CAASPP Scores: English English GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 44% Meeting / Exceeding Standard GPA MS: 2.8 US: 2.34 (2022-23)	CAASPP Overall: 47.0% SWD: 15.8% ELs: 10.3% Socio economically disadvantaged: 36.8% GPA - MS Overall: 2.7 SWD: 2.33 ELs: 2.25 Socio economically disadvantaged: 2.68 GPA - US Overall: 2.78 SWD: 2.18 ELs: 2.17 Socio economically disadvantaged: 2.74 (2023-24)	CAASPP Overall: 47.23% SWD: 13.33% English Learners: 15.34% Socio economically disadvantaged: 47.83% Source: https://caaspp-elpac.ets.org/caaspp/ 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	Schoolwide CAASPP 65% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	CAASPP Overall: + 3.23% GPA - MS Overall: + 0.09 GPA - US Overall: + 0.56

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Socio economically disadvantaged: 2.89 (2024-25)		
1.10	CAASPP Scores: Math Math GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 21% Meeting / Exceeding Standard (2022-23) GPA MS: 2.74 US: 2.47 (2022-23)	CAASPP Overall: 35.5% SWD:13.0% ELs: 10.3% Socio economically disadvantaged: 25.0% GPA - MS Overall: 2.89 SWD: 2.86 ELs: 2.55 Socio economically disadvantaged: 2.9 GPA - US Overall: 2.56 SWD: 2.33 ELs: 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% Source: https://caaspp-elpac.ets.org/caaspp/ 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	Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA MS: 3.0 US: 3.0	CAASPP Overall: + 6.39% GPA - MS Overall: + 0.03 GPA - US Overall: + 0.30

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				disadvantaged: 2.75 (2024-25)		
1.11	CAST Scores: Science Science GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAST 21.0% Meeting / Exceeding Standard (2022-23) GPA MS: 2.93 US: 2.51 (2022-23)	CAST Overall: 30.7% SWD: 9% ELs: 2.4% Socio economically disadvantaged: 20.7% GPA - MS Overall: 3.07 SWD: 2.6 ELs: 2.69 Socio economically disadvantaged: 3.06 GPA - US Overall: 2.74 SWD: 2.08 ELs: 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% Source: https://caaspp-elpac.ets.org/caaspp/ 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	Schoolwide CAST 45% Meeting / Exceeding Standard GPA MS: 3.5 US: 3.0	CAST Overall: + 12.88% GPA - MS Overall: - 0.12 GPA - US Overall: + 0.49

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2024-25)		
1.12	GPA for Social Science (LCFF Priority 4A, 7A, and 8)	MS: 3.4 US: 3.1 (2022-23)	GPA - MS Overall: 3.13 SWD: 3.06 ELs: 2.88 Socio economically disadvantaged: 3.10 GPA - US Overall: 2.66 SWD: 2.27 ELs: 2.17 Socio economically disadvantaged: 2.64 (2023-24)	GPA - MS Overall: 3.02 SWD: 3.1 English Learners: 2.73 Socio economically disadvantaged: 3.01 GPA - US Overall: 3.02 SWD: 2.9 English Learners: 2.63 Socio economically disadvantaged: 2.98 (2024-25)	MS: 3.5 US: 3.5	GPA - MS Overall: - 0.38 GPA - US Overall: - 0.08
1.13	World Language GPA (LCFF Priority 4A, 7A, and 8)	3.12 (2022-23)	GPA - MS Not Applicable GPA - US Overall: 2.83 SWD: 2.20 ELs: 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	3.5	GPA - US Overall: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2024-25)		
1.14	Health and Wellness Physical Fitness Test (PFT) scores Health and Wellness GPA (LCFF Priority 4A, 7A, and 8)	PFT 5th, 7th, 9th and all required grades have participated. GPA MS: 3.58 US: 3.35 (2022-23)	PFT 23-24 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 ELs: 3.45 Socio economically disadvantaged: 3.52 GPA - US Overall: 3.34 SWD: 2.97 ELs: 2.96 Socio economically disadvantaged: 3.29 (2023-24)	PFT 24-25 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: 3.23 Socio economically disadvantaged: 3.48 (2024-25)	PFT 5th, 7th, 9th and all required grades have participated. GPA MS: 3.7 US: 3.5	PFT GPA - MS Overall: - 0.07 GPA - US Overall: + 0.13
1.15	Teacher Retention Retention rate based on proficiency at the end of	New Metric Begin Tracking Next Year	Skillful: N/A (No teachers rated "Skillful") Proficient: 100%	Metric discontinued due to changes in leadership and	Skillful 75% Proficient: 80% Developing: 50%	Metric discontinued due to changes in leadership and

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	cycle 2: First year teachers		Developing: 83% (2024-25)	ineffectiveness of tracking this metric		ineffectiveness of tracking this metric
1.16	Teacher Retention Retention rate based on proficiency at the end of cycle 2: Continuing teachers	New Metric Begin Tracking Next Year	Skillful: N/A (No teachers rated "Skillful") Proficient: 80% Developing: 59% (2024-25)	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric	Skillful 100% Proficient: 100% Developing: 75%	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric
1.17	Teacher Proficiency % of teachers ranked as "Proficient" or "Skillful" by the end of the year	New Metric	Cycle 1: 29% Cycle 2: N/A	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric	60%	Metric discontinued due to changes in leadership and ineffectiveness of tracking this metric
1.18	Coaching Sessions All teachers received: 2 Coaching sessions a month 2 Informal observations a month (with feedback) 1 Formal observation a semester	Metric created Spring 2024 - To begin tracking 2024-25	Metric created Spring 2024 - To begin tracking 2024-25	2 Coaching sessions a month: No 2 Informal observations a month (with feedback): No 1 Formal observation a semester: No (2024-25) -- 2 Coaching sessions a month: Yes	2 Coaching sessions a month: Yes 2 Informal observations a month (with feedback): Yes 1 Formal observation a semester: Yes	Changes from 2024-25 to 2025-26: All moved from no to yes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2 Informal observations a month (with feedback): Yes 1 Formal observation a semester: Yes (2025-26)		

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1: Enhancing Instructional Capacity and Professional Growth

The instructional leadership team designed a beginning-of-year bootcamp to provide differentiated support for new and returning teachers and continues to implement a yearlong professional development plan based on teacher feedback. We successfully maintained our partnership with Instruction Partners, adhering closely to our coaching, observation, and debrief schedules. Friday professional development sessions rotate between academy-wide priorities and dedicated content/grade-level collaboration time. Throughout these sessions, teachers intentionally analyze data for key student subgroups to ensure equitable instruction. Teachers also submit weekly lesson plans to ensure standards alignment, and they receive targeted, actionable feedback from instructional coaches. To further support these initiatives and ensure teachers could actively apply coaching feedback, we hired additional Teacher Assistants mid-year to provide crucial in-class support.

Successes

Composed and adhered to a clear vision statement for coaching, ensuring every teacher was assigned a coach.
Completed over 500 classroom observations and debriefs school-wide.
Demonstrated clear progress in teachers' ability to utilize the provided curriculum to plan and implement rigorous lessons.
Held a highly successful "bootcamp" for new teachers focusing on instructional practices, student management, and mindsets.
Administered two coaching feedback surveys, noting an increase in teacher participation from the Fall to the Spring.

Challenges

Ongoing need to shift mindsets to provide students with more opportunities for "productive struggle."
Capacity constraints meant not every teacher could be observed as frequently as desired, and there were fewer opportunities for teacher-led targeted PD.

Navigating the transition of asking teachers to modify the curriculum less, which in some instances resulted in temporary struggles to maintain instructional rigor.

How challenges will be addressed
We will continue utilizing coaching, collaboration, and co-lesson planning to encourage positive shifts in instructional mindsets. We are tweaking observation schedules to prioritize newer teachers or those needing extra support (aiming for once a month), while observing stronger teachers two to three times a semester. We will create a Friday PD schedule with named times for teacher-led and student-support PDs, and we will continue supporting teachers in seeing the benefits of using the curriculum as-is to drive rigorous instruction.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation
Our focus has been on ensuring teachers use research-based curricula and instructional methods. Nearly every ELA and Math teacher receives weekly professional development on utilizing the school curriculum as intended, without replacing materials with un-researched methods. We also utilized our newly hired Teacher Assistants to help deliver high-quality Tier 1 instruction and tailor daily lessons for diverse learners. While subjects outside of ELA and Math have had less consistency with research-based curricula, new materials have been ordered for the Social Sciences for the 2026–2027 academic year.
Regarding our goal of utilizing Research-Based Unit Plans, we have not yet completed a family meeting to share how teachers format lessons, but we plan to do this next semester through a Zoom family session in February. Regarding our goal for Meetings Led by Instructional Leaders, coaches are successfully meeting on a regularly scheduled cycle to review work and share strategies. They utilize the Instructional Partners Guide (IPG) criteria to guide observations and debriefs, specifically evaluating instructional rigor and productive struggle.

Successes
Students across Middle and Upper School are actively engaging with grade-level texts in every lesson.
ELA and Math teachers are effectively emphasizing students recording their thinking in class.
Coaching has successfully focused on shifting mindsets so that students "own the work" of the lesson, minimizing unnecessary teacher interference.

Challenges
Certain departments outside of ELA and Math currently lack research-based curricula or standardized planning documents.
Shifting teacher mindsets away from a deficit model (focusing on what students cannot do) to a growth model (building on what they can do) remains an ongoing process.

How challenges will be addressed
New curricula are being purchased for other subjects to ensure all students have viable, research-based materials in all classes. Additionally, the third-party consultant group, Instruction Partners, will expand their coaching and planning training to include content leads in subjects outside of ELA and Math. We will also host the planned Zoom family session to communicate lesson formatting and instructional strategies to parents.

Action 1.3: Enhancing Progress Monitoring and Data Analysis

We successfully implemented our assessment plan and reviewed student data across the academy. Assessments such as i-Ready and ELPAC remained strictly on schedule with high completion rates. The compliance team has initiated the development of a year-long PD calendar, data protocols, and a centralized data hub. Furthermore, assessment data disaggregation and student data chats are becoming the norm in various meetings. Following these data review sessions, Teacher Assistants were instrumental in helping teachers manage their classrooms to facilitate targeted, data-driven instructional adjustments. However, we realized mid-year that our decision to use Interim Comprehensive Assessments (ICAs) required extensive hand-scoring, which delayed our turnaround time for data analysis. We also experienced a delay in fully launching our Tableau data visualization tool.

Successes

Finalized and implemented the assessment calendar with relative fidelity all year, reducing the frequent schedule adjustments seen in past years.
Content and grade-level groups successfully integrated data analysis into their regularly scheduled meetings to provide targeted student support.
Successfully rolled out assessment data dives and trained teachers on conducting data chats with students.

Challenges

The use of ICAs required heavy hand-scoring, preventing timely grading, data analysis, and instructional adjustments.
We were unable to conduct single-item analysis on the interim assessments, making it difficult to identify common student misconceptions and making the data less actionable.
The delayed launch of the Tableau data visualization tool hindered quick, school-wide access to student data.

How challenges will be addressed

We will review the frequency of interim assessments to ensure they are yielding a strong return on instructional time investment. To solve the grading and analysis delays, we will transition away from using ICAs and instead use Interim Assessment Blocks (IABs) as the school-wide interim assessment tool for the 2026–2027 school year.

Action 1.4: Improve Academic Outcomes for Special Education Students

We are actively transitioning toward a full inclusion program to provide more push-in supports for students in their general education classrooms. In the Middle School, we are utilizing a full inclusion model, using the homeroom block for individualized pull-out services targeting students' Zone of Proximal Development (ZPD). In the High School, we have substantially increased push-in services while utilizing the Specialized Academic Instruction (SAI) block for pull-out services, Individual Transition Plan (ITP) support, and make-up work. We have also focused on direct coaching to structure the SAI blocks and establish targeted small-group instruction.

Successes

Increased SPED students' i-Ready scores in Math and English by an average of 1.5 grade levels.

Held all IEPs on time (with rare exceptions for parent non-response) and held multiple amendment IEPs to adjust plans for students failing classes.
Successfully edited IEP accommodations to make them clearer and more accessible for general education teachers and Teacher Assistants to implement.

Challenges
Despite i-Ready growth, overall CAASPP statewide assessment data indicated a decrease in performance for SPED students, and there are still students failing multiple classes.
High school staff struggled to carve out time during the SAI block to work on basic skills due to the competing priority of completing in-class assignments.
Middle school Education Specialists have advocated for a dedicated block for pull-out services that does not impact students' attendance in core general education classes.
Students arriving in high school with multi-year academic gaps, and instances of students using AI to cheat on assessments.

How challenges will be addressed
In the Middle School, leadership supported the team in effectively utilizing the homeroom block to address basic skill needs, which drove the tremendous growth seen in i-Ready scores. In the High School, staff received support to create structured daily agendas that balance both in-class assignments and individualized skill development during the SAI block. We will continue refining IEP accommodations so general education teachers have a clear vision of how to support their students.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD
The implementation of this goal was distinctly different from our original plan. Due to the absence of an ELD Coordinator last year, our primary focus this year was on rebuilding systems and realigning practices. As a result, professional development around instruction for English Learners did occur, but it was targeted specifically to our designated ELD teachers rather than the whole staff. These sessions focused heavily on curriculum orientation, ELPAC test-taking strategies, and structured bi-monthly grade-level check-ins to discuss student progress. To ensure English Learners still received immediate, daily support in the absence of school-wide EL strategies training, we utilized Teacher Assistants to provide targeted lesson support.

Successes
Achieved 100% attendance at EL-specific professional development for designated ELD teachers.
Conducted consistent bi-monthly check-ins and needs-based coaching that addressed instructional concerns in real time.

Challenges
A planned school-wide "Integrated EL Strategies" professional development session has not yet been conducted, as time was redirected toward essential ELPAC preparation and system rebuilding.

How challenges will be addressed
We will carefully review the original action steps outlined in this goal and engage in intentional planning throughout the spring and summer to

ensure strong, school-wide implementation next year. Instead of a general "catch-all" professional development approach, we will work collaboratively with instructional coaches and content leads to design highly targeted, content-specific EL strategy support for all teachers.

Action 1.6: Language Acquisition Program

Our Language Instruction Program (LIP) continues to be Sheltered English Immersion (SEI). All teachers have access to a standards-aligned curriculum, specifically utilizing HMH's English 3D program through both digital and print materials. English Language Development (ELD) classes are held twice a week for approximately 35–40 minutes. However, a slight difference from our planned actions is that outside consultants have not yet been brought in to support teachers with implementing effective strategies for English Learners (ELs) and Long-Term English Learners (LTELs). Instead, this support was provided internally by our coordinator and directly implemented in classrooms by Teacher Assistants.

Successes

All designated ELD teachers have full access to English 3D and its accompanying print and digital materials.
i-Ready BOY-to-MOY data shows strong progress among ELs in the lower grades, with 81% of 6th graders and 72% of 5th graders demonstrating measurable growth.

Challenges

i-Ready growth in the upper grades was lower (48% of 7th graders and 46% of 8th graders), highlighting the need for continued instructional support and attention to potential morale concerns.
Many 5th-grade EL students continue to perform at three grade levels or below in reading, indicating an urgent need for targeted interventions.
An outside consultant was not brought in to support EL strategies (though this support did occur internally during check-ins with the ELD Coordinator).

How challenges will be addressed

We will carefully review the original action steps outlined in this goal to ensure intentional planning for the upcoming school year. To immediately address academic needs, additional reading interventions will be provided for 5th-grade EL students beginning after the Thanksgiving break. Teacher Assistants school staff will also provide push-in support during 5th-grade ELD time, heavily emphasizing phonics and foundational reading skills.

Action 1.7: Academic Support

We are implementing a comprehensive, multi-tiered academic support system across all grades. All students can receive Tier 1 core instructional supports (differentiated instruction, flexible grouping, checks for understanding). Targeted small groups receive Tier 2 interventions, and Tier 3 provides intensive individualized supports. In grades 5–8, we emphasize vertical alignment in ELA and Math, using data cycles to provide standards-based instruction. In grades 9–12, we collaborated with teachers to utilize grade-level curriculum rather than overly modifying it, and we implemented an Upper School Study Hall. This Study Hall provides dedicated, structured time for students to stay

organized, complete assignments, and receive targeted guidance to reduce academic stress and improve performance.

Successes
Vertical alignment in grades 5–8 allowed students to experience a clear progression of skills: ELA and Math met/exceeded goals (with ELA up >5%), and many students progressed 2–3 grade levels.
Regular data cycles allowed teachers to regroup students and provide timely interventions, resulting in decreased failure rates.
School-wide Office Hours yielded significant success in providing targeted interventions for High School students.
Designated ELA and Math interventions (such as IXL and i-Ready My Path) effectively offered personalized, data-driven learning.
Collaboration with Marlin Academy and 5th/6th-grade Teacher Assistants seamlessly extended core content support for scholars during the day and after school.

Challenges
Students did not initially take advantage of office hours or tutoring opportunities; building student ownership and motivation remains an ongoing effort.
Ongoing challenges with student motivation, academic skill gaps, behavioral/SEL needs, and late start times for some academic interventions.
Analyzing data to drive instruction required a significant shift in practice for instructional teams; maintaining consistency across all classrooms requires ongoing PD.
Ensuring timely and clear communication regarding progress monitoring to every student and family proved complex.
Inconsistent implementation of explicit EL strategies and access supports in grades 9–12.

How challenges will be addressed
We are building a more structured MTSS system starting at Tier 1 and will pair academic interventions with social-emotional learning (SEL) by creating behavioral-academic hybrid plans. To build student ownership and address motivation, we will implement goal-setting progress charts, celebrate incremental growth milestones (not just mastery), and launch incentive programs for attending academic supports. We will continuously train paraprofessionals to use co-teaching models to support small groups. To deepen the effective use of data, ongoing PD will be provided, and instructional teams will engage in regular data cycles to strategically group students. Finally, we will strengthen family engagement by providing actionable strategies for parents to support students at home.

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

Action 1.1: Enhancing Instructional Capacity and Professional Growth
Last Year's Planned Expenditures: $357,709
Current Estimated Actual: $442,456
LREBG: $43,608
Our spending increased because we added four new Teacher Assistants, whose salaries are funded by the Learning Recovery Emergency Block Grant. We also used LREBG funds to cover a tutoring agency that came in at a lower cost than expected, and we saved money by not hiring outside consultants. We maintained our coaching partnerships and held a successful bootcamp for new teachers. Coaches completed over 500 observations to help teachers implement rigorous, standard-aligned lessons. While we've seen great progress in teachers utilizing

the curriculum effectively, we are working on providing more targeted professional development and ensuring every teacher gets observed at least once a month.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation

Last Year's Planned Expenditures: $1,900,765
Current Estimated Actual: $1,978,432
LREBG: $58,413
Spending increased slightly as we continued our extensive coaching efforts and began purchasing new, research-based curriculum for the Social Sciences department. English and Math teachers receives weekly professional development on using our school curriculums properly, and students are now engaging with grade-level texts in every lesson. A challenge we faced was that some subjects outside of English and Math didn't have strong research-based planning tools yet. To fix this, we are expanding our coaching support to include content leads in all subjects so every student receives rigorous instruction.

Action 1.3: Enhancing Progress Monitoring and Data Analysis

Last Year's Planned Expenditures: $606,728
Current Estimated Actual: $717,215
LREBG: $58,413
The budget increase reflects our ongoing investments in assessment tools and the personnel required to manage school-wide data cycles. We successfully finalized our assessment calendar and made reviewing data for specific student groups (like English Learners and students with disabilities) a standard practice. Mid-year, we realized the ICA interim assessments took too long for teachers to hand-grade, which delayed data analysis. To speed up this process and get faster insights into student misconceptions, we will switch to using IABs as our school-wide interim assessment tool next year.

Action 1.4: Improve Academic Outcomes for Special Education Students

Last Year's Planned Expenditures: $698,901
Current Estimated Actual: $847,929
LREBG: $58,413
Our spending increased as we transitioned to a full inclusion model in the middle school and increased push-in services for high school, requiring more robust staffing. This shift allowed us to provide individualized pull-out services during homeroom blocks, which led to an impressive average growth of 1.5 grade levels in Math and English i-Ready scores for our SPED students. We also successfully rewrote IEP accommodations to be much clearer for general education teachers. We are now focused on addressing recent drops in state assessment scores and adjusting plans for students who are still struggling in multiple classes.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD

Last Year's Planned Expenditures: $404,371
Current Estimated Actual: $474,547
LREBG: $56,706
Expenditures rose as we dedicated resources to targeted coaching specifically for our English Language Development (ELD) teachers. This year, rather than hosting a general school-wide training on ELD strategies, we focused heavily on curriculum orientation and ELPAC test prep for our designated ELD teachers, achieving 100 percent attendance at these sessions. Moving forward, we will work with instructional

coaches to design content-specific English Learner support for all teachers rather than relying on a general "catch-all" professional development approach.

Action 1.6: Language Acquisition Program

Last Year's Planned Expenditures: $560,462
Current Estimated Actual: $612,471
LREBG: $43,608
Our spending difference is mainly from hiring additional Teacher Assistants to provide direct help and targeted reading support. We saved some money by having our own coordinator provide training instead of paying outside consultants as originally planned. However, those savings were outweighed by the cost of the new assistants. All teachers now have access to the standards aligned English 3D curriculum, and we are holding dedicated English classes twice a week. While we have seen strong midyear progress in our lower grades, data showed our fifth grade students were still reading below expectations. To fix this, our new assistants are coming into classrooms to help younger students practice phonics and basic reading skills.

Action 1.7: Academic Support

Last Year's Planned Expenditures: $145,746
Current Estimated Actual: $78,907
LREBG: $78,907
We spent less than budgeted for this goal because we found an outside tutoring agency at a lower cost than we originally expected. We also did not spend any money on outside consultants. Even with these budget changes, we fully provided all the academic support services we planned for our students. We prioritized math and reading support, established supportive teacher office hours, and successfully built a sustainable framework for identifying and helping students who need extra support.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1: Enhancing Instructional Capacity and Professional Growth

Partially Effective
Progress toward the instructional improvement goal is partial. Teachers, particularly in math and ELA, have developed a better sense of the components of instructional rigor. Fidelity to the coaching vision was maintained through ongoing collaboration, timely protocol-oriented coaching cycles, and PLC meetings that consistently honored norms and created spaces for data analysis. While measurable growth is evident—such as stronger alignment of lesson plans to standards, increased use of language supports for English Learners, and improved implementation of instructional strategies—these gains are not yet consistent across all classrooms. Some teachers, especially newer staff, require repeated support, and differentiation for diverse learners is not applied consistently. Additionally, more evidence of teacher capacity for instructional rigor is needed, and coaches must continue improving their practices. Because vertical alignment meetings and additional professional development are still in their early stages, full effectiveness has not yet been achieved.

Action 1.2: Strengthening Tier 1 Instruction and Differentiation

Effective

Reading levels in the Middle School have doubled in the area of on-grade level performance since the start of the year. Instructional leadership consistently met with teachers to share strategies for supporting student growth, promote collaboration, and exchange effective instructional practices. While Upper School i-Ready results are still pending in May, the consistent execution of these collaborative meetings and the substantial reading growth in the Middle School demonstrate strong overall progress.

Action 1.3: Enhancing Progress Monitoring and Data Analysis

Partially Effective

Implementation successfully built a more consistent, school-wide data-driven mindset, shifting the campus beyond simple compliance. Embedding data dive sessions into the Friday professional development calendar ensured that analyzing benchmark results, climate surveys, and progress reports became a standard component of PLCs and staff meetings. This allowed data to be used immediately for instructional planning, small-group interventions, and targeted supports. Furthermore, the administration of i-Ready assessments provided teachers and students with clear evidence of growth and identified areas of continued challenge. However, the rating remains partially effective because the ICA hand-scoring process created a significant procedural bottleneck that hindered timely data utilization.

Action 1.4: Improve Academic Outcomes for Special Education Students

Effective

There was a vast improvement reflected in the i-Ready data scores for students with IEPs. The team successfully received and implemented feedback throughout the year to continuously improve their practices. As a result of these efforts, SPED students were able to meet at least 75% of their IEP goals, indicating highly effective academic progress and overall development.

Action 1.5: Enhancing the Learning Environment for English Learners Through Staff PD

Partially Effective

Strong progress was made regarding the specific work designated ELD teachers have done, as professional development was successfully provided to this group. Pre- and post-assessments in 6th and 7th-grade ELD classes actively demonstrate student growth. However, the overall impact on English Learners is difficult to determine due to conflicting data, as a significant number of these students continue to fail one or more core courses. To achieve full effectiveness, more targeted effort and professional development must be placed on Integrated ELD practices for general education teachers in the future.

Action 1.6: Language Acquisition Program

Effective

All teachers were provided access to a standards-aligned ELD curriculum (HMH's English 3D) and English Language Development classes were consistently held twice a week for 35 to 40 minutes. Staff received ongoing support through regular check-ins focused on utilizing curricular materials, implementation strategies, and troubleshooting instructional challenges. While the overall program implementation was successful, mid-year data indicated that 5th-grade EL students were performing multiple grade levels below expectations in reading, prompting an ongoing need for additional targeted support, specifically focused phonics and foundational reading instruction.

Action 1.7: Academic Support

Partially Effective

The ongoing development and implementation of a structured, vertically aligned Multi-Tiered System of Supports (MTSS) established a sustainable framework for continued student success. Combined with intentional interventions, ongoing data analysis, and collaborative instructional practices, this comprehensive plan successfully addressed immediate learning needs and will continue to improve overall academic performance. It remains partially effective as the framework continues to be actively developed and refined to ensure consistent support across all classrooms.

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

There have been significant changes to MWA's LCAP following the needs analysis and self-study process of the WASC accreditation. In an effort to create a cohesive school-wide action plan that aligns both the WASC and LCAP goals and actions, Goal 1: Support for All Learners has been updated to match the goal and actions as defined in MWA's 2026 WASC report. This goal has the same title with an updated description. While the broader focus of this goal as remained the same, the new actions outline a clearer path towards the goal.

All of the original goal and action descriptions for Goal 1: Support for All Learners can be found below.

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Goal:

The following description was given for the previous Goal 1: Support for All Learners:
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.

The following description is why the previous Goal 1: Support for All Learners goal was made:

MWA believes that to support all learners, basic requirements must be met and exceeded in the areas of credentials, facilities, and instructional materials. For all students to be successful, they must be taught by teachers who have cleared all of the requirements to teach in the state of California, the facilities have to be free of hazards/unsafe conditions, and all students should have access to the materials they need to obtain a robust and rigorous education. (Action 1.1; Metrics 1.1, 1.2, 1.3, 1.4, and 1.18)
While basic conditions are critical to student success, implementation of academic standards and academic growth are the top priority. We believe that tracking metrics in these areas will allow us to monitor the extent to which we provide support for all learners including our Critical Learner Groups. When we analyze our data by cohort, we are able to see a clear pattern of academic improvement. Students who enter MWA in the 5th grade and stay with us through graduation demonstrate gains in their Math and ELA scores. We believe that aligning our programs across all grades will further increase the gains our students demonstrate. Additionally, the alignment will further support our tiered support for English Learners and Students with Disabilities. (Actions 1.1, 1.2, 1.3, 1.4, 1.5, and 1.7; Metrics 1.2, 1.4, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14)
Historically, the CA State Dashboard data and local data have informed us that some of our students are not demonstrating enough academic progress, particularly in math for all grades and in English for 5th-8th grades. When we have looked at this data by subgroup, we have not seen as much progress with our African American students, Students with Disabilities, and English learners. Our 11th graders, historically, have done very well on the SBAC and our seniors have had strong high school graduation rates and college readiness rates. On the SBAC, our Latino subgroup of students have been a top performing subgroup in comparison to other Latino students across the state in the 11th grade. Our English Learner reclassification data has, for the most part, been historically better than average. When we looked at the overall data, as a whole school and by subgroups and grade levels, we wanted to create a goal that acknowledged that although we have a continuum of learners with different needs, our goal is for ALL of our learners to make material progress every year academically. When we ask our educational partners, they have stressed the importance of getting their children reclassified before they start high school so that they can have access to more curriculum and more learning. Our educational partners have also stressed wanting the students who are not working at grade level proficiency to be provided support so that they can get caught up as soon as possible. Our Board of Directors have asked us to make more material progress in math outcomes as evidenced by our SBAC math scores. Given the Dashboard and local data as well as the feedback from educational partners, we think it's important that our goal reflects a commitment to all subgroups of our learners (that are also reflected in the CA State Dashboard). (Actions 1.5 and 1.6; Metrics 1.6, 1.7, 1.8, 1.9, and 1.10)

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Metrics:
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 following metrics have been discontinued:
1.15 Teacher Retention: Retention rate based on proficiency at the end of cycle 2 - First year teachers
1.16 Teacher Retention: Retention rate based on proficiency at the end of cycle 2 - Continuing teachers
1.17 Teacher Proficiency: % of teachers ranked as "Proficient" or "Skillful" by the end of the year

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Actions:

The following actions have been discontinued or modified based off of findings in the WASC report:

1.1 Enhancing Instructional Capacity and Professional Growth

1. Professional Development Calendar:
a. Create a yearly plan for teacher training including specialized learners (Gate or accelerated learners, SWD, English Learners, Foster Youth, Low Income students, etc.)
i. Ensure plan is equipped with professional development sessions specifically geared towards ELs.
b. Focus on helping teachers understand grade-level standards, reading fluency.
c. Offer training on analyzing data effectively disaggregated by specialized groups (English Learners, Foster Youth, Low Income Students, etc.).
2. Observation Schedule:
a. Set up a monthly plan for observing teaching practices including the implementation of Individual Education Plans (IEP).
b. Provide feedback to teachers
c. Make sure feedback matches the teaching and learning schedule.
3. State Standards Integration:
a. Include state standards in teacher observations and lesson plans.
b. Help teachers feel confident in teaching according to these standards.
c. Ensure lessons align with our educational goals for unduplicated students.
4. Provide new teachers with a bootcamp upon orientation
a. The bootcamp will help support:
i. basic classroom management
ii. basic understanding of instructional playbook through intensive modeling and roleplaying
iii. hands-on immersive practicing of instructional practices
b. Bootcamps will also be available for all teachers who are in need of support and will not be limited to new teachers.

1.2 Strengthening Tier 1 Instruction and Differentiation

1. Research-Based Unit Plans:

a. Make sure teachers use a research-based format for their lesson plans.
i. Use research based-formats and methodologies when creating lessons for language acquisition programs for ELs.
b. Cite standards, success criteria, IEP accommodations, and modifications.
c. Aim for consistency and alignment with educational standards.
2. Meetings led by Instructional Leaders:
a. Organize regular meetings between teachers and Instructional Leadership Team members.
b. Review work from students that are at-risk, Long-Term English Language Learners, EL, and SWD.
c. Share strategies to help students improve.
d. Encourage teamwork and sharing of successful teaching methods.

1.3 Enhancing Progress Monitoring and Data Analysis

1. Data Analysis Skills:
a. Teach teachers how to analyze student assessment data, including formative and summative data.
i. Help them adjust teaching methods based on this data.
ii. Make sure adjustments fit within the teaching and learning cycle.
b. Engage students in analyzing their own data.
i. Help them with goal-setting based on overall school goals and personal achievements.
2. Disaggregated Assessment Data:
a. Separate assessment data to track different student groups.
b. Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups.
c. Ensure everyone gets the support they need in regards to literacy and numeracy skills.
d. Work to close achievement gaps between different student groups.
i. Including differences for English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups.

1.4 Improve Academic Outcomes for Special Education Students

1. Students with disabilities will annually increase their English DFS
a. In English and Math by a minimum of 3 points
b. Achieve a color rating of orange as reflected on the English & Math indicators on the CA State Dashboard.
2. MWA administers Interim Assessment Benchmarks (IABs) two times before the annual CAASPP administration.
a. Teachers have an opportunity to analyze their data from the IABs as a way to inform their instruction.
b. The data will also be shared with Special Education teachers so that they can provide additional support as needed based on the student's performance on the exams.
3. Providing students with disabilities the opportunity to have access to support from MWA mentors.
a. Mentors will be teachers and staff members who meet with students once a week to review academic progress, including grades, behavior, and Kickboard infractions, and to offer space for reflection and problem-solving.
b. Students with disabilities will be prioritized for the program, with additional outreach to other specialized student groups including English Learners, Foster Youth, Low-Income Students, and Black/African American students.

1.5 Enhancing the Learning Environment for English Learners Through Staff PD

1. Intentionally add time into the PD scope and sequence to provide training on strategies to support integrated ELD instruction .

a. Continue to provide separate PD sessions specifically geared towards designated ELD teachers.
2. As the majority of instruction occurs primarily in integrated classrooms, all teachers will receive support on how to scaffold instruction specifically for ELs.
3. Provide PD to teachers focused on how to support ELs build reading skills.
a. Focus on supporting LTELs in the upper school with reading.
4. Bring in outside consultants to help build teacher capacity in PD around supporting specific student groups including ELs, SWD, and AA/Black students.

1.6 Language Acquisition Program

1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs.
2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs and LTELs in English language acquisition.
3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including integrated language development, scaffolding, and academic vocabulary instruction.

1.7 Academic Support

1. Prioritizing Math and ELA:
a. Focus tutoring and academic support initiatives on Math and ELA for specialized groups (English Learners, Foster Youth, Low Income Students, Blac/African American students etc.).
b. Reinforce foundational literacy and numeracy skills essential for overall academic growth.
c. Address performance gaps and support grade-level mastery in core content areas.
2. Supplementing with Teacher Office Hours:
a. Offer regular teacher office hours for targeted support.
b. Provide flexible, accessible help for students outside of class time.
c. Strengthen connections between classroom instruction and individualized support.
3. Exploring Tutoring Agencies:
a. Research and evaluate external tutoring providers that can specifically support various student groups including SWD, Els, LTELs, Black/African American students, etc..
b. Partner with agencies that offer specialized support aligned with school goals.
c. Expand support options to supplement consistent high quality academic instruction.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners	**1. High-Quality Tier 1 Instruction (Core for 80%+ of Students)** a. Instructional Capacity Building: Train, coach, and support continued refinement of Tier 1 instruction focused on rigorous, grade-level standards-based instruction and formative assessments. b. Core Instructional Practices: All teachers implement explicit vocabulary instruction, teach comprehension strategies, and facilitate academic discourse through structured, evidence-based debate. c. Integration of SEL and Instruction: Strengthen connections between Tier 1 instruction and SEL by embedding SEL-informed instructional practices. **2. Prioritize Math (Numeracy) and ELA (Literacy) Academic Growth** a. Curriculum Review and Training: Invest in targeted and ongoing professional development and support for math and ELA faculty to have ongoing opportunities for training in using the curricular materials being used for math and ELA. b. External Support: Continue to seek external support from service providers for both ongoing training and support for math and ELA faculty and instructional leaders and assessment of instructional practices. **3. Targeted & Intensive Interventions (Tiers 2 & 3)** a. Tier 2: Targeted Support (10-15% of Students): Provide small-group, skill-focused support for students identified through universal screening data to address specific learning gaps. b. Tier 3: Intensive Intervention (5% or fewer Students): Provide highly individualized, frequent, and sustained support. This includes explicit, multisensory reading programs or intensive one-on-one conceptual math instruction, often delivered by Special Education or intervention specialists. **4. Instructional Leadership and Data-Driven Collaboration** a. Facilitated Collaboration: Maintain regular meetings between teachers and the Instructional Leadership Team to review student work and performance data, particularly for LTELs, ELs, and SWD. b. Gap Identification: Use collaboration cycles to identify instructional strengths and trends that inform necessary Tier 1 adjustments to improve outcomes for high-need student groups. c. Professional Learning Communities (PLCs): Use PLCs and content-area meetings to internalize curriculum, design universally accessible lessons, and refine differentiation practices.	$1,459,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Enhancing Instructional Capacity and Professional Growth	**1. Instructional Coaching** a. Instructional Coaching System: Continue to develop and implement the structured coaching system and coaching cycles focused on continuous improvement, professional learning, focused on improving specific instructional practices. b. New Teacher Targeted Support: Provide targeted onboarding, training, and support for new-teacher development in the area of instructional planning and classroom management (“bootcamps”) during orientation and throughout the year as needed. c. Dedicated Critical Learner-Focused Training (PD): Schedule dedicated PD for designated ELD teachers focused on language acquisition and best practices and Tier 1 faculty focused on SWD high leverage practices to strengthen Tier 1 instruction. **2. Observation and Professional Expectations** a. Formal Evaluation, Faculty Observation, and Professional Expectations: Align the faculty observation system and organization-wide professional expectations and guidelines as part of the formal evaluation system. b. Regularly Scheduled Observation/Coaching Schedule: Continue to develop and refine a regular cadence of monthly observations to reflect on and discuss instructional best practices. c. Areas of Emphasis: Reinforce core professional expectations related to safety, professionalism, reliability, policy adherence, and legal compliance. **3. Implementation of the Language Instruction Program (LIP)** a. Structured English Immersion (SEI): Continue the SEI program as the school’s designated Language Intervention Plan (LIP). b. ELD Teachers and Language Proficiency Standards: Support designated ELD teachers in providing explicit instruction aligned to language proficiency standards. c. Designated ELD Instruction: Use designated ELD instruction to accelerate language acquisition for ELs and LTELs while supporting access to core content. --	$1,770,390.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SPSA Alignment Note: This action is supported through Title I, Part A federal funds. These funds are utilized to provide supplemental services and evidence-based interventions designed to close the achievement gap and ensure that all students—particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students—meet the state's challenging academic standards.		
1.3	Improve Academic Outcomes for Critical Learner Groups	**1. Academic Growth Goals** a. English and Math Goals for SWDs: Students with disabilities will aim to increase their English and Math Distance from Standard (DFS) by at least 4.7 points for ELA and 15.8 for Math. b. State Dashboard Growth Goals: Students will achieve a minimum orange rating on the CA State Dashboard. **2. Professional Development** a. Dedicated Critical Learner-Focused Training (PD): Schedule dedicated PD for all faculty on best practices and Tier 1. **3. Students with Disabilities** a. Specialized Academic Instruction (SAI) Refinement: Evaluate current structure for providing SAI to identify areas for improvement and opportunities to better align SAI with the general education program. b. Extended School Year Refinement (ESY): Evaluate current structure for providing ESY to identify areas for improvement and opportunities to better align SAI with the general education program. c. Multi-Tiered Systems of Support (MTSS)/Universal Design for Learning (UDL) Implementation: Coaching general education teachers on inclusive instructional practices that remove learning barriers and ensure every student can engage deeply with the core curriculum. **4. Reading Instruction Support for ELs and LTELs** a. Evidence-Based Reading Instruction PD: Provide PD on evidence-based strategies to develop foundational and disciplinary reading skills for ELs.	$2,123,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Long-Term English Learner (LTEL) Targeted Literacy Support: Prioritize support for LTELs to address literacy gaps affecting access to grade-level content. c. Cross-Content Reading Strategy Integration: Integrate reading strategies into all content areas to strengthen language development and comprehension. **5. Exploring Tutoring Agencies** a. External Tutoring Partnerships: Research and evaluate external tutoring providers that support high-need student groups (SWD, ELs, LTELs, Black/African-American) with a focus on Math and ELA per student and community request. b. Strategic Tutoring Partnerships: Partner with agencies that provide specialized support aligned with school goals. c. Supplemental Academic Support Expansion: Expand support options to supplement high-quality academic instruction.		

Goals and Actions

Goal 2: College and Career Readiness

Goal #	Description	Type of Goal
2	Starting Fall 2026 the description for this goal has changed to align with MWA's new WASC goals College and Career Readiness Strategic Focus: Pathway Value, Rigor, and Documented Excellence The Goal: Foster a culture of attainment where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness -- This goal has been updated to reflect MWA's new WASC goals after the conclusion of our self-study and related needs assessment. For all information on the goal before it was changed, please see the description of changes below in the Goal Analysis section.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed through MWA's WASC self-study process and ongoing LCAP reflection cycle

Making Waves Academy (MWA) developed this College and Career Readiness goal as a continuation of successful LCAP actions, informed by ongoing feedback and evidence of their effectiveness through the WASC self-study process. The self-study highlighted the importance of vertically aligned college and career pathways across grades 5–12 and confirmed the impact of the school's ongoing efforts to expand experiential learning and community-engaged programs that prepare students for success beyond high school. Through this process, the school recognized that maintaining and strengthening College and Career Pathways, Career & Technical Education programs, and recognition of AP and SAT milestones are essential to fostering a culture of attainment.

Data from recent years guided the continuation of this goal. AP participation increased from 135 students in 2020–2021 to 175 in 2024–2025, with exams taken rising from 206 to 282. While the number of students scoring a 3 or higher generally increased, a slight dip in pass rates

signals the need for focused, equitable instructional support. Similarly, SAT participation nearly doubled from 36 test-takers in Fall 2022 to 70 in Fall 2024, though performance gaps remain relative to district, state, and national benchmarks, especially in Math. These trends show the need to both expand access and strengthen preparation for postsecondary success.

By codifying these strategies into actions such as Vertically Aligned Systems for Seamless College and Career Support, College and Career Pathway Scope and Sequence, Graduation Pathways, and Postsecondary Readiness Pathways, MWA ensures that every student graduates with tangible wins and is prepared to succeed academically, professionally, and personally. This goal reflects data-driven insights, continuous LCAP feedback, and the strategic priorities identified in the WASC self-study, ensuring both rigor and equity in college and career preparation.

Metrics such as CTE course enrollment and pathway completion percentages, A-G course completion, AP pass rates, and UC/CSU eligibility allow the school to evaluate both access and success in rigorous coursework. Graduation and dropout rates, tracked for both middle and upper school, provide insight into overall student engagement and long-term attainment. College and career readiness is further measured through the College and Career Indicator (CCI), EAP participation and proficiency, and post-secondary planning data, which capture whether students are prepared academically and have actionable plans for life after graduation. Additional data points—including the number of pathways offered, student meetings, field trips, and participation in a broad course of study—help MWA ensure equitable access and monitor the implementation of experiential learning opportunities. By regularly analyzing these metrics, the school can track progress, identify areas needing additional support, and refine actions to ensure that every student graduates with the skills, experiences, and plans needed for postsecondary success.

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Starting Fall 2026 the explanation of why MWA has developed this goal has changed to align with MWA's new WASC goals. To see the explanation of why MWA created the prior Goal 1: Support for All Learners, please see the description of changes below in the Goal Analysis section.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CTE Course Enrollment Pathway completion % (LCFF Priority 4C)	Course Enrollment: Overall: 8% SWD: 2% English Learners: 4% Socio economically disadvantaged: 8%	Course Enrollment: Overall: 14% SWD: 41% English Learners: 16% Socio economically	Course Enrollment: Overall: 14% SWD: 16% English Learners: 8% Socio economically	Course Enrollment: 25% Pathway Completion: 86%	Course Enrollment Overall: + 6% Pathway Completion Overall: + 21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Pathway Completion (% total enrolled): Overall: 19% SWD: N/A English Learners: N/A Socio economically disadvantaged: 20% (2022-23)	disadvantaged: 21% Pathway Completion (% total enrolled): Overall: 16% SWD: N/A English Learners: N/A Socio economically disadvantaged: 21% (2023-24)	disadvantaged: 14% Pathway Completion (% total enrolled): Overall: 30% SWD: N/A English Learners: N/A Socio economically disadvantaged:30 % (2024-25)		To be counted towards "Pathway Completion" metric in CALPADs, students must complete their capstone course in their senior year. If students complete this course earlier it will not count towards this completion rate.
2.2	A-G Course Completion % (LCFF Priority 7A)	100% (2022-23)	100% of all graduates complete all A-G courses. (See below for graduation rates) (2023-24)	100% of all graduates complete all A-G courses. (See below for graduation rates) (2023-24)	100%	N/A
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%	4 Year Graduation Rate 24-25 Overall: 89.3% English Learners: 79.2% Socio economically disadvantaged: 88.7% 5 Year Graduation Rate 24-25	4 Year Graduation Rate: 91% 5 Year Graduation Rate: 95%	4 Year Graduation Rate Overall: + 2.6% 5 Year Graduation Rate Overall: + 3.1%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio economically disadvantaged: 90.9% (2022-23)	5 Year Graduation Rate 23-24 Overall: 86.2% English Learners: 68% Socio economically disadvantaged: 85.4% (2023-24)	Overall: 94% English Learners: 87.5% Socio economically disadvantaged: 93.7% (2024-25)		
2.4	Drop Out Rate Middle School and Upper School (LCFF Priority 5C and 5D)	US: 5.3% MS: 0% (2022-23)	Upper School: Overall: 3.2% SWD: 0% English Learners: 6/288 (2.1%) Socio economically disadvantaged: 8/899 (0.9%) African-American/Black: 1/83 (1.2%) (2023-24)	0% (2024-25)	US: 1.3% MS: 0%	US: - 5.3% MS: N/A
2.5	AP Pass Rate 3 or higher (LCFF Priority 4G)	42% (2022-23)	Overall: 46.0% ELs: 28.6% Socio economically disadvantaged: 45.7% (2023-24)	Overall: 46% English Learners: 44% Socio economically disadvantaged: 47% (2024-25)	46%	Overall: + 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EAP % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H)	EAP ELA: 51% EAP Math: 13% (2022-23)	EAP ELA Overall: 68.0% ELs: 17.0% Socio economically disadvantaged: 65.0% EAP Math Overall: 22.0% ELs: 4.0% Socio economically disadvantaged: 23.0% (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%	EAP ELA Overall: + 17% EAP Math Overall: + 4%
2.7	CCI Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)	Overall: 54.7% English Learners: 38.9% Socio economically disadvantaged:: 54.8% (2022-23)	Overall: 46.2% English Learners: 20.8% Socio economically disadvantaged: 46.6% (2023-24)	Overall: 80.6% SWD: 23.1% English Learners: 65.9% Socio economically disadvantaged: 79.4% (2024-25)	60%	Overall: + 25.9%
2.8	CSU and UC 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%	CSU Eligible: 98% UC Eligible: 75%	CSU Eligible Overall: + 9.7% UC Eligible Overall: - 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				English Learners: 20% Socio economically disadvantaged: 10% UC Eligible (calculated with 3.0): Overall: 56% SWD: 10% English Learners: 80% Foster Youth: 0% Socio economically disadvantaged: 70% (2024-25)		
2.9	How Many Pathways and Student Meetings	Metric created spring 2024	100% (2023-24)	100% (2024-25)	100%	N/A
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	Metric created spring 2024	100% (2023-24)	100% (2024-25)	100%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(4) Job program; (5) Current job or job offer (6) Trade program or apprenticeship (7) Gap year program					
2.11	Number of Field Trips	Metric created spring 2025	Metric created spring 2025	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)	1 college/career-related field trip for each grade-level.	N/A
2.12	Students Have Access to a Broad Course of Study (LCFF Priority 7A)	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	Access to a Broad Course of Study requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	N/A
2.13	% of all students that have completed CTE	***	21% (2023-24)	31.0% (2024-25)	25%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	pathway and are UC/USC Eligibility (LCFF Priority 4D)					

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support

The College and Career Counseling (CCC) team is solidifying and strengthening relationships with other campus departments, including Special Education and the Deans' Office, by centering conversations around student needs. This cross-level collaboration ensures that staff, faculty, and counselors across all levels have structured time to meet, share expectations, and align their programming to better serve our students.

Successes

Successfully planned and created cross-departmental meeting cadences for the 2026–2027 school year.
Established structured collaboration time across all school levels to align programming and expectations.
Strengthened collaboration with the Making Waves Education Foundation to support the high school to post-secondary transition.

Challenges

Syncing department and individual schedules to accommodate necessary alignment meetings.
Ensuring new leadership is fully brought up to speed on current initiatives and goals.

How challenges will be addressed

The team will remain in constant communication regarding scheduling by creating a timeline that includes pre-planned meeting dates. Weekly and monthly coordination meetings are also being considered to help identify additional needs, provide support, and proactively address scheduling barriers.

Action 2.2: College and Career Pathway Scope and Sequence

Our approach involves implementing a comprehensive college and career pathway scope and sequence designed to equip students with the necessary academic skills, planning tools, and experiential learning opportunities to make informed post-secondary decisions. By backward-planning, we have incorporated more study trips for 8th through 12th graders, focusing on college campus visits and career preparation.

Currently, 8th graders are participating in the "Building A Better Future" pilot program, while 11th graders are engaged in a targeted career-building pilot and early college preparation.

Successes
Facilitated multiple student visits to college campuses and successfully implemented career-related programming.
Initiated early college preparation specifically tailored for 11th-grade students.
Continued collaboration with high school teaching staff to design a master schedule that reflects A-G requirements, increases AP course opportunities, and provides access to concurrent enrollment at local community colleges.
Students have gained a greater understanding of the benefits of being college-bound and the steps required to become career-ready.

Challenges
Balancing student course requests with staff constraints and creating balanced class sizes.
Ensuring that specialized student populations have inclusive and aligned schedules.
Low responsiveness and engagement from the current 11th-grade class regarding college and career readiness communications.

How challenges will be addressed
The CCC team will push directly into 11th-grade advisory classes to provide live instruction and workshops centered around college admission preparation. By implementing hands-on activities, the goal is to build a strong understanding of early preparation and foster student eagerness to begin the process. Additionally, regular meetings with key staff will ensure scheduling synergy and course accuracy.

Action 2.3: Graduation Pathways

To effectively address our graduation pathway approach, the CCC, Student Services, and Special Education departments have aligned to create a Coordination of Services Team (COST). We are taking a highly coordinated approach designed to align instructional practices with advisory support, ultimately resulting in stronger and more seamless post-secondary planning for all students.

Successes
Established regular COST meetings to ensure all graduation pathway communication is seamless and accurate across departments.
Maintained strong completion rates for A-G requirements.
Increased the number of students interested in industry-recognized credentials, concurrent enrollment, and earning post-secondary credits before graduation.
Utilized data-driven decision-making (leveraging College Board data, staff surveys, and student surveys) to continuously update and align course offerings.
Incorporated targeted career development and internship support, alongside observing adult transition programs at neighboring districts to support students needing post-high school assistance.

Challenges
A significant increase in the percentage of students not meeting academic expectations, particularly reflected in the 10th-grade on-track rate, resulting in a high need for credit recovery coursework.

Difficulty finding alternative programs and Non-Public School (NPS) placements that have open enrollment spots and can support our students' unique needs.
Providing adequate support for students currently in NPS placements who are failing.

How challenges will be addressed
The CCC team will continue meeting with school leadership to address retention concerns and develop flexible credit recovery solutions that can be offered during or after the school day. To support specialized placements, the team is proactively reaching out to alternative programs early to secure spots for the next school year, establishing stronger collaborative relationships, and observing alternative adult transition programs to find the best individualized fits for our students.

Action 2.4: Postsecondary Readiness Pathways

Post-Secondary Readiness centers on continuing and enhancing a coherent system where every student moves through a structured stage of readiness, which includes earlier college and career exploration. We anticipate this will continue to positively impact our graduation rates, improve and sustain post-secondary enrollment, and ensure successful student transitions into their adult lives.

Successes
Demonstrated a strong commitment to fostering post-secondary pathway readiness by providing comprehensive academic support and personalized guidance.
Successfully implemented intentional work-based learning (WBL) opportunities, including internships and WBL-focused study trips.

Challenges
Approximately 10% of students in grades 9–11 appeared disengaged from new college-related information during large-group meetings. The restructuring or elimination of the Career Readiness Team at the Making Waves Education Foundation (MWEF) could impact the scope of work-based learning opportunities, internships, and study trips.
The pilot programs delivered a large amount of content in a short period, which was difficult for students to fully digest, and there was only one hands-on session offered.
Difficulty connecting with alumni and other professionals who have the time and capacity to participate in the Career Guest Speaker Series on campus.

How challenges will be addressed
To address student engagement, we plan to shift to smaller group presentations—such as advisory sessions held in the CCC—incorporating interactive activities and providing digital copies of all resources. To mitigate the impact of the MWEF restructuring, school leadership is meeting with MWEF representatives to smoothly transfer contacts, existing relationships, and ongoing workstreams. We are also intentionally stretching out career readiness programming across multiple sessions so students have time to internalize the information without feeling rushed. Finally, we are building in additional prep time to collaborate with our trade partners to plan more hands-on sessions and coordinate targeted field trips to local community college Career Technical Education (CTE) programs.

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

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support

Last Year's Planned Expenditures: $721,404
Current Estimated Actual: $780,181
LREBG: $28,765
Our spending increased for this goal because we have been involving out Middle School Activities Coordinator in more LCAP implementation to better support our younger students and increased our budget for the APEX learning platform. We also adjusted how we fund certain roles. Because our initial federal Title I funds were fully used, we shifted the remaining salaries for our instructional coaches and our social worker to the Learning Recovery Emergency Block Grant. These investments allowed us to create strong meeting schedules and better connect our special education and student services teams to provide complete support for our students.

Action 2.2: College and Career Pathway Scope and Sequence

Last Year's Planned Expenditures: $701,223
Current Estimated Actual: $743,903
LREBG: $28,765
The difference in our budget is a result of expanding our college and career programming this year. We increased the number of study trips for our high school students and included our eighth graders in visits to college campuses and career preparation events. We also launched new pilot programs focused on building a better future for our eighth and eleventh graders. Bringing our College and Career Center staff directly into eleventh grade advisory classes to run hands on workshops required more resources, but it helped ensure our students are building a strong understanding of early college preparation.

Action 2.3: Graduation Pathways

Last Year's Planned Expenditures: $622,613
Current Estimated Actual: $796,641
LREBG: $28,765
We spent more than originally planned here to address a growing need for academic recovery. We noticed an increase in students who were not meeting academic expectations by tenth grade, which required us to invest more heavily in credit recovery coursework.

Action 2.4: Postsecondary Readiness Pathways

Last Year's Planned Expenditures: $150,000
Current Estimated Actual: $85,000
LREBG: $85,000
Our actual spending was lower than budgeted because we did not hire a Maker Space Teacher this year. Even with these savings, we successfully hosted our first Trades and Apprenticeships Week, bringing in union recruiters and certified tradesmen to speak with students. We also expanded our work based learning opportunities and created partnerships with local universities to keep our students on track for success after graduation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1: Vertically Aligned Systems for Seamless College and Career Support

Partially Effective

As a new venture to align systems, there have been some roadblocks regarding scheduling calendar meetings, but the value of departmental check-ins and conversations is already evident. Consistent meetings and student-centered planning are key to systems alignment, a higher standard of engagement, more accurate academic planning, stronger transition outcomes, and increased readiness for college and career. Each team clearly believes in the most equitable and beneficial approach for all students, prioritizing the avoidance of misinformation. To improve alignment, the team is creating a timeline with pre-planned meeting dates and considering weekly or monthly coordination meetings to identify additional needs, supports, and address barriers. More significant movement in metrics is anticipated in the Fall of 2026.

Action 2.2: College and Career Pathway Scope and Sequence

Effective

Building and implementing new programming in both the Middle School and Upper School has successfully fostered a stronger student interest in a college and career-ready culture. Student interest continues to strengthen, particularly because students who are directly exposed to college campuses are highly considering attending. This progress is supported by consistent communication that incorporates clear goals, follows a structured process, and produces measurable improvements and continuous refinement in course offerings, ensuring alignment with graduation requirements and post-secondary pathways.

Action 2.3: Graduation Pathways

Effective

The broader graduation pathways approach successfully provides students with structured guidance, targeted support, and actionable next steps that lead to higher post-secondary enrollment, improved career readiness, and long-term economic stability. The team continues to collaborate effectively with alternative pathways that align with individualized student needs. While the overall approach is effective, the specific cadence of COST meetings is a new implementation; more data will become available as these meetings progress through the rest of the school year and fully take flight in the Fall of 2026.

Action 2.4: Postsecondary Readiness Pathways

Effective

Program expansion, new curriculum implementation, continued community partnerships, and staff collaboration have resulted in highly positive outcomes. The rollout of new college and career-focused resources in the Middle School and Upper School has made a clear, positive impact. College and career access continues to grow with every interaction, change, and implementation, and this ongoing secondary exposure will actively strengthen and increase overall post-secondary readiness for students.

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

There have been significant changes to MWA's LCAP following the needs analysis and self-study process of the WASC accreditation. In an effort to create a cohesive school-wide action plan that aligns both the WASC and LCAP goals and actions, Goal 2: College and Career Readiness has been updated to match the goal and actions as defined in MWA's 2026 WASC report. This goal has the same title with an updated description. The focus of this goal largely stayed the same in the change, and the actions originally outlined in the LACP were adapted, expanded, and updated with the discoveries made in the WASC process. While the actions have the same names as those before, their focuses have shifted as well.

All of the original goal and action descriptions for Goal 2: College and Career Readiness can be found below.

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Goal:

The following description was given for the previous 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.

The following description is why the previous Goal 2: College and Career Readiness goal was made:
MWA's data for College and Career Readiness has historically been high. Like most schools, we saw a decline in our data during the COVID-19 pandemic but our outcomes remain strong.
For this goal, it was most relevant to track our College and Career Readiness and Course Access metrics. Our mission is to prepare all of our students to engage in an appropriately rigorous post-secondary pathway. We know that not all students want to pursue higher education and we want to ensure that they are all college-eligible when they leave MWA. (Actions 2.1, 2.2, 2.3, and 2.4; Metrics 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 2.12 and 2.13)
Given our historical and persistent success in this area as demonstrated by our Dashboard data, we think it is important to continue to reflect upon and refine our practices. How can we further prepare our students to be more prepared for college and career? What skills can we help them develop that will allow them success beyond high school? Again, given our strong data in the areas of high school graduation rates and college and career readiness, we thought it was important to continue to evolve and adapt to any new challenges that would deter ongoing success in this area. Beyond being a place for academic and social-emotional learning, the ultimate measure of readiness, from a post-secondary perspective, is our students' success in college and in an early career. These two areas set the early stage for their careers and their lives for well into the future. (Actions 2.1, 2.2, 2.3, and 2.4; Metrics 2.1, 2.3, 2.4, 2.9, 2.10, 2.11, and 2.13)

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Metrics:

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 following metrics were further disaggregated in the Baseline and Year 1:
2.1 CTE: Course Enrollment Pathway completion % (LCFF Priority 4C)
2.3 Graduation Rate (LCFF Priority 5E)
2.6 EAP: % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H)
2.7 CCI: Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)

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Actions:

The following actions have been discontinued or modified based off of findings in the WASC report:
2.1 Vertically Aligned Systems for Seamless College and Career Support
1. Improving Support for Intersectional Critical Learning Groups:
a. Make sure different school departments work well together to help students who need extra support in intersecting critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners).
b. This helps ensure that all students receive comprehensive support, mentally, physically, and academically.
c. Having regular meetings will help address specific needs and create systematic practices.
d. This approach fosters continued connections and norms that benefit all students, particularly those in intersectional critical learning groups.
2. Evaluating College and Career Readiness:
a. Look at how well students are prepared for college and careers.
b. Check how well the school is helping students from intersectional backgrounds get ready for college and careers.
c. Use this information to make sure the school's plans and partnerships are working well.

2.2 College and Career Pathway Scope and Sequence

1. College and Career Readiness Workshops:
a. Focus on improving college and career readiness for MWA students, staff, and families.
b. CCC (College and Career Center) will organize workshops and field trips to help everyone understand what it means to be college and career ready.
c. These workshops aim to address any learning gaps and strengthen the college and career-oriented mindset within the MWA community and the community surrounding our unduplicated students (English Learners, Low-Income, Foster Youth).
d. Intentionally implement college and career readiness skills earlier on with a focus on the Middle School and 9th grade for all students, including unduplicated student groups (English Learners, Low-Income, Foster Youth).

2.3 Graduation Pathways

1. Early Preparation:
a. Focus on preparing students early and meeting state standards.
b. A-G course access for all critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners)
c. Provide these students with opportunities to complete the California Minimum High School Graduation Requirements and earn a diploma, such as credit recovery or a fifth year of instruction.
d. Ensure students have the chance to pursue postsecondary education, training, employment, and community participation provided through opportunities such as community engagement and field trips.
e. Ensuring MS students have access to transitioning students in the Upper School to look forward to their own transition
2. Support for State Requirements:
a. Assess pathways outlined in AB104 and SB141 to ensure compliance.
i. SB114's focus is on creating alternate pathways for students with disabilities to access the core curriculum and earn a high school diploma.
ii. AB104 allows exemptions for students in their third or fourth year of high school who aren't on track to graduate in four years.

2.4 Postsecondary Readiness Pathways

1. CTE Pathway
a. Conduct CCC Survey on CTE Pathways:
i. Survey students to determine interest in future CTE offerings.
ii. Analyze data to identify the most in-demand fields..
iii. Use findings to guide development of the next pathway.
2. Concurrent Enrollment
a. Expand Course Offerings:
i. Partner with local colleges to increase access to general education and CTE courses.
ii. Align course options with students' academic and career interests.
iii. Explore articulation for high school credit where possible.
b. Strengthen Partnerships with Higher Education Institutions:
i. Establish formal agreements with colleges to support course access and credit transfer.
ii. Focus on high-demand fields for concurrent enrollment expansion.
iii. Ensure consistency and alignment across multiple institutions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Improve Academic Outcomes for Critical Learner Groups	**1. Teamwork Across Departments** a. Coordinated Support: Strengthen collaboration between departments to support ELs, LTELs, SWD, Low-Income, Black/African-American, Foster Youth, and Accelerated Learners. b. Student-Centered Meetings: Hold cross-department meetings to coordinate academic, emotional, and college/career support for students on a case-by-case basis. c. Consistent Systems: Create shared goals and habits to make sure students receive the same high level of support as they move from grade to grade. d. Holistic Well-Being: Ensure teamwork addresses the mental, physical, and academic health of students, especially those who belong to multiple critical learner groups. **2. Preparing for College and Careers** a. Early Readiness: Start college and career preparation early in middle school and keep expectations consistent through high school. b. Analyzing Outcomes: Review graduation and career readiness data for students from intersectional backgrounds to find out where we can improve our support. c. Smooth Transitions: Refine school partnerships and career pathways to help students move successfully from high school to their next step in life. **3. Family Involvement in Future Planning** a. Planning Resources: Increase family participation in workshops and planning sessions to help students prepare for life after graduation. b. Navigating Requirements: Provide extra help for families of ELs, LTELs, and SWD to ensure they understand graduation requirements and all available college or career options.	$139,119.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	College and Career Pathway Scope and Sequence	**1. College and Career Experiences** a. Hands-on Learning: Provide high school students with career-related field trips, visits from college representatives, and an annual College & Career Fair. b. Targeted Workshops: Organize specific workshops and advisory lessons focused on graduation and future planning for ELs, Foster Youth, Low-Income, Black/African-American, and SWD. c. Closing the Gap: Use these trips and lessons to address readiness gaps and make sure every student feels prepared for life after high school. **2. Integration into Advisory and Curriculum Structures** a. Advisory Program Implementation: Implement an advisory program that blends college and career curriculum with dedicated advisors. b. Readiness Skills: Align advisory lessons with readiness skills to prepare students for 12th-grade postsecondary planning. c. Vertically Aligned Scope and Sequence: Embed readiness skills progressively across grades to create a vertically aligned scope and sequence. **3. College Admissions and Postsecondary Success Coaching** a. Post-Secondary Coaching: Provide targeted coaching on college admissions, major selection, transitions, financial literacy and planning, and anticipated challenges. b. Specialized Coaching: Deliver coaching through a specialized team for individualized guidance and support. c. Progress Monitoring: Monitor student progress toward postsecondary goals and adjust supports as needed, with attention to critical learner groups.	$165,559.00	Yes
2.3	Graduation Pathways	**1. Early Preparation** a. Early College and Career Readiness: Focus on early preparation to ensure students meet state standards by building 8th-grade awareness of A-G requirements to inform accurate course scheduling for the 9th-grade transition, integrating self-discovery, career exploration, and exposure to postsecondary opportunities early in the student journey (before high	$904,074.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school), and strengthening core competencies in reading, writing, and mathematics, as well as organizational habits. b. Equitable Access: Provide A-G course access for all critical learner groups (ELs, Low-Income, Black/African-American, SWD, Foster Youth, Accelerated Learners). c. Graduation Pathways: Offer opportunities and courses to complete A-G Requirements, including credit recovery or a fifth year if needed. d. Experiential Learning: Ensure students can pursue postsecondary education, training, employment, and community participation through experiences like field trips and community engagement.		
2.4	Postsecondary Readiness Pathways	**1. Career and Technical Education (CTE) Pathway** a. Student Interest Surveys: Survey students, including middle school, to gauge interest in future CTE offerings. b. In-Demand Fields: Analyze survey data to identify in-demand fields. c. Pathway Development: Use findings to guide the development and refinement of CTE pathways. **2. Concurrent Enrollment** a. College Partnerships: Expand course offerings by partnering with local colleges for general education and CTE courses. b. Course Alignment: Align courses with students' academic and career interests, including preparatory middle school exploration. c. Credit Articulation: Explore opportunities for high school credit articulation where possible. d. Course Access and Credit Transfer: Strengthen higher education partnerships through formal agreements for course access and credit transfer. e. In-Demand Fields: Focus on high-demand fields for concurrent enrollment expansion. f. Consistency and Alignment: Ensure consistency and alignment of concurrent enrollment offerings across institutions. **3. Advanced Placement Courses**	$139,565.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Advanced Placement (AP) Access: Maintain broad access to AP courses for all students. b. Standardized Milestone Tracking: Establish a formal system to track SAT scores and AP exam pass rates (3+) as key indicators of college readiness.		

Goals and Actions

Goal 3: Community Engagement and Climate

Goal #	Description	Type of Goal
3	Community Engagement and Climate Strategic Focus: Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships The Goal: Build on our culture of safety by turning our best "Success Audit" insights into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported. -- This goal has been updated to reflect MWA's new WASC goals after the conclusion of our self-study and related needs assessment. For all information on the goal before it was changed, please see the description of changes below in the Goal Analysis section.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed through MWA's WASC self-study process and ongoing LCAP reflection cycle

Making Waves Academy (MWA) developed this Social-Emotional Learning (SEL) and School Climate goal in response to findings from the WASC self-study process and ongoing LCAP reflection cycle, which highlighted the critical need for a coherent, school-wide approach to supporting student well-being and fostering an inclusive, supportive environment. Through analysis of survey data, behavioral indicators, and qualitative feedback from students, staff, and families, the school recognized that while overall engagement and climate indicators show positive trends, there remain significant opportunities to strengthen SEL systems and consistently integrate them across all grades and programs.

Data from multiple sources informed the development of this goal. Student climate surveys indicate that a majority of students feel connected to peers and adults, yet subsets—particularly Students with Disabilities, English Learners, and students experiencing chronic absenteeism—report lower levels of belonging and support. Behavioral data, including office discipline referrals and attendance patterns, further highlight the need for preventive interventions, tiered supports, and explicit instruction in social-emotional skills. Additionally, qualitative input from

WASC focus groups and LCAP engagement sessions consistently emphasized the importance of cultivating a school culture where all students feel safe, valued, and empowered to contribute.

Enrollment and demographic trends further underscore the goal's relevance. With a stable student population that is predominantly Hispanic/Latino (~85%) and a declining percentage of English Learners (from 31% to 23%), MWA recognizes that SEL initiatives must be culturally responsive and tailored to the unique experiences of the community. The WASC self-study also identified that while promising programs and initiatives—such as advisory structures, restorative practices, and SEL-focused professional development—exist, their implementation is not yet fully systemic or consistent across grade levels and classrooms.

In response, this goal prioritizes a school-wide, integrated approach to social-emotional learning, positive behavior support, and equitable climate practices. Actions are designed to strengthen Tier 1 SEL instruction, expand targeted interventions for students with greater needs, and build staff capacity to create inclusive and supportive learning environments. Metrics—including student climate survey results, attendance and behavior data, participation in advisory and SEL programming, and staff professional development engagement—enable the school to monitor both implementation fidelity and impact on student well-being. By regularly reviewing these data, MWA ensures that efforts remain responsive, evidence-based, and focused on fostering a positive school climate where every student can thrive academically, socially, and emotionally.

Attendance indicators, including chronic absenteeism and Average Daily Attendance (ADA) rates, allow MWA to identify trends in student engagement and target interventions for students at risk of disengagement. Behavioral metrics, such as suspension and expulsion rates, offer insight into the effectiveness of Tier 1 SEL instruction and restorative practices, while student climate surveys and staff satisfaction surveys measure perceptions of safety, connectedness, and inclusion across the school community. Parent-focused metrics, including participation in Skills Academy surveys, family workshops, and engagement events, alongside staff professional development focused on critical learner groups, ensure that the school is building meaningful partnerships to support student success. Additional measures, such as student input in decision-making, 8th-grade and upper school retention rates, and the alignment of engagement events with promotion strategies, provide ongoing feedback on both student voice and community involvement. Finally, data from ParentSquare on communication reach and usage allows the school to monitor the effectiveness of family engagement strategies. Taken together, these metrics enable MWA to regularly evaluate progress, identify areas requiring targeted support, and make data-informed adjustments to ensure that all students experience a positive, equitable, and supportive school climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	Overall: 22.7% SWD: 29.6%	Overall: 18.64% SWD: 20.00%	Overall: 15.02% SWD: 20.23%	15%	Overall: - 7.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% who are absent, excused or unexcused, more than 10% of school days (LCFF Priority 5B)	English Learners: 18.2% Foster Youth: - Low Income: 23.1% (2022-23)	English Learners: 19.69% Foster Youth: - Low Income: 17.69% (2023-24)	English Learners:18.10% Foster Youth: N/A Low Income students:15.98% (2024-25)		
3.2	Attendance Rate ADA (Average Daily Attendance) Rates (LCFF Priority 5A)	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%	Overall: -0.66%
3.3	Suspension Rate (LCFF Priority 6A)	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%	Overall: - 0.45%
3.4	Expulsion Rate (LCFF Priority 6B)	Overall: 0.34% (2022-23)	Overall: 0.18% (2023-24)	Overall: 0.09% (2024-25)	<1%	- 0.25%
3.5	School Climate Surveys	Middle School Students: 56% Upper School Students: 54%	MS Students: 56% US Students: 54% Parents: 88.9%	Middle School Students: 54.2% Upper School Students: 56.0%	MS Students: 62% US Students: 60% Parents: 93%	MS Students: - 1.8% US Students: + 2% Parents: + 10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Parent, students, and teachers, related to: feel that the school is safe (LCFF Priority 6C)	Parents: 87% (2022-23)	(2023-24)	Parents: 97.0% (2024-25)		
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)	MS Students: 52% US Students: 43% Parents: 87.5% (2023-24)	Middle School Students: 51.4% Upper School Students: 51.0% Parents: 89.0% (2024-25)	MS Students: 70% US Students: 70% Parents: 90%	MS Students: -0.6% US Students: + 8% Parents: + 11%
3.7	Parent Participation: Percentage of parents who have completed Skills academy post survey (LCFF Priority 3A, 3B, and 3C)	Parent Participation in Events: Back to School Day - 36 Saturday Parent Meetings -18 Parent Education Workshops -11 ELAC - 11 LCAP - 9 Advisor Family Conferences - 7 (2022-23)	Pilot Program Results: 1/1 Parent has completed survey (2023-24)	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. (2024-25)	75%	More targeted approaches to promote parent participation have begun. Post pandemic relationships with families are growing stronger again. With the leadership change that is happening, we are looking forward to developing more parent participation engagement routines that we will create in tandem with parent leaders.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				-- On 3.4.26 started the Anxiety group for middle school and high school students. These groups will run from March 4 thru April 15. For both groups here was an assessment screening tool administered. At the end of the group there will be a post survey. (2025-26)		
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 (2023-24)	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	Based on February Survey: Back to School Day-43 Parent Meetings/Advisor Family Conferences-24 Parent Education Workshops-18 ELAC-13 LCAP-11	Families are frequently attending parent workshops

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Parent Talk Attendance: 1/9/25 - 64 1/7/25 - 34 2/4/25 - 50 2/6/25 - 22 3/4/25 - 65 3/6/25 - 56 (2024-25)		
3.9	PD sessions offered to staff Focused on partnering with families of critical learner groups (LCFF Priority 3B)	1 (2022-23)	1 (2023-24)	1 (2024-25)	3	N/A
3.10	PD sessions offered to staff Focused on intervention strategies for students with disabilities (LCFF Priority 3C)	11 (2022-23)	1 (2023-24)	1 (2024-25)	3	N/A
3.11	Student Input Measure of student input in decision making, including sub-groups (LCFF Priority 6C)		Students vote for dance and Spirit Week themes. ASB influenced changes in student dress code (dress code now includes	Upper school ASB officers advocated at 2 board meetings for more tutoring support for students. Metric 1/7 has been	Engage at least 3 student groups in policy changes.	Students are being invited to participate in more formal roles with leadership so they can, not only engage in policy changes but also

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			black pants again) and the nutritional policy (in November lunch options changed and MWA began exploring new options with our vendor) (2023-24)	created to address this. MWA Board will be 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 12/16/24 MWA board meeting. (2024-25)		have a broader understanding of why certain policies are in place.
3.12	8th grade retention rates (LCFF Priority 5C and 6C)	92% (2022-23)	Overall: 96.2% SWD: 100% ELs: 84.4% Foster Youth: - Low Income students: 96.8% (2023-24)	Overall: 88.53% SWD: 100% English Learners: 86.36% Foster Youth: - Low Income students: 91.52% (2024-25)	97% (Pre-Pandemic Baseline)	Overall: - 3.47%
3.13	Upper school retention rates (LCFF Priority 5D and 6C)	93.9% (2022-23)	Overall: 93.4% SWD: 90.0% ELs: 95.3% Foster Youth: - Low Income students: 99.2% (2023-24)	Overall: 97.94% SWD: 100% English Learners: 98.67% Foster Youth: - Low Income students: 94.37%	98% (Pre-Pandemic Baseline)	Overall: + 4.04%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2024-25)		
3.14	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	Engagement events are more regularly being added to calendars and school communications
3.15	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	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	Engagement events are more regularly being added to calendars and school communications

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				(2024-25)		
3.16	Student vs. Staff Demographics (LCFF Priority 6C)	African American Students: 7.65% Faculty/Staff: 18.48% American Indian Students: 0.2% Faculty/Staff: Not Reported Asian Students: 2.31% Faculty/Staff: 7.11% Filipino Students: 0.8% Faculty/Staff: Not Reported Hispanic Students: 85.94% Faculty/Staff: 37.91% Two or More Races Students: 0.62% Faculty/Staff: 2.37% White Students: 0.62% Faculty/Staff: 26.54% Unidentified/Opt-Out Students: 1.07% 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%	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:	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.	Baseline Difference to 2025-26 African American Students: - 1.69% Faculty/Staff: - 0.73% American Indian Students: -0.19% Faculty/Staff: N/A Asian Students: +0.27% Faculty/Staff: +1.77% Filipino Students: + 0.69% Faculty/Staff: N/A Hispanic Students: + 2.13% Faculty/Staff: + 3.51% Two or More Races Students: - 0.23% Faculty/Staff: - 1.19% White Students: -0.22%

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Unidentified/Opt-Out Students: Not Reported Faculty/Staff: 6.1% (2023-24)	Faculty/Staff: 5.1% (2024-25) -- African American Students: 5.96% Faculty/Staff: 17.75% American Indian Students: 0.01% Faculty/Staff: Not Reported Asian Students: 2.58% Faculty/Staff: 8.88% Filipino Students: 1.49% Faculty/Staff: Not Reported Hispanic Students: 88.07% Faculty/Staff: 41.42% Two or More Races Students: 0.39% Faculty/Staff: 1.18%		Faculty/Staff: -4.05% Unidentified/Opt-Out Students: N/A Faculty/Staff: + 0.46%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White Students: 0.4% Faculty/Staff: 22.49% Unidentified/Opt-Out Students: N/A Faculty/Staff: 7.10% (2025-26)		
3.17	Staff Experience and Engagement (LCFF Priority 6C)	"I always feel good" 17% "I often feel good" 56% "I sometimes feel good" 24% "I seldom feel good" 4% (2022-23)	"I always feel good" 20% "I often feel good" 43% "I sometimes feel good" 30% "I seldom feel good" 8% (2023-24)	Survey is changing to more accurately measure culture around Edgility survey (2024-25)	Develop a new, standardized way to capture faculty and staff feedback and overall feeling in their workplace.	The decision has been made to not continue with the Staff Satisfaction Survey that was instated before. See "A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice" for details.
3.18	ParentSquare Engagement Delivery history Contactability History	Metric created spring 2025	Metric created spring 2025	MS: Contactable Parents: 99.2% Receiving Emails: 88%	Continue community, families, and parent engagement through various	Baseline Difference to 2025-26 MS:

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Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Features usage history (October) (LCFF Priority 3A, 3B, and 3C)			Parents Interacted: 51% US: Contactable Parents: 98.5% Receiving Emails: 87% Parents Interacted: 5% (2024-25) -- MS: Contactable Parents: 100% Receiving Emails: 93% Parents Interacted: 50% US: Contactable Parents: 100% Receiving Emails: 93% Parents Interacted: 36% (2025-26)	means to encourage ParentSquare usage and engagement as the school's main communication channel to families.	Contactable Parents: + 0.08% Receiving Emails: + 5% Parents Interacted: - 1% US: Contactable Parents: + 1.5% Receiving Emails: + 6% Parents Interacted: + 29%

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1: Student Support Services for Students that are Suspended

Making Waves Academy is actively piloting "Other Means of Correction" for discretionary and non-violent suspensions. This initiative is designed to address and reduce historically disproportionate exclusionary discipline (such as suspensions and recommendations for expulsion) specifically for Black and African-American identifying students, students with IEPs, and English Language Learners. By focusing on restorative practices and personalized interventions, the school is working to maintain high behavioral expectations while keeping students engaged in their educational environment.

Successes

Achieved a dramatic reduction in schoolwide suspensions, including those among targeted special populations.
Successfully fully staffed the Deans' Office for the remainder of Semester 1, allowing for a transition to split grade-level coverage to provide focused, sustainable support.
Fully operationalized Tier 3 behavior interventions, with Deans actively utilizing Restorative Justice Practices in lieu of suspension for discretionary offenses.
Increased social worker drop-in visits, indicating that students view support services as accessible and supportive.
Prioritized early parent/guardian engagement to address emerging behavioral concerns before they escalate to Tier 3 interventions.
Maintained consistent weekly and monthly "behavior spotlight" messaging to students and staff to reinforce high expectations.

Challenges

School-wide data indicates an increase in Tier 1 needs, specifically regarding derogatory language, a harmful "joke culture" in the Middle School, and a need for healthy coping mechanisms for anxiety in the Upper School.
Rising demand for Tier 1 and Tier 2 interventions is outpacing the current focus on 1:1 intensive Tier 3 interventions.
Without proactive intervention, students in special populations, those with prior suspensions, or those with frequent Gaggle alerts remain at a higher risk of escalating to Tier 3 behaviors.

How challenges will be addressed

To tighten systems and shape a healthier campus culture, the Middle School is currently processing responsive Tier 2 intervention assemblies for students involved in incidents of derogatory language or harassment. The Upper School is planning targeted Tier 2 supports focused on anxiety, coping skills, and belonging. Schoolwide, "Check-In Cycles" were launched in November for students with repeated offenses or ongoing social needs, and the school is exploring additional grade-level homeroom and advisory push-ins for Social-Emotional Learning (SEL). SSSD will continue prioritizing proactive parent/guardian meetings and personalized intervention plans to prevent behavior escalation.

Action 3.2: Integrated Family Engagement

This year, family engagement efforts have centered heavily on integrating academic strategies with social-emotional support. The school hosted a Semester 1 Parent Workshop in December 2025 focused on SEL. Additionally, the English Learner Advisory Committee (ELAC) has successfully held three of its five planned meetings for the year, covering introductory information, EL parent data-dives, and reading/literacy strategies. In January, ELAC partnered with the Student Support Services Department to host a workshop on meeting students' emotional and behavioral needs, with upcoming workshops planned around building math skills at home.

Successes
Consistently engaged a core group of 26 parents who regularly attend ELAC meetings.
Received positive feedback indicating that families and students desire more involvement in school activities.
Successfully utilized the ELD parent group on ParentSquare as an effective space for sharing targeted ELAC announcements.

Challenges
Engaging Upper School parents remains a significant challenge; the majority of currently engaged parents have younger students or multiple students across divisions, resulting in a lack of Upper School representation at meetings.

How challenges will be addressed
While ParentSquare has been effective for initial outreach, the school will explore supplementary methods to reach Upper School families. The successful strategy of posting and sending physical flyers home at the Middle School will be replicated at the Upper School to ensure broader visibility and encourage attendance from parents of older students.

Action 3.3: SWD Suspension Rate Reduction

The implementation of "Other Means of Correction" (OMC) has been highly effective in reducing suspension rates for Students with Disabilities (SWD) compared to the previous school year. In Fall 2025, there were only 5 suspensions in the Middle School and 2 in the Upper School. Restorative practices and intensive Tier 3 behavior interventions are being used successfully across both divisions to provide alternatives to suspension. With the Deans' office fully staffed by mid-October and coverage adjusted to allow for split grade levels, the school has created a more sustainable support system that prioritizes proactive family engagement to prevent behavioral escalation.

Successes
Successfully implemented OMC as a primary form of restorative action across both the Middle and Upper Schools.
Instituted proactive parent meetings to identify and address high-level behaviors before suspensions take place.
Increased student utilization of social worker drop-in visits, demonstrating high accessibility to support services.
Transitioned the Deans' Office to split grade-level focus, ensuring specialized and continuous support for specific student cohorts.
Maintained consistent behavioral messaging to build awareness of conduct expectations across the campus.

Challenges
An increase in derogatory language and a harmful "joke culture" has created a pressing need for stronger Tier 1 behavioral and cultural supports.
Small group Tier 2 interventions were temporarily paused due to department capacity constraints and a need to reset qualifying criteria.

Emerging patterns indicate a larger need for broad Tier 1 and Tier 2 interventions, rather than relying strictly on the intensive 1:1 Tier 3 interventions currently taking place.

How challenges will be addressed
The next phase of the year focuses on tightening Tier 2 systems, shaping a healthier Tier 1 campus culture, and continuing to build Tier 3 capacity. The school will establish clearer Tier 2 criteria to balance student caseloads and ensure targeted skill development. Additionally, leadership will invest in building Dean capacity to facilitate Restorative Justice Practices, creating formal structures to process and repair harm. Proactive family engagement will continue to be a critical lever, and leadership transitions are being managed intentionally to ensure continuity across all grade levels. "

Action 3.4: Increase in School Connectedness

The annual Culture and Climate Survey was administered to students in early Spring, and the results were reviewed schoolwide in March. This process allowed staff to internalize areas of strength, such as academic motivation and student-to-adult relationships, as well as critical areas for focus, particularly regarding school safety. Additionally, the school has incentivized engagement by offering students opportunities to earn casual dress days, and the Middle School hosted its first annual Club Fair in March to foster peer relationship-building and support individual student interests.

Successes
Successfully implemented all Educationally Related Mental Health Services (ERMHS) and retroactively identified students qualifying for services not previously in their IEPs.
Contracted a school counselor specializing in gender identity to better support the student population.
Established clear risk assessments and rapid-response processes for students displaying behaviors that require immediate support.
Achieved a slight increase in Spring survey participation, with 63% of students reporting they feel close to people at MWA, 68% stating they have an adult who listens to them, and 55% participating in a club or sport.

Challenges
Because only 86% of students completed the Spring survey, a portion of the student body's experience is not represented in the data.
There was a significant drop in student perception of "school safety" compared to the Fall, with some Black and African-American identifying students reporting experiences with hate speech and race-based unkindness, alongside general student concerns regarding external campus safety threats.
The planned online SEL Academy has not yet been implemented.

How challenges will be addressed
A targeted follow-up survey for all Black and African-American identifying students will be administered in April to better understand their experiences and inform direct administrative action. The school is exploring suggestive ways to increase community awareness about available SEL supports. Furthermore, leadership is actively looking into better marketing and facilitation strategies for future student surveys to guarantee higher completion rates and more comprehensive data.

Action 3.5: SEL Support

Making Waves Academy continues to build out comprehensive Social-Emotional Learning (SEL) and mental health supports. From March 4 through April 15, 2026, a specialized 6-week anxiety group was implemented, utilizing pre- and post-assessments to measure efficacy. Students with IEPs and ERMHS receive dedicated mental health support, while general education students—identified largely through the Student Study Team (SST) process—receive check-ins from Deans and Social Workers. Additional counseling capacity is also provided through a partnership with Seneca.

Successes

Implemented state-approved LGBTQ+ professional development for staff and onboarded a counselor specializing in gender identity.
Increased mental health services for students with 504 plans, moving a contracted mental health provider from part-time to full-time.
Established comprehensive reentry plans for students returning from 5150 holds, along with proactive risk assessments to gauge the severity of mental health needs.
Effectively implemented all ERMHS services, including identifying students from prior years who qualified but lacked IEP documentation.

Challenges

Implementing SEL strategies and supports consistently within general education classrooms remains difficult.
There is a highly elevated need for mental health support across the student population, coupled with a lack of community utilization of outside resources.
The online SEL Academy is pending implementation.

How challenges will be addressed

To address general education integration, the team will provide professional development for teachers on Tier 1 SEL support and strategies (such as threshold greetings) to support all students. To address the heavy mental health caseload, the school anticipates hiring a general education counselor for the upcoming school year. Finally, the team is developing a comprehensive resource guide to share with families detailing local outside community agencies they can access for additional support.

Action 3.6: 504 Coordination and Implementation

The 504 coordination team is working diligently to establish a consistent Response to Intervention (RTI) team that utilizes objective data to support general education students. Following the onboarding of a new Program Specialist in late February, the team has been holding 504 meetings with high fidelity and intentionally looping in general education teachers regarding updates to student accommodations.

Successes

Successfully divided 504 responsibilities, holding over 85% of meetings to date and remaining on track to complete all required meetings this year.
Built strong relationships with families and improved collaboration with Student Support Services to analyze data and implement necessary MDRs, safety plans, and reentry plans.

Rewrote accommodations to ensure they are clearer and more actionable for general education teachers.
Identified gaps in the referral process to continuously improve coordination practices.

Challenges

Managing the sheer volume of holding all 504 meetings within a single academic year.
Creating a clear, objective-data-driven referral process and identifying universal screeners that do not take away from instructional time.
Navigating outside clinician recommendations for 504 plans that are based solely on family anecdotal data rather than objective school data.
Systemic barriers, such as not all students with 504s appearing on the Beyond SST platform, which hinders the implementation of their accommodations.

How challenges will be addressed
The team has created a master 504 calendar to ensure all remaining meetings are held on time. To address referral challenges, staff are communicating directly with outside clinics to require objective data sharing prior to making assessment recommendations. The team is also actively working to establish universal screeners to tier students for targeted interventions. Finally, mental health provider hours on campus were increased to specifically support the unmet mental health needs of students on 504 plans.

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

Action 3.1: Student Support Services for Students that are Suspended
Last Year's Planned Expenditures: $621,551
Current Estimated Actual: $671,695
LREBG: $166,693
Our spending increased for this goal because we involved our existing Middle School Student Activities Coordinator more deeply in these plans this year and shifted a portion of our principal's salary into this action. Additionally, to ensure our students have the mental health and behavioral support they need, we utilized the Learning Recovery Emergency Block Grant to fully fund our Deans of Discipline, our Social Worker, and the Talkspace platform after our federal Title IV funds were exhausted. These investments allowed us to successfully pilot alternative correction methods instead of relying on suspensions. We saw a dramatic reduction in schoolwide suspensions and an increase in students choosing to drop in with our social worker. We are now working on proactive strategies to address unkind language and anxiety before behaviors escalate.

Action 3.2: Integrated Family Engagement
Last Year's Planned Expenditures: $472,093
Current Estimated Actual: $527,912
LREBG: $50,207
We spent more than initially planned to expand our outreach and support for families. A portion of these efforts was supported by the Learning Recovery Emergency Block Grant. Over the year, we hosted five English Learner Advisory Committee meetings covering topics from reading strategies to student data, and partnered with our support team to host workshops on meeting students' emotional needs. While

we successfully reached 26 parents who consistently attend these meetings, we found it challenging to engage parents of our older high school students. Moving forward, we will explore new communication methods beyond our current parent portal to ensure all families feel connected and involved.

Action 3.3: SWD Suspension Rate Reduction

Last Year's Planned Expenditures: $270,414
Current Estimated Actual: $322,114
LREBG: $56,207
The increase in expenditures is a result of restructuring our Dean coverage to provide more focused support and adding a new Associate Dean to our middle school team. The Learning Recovery Emergency Block Grant helped fund these crucial personnel changes. This allowed our Deans to actively engage in restorative justice practices and hold proactive parent meetings before suspensions occur. By implementing these alternative forms of correction, we are successfully reducing exclusionary discipline for our students with disabilities. We will continue tightening our systems to build a healthier campus culture and ensure students develop strong coping skills.

Action 3.4: Increase in School Connectedness

Last Year's Planned Expenditures: $492,369
Current Estimated Actual: $574,227
LREBG: $96,966
Our spending increased as we invested more heavily in community building events, such as our first annual middle school club fair, and increased support for school dances and sports. The Learning Recovery Emergency Block Grant helped support these campus culture initiatives. According to our Spring survey, 63 percent of students report feeling close to people at school, 68 percent feel there is an adult who listens to them, and about 55 percent participate in a club or sport. However, we noted a drop in students' perception of school safety, specifically concerning reports of race based unkind language. To address this immediately, we are administering a follow up survey specifically for our Black and African American students to better understand their experiences and take informed action.

Action 3.5: SEL Support

Last Year's Planned Expenditures: $248,978
Current Estimated Actual: $0
LREBG: N/A
We did not spend the allocated funds from this specific budget action, as our mental health and social emotional learning supports were absorbed into other funding areas and provided by external partners. Despite the zero dollar expenditure here, we successfully implemented a six week anxiety group for students, provided state approved professional development on supporting LGBTQ youth, and brought on a school counselor specializing in gender identity. We also increased mental health services for our students with 504 plans. Our next step is to provide more training for our general education teachers so they can seamlessly integrate emotional support strategies directly into their daily lessons.

Action 3.6: 504 Coordination and Implementation

Last Year's Planned Expenditures: $80,549
Current Estimated Actual: $63,549
LREBG: $63,549

We spent less than budgeted because the new 504 Coordinator left mid-year and we onboarded our and Program Specialist in late February, which was later than planned. While establishing a consistent intervention team took longer than expected, bringing on our new specialist helped us catch up quickly. We have successfully held over 85 percent of our meetings and are on track to finish all 504s by the end of the year. We also rewrote student accommodations to make them clearer for general education teachers to implement. Because we noticed some students with 504 plans needed more robust emotional support, we increased our mental health provider's time on campus. Finally, we are now working directly with outside clinicians to ensure they review objective school data before recommending new 504 plans.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1: Student Support Services for Students that are Suspended

Effective

We have maintained a low overall suspension rate of approximately 0.6% (unduplicated) to date. The school successfully utilized alternatives to suspension, implementing 141 forms of Off-Campus Management (OMC) and Restorative Projects in the Middle School, and 44 in the Upper School. However, data indicates a growing need to shift focus toward Tier 1 and Tier 2 interventions. Tier 1 data shows an increase in derogatory language and a harmful "joke culture" in the Middle School, alongside a need for healthy coping mechanisms for anxiety and navigating social dynamics in the Upper School. Tier 2 small group interventions were temporarily paused due to department capacity constraints and a need to reset qualifying criteria. Rising social worker drop-ins and lower-level referrals signal that more robust Tier 1 and Tier 2 supports are needed over the current heavy focus on 1:1 intensive Tier 3 interventions. Moving forward, the focus will be on tightening Tier 2 systems, shaping a healthy Tier 1 campus culture, building Tier 3 capacity, and proactively engaging families to prevent student escalation.

Action 3.2: Integrated Family Engagement

Effective

We successfully provided parent workshops, allowed parents to provide feedback on their experiences, and offered information on topics of direct interest. The school has consistently promoted each event on the Master Calendar and ParentSquare to ensure widespread visibility. Notably, the English Learner Advisory Committee (ELAC) meetings have been highly successful; transitioning from virtual to in-person meetings has improved attendance, particularly for parents who are already on campus picking up their children from Marlin Academy, resulting in a consistent turnout of 10 to 15 parents per meeting.

Action 3.3: SWD Suspension Rate Reduction

Effective

There has been a demonstrable reduction in the suspension rate for Students with Disabilities (SWD) during the 2025-2026 school year compared to the 2024-2025 school year. By the end of the reporting period, the Middle School recorded a total of 11 suspensions and the Upper School recorded 4 suspensions, maintaining a consistently lower rate from the mid-year mark and demonstrating overall progress toward the reduction goal.

Action 3.4: Increase in School Connectedness

Effective

Community engagement has increased, fostering a more connected campus. Students have actively taken advantage of opportunities to attend school dances and athletic games, which has demonstrably increased community engagement numbers. The leadership team continues to implement next steps and explore ongoing areas for improvement regarding school connectedness and safety, utilizing current student programming, planned initiatives, and follow-up surveys to sustain this positive momentum.

Action 3.5: SEL Support

Effective

The overall number of suspensions decreased from last year by utilizing restorative practices and skills development programs implemented by the Deans in lieu of suspension. Additionally, the campus has seen a positive increase in class attendance while students are on campus. The school has also successfully strengthened its relationships with the families of LGBTQ+ students by placing a strong, intentional emphasis on increasing staff competency regarding gender identity.

Action 3.6: 504 Coordination and Implementation

Partially Effective

The team successfully ensured that 504 students received the bulk of their accommodations and effectively communicated 504 updates to general education teachers following meetings. The team also increased mental health services for 504 students, successfully implemented safety and reentry plans for students displaying self-harm behaviors, and established strong relationships with families. Furthermore, the school nurses have done excellent work addressing the specific medical needs of 504 students, and clinicians are being supported to use more objective data for referrals moving forward. However, ongoing challenges regarding staffing and bandwidth have made it difficult to hold all required 504 meetings and have severely limited the ability to include general education teachers in the in-person meetings due to time conflicts.

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

There have been significant changes to MWA's LCAP following the needs analysis and self-study process of the WASC accreditation. In an effort to create a cohesive school-wide action plan that aligns both the WASC and LCAP goals and actions, Goal 3: Community Engagement and Climate has been created based on the old LCAP goal of Diversity, Equity and Inclusion to adjust MWA's strategic trajectory and match the goal and actions as defined in MWA's 2026 WASC report. This goal has similarities to the Diversity, Equity, and Inclusion goal, with a more actionable focus on how we can achieve our desired outcomes of having a more connected campus.

All of the original goal and action descriptions for Goal 3: Diversity, Equity, and Inclusion can be found below.

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Goal:
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 stuff focused on specific student groups, and events.

The following description is why the previous Goal 3: Diversity, Equity, and Inclusion goal was made:
One of our core values is community; MWA was founded on the belief that diversity, equity and inclusion are a critical part of learning. In June 2022, the Making Waves Education Foundation installed two monuments to name MWA a Campus for Equity in Education in honor of our founders as a way to recognize their commitment and impact. The campus naming is consistent with the founder's vision for Richmond, our students, and their families – a school in the community that can be an example of what it means to provide students with the kind of educational opportunities all students in our country deserve – no matter their family's race/ethnicity, income, zip code, or background. In the context of the learning environment, we believe family partnerships, student engagement, and school climate are directly connected to a student's sense of belonging which can deeply impact their ability to learn. (Actions 3.2, 3.4, 3.5, and 3.6; Metrics 3.5, 3.6, 3.7, 3.8, 3.11, 3.14, 3.15, 3.16, 3.17)
We believe that strong partnerships with parents is incredibly valuable and we want to continue monitoring our efforts on that front. An engaged parent can be one of the most effective levers to engage our students. This is especially true for students who require additional support (SPED, EL, socio-economically disadvantaged, chronically absent, accelerated learners, etc.). (Action 3.2 and 3.6; Metrics 3.5, 3.6, 3.7, and 3.8)
CA State Dashboard data has told us that historically we have had high suspension rates, specifically with our English Learners, Latino, students with disabilities, and low-income student groups. While our internal data shows that these suspensions have happened due to major offenses, we strive to reduce the number of these incidents through training student support. Our suspension rates for students with disabilities has qualified us for Differentiated Assistance, leading us to give addition focus to this student group. We will be using PBIS (Positive Behavior Interventions and Supports) to promote positive behavior, as well as training staff to better understand disabilities as to create an environment that can holistically support our students. (Actions 3.1 and 3.3; Metrics 3.3, 3.4, 3.9, and 3.10)
Lastly, we want all of our students to feel safe so they continue coming to school. This starts by creating an inclusive environment that prioritizes learning and student success. If students do not feel safe, they will have a very difficult time accessing their education. (Action 3.4 and 3.5; Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.13, 3.13)

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Metrics:

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 following metrics were further disaggregated in the Baseline and Year 1:
3.1 Chronic Absenteeism Rate: % who are absent, excused or unexcused, more than 10% of school days (LCFF Priority 5B)
3.2 Attendance Rate: ADA (Average Daily Attendance) Rates (LCFF Priority 5A)
3.3 Suspension Rate (LCFF Priority 6A)

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Actions:

The following actions have been discontinued or modified based off of findings in the WASC report:
3.1 Student Support Services for Students that are Suspended
1. Student Support Services for Suspended Students:
a. Focus on students not getting needed support for behavior issues leading to repeated problems and negative feelings, especially for unduplicated student groups (English Learners, Low-Income, Foster Youth).
b. Review suspension data and talk with students to better understand their needs.
i. Give special attention to the data behind why English Learners, Hispanic, and Socioeconomically Disadvantaged students have higher suspension rates
ii. Give special attention to the talking with English Learners, Hispanic, and Socioeconomically Disadvantaged students to better understand their needs
c. Target skills like self-control, emotional identification, and anxiety reduction.
i. Bring in external community engagement to support students in learning these skills.
d. Provide support while students participate, keeping families updated and offering learning resources.
e. Improve communication between schools and families.
f. Address tough topics at home and build a stronger educational support network for students.

3.2 Integrated Family Engagement

1. Engaging Families with Consistent Accessible Opportunities:
a. Ensure families have regular and easy chances to join in with the school community, including families of unduplicated student groups (English Learners, Low-Income, Foster Youth).
b. Ask families what they're interested in and what they need through a survey
i. This way we can discover new family engagement strategies that are specifically designed to engage families in the MWA community.
ii. This will also include families in decision-making processes.
c. Plan workshops, field trips, and community engagement that families will like and find useful in supporting their students.
d. Put workshop dates on the school calendar and tell families about them through signs and the parent portal.
e. Update signs, the parent portal, and other things to talk better with families.
f. This way, the school wants to make sure families and the school work well together and feel connected.

3.3 SWD Suspension Rate Reduction

1. Reducing Suspension Rates for Students with Disabilities:
a. Find out why students with disabilities are suspended often.
b. Use PBIS (Positive Behavior Interventions and Supports) to promote good behavior and make the school welcoming for everyone.
c. Set clear behavior rules, reward good behavior, and help students who might get suspended.
d. Train staff on understanding disabilities, managing behavior, calming situations down, and talking well with students who have disabilities.
e. Make sure families and the school work together to help each student.

3.4 Increase in School Connectedness

1. Building a Supportive Environment:
a. Create a school where students, including unduplicated student groups (English Learners, Low-Income, Foster Youth), feel valued and connected.
b. Assess the current environment through interviews, student groups, and surveys to find strengths, weaknesses, and areas for improvement.
c. Encourage positive interactions with team-building activities, peer support groups, and projects.
d. Embrace diversity by celebrating different cultures, languages, and traditions through events and activities.
i. This includes bringing in external contractors who best represent our unduplicated students to build this community awareness and connection.
2. Community Involvement
a. Give students a voice in decision-making, including unduplicated student groups (English Learners, Low-Income, Foster Youth).
b. Involve families by organizing workshops and opportunities for them to participate.
c. Create experiences for unduplicated students outside of the classroom and MWA to community build through field trips that value exposure to diverse cultures and experiences.
d. By doing this, MWA aims to make students feel connected, supported, and empowered to succeed socially and academically in a positive and inclusive environment for our unduplicated student groups (English Learners, Low-Income, Foster Youth) and all students.

3.5 SEL Support

1. Research Additional Resources for Students:

a. Offer online resources students can use to process and reflect on behaviors.
b. Create opportunities for self-regulation and emotional processing through structured activities.
2. SEL Academy for Students Post-Suspension:
a. Develop a restorative SEL academy for students to complete after suspensions.
b. Support skill development to address behavioral challenges and promote long-term change.
3. Build a Clear Restorative/Skill Development Curriculum:
a. Create a clear, structured curriculum focused on SEL skills and restorative practices.
b. Integrate skill-building exercises to help students better manage their emotions and behavior.
4. Coaching Support for Teachers:
a. Provide professional development and coaching for teachers to effectively incorporate SEL strategies into their curriculum.
b. Equip teachers with the tools to foster a positive classroom environment focused on emotional intelligence.

3.6 504 Coordination and Implementation

1. Current System Evaluation
a. Review the existing 504 plan management process.
b. Identify gaps in compliance and efficiency.
c. Gather feedback from teachers, parents, and students to assess the effectiveness of the current process.
2. Create and Implement 504 Coordinator Role
a. Develop a comprehensive job description for the 504 Coordinator, clearly outlining responsibilities and required qualifications.
b. Determine appropriate compensation based on the scope of responsibilities.
3. Standardize Procedures for 504 Plan Development
a. Establish clear and consistent procedures for student referrals, evaluations, and the development of 504 plans.
b. Ensure quality control and consistency in the implementation of plans.
4. Staff Support and Training
a. Provide training for staff on 504 plan procedures and compliance.
b. Ensure ongoing professional development to support the success of students with disabilities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Support Services for Suspended Students	**1. Behavioral and Social-Emotional Support** a. Support During Suspension: Provide academic and emotional help during suspensions to prevent students from falling behind and to stop repeat behavior issues.	$609,153.00	Yes

Action #	Title	Description	Total Funds	Contributing
		b. Skill Building: Focus on teaching students self-control, how to handle anxiety, and better ways to solve problems. c. Community and Home Connection: Use local resources to support students and share tips with families so they can use the same strategies at home. d. Inclusive Care: Prioritize support for critical learner groups (ELs, Foster Youth, Low-Income, Black/African-American, and SWD) using respectful and culturally relevant approaches. **2. Interventions for Students with Disabilities (SWD)** a. Data-Driven Improvements: Study suspension records to find patterns and use positive behavior systems to reduce avoidable suspensions. b. Individualized Help: Provide one-on-one or small-group support (Tier 3) and alternative discipline methods for students who need extra guidance. c. Early Action: Set clear expectations and step in early to help students who are at risk of struggling. d. Specialized Staff Training: Train teachers and staff in disability awareness, how to calm tense situations (de-escalation), and clear communication. **3. Staff Awareness and Family Engagement** a. Staff Professional Development: Help staff better understand the specific emotional and behavioral needs of high-need student groups. b. Family Partnerships: Make family members active partners in their child's support plan through regular, open communication. c. Continuous Improvement: Regularly track suspension trends to see what is working and where we need to improve our support.		
3.2	Annual Communication Planning	**1. Structured Feedback and Engagement Systems** a. Inclusive Decision-Making: Improve how we gather input from students, families, and staff to help shape school decisions. b. Consistent Communication: Create a regular schedule for updates on meetings, events, and surveys to keep everyone connected and informed. **2. Communication and School Culture**	$221,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Encouraging Student Success: Use feedback from student surveys to show students we believe in their potential and have high expectations for them. b. Connecting Families to Support: Find better ways to make sure students and families are aware of the academic programs and extra help available at the school.		
3.3	Increase in School Connectedness	**1. Building a Welcoming School Culture** a. Student Connection: Foster an environment where ELs, Low-Income, and Foster Youth feel valued and connected. Use focus groups and interviews to identify areas for improvement. b. Celebrating Diversity: Organize school-wide events that recognize the cultures and languages of our critical learner groups and engage external partners who reflect these students' backgrounds. c. Empowering Families: Involve families of ELs, Foster Youth, Low-Income, Black/African-American, and SWD in school decision-making through workshops and volunteer opportunities informed by parent surveys. d. Targeted Improvements: Align school programming with survey findings to improve the sense of belonging and safety for ELs, Low-Income, and Foster Youth families. **2. Family and Community Partnerships** a. Student Voice: Involve students—particularly ELs, Foster Youth, Low-Income, Black/African-American, and SWD—in school decision-making and building our community through leadership positions and ongoing feedback. b. Meaningful Activities: Use feedback from parent surveys to plan workshops, volunteer opportunities, and field trips that are meaningful and respect the diverse cultures of our families. c. Prioritizing Access: Ensure families of ELs, Low-Income, and Foster Youth have regular and easy-to-access opportunities to participate in school events and community programs. d. Staff Training: Provide training for staff on the best ways to partner and communicate with families to build stronger, more effective collaborations.	$447,607.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		3. Clear and Accessible Communication a. Communication Tools: Use clear and simple channels—including the school calendar, parent portal, and campus signage—to keep families informed. b. Continuous Improvement: Regularly check and update these communication methods to make sure they are clear and accessible for every family. **4. Strengthening the Sense of Belonging** a. Data-Driven Support: Use findings from "school climate" surveys to create programs that improve student safety, relationships, and the feeling that every student belongs. b. Tracking Success: Monitor participation and survey results to see if our efforts are working. Adjust these programs as needed to make sure they remain fair and inclusive for all student groups.		
3.4	Social-Emotional Learning (SEL) Support	**1. Social-Emotional Resources and Skill-Building** a. Accessible Tools: Provide both online and in-person tools to help students practice self-regulation, reflection, and emotional processing. b. Core Curriculum: Develop a structured social-emotional learning (SEL) curriculum that teaches students how to manage emotions, navigate conflict, and build resilience. c. Small-Group Support (Tier 2): Use referral and assessment data to provide extra, targeted help for students who need more support than what is provided in general advisory classes. **2. Restorative Support and Re-entry** a. SEL Academy: Create a specialized program for students returning from suspension that focuses on healthy coping mechanisms and managing anxiety or grief. b. Proactive Family Collaboration: Connect with parents and guardians early to partner on student growth and behavioral support. c. Data Monitoring: Regularly track behavior, school climate, and attendance—specifically monitoring chronic absenteeism—and break this data down by student subgroups to ensure no group is being overlooked.	$813,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Staff Coaching and Classroom Environment a. Embedded Strategies: Provide teachers with coaching and professional development to naturally weave social-emotional strategies into their daily lessons. b. Inclusive Classrooms: Equip staff with the tools to create restorative and emotionally supportive classrooms that are welcoming to all students. c. Data-Driven Coaching: Align teacher support with actual student behavior data and observed needs to ensure the training is relevant and effective.		
3.5	504 Coordination and Implementation	**1. Evaluation and Assessment** a. System Review: Assess existing 504 management systems to identify gaps and evaluate efficiency, compliance, and effectiveness. b. Education Partner Input: Gather feedback from teachers, parents, and students to determine the program's impact on student success and access. c. Mental Health Support: Evaluate referral and assessment process to accurately identify mental health support needs for all students. **2. Standardized Procedures and Alignment** a. Regulatory Framework: Refine clear, consistent procedures for referrals, evaluations, and plan development that align with district, state, and federal regulations. b. Quality Control: Implement measures and monitoring systems to ensure implementation fidelity across all classrooms. **3. Professional Development and Support** a. Comprehensive Training: Provide staff with initial and ongoing professional development on 504 procedures, compliance requirements, and instructional best practices. b. Implementation Guidance: Offer continuous support and guidance to ensure staff can effectively maintain student supports and plan fidelity.	$334,400.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Targeted Interventions Strategic Focus: Compliance Integrity, Targeted Intervention, and Accountability for Critical Learner Groups The Goal: Ensure rigorous adherence to state-mandated LCAP requirements by providing dedicated focus to actions triggered by school performance data. This goal serves as a bridge between long-term WASC strategic efforts and immediate, data-driven interventions required for Differentiated Assistance (DA), specifically addressing the needs of English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD) to eliminate performance gaps and "Red" indicators on the California School Dashboard. -- **This is a new goal as of Fall 2026 that does not appear in MWA's WASC.**	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to create a clear structural distinction between MWA's broad, multi-year WASC school improvement efforts and the specific, high-priority actions mandated by the LCAP, state dashboard, and the Differentiated Assistance (DA) process. By isolating these actions into Goal 4, MWA ensures that mandated supports for high-need student groups receive dedicated funding, monitoring, and administrative focus without disrupting the continuity of the overall school-wide action plan.

By codifying these requirements into a standalone goal, MWA addresses several critical needs identified through the LCAP reflection cycle, starting with targeted language acquisition. While general EL progress is strong, the specific needs of our 30+ ELs and 15+ LTELs require CA-approved, standards-aligned curriculum and specialized professional development to move students toward reclassification. This effort is paired with a focus on academic gap closure; LTELs require consistent, targeted intervention outside of regular instructional time. Because MWA serves an 85% unduplicated student population, these academic supports are designed to be provided school-wide, ensuring that Low Income, Foster Youth, and Students with Disabilities also benefit from increased access to tutoring and office hours.

Goal 4 prioritizes behavioral equity to address DA findings by implementing specialized support services for suspended students, the school focuses on "upstream" skill-building—such as self-control and de-escalation—specifically tailored for LTELs and SWDs who are disproportionately impacted by traditional disciplinary measures. Ultimately, Goal 4 ensures that MWA remains responsive to state accountability measures while deepening our commitment to systemic equity. It allows the school to clarify additional needs as they arise—addressing "Red" indicators in real-time—while maintaining a consistent long-term action plan for the entire school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	CA Dashboard Dashboard indicators in the red by student subgroup	English Language Arts: Students with Disabilities Suspension Rates: English Learners Hispanic Socioeconomically Disadvantaged Students with Disabilities (2022-23)	Math: Long-Term English Learners Chronic Absenteeism: African American/Black Students with Disabilities Suspension Rate: African American/Black English Learners Hispanic Long-Term English Learners Socioeconomically Disadvantaged Students with Disabilities (2023-24)	Suspensions: English Learners Long-Term English Learners (2024-25)	No red indicators	3 less red indicators
4.2	TA Eligibility	Metric created in Spring 2026	Metric created in Spring 2026	Metric created in Spring 2026	Not eligible for TA	***

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Areas that we have been identified for Technical Assistance (Including Differentiated Assistance)			-- ***		
4.3	English Learners Number of ELs enrolled	Metric created in Spring 2026	Metric created in Spring 2026	Metric created in Spring 2026 -- ***	Create more visibility for our ELs to receive targeted interventions.	***
4.4	Long-Term English Learners Number of LTELs enrolled	Metric created in Spring 2026	Metric created in Spring 2026	Metric created in Spring 2026 -- ***	Create more visibility for our LTELs to receive targeted interventions.	***

Goal Analysis [2025-26]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All actions in Goal 4 are new as of Fall 2026.

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

All actions in Goal 4 are new as of Fall 2026.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

All actions in Goal 4 are new as of Fall 2026.

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

All actions in Goal 4 are new as of Fall 2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	**Language Acquisition Program (ELs)**	**1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs.** **2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs in English language acquisition.** **3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including integrated language development, scaffolding, and academic vocabulary instruction.** -- Adapted from former action 1.6	$344,837.00	Yes
4.2	**Language Acquisition Program (LTELs)**	**1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports LTELs.** **2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support LTELs in English language acquisition.** **3. Bring in consultants to support teachers with implementing effective strategies for LTELs, including integrated language development, scaffolding, and academic vocabulary instruction.**	$326,877.00	Yes

Action #	Title	Description	Total Funds	Contributing
		-- Adapted from former action 1.6		
4.3	Academic Support (LTELs)	1. Prioritizing Math: a. Focus tutoring and academic support initiatives on Math and ELA for LTELs and other critical learners (SWD, ELs, Black/African American students, etc) b. Reinforce foundational literacy and numeracy skills essential for overall academic growth. c. Address performance gaps and support grade-level mastery in core content areas. -- Adapted from former action 1.7 to specifically track LTEL progress.	$109,510.00	Yes
4.4	Student Support Services for Suspended Students (LTELs)	1. Behavioral and Social-Emotional Support for LTELs a. Support During Suspension: Provide academic and emotional help during suspensions to prevent students from falling behind and to stop repeat behavior issues. b. Skill Building: Focus on teaching students self-control, how to handle anxiety, and better ways to solve problems. c. Community and Home Connection: Use local resources to support students and share tips with families so they can use the same strategies at home. 2. Interventions for Students who are LTELs with Disabilities (SWD) a. Data-Driven Improvements: Study suspension records to find patterns and use positive behavior systems to reduce avoidable suspensions. b. Individualized Help: Provide one-on-one or small-group support (Tier 3) and alternative discipline methods for students who need extra guidance.	$160,436.00	Yes

Action #	Title	Description	Total Funds	Contributing
		c. Early Action: Set clear expectations and step in early to help students who are at risk of struggling. d. Specialized Staff Training: Train teachers and staff in disability awareness, how to calm tense situations (de-escalation), and clear communication. **3. Staff Awareness and Family Engagement in LTEL support** a. Staff Professional Development: Help staff better understand the specific emotional and behavioral needs of high-need student groups. b. Family Partnerships: Make family members active partners in their child's support plan through regular, open communication. c. Continuous Improvement: Regularly track suspension trends to see what is working and where we need to improve our support. -- Adapted from action 3.1 to specifically support LTELs		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$3134339	$245,162

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
27.702%	0.000%	$0.00	27.702%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor
1.1	**Action:** Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners **Need:** Analysis of student performance data highlights persistent achievement gaps for unduplicated student groups, and critical learners. (Including, but not limited to: ELs, LTELs, and SWD). While overall proficiency in ELA and Math has improved, these students	This action strengthens Tier 1 instruction by providing targeted professional development, coaching, and curriculum support to ensure all teachers deliver rigorous, standards-aligned instruction with embedded SEL practices. Core instructional strategies are implemented consistently across classrooms, creating equitable access to high-quality learning. Tier 2 and Tier 3 interventions provide additional, data-informed support for students who are struggling, ensuring gaps are addressed proactively. Collaboration	1.4 (Adopted standards are implemented) 1.9 (English) 1.10 (Math) 1.11 (Science) 1.17 (Teacher Proficiency)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	continue to perform significantly below their peers. Data also indicate variability in Tier 1 instruction quality across classrooms, with inconsistent implementation of explicit vocabulary instruction, comprehension strategies, and structured academic discourse. Additionally, SEL integration within core instruction is uneven, limiting opportunities for all students—especially critical learners—to engage fully and develop resilience, growth mindset, and perseverance. **Scope:** LEA-wide	between teachers, the Instructional Leadership Team, and PLCs allows for ongoing review of student work and performance data, facilitating adjustments to Tier 1 instruction and enhancing outcomes for unduplicated student groups, and critical learners. (Including, but not limited to: ELs, LTELs, and SWD). This action is being provided on an LEA-wide basis because while these instructional improvements are principally directed toward closing the achievement gaps for our critical learners, implementing these high-quality Tier 1 supports and robust intervention systems across the entire school will positively impact the general student population by raising the overall rigor and consistency of instruction.	
1.2	**Action:** Enhancing Instructional Capacity and Professional Growth **Need:** Making Waves Academy has demonstrated growth in overall student outcomes; however, persistent achievement gaps remain for ELs, LTELs, and SWD. Analysis of CAASPP, ELPAC, and internal assessment data shows that these groups are not making proportional gains compared to peers, highlighting the need for more targeted, high-quality instruction. Additionally, teacher development varies across experience levels, with new teachers requiring structured onboarding and ongoing support, while all teachers benefit from consistent coaching, observation, and feedback to strengthen Tier 1 instruction.	This action strengthens instructional capacity by embedding structured, continuous coaching cycles and observation systems that target both general and critical learner-focused strategies. New teachers receive specialized onboarding to accelerate their instructional competence, while ongoing PD for Tier 1 faculty and ELD teachers equips staff with research-based strategies to meet the needs of SWD, ELs, and LTELs. Formal evaluation and regular observation cycles reinforce professional expectations, ensuring consistent instructional quality. Simultaneously, the Structured English Immersion program and explicit, LIP-aligned instruction accelerate language acquisition for ELs, supporting access to rigorous core content. Together, these components create a coherent, data-driven approach to professional growth, promoting equity and improved outcomes for all students.	1.1 (Teacher credentials and assignments) 1.3 (Facilities) 1.5 (% of Teachers Who Participate in PD) 1.15 (Teacher Retention) 1.16 (Teacher Retention) 1.18 (Coaching Sessions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	This action is implemented LEA-wide because while the specialized professional development and coaching cycles are principally directed to support the unique needs of ELs, LTELs, and SWD, enhancing the overall instructional capacity and observation systems school-wide ensures that the resulting improvements in teaching quality positively impact the general student population as well.	
1.3	**Action:** Improve Academic Outcomes for Critical Learner Groups **Need:** Data indicates that Students with Disabilities (SWD), English Learners (EL), and Long-Term English Learners (LTELs) consistently perform below grade-level expectations across core subjects. ELA and Math proficiency for SWDs remains particularly low, with DFS far below standard, and EL/ LTEL groups demonstrate persistent literacy gaps that limit access to grade-level content. Achievement disparities for Black/African-American and Socioeconomically Disadvantaged students also highlight the need for targeted academic interventions. Professional development and instructional supports must be explicitly designed to address these equity gaps, while supplemental and specialized services are required to ensure all students can access rigorous instruction and achieve meaningful growth. **Scope:**	This action implements a multi-pronged approach to close achievement gaps for critical learner groups. It sets measurable academic growth goals for SWDs in ELA and Math, aligning with CA State Dashboard expectations. Targeted professional development equips faculty with evidence-based strategies for inclusive Tier 1 instruction and reading support for ELs and LTELs. Refinement of Specialized Academic Instruction (SAI) and Extended School Year (ESY) services ensures these supports are closely aligned with general education. Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL) coaching removes learning barriers and increases access to the core curriculum. Cross-content reading strategies strengthen language development schoolwide, and strategic partnerships with external tutoring providers expand supplemental support, particularly in Math and ELA, for SWDs, ELs, LTELs, and other high-need students. This action is provided on an LEA-wide basis because while MTSS frameworks, UDL coaching, and targeted reading strategies are principally directed toward accelerating academic outcomes for critical learners most at risk of	1.6 (ELD PLC Attendance) 1.7 (EL Reclassification Rate) 1.8 (ELPI) 1.9 (English) 1.10 (Math) 3.10 (PD Sessions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	underperformance, embedding these inclusive practices throughout the school's general education system will simultaneously benefit and positively impact the broader student population.	
2.1	**Action:** Improve Academic Outcomes for Critical Learner Groups **Need:** Despite the school's overall success in expanding rigorous coursework and college/career pathways, data from LCAP analysis and the recent WASC visit show that students in critical learner groups—including English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD), low-income students, Black/African-American students, Foster Youth, and accelerated learners—face disproportionate challenges in achieving academic and postsecondary success. Metrics indicate disparities in AP success, SAT/college readiness benchmarks, and pathway completion for these students. Additionally, feedback from consistent LCAP advisory group engagement, family and student surveys, and targeted student discussions highlights that these students often require coordinated academic, emotional, and career support to navigate transitions across grade levels, access college and career resources, and engage families in postsecondary planning. Holistic supports—including attention to mental, physical, and academic well-	This action strengthens teamwork across departments to ensure that all critical learner groups receive consistent, high-quality support throughout their academic journey. Coordinated support and student-centered meetings allow staff to identify barriers, develop tailored interventions, and track progress on both academic outcomes and college/career readiness. Consistent systems and shared goals ensure that supports are equitable and sustained as students transition from middle to high school. By starting college and career preparation early and regularly analyzing data on graduation and readiness outcomes, the school can target interventions where they are most needed. Finally, family involvement and targeted workshops help bridge knowledge gaps for families of ELs, LTELs, and SWD, ensuring students have the guidance and resources to successfully navigate postsecondary pathways. Collectively, these strategies directly address the gaps identified for students from intersectional backgrounds and work to eliminate inequities in academic outcomes and postsecondary preparation. This action is being provided on an LEA-wide basis because while these coordinated supports and holistic interventions are principally directed toward critical learner groups, establishing consistent systems, shared goals, and early college/career preparation school-wide benefits the general student population by improving the	2.3 (Graduation Rate) 2.4 (Drop Out Rate) 2.10 (Post-Secondary Planning)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	being—are especially important for students who belong to multiple critical learner groups. **Scope:** LEA-wide	overall quality of counseling and academic support for all students.	
2.2	**Action:** College and Career Pathway Scope and Sequence **Need:** Students at MWA require early, structured, and equitable exposure to college and career pathways to ensure they graduate ready for postsecondary success. Data from the WASC visit, its accompanying self-study, and ongoing LCAP monitoring indicate that while access to rigorous courses like AP and A-G classes is increasing, gaps remain in college and career readiness for English Learners, Students with Disabilities, Foster Youth, Low-Income students, and Black/African-American students. Furthermore, consistent LCAP advisory group engagement and family and student surveys reveal that students benefit immensely from hands-on experiences, advisory guidance, and targeted coaching to develop the knowledge, skills, and confidence needed to navigate postsecondary options. Student discussions corroborate that without this structured exposure and support, students may lack clarity on options, struggle with planning, or enter high school unprepared to make informed decisions about their futures.	This action provides a vertically aligned scope and sequence of college and career experiences, starting in middle school and continuing through high school, to build readiness skills progressively. Early exposure activities, including college and career exploration trips, visits from college representatives, and a College & Career Fair, help students develop awareness of postsecondary options. Targeted workshops and advisory lessons support critical learner groups, closing readiness gaps and ensuring equitable access to preparation. The integration of college and career content into advisory programs, combined with specialized coaching on admissions, major selection, financial literacy, and transition planning, ensures that students receive personalized guidance aligned with their needs. Regular progress monitoring allows advisors to adjust supports as needed, helping every student graduate with a clear plan and the skills needed for postsecondary success, in alignment with LCAP priorities and WASC recommendations. This action is provided on an LEA-wide basis because while targeted workshops and advisory lessons are principally directed toward closing readiness gaps for critical learner groups, providing a structured, vertically aligned scope and sequence of college and career experiences across all grade levels ensures that the entire	2.3 (Graduation Rate) 2.4 (Drop Out Rate) 2.10 (Post-Secondary Planning)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	student population graduates with clear postsecondary plans and readiness skills.	
2.3	**Action:** Graduation Pathways **Need:** MWA students need structured, equitable pathways to ensure they meet graduation requirements and are prepared for postsecondary success. Data from the WASC visit, self-study, and LCAP reviews indicate that early exposure to college and career requirements, particularly A-G course planning, is critical for students to make informed academic choices and build foundational skills. Additionally, critical learner groups—including English Learners, Students with Disabilities, Black/African-American students, low-income students, and Foster Youth—face systemic barriers to completing rigorous coursework and accessing postsecondary opportunities. Feedback gathered through consistent LCAP advisory group engagement, family and student surveys, and focus group student discussions underscores the pressing need to better support transitions from middle to high school so students can navigate course selection, graduation requirements, and career exploration effectively, while experiencing meaningful hands-on and community-engaged learning opportunities. **Scope:**	This action creates clear, accessible graduation pathways that guide students from middle school through high school, ensuring they meet state graduation requirements and are prepared for postsecondary success. Early preparation components, such as 8th-grade awareness of A-G requirements, career exploration, and postsecondary exposure, provide students with the knowledge and skills to make informed academic choices before high school. The action prioritizes equitable access to rigorous coursework for all students, especially those in critical learner groups, and includes mechanisms like credit recovery or a fifth-year option to ensure no student falls behind. Experiential learning opportunities, including field trips and community engagement, allow students to apply classroom knowledge in real-world contexts, while peer transition support connects middle school students with upper school mentors to model successful pathways and build confidence in planning for the future. This multi-pronged approach ensures that all students can graduate with tangible wins and clear postsecondary plans, aligning directly with the goal of fostering college and career readiness. This action is implemented LEA-wide because while prioritizing equitable access to rigorous coursework and credit recovery mechanisms is principally directed at removing systemic barriers for critical learner groups, establishing clear graduation pathways, early A-G awareness, and strong transition supports school-wide positively impacts the general population by ensuring all	2.2 (A-G Course Completion %) 2.8 (UC and CSU Eligibility) 3.12 (8th grade retention rates) 3.13 (Upper school retention rates)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	students stay on track for graduation and long-term success.	
2.4	**Action:** Postsecondary Readiness Pathways **Need:** Students at Making Waves Academy (MWA) need clear and equitable pathways to postsecondary success that are aligned with both student interests and workforce demands. The recent WASC visit and self-study highlighted the importance of vertical alignment and program expansion to ensure students are prepared for college, careers, and meaningful postsecondary experiences. Data shows that while AP participation and SAT participation have grown, there are gaps in achievement and readiness, particularly in ensuring students not only access rigorous coursework but also succeed in it. Additionally, insights drawn from consistent LCAP advisory group engagement, family and student surveys, and open student discussions emphasize that students need increased exposure to career and technical education (CTE) pathways and high-demand fields that connect directly to their academic goals. Providing concurrent enrollment opportunities and ensuring college credit articulation are essential to supporting a smooth transition from high school to higher education, particularly for students who may not have family experience navigating postsecondary options. **Scope:**	This action addresses these needs by creating Postsecondary Readiness Pathways that integrate CTE, concurrent enrollment, and AP access into a coherent system. The school surveys students, including middle schoolers, to gauge interest in future CTE offerings and uses the results to develop pathways aligned with in-demand fields, ensuring relevance and engagement. Partnerships with local colleges expand course offerings and align them with students' academic and career interests, while credit articulation agreements strengthen transitions to higher education. Broad access to AP courses is maintained, and SAT scores and AP exam pass rates (3+) are formally tracked as indicators of college readiness. Together, these strategies ensure that all students have access to rigorous academic opportunities, aligned career pathways, and actionable postsecondary plans, supporting equitable preparation for college and careers while responding directly to WASC findings and LCAP priorities. This action is provided on an LEA-wide basis because while targeted tracking and expanded CTE or concurrent enrollment opportunities are principally directed toward closing achievement gaps for underrepresented students, building a coherent system of rigorous academic opportunities and career pathways school-wide elevates postsecondary readiness and success for the entire student body.	2.1 (CTE) 2.5 (AP Pass Rate) 2.6 (EAP) 2.7 (CCI) 2.13 (CTE pathway and UC/CSU Eligibility)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.1	**Action:** Student Support Services for Suspended Students **Need:** Making Waves Academy has seen disproportionately high suspension rates among Students with Disabilities (SWD), English Learners, Black/African-American students, and Long-Term English Learners, with SWD suspensions rising from 7.4% in 2021-22 to 17.9% in 2023-24 and EL suspensions increasing from 8.5% to 17.5% over the same period. While overall suspensions have decreased through restorative practices and targeted interventions, these groups continue to experience barriers to consistent school engagement and academic progress. Data also shows that students removed through exclusionary discipline—particularly those from high-need groups—are at increased risk of disengagement, falling behind academically, and repeating negative behaviors. There is a need for proactive, culturally responsive, and individualized supports during suspensions to address these disparities and prevent students from falling further behind. **Scope:** LEA-wide	The Student Support Services for Suspended Students action directly targets these disparities by providing tiered academic and social-emotional interventions during suspension periods. Students receive individualized or small-group support (Tier 3) to maintain academic progress while also building skills in self-control, anxiety management, and problem-solving. Culturally responsive approaches prioritize SWD, ELs, Black/African-American students, and other high-need groups, ensuring that interventions are respectful and inclusive. The program strengthens family partnerships and leverages community resources so strategies are reinforced at home, while staff receive professional development on de-escalation, disability awareness, and behavior management. Data-driven tracking of suspension patterns ensures continuous improvement, enabling the school to reduce avoidable suspensions, prevent repeated behaviors, and support the re-engagement and well-being of students most at risk.	3.3 (Suspension Rate) 3.4 (Expulsion Rate) 3.10 (PD Sessions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Annual Communication Planning **Need:** Data from the WASC self-study shows that while families report high satisfaction with school responsiveness (88%) and safety (97%), students' perception of school connectedness, though improved, remains lower at 52%. Additionally, awareness of support services varies across student groups, particularly for Students with Disabilities, English Learners, and Black/African-American students. This gap indicates that while the school has effective programs in place, inconsistent communication limits equitable access to academic supports, extracurricular opportunities, and social-emotional resources, which can affect engagement, belonging, and academic success for high-need student groups. **Scope:** LEA-wide	The Annual Communication Planning action addresses this need by establishing structured feedback and engagement systems that ensure student, family, and staff input directly informs school decision-making. By creating a consistent communication schedule for updates on meetings, events, and surveys, the school strengthens awareness of available programs and supports, particularly for Students with Disabilities, English Learners, and other high-need groups. Additionally, using student survey feedback to highlight high expectations and celebrate progress reinforces a culture of support and belonging, helping students feel seen and connected, while family-focused communications ensure equitable access to resources and involvement in academic and social-emotional support systems.	3.14 (Engagement Events) 3.15 (Engagement Events) 3.18 (ParentSquare Engagement)
3.3	**Action:** Increase in School Connectedness **Need:** Despite overall gains in school climate and safety, students from critical learner groups—including English Learners (ELs), Low-Income, Foster Youth, Black/African-American students, and Students with Disabilities (SWD)—still experience gaps in school connectedness and a sense of belonging.	This action strengthens school connectedness by intentionally targeting both students and families from critical learner groups through structured opportunities for engagement, leadership, and representation. Focus groups, interviews, and climate surveys provide data to guide programming that fosters belonging and celebrates diversity, such as school-wide cultural events and student-led initiatives. Family empowerment is central, with workshops, volunteer opportunities, and decision-making roles	3.5 (School Climate Surveys) 3.6 (School Climate Surveys) 3.7 (Parent Participation) 3.8 (Number of Parents who participate in family workshops) 3.9 (PD Sessions) 3.11 (Student Input)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While perception data shows positive trends (e.g., “School Connectedness” increased to 52% in 2024-25), targeted analysis highlights that engagement and relational connections remain uneven for these student populations. Additionally, family involvement varies across groups, with some families facing barriers to meaningful participation in school programs and decision-making. The decline in EL enrollment (from 31% to 23%) further suggests that connection and inclusivity efforts for this group require reinforcement. **Scope:** LEA-wide	informed by parent surveys ensuring that families—including ELs, Foster Youth, Low-Income, Black/African-American, and SWD—have meaningful access to participate. Staff training on family partnership and clear, accessible communication tools further supports consistent engagement. By systematically monitoring participation and feedback, MWA ensures that these efforts are both equitable and effective, directly addressing disparities in student connection and family involvement.	3.16 (Student vs. Staff Demographics)
3.4	**Action:** Social-Emotional Learning (SEL) Support **Need:** MWA’s data highlights that while overall school climate and connectedness are improving, specific student groups—particularly Students with Disabilities (SWD), English Learners (ELs), and African American students—continue to experience challenges in engagement, behavioral regulation, and attendance. Chronic absenteeism for these groups, though declining, remains higher than average (SWD at 32.6%, African American students at 36.4%), and suspension rates have historically been disproportionately high for SWD, ELs, and Long-Term English Learners. Additionally, restorative practices and behavior interventions have been applied inconsistently, often after incidents rather than	The SEL Support action directly responds to these disparities by providing a tiered, data-driven framework for social-emotional development. Online and in-person tools, along with a structured SEL curriculum, ensure that all students have daily opportunities to practice emotional regulation, conflict resolution, and resilience. Targeted small-group support (Tier 2) addresses students who historically experience higher suspension or absenteeism, such as SWD, ELs, and African American students, offering additional interventions informed by referral and assessment data. Programs like the SEL Academy support students returning from suspension, promoting healthy coping and reintegration. Staff coaching and embedded strategies equip teachers to create inclusive, restorative classrooms while ongoing monitoring of behavior, attendance, and climate data ensures that interventions are effective and equitable across all student groups. This approach	3.1 (Chronic Absenteeism Rate) 3.2 (Attendance Rate ADA) 3.17 (Staff Satisfaction Survey)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	preventing them. This demonstrates a need for systematic, proactive social-emotional support that equips students with coping strategies, resilience, and relationship skills before crises occur, ensuring all students feel safe, supported, and able to fully engage in learning. **Scope:** LEA-wide	builds on MWA's culture of safety and belonging while proactively reducing risk factors for disengagement and disciplinary exclusion.	
3.5	**Action:** 504 Coordination and Implementation **Need:** Data from MWA shows that Students with Disabilities (SWD) have historically experienced higher suspension rates and chronic absenteeism compared with their peers, indicating inconsistent access to supports and interventions. While restorative practices and MTSS have reduced overall disciplinary actions, the rising suspension rate for SWD (17.9% in 2023–2024) suggests gaps remain in proactively identifying and addressing individual needs. Additionally, student and parent feedback highlight variability in awareness and access to 504 services, and mental health referrals are not always aligned with student needs. This underscores the need for a more consistent, data-driven system to ensure SWD receive equitable, timely, and effective supports in both academic and social-emotional domains.	The 504 Coordination and Implementation action strengthens systems by standardizing procedures for evaluation, referral, and plan implementation, ensuring compliance with federal, state, and district requirements while reducing inconsistencies across classrooms. By gathering feedback from teachers, students, and families, the school can align supports with actual student needs and improve mental health referral processes. Professional development and data-driven coaching equip staff with the skills to maintain plan fidelity and foster restorative, inclusive classrooms, directly addressing the disproportionality in suspensions and enhancing access to supports that promote both academic success and social-emotional well-being for SWD.	1.2 (Instructional Materials) 1.4 (Adopted standards are implemented) 3.10 (PD Sessions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Language Acquisition Program (ELs) **Need:** In 2023, 53.4% of English Learners (EL) at MWA progressed at least one level on the English Learner Progress Indicator (ELPI), and the school successfully met the reclassification rate goals established in the previous LCAP cycle. To maintain this positive trajectory and ensure continuous linguistic growth, MWA will continue to implement and refine the evidence-based methods that led to these results. With a population of 21% English Learners, MWA exceeds the state threshold of 30 ELs and 15 Long-Term English Learners (LTELs), making this a required LCAP action to ensure equitable access to core content and English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	MWA will provide EL students with high-quality, designated instruction using California-approved, standards-aligned curriculum to ensure academic vocabulary and language mastery. By continuing the implementation of language acquisition programs as defined in EC Section 306, the school provides a structured framework for linguistic development. Furthermore, ongoing professional development ensures that educators are equipped with the latest pedagogical strategies to support ELs in both designated and integrated settings, fostering a school-wide environment of language support.	Adapted from former action 1.6 1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs. 2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs in English language acquisition. 3. Bring in consultants to support teachers with implementing effective strategies for ELs and LTELs, including

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
			integrated language development, scaffolding, and academic vocabulary instruction.
4.2	**Action:** Language Acquisition Program (LTELs) **Need:** While MWA celebrated a 53.4% ELPI progression rate in 2023 and met previous reclassification targets, data analysis indicates a continued need for specialized support for Long-Term English Learners (LTELs). With 10% of our student body classified as LTELs, MWA exceeds the state-mandated threshold of 15 students for required action. These students require targeted linguistic interventions to move beyond intermediate proficiency and achieve full English reclassification, ensuring they can fully access the rigors of grade-level content. **Scope:** Limited to Unduplicated Student Group(s)	This action provides LTELs with dedicated, standards-aligned instruction using California-approved materials specifically curated to address advanced language development. By continuing the implementation of language acquisition programs as defined in EC Section 306, MWA ensures that LTELs receive the designated support necessary to bridge the gap between social and academic language. Additionally, professional development and consultant support will focus on high-leverage strategies—such as complex scaffolding and academic vocabulary—that are essential for helping LTELs overcome specific hurdles to reclassification.	1.4 (Adopted Standards Implementation) 1.5 (% of Teachers Who Participate in PD) 1.7 (EL reclassification rate) 1.8 (ELPI)
4.3	**Action:** Academic Support (LTELs) **Need:** Internal and state assessment data reveal persistent performance gaps in Mathematics and English Language Arts (ELA) for Long-Term English Learners (LTELs). To master grade-level standards and overcome cumulative learning gaps, these students	MWA will provide intensive academic support through a multi-pronged approach involving specialized tutoring, teacher-led office hours, and strategic partnerships with external educational agencies. While specifically designed to address the DA findings for LTELs in Math and ELA, this action is implemented on a school-wide basis due to MWA's 85% unduplicated student population. This broad implementation ensures that the intervention remains inclusive, reaching English	1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAST/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA),

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	require consistent, targeted intervention that extends beyond the regular instructional day. Because LTELs were identified for Differentiated Assistance (DA) under Priority 4, and MWA serves a population exceeding 30 ELs and 15 LTELs, this action is a mandated priority to ensure equitable academic outcomes. **Scope:** Limited to Unduplicated Student Group(s)	Learners, Foster Youth, and Low-Income students, as well as Students with Disabilities (SWD) who were identified through the school's needs assessment as requiring foundational support in core content areas.	1.14 (Health and Wellness PFT/GPA) 2.2 A-G Course Completion 2.12 (Access to a Broad Course of Study)
4.4	**Action:** Student Support Services for Suspended Students (LTELs) **Need:** Data from the California School Dashboard indicates that Long-Term English Learners (LTELs) at MWA are disproportionately impacted by exclusionary disciplinary practices. Because LTELs were identified for Differentiated Assistance (DA) in Priority 6 (School Climate), there is a documented need to implement specialized behavioral and social-emotional interventions. This action addresses the requirement to reduce suspension rates and provide meaningful academic and emotional continuity for students who are at risk of disengagement due to behavioral challenges. **Scope:** Limited to Unduplicated Student Group(s)	MWA will implement a comprehensive support system that shifts from punitive measures to restorative and proactive interventions. By providing academic and emotional support during and after suspensions, the school ensures that LTELs—including those with disabilities—do not fall behind in their coursework. The action integrates Tier 3 individualized supports, specialized staff training in de-escalation, and enhanced family engagement to create a unified support network. This "upstream" approach addresses the root causes of behavioral issues, such as anxiety and communication barriers, fostering a safer and more inclusive school climate that keeps students in the classroom.	3.1 (Chronic Absenteeism) 3.3 (Suspension Rate) 3.5 (School Climate Surveys - Safety) 3.6 (School Climate Surveys - Connectedness) 3.10 PD Sessions (Intervention for SWD) 3.18 (ParentSquare Engagement)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

After completing our WASC self-study, reviewing multiple years of local and state data, and engaging in dialog with our community, MWA has identified the actions in Goal 4 (4.1 Language Acquisition Program (ELs); 4.2 Language Acquisition Program (LTELs); 4.3 Academic Support (LTELs); 4.4 Student Support Services for Suspended Students (LTELs)) tp provide targeted interventions to our student populations that are currently showing the most need for additional supports. 21% of students at MWA are English Learners and 10% are Long-Term English Learners. These actions are limited to the unduplicated students in these subgroups to provide the support needed to close the gap in suspensions and academics.

Additional Concentration Grant Funding

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

MWA is funding Teacher Aides to provide targeted, in-class academic scaffolding; an Associate Director of Career Development and Internship to provide direct mentorship and equitable access to workforce opportunities; and a Program Specialist to deliver specialized interventions and coordinated student supports.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	11314486	3134339	27.702%	0.000%	27.702%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,778,175.00	$790,919.00	$0.00	$500,291.00	$10,069,385.00	$9,367,204.00	$702,181.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,448,324.00	$10,954.00	$1,379,376.00	$67,716.00	$0.00	$12,186.00	$1,459,278.00	
1	1.2	Enhancing Instructional Capacity and Professional Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,588,091.00	$182,299.00	$1,103,753.00	$246,066.00	$0.00	$420,571.00	$1,770,390.00	
1	1.3	Improve Academic Outcomes for Critical Learner Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$2,108,321.00	$15,214.00	$1,989,737.00	$127,108.00	$0.00	$6,690.00	$2,123,535.00	
2	2.1	Improve Academic Outcomes for Critical Learner Groups	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$121,921.00	$17,198.00	$129,084.00	$0.00	$0.00	$10,035.00	$139,119.00	
2	2.2	College and Career Pathway Scope and Sequence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$152,652.00	$12,907.00	$165,559.00	$0.00	$0.00	$0.00	$165,559.00	
2	2.3	Graduation Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$721,492.00	$182,582.00	$904,074.00	$0.00	$0.00	$0.00	$904,074.00	
2	2.4	Postsecondary Readiness Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$134,274.00	$5,291.00	$139,565.00	$0.00	$0.00	$0.00	$139,565.00	
3	3.1	Student Support Services for Suspended Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$557,444.00	$51,709.00	$558,363.00	$15,629.00	$0.00	$35,161.00	$609,153.00	
3	3.2	Annual Communication Planning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$211,479.00	$9,714.00	$215,495.00	$0.00	$0.00	$5,698.00	$221,193.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Increase in School Connectedness	Students with Disabilities	No Yes	LEA-wide				$296,062.00	$151,545.00	$447,607.00	$0.00	$0.00	$0.00	$447,607.00	
3	3.4	Social-Emotional Learning (SEL) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$771,290.00	$42,562.00	$813,852.00	$0.00	$0.00	$0.00	$813,852.00	
3	3.5	504 Coordination and Implementation	Students with Disabilities	No Yes	LEA-wide				$320,477.00	$13,923.00	$0.00	$334,400.00	$0.00	$0.00	$334,400.00	
4	4.1	Language Acquisition Program (ELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$343,918.00	$919.00	$334,887.00	$0.00	$0.00	$9,950.00	$344,837.00	
4	4.2	Language Acquisition Program (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$324,695.00	$2,182.00	$326,877.00	$0.00	$0.00	$0.00	$326,877.00	
4	4.3	Academic Support (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$106,328.00	$3,182.00	$109,510.00	$0.00	$0.00	$0.00	$109,510.00	
4	4.4	Student Support Services for Suspended Students (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$160,436.00	$0.00	$160,436.00	$0.00	$0.00	$0.00	$160,436.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
11314486	3134339	27.702%	0.000%	27.702%	$8,778,175.00	0.000%	77.584 %	**Total:**	$8,778,175.00
								LEA-wide Total:	$7,846,465.00
								Limited Total:	$931,710.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,379,376.00	
1	**1.2**	Enhancing Instructional Capacity and Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,103,753.00	
1	**1.3**	Improve Academic Outcomes for Critical Learner Groups	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,989,737.00	
2	**2.1**	Improve Academic Outcomes for Critical Learner Groups	Yes	LEA-wide	English Learners Foster Youth Low Income		$129,084.00	
2	**2.2**	College and Career Pathway Scope and Sequence	Yes	LEA-wide	English Learners Foster Youth Low Income		$165,559.00	
2	**2.3**	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		$904,074.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Postsecondary Readiness Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		$139,565.00	
3	3.1	Student Support Services for Suspended Students	Yes	LEA-wide	English Learners Foster Youth Low Income		$558,363.00	
3	3.2	Annual Communication Planning	Yes	LEA-wide	English Learners Foster Youth Low Income		$215,495.00	
3	3.3	Increase in School Connectedness	Yes	LEA-wide			$447,607.00	
3	3.4	Social-Emotional Learning (SEL) Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$813,852.00	
3	3.5	504 Coordination and Implementation	Yes	LEA-wide			$0.00	
4	4.1	Language Acquisition Program (ELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$334,887.00	
4	4.2	Language Acquisition Program (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$326,877.00	
4	4.3	Academic Support (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$109,510.00	
4	4.4	Student Support Services for Suspended Students (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners		$160,436.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,055,874.00	$9,717,179.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Enhancing Instructional Capacity and Professional Growth	Yes	$357,709.00	442456
1	**1.2**	Strengthening Tier 1 Instruction and Differentiation	Yes	$1,900,765.00	1978432
1	**1.3**	Enhancing Progress Monitoring and Data Analysis	Yes	606728	717215
1	**1.4**	Improve Academic Outcomes for Special Education Students	No	$698,901.00	847929
1	**1.5**	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	404371	474547
1	**1.6**	Language Acquisition Program	Yes	560462	612471
1	**1.7**	Academic Support	No	145746	78907
2	**2.1**	Vertically Aligned Systems for Seamless College and Career Support	Yes	$721,404.00	780181

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	College and Career Pathway Scope and Sequence	Yes	$701,223.00	743903
2	2.3	Graduation Pathways	Yes	$622,613.00	796641
2	2.4	Postsecondary Readiness Pathways	No	150000	85000
3	3.1	Student Support Services for Students that are Suspended	Yes	621551	671695
3	3.2	Integrated Family Engagement	Yes	$472,093.00	527912
3	3.3	SWD Suspension Rate Reduction	No	$270,413.00	322114
3	3.4	Increase in School Connectedness	Yes	$492,368.00	574227
3	3.5	SEL Support	Yes	$248,978.00	0
3	3.6	504 Coordination and Implementation	No	$80,549.00	63549

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3012829	$7,710,266.00	$8,319,680.00	($609,414.00)	0.000%	47.000%	47.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Enhancing Instructional Capacity and Professional Growth	Yes	357709	442456		24%
1	1.2	Strengthening Tier 1 Instruction and Differentiation	Yes	1900765	1978432		4%
1	1.3	Enhancing Progress Monitoring and Data Analysis	Yes	606728	717215		18%
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	404371	474547		17%
1	1.6	Language Acquisition Program	Yes	560462	612471		9%
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	Yes	721404	780181		
2	2.2	College and Career Pathway Scope and Sequence	Yes	701223	743903		
2	2.3	Graduation Pathways	Yes	622613	796641		
3	3.1	Student Support Services for Students that are Suspended	Yes	621551	671695		
3	3.2	Integrated Family Engagement	Yes	472093	527912		
3	3.4	Increase in School Connectedness	Yes	492369	574227		
3	3.5	SEL Support	Yes	248978			

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11662691	3012829	0	25.833%	$8,319,680.00	47.000%	118.336%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

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

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Coversheet

Declaration of Need

Section: V. Non-Action Items
Item: D. Declaration of Need
Purpose:
Submitted by: Meuy Saechao
Related Material: MWA Declaration of Need 2026-2027 cl500 for Board Approval.pdf

BACKGROUND:

The Declaration of Need empowers MWA to seek Emergency Cross-Cultural and Academic Development (CLAD) permits and Limited Assignment Permits from the Commission on Teacher Credentialing. This permit estimate is important in addressing staffing challenges for the upcoming school year. By obtaining these emergency permits, we ensure compliance while teachers pursue their credential programs or prepare for critical examinations. **There is no fiscal impact.**

RECOMMENDATION:

Your endorsement of the CTC Declaration of Need document will facilitate the compliance of teachers recruited for the 2026-2027 school year.

State of California
Commission on Teacher Credentialing
Certification Division
651 Bannon Street, Suite 601
Sacramento, CA 95811

Email: DON@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Making Waves Academy District CDS Code: 07100740114470

Name of County: Contra Costa County CDS Code: 07100740114470

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 5/7/2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

▶ ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Isabel Montilla		Sr. Director of People Operations
Name	*Signature*	*Title*
510-222-4679	510-867-4069	
Fax Number	*Telephone Number*	*Date*

4123 Lakeside Drive, Richmond CA 94806
Mailing Address

peopleoperations@mwacademy.org
EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

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The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

▶ ***Enclose a copy of the public announcement***

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
Name	*Signature*	*Title*
_____	_____	_____
Fax Number	*Telephone Number*	*Date*

_____

Mailing Address

_____

EMail Address

▶ *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	**Estimated Number Needed**
CLAD/English Learner Authorization (applicant already holds teaching credential)	15
Bilingual Authorization (applicant already holds teaching credential)	0
List target language(s) for bilingual authorization: _____	
Resource Specialist	0
Teacher Librarian Services	0
Emergency Transitional Kindergarten (ETK)	0

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	10
Single Subject	11
Special Education	5
TOTAL	26

Authorizations for Single Subject Limited Assignment Permits

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture		Mathematics	3
Art		Music	1
Business		Physical Education	
Dance		Science: Biological Sciences	1
English	1	Science: Chemistry	1
Foundational-Level Math	1	Science: Geoscience	1
Foundational-Level Science	1	Science: Physics	
Health		Social Science	
Home Economics		Theater	
Industrial & Technology Education		World Languages (specify)	1 (Spanish)

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EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to **www.cde.ca.gov** for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ○ Yes ◉ No

If no, explain. See below

Does your agency participate in a Commission-approved college or university internship program? ◉ Yes ○ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an internship program.

Alliant University, Reach University, Loyola Marymount University, CSUEB, University of San Francisco, Western Governors University

If no, explain why you do not participate in an internship program.

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Coversheet

Appointment of Student Board Member for 2026-27

Section: VI. Action Items
Item: B. Appointment of Student Board Member for 2026-27
Purpose: Vote
Submitted by:

BACKGROUND:

Jeremy Cruz Perez was recommended to be MWA's second ever student board member due to the ways he embodies the core values of MWA, his ability to listen to differing perspectives and connect across various groups, as well as his dedication to our community. His teachers, friends, and administrator who endorsed him highlighted his discipline, compassion and supportive, approachable nature.

We are happy to welcome Jeremy Cruz Perez onto the MWA school board for the 2026-27 school year and welcome his impact on this role that Valeria Serrano helped us establish.

Coversheet

Student-Parent/Guardian Handbook

Section: VI. Action Items
Item: C. Student-Parent/Guardian Handbook
Purpose: Vote
Submitted by: Carmen Velarde
Related Material: Student handbook 2026-27 Draft.v2-4.17.26-cv.pdf

BACKGROUND:

Annual update of our Student-Parent/Guardian Handbook; all text highlighted in green has been edited, or is new.

Notable changes:

- Reworded Staff Commitments section
- Deleted duplicate Grade Scale section (under "Upper School Academic Program")
- Added a "Graduation Requirements for Students with Disabilities" section (under "Upper School Academic Program")
- Updated the infractions (under "MWA Student Behavior Management & Restorative Practices")
- Replaced the term"Offense" with "Incident" (under "MWA Student Behavior Management & Restorative Practices")
- Moved the "Final Exams" section to right after the "Excused Absences" section
- Reworded list of excused absences to match Ed Code
- Reworded Immunizations and Physical Exams
- Removed detention as a consequence
- Removed redundant section "Homeless Youth and Foster Youth" (it is also in Appendix M)
- Renamed and reworded Appendix C
- Added CalKIDS Program Notice to Appendix D
- Replaced "entity conducting the hearing" with "Hearing Officer or Panel" in Appendix K
- Reworded Appendix L
- Moved language from Appendix T to a section under "Cell Phone/Electronics Use Policy", and made this appendix an immigration policy
- Added Appendix V: Suicide Prevention & Intervention Policy
- Added Appendix W: Student Artificial Intelligence Use Policy
- Removed COVID notice

Please note that an Asbestos Management Plan will be added at a later date.

RECOMMENDATION:

We recommend the board approve the Student-Parent/Guardian Handbook

Making Waves Academy

Student-Parent/Guardian Handbook

2026-2027

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Mission and Values

Mission

Making Waves Academy (“MWA” or “the Academy”) commits 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.

Core Values

COMMUNITY
We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.

RESILIENCE
We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.

RESPECT
We believe each person is valuable and we demonstrate respect by following our community norms.

RESPONSIBILITY
We have integrity, we are accountable for our decisions and actions and their impact on self and community.

SCHOLARSHIP
We are life-long learners who aspire to and achieve academic excellence.

MWA Expectations

MWA is committed to educating students in a safe and effective learning environment. Social-emotional development, self-regulated behavior, and decision-making are important components contributing to student success at MWA. MWA's goal is to facilitate social emotional development, self-regulation, and decision-making with the support of students, parents, and staff. All parties must work in partnership to achieve this goal.

Student Expectations

In order to assist you in creating a more meaningful experience, achieve success, make good decisions, and make positive contributions to your community, Wave-Makers are expected to:

- Know, understand, and follow all rules, expectations, and policies.
- Interact with other students, faculty, and staff in a respectful and positive manner.
- Understand, develop, and apply the MWA Core Values.
- Understand that harmful conduct to self or to others is not allowed.
- Respect and care for the property of self, others and school.
- Show consideration for peers, adults and self.
- Do your best and ask for help if you need it.

Each student must read, sign, and return the Student-Parent/Guardian Acknowledgment Form (Appendix A) and the Parent/Guardian and Student Commitment Form (Appendix B)

Parent/Guardian Expectations

Family involvement is essential to the MWA community and student development and achievement. While not required for admission or enrollment, parents/guardians play a vital role in the ongoing success of our school and our students and are encouraged to volunteer at MWA. For information regarding volunteering opportunities please contact MWA front office or go to our Volunteer Webpage. MWA parents/guardians are encouraged to:

- Be active partners with us.
- Model the Core Values we aim to instill in our students.
- Work with school officials to resolve any behavior management incident in a patient, objective, and fair manner.
- Review and sign off on assessments and class assignments, as assigned by the teacher.
- Attend parent/guardian conferences and school meetings.
- Actively monitor and assist with student progress.
- Communicate with all MWA staff in a professional and respectful manner.
- Reinforce MWA's academic and behavioral standards at home.
- Help with special events (e.g., dances, fundraisers, etc.) when possible.
- Attend parent meetings.
- Communicate with MWA by phone, email, or note to verify student absences.
- Adhere to all of the parking, traffic and safety instructions from the school, including:
  - Not stopping in the middle of Lakeside Drive to drop off their students.
  - Not violating our neighbors' parking spaces to pick up students.
- Pick up students in a timely fashion.

Parents/Guardians must read, sign and return the Student-Parent/Guardian Acknowledgment Form (Appendix A) and the Parent/Guardian and Student Commitment Form (Appendix B)

Staff Commitments

MWA maintains high expectations for our entire school community. We are committed to excellence in the classroom and integrity in our character. At MWA, we hold high expectations for both students and staff. Our staff is committed to fostering excellence in learning, achievement, and integrity. Staff will:

- Put students at the center of teaching, deliver a curriculum that is rigorous and culturally relevant, and ensure all students are actively engaged in learning.
- Believe in every student's ability to succeed and set challenging goals to promote academic growth.
- Create safe and respectful spaces and experiences for students.
- Model, teach, and reinforce appropriate behavior consistently.
- Work effectively and respectfully with colleagues, school administrators, and parents/guardians to support student learning.
- Stay updated on current educational research and best practices to improve teaching methods, and actively seek opportunities to enhance their teaching skills and knowledge.
- Maintain high ethical standards and uphold the integrity of the school.

Middle School Academic Program

At MWA we strive to create holistic students who have a well-rounded educational experience. MWA's instructional program is designed to empower students to become analytical thinkers who can apply subject knowledge to solve real-world problems. MWA offers a broad range of academic and enrichment courses across all subject areas.

Listed below are the course offerings:

Grade	Math	English	Science	History	Encore	Physical Education*
5th	Math 5	ELA 5	Science 5	Social Studies: Early United States	TBD	Health & Wellness
6th	Math 6	ELA 6	Science 6	Social Studies: The Ancient World	Art	Health & Wellness
7th	Math 7	ELA 7	Science 7	History: Medieval Times	Music	Health & Wellness
8th	Math 8	ELA 8	Science 8	History: US History	Art	Health & Wellness

*Students will be granted an accommodation in connection with engaging in physical activity components of a PE course during a period of religious fasting upon submission to the Division Director of written notification from the student's parent/guardian, if less than 18 years of age, or from the student, if 18 years or older, that the student is participating in religious fasting.

Promotion

The 8th grade promotion at MWA middle school is an event that symbolizes the transition from the middle school to the upper school. It is our expectation that every middle school student will be eligible for 8th grade promotion. It is the belief of MWA that with parent support, all 8th grade students will be able to participate in the promotion ceremony. However, if a student does not meet the behavioral and academic requirements, the student may not *walk* on stage during the ceremony and may not participate in any events (rehearsals, field trips, etc.) related to promotion. Additionally, any monies that were paid beforehand intended for end of the year activities *will not* be refunded. For further information regarding the minimum requirements for promotion, please also see the section below regarding retention.

Grading Scale

A	90-100%	B	80-89%
C	70-79%	F	0-69%

D's are not part of the MWA grading scale, as a "D" does not receive credit when applying to college. In 2024-2025 we are adopting a schoolwide policy on grading using a 50% floor, including for missing work, and for all other assignments except for summative assessments. Academically, students recommended for promotion to the next grade are those who earn an overall average of "C" (2.0 Grade Point Average) or higher in their core academic classes for that academic year. In high school, the GPA is an indicator and predictor for college success.

Retention Policy

At MWA we want our students to meet (and exceed) academic and social emotional expectations. MWA provides services that promote social-emotional development and awareness in addition to various academic support systems.

To be promoted to the next grade level, a student *must* have *cumulative* passing grades (equivalent to a "C" or better) in science, mathematics, social studies, **and** English Language Arts. A student shall progress through the grade levels by demonstrating growth in learning and by meeting and/or exceeding the grade-level academic and behavioral expectations as established by MWA.

Should a student receive below a cumulative "C" average, parents/guardians will be advised by the administration that the student will be recommended for retention in their current grade level. In addition to these standards, attendance, test scores, teacher recommendations, and other pertinent data will be used to determine the possibility of retention. Students that are at risk for possible retention in their current grade level will be identified as early in the school year, and as early in their school careers, as practicable. To note, parents/guardians are currently notified at multiple points in the semester of their child's academic performance via progress reports and semester report cards. In addition, parents/guardians have access to their child's grades via the online PowerSchool Public Portal. Should the student be recommended for retention, the student may lose opportunities to participate in school-wide extracurricular events (e.g., field trips, campus celebrations, casual dress, etc.).

The middle school is the sole feeder for the upper school. It is imperative that our students successfully transition into the upper school with the skill set required to be successful in high school, college, and in their chosen careers.

Upper School Academic Program

The aim of the MWA upper school is to effectively prepare students to gain acceptance to and graduate from college and to pursue a variety of post-secondary education and career pathway options. The courses offered and required of MWA students are aligned with the "A-G" admissions criteria for the University of California (UC) and California State University (CSU) systems. These criteria are some of the highest high school standards in the country. Students successfully passing these courses with high enough grades have proven to be competitive for admission to top public and private universities around the country. At their core, students will be required to attain and develop strong writing skills, critical reading and thinking skills, and strong mathematical, computational and problem-solving skills. A variety of core subjects are offered in 9th and 10th grades. In the 11th and 12th grades, Advanced Placement (AP) courses and other science, math, and art electives are available. In addition, Career Technical Education (CTE) courses are also available, linking specific courses to education and specific career pathways. Students scoring a 3, 4, or 5 (on the 5-point scale) on an AP exam may earn college credit in that subject.

Grade Point Scale

Letter Grade	**A+**	**A**	**A-**	**B+**	**B**	**B-**	**C+**	**C**	**D**	**F**

Grade Points (MWA)	N/A	4.0	3.7	3.3	3.0	2.7	2.3	2.0	N/A	0.0
Advanced Placement (AP) & Honors Points (MWA)	-	5.0	4.7	4.3	4.0	3.7	3.3	3.0	-	0.0
	1.0 additional grade point will be added for each semester in which a 'C' or better is earned.									
Grade Points (UC)	-	4.0	-	-	3.0	-	-	2.0	1.0	0.0

Percentages will be reflected on the report card along with the letter grade in order to show improvement (e.g., raising a 43% to a 68%). The semester letter grades are what are shown in the transcript.

Graduation

MWA graduation requirements are displayed in comparison to the required and recommended courses for University of California and California State Universities. In order to graduate, students must successfully complete each of the required courses with a grade of "C" or better. Students who do not have enough credits earned in time for a June graduation are not eligible to participate in the graduation ceremony.

a-g	Content Area	MWA Requirement	MWA Total Units	UC/CSU Requirement	UC/CSU Total Units	UC/CSU Recommended	Total Units
a	**History***	3 Years	**6**	2 Years	**4**	2 Years	**4**
b	**English**	4 Years	**8**	4 Years	**8**	4 Years	**8**
c	**Math**	3 Years	**6**	3 Years	**6**	4 Years	**8**
d	**Science****	2 Years	**4**	2 Years	**4**	3 Years	**6**
e	**Language**	2 Years	**4**	2 Years	**4**	3 Years	**6**
f	**Art**	1 Year	**2**	1 Year	**4**	1 Year	**2**
g	**Electives**	***	**0**	1 Year	**2**	1 Year	**2**
CA	**Health & Wellness*✣**	2 Years	**4**	--	**--**	--	**--**
Totals			**34**		**32**		**36**

*The California Department of Education requires 3 years of History and 2 years of Physical Education
**The Science requirement includes one Life Science and one Physical Science course
***The Electives (g) requirement is satisfied y a 3rd year of History (a)
✣Students will be granted an accommodation in connection with engaging in physical activity components of a PE course during a period of religious fasting upon submission to the Division Director of written notification from the student's parent/guardian, if less than 18 years of age, or from the student, if 18 years or older, that the student is participating in religious fasting.

Graduation Requirements for Students with Disabilities

Individuals with Exceptional Needs

Eligible students with exceptional needs shall be exempt from all coursework and other requirements adopted by the MWA's governing board that are additional to the statewide coursework requirements identified above and shall be awarded a diploma from high school as described in 20 U.S.C. § 7801(23)(A)(ii)(I)(bb).

A student with exceptional needs shall be eligible for the exemption and diploma award if the students Individualized Education Program (IEP) provides all of the following:

- The student is deemed eligible to take the alternate assessment aligned to alternate achievement standards in grade 11 as described in Education Code section 60640(k);
- The student is required to complete state standards aligned coursework to meet the statewide coursework requirements.

Before a student commences grade 10, the student's IEP team shall determine and notify the parent or guardian of whether the student may be eligible to graduate pursuant to the exemption provided for herein.

A student with exceptional needs that meets the criteria for the diploma exemption shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate.

Any complaints regarding noncompliance with the exemptions for Specific Population Students may be made through MWA's Uniform Complaint Procedures.

Grade Level Promotion

Students must successfully complete a minimum number of credits to be promoted to the next grade level, earning a "C" or higher in a minimum of four core classes each year, earning at least eight credits in courses required for graduation. Each successfully completed semester course earns one credit. Students who do not successfully earn this minimum number of credits may be retained in their current grade level and reclassified into a different Wave. Reclassification and credit recovery plans occur at the close of the spring semester based on credit standing.

Grade Level	9	10	11	12
Min. Req. Credits for Promotion	6 Credits*	14 Credits*	22 Credits*	34 Credits*
Total Required	10 Credits	12 Credits	12 Credits	12 Credits
Credits Possible	10 Total	22 Total	36 Total	48 Total

*Must pass grade-level English Course

Courses Offered by Grade Level

Each year, students will take courses appropriate for their grade level and earn credits toward graduation. The types of classes students will take will reflect the offerings listed below.

9th Grade	10th Grade	11th Grade	12th Grade
English	English	English	English
Math	Math	Math	Math
Science	Science	Science	Science
Language	Language	Language	History
Health and Wellness	History	History	Art/ Elective
Elective	Art	Art/ Elective	Health and Wellness

School Accreditation and Transferability of Courses

MWA is fully accredited by the ACS, Western Association of Schools and Colleges (WASC). The ACS WASC accreditation, coupled with the UC-approved “A-G” courses, ensure that MWA courses are transferable to other public high schools and meet college entrance requirements.

Academic Integrity

At MWA, students are expected to give their best at all times and to consistently put forth the effort needed to achieve academic excellence. Forgery, plagiarism, and academic dishonesty of any kind are not tolerated.

Plagiarism and Cheating

Any form of plagiarism will result in a level 2 infraction; refer to School-Wide Behavior Management System for more information. The following are not tolerated at MWA:

- Using work without acknowledging the content owner
- Copying assignments that are turned in as original work
- Trading assignments with other students
- Using unauthorized notes or technology, such as bringing notes into a test or using a computer program to generate an answer or translate an assignment and turning it in as one’s own
- Plagiarizing using Artificial Intelligence (AI) programs of any kind is prohibited
- Sharing answers before, during or after quizzes or tests. Students must be responsible for their own papers and make sure others cannot copy their work

Ways to Avoid Plagiarism and Cheating

- Plan ahead. Rushing to get your work done the night before a big project is due may make it more tempting to cheat or plagiarize.
- Be sure to understand the assignments. Do not rely on friends for information about what is required.
- Do not read someone else’s paper or homework before doing your own work. Seek clear direction from teachers about when and how collaboration with partners is appropriate.
- ALWAYS cite the sources used in drafting a paper, report, project, etc. Follow the citation format required by the teacher or content area.
- Keep a list of the sources used (including the author, title, publisher and copyright date). Make sure to note which information you got from which source.
- Protect your own work. Ensure that other students do not have access to homework, essays, projects, tests, or other assigned work that has been completed. If someone else plagiarizes a student’s work, the academic integrity of both assignments or assessments is compromised and both students will receive the same grading consequence.
- When in doubt about what to do to avoid cheating or plagiarism, ask the teacher or a school administrator.

MWA Dress Code

MWA strives to foster high standards in all areas of the school program, including student attire and personal appearance. At MWA, we believe that student attire has a significant impact on student mindset and behavior. In order to cultivate a sense of pride in one’s appearance, to provide the daily opportunity to acclimate to an external standard of dress, and to promote and maintain a safe and inclusive learning environment, MWA has implemented a school-wide dress code policy.

All students are required to follow the MWA uniform dress code outlined below, from the time they arrive until the time they leave campus. In general, students' clothing should fit properly and reflect a sense of professionalism to the academic environment– clothes should not be ripped, torn, overly baggy, inappropriately tight or revealing. If students or parents/guardians are unsure about the MWA dress code, it is their responsibility to seek clarification.

MWA Dress Code applies in class, on campus, and during off-campus field trips.

Uniform for Normal School Days

- ***Bottoms:*** Navy Blue, Black, Khaki/tan- colored uniform pants, shorts, skorts, or skirts
  - Must be worn at waist level
  - Bottom hem of uniform bottoms cannot be more than 3 inches from the top of the knee
  - No Leggings, sweatpants, pajama pants, yoga pants, or jeans
- ***Shirts:*** WHITE, DARK BLUE, or SKY-BLUE collared sport shirt ("polo") or button-down collared dress shirt
  - College t-shirts or sweaters on "College Friday"
  - T-shirts that are given out from MWA for achievement/recognition or approved "Wave-level" shirts
  - Long-sleeve undershirts are acceptable (neutral solid colors only)
  - No soccer jerseys with alcohol or drug sponsorships
- ***Sweaters:*** Uniform colors or neutral-colored cardigans or sweater vests
  - Example of neutral colors: beige, taupe, gray, cream, brown, black and white
- ***Sweatshirts:*** V-neck, plain uniform colors or neutral-colored. If hooded sweatshirts are worn, they must be plain and the hoods must be removed from the students' heads inside the buildings when on campus.
  - **Hooded Sweatshirts Expectations:**
    - No logo covering the front or back of a hoodie
    - Neutral tone colors (no bright red, green, yellow, purple etc.)
- ***Jackets:*** Can be any color; no offensive images or logos; must be removed prior to entering class
- ***Shoes:*** Can be any color; closed-toed shoes (sneakers, flats, and casual shoes are acceptable)
  - No shoes with cleats or spikes, unless actively participating in sports
  - Not permitted: open-toed shoes, sandals, slippers, or slides (i.e. flip-flops, Crocs, etc.)
  - Shoes must have a hard-soled bottom
- ***Identification Badges***
  - Each student will be issued a MWA ID badge and lanyard
    - Upper School students MUST have ID badge and lanyard on their person either around their collar or hanging from a pant pocket
    - Middle School Students are expected to wear the ID badge and lanyard around the collar at all times. Middle school students should NOT have ID badges hanging from pant pockets, belt loops, etc.
  - Students are not allowed to decorate/deface ID badges or lanyards
  - It is the student's responsibility to replace lost/willfully damaged ID badges. The ID badge replacement cost is $3 ($2 for a lanyard replacement)
- ***Accessories (including vests, socks, belts, ties/bowties etc.)***
  - The following is not permitted for all visible clothing: inappropriate language, slogans, or symbols, including those associated with alcohol, drugs, vulgarity, gangs, illicit or illegal activities.
  - Hats, caps, beanies, headwear and gloves are allowed, but must be removed once a student enters a school building.
  - Students must not cover their face while inside, and unless there is a valid prescription, may not wear sunglasses indoors.
  - Full face masks are not permitted at any time
  - Religious headwear is permitted to be worn at all times.
- No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is:

- (1) gang related;
- (2) presents a safety hazard to the wearer or others;
- (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling;
- (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health;
- (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or
- (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Attire for Special Designated Days

Designated Special Attire Days: Professional Dress, College Attire, Casual Dress Days, and Game Days

Professional Dress Days

Once each month, these days provide students with regular opportunities to demonstrate wearing appropriate attire for professional business environments. Ensuring that we prepare our students to appear confidently and appropriately in professional environments is the key to their success in the workplace and post-secondary education. The following clothes are appropriate for professional dress and formal wear events (i.e. 8th Grade Promotion, awards ceremonies, etc.):

- Slacks, pants, or knee-length skirts in black, brown, navy blue or gray
- Formal blouses or long sleeved, buttoned up, collared dress shirts in white, pastels or neutral colors
- Blazers, suit jackets in black, brown, navy blue or gray
- Sweaters in black, brown, navy blue, gray, pastels or neutral colors
- Suits and ties
- Formal dress shoes and a belt
- Jewelry should not detract from ability to learn or participate in on-campus activities

***Note: if a student does not own or cannot obtain business attire, standard dress code attire is acceptable.**

College Attire Days

As part of our comprehensive efforts to develop a college-going culture at MWA, students have the opportunity to participate in weekly College Attire days ***every Friday*** to foster a college-going culture. On these days, students may wear the following attire:

- Jeans or uniform pants, sweaters, hoodies, jackets, or accessories representing official colleges and universities.

Casual Dress Days

MWA students have the opportunity to earn Casual Dress days to demonstrate individuality and personal responsibility through choosing their own attire on selected days. On these days, students may wear non-uniform clothing that adheres to the following guidelines:

- No ripped or tattered clothing
- No skin-baring tops (**Examples**: Crop tops, tube tops, tank tops, etc.)
- No inappropriate logos or images that depict illicit or illegal activity
- Bottom hem of bottoms may not be more than 3 inches above the knee
- No crocs, slippers, or slip on shoes
- No pajama pants or sweatpants
- No leggings or yoga pants

One Casual Dress Day can be awarded to the student body each month. Casual Dress days may also be earned for individual classes and grade levels that collectively demonstrate MWA's Core Values on campus and throughout the community. Casual Dress days are also earned for grade levels demonstrating attendance excellence (no more than two students absent within a grade) for two or more days in a school week.

Athletics Game Day Dress Code

On scheduled game days, student-athletes are permitted to wear their team uniform tops to school to show school spirit. The following regulations apply:

- Uniform Tops: Only official team uniform tops may be worn.
- Layering: If the uniform top is a tank top (e.g., basketball or track jerseys), a sleeved shirt must be worn underneath it.
- Bottoms: The "Game Day" exception applies only to the uniform top. Students must continue to adhere to the standard school dress code for all pants and bottoms.

MWA Student Behavior Management & Restorative Practices

MWA believes that each student has liberties that include freedom of expression (artistic, intellectual, individual), and freedom from physical and psychological harm in the school environment. Our model of student support is rooted in restorative justice practices, which focuses on building positive relationships, comprehensively addressing harm/conflict, and restoring relationships to maintain a healthy community. Our model also asserts that students, especially students coming from urban environments, are not broken, but have valuable skill sets to be accessed. In honor of this approach to behavior management, MWA provides resources that target the development and acquisition of various skills (academic, intellectual, and socio-emotional) in preparation for collegiate and professional environments. Our goal for student development is holistic centered, but we also understand that part of student development includes disciplinary measures as well to ensure the safety of our school community. When appropriate, we will exercise disciplinary measures to maintain the integrity of our programmatic structure and community safety.

Student Code of Conduct

Teaching and learning for all students is the highest priority. Therefore, one student's misbehavior will not be allowed to interfere with the learning opportunities of other students, or the teacher's responsibility to teach all students. In working to promote both academic and social development, MWA's school-wide behavior management policies are intended to uphold school-wide behavior and academic expectations. Students who fail to adhere to these expectations will be subject to an appropriate consequence.

Classroom Management Policy

When a student does not follow classroom expectations, the following strategies are utilized by faculty to redirect behavior for positive individual and learning outcomes:

- Verbal warning: spoken cue to student that behavior is not appropriate
- "Pause" or "check-in": provision of time/space for student to reflect, de-escalate as necessary and make the choice to positively change their behavior
- Application of classroom consequences per teacher's classroom management system, as listed in their syllabus
- Parent/guardian contact by teacher
- Scheduling of parent/guardian conference by teacher, as needed
- Application of academic and/or behavioral intervention strategies by teacher

If after the implementation of the above strategies, the behavior of the student does not improve, the teacher will submit a behavior referral and contact the Dean of Students. The section below outlines the school-wide behavior management model. The below chart represents a non-exhaustive list of examples of types of behavior and resulting consequences. Depending on the infraction, a single incident may constitute a suspendable or expellable

infraction under the MWA Suspension and Expulsion Policy. The school will make every effort to support a student before utilizing consequences involving suspension and or expulsion*.

School-Wide Behavior Management System

Behavior Infraction Category: Level 1, Procedural (Core Value Connection: ***Responsibility***)
Procedural: Behaviors that affect only the student exhibiting the behavior and impedes the student from being responsible for their own learning. This behavior can impact how the student engages the process of learning.

Staff Oversight: Teachers

Procedural Infraction Examples:

- Violation of Nutrition Policy (See MWA's Nutrition Policy, pg. 41]
- Not having appropriate equipment and materials
- Gum chewing and unauthorized eating in classroom or hallways
- Being off task, but not disrupting others
- Improper use of school equipment or materials
- Dress code violations
- Failing to follow a reasonable request of a staff member or volunteer
- Usage or possession of cell phone or other electronic device after 8am and before the last bell
- Loitering in neighborhoods or restricted areas

1st Incident Intervention Range	2nd Incident Intervention Range	3rd Incident Intervention Range
• Restorative Action/Conversation • Confiscation of device until the end of the school day	• Restorative Action/Conversation • Call home (parent/guardian notification) • Skill development activity/Assignment • 1 -2 weeks cell phone turn in • Confiscation of device until parent/guardian pick-up • Loss of privilege(s)*	• Restorative Action/ Conversation • Call home (parent/guardian notification) • Skill development activity/Assignment • Parent/guardian shadow • Loss of privilege(s)* • Cell phone turn in or Behavior contract • Parent/Teacher Conference • Two week device submittal to Front Office

Behavior Infraction Category: Level 2, Self-Management (Core Value Connection: ***Scholarship & Community***)
Behaviors that involve students not being prepared, and/or not demonstrating behaviors that represent expected social deportment and academic engagement.

Staff Oversight: Teachers, Dean of Students (for ongoing infractions)

Self-Management Infraction Examples:

- Truancy/Repeated lateness
- Horseplay
- Being off campus or in an unauthorized area without permission
- Inappropriate display of affection & Public Displays of Affection (PDA)
- Academic dishonesty or plagiarism
- Violations of the computer and network use policy not pertaining to Level IV infractions
- Violation of Arrival/ Dismissal Policy or Closed Campus Policy
- Out of class or off campus without permission

1st Incident Intervention Range	2nd Incident Intervention Range	3rd Incident Intervention Range

• Restorative Circle with impacted students • Call home (parent/guardian notification) • Skill development activity/ Assignment	• Restorative Circle with impacted students • Call home (parent/guardian notification) • Skill development activity/ Assignment • 1- 2 week cell phone turn in • Loss of privilege(s)*	• Restorative Circle with impacted students • Call home (parent/guardian notification) • Skill development activity/ Assignment • Cell phone turn in or Behavior Contract • Loss of privilege(s)* • Parent shadow requested • Parent/Teacher Conference • Behavior plan meeting

Behavior Infraction Category: Level 3, Disruptive (Core Value Connection: ***Respect & Community***)
Behaviors that demonstrate unsafe decision-making or the disruption of an orderly learning environment.

Staff Oversight: Teachers or Dean of Students

Disruptive Infraction Examples:
- Harassing or bullying another student in any way
- Theft and/or the defacement or destruction of property
- Possession of inappropriate literature, images, music, and/or videos
- Racialized, homophobic and derogatory name calling
- Habitual disrespect, vulgarity, profanity, or obscenity/non-compliance toward adults or peers
- Possession of a non-lethal object (i.e., unauthorized personal technology, explicit items) not allowed at school

1st Incident Intervention Range	**2nd Incident Intervention Range**	**3rd Incident Intervention Range**
• Restorative Conference/Circle • Call home (parent/guardian notification) • Skill development activity/Assignment • Restorative Community Project • Campus beautification • Referral to Dean of Students	• Restorative Conference/Circle • Call home (parent/ guardian notification) • Skill development activity/ Assignment • 2 weeks cell phone turn in • Restorative Community Project • Campus beautification • Parent shadow requested • Parent/Teacher Conference • Referral to Dean of Students • Loss of privilege(s)*	• Restorative Conference/Circle • Call home (parent/guardian notification) • Skill development activity/ Assignment • Behavior contract • Restorative Community Project • Campus beautification • Parent shadow or observation requested (parents may be required to shadow or observe their student in the school setting should the student consistently not meet the behavioral expectation of MWA) • Parent/Teacher Conference • Behavior plan meeting • Referral to Dean of Students • Loss of privilege(s)* • Parent conference with the Dean of Students • Student to present restorative essay during Community Building Time (Advisory/Homeroom)
Depending on the infraction and severity of the infraction, the following may also apply:	*Depending on the infraction, the severity of the infraction, or when a repeat infraction occurs, the following may also apply:*	*Depending on the infraction, the severity of the infraction, or when a repeat infraction occurs, the following may also apply:*

• 1-2 Day loss of after-school program privileges • 1-2 Day Suspension • Possible report to Richmond Police Department (RPD) or mediation with a representative from RPD • Restitution (financial and otherwise) to target(s)/victim(s), for damage to or loss of personal or school property (whether damage/loss was intentional or unintentional) • Parent/Guardian Conference with school leader to discuss student placement at MWA	• 2-3 Day loss of after-school program privileges • 2-3 Day Suspension • Possible Report to Richmond Police Department (RPD) or mediation with a representative from RPD • Parent/Guardian Conference with school leader to discuss student placement at MWA	• 3-5 Day loss of after-school program privileges (further infractions will result in after-school programming privileges being revoked) • 3-5 Day Suspension • Possible report to Richmond Police Department (RPD) or mediation with a representative from RPD • Parent/Guardian Conference with school leader to discuss student placement at MWA • Ongoing disruptive infractions may result in a recommendation for expulsion from MWA

Behavior Infraction Category: Level 4, Aggressive: (Core Value Connection: ***Respect & Community***)
Behaviors that threaten the physical and/or mental safety and well-being of the school community and/or are illegal.

Staff Oversight: Dean of Students (DoS) is the primary respondent with support from other school leaders.

Student may be:
- suspended for the maximum number of 5 consecutive school days allowable by law with the possibility of expulsion for all Level 4 infractions.
- recommended for expulsion.
- required to complete a risk or threat assessment by a school-based mental health professional or primary care physician.

Certain infractions require that a student be recommended for expulsion - see Suspension and Expulsion Procedures section for a list of non-discretionary offenses.

Aggressive Infraction Examples (for a full list of enumerated offenses, see Suspension and Expulsion Procedures):
- Unauthorized possession, sale, or otherwise furnishing of any firearm, knife, explosive or other dangerous object
- Intimidation/extortion/ threats
- Use of discriminatory or racist language
- Hitting, grabbing, shoving another person with malice intent
- Fighting: assault or battery of any kind
- Possession, sale, distribution, or use of tobacco, alcohol, drugs, any controlled substance, or any intoxicant of any kind
- Pulling a fire alarm without cause or otherwise making a false alarm
- Harassment of any kind
- Arson and possession/use of explosive devices

- Hazing
- Inappropriate sexual conduct
- Violations of the computer or network use policies pertaining to aggressive infractions

1st Incident Intervention Range	**2nd Incident Intervention Range**	**3rd Incident Intervention Range**
● Immediate referral to Dean of Students ● Restorative Conference/Circle ● Call home (parent/guardian notification) ● Skill development activity/ Assignment ● 2 week cell phone turn in ● Restorative Community Project ● Campus beautification I ● Parent/Teacher Conference ● Loss of privilege(s)* ● Parent conference with the Dean of Students ● Student to present restorative essay during Community Building time (Advisory/ Homeroom) ● Parent shadow or observation requested	● Immediate referral to Dean of Students ● Restorative Conference/Circle ● Call home (parent/guardian notification) ● Skill development activity/ assignment ● Behavior contract ● Restorative Community Project ● Campus beautification ● Parent shadow or observation (Parents may be required to shadow or observe their student in the school setting should the student consistently not meet the behavioral expectation of MWA) ● Parent/Teacher Conference ● Loss of privilege(s)* ● Parent conference with the Dean of Students ● Student to present restorative essay during Community Building time (Advisory Homeroom)	● Immediate referral to Dean of Students ● Restorative Conference/Circle ● Call home (parent/guardian notification) ● Skill Development Activity/ Assignment ● Restorative Community Project ● Campus beautification Parent/Teacher Conference ● Behavior plan meeting ● Loss of privilege(s)* ● Parent conference with the Dean of Students ● Student to present restorative essay during Community Building time (Advisory/Homeroom) ● Parent Shadow or Observation
Depending on the infraction and severity of the infraction, the following may also apply:	*Depending on the infraction, the severity of the infraction, or when a repeat infraction occurs, the following may also apply:*	*Depending on the infraction, the severity of the infraction, or when a repeat infraction occurs, the following may also apply:*
● 1-2 Day loss of after-school program privileges ● 1-2 Day Suspension ● Possible report to Richmond Police Department (RPD) or mediation with a representative from RPD ● Complete substance use/abuse education program (where applicable) ● Parent/Guardian Conference with DoS to discuss student placement at MWA	● 2-3 Day loss of after-school program privileges ● 2-3 Day Suspension ● Possible report to Richmond Police Department (RPD) or mediation with a representative from RPD ● Parent/Guardian Conference with DoS to discuss student placement at MWA	● 3-5 Day loss of after-school program privileges (further infractions will result in after-school programming privileges being revoked) ● 3-5 Day Suspension ● Possible report to Richmond Police Department (RPD) or mediation with a representative from RPD ● Parent/Guardian Conference with DoS to discuss student placement at MWA ● Ongoing aggressive infractions may result in a recommendation for expulsion from MWA

*Privileges include, but are not limited to, participation in field trips, assemblies, clubs, Spirit Weeks, casual dress days, special events and celebrations held on campus or off campus under the jurisdiction of MWA.

While MWA will impose restorative disciplinary consequences and alternative means of correction whenever possible and practicable, the administration reserves the right to impose suspension and/or a recommendation for expulsion for any conduct enumerated in the suspension and expulsion policy, (depending on severity) *even upon a first offense*.

Consequence Tracker

In conjunction with the behavior management system, the chart below indicates, based on the number of dress code/referrals, how long a student will be ineligible to participate in school activities.

Total # of Intervention Skipped within a one week period	Consequences
One	The students will be expected to complete the initial intervention, plus one more.
Two	There will be a suspension of all privileges* for two weeks, phone calls home are made by the Student Services Team. **Suspension of privileges, includes:** ■ Clubs ■ Athletics ■ Field Trips
Three or More	A parent/guardian meeting will occur to discuss the pattern of behavior. A Behavior Agreement will be signed at the meeting and Parent / Guardian Handbook Acknowledgement is signed and returned to school with the students.

*Privileges include, but are not limited to, participation in field trips, assemblies, clubs, Spirit Weeks, casual dress days, special events and celebrations held on campus or off campus under the jurisdiction of MWA.

Total # of Dress Code Infractions	Consequences
First Infraction	● Parent notified via ParentSquare ● Loaner uniform provided, *if available*, distributed by DoS, (student will be asked to exchange personal clothing item in order to ensure return of loaner by end of day)
Second Infraction within one week	● Parent notified via ParentSquare, and phone by Dean of Students ● Parent-Student Conference scheduled, parents/ guardians sign Parent/Guardian Handbook Acknowledgement ● Loaner uniform provided, *if available*, distributed by DoS, (student will be asked to exchange personal clothing item in order to ensure return of loaner by end of day)

Third Infraction within one week	● Parent notified via ParentSquare, and phone by Dean of StudentsParent must bring a back-up uniform and schedule a parent-student conference with Dean of Students ● Loss of Privileges for one week

School Safety Policy Guidelines

It is the policy of MWA to provide a safe environment for students and staff by removing students whose actions cause a potential or continuing danger to students and/or staff. If a student commits any of the following infractions on or under school jurisdiction (while the student is at school, in route to or from school, or at a school-sponsored event/activity), the student **will be recommended for expulsion** from MWA in accordance with the Suspension and Expulsion Policy and Procedures:

- Possessing, selling, or otherwise furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- Brandishing a knife at another person. As used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade longer than 3 ½ inches, a folding knife with a blade (any size) that locks into place, or a razor with an unguarded blade.
- Unlawfully selling a controlled substance.
- Committing or attempting to commit a sexual assault or battery as defined in subdivision (n) of Section 48900.

Fights/Threats/Bullying: Students are encouraged and expected to take the following steps to resolve conflict instead of resulting to physical action, threats, or intimidation:

- Inform a Dean of Students, teacher, campus supervisor, security or any adult in the general vicinity.
- Walk away from the situation that appears to be escalating, then seek out assistance from an adult.
- Take deep breaths to help calm down.
- Request a conflict mediation meeting with the Dean of Students to help resolve potential conflicts.

Consequently, fighting, repeated threats to fight, or bullying as a means of creating or resolving conflicts will result in a recommendation for expulsion from MWA.

Controlled Substances (Drugs or Alcohol):

The following circumstances can result in suspension and a possible recommendation for expulsion:

- Using, possessing, attempting to buy or selling a controlled substance (illegal drugs or alcohol) or being under the influence.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Possession of tobacco or nicotine products, including but not limited to cigarettes (including electronic smoking devices, e-cigarettes, hookah pens) snuff and smokeless tobacco.

Response to Dangerous, Violent or Unlawful Activity:

MWA will take the following steps to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at any activity sponsored by the school, or on a school bus serving the school.

- Start and complete a timely and thorough investigation upon receipt of the information
- Review all evidence including but not limited to: student and staff statements, photos, video, and any other written materials related to the alleged activity

- Review the school's policies and administer appropriate disciplinary action to all students found responsible including and up to suspension and expulsion
- Report to Law Enforcement in accordance with MWA's Student-Parent/Guardian Handbook Policies

Please Note: Any of the aforementioned offenses may be reported to the proper legal authorities. Further, repeated or severe violations of the school disciplinary policies may also result in a recommendation for expulsion as identified in the Suspension and Expulsion Policy and Procedures.

In accordance with California SB 906, school officials are obligated to report any threat or perceived threats of homicide immediately to law enforcement. "Threat or perceived threat" means any writing or action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity. This may include possession, use, or depiction of firearms, ammunition, shootings, or targets in association with infliction of physical harm, destruction, or death in a social media post, journal, class note, or other media associated with the student. It may also include a warning by a parent, student or other individual. The report shall include copies of documented evidence of the threat. The investigation and threat assessment must include a search conducted at the school site, if justified by a reasonable suspicion that it would produce evidence related to the threat or perceived threat.

The above school rules and regulations apply to all school activities, on or off campus, including school-sponsored activities and events, as well as in transport to/from school grounds.

Searches and Seizures

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers are school property and remain at all times under the control of the Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

A copy of the MWA's complete Search and Seizure policy can be requested at the middle and upper school Front Offices.

Attendance

MWA Attendance Office Contact Info:
Voicemail Line: 510-262-1511 (#2)**; Text Message:** 510-410-2149**;**
Email: attendance@mwacademy.org

Regular attendance plays a key role in your child's academic success. Students thrive when they are present, on time, and ready to learn each day. To support your child's progress, we ask that families report any absences or tardiness on the day they occur.

We also encourage families to plan vacations and extended travel around the school calendar whenever possible to avoid missing valuable instructional time. Working together helps ensure that every student has the opportunity to stay engaged, keep up with their learning, and reach their full potential.

To provide a child with an outstanding education, the child must maintain excellent attendance. Due to California's law of compulsory education (Educ. §§48200, et seq.; 48400; 48293), all children of school age (6-18 years old) are legally required to attend school. To stay informed about your student's attendance, you can access PowerSchool, which provides real-time updates on attendance records, grades, and other important academic information.

MWA allows up to 10 excused absences per school year for illness or other reasons specifically identified below (see the section titled "Excused Absence"), without requiring verification from a doctor. However, ***parents/guardians must call and provide the reason for the absence within 5 days.*** If the parent/guardian does not provide a reason within this timeframe, the absence will be recorded as unexcused and cannot be changed.

A doctor's note is required to excuse absences lasting more than 3 consecutive days, and more than 10 cumulative days in a school year. No student may have their grade reduced or lose academic credit for any excused absence, provided that any missed assignments and/or tests can be reasonably completed within a reasonable amount of time. However, when a student's absences are unexcused, it is up to the teacher to decide whether the student may make up missed assignments/tests and how much credit, if any, will be awarded.

Attendance Notifications

MWA uses an automated notification system called ParentSquare, which broadcasts calls, texts, and/or emails to parents/guardians when a student has tardies, absences, late to class, and/or cuts. It is critical that parents/guardians work with their child to ensure they arrive on time every day. Tardiness disrupts the classroom setting and interferes with the learning process, often significantly impacting student performance. Patterns of tardiness may affect a student's good standing at MWA.

If a parent/guardian receives a notification that a student had an unexcused absence, parents/guardians should contact MWA Attendance Office to provide an absence verification. ***Parents/Guardians have five days from the date of the occurrence to provide information and documentation to excuse an absence.*** For example, a note from a doctor counts as an "excused" verification of an absence.

Tardiness

Arriving to class and school on time is a critical element of academic success, as well as a skill that is necessary for success in post-secondary and work environments. Habitual tardiness may affect a student's good standing at MWA. For unexcused tardies, the following applies:

- Student reports to the Front Office for Tardy Pass
- Tardy Pass is recorded in PowerSchool

Tardies excused for medical reasons require written verification by a medical professional.

Excused Absences

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic appointments:
   a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. For the purpose of attending the funeral services or grieving the death of either a member of the pupil's immediate family, or of a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, so long as the absence is not more than five (5) days per incident. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.
5. For any of the following reasons, if an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, has died:
   a. To access services from a victim services organization or agency.
   b. To access grief support services.
   c. To participate in safety planning or to take other actions to increase the safety of the pupil or an immediate family member of the pupil, or a person that is determined by the pupil's parent or guardian to be in such close association with the pupil as to be considered the pupil's immediate family, including, but not limited to, temporary or permanent relocation.

Absences under this section shall not be excused for more than three (3) days per incident, unless extended on a case-by-case basis at the discretion of the school administrator. "Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

6. Participation in religious instruction or exercises as follows:
   a. The student shall be excused for this purpose on no more than four (4) school days per month.
7. For the purposes of jury duty in the manner provided for by law.
8. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
9. To permit the student to spend time with an immediate family member who is an active-duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
10. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
11. Attendance at the student's naturalization ceremony to become a United States citizen.
12. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
13. Due to the student's participation in military entrance processing.
14. Authorized at the discretion of the Executive Director or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.

15. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
16. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
17. For the purpose of participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
18. For the purpose of a middle or high school pupil engaging in a civic or political event as indicated below, provided that the pupil notifies the school ahead of the absence. A "civic or political event" includes, but is not limited to, voting, poll working, strikes, public commenting, candidate speeches, political or civic forums, and town halls.
    a. A middle school or high school pupil who is absent pursuant to this provision is required to be excused for only one schoolday-long absence per school year.
    b. A middle school or high school pupil who is absent pursuant to this provision may be permitted additional excused absences in the discretion of a school administrator.
19. For the following justifiable personal reasons for a maximum of five (5) school days per school year (unless otherwise indicated), upon advance written request by the student's parent or guardian and approval by the Executive Director or designee pursuant to uniform standards:
    a. Appearance in court.
    b. Observance of a holiday or ceremony of the pupil's religion.
    c. Attendance at religious retreats (not to exceed one schoolday per semester).
    d. Attendance at an employment conference.
    e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

As a reminder, the **following will not be excused:**

- Family vacations/trips
- Passport appointments
- DMV appointments
- Trips related to off-campus activities not related to school
- Work obligations
- Lack of transportation

Final Exams Policy

The attendance policy for finals is different from the regular school attendance policy and students must be in uniform to take their finals.

Only two requests for absence will be approved for missing a final exam:

1. Medical Emergency (formal documentation includes: verification letter, document from a hospital or doctor)
2. Family Emergency (formal documentation includes: verification letter of immediate family member's hospitalization, police report or case numbers)

In order for these requests to qualify as an excused absence from a final, the parent/guardian and/or student must submit formal documentation to the Attendance Office for approval by 4pm on the last day of finals. Students who are absent outside of these two reasons **WILL NOT** be allowed to make up their final exams.

Unexcused Absences

Student absences will be recorded as unexcused for any absence other than those listed above as excused absence. More than 3 unexcused absences per year are considered concerning and results in a referral to the **School Attendance Review Team (SART)** for truancy proceedings (see section titled "School Attendance Review Team" below).

Excessive Absences and Tardies

Students accumulating more than 18 excused absences or tardies (or 10% of school days) are considered excessive and may be referred to the **Contra Costa County Office of Education School Attendance Review Board (County SARB**) for truancy proceedings (see section titled “School Attendance Review Board (“SARB”)” below).

20% Absence Threshold

Missing **36 days of school**—the equivalent of 20% of the academic year—whether excused or unexcused, may result in a student being considered for **involuntary removal** (see section titled 'Involuntary Removal' below).

Early Release

Early Release is a privilege granted by the school administration to specific students who meet the attendance, academic and behavioral expectations outlined below. This privilege allows students the opportunity to leave school after their last core classes in order to engage in an alternate enrichment activity or other authorized reason listed below. All early release requests must be verified by a parent/guardian, and in some cases, accompanied by formal documentation. To arrange an early pick-up, parents/guardians must contact the front office 2-3 hours in advance of the desired pick-up time. All students under age 18 must either be signed out at the Front Office by a parent/guardian or other Authorized adult with a valid picture identification, or the school and Front Office must have written signed permission from the parent/guardian indicating that date and time the student is permitted to leave campus. Students age 18 or older may sign themselves out and may not leave campus without doing so. MWA does not permit early release within the 30 minutes period prior to the regular dismissal time. An exception to this policy may be granted by the Division Director or designee.

Authorized Reasons for Early Release

MWA students will only be considered for early release and absences based on the following reasons:

- Personal reasons (e.g., funeral service, legal obligations, medical/dental appointments, internships, etc.)
- Observance of or attendance to a religious celebration, holiday, ceremony, or retreat
- School related sports, outdoor education, or other educational programs
- Socialization (peer group, psychological services, etc.)
- Additional academic support

School Attendance (SART)/SARB Process

When a student is classified as a truant, or has irregular attendance at school, the student may be referred to the School Attendance Review Team (SART). A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof.

The first intervention is conducted by MWA’s School Attendance Review Team, which is composed of representatives from MWA (administrator, social worker, teacher, staff) and/or member(s) of the county (law enforcement, members from the county office, or welfare). During the first intervention/SART meeting, the family and MWA sign an agreement regarding the student’s attendance. Should the student continue to have attendance difficulties that lead to a violation of that agreement, the student may be referred to the Contra Costa County School Attendance Review Board (SARB). At the County SARB hearing, the problem is addressed, possible solutions proposed, and a formal, legal binding contract is made between the parent, student, and school. Violations of the contract may lead to referral for legal action to the County District Attorney’s office.

It is the responsibility of MWA to maximize the use of all available resources and services to resolve attendance and behavior problems. MWA shall notify a student's parent/guardian of their child's absence in the most cost-effective method possible.

The following procedure will be followed to ensure parents are aware of their student's absences and the interventions to be implemented:

- **First Notification of Truancy Letter**
  - Sent for any combination of **3** full day Unexcused Absences (UA) or Unexcused Tardies over 30 minutes (TX)
- **Second Notification of Truancy Letter** (Habitual Truant)
  - Sent for **6** full day Unexcused Absences (UA) or Unexcused Tardies over 30 minutes (TX)
  - A mandated parent/student SART conference is held to identify areas of support and a SART contract outlining expectations and supports is provided to the family.
- **Third Notification of Truancy and Referral to SARB Letter**
  - Sent for **8** or more full day Unexcused Absences (UA) or Unexcused Tardies over 30 minutes (UX),
  - A follow-up SART conference is convened. Any additional violations of the SART contract may lead to further consequences, up to and included involuntary removal.
  - If a student is absent ten (10) or more consecutive school days without valid excuse and does not otherwise respond to the Charter School's communication attempts, the student will be in violation of this Policy and the SART contract (if any) and may be subject to disenrollment in compliance with the Involuntary Removal Process described below.
- Any documentation received by the Charter School regarding a student's enrollment and attendance at another public or private school (i.e., CALPADS report) shall be deemed evidence of a voluntary disenrollment and shall not trigger the Involuntary Removal Process below.
- For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

School Attendance Review Team (SART) Hearing

The parents/guardians will be given notice by certified mail for the scheduled hearing to meet with MWA's SART to consider a proper plan for correcting problems with attendance. Notices for SART are sent by mail 5 days in advance to the address on file. The parent/guardian and student will be asked to sign an attendance contract. Failure to comply with the contract will result in the order of a citation to appear in a SARB hearing.

Contra Costa County Office of Education Student Attendance Review Board (County SARB)

A student may be referred to the County SARB once MWA has utilized all available interventions to support a student's attendance. The CCCOE conducts district-level SARB hearings for students referred from its county-operated community school and its county-authorized charter schools. The County SARB will review information presented by MWA and will interview the student and a parent/guardian. Following the hearing, the student may be placed in a contractual agreement with the County SARB, be required to report their progress, and be referred to the County's District Attorney's Office if they fail to meet the requirements of their agreement.

More information about the Contra Costa County Office of Education's SARB can be found on their website: https://www.cccoe.k12.ca.us/programs/for_educators/sarb

Involuntary Removal Process

No student shall be involuntarily removed by MWA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with MWA's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until MWA issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to MWA suspension and expulsion policy.

Upon a parent/guardian request for a hearing, MWA will provide notice of the hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of MWA expulsion hearing process. If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known district of residence within thirty (30) days. A hearing decision not to disenroll the student does not prevent MWA from making a similar recommendation in the future should student truancy continue or reoccur.

Arrival/Dismissal Policy

To ensure student safety, MWA operates as a closed campus. Students are not permitted to leave campus at any time between arrival and dismissal without permission. All parents/guardians and students are required to follow MWA's Arrival and Dismissal Policy, including traffic procedures, designated time frames, and directions provided by MWA staff and volunteers supporting arrival and dismissal. Failure to follow arrival and dismissal procedures may result in school follow-up and appropriate administrative action to ensure student safety.

	Days/Time	Procedure
Arrival	Monday through Friday: *(All grades)* *8:00 to 8:30 am*	▪ Cars dropping off must use the drive loop and authorized drop off/pick up zones **only**. Parents/Guardians may not park along Lakeside Drive to drop-off students, or pull into driveways along Lakeside. ▪ Middle school students report directly to the MS campus ▪ Upper school students report directly to the US campus ▪ **There is no supervision on campus before 7:50 am**
Dismissal 3:00 pm	Monday through Thursday *5th-8th grade* *3:00 pm*	▪ Students may leave campus via bike, car, public transportation, or by foot ▪ Students should report to designated drop off/pick up zones ONLY ▪ Families with students in both the upper and middle schools should pick up sibling groups at the middle school dismissal zone

	9th-12th grade *3:30 pm*	▪ Students not leaving campus are expected to report directly to sports, club activities, or after school programming under the direct supervision of MWA faculty or staff. 30 minutes after dismissal, students not participating in MWA after-school activities will be asked to report to the designated late pick up area in the middle school ▪ ***Students may not*** leave campus and return without permission from the program director or their designee *After the close of the dismissal, parents/guardians picking up students must go to the MS Front Office to collect their student from the designated school-wide late pick-up waiting area.*
Early Dismissal	Every Friday *5th-8th grade* *2:00 pm* *9th-12th grade* *2:15 pm*	

Expectations for Parents/Guardians & Students During Arrival & Dismissal

Parents/guardians are responsible for clearly communicating with their students every day regarding student dismissal plans.

Students may make phone calls home from the front office during breaks or lunch if they need to speak to their parents/guardians about pick-up times, after-school plans, sports and other plans. Students are permitted to use personal cell phones during approved times for transportation-related calls.

Students and parents/guardians are expected to respectfully and courteously follow traffic laws, posted signs, and the directions of all MWA staff and volunteers during arrival and dismissal. Additionally, they should be mindful of the volume and appropriateness of their music when on campus. Please refrain from honking horns unless it is an emergency.

To ensure student safety, and to ensure families get through the arrival and dismissal line quickly, please follow the directions of staff, faculty and volunteers at all times. The dismissal process takes approximately 10-25 minutes, depending on the day and weather conditions. Students and parents/guardians should plan ahead if there is an appointment or other commitment for which they need to leave school promptly. Parents/guardians should review the early release procedure if they anticipate needing to leave school early in order to attend an appointment (appointments are excused per the reasons outlined in the section titled "Excused Absences"). Families that are picking up students in after-school activities during dismissal must use the drive loop to pick up their student in the designated pick up zone.

Traffic Procedures

To ensure student and community safety, it is essential to follow the traffic procedure. Families found violating MWA arrival/dismissal expectations, traffic regulations or operating in an unsafe manner. The local police department will be involved as necessary.

Guidelines

i. Always follow directions of the staff, faculty and volunteers directing traffic
ii. Always use the crosswalks and discourage students from running across the street.
iii. U-Turns on Lakeside are prohibited
iv. No stopping or parking along Lakeside. Lakeside Drive is a designated "No Parking" zone by the City of Richmond
v. Speed limit is 10 mph while driving anywhere on campus (e.g. the parking lots and the drive loop)
vi. Students must be dropped off/picked up in designated drop off/pick up areas ONLY through use of the Drive Loops.
vii. Do not block school or neighbor entrances, intersections, or crosswalks.

viii. Student drop-off/pick-up at any of the surrounding businesses/neighboring parking lots (for example, the YMCA, Post Office, Business Park) is **strictly prohibited**. Violators risk being towed or cited.

Student Parking

Parking on campus is a privilege. Students who would like to park on campus must be granted a parking permit and are expected to follow all requirements and expectations outlined in the student parking application. Applications must be submitted and approved before a student can park on campus.

To be eligible to apply for a parking permit students must maintain the following:

- Valid vehicle registration
- Proof of insurance
- Valid California driver's license
- Current GPA of 2.0 or higher

Students who park on campus without a permit and/or violate the permit rules may:

- Receive parent/guardian notification
- Have their vehicle towed
- Lose their parking permit and privilege to park on campus

Students and parents/guardians who do not follow the Arrival/Dismissal Policy jeopardize the safety of our students and staff, and therefore will be subject to the following:

- School-Wide Behavior Management System interventions
- Meeting with School Administration to discuss safety violations
- Report to Law Enforcement as mandated by law

Student athletes are permitted to leave campus and return for later practices and games with the permission of the Athletic Director. Athletes must return promptly at the start time of their activity supervised by MWA staff, or wait in the designated academic program area. Athletes may not wait in unsupervised and closed buildings. Athletes may **not bring unapproved food back to campus.*

School-wide Services, Expectations, and Guidelines

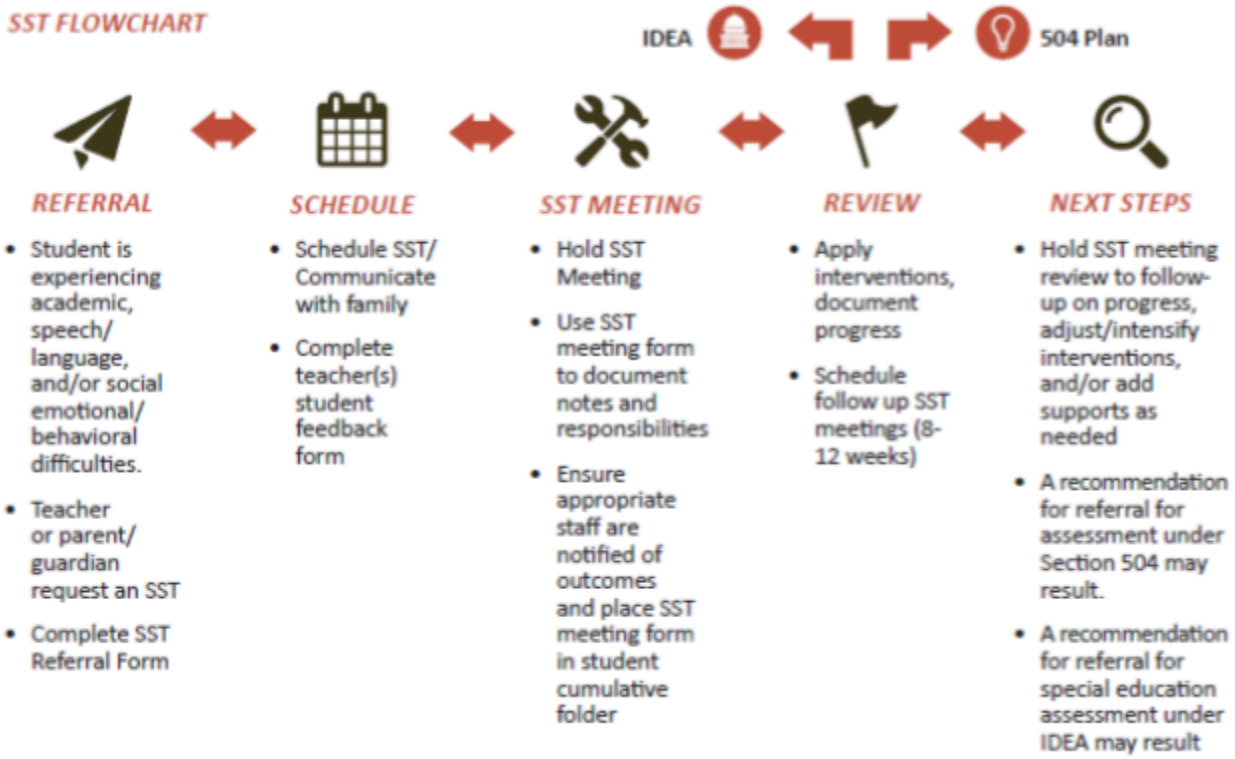
Student Support Services

Student Success Team (SST)

An SST is a multi-disciplinary team that considers, plans, and assesses general education interventions and supports for students experiencing academic, speech/language, and/or social-emotional/behavioral difficulties. This early intervention for struggling students through the SST process is a function of the general education program and not of special education. The purpose of the (SST) is to problem-solve and to identify supports in the general education setting which allow a student to be successful in that setting.

A student may be referred to the SST for:

i. Lack of academic progress
ii. Behavioral/emotional concerns
iii. Attendance/truancy issues
iv. Consideration for retention
v. Social Emotional concerns
vi. Consideration for special education evaluation or a 504 Plan
vii. Other unresolved parent/guardian concerns



Who participates in the SST team?

The SST is composed of members of the general education school staff and includes meaningful participation of the parent/guardian and the student, if appropriate. The SST reviews and analyzes all screening data, including Response To Instruction and Intervention (RTI2) results and provides a system for accountability. Parents play an integral role in the SST process. If requested, intervention specialists and/or special educators may also participate in SST meetings.

What is 504 and how is it connected to the SST process?

504 is a section of the Rehabilitation Act of 1973 that ensures individuals with disabilities have equal access and opportunities and may not be discriminated against on the basis of their disability. If interventions in the general education environment prove to be insufficient, the SST team may decide to refer the student to the 504 team, to determine if the student may be eligible for services under 504. If the SST refers a student for special education assessment, and the student does not qualify, a student's 504 eligibility may be considered.

504 Policies and Procedures

Students with a disability may qualify for regular or special education and/or related aids, services, and/or accommodations under Section 504. Please refer to the 504 Policy which can be found in both the middle and upper school offices. Section 504 covers qualified students with a disability who attend schools receiving Federal financial assistance. Section 504 requires that LEAs provide a Free Appropriate Public Education (FAPE) to qualified students in their jurisdictions who have a physical or mental impairment that substantially limits one or more major life activities.

Section 504 defines a person with a disability as one of the following:

- Has a physical or mental impairment that substantially limits one or more major life activities
- Has a record of such an impairment
- Be regarded as having such an impairment

A student may be eligible for a Section 504 plan if they have an impairment that substantially limits a major life activity.

Substantial Limitation: A substantial limitation that affects a person's ability to perform an activity (including learning) in relation to the average person in the general population.

Referrals

When a student is exhibiting academic, social, emotional, participation, attendance, and/or behavioral problems, the student may need to be referred to the intervention/student success team (SST). This referral may lead to a referral to assess under Section 504 and/or a referral to assess under IDEA. A referral to either of the above-mentioned teams, can be initiated by, but is not limited to, the following: parent, administrator, teacher, or school personnel.

Special Education

MWA recognizes the importance of providing educational opportunities to all students regardless of physical challenges or special needs. MWA is committed to serve the exceptional needs of such students in accordance with applicable federal and state laws. MWA collaborates with parents/guardians, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Special Education Services are provided to allow students with disabilities to participate in their educational experience within the least restrictive environment (LRE). Special education services are provided by MWA staff and contracted service providers to all eligible MWA students in accordance with the Individuals with Disabilities Education Act (IDEA) and the policies/requirements of MWA's Special Education Local Plan Area ("SELPA"). MWA is part of the El Dorado Charter SELPA. Students may be referred for special education support services through the Response to Intervention model adopted by MWA.

Identification and referral for special education evaluation by MWA is generally made through the Student Study Team (SST) process by evaluating the student's response to intervention and possible need for a higher level of support, as well as by consulting with an appointed Special Education approved designee. Parents/guardians may also request assessments in any areas of suspected disability. Identification can take place at any time in the school year. Eligibility of students with disabilities for special education shall be determined by the IEP team, which can include MWA staff and specialists (psychologist, resource specialist, speech and language therapist, program specialist, etc., as appropriate), MWA's Student Support designee, MWA administrator(s), MWA classroom teachers, the parent/guardian of the student, and oftentimes the student themselves.

MWA considers the full continuum of special education placement options and services based on individual student needs. The Least Restrictive Environment (LRE) mandate of the IDEA requires that students with disabilities receive their education in the "regular education environment" to the maximum extent appropriate or, to the extent such placement is not appropriate, in an environment with the least possible amount of segregation from the students' non-disabled peers and community..

If a student is not accessing a free, appropriate public education (FAPE) in their current setting, the LEA may convene an IEP team meeting to discuss the student's identified needs and progress towards their current IEP goals. This may include initiating additional assessments to gain information about a student's present levels of performance to drive identified needs, goals, and supplementary aids/supports/services, or considering a change of educational placement to a more restrictive, therapeutic setting.

Parent Resources

Knowing the basics of special education in California can help parents navigate the IEP process. The El Dorado SELPA provides parents with resources to support parents understand parent's rights, general terminology, and additional resources. Please see SELPA website https://charterselpa.org/parent-resources.

Expectations for Outdoor Activities and Use of Facilities

To maintain consistency and a positive school climate throughout the MWA community the following rules and expectations apply in all outdoor spaces across the MWA campus at all times during and outside of regular school hours:

General Rules

Students must:

i. Follow all directions from MWA staff members and adhere to all school rules.
ii. Share equipment and space respectfully.
iii. Keep all areas clean and tidy.
iv. Keep food and drinks (except water) in designated eating areas ONLY (not permitted in classrooms). Exceptions will be made for students with an established medical accommodation or approved classroom celebration.
v. Practice the "Notice. Talk. Act." protocol by reporting any unsafe behavior to a MWA staff member.
vi. Practice good sportsmanship.

The Garden

Students must never:

i. Stand on, get inside, or jump over concrete raised beds.
ii. Pull or pick at plants in the garden without staff permission.
iii. Eat anything from the garden without consulting with a staff member.
iv. Hide behind plants at any time.

Fences/Walls/Gates

Students must:

- Stay inside MWA's fences/perimeter at all times. No students are permitted to be outside of fences/perimeter.
- Not play or climb on fences, walls or gates. Violation of this safety policy is a Level 2 infraction.
- Not throw any objects through or over the fences, walls or gates.
- Not exit any gate at any time without explicit permission from a staff member.

Equipment

Middle School

- Students may check-out recess equipment from designated staff by providing their current student ID.
- Students may not bring recess equipment from home. Equipment brought from home that is used during school hours may be confiscated.
- When the whistle is blown at the end of break and lunch, students must immediately stop playing, return equipment, and head to the next designated areas.
- For the usage of the playground, students must abide by the posted playground rules.

Upper School

- Students may bring recess equipment (balls, frisbees) from home. Equipment brought from home should be stored out of sight (e.g. backpack/locker) during non-break periods. Equipment brought from home that is used outside of designated break periods may be confiscated. The School will restrict use of equipment from home and/or remove permission to bring equipment from home if equipment is misused or used in a manner deemed unsafe by School Leadership.
- If personal equipment brought from home goes over the fences, students and parents may retrieve it **after school**.
- The school is not responsible for loss, theft or damage to personal property.

Additional Equipment Rules

- If MWA or Health and Wellness equipment goes over the fences, MWA staff will retrieve it.
- Bats or hardballs are not permitted for use at MWA, except during designated team sports activities under faculty/coach supervision.
- Jump ropes may not be tied on fences or used in any physical way towards another person.
- Bikes, rollerblades, Heelys, scooters, or skateboards may not be ridden on campus.
- Students must not climb poles or hang from hoops or nets on the basketball courts.

Picnic Benches & Cement Ledges/Benches

- Students are to clean up after themselves after consuming food or beverages, trash is to be picked up and disposed of in the proper receptacle.
- Students may not stand on picnic tables, benches, or cement ledges/benches anywhere on campus.

Restricted Activities, Areas, & Equipment

Students must not:

- Enter any areas outside of the campus perimeter.
- Enter or play near storage sheds.
- Enter landscaped and garden areas, including the sand/pebble/bark areas.
- Climb on or stand on large rocks in middle school; only sitting is permitted.
- Be in classrooms or hallways without supervision.
- Throw rocks or other ground materials; what is on the ground stays on the ground.
- Participate in tackle or contact sports (only tag or flag football is allowed).
- Engage in dog piling, wrestling, play-fighting, or similar games.
- Perform flips, cartwheels, gymnastics, or cheerleading stunts.

Outside Courts

- No gum, food, beverages, or eating allowed on basketball courts.
- No sitting or lounging on the courts to prevent injury by active players/game.

Turf Rules

- No food, drink or eating is permitted. No gum. Drinking water is permitted.
- Students will not have access to Health and Wellness (H&W) equipment outside of class time. See Equipment section above for more details.
- Adult supervision is mandatory in order for students to use.
- No tackling, tripping, wrestling, or play fighting is permitted.
- When whistle blows, any equipment continued to be used will be confiscated.

Gym Rules

- Food, gum, beverages are not allowed.

- Non-marking athletic shoes are REQUIRED on the gym floor.
- Scheduled events have priority.
- Return all equipment after use.
- Do not wear jewelry during workouts.
- Lock all valuables in your assigned lockers.
- Report all injuries to your instructor immediately.
- Anyone found damaging or defacing the gym or equipment will be held financially responsible and subject to disciplinary action.
- If the space needs custodial services, please notify your instructor immediately.
- No hanging from or jumping on any equipment including basketball hoop nets, volleyball stands/nets, and bleachers.
- No dunking.

Student Wellness

Immunizations and Physical Examinations

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement. At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Medical Conditions Management and Medication Administration

Any student who is or may be required to take, during the regular schoolday, prescription medication prescribed or ordered for the student by an authorized health care provider may be assisted by the school nurse or designated MWA personnel.

In order for a student to be assisted by the school nurse or other designated MWA personnel in administering medication, MWA shall obtain both:

1. A written statement from the student's authorized health care provider detailing the name of the medication, method, amount/dosage, and time schedules by which the medication is to be taken, and
2. A written statement from the parent, foster parent, or guardian of the student indicating the desire that MWA assist the student in the matters set forth in the statement of the authorized health care provider.

Students are permitted to self-carry and self-administer prescription medication if an authorized health care provider has indicated that a student may need to take this medication or is required to take this medication during the regular school day. Prescription medication includes an epinephrine delivery system and inhaled asthma medication. In order to carry and self-administer this medication, MWA must receive the following:

1. A written statement from the student's authorized health care provider (1) detailing the name of the medication, method, dosage/amount, and time schedules by which the medication is to be taken, and (2) confirming that the student is able to self-administer an epinephrine delivery system or inhaled asthma medication, and
2. A written statement from the parent, foster parent, or guardian of the student (1) consenting to the self-administration, (2) providing a release for the school nurse or designated MWA personnel to consult with the health care provider of the student regarding any questions that may arise with regard to the medication, and (3) releasing MWA and MWA personnel from civil liability if the self-administering student suffers an adverse reaction as a result of self-administering medication.

These written statements specified shall be provided at least annually and more frequently if the medication, dosage/amount, frequency of administration, or reason for administration changes.

MWA may elect to observe and document the student's ability to safety and competently self-carry and self-administer prescription medication as directed by the authorized health care provider. A student may be subject to disciplinary action if the student uses this prescription medication in a manner other than as prescribed.

An administration of medication form can be obtained by contacting the main office.

MWA is a fragrance-free campus, in part to reduce potential triggers of an asthma attack or allergic reaction; more details can be found in the Dress Code section of this handbook.

Student Medications at School

Administration of medication should be arranged to be taken outside of school hours whenever possible.

A MWA Medication Authorization Form (available in the nurse's and front offices) must be completed by BOTH the parent/guardian AND the healthcare provider for all medications taken at school, including prescription medications and medications purchased over the counter (OTC). The form must be completed annually and must include:

- Medication Name, Medication Dosage, Route of Administration, Indication/ Reason for Medication

The completed Medication Authorization Form must be returned to MWA prior to the administration of medication at school.

- Parents/Guardians must provide the medication in a pharmacy-labeled or original container/dispenser.
- Parents/Guardians must deliver the medication to the school personally or send it with a designated adult. Please contact the MWA school nurse for exceptions.
- Medications may be administered at school according to the healthcare provider's instructions by:
    - The school nurse or a designated trained staff member;
    - The parent/guardian or designee who may come to school to administer the medication on a pre-arranged schedule.
    - The student, who under certain circumstances, may self-administer medication, as indicated by the Medication Authorization Form.
- Parents/guardians will be notified prior to the end of the school year to retrieve their child's medication(s). Medications not retrieved will be properly disposed of by school staff.

The Seizure Safe Schools Act (CA Education Code 49468.2) authorizes the administration of emergency anti-seizure medication. If a physician has prescribed emergency anti-seizure medication for seizure control for your child, notify MWA school nurse so that the proper paperwork is completed and personnel can be identified and trained to administer the emergency anti-seizure medication. In case of an emergency, the school nurse or trained volunteer will follow the Emergency First Aid Guidelines for California Schools response for Seizures and the student's Emergency Action/Care Plan.

CA Education Code 49414 authorizes school districts to provide emergency epinephrine delivery systems to school nurses or trained personnel who have volunteered to use such injectors or nasal spray to respond to emergency allergic reactions. In case of an emergency, the school nurse or trained volunteer will follow the Emergency First Aid Guidelines for California Schools response for Allergic Reaction and the student's Emergency Action/Care Plan if available.

CA Education Code 49414.5 authorizes school districts to administer glucagon to a pupil who is suffering from severe hypoglycemia. If your child has diabetes, please notify the MWA school nurse so that the proper paperwork is completed and personnel can be identified and trained to provide emergency medical assistance to your child in the event your child is suffering from severe hypoglycemia at school.

CA Education Code 49414.7 authorizes school districts to administer emergency stock albuterol to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from respiratory distress. In case of an emergency, the school nurse or trained volunteer will follow the Emergency First Aid Guidelines for California Schools response for Asthma/Wheezing/Difficulty Breathing or the student's Emergency Action/Care Plan if available.

The school nurse is the designated administrator to order, store and restock rescue medications on campus. Emergency medications are located in the emergency medication cabinets at each of the school health offices and the athletics emergency kit.

Opioid Overdose Response

In the event of an opioid overdose on campus, MWA maintains an emergency supply of Naloxone (Narcan) Nasal Spray, which is an over-the-counter medicine used to treat a known or suspected opioid overdose emergency.

Signs and symptoms include breathing problems, severe sleepiness, and inability to respond.

California Education Code section 49414.3 authorizes charter schools to provide emergency Naloxone (Narcan) or another opioid antagonist to school nurses or trained personnel who have volunteered, and to use it to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose. Section 49414.3 additionally states that a charter school may designate one or more volunteers to receive initial and annual refresher training based on standards regarding the storage and emergency use of this medication from the school nurse or other qualified person designated by an authorizing physician or surgeon.

If an opioid overdose is suspected, a school nurse will administer Naloxone (Narcan) to the person suspected or experiencing an opioid overdose. If the school nurse is not on site or is unavailable, a trained volunteer may administer this medication to a person exhibiting potentially life-threatening symptoms of an opioid overdose.

Emergency Naloxone nasal spray kits are located in the emergency medication cabinets at each of the school health offices and the athletics emergency kit.

SB 997 prohibits charter schools from prohibiting pupils in middle schools, junior high schools, high schools, or adult schools, while on a school site or participating in school activities, from carrying fentanyl test strips or a federally approved opioid antagonist, as provided, for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose.

Additionally, in accordance with California Education Code section 49414.35(a) MWA will not prohibit a pupil 12 years or older, while on a school site or participating in school activities, from carrying or administering opioid overdose reversal medication for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, naloxone hydrochloride or another opioid antagonist.

Management of Lice and Outbreaks

MWA follows a “no live lice” policy.

1. If faculty or staff suspect a student may have lice, they must refer the student to the school nurse for further evaluation. The school nurse will examine the student for any signs or symptoms of live lice.
    a. It is essential to protect the privacy of any student identified with nits (eggs) or live lice. Confidentiality must be upheld to prevent any bullying or stigma associated with having lice.
2. If live lice are found, parents/guardians will be notified to pick up the student at the end of the school day, and given a written notice and a copy of the CDPH head lice flyer.
3. Parents/Guardians should consult their physician or pharmacist for treatment.
4. The student with live lice will remain at home until treatment with a lice shampoo has been initiated. Once treatment has begun, and no live lice are present, the student may report to school to be re-evaluated and cleared to return to class.
5. For maximum efficacy, the shampoo treatment should be repeated in a week.
6. An exposure letter will be sent home with students who are identified as ‘close contacts’ at the discretion of the school nurse.

School Lunch, Nutrition, and Wellness

Part of the MWA holistic approach involves children being properly nourished. Statistics show that brain function is related to nutrition, and unfortunately, many students are less prepared to learn because they do not consume consistently nutritious meals on a regular basis. The purpose of MWA’s nutrition/food guidelines is to serve as a point of nutritional reference to provide consistency for both staff and students.

Our priority is the health of our students. Any contradictory messages (regarding healthy food choices and nutrition) undermine our approach and philosophy on student health. We want our students to build healthy eating habits that they follow now and in the future, but they need help in doing this. Some of our students live in communities where a large part of the population suffers from preventable diseases directly related to diet and food choice. As a result of living in communities where healthy food options are not always available, we want to ensure that our community has the requisite knowledge to make healthy food choices.

MWA participates in the National School Lunch Program. Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a minimum of one (1) free breakfast meal and one (1) free lunch meal during each school day.

Applications/Alternative Income forms for determining eligibility for federally reimbursable free or reduced price meals are sent to families via ParentSquare and can also be obtained in the main office. **Completing the application is vitally important, as it may bring significant additional funds to MWA, and qualify students for individual benefits such as college application waivers, Advanced Placement (AP) and International Baccalaureate (IB) testing fee waivers. If MWA does not receive enough applications, the funding for some programs may be cut.**

MWA provides a nutritionally adequate breakfast and a nutritionally adequate lunch to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a minimum of one (1) free meal per meal service (breakfast and lunch) each school day.

Income eligibility guidelines for federally funded free and reduced-price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

MWA allows students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water.

MWA may develop additional policies regarding the types of water bottles that may be carried. MWA adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus. MWA encourages water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, MWA is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-0996.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; or (202) 690-7442; or email: Program.Intake@usda.gov.

Food Drop-Offs

Any food being dropped off to students by families during the school day (e.g. if a student forgets their lunch) must be brought directly to the Front Office of the middle school or upper school. For safety reasons, families may only bring food for their students. Students may pick up their food from the Front Office once it has been approved by the Dean of Students or their designee. ***Students may NOT utilize food delivery services, including but not limited to Doordash, Uber Eats, GrubHub, pizza delivery, etc. If a student is found to be in violation, the food will be confiscated (to be picked up at the end of the day by the parent or student), and there may be additional consequences. If food is confiscated, the student will be offered a school lunch.***

MWA Food Service is committed to:

- Providing students with healthy and nutritious foods; all students will have access to healthy and nutritious food from MWA.
- Encouraging the consumption of fresh fruits and vegetables, low fat milk and whole grains.
- Supporting healthy eating through nutrition education.
- Encouraging students to select and consume all components of the school meal.

The following outline provides a guide to the foods and beverages that are **approved** by MWA for students to bring for everyday breakfast, snack and lunch:

APPROVED	Why is this the healthy choice?

• Snack/protein bars • Healthy sandwiches • Cereal/oatmeal • Baked savory snacks (i.e. pretzels, crackers) • Fresh-style fast food (grilled/baked proteins, fresh salads) • Homemade meals (for your child only) • Chips (no larger than 1 oz personal serving bag) • Fruit • Vegetables • Yogurt • Whole grains • Food items that are low in fat/calories • Water • Sport drinks (12 oz max) • E.g. Gatorade, Propel, Body Armor, etc.	• Whole grains provide fiber and vital nutrients to fuel a healthy metabolism. • Lean protein allows for proper muscle development. • Diets rich in calcium support healthy bone growth. • Fruits and vegetables provide necessary vitamins and nutrients for proper development and brain function. • Water keeps the body hydrated and operating. It also helps flush out toxins.

MWA will not store, refrigerate or re-heat student meals brought from home. Please plan accordingly if your student opts to bring lunch from home.

The following outline provides a guide to the foods and beverages that are ***not* approved** by MWA for students to bring to school or consume during regular school hours:

NON- APPROVED*	Why is this *not* healthy for our daily food choice?
• **Sodas of any kind** • **Energy drinks of any kind** • **Sport drinks over 12 oz** • **Beverages packaged in glass bottles** • **Candy** • **Gum** • **Chips *(over 1 oz personal serving size)*** • **Shelled Sunflower seeds** • **Cookies/Brownies/ Desserts *(outside of recommended personal serving size during designated meal periods)*** • **Fast food (Ultra processed and/or deep- fried)** • **Ramen/Cup of Noodles** • **Caffeinated beverages of any kind** • **Hot Cheetos, Takis and similar products containing Red Dye 40, Blue 1, Blue 2, Green 3, Yellow 5, and Yellow 6**	• High sugar consumption can lead to diabetes and excessive weight gain. • Diets that include too much sodium can lead to high blood pressure and heart disease. • Foods high in fat can lead to high blood pressure, high cholesterol, excessive weight gain, and diabetes. • Caffeine is a stimulant, affecting your heart rate and blood pressure. Caffeine also has addictive properties- meaning the growing/developing body can become dependent. • Processed and artificially-flavored foods contain unhealthy chemicals and discourage healthy body development. • High amounts of red and yellow dyes and other irritant additives are unhealthy and even dangerous for some students. • Sport drinks contain high levels of sugar and calories that can lead to obesity and tooth decay.

*Non-approved foods will be confiscated. Students receiving multiple infractions of this policy will be issued a referral. All student food consumption should take place during designated snack break and lunch periods in approved areas.

Note: The Nutrition Policy can be flexible to accommodate special events and celebrations throughout the year when pre-approved by senior leadership. Food items containing nuts are prohibited on campus.

When bringing snacks/treats for special events, please bring appropriate serving sizes, especially when bringing sweets or other typically unhealthy options which should be limited to only one or two items per event.

Teachers are encouraged to incentivize students with healthy snack options, or prizes and rewards such as homework passes, fidget trinkets, free choice time, etc.

Food served during classroom celebrations should fall under the approved food and beverages list, supported by the smart snacks regulation program.

Suggestions for Healthy Classroom Celebration Snack Options

- Sparkling/carbonated water, no sugar
- Juice made of 100% juice with no added sugar (one portion)
- Fruit smoothies (frozen fruit with yogurt)
- Fat-free or low-fat pudding cups
- Fat-free or low-fat yogurt (individual cups or tubes)
- Fat-free or low-fat yogurt parfait cups with fresh fruit and granola
- Fat-free or low-fat frozen yogurt bars
- Fresh fruit with no sugar added (kabobs, trays, salads)
- Dried fruit with no sugar added
- Fruit cups in 100% fruit juice or water
- Rice cakes
- Pretzels (small portions)
- Graham crackers
- Whole grain fruit or cereal bars
- Whole grain cereal cups
- Small whole grain waffles with fresh fruit
- Sugar-free fruit Jello cups
- Whole grain small bagels with low-fat cream cheese
- Jelly sandwiches with 100% fruit jelly on whole wheat bread
- Whole grain crackers
- Baked whole grain tortilla chips
- Baked chips (small portions)
- Low-fat or air popped popcorn without butter

Nut-Safe Campus Policy

Here at MWA, it is our goal to provide our students with a safe and healthy learning environment. Numerous students across campus have severe allergies to a variety of nuts.

Anaphylaxis is a severe and potentially life-threatening condition that, when triggered by exposure to allergens such as nuts, can completely close a person's airway. Although we have epinephrine injectors supplied on-campus in case of an emergency, prevention is a much safer method for reducing risk. In light of this, MWA has adopted a Nut Safe and Allergy Awareness Policy that includes:

1. Identifying students with allergies and their allergens
2. Minimizing the risk of occurrence through management controls
3. Planning for effective response to emergencies

What does this mean for parents and students?

- Inform MWA if your child has a nut allergy as soon as possible.
- Work with the school nurse to create a Health Care Plan according to the needs of your child.
- **All students and staff:**
  - **Do NOT pack or bring any food, snacks, or meals containing nuts** such as peanuts, nuts, peanut butter, nut butters, or peanut products for your students.
  - Do **NOT** provide or bring any baked goods or treats containing nuts for class parties and potlucks.

PROHIBITED NUTS AND NUT PRODUCTS	**APPROVED NUT-SAFE FOOD BRANDS***

• Almonds • Brazil nuts • Cashews • Filberts • Hazelnuts **(Including Nutella)** • Macadamia nuts • Pecans	• Pine nuts **(*Pesto sauce is made of pine nuts)*** • Pistachios **(Including Dubai chocolate)** • Walnuts • Peanuts	• Beanitos • Deep River • Enjoy Life Foods • Gerbs • Go Raw • GoGo Squeez • King Arthur	• Lundberg • Made Good • Mary's Gone Crackers • Namaste • Nature's Bakery	• Pirate's Booty • Popcorners • Skinny Pop • SunButter • Vermont Nut Free

**These brands manufacture products in dedicated nut-free facilities, and distribute products that are safe and approved by MWA for students to bring for everyday breakfast, snack and lunch.*

Mental Health Services

MWA recognizes that unidentified and unaddressed mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and violence. Access to mental health services at MWA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life.

Our students can ask for support from MWA's division social worker by contacting the Main Office in person or by phone at 510-262-1511. The parent/guardian would then share their child's current grade and support needed (e.g. family divorce, grief/loss, concerned about depressive symptoms) in order to connect with the assigned social worker.

Resources available nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Suicide Prevention and Intervention

The Centers for Disease Control and Prevention ("CDC") reports that suicide is the second leading cause of death among people 10 to 34 years of age in the United States[i]. MWA's Suicide Prevention and Intervention policy, along with MWA's Student Death Policy, outlines MWA's suicide prevention, intervention and postvention procedures to protect the health and well-being of all MWA students. A full copy of the Suicide Prevention and Intervention Policy can be found on MWA's website, in Appendix U of this handbook, or available by request.

Prevention Programming for Students

Students will participate in workshops and trainings that will inform them about the warning signs of suicide, symptoms of mental health disorders commonly experienced by adolescents, and resources for mental health support.

Risk Factors and Protective Factors

Risk factors for suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time. (https://www.thetrevorproject.org/resources/preventing-suicide/suicide-risk-factors/)

FACTORS OF THE MIND AND BODY	FACTORS FROM THE ENVIRONMENT	FACTORS THAT A PERSON TAKES PART IN, EXPERIENCES OR LEARNS
● History or signs of depression ● History of mental illness ● History of being abused or mistreated ● History of self-injury ● Tendency to be impulsive ● Major physical illness ● Affective disorders (i.e. mood disorders) ● Previous suicide attempt(s)	● Barriers to mental health services ● Lack of community support ● Homelessness ● A death or relationship breakup ● A job loss or change in financial security ● Feeling unsafe ● Family history of suicide ● High stress family environment or dynamic ● Academic or family crisis ● Easy access to lethal materials	● Risky health behaviors (e.g. substance abuse, unsafe sex practices, etc.) ● Lack of support from other youth ● Cultural or religious beliefs that suggest suicide as a solution ● Exposure to suicide through the media, family, friends or co-workers ● Unwillingness to seek help ● Non-suicidal self-injury ● Victimization at home or in school ● Difficulty in school, failing grades, bullying others

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective factors for suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Easy access to effective, culturally competent care
- Support from medical and mental health care professionals
- Coping, problem solving and conflict resolution skills
- Restricted access to highly lethal means of suicide (e.g. firearms)
- Strong connections to family members
- Connectedness to safe schools
- Academic, artistic, athletic achievements
- Nonviolent problem solving and conflict resolution
- Family acceptance for their sexual orientation and/or gender identity
- Positive connections with friends who share similar interests
- Cultural and religious beliefs that discourage suicide
- Positive role models and self esteem

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

Re-Entry Procedures

When a student returns to school after a mental health crisis, the Dean(s) of Students and the Social Worker will meet with the student's parent/guardian and the student to discuss the process for re-entry and the student's readiness to return to school. This includes:

- The parent/guardian will provide documentation from a mental health care provider of the student's discharge plan that includes the hospitalization dates and contact information of the treating clinician.

- The Social Worker will inform the senior leadership team of the support plan for the student.
- The Social Worker will share with the student's Grade Level Lead the support plan and accommodations or adjustments that should be put in place to help re-integrate the student back to school. If needed, the Social Worker will work with the support services team to determine appropriate next steps for support. This may include convening a Student Success Team (SST) meeting or referral to 504 plan or special education if appropriate.
- The Social Worker will schedule periodic check-ins with the student and parents/guardians to help the student readjust to the school community and address any ongoing concerns.

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[i] https://www.cdc.gov/violenceprevention/suicide/statistics/

Pregnant and Parenting Students

The MWA mission states, "Making Waves commits 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." This statement is inclusive of expectant and parenting students. MWA encourages expectant and parenting students to continue their education while receiving necessary health, social service, and day care services. MWA recognizes that expectant and parenting students face challenges that may interfere with academic success and are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. This policy outlines the protocol that MWA will utilize to best support expectant and parenting students.

A pregnant or parenting student is entitled to eight weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. A pregnant or parenting student who does not wish to take all or part of the parental leave to which they are entitled shall not be required to do so. When a student takes parental leave, MWA will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program or an alternative education program. MWA shall not require a pregnant or parenting student to complete academic work or other school requirements during the leave. A pregnant or parenting student may return to the school and the course of study in which the student was enrolled before taking parental leave.

Upon return to school after taking parental leave, a parenting student will be able to make up work missed during their leave, including, but not limited to, makeup work plans and re- enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in MWA if it is necessary in order for the student to be able to complete any graduation requirements, unless MWA determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school. If a student chooses not to return to MWA after taking parental leave, they are entitled to alternative education options offered by MWA. A pregnant or parenting student who participates in an alternative education program shall be given educational programs, activities, and courses equal to those he or she would have been in if participating in the regular education program. A student shall not incur an academic penalty as a result of the student's use of the accommodations to which it is entitled under the law.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of MWA. The complaint may be filed in writing with the UCP compliance officer:

Carmen Velarde, Director of Data and Accountability

4123 Lakeside Drive, Richmond, CA 94806
(510) 262-1511, mwacompliance@mwacademy.org

School Property and Personal Possessions

Lockers and Locks

Students will be assigned a locker with a lock. Only locks provided by MWA will be used on the lockers. Students should keep the combination to themselves. There will be a $10 replacement fee for any lost locks. Lockers are for your belongings and school supplies. Students are responsible for the organization and cleanliness of their locker. Lockers may be searched at any time by school officials to the extent allowed by law. As such, students:

- Should not have any unauthorized and/or illegal items such as but not limited to weapons, cigarettes, alcohol, vape, drugs (even prescription drugs, which should be kept in the nurse's office).
- Should not leave food in their locker as it attracts rodents and ants.
- Should not leave any PE clothing in the locker over the weekend.
- Should not leave any electronics, irreplaceable items or other valuables in their locker, including money.

Textbooks

Students will be issued textbooks for their classes. Instructional materials are an expensive resource and MWA provides sufficient instructional materials in accordance with state law. Instructional materials provided for use by students remain the property of MWA. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use. Students are expected to handle all instructional materials in good condition. Damages to instructional materials may be billed to the family/guardian. If a student textbook is found not under the possession of its owner on campus, it is returned to the Front Office and the parent/guardian is notified.

The parent/guardian of a minor student shall be liable for the replacement cost for any textbooks that the student fails to return or that are willfully cut, defaced, or otherwise damaged. The cost of the textbook varies based on the subject matter and cost of shipping. Textbooks purchased by the student or parent/guardian will not be accepted as a replacement in lieu of funds. If the student or parent/guardian is unable to return the property or pay for the damages, they can work with MWA administration to reach a solution.

Computer/Internet Use Policy

MWA provides internet access to students for educational purposes only. The use of the internet is necessary for many school research projects. Misuse of the internet or other MWA technology violates the MWA Technology Acceptable Use Policy and subjects a student to school disciplinary consequences. MWA also encourages students and families to purchase device insurance to cover accidental damages to student devices. You can read more details on this offering in the student device insurance policy.
Guidelines:

- Students must complete a cyber-ethics and safety course every year.
- Students should have no expectation of privacy at any time while using MWA technology, nor at home when it pertains to school business.
- MWA is authorized to, and does, monitor the use of MWA technology, including but not limited to email logs and internet histories of students.
- Students may only use MWA technology, including its internet network, for appropriate educational purposes and research.

- Student access to the internet shall be for school related purposes only; students may not use the network in a fashion inconsistent with directions from teachers or other staff or in violation of the MWA Technology Acceptable Use Policy, which includes, but is not limited to the following prohibited actions:
  a. Playing games or online gaming.
  b. Use of online platforms not provided by MWA for learning and instruction, or for communication.
  c. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  d. Installing software on MWA equipment without the permission of a teacher or other authorized MWA staff person.
  e. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  f. Conducting any activity that is in violation of MWA policy, the student code of conduct or local, state or federal law.
  g. Engaging in any activity that is harmful to other student(s), including the use of MWA technology to harass, intimidate, or bully or otherwise disrupt the educational process.
  h. Using MWA technology to engage in political activities or conducting for-profit business.
  i. Using hacking tools on the network or intentionally introducing malicious code or viruses into MWA's network.
  j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
- Students should use the internet/network only with the permission of designated school staff.
- Students should be considerate of other users on the network.
- Students must use appropriate language for school situations and must not use vulgar or profane language or images, including those with implied vulgarity and/or profanity.
- Students should immediately report any security problems or breaches of these responsibilities to the supervising teacher.
- Students must adhere to copyright laws and plagiarism rules when using the Internet; students should acknowledge the source of information included in their work.
- Students may not share user IDs and passwords required to access email and other programs.
- Students may not give out personal information about themselves or where they live.
- Students may not fill out forms on the Internet without parent/teacher permission.
- Students may not send pictures of themselves through email using MWA technology.
- Students may not have access to e-commerce or publicly provided Internet Service Providers or email services. Students will receive school email accounts upon enrollment.
- Students may not use proxy avoidance sites (sites that allow the user to bypass the Internet filter) or other sites indicated as blocked. Use of these sites violates MWA's Technology Acceptable Use Policy and could result in loss of internet access and/or other disciplinary actions.
- Students may not intentionally degrade or disrupt internet network services or equipment. This includes but is not limited to tampering with computer hardware or software, vandalizing data, invoking computer viruses, attempting to gain access to restricted or unauthorized network services, unauthorized redirection of school web pages or violating copyright laws.
- Students may not work directly on teacher or MWA websites without express written permission from the MWA IT Director and an administrator.
- Students may not use MWA technology to construct websites using content or links that violate state or federal laws.
- Students should treat MWA technology with care and respect; no food or drink is allowed when using MWA technology.

- Students are not allowed to use online platforms for communication or for other purposes unless it is officially sanctioned by the school or if directed to do so by an instructor or MWA staff person.

Note: To see the full MWA Technology Acceptable Use Policy, please request one from the front desk of the Middle School or Upper School.

Cell Phone/Electronics Policy

MWA recognizes the potential for cell phones, smartphones, pagers, and electronic signaling devices (hereinafter collectively referred to as “private devices”) to disrupt the learning environment of the Charter School, and adopts this Policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided in this Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy.

All cell phone and electronic devices should be turned off and not visible during instructional time. **Students using a cellphone or electronic device during an unauthorized time will have the item confiscated. MWA reserves the right to implement additional measures to restrict the use of cell phones or electronic devices on campus throughout the school day (not just instructional time). Additional measures include but are not limited to the use of lockable pouches, designated lockers, caddies, or bins, etc.**

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- **Off campus** before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician and surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

If students possess or use a private device in violation of this Policy, they will be warned to put it away the first time.

- A second time a student is seen with a cell phone and/or prohibited electronics it will be confiscated and turned into the front office, where the student can retrieve the device at the end of the day.
- The third time a private device is confiscated and turned into the front office, the parent must pick up the item.
- From then on, the student will be asked to check their device at the office at the beginning of the day and can pick it up at the end of the day when they are going home.

- Continued violation of the policy may lead to loss of privileges and requirement for a parent/administrator conference.

Camera or audio recording functions of electronic devices may pose threats to the personal privacy of individuals, be used to exploit personal information, or compromise the integrity of educational programs. Accordingly, use of the audio recording or camera functions of electronic devices will be strictly prohibited on school premises at all times.

The cell phone or prohibited electronic device can be confiscated whether or not the student is the owner of the phone/device or not.

At no time shall MWA be responsible for preventing theft, loss or damage to cell phones, pagers, or other electronic devices brought onto campus or school-provided transportation. Students bringing personal devices to campus are doing so at their own risk. The school shall not assume responsibility for unauthorized calls made with a private device. If devices are loaned to and misused by non-owners, device owners are jointly responsible for the misuse or policy violation(s). Individuals wishing to report a violation of this policy should contact a dean, office administrator, or school administrator.

Student Bring Your Own Device (BYOD) Policy

Privately Owned Electronic devices have become a common means of communication and information access in today's society. However, these devices have the potential of disrupting the orderly operation of the school. The school has therefore created this policy to govern the possession and use of privately owned electronic devices on school premises, during school hours, at school-sponsored activities, and on school transportation.

The Electronic Device Policy for school/district-owned electronic devices is stated in the Acceptable Use Policy signed by parents and students each year at registration.

Definition
For purposes of this policy, "Privately Owned Electronic Device" means any device that is used for audio, video, or text communication or any other type of computer or computer-like instrument that is not owned and issued by the school, including but not limited to:
(a) a smartphone;
(b) a smart or electronic watch;
(c) a tablet, personal laptop/chromebook; and
(d) a virtual reality device

Possession and Use of Privately Owned Electronic Devices

Students must adhere to the following guidelines:

- *Students **may not** carry or possess, or use privately owned Chromebooks, laptops, or tablets at school and school-sponsored activities held at the school.*
- *Students must use their MWA-issued Chromebook when on campus to complete their work; students are **not allowed** to use personal mobile devices such as laptops or tablets (i.e., iPads, Microsoft Surface, or Android tablets (i.e., Galaxy S6's etc.) while accessing curriculum on MWA campus.*
- Reference the school's cell phone and electronics use policy for rules governing the use of cell phones and electronics during the school day.

Prohibitions
Privately owned electronic devices shall not be used in a way that threatens, bullies, humiliates, harasses, or intimidates any school-related individual. This includes students, employees, and guests. Devices should never be

used in a way that violates local, state, or federal law. Devices shall not be used to access inappropriate material on the Internet and World Wide Web while using school Wi-Fi services or internet connectivity, whether on or off school property. Privately owned electronic devices shall not be used during standardized assessments.

Confiscation
If a student violates this policy by bringing their personal device to campus, then their privately owned electronic device may be confiscated. When an employee confiscates a device under this policy, he/she/they shall take reasonable measures to label and secure the device and turn the device over to a school administrator as quickly as the employee's duties permit.

Reporting
Individuals wishing to report a violation of this policy should contact the deans, office administrator, and school administrator.

Teachers may allow the use of privately owned electronic devices in the classroom for curricular purposes only. Teachers may not allow interfering or electronic communication devices as part of a 'reward' or 'free time.' Teachers who chose to allow privately owned electronic devices in the classroom must clearly communicate to parents and students the conditions under which the use of privately owned electronic devices are allowed.

School Safety

Visitor Policy/Guidelines

Partnership between MWA, parents/guardians and families is essential to support student achievement. To promote family involvement, community building, and academic growth, parents/guardians and educational advocates are always welcome on campus, on the condition that they adhere to the visitor policy outlined below.

All visitors are expected to register by providing a photo identification card (ID) to the Front Office prior to being approved for visit. MWA uses the Raptor Visitor Management System in our Front Offices to strengthen campus security for students and faculty. Part of keeping students and faculty safe is knowing who is in our buildings at all times and if it is safe for them to be around minors. The Raptor system will support us to achieve this goal by allowing us to screen visitors, contractors and volunteers against national databases for sex offenders.

Upon entering the front office, visitors will be asked to present a valid ID such as a Driver's License, which can either be scanned or manually entered into the system. If a parent or guardian for any reason does not have a US government-issued ID, the school staff member can use any form of identification and manually enter the person's name into the Raptor system. The Raptor system checks the visitor's name and date of birth against a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency. If the visitor clears the database check, Raptor will issue a badge that identifies the visitor, the date, and the purpose of their visit. A visitor's badge will not be necessary for those who visit our schools simply to drop off/pick up an item or student in the office.

MWA complies with all applicable health and safety guidelines and orders issued by federal, state, or local governments or health departments. Visitors (including volunteers) who demonstrate signs of a contagious disease (e.g., fever, coughing, etc.) may be denied registration. When recommended or required by the State or County Department of Public Health, visitors will be required to wear personal protective equipment, such as masks, and adhere to physical distancing protocols. MWA reserves the right to implement additional measures for the

protection of its school community, such as limiting nonessential visitors on campus or requiring forehead temperature checks before entry to the same extent being utilized for students and employees.

A "visitor" is any person seeking to enter the school grounds during school hours who is not a current MWA employee or current student. A "visitor" does not include a parent or guardian of a current student who is solely on school grounds for pick-up or drop-off of their child. All visitors who are not a parent or guardian of a current student must have a specific and educationally-relevant purpose for their visit.

All campus visitors must have the prior consent and approval of the school leader or their designee to be on campus. Visitors are required to adhere to the following procedures:

- Visitors may request school leader consent through the front office or by contacting the front office/school main line at 510-262-1511.
- The request should include the purpose of the visit, dates, and times of the visit and the specific classroom(s) or student(s) of focus.
- Immediately upon arriving on campus, all visitors must check in at the front office to sign in and obtain a visitor's pass.
- All visitors must wear a visitor's pass (printed sticker) in a visible place throughout the duration of their stay on campus.
- All visitors must sign out upon the completion of their visit and return their visitor's pass.

If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. MWA shall make reasonable efforts to notify parents/guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by MWA, consistent with the law. The MWA Board of Directors and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

Visitor Conduct While on Campus

In order to maintain a safe and productive learning environment for students and staff, we request that visitors adhere to the following:

- Enter and leave the classroom as quietly as possible.
- Do not converse with students, teachers or other instructional assistants during the visit unless given permission.
- Visitors should not address nor confront other students.
- Keep the length and frequency of classroom visits reasonable, based on the activity being observed.
- No electronic listening or recording device may be used in a classroom without the Division Director or designee's permission. No recordings may be published publicly.
- Visitors are expected to conduct themselves as professionals, and as such this entails not entering campus under the influence of alcohol or drugs. Nor should visitors show up smelling like drugs, e.g., marijuana. If the visitor does not meet the stated expectations they will be asked to leave the premises.

Parents/Guardians, Visitors Shall Not:

- Be permitted access to the campus if they are registered sex offenders without prior permission from the Executive Director or their designee in accordance with Penal Code 626.81. The request must be received by the school no later than 21 school days prior to the first date the person is requesting to be on campus.
- Willfully interfere with the behavior management, order or conduct in any classroom or school activity with the intent to disrupt, obstruct, or inflict damage to property or bodily injury to any person.

- Disrupt class work, extracurricular activities or cause disorder in a place where a school employee is required to perform their duties.
- Willfully interfere with or disregard any safety-related operations and procedures (e.g. moving traffic cones for convenience), including for student sign-out, arrival and dismissal.
- In accordance with Penal Code 626.10 PC, bring or possess any dangerous weapon on school grounds.

Administrator Authority

All visitors who enter MWA and fail to adhere to the visitor policy, or who defy the school policy and administration's authority, may be reported to the appropriate police agency and may be subject to criminal charges.

Parent/Guardian Rights

- Parents have the right to observe classrooms in which their child is enrolled after making a request at least 5 school days in advance.
- Parents have the right to request a meeting with a classroom teacher, the Division Director or their designee after observing their student.

Removal of Visitors

- A "Visitor" refers to any person who is not a student or an employee of Making Waves Academy.
- MWA administration may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption, physical injury to staff members or students, and/or threat of destruction of property.
- MWA administration may withdraw consent to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MWA's orderly operation. If consent is withdrawn by someone other than the Division Director, they may reinstate consent for the visitor if he/she believes that the person's presence will not constitute a disruption or substantial and material threat to MWA's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
- MWA Administration may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, MWA administration shall inform the visitor that if he/she reenters MWA without following the posted requirements he/she will be guilty of a misdemeanor and will be referred to law enforcement.
- Any visitor that is denied registration or has their registration revoked may request a conference with the Division Director or designee. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Division Director within fourteen (14) days of the denial or revocation of consent. The Division Director shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with them shall be held within seven (7) days after they receive the request. If no resolution can be agreed upon, the Division Director shall forward notice of the complaint to the MWA Board of Directors. The MWA Board of Directors shall address the complaint at the next regular board meeting and make a final determination.
- MWA administration will seek the assistance of the police in managing or reporting any visitor in violation of this policy.

Volunteer Criminal Background Checks and Tuberculosis Testing

As required by law, all individuals volunteering at MWA will be required to submit to a criminal background screening, the extent of such screening will be determined by the number of volunteer hours per month and per year and whether the volunteer will have contact with students. No condition or activity will be permitted that may compromise MWA's commitment to the safety, and the well-being of students. Conditions that preclude

volunteering at MWA include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should a volunteer, during their volunteer service with MWA, be convicted of a controlled substance or sex offense, or serious or violent felony, the volunteer must immediately report such a conviction to the Senior Director of People Operations.

All volunteers of MWA whose functions require frequent or prolonged contact with students must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the volunteer is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All volunteers whose functions require frequent or prolonged contact with students will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. The costs of the TB risk assessment and, if indicated, the examination will be borne by the volunteer. Food handlers may be required to have annual TB exams. Documentation of volunteer compliance with TB risk assessments and examinations will be kept on file in the People Operations office. More information on volunteering can be found on MWA's Volunteer Webpage.

All-School Safety and Emergency Plan and Asbestos Management Plan

MWA has a detailed Comprehensive School Safety Plan. A Letter to the Public describing annual updates to the plan is posted on the MWA website and a copy of desired sections may be requested at the middle school or upper school Front Offices*. In the case of an emergency, it is important that students listen to, and follow exactly, the instructions given by any MWA staff member or emergency personnel. Staff and faculty are trained annually on all emergency procedures prior to the start of each school year and reviewed/re-disseminated as needed during the school year. Training slides for each drill type are reviewed with students the first three (3) times that drill type is held during the school year, and thereafter as needed. Throughout the academic year, staff, faculty and students practice a variety of safety drills to educate our students and staff and make them aware of what they need to know and what to do in the event of an emergency.

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office. The following asbestos-related activities are planned or in progress at the Charter School: [*will include once we have the full plan*]

All-School Lockdown Drill

In the event of a dangerous situation or crisis in process, "Lockdown Campus" would be declared by the Incident Commander.

The procedure for the lock down as facilitated by faculty and staff is as follows:

- "Lockdown Campus" is announced over the PA system,
- Staff will quickly check outside their rooms to allow any nearby staff or students to enter before closing and locking the door.
- Doors are locked. Lights are turned off. Windows are covered. Silence is required for everyone's safety.
- All students and staff will duck out of sight, cover and remain in place until notified that the need for lockdown is over.

If your students feel anxiety as a result of this drill, they are encouraged to seek support from the Student Services Team or speak with any staff member.

Notice of Pipeline Hazard

An 8-inch diameter liquid petroleum pipeline, owned and operated by Kinder Morgan Energy, Partners, LP traverses the western portion of the MWA property, primarily behind US Building 2 (4131 Lakeside Drive). J House Environmental, Inc. prepared a pipeline hazard analysis to identify potential safety hazards associated with school facility operations in proximity to this pipeline.

This analysis concluded, “The Kinder-Morgan refined petroleum product pipeline that traverses the western portion of the 4123 and 4131 Lakeside Drive site is not anticipated to pose a significant safety hazard to students or staff at the proposed charter school.”

A copy of the complete 26-page pipeline hazard analysis is available for viewing at the upper school Front Office, MWA, 4123 Lakeside Drive, Richmond, CA.

Appendices

Appendix A: Student-Parent/Guardian Acknowledgment Form

This form is now signed and collected via ParentSquare

Please complete, detach and return to homeroom or advisor teacher

(PLEASE PRINT CLEARLY)

Student Name _____ Wave _____

The MWA Student-Parent/Guardian Handbook is designed to promote and support student success by outlining the important policies, procedures and expectations of MWA.

We are requiring that all parents and guardians read and review MWA's Student-Parent/Guardian Handbook with their student and return this form acknowledging that this document has been received and read.

I have received and read a copy of the MWA Student-Parent/Guardian Handbook. I understand that if I have any questions about the Handbook, I may contact the front office to be routed to the appropriate staff member.

Student Full Name: _____

Student Signature: _____

Parent/Guardian Full Name: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Appendix B: Parent/Guardian and Student Commitment Form

This form is now signed and collected via ParentSquare

Student Commitment	***Parent/Guardian Commitment***
As a student I will: ● Set goals ● Be a scholar ● Make mistakes and learn from them ● Arrive at school on time ready to learn ● Reflect on and evaluate my performance ● Act with truthfulness, kindness, and respect ● Treat all people with respect, kindness, and dignity ● Put forth my best effort to be the best Wave-Maker I can be ● Discover and develop my voice, my talents, and my strengths ● Discover and develop my value to the group, MWA, and the community ● Take responsibility for my actions, my relationships, my community, and my environment ● Follow all policies and rules _____ Student Name (Print) _____ Student Signature _____ Date	**As a parent/guardian I will:** ● Take primary responsibility for behavior management ● Work with school officials to resolve any behavior management incident in a patient, objective, and fair manner ● Work to develop in my student good behavior habits as well as proper attitudes regarding school-life and life in general by teaching through example ● Attend parent/guardian -conference sessions and any other mandatory meetings ● Actively monitor and assist with my student's academic and behavioral progress ● Communicate and work closely with MWA staff ● Communicate with all MWA staff in a professional and respectful manner ● Follow all policies and rules ● Stay informed through Parent Square, Parent Talks and other opportunities for school engagement. _____ Student Name (Print) _____ Parent/Guardian Name (Print) _____ Parent/Guardian Signature _____ Date

Appendix C: Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all MWA School employees, volunteers, contractors, and governing board ("Board") members[1] (collectively referred to as "adults" herein).

The School recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment possible. This policy is available on MWA's website.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the individuals, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)
   1. Stopping a student from fighting with another student;
   2. Preventing a pupil from committing an act of vandalism;
   3. Defending yourself from physical injury or assault by a student;
   4. Forcing a pupil to give up a weapon or dangerous object;
   5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
   6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)
   1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
   2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
   3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or

[1] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent/guardian point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the School.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written parent/guardian and supervisor permission.)

(a) Giving students a ride to/from School or School activities.
(b) Being alone in a room with a student at School with the door closed.
(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, text messages, or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents/guardians' written consent for any after-school activity.

(b) Obtaining formal approval to take students off School property for activities such as field trips or competitions.
(c) Emails, text, phone, and instant messages to students within School-provided platforms must be professional and pertain to School activities or classes (Communication should be limited to School technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents/guardians informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Principal about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any student with special needs.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) High fives, fist bumps, and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Appendix D: Annual Notices for Academic Programs and Athletics

California Assessment of Student Performance and Progress ("CAASPP")

MWA shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress.) Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse their child from any or all parts of the CAASPP shall be granted.

Teacher Qualifications

All parents may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals including at a minimum:

1. Whether the student's teacher:
   a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
   b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
   c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, MWA will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact Human Resources (humanresources@mwacademy.org) to obtain this information.

Workplace Readiness Week and Work Permits

The week of each year that includes April 28 shall be known as "Workplace Readiness Week." All public high schools, including charter schools, shall annually observe that week by providing information to students on their rights as workers.

Beginning August 1, 2024, any minor seeking the signature of an MWA verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

Parent and Family Engagement Policy

MWA aims to provide all students in our school significant opportunities to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). MWA staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes active involvement of all families as partners with schools to ensure student success. A copy of the MWA's complete Policy is available upon request in the main office.

Homework Policy

Homework is an important part of the instructional program at MWA. Homework assignments increase appropriately in quantity and variety as a student progresses each year. Homework reinforces classroom studies and helps to develop student capacity to do independent work. Students will be given a planner and are required to use it daily for recording homework assignments. Students are expected to complete homework neatly, on time, and with a parent signature (as required by the teacher). Any problems or concerns regarding the completion of homework should be communicated with the classroom teacher.

In the event of an unplanned absence, students are expected to request and make arrangements to complete homework that was due on the day(s) they were absent upon their return to school. Accepting late homework due to unexcused absences is the discretion of the teacher. For every day of an excused absence, students have that number of days to turn in late assignments.

Cal Grant Program Annual Notice

MWA is required by state law to submit the GPA of all high school seniors by October 1 of each year, unless the student over age 18 or parent/guardian for those under 18 opt out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent, if the student is under 18) has opted out by or before February 1, 2021.

CalKIDS Program Notice

California Kids Investment and Development Savings Program (CalKIDS) is a program established by the State of California that funds up to $1,500 in free money for eligible low-income public school students to save for college and career training. Visit CalKIDS.org for more information about your child's eligibility and to you claim your child's account.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. MWA believes it is a priority to inform our students about (1) prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking. Human trafficking prevention information and resources are available at:
https://www2.ed.gov/about/offices/list/oese/oshs/factsheet.html
https://www.cdss.ca.gov/inforesources/child-welfare-protection/child-trafficking-response

In accordance with the California Healthy Youth Act, MWA will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information Regarding Financial Aid

MWA shall ensure that each of its students receives information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application, as appropriate, at least once before the student enters grade 12. MWA will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- The FAFSA form and information regarding the FAFSA are available at:
  - https://studentaid.gov/h/apply-for-aid/fafsa
- The California Dream Act Application and information regarding the California Dream Act are available at:
  - https://www.csac.ca.gov/post/resources-california-dream-act-application

MWA shall confirm that each of its students in grade 12 completes and submits a FAFSA to the United States Department of Education, or if the student is exempt from paying nonresident tuition pursuant to Education Code section 68130.5, a California Dream Act Application to the Student Aid Commission. Students who are exempt or whose parent/guardian (if the student is a minor) have opted-out will not be required to comply.

Upper School Interscholastic Athletics Program Annual Notice

Interscholastic Athletic Participation is an enriching co-curricular opportunity for the students in the Upper School. While all students are welcomed to try out and participate, there are expectations set by the Bay Area Conference (BAC), North Coast Section (NCS) and California Intercollegiate Federation (CIF), the three governing bodies for our participation in high school athletics. In addition, MWA has expectations for its student athletes as well. Participation in athletics helps teach resilience, teamwork, cooperation, sportsmanship, dedication, perseverance, fitness, and so much more. Please be advised that parents/guardians must sign a concussion/head injury information sheet on a yearly basis if their student is an athlete on any of the MWA's athletic teams. This does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course. For eligibility and participation requirements, please review our MWA Athletics Participation Policy located at the upper and middle school offices.

- For a full list of sports offered at MWA, visit our Interscholastic Athletics and MS Athletics pages on the MWA website

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because MWA has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Opioid Information Sheet

MWA annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to MWA before the athlete initiates practice or competition. The fact sheet is available at:
https://stacks.cdc.gov/view/cdc/49530

Sudden Cardiac Arrest

MWA is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at MWA must review the information sheet on sudden cardiac arrest via the link below and provided prior to participation:
Form: Sudden Cardiac Arrest - Professional Learning (CA Dept of Education)

Location of All Automated External Defibrillator(s) on Campus

- Upper School Building 1 lobby entrance
- Upper School Building 2 lobby entrance
- Upper School Building 3 lobby entrance
- Upper School Building 4 lobby entrance
- Upper School Gym lobby entrance

- Upper School Gym trainers' room
- Middle School Building 1 lobby entrance
- Middle School Building 2 main entrance
- Middle School Building 1 Nurses office

English Learners

MWA is committed to the success of its English learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. MWA will meet all applicable legal requirements for English learners as they pertain to annual notification to parents, student identification, placement, program options, English learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. MWA will implement policies to assure proper placement, evaluation, and communication regarding English learners and the rights of students and parents.

Sexual Health Education

MWA offers comprehensive sexual health education to its students in grades 7-12. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. MWA does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to MWA.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by MWA personnel or outside consultants. When MWA chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey ("opt-out"). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to MWA.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if MWA has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Surveys on Personal Beliefs

Unless a parent or guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or their parents'/guardians' personal beliefs or practices in sex, family life, morality, or religion.

California Healthy Kids Survey

MWA will administer the California Healthy Kids Survey ("CHKS") to fifth and sixth grade students whose parents provide written permission, and seventh through twelfth graders whose parents provide passive consent. The CHKS is an anonymous, confidential survey of school climate and safety, student wellness, and youth resiliency that enables MWA to collect and analyze data regarding local youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Animal Dissections

Students at MWA perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof. Students choosing an alternative educational project shall pass all examinations of the respective course of study in order to receive credit for that course of study. However, if tests require the harmful or destructive use of animals, a student may, similarly, request alternative tests as set forth above.

Diabetes Annual Notification to Parents

MWA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

The information sheet can be found at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

MWA will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet may include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at:
https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp.

Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.
This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids (“synthetic marijuana,” “Spice,” “K2”), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health (“CDPH”) has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent.

Parents should also note the risk of social media platforms being used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH’s Substance and Addiction Prevention Branch can be found here.

Use of Student Information Learned from Social Media

MWA complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student’s educational record. MWA gathers student information from social media. Such information shall be maintained in MWA’s records with regard

to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in MWA, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by MWA by contacting the Front Office.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at MWA of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.
- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

Appendix E: Anti-Bullying, Harassment, Intimidation, Discrimination and Title IX Policy

MWA is committed to providing a work and educational atmosphere that is free of unlawful discrimination, sexual harassment, harassment, intimidation, and bullying. MWA will not condone or tolerate discrimination or harassment of any type, including bullying, or intimidation, by any employee, independent contractor or other person with whom it does business, or any other individual, student, or volunteer.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age, or any combination of those characteristics, association with a person or group with one or more of these actual or perceived characteristics, or any combination of those characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. Hereafter, such actions are referred to as “misconduct prohibited by this policy.”

All complaints of misconduct prohibited by this policy will be treated seriously. Students are expected to guide all of their actions with others using the MWA Core Values. Material that is considered verbally or physically threatening, obscene, racist, discriminatory, will not be tolerated. MWA will address misconduct prohibited by this policy, which includes but is not limited to harassment in social networking threatening posts and/or correspondence, that comes to the attention of MWA. MWA reserves the right to access and review any and all information in accordance with the law and MWA policies in an attempt to preserve the safety, health, and overall well-being of the student.

To the extent possible, MWA will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond to, and address any reports of such behaviors in a timely manner. MWA staff who witness acts of misconduct prohibited by this policy will take immediate steps to intervene, when safe to do so.

MWA will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this policy, including but not limited to those instances occurring on social networking sites and communication devices during regularly scheduled work days and hours, in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MWA does business, and all acts of MWA’s Board of Directors (“Board”) in enacting policies and procedures that govern MWA.

MWA complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinators:

For Students:

Deans of Students
4123 Lakeside Drive
Richmond, CA 94806
(510) 262-1511

For Employees:

Isabel Montilla, Managing Director of People Operations
compliance@mwacademy.org
4123 Lakeside Drive
Richmond, CA 94806
(510) 262-1511

Harassment

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments, or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Sexual Harassment

In accordance with Title IX (20 U.S.C. § 1681 et seq.; 34 C.F.R. Part 106) and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution's admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by MWA.

MWA is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment,

education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Examples of conduct that may fall within the Title IX definition of sexual harassment, the Education Code definition of sexual harassment, or both:

Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body

Unwanted sexual advances, propositions or other sexual comments, such as:

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or employee's sex

Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

- Displaying pictures, cartoons, posters, calendars, vandalism, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MWA's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MWA investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in MWA's education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

What is Bullying?

"Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of

students that may constitute hate violence and/or create an intimidating and/or hostile educational environment directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student* or students in fear of harm to that student or those students' person or property.
2. Causing a reasonable student* to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student* to experience substantial interference with their academic performance.
4. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by MWA.

   * "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of their age, or for a person of their age with their exceptional needs.

What is Cyberbullying?

"Cyberbullying" is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

"Electronic Act" means the creation or transmission originated on or off the school site by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
   a. Posting to or creating a burn page. A "burn page" means an Internet website created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
   b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated
   c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "cyber sexual bullying" including, but not limited to:
   a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in the definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
   b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Bullying and Cyberbullying Prevention Procedures

MWA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. Cyberbullying Prevention Procedures
MWA advises students:

A. To never share passwords, personal data, or private photos online.
B. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
C. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
D. To consider how it would feel receiving such comments before making comments about others online.

MWA informs its employees, students, and parents/guardians of MWA's policies regarding the use of technology in and out of the classroom. MWA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. Education
MWA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MWA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MWA and encourages students to practice compassion and respect each other.

MWA educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MWA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MWA informs MWA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. Professional Development
MWA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MWA employees who have regular interaction with students.

MWA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior

- Decreased self-esteem

MWA also informs certificated employees about the groups of students determined by MWA, and available research, to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MWA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MWA's students.

Grievance Procedures

Scope of Grievance Procedures

MWA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the MWA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, MWA will utilize the sexual harassment grievance procedures listed below in addition to its UCP when applicable.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this policy, to intervene when safe to do so, call for assistance, and report such incidents. The MWA Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Coordinator as soon as possible after the incidents giving rise to the report or complaint. If a complaint is against one of the Coordinators, the complaint may be submitted to the other Coordinator.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MWA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report. Students are expected to report all incidents of misconduct prohibited by this policy or other verbal or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, administrator, staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this policy.

MWA acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

MWA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six months of their assumption of a supervisory position and will receive further training once every two years thereafter. All staff and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Supportive Measures Under Title IX

Upon the receipt of a report of sexual harassment or a formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to MWA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MWA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. MWA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of MWA to provide the supportive measures.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this policy, the Coordinator or administrative designee will promptly initiate an investigation. At the conclusion of the investigation, the Coordinator or designee will notify the complainant of the outcome of the investigation. However, the Coordinator or designee will not reveal

confidential information related to other students or employees, including the type and extent of behavior management issued against such students or employees. Complaints shall be investigated and resolved within 30 school days, unless circumstances reasonably require additional time.

If the complaint is against one of the Coordinators, the other Coordinator or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

For investigations of and responses to formal complaints of sexual harassment, the following ***grievance procedures*** will apply:

Notice of the Allegations

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
    - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
    - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
    - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
    - A statement that MWA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

- MWA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with MWA's policies.
- MWA may remove a respondent from MWA's education program or activity on an emergency basis, in accordance with MWA's policies, provided that MWA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

Informal Resolution

- If a formal complaint of sexual harassment is filed, MWA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If MWA offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
        - The allegations;
        - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
        - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
        - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.

- MWA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Investigation Process

- The decision-maker will not be the same person(s) as the Coordinator or the investigator. MWA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
- In most cases, a thorough investigation will take no more than thirty (30) school days. If the Coordinator determines that an investigation will take longer than thirty (30) school days and needs to be delayed or extended due to good cause, the Coordinator or designee will inform the complainant and any respondents in writing of the reasons for the delay or extension. The entire Title IX process, including informal resolution, opportunities to respond, and determination of responsibility may take ninety (90) calendar days or longer, depending on the complexity of the investigation and the issues raised.
- The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
- The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
- A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
- Prior to completion of the investigative report, MWA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Dismissal of a Formal Complaint of Sexual Harassment

- If the alleged harassment did not occur in MWA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed for purposes of sexual harassment under Title IX. However, such a dismissal does not preclude action under another applicable MWA policy.
- MWA may dismiss a formal complaint of sexual harassment if:
  - The complainant provides a written withdrawal of the complaint to the Coordinator;
  - The respondent is no longer employed or enrolled at MWA; or
  - The specific circumstances prevent MWA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- If a formal complaint of sexual harassment or any of the claims therein are dismissed, MWA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

Determination of Responsibility

- The decision-maker(s) will not be the same person(s) as the Coordinator, the investigator or the decision-maker(s) for the appeal.
- The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- MWA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:

- The allegations in the formal complaint of sexual harassment;
- All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions about the application of MWA's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

Appeal

Should the reporting individual find MWA's resolution unsatisfactory, for complaints within the scope of this Policy other than formal complaints of sexual harassment, the reporting individual may, within five school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three certificated MWA employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the complainant's appeal and render a final disposition.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and MWA will implement appeal procedures equally for both parties.
- Within five (5) business days of MWA's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the President of the Board, who will serve as the appeal decision maker or designate an appeal decision maker.
- The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- The complainant and respondent may appeal from a determination regarding responsibility, and from MWA's dismissal of a formal complaint or any allegations therein, on the following bases:
    - Procedural irregularity that affected the outcome of the matter;
    - New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
    - The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- MWA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

Consequences

Students or employees who engage in misconduct prohibited by this policy, knowingly make false statements, or knowingly submit false information during the grievance process are subject to disciplinary action; students may receive behavior management up to and including suspension or expulsion and employees may be subject to disciplinary action up to and including termination. Bullying by **any individual** at MWA is strictly prohibited. MWA will report all abuse to the *appropriate legal authorities* as required by the law. The Coordinator is responsible for effective implementation of any remedies ordered by MWA in response to a formal complaint of sexual harassment.

In addition, any student involved who engages in misconduct prohibited by this policy, regardless of their role, may be required to participate in the following:

- *Bullying Education:* Participation in a specific number of bullying workshop sessions centered around bullying education (i.e. statistics, prevalence, impact of bullying).
- *Restorative Justice:* Specific activities aimed to address and repair the damage caused to the MWA community by bullying (i.e. write an essay on the harmful effects of bullying and present an essay to the MWA community).
- *Psychological Services:* A specific number of individual or group counseling sessions facilitated by a therapeutic clinician.

Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location by the Dean of Students or designee.

MWA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Appendix F: Nondiscrimination Statement

MWA does not discriminate against any student or employee on the basis of actual or perceived:

- Race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locs, and twists);
- Gender (including gender identity, gender expression, and transgender identity, whether or not the individual is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including agnosticism, atheism, religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- Immigration status
- Nationality (including national origin, citizenship, native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault, and stalking laws;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

The School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

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 does not discourage students from enrolling or seeking to enroll in MWA for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. MWA shall not encourage a student currently attending MWA to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with MWA's charter and relevant policies.

MWA does not request nor require student education records prior to a student's enrollment.

The MWA Board of Directors ("Board") shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious, or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and the School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The MWA Board shall not adopt or approve the use of any textbook, instructional material, professional development materials, supplemental instructional material, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

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, citizenship, 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 whom 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.

Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the ***MWA Uniform Complaint Procedures ("UCP") Compliance Officer:***

For Students	For Employees
Ahjia D. Moore, Managing Director of Student Services 4123 Lakeside Drive Richmond, CA 94806 (510) 262-1511	Isabel Montilla, Managing Director of People Operations mwacompliance@mwacademy.org 4123 Lakeside Drive Richmond, CA 94806 (510) 262-1511

Appendix G: Directory Information, FERPA, and Student Records

Definitions

Education Record
An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student and is maintained by MWA or by a party acting for MWA. Such information includes, but is not limited to:

- Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- Grades, test scores, courses taken, academic specializations and school activities;
- Special education records;
- Disciplinary records;
- Medical and health records;
- Attendance records and records of past schools attended; and/or
- Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record;
- Records maintained by a law enforcement unit of MWA that were created by that law enforcement unit for the purpose of law enforcement;
- In the case of a person who is employed by MWA but not in attendance at MWA, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for any other purpose;
- Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in their professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at MWA;
- Records that only contain information about an individual after the individual is no longer a student at MWA; or
- Grades on peer-graded papers before they are collected and recorded by a teacher.

Personally Identifiable Information
Personally identifiable information is information about a student that is contained in their education records that cannot be disclosed without compliance with the requirements of the Family Educational Rights and Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent/guardian or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who MWA reasonably believes knows the identity of the student to whom the education record relates.

Parent
Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

Eligible Student
Eligible student means a student who has reached eighteen (18) years of age.

School Official
A school official is a person employed by MWA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of MWA. A school official also may include a volunteer or an independent contractor of MWA, consultant, vendor, or other party who performs an institutional service or function for which MWA would otherwise use its own employees and who is under the direct control of MWA with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing their tasks.

Legitimate Educational Interest
A school official has a legitimate educational interest if the official **needs** to review an education record **in order to fulfill their professional responsibility.**

Parental and Eligible Student Rights Relating to Educational Records

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the front office. Within ten (10) business days, MWA shall comply with the request.

Right to Request Copies of Education Records
MWA will provide copies of requested documents within ten (10) business days of a written request for copies. MWA may charge reasonable fees for copies it provides to parents or eligible students. However, no charge shall be made for furnishing: 1) up to two transcripts of former students' records or 2) up to two verifications of various records of former students. The charge will not include a fee to search for or to retrieve the education records.

Right to Request for Amendment to Education Records
To challenge a student's education record, a parent/guardian must file a written request with the Executive Director to correct or remove any information recorded in the student's education record that is any of the following: 1) inaccurate; 2) misleading; or 3) in violation of the privacy rights of the student.

Within thirty (30) days of receipt of a written request from a parent, the Executive Director or their designee must meet with the parent/guardian or eligible student and the certificated employee who recorded the information in question, if any. The Executive Director or their designee must then sustain or deny the parent/guardian or eligible student's request to amend the records and provide a written statement of the decision to the parent/guardian or eligible student within forty-five (45) days of the receipt of request to amend. If MWA decides not to amend the record as requested, it shall inform the parent or eligible student of their right to a hearing. If the Executive Director or their designee sustains any or all of the allegations, the Executive Director or their designee must order the correction or the removal and destruction of the information. The Executive Director or designee must then inform the parent or eligible student of the amendment in writing.

Right to Provide Written Consent

Before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

Right to a Hearing to Challenge Education Record

If MWA denies a parent or eligible student's request to amend an education record, the parent or eligible student may, within thirty (30) days of the denial, request in writing that the parent or eligible student be given the opportunity for a hearing to challenge the content of the student's education record on the grounds that the information contained in the education record is inaccurate, misleading or in violation of the privacy rights of the student.

The Executive Director or the MWA Board President may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the student's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- The Division Director or designee of a public school other than the public school at which the record is on file;
- A certificated employee;
- A parent appointed by the Executive Director or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing. Notice of the date, time and place of the hearing will be sent by MWA to the parent or eligible student no later than five (5) days before the hearing.

The hearing will be conducted by the Executive Director or their designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at their own expense, be assisted or represented by one or more individuals of their choice, including an attorney. The decision of the Executive Director or their designee will be based solely on the evidence presented at the hearing and is final. Within 30 days after the conclusion of the hearing, MWA's decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, MWA decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, MWA decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why they disagree with the decision of MWA, or both. If MWA places a statement by the parent or eligible student in the education records of a student, it will maintain the statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

Right to File a Complaint
With the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Right to Request
That the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures.

MWA may disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, MWA will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. MWA will make a reasonable attempt to notify the parent or eligible student of the request for records at their last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, MWA will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for MWA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;

8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, behavior management, and online communication on platforms established by MWA for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by MWA; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by MWA with respect to that alleged crime or offense. MWA may disclose the final results of the disciplinary proceeding, regardless of whether MWA concluded a violation was committed.

- Federal, state and local government agencies for required compliance/state reporting requirements
- Third party vendors for the purposes of providing instruction
- The California College Guidance Initiative (CCGI) in order to do both of the following:
    - Provide pupils and their families with direct access to online tools and resources for college and career planning.
    - Enable a pupil to transmit information shared with the California College Guidance Initiative to both of the following: (1) Institutions of higher education for purposes of admissions and academic placement; and (2) the Student Aid Commission for purposes of determining eligibility for and increasing uptake of student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Disclosure of Directory Information

Directory information is information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. MWA may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of the annual notice provided by MWA pursuant to FERPA. MWA has designated the following information as directory information:

- Student's full name
- Photograph
- Dates of attendance
- Most recent school attended
- Grade level
- Participation in officially recognized activities and sports
- Degrees, honors, and awards received
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment (see Appendix O).

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Appendix H: Uniform Complaint Procedures ("UCP") Annual Notice

MWA has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs.

MWA shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our local board for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on actual or perceived characteristics of age, ancestry, color, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, disability, nationality, national origin, immigration status, citizenship, race or ethnicity, religion, marital status, sex, sexual orientation, or on a person's association with a person or group with one or more of these actual or perceived characteristics, in any MWA program or activity that receives or benefits from state financial assistance. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244(a).
2. Complaints alleging a violation of state and/or federal law or regulation governing the following programs:
    - Adult Education
    - Consolidated Categorical Aid Programs
    - Migrant Education
    - Career Technical and Technical Education and Training Programs
    - Child Care and Developmental Programs
    - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
    - Every Student Succeeds Act / No Child Left Behind Act Programs
    - Pregnant, Parenting or Lactating students
    - School Safety Plans
3. Complaints alleging noncompliance with laws relating to student fees. A student enrolled in a public school shall not be required to pay a student fee for participation in an educational activity. A student fee includes, but is not limited to, all of the following:
    - A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
    - A purchase that a student is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

    Complaints of noncompliance with laws relating to student fees may be filed with the Compliance Officer.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If MWA adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.
5. Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

6. Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.
7. Complaints other than complaints relating to student fees must be filed in writing with the following compliance officer:

   Carmen Velarde, Director of Data and Accountability
   4123 Lakeside Drive, Richmond, CA 94806
   (510) 262-1511, compliance@mwacademy.org
8. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which MWA's Board of Directors approved the LCAP or the annual update was adopted by MWA.

Only complaints regarding pupil fees, LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints will be investigated and a written decision or report will be sent to the complainant within 60 days from the receipt of the complaint. This 60-day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with MWA's UCP Policy.

The complainant has a right to appeal MWA's decision to the California Department of Education (CDE) by filing a written appeal within 30 calendar days of the date of the MWA's written Decision, except if MWA has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with MWA, a copy of MWA's decision, and the complainant must specify and explain the basis for the appeal of the decision, including at least one of the following:

1. MWA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MWA's decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MWA's decision are not supported by substantial evidence.
4. The legal conclusion in MWA's decision is inconsistent with the law.
5. In a case in which MWA's decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals MWA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If the School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by MWA. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If MWA finds merit in a UCP complaint, or the CDE finds merit in an appeal, MWA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of MWA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the full UCP is available free of charge in the middle school and upper school Front Offices. For further information on any part of the UCP, including filing a complaint or requesting a copy of the UCP, please contact the front office or the compliance officer listed above. The UCP Form is included below.

Appendix I: Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Adult Education
- ☐ Career Technical Education and Training
- ☐ Child Care & Development Programs
- ☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families
- ☐ Consolidated Categorical Programs
- ☐ Migrant Education
- ☐ Student Fees
  - ☐ Pregnant, Parenting or Lactating students
- ☐ Every Student Succeeds Act
- ☐ School Safety Plans
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- Age
- Ancestry
- Color
- Disability (Mental or Physical)
- Ethnic Group Identification
- Immigration Status/Citizenship
- Medical Condition
- Gender / Gender Expression / Gender Identity
- Genetic Information
- Nationality/National Origin
- Race or Ethnicity
- Religion/Religious Affiliation
- Marital Status
- Sex (Actual or Perceived)
- Sexual Orientation (Actual or Perceived)
- Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any MWA personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Carmen Velarde, Director of Data and Accountability
4123 Lakeside Drive, Richmond, CA 94806
(510) 262-1511, compliance@mwacademy.org

Appendix J: Anti-Bullying, Harassment, Intimidation, Discrimination and Title IX Complaint Form

Your Name: _____ Date: _____
Date of Alleged Incident(s): _____
Name of Person(s) you have a complaint against: _____
List any witnesses that were present: _____
Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements and conduct; what, if any, physical contact was involved; any verbal statements; etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____

I hereby authorize MWA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____
Signature of Complainant

_____
Print Name

<u>To be completed by the MWA</u>:

Received by: _____ Date: _____

Follow up meeting with complainant held on: _____

Appendix K: Suspension and Expulsion Policy and Procedures

General Principles

MWA is committed to educating students in an environment of safety, behavior management and high achievement for all students. As a result, MWA makes significant efforts to help students understand the rules of comportment at MWA, the self-behavior management necessary for success in school and the community, and the way to interact with other students, staff and community members in a respectful and positive manner.

MWA develops and maintains a comprehensive set of student behavior management policies. These policies are printed and distributed as part of the school's student handbook. This handbook is available in English and Spanish and clearly describes the school's expectations regarding attendance, mutual respect, work habits, safety, fighting, violence and substance use, as well as MWA's policies regarding the grounds for suspension or expulsion. Each student and their parent/guardian is required to verify that they have reviewed and understand the policies prior to enrollment. MWA's Board of Directors, staff and school community reviews our comportment policy each year.

MWA has increased its use of restorative justice practices to replace suspensions. The aim is to help students identify and understand some of the motivations behind their choices. Restorative circles and conferences are aimed at addressing communication issues, personal injuries, and social emotional development. MWA utilizes a combination of traditional behavior management practices and increasing restorative justice practices. MWA wants to limit suspension as a means of student behavior management when possible.

Responsibilities of Parties

Student Responsibilities

- Read, understand and follow the MWA school rules and regulations,
- Submit to the authority of teachers, administrators and classified employees who have student supervisory assignments with respect to student behavior during school hours and activities,
- Demonstrate good behavior while on MWA grounds, while going to and from school, during the lunch period, and during or while going to or coming from a school-sponsored activity,
- Respond to MWA staff in a fashion that shows individual respect.
- Read and understand the behavior management policies outlined in the MWA handbook and posted in classrooms. If a rule or policy is unclear, request that a faculty member explain its meaning.

Parent/Guardian Responsibilities

- Read and understand school rules and regulations relating to behavior management.
- Discuss all components of the school Comportment Policy with the student
- Work with the school to modify and correct unacceptable student behavior.
- Respond to MWA staff in a timely and respectful manner.

Teacher Responsibilities

- Support and enforce all MWA rules and regulations fairly within classrooms, halls and campus.
- Communicate with and respond to students and parents in a respectful and timely manner.
- Propose, participate, and recommend conferences with parents/guardians, counselors and administrators concerning students with serious behavioral problems.
- Report to the deans all serious or willful acts of misconduct by students and other individuals.

- If appropriate, institute appropriate consequences for these kinds of behaviors: tardiness, unexcused absences, minor behavior infractions.

Administrator Responsibilities

- MWA administration shall inform teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses listed in this Policy. MWA administration shall provide the information to teachers based upon any written records that the school maintains in its ordinary course of business or receives from a law enforcement agency.
- Communicate with and respond to students and parents in a fashion that shows individual respect.
- Issue suspensions for those students who demonstrate unacceptable behavior and who fail to honor this policy.
- Give suspensions from one to five consecutive school days to students when other means of correction fail to bring about good conduct or when the action of that student presents a danger to persons or property or threatens to disrupt the educational process.
- Monitor at-risk students with 10 or more days of suspension and keep parents/guardians informed about corrective actions being instituted to assist students to improve behavior.

Community Responsibilities

- On a limited basis, the community police may cooperate with the MWA administration in the investigation of incidents where the law may have been violated.

Suspension and Expulsion Policy and Procedures

This student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at MWA. In creating this policy, MWA has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with the language of Education Code Section 48900 et seq. MWA is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion or involuntary removal.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as MWA's policy and procedures for student suspension, expulsion and involuntary removal and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. MWA staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the student handbook and will clearly describe behavior management expectations. It will be reviewed and updated by the Board of Directors when they review and update other Board policies and procedures, or more frequently as needed.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

MWA administration shall ensure that students and their parents/guardians[2] are notified in writing upon enrollment of all behavior management and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available on request at the Front Offices.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom MWA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. MWA will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of behavior management on a student identified as an individual with disabilities or for whom MWA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by MWA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian, and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, MWA shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until MWA issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension and Expellable Offenses

A. Students may be suspended or recommended for expulsion when it is determined the student:

B. Caused, attempted to cause, or threatened to cause physical injury to another person

C. Willfully used force or violence upon the person of another, except self-defense

D. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind

[2] MWA shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

E. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant

A. Committed or attempted to commit robbery or extortion.

B. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

C. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

D. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of their own prescription products by a student.

E. Committed an obscene act or engaged in habitual profanity or vulgarity.

F. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

G. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

H. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

I. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

J. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

K. Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

L. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

M. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

N. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

O. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by

creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

P. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act:

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.
    ii. A post on a social network Internet Web site including, but not limited to:
        (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
    iii. An act of cyber sexual bullying.
        (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
        (b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to behavior management pursuant to subdivision (1)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

Non-Discretionary Suspension and Expellable Offenses

Students must be suspended and recommended for expulsion when it is determined the student:

- Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- Brandished a knife at another person. The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Firearms and Destructive Devices

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm.

The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine, or device similar to any of the devices described in the preceding clauses.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference
Suspension shall be preceded, if possible, by a conference conducted by a school administrator or designee with the student and their parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Division Director or designee.

The conference may be omitted if the school administrator or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or MWA personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent or guardian at the conference.

Notice to Parents/Guardians
At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If MWA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion
Suspensions, when not including a recommendation for expulsion, shall not exceed five consecutive school days per suspension. Upon a recommendation of expulsion by the school administrator or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when MWA has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student’s parents/guardians, unless the student and the student’s parents/guardians fail to attend the conference. This determination will be made by the school administrator or designee upon either of the following: 1) the student’s presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student’s suspension will be extended pending the results of an expulsion hearing.

Homework Assignment During Suspension
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student’s return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the

end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled e by the MWA Board of Directors upon the recommendation of either a neutral and impartial administrative panel ("Panel") or a neutral and impartial Hearing Officer, to be assigned by the Executive Director as needed.

If MWA will utilize a Panel, the Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Board of Directors. The Panel shall be presided over by a designated neutral hearing chairperson.

The Hearing Officer or Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

Expulsion Procedures

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Hearing Officer or Panel will make a recommendation to the Board for a final decision whether to expel. The expulsion hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA).

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

MWA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the

hearing in the form of sworn declarations that shall be examined only by the school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- MWA must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the Hearing Officer or Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
- The Hearing Officer or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- The Hearing Officer or Panel may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Panel may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
- If one or both of the support persons is also a witness, MWA must present evidence that the witness' presence is both desired by the witness and will be helpful to MWA. The Hearing Officer or Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the Hearing Officer or Panel that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Hearing Officer or Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The final decision by the MWA Board of Directors shall be made within 10 school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Hearing Officer or Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel

The school administrator or designee, following a decision of the MWA Board of Directors to expel, shall send written notice of the decision to expel, including the MWA Board of Directors' adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MWA.

The school administrator or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

Disciplinary Records

MWA shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right of appeal from expulsion from MWA as the Board of Directors' decision to expel shall be final.

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the county or their school district of residence. MWA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from MWA shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the student may reapply to MWA for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the MWA Board of Directors following a meeting with the Division Director or designee and the student and the student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Division Director or designee shall make a recommendation to the MWA Board of Directors following the meeting regarding the Division Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon MWA's capacity at the time the student seeks readmission or admission to MWA.

Notice to Teachers

MWA shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. ***Notification of SELPA***
   MWA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the behavior management of any student with a disability or student who MWA or the SELPA would be deemed to have knowledge that the student had a disability. MWA will also notify the SELPA of which it is a part of any suspension or expulsion.
2. ***Services During Suspension***
   Students suspended for more than 10 school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.
3. ***Procedural Safeguards/Manifestation Determination***
   Within 10 school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, MWA the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If MWA, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If MWA, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that MWA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent and MWA agree to a change of placement as part of the modification of the behavioral intervention plan.

If MWA, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then MWA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or MWA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), until the expiration of the 45 -day time period provided for in an interim alternative educational setting, unless the parent/guardian and the school agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if MWA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or school may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

4. Special Circumstances

MWA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Division Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. ***Interim Alternative Educational Setting***

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

6. ***Procedures for Students Not Yet Eligible for Special Education Services***

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated MWA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if MWA had knowledge that the student was disabled before the behavior occurred.

MWA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other supervisory personnel.

If MWA knew or should have known the student had a disability under any of the three circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If MWA had no basis for knowledge of the student's disability, it shall proceed with the proposed behavior management. MWA shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by MWA pending the results of the evaluation.

MWA shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Appendix L: Education of Homeless Youth Annual Notice

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Ahjia Moore
Director of Student Support Services – Schoolwide
4123 Lakeside Drive
Richmond, CA 94806
Ph. (510) 262-1511
amoore@mwacademy.org

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies and through the annual housing questionnaire administered by the Charter School
2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School’s charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. Charter School personnel providing services receive professional development and other support.
9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

1. For students in kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the

pupil's parent, guardian, educational rights holder, Indian custodian[3] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non-schooldays, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Homeless students who transfer to the Charter School any time after the completion of their second year of high school shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer, the length of the student's school enrollment, or, for pupils with significant gaps in school attendance, the pupil's age as compared to the average age of pupils in the third or fourth year of high school may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the student's educational rights holder ("ERH"), and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The Charter School shall notify and consult with students who are exempted from the Charter School's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

The Charter School shall not require any student who would otherwise be entitled to remain in attendance at the Charter School to accept the exemption from the Charter School's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The Charter School shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a homeless student who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer homeless.

An eligible student's exemption from the Charter School's additional graduation requirements will continue to apply while the student is enrolled in the Charter School or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

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[3] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code*

The Charter School shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

If a student who is exempted from the Charter School's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the Charter School determines the student is reasonably able to complete the Charter School's additional graduation requirements by the end of the student's fifth year of high school, the Charter School shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at the Charter School for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete the Charter School's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the Charter School for a fifth year to complete the Charter School's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. Consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a homeless student **is not reasonably able to complete the Charter School's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3** within the student's fifth year of high school, the Executive Director or designee shall exempt the pupil from Charter School's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. Charter School shall consult with the homeless student and the student's ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework requirements.

If a homeless student is **not** eligible for an exemption in the year in which the pupil transfers between schools, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;

2. Provide written notice to the pupil, the ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment.

Appendix M: Educational of Foster and Mobile Youth Annual Notice

Definitions: For the purposes of this annual notice the terms are defined as follows:

1. "Foster youth" means any of the following:
    a. A child who has been removed from their home pursuant to Section 309 of the California Welfare and Institutions Code ("WIC").
    b. A child who is the subject of a petition filed pursuant to California WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
    c. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
    d. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
        i. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
        ii. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
        iii. The nonminor is participating in a transitional independent living case plan.
    e. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court. MWA shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.
    f. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.
2. "Former juvenile court school students" refers to a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to MWA.
3. "Child of a military family" refers to a student who resides in the household of an active duty military member.
4. "Currently Migratory Child" refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to MWA from another Local Educational Agency ("LEA"), either within California or from another state, in order that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
5. "Newcomer pupil" is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in MWA before January 1, 2024. MWA may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023.
6. "Educational Rights Holder" ("ERH") means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.
7. "School of origin" means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the MWA liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best

interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

8. "Best interests" means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all MWA students.
9. "Partial coursework satisfactorily completed" includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Ahjia D. Moore
Managing Director of Student Support – Schoolwide
4123 Lakeside Drive
Richmond, CA 94806
Ph. (510) 262-1511
amoore@mwacademy.org

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: MWA will work with foster youth and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. MWA will immediately enroll a foster youth, currently migratory child or child of a military family seeking re-enrollment in MWA as the student's school of origin (subject to MWA's capacity and pursuant to the procedures stated in MWA's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in MWA as the school of origin, the foster youth has the right to remain in MWA pending the resolution of the dispute. MWA will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the MWA (subject to MWA's capacity and pursuant to the procedures stated in MWA's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g. producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If MWA operates an intersession program, MWA shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by MWA on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

High School Graduation Requirements: Foster and Mobile Youth who transfer to MWA any time after the completion of their second year of high school, and newcomer pupils who are in their third or fourth year of high school, shall be exempt from any of MWA's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless MWA makes a finding that the student is reasonably able to complete MWA's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment, or, for students with significant gaps in school attendance, the student's age as compared to the average age of students in the third or fourth year of high school, may be used, whichever will qualify the student for the exemption. For a newcomer pupil, enrollment in grade 11 or 12, based on the average age of students in the third or fourth year of high school, may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into MWA, MWA shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

MWA shall notify and consult with students who are exempted from MWA's additional graduation requirements and the student's ERH. The consultation shall include all of the following:

1. Discussion regarding how any of the requirements that are waived may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to a postsecondary educational institution.
2. Discussion and information about other options available to the pupil, including, but not limited to, a fifth year of high school, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
3. Consideration of the pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption.

MWA shall not require any student who would otherwise be entitled to remain in attendance at MWA to accept the exemption from MWA's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. MWA shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption.

If a Foster and Mobile Youth who was eligible for an exemption and 1) was not properly notified of the availability of the exemption, or 2) previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student within thirty (30) days of the exemption request, if an exemption is requested by the student or the student's ERH and the student at one time qualified for the exemption, even if the student is no longer a Foster and Mobile Youth or the court's jurisdiction of the pupil has terminated.

An eligible student's exemption from MWA's additional graduation requirements will continue to apply while the student is enrolled in MWA or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a Foster and Mobile Youth.

MWA shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from MWA's additional graduation requirements.

If a student who is exempted from MWA's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at MWA, MWA shall not require or request that the student graduate before the end of the student's fourth year of high school.

If MWA determines the student is reasonably able to complete MWA's additional graduation requirements by the end of the student's fifth year of high school, MWA shall do the following:

1. Consult with the student and the student's ERH regarding the student's option to remain at MWA for a fifth year to complete MWA's graduation requirements consistent with the laws regarding continuous enrollment and satisfactory progress for MWA students over age 19.
2. Consult with the student, and the ERH for the student, about how remaining in school for a fifth year to complete MWA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Consult with and provide information to the student and the student's ERH about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at MWA for a fifth year to complete MWA's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the student's ERH.
5. For a student identified as a foster youth, consult with the student, and the student's ERH, regarding the student's option to remain in the school of origin.

Through January 1, 2028, upon making a finding that a Foster and Mobile Youth is not reasonably able to complete MWA's additional graduation requirements but is reasonably able to complete state coursework requirements specified in Education Code Section 51225.3 within the student's fifth year of high school, the Division Director or designee shall exempt the pupil from MWA's graduation requirements and provide pupil the option of remaining in school for a fifth (5^{th}) year to complete the statewide coursework requirements. MWA shall consult with the Foster and Mobile Youth and their ERH regarding all of the following:

1. The pupil's option to remain in school for a fifth year to complete the statewide coursework requirements.
2. How waiving the local educational requirements and remaining in school for a fifth year may affect the pupil's postsecondary education or vocation plans, including the ability to gain admission to an institution of higher education.
3. Whether any other options are available to the pupil, including, but not limited to, possible credit recovery, and any transfer opportunities available through the California Community Colleges.
4. The pupil's academic data and any other information relevant to making an informed decision on whether to accept the exemption and option to remain in school for a fifth year to complete the statewide coursework

requirements.

If a Foster and Mobile Youth is not eligible for an exemption in the year in which the pupil transfers between schools, or for a newcomer pupil, is not eligible for an exemption in the student's third year of high school, because Charter School makes a finding that the pupil is reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, then Charter School shall do the following:

1. Within the first 30 calendar days of the ***following*** academic year, Charter School shall reevaluate eligibility;
2. Provide written notice to the pupil, the pupil's ERH, and the pupil's social worker or probation officer, if applicable, whether the pupil qualifies for an exemption upon reevaluation, based on the course completion status of the pupil at the time of reevaluation, to determine if the pupil continues to be reasonably able to complete Charter School's additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school.
3. If, given their course completion status at that time the reevaluation is conducted, the pupil is not reasonably able to complete Charter School additional graduation requirements in time to graduate from high school by the end of the pupil's fourth year of high school, the Charter School shall provide written notice to the pupil and the pupil's ERH of the pupil's options to:
    i. Receive an exemption from all coursework and other requirements adopted by the governing board body of Charter School that are in addition to the statewide coursework requirements specified in Section 51225.3, **or**
    ii. Upon agreement with the pupil's ERH, stay in school for a fifth year to complete the Charter School's additional graduation requirements.

The pupil (if not a minor) or the pupil's ERH shall have sole discretion whether to accept the exemption, based on the pupil's best educational interests.

Reporting Requirements: Charter School shall report to the California Department of Education ("CDE") annually on the number of pupils who, for the prior school year, graduated with an exemption from the Charter School's graduation requirements that are in addition to the statewide coursework requirements. This data shall be reported for pupils graduating in the fourth year and fifth year cohorts, and shall be disaggregated by cohort, pupil category, race, and disability status. The CDE shall make this data publicly available on an annual basis aligned with other reporting timelines for the California dashboard graduation data. For purposes of this notice, "pupil category" means the categories of pupils identified in the "Definitions" section of this Policy, above.

Acceptance of Course Work: MWA will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

MWA will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, MWA shall not require the student to retake the portion of the course the student completed unless MWA, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When MWA receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), MWA shall provide these student records within two (2) business days. MWA shall compile the complete educational record of the student,

including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

MWA shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the student will be calculated as of the date the student left MWA.

In accordance with MWA's Directory Information, FERPA, and Student Records Policy, under limited circumstances, MWA may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Discipline Determinations: If MWA intends to extend the suspension of any foster/ youth pending a recommendation for expulsion, MWA will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If MWA intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, MWA will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through MWA's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at MWA, a copy of MWA's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available upon request at the main office.

Appendix N: Parent/Guardian Code of Conduct

Policy and Purposes

The purpose of the Parent/Guardian Code of Conduct is to provide a mutual understanding to all parents/guardians about conduct expectations while on school property, at school events, and when interacting with Making Waves Academy ("MWA" or the "School") employees, students, and/or other parents/legal guardians.

General Operating Principles

We expect parents/guardians to have a fundamental understanding and commitment to the following general principles:

- Teachers, administrators, and parents/guardians want all children to succeed.
- Teachers, administrators, and parents/guardians help to foster an inclusive and safe campus culture.
- Teachers, administrators and parents/guardians must work together for the benefit of all students.
- All parents/guardians, MWA employees, as well as all members of the school community, deserve to be treated with respect.
- Teachers, administrators, and parents/guardians will comply with currently mandated and recommended health and safety protocols.
- Parents/guardians have multiple pathways to share comments, feedback, and concerns
- School leaders will create appropriate opportunities to address any issues of concern.
- Parents/guardians and students are welcomed at MWA Board of Directors meetings, where they can provide comments during open sessions.
- Teachers, administrators and parents/guardians will adhere to best practices for timely communication. This includes:
    - Scheduling an appointment to ensure the best person to address concerns is available.
    - MWA Staff and administrators will do their best to return all phone calls/emails within 2-3 school days.

Prohibited Behaviors

In order to foster a productive partnership and provide a peaceful and safe school environment, MWA prohibits the following behaviors by parents/guardians:

- Abusive, threatening, discriminatory, racist, profane, or harassing communication, either in person, by email, by text/voicemail/phone, or other written or verbal communication.
- Disruptive behavior that interferes or threatens to interfere with MWA operations, including the effective operation of a classroom, meeting spaces, school events, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots, and student drop-off and pick-up lines.
- Threatening to do bodily harm to an MWA employee, visitor, volunteer, fellow parent/guardian, or student.
- Threatening to damage the property of an MWA employee, visitor, volunteer, fellow parent/guardian, or student.
- Damage or destruction of MWA property.
- Excessive unscheduled campus visits, emails, text/voicemail/phone messages or other written or oral communication that impede MWA employees from properly serving students or operating the campus. School staff and administration may not always be immediately available to speak with parents/guardians. The only way to ensure that an MWA staff member or administrator is available is to schedule an appointment. Staff and administrators have a practice of attempting to return all phone calls/emails within 2-3 school days with great success. Calls and visits will be responded to consistent with this practice if someone is not immediately available.

    - Any concerns regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.
    - Parents are discouraged from raising complaints through social media, including but not limited to: websites, blogs, wikis, social networking sites such as but not limited to Google+, Facebook, Instagram, Snapchat, TikTok, LinkedIn, X (formerly known as Twitter), Flickr, and YouTube because the School cannot track such complaints and therefore has no ability to ensure that they are responded to.
- Use of defamatory or offensive comments regarding the School or school staff made publicly to others.

Consequences

In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing by the School.

In serious situations, the Executive Director or designee may withdraw consent for a parent/guardian to be on campus for up to 14 days, even if the parent/guardian has a right to be on campus, whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt MWA's orderly operation. Consent shall be reinstated whenever the Executive Director or designee has reason to believe that the presence of the person will not constitute a substantial and material threat to the orderly operation of the School campus. The person from whom consent has been withdrawn may submit a written request for a hearing on the withdrawal within the two-week period. The written request shall state the address to which the notice of hearing is to be sent. The Executive Director or designee shall grant such a hearing not later than seven days from the date of receipt of the request and shall immediately mail a written notice of the time, place, and date of such hearing to such person.

The Executive Director or designee may seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Possible legal consequences may include:

- If a parent/guardian does not leave after being asked or if the parent/guardian returns without following the posted requirements after being directed to leave, the parent/guardian will be guilty of a misdemeanor, which is punishable by a fine of up to $500.00 or imprisonment in the County jail for a period of up to six months or both.
- Any parent/guardian whose conduct materially disrupts classwork or extracurricular activities or involves substantial disorder is guilty of a misdemeanor and is punishable, upon the first conviction, by a fine of no less than $500.00 and no more than $1,000.00 or by imprisonment in a County jail for no more than one year, or both, the fine and imprisonment.
- Disruptive conduct may lead to MWA's pursuit of a restraining order against a parent/guardian, which would prohibit the parent/guardian from coming onto Charter School grounds or attending school activities for any purpose for a period of up to three years.

Additional information about visiting the campus and removal procedures can be found in the Parent/Guardian Student Handbook under the Visitor Policy/Guidelines section.

Appendix O: FERPA Disclosure of Directory Information Opt-Out Form

Student Name (Printed) _____ Student ID:_____

NOTICE OF DIRECTORY INFORMATION OPT OUT
If you do not want the release of certain types of directory information without your prior consent, you may choose to "opt-out" of the School releasing your child's directory information by signing the Form below. You may may revoke your consent to this opt-out in writing, at any time.

TO: Making Waves Academy

I, the legal custodial parent/guardian of the above-mentioned student, request the withholding of the following personally-identifiable information identified as Directory Information under FERPA. I understand that upon submission of this Form, the information checked cannot be released to third parties without my written consent or unless the School is required by law or permitted under FERPA to release such information without my prior written consent; and that the checked directory information will not otherwise be released from the time the School receives my Form until my opt-out request is rescinded. I understand that I **may not opt out of use of the student ID number** because it is necessary identifying information for the School.

I further understand that if directory information is released prior to the School receiving my opt-out request, the School may not be able to stop the disclosure of my directory information. I understand that I may request and challenge how my directory information is used by contacting the School.

Lastly, I understand that opting out of the disclosure of directory information will result in the **student's name and/or photo NOT being included in recognitions such as Honor Roll lists, Graduation and Promotion programs, Yearbooks, etc**.

☐ Check here to opt-out of **ALL** DIRECTORY INFORMATION identified below, or

Check the individual boxes below to indicate the information that you do NOT want to the school to share absent your advanced written consent:

☐ Name ☐ Photograph ☐ Dates of attendance ☐ Degree(s) received

☐ Most recent educational agency or institution attended ☐ Awards and honors received

☐ Participation in officially recognized activities and sports

Parent/Guardian Name (printed): _____

Parent/Guardian Signature: _____ Date: _____

Eligible Student (over 18) Name (Printed):_____Date: _____

Eligible Student (over 18) Name (Signature): _____Date: _____

If under 18, a parent or guardian must sign to opt the student out

Appendix P: Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

A. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
   1. Political affiliations or beliefs of the student or student's parent;
   2. Mental or psychological problems of the student or student's family;
   3. Sex behavior or attitudes;
   4. Illegal, anti-social, self-incriminating, or demeaning behavior;
   5. Critical appraisals of others with whom respondents have close family relationships;
   6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
   7. Religious practices, affiliations, or beliefs of the student or student's parent; or
   8. Income, other than as required by law to determine program eligibility.

B. Receive notice and an opportunity to opt a student out of:
   1. Any other protected information survey, regardless of funding;
   2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
   3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

C. Inspect, upon request and before administration or use:
   1. Protected information surveys of students and surveys created by a third party;
   2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
   3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

MWA will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. MWA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. MWA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. MWA will make this notification to parents at the beginning of the school year if MWA has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt

their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Appendix Q: Gender Identity Inclusiveness and Nondiscrimination Policy

The Board of Directors of Making Waves Academy ("Charter School") is committed to fostering an environment of inclusiveness, supporting students' preferred form of self-identification, and ensuring that every student shall have equal access to educational programs and activities.

The purpose of this policy is to delineate state and federal law as well as Charter School's practices relating to recognition and protection of each student's gender identity. This is consistent with Charter School's goals of reducing stigmatization and ensuring equal access for students. The guidelines provided in this policy do not anticipate every situation that might occur with respect to gender identity and expression and students. While the needs of each student are unique, in all cases, the goal is to ensure the opportunity of all students to thrive and retain equal access school programs and activities in accordance with their gender identity without fear of harassment, discrimination, intimidation, bullying, or stigmatization.

This Policy shall apply to all Charter School programs and activities, including those that occur during school hours, before- or after-school programs, field trips, extracurricular or co-curricular activities, and camps or other activities that typically involve at least one (1) overnight stay from home.

Definitions (Intended as functional descriptors, not to label):

- *"Gender"*: A person's sex, and includes a person's gender identity and gender expression.
- *"Gender Expression"*: A person's gender-related appearance and behavior whether or not stereotypically associated with the person's assigned sex at birth. Gender expression refers to external cues that one uses to represent or communicate one's gender to others, such as behavior, clothing, hairstyles, activities, voice, mannerisms, or body
- *"Gender Identity"*: A person's gender-related identity, appearance or behavior, whether or not different from that traditionally associated with the person's physiology or assigned sex at birth.
- *"Gender Nonconformity"*: refers to one's gender expression, gender characteristics, or gender identity that does not conform to gender stereotypes "typically" associated with one's legal sex assigned at birth, such as "feminine" boys, "masculine" girls and those who are perceived as androgynous. Sexual orientation is not the same as gender identity. Not all transgender youth identify as gay, lesbian or bisexual, and not all gay, lesbian and bisexual youth display gender-nonconforming characteristics.
- *"Transgender"*: describes people whose gender identity or gender expression is different from that traditionally associated with their assigned sex at birth. "Transgender boy" and "transgender male" refer to an individual assigned the female sex at birth who has a male gender identity. "Transgender girl" and "transgender female" refer to an individual assigned the male sex at birth who has a female gender identity. An individual can express or assert a transgender gender identity in a variety of ways, which may but do not always include specific medical treatments or procedures. Medical treatments or procedures are not considered a prerequisite for one's recognition as transgender.
- "*Nonbinary Gender*": A form of gender identify, gender expression, or gender nonconformity that describes people who view themselves as somewhere between or beyond the gender "binary" of male and female, as well as genders that incorporate elements of both male and female.

Guiding Principles and Requirements

The Charter School shall accept the gender identity that each student asserts. There are no medical or mental health diagnoses or treatment thresholds that students must meet in order to have their gender identity recognized and respected.

The Charter School shall:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Prohibit, within academic programming, the separation of students based upon gender unless it serves as a compelling pedagogical (instructional) tool.

3. Permit all students to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity including, but not limited to, intramural and interscholastic athletics.
4. Provide all students access to facilities that best align with students' gender identity.

Privacy and Confidentiality

All persons, including students, have a right to privacy. This includes student's right to keep their actual or perceived gender identity and expression private. Such private information shall be shared only on a need-to-know basis.

Students have the right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.

In situations where students have not publicly disclosed their gender identity; school personnel must be mindful of the confidentiality and privacy rights of students when communicating with others, so as to not reveal, imply or refer to a student's gender identity or expression. To ensure confidentiality when discussing a particular concern such as conduct, discipline, grades, attendance or health, school personnel should focus on the concern, not the student's gender identity or expression. For example, describe the matter in terms of the underlying issue (behavior/conduct, grade issue, attendance issue, health concern) without referring or linking to gender identity or expression.

When communicating with a student's parent, legal guardian, or educational rights holder, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

There will be instances when school personnel may find it important to discuss a student's gender identity or expression with parents (if, for example, the student is being bullied based on their gender identity or expression or expresses suicidal ideation on the basis of gender dysmorphia). In such cases, school personnel should consult and work closely with the student to assess the degree to which, if any, the parent is aware of the student's gender identity or expression and is supportive of the student, and school personnel shall take into consideration the safety, health and well-being of the student in deciding whether to disclose the student's gender identity or expression to parents.

Preferred Names and Pronouns

The Charter School recognizes that name and gender identity are central to most individuals' sense of self and well-being, and that it is important for the school to establish mechanisms to acknowledge and support students' self-identification.

Unless otherwise prohibited by law, the Charter School shall accept and respect a student's assertion of their gender identity where the student expresses that identity at school or where there is other evidence that this is a sincerely held part of the student's core identity. Some examples of evidence that the student's asserted gender identity is sincerely held could include letters from family members or healthcare providers, photographs of the student at public events or family gatherings, or letters from community members such as clergy.

The Charter School shall not require a student to provide any particular type of diagnosis, proof of medical treatment, or meet an age requirement as a condition to receiving the protections afforded under California's anti-discrimination statutes. Similarly, there is no threshold step for social transition that any student must meet in order to have his or her gender identity recognized and respected by a school.

The Charter School supports student self-identification by honoring the name and pronouns that students wish to go by, in accordance with the following:

1. Students shall be addressed by the name and pronoun that corresponds to their gender identity asserted at school without obtaining a court order, changing their pupil records or obtaining parent/legal guardian permission.
2. Students may request a meeting with a school counselor to discuss a support plan/Student Safety Plan. The counselor will work with school administration and staff to ensure the desired name and pronouns are used.
3. The Charter School may modify its student information system (SIS) to prevent disclosure of confidential information and ensure, to the best of our abilities, that school personnel use a student's preferred name and

pronouns consistent with the student's gender identity. Please note that updating the SIS means that the student's preferred name will be displayed in the Google suite, and the legal name will display in the SIS.

4. All members of the school community must use a student's chosen name and pronouns. The school shall implement safeguards to reduce the possibility of inadvertent slips or mistakes, particularly among temporary personnel such as substitute teachers. Every effort should be made to use names and pronouns consistent with a student's gender identity. While inadvertent slips or honest mistakes may occur, the intentional and persistent refusal to respect a student's gender identity is a violation of this Policy and may constitute discrimination under State law.
5. There may be situations (e.g., communications with the family, state or federal records, pupil records where a name or gender with which the student identifies isn't authorized, and assessment data) where it may be necessary and recommended for staff to be informed of the student's legal name and gender. In these situations, staff should prioritize safety, confidentiality and respect of the student in a manner consistent with the law.
6. If school personnel are unsure how a student wants to be addressed in communications to home or in conferences with parents/legal guardians/educational rights holders, they may privately ask the student how they want to be referred to when communicating with parents/legal guardians.
7. If a member of the school community, including staff and students, intentionally uses a student's incorrect name and pronoun, persistently refuses to respect a student's chosen name and pronouns, or targets a student based on that student's chosen name and pronouns, that conduct may constitute harassment, discrimination, and/or bullying and investigation in accordance with the school's *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy*. Per the CDE, Examples of this type of harassment include a teacher consistently using the student's incorrect name when displaying the student's work in the classroom, or a transgender student's peers referring to the student by the student's birth name during class, but would not include unintentional or sporadic occurrences.

Equal Access to School Activities and Programs

Students have the right to equitable access to activities and programs in their school. Students may not be excluded from participation in, be denied the benefits of, or be subjected to harassment or other forms of discrimination on the basis of their actual or perceived gender identity or expression in any program or activity. These activities and programs may include, but are not limited to cheer squad, homecoming, prom, spirit day, celebrations, assemblies, acknowledgments, field trips, afterschool activities and programs, and all extra-curricular activities.

Pursuant to Education Code 221.5(f), participation in sex-segregated school programs and activities, including competitive athletics, intramural sports, athletic teams, competitions and contact sports shall be facilitated in a manner consistent with the student's gender identity. Students who identify as nonbinary should be granted the opportunity to participate in sex-segregated programs and activities that they find best align with their gender identity.

Student Records

Unless otherwise prohibited by law, Charter School shall use the student's requested name, pronoun, and gender designation.

Official Records

Charter School shall change a student's name and gender on official records only upon receipt of documentation that such change has been made pursuant to a court order. Certain education records may still require a school to use a student's legal name. For example, birth certificates, passports, standardized testing documentation, transcripts, financial aid documents, immunization and other health records, etc.

Unofficial Records

The Charter School may change a student's name, gender, or pronoun designation on unofficial student records in the absence of a court order indicating legal name change. Unofficial student records include school-issued identification cards, athletic rosters, certificates, playbills, diplomas, attendance lists, etc.

The school may include an “also known as” or a “prefers to be called” field in its electronic data system and list the preferred name/gender identity/pronoun of the student alongside the legal name/assigned sex. This way the preferred name may be cross-referenced with the legal name and administrators will know to use the preferred name when addressing the student.

Nothing in this section changes the obligation of Charter School personnel to **address** the student with the name and pronouns consistent with the student’s gender identity. Thus, while a student’s records may still indicate the name/sex assigned at birth, upon request of the student, the student should be referred to day-to-day by the name and pronouns that correspond to their gender identity.

Restroom Accessibility

The Charter School maintains separate restroom facilities for male and female students. Students shall have access to restrooms that correspond to their gender identity. Students who identify as nonbinary shall be granted access to the facility which they find best aligns with their gender identity.

If a student desires increased privacy, regardless of the reason, the administrator shall make every effort to provide the student with reasonable access to an alternative restroom such as a single-stall or all-gender restroom. The use of a restroom should be determined by the student’s choice; no student shall be compelled to use an alternative restroom. For safety reasons, students should be given access to a restroom that allows reasonable access for appropriate supervision by staff. Regardless, all students are expected to exemplify appropriate behavior in restrooms.

By or before July 1, 2026, Charter School shall:

1. Provide and maintain at least one all-gender restroom for student use that meets the following requirements:
   (i) Has signage identifying the bathroom facility as being open to all genders and in conformity with Title 24 of the California Code of Regulations.
   (ii) Is available for pupil use, consistent with the requirements of subdivision (a), as unlocked, unobstructed, easily accessible by any pupil, and consistent with existing pupil access to sex-segregated restrooms.
   (iii) Is consistent with the requirements pursuant to Section 35292.6.
   (iv) Is available during school hours and school functions when pupils are present.
2. Designate a staff member to serve as a point of contact for compliance with the above.
3. Post a notice regarding the requirements of this paragraph in a prominent and conspicuous location outside at least one all-gender restroom, including contact information for the person designated as a point of contact for compliance with the above.

Charter School may use an existing restroom to satisfy the requirements above if it ensures that all students have restrooms that are in easily accessible locations and the existing restroom otherwise complies with the requirements above.

Use of an all-gender restroom by a pupil shall be voluntary and students shall not be required to use an all-gender restroom.

Locker Room and Changing-Area Accessibility

Charter School maintains separate locker room facilities and changing areas for male and female students. Students shall have access to the locker room and changing areas facility that corresponds to their gender identity, with the goals to provide equal opportunity to participate in physical education classes, competitive athletics, and extracurricular activities (such drama/theater). Students who identify as nonbinary should be granted access to the locker rooms/changing facilities with which they find best aligns with their gender identity, including access to reasonable accommodations as indicated below.

If there is a request for increased privacy, any student shall be provided access to a reasonable accommodation such as:

a) Assignment of a student locker or changing areas in near proximity to the coaches'/staff person's office or a supportive peer group.
b) Use of a private area within the public area of the locker room facility or changing area (e.g., nearby restroom stall with a door or an area separated by a curtain).
c) Use of a nearby private area (e.g., nearby restroom or a health office restroom).
d) A separate changing schedule.

Any alternative arrangement should be provided in a way that protects the student's privacy and confidentiality.

Staff Training

Commencing with the 2025-26 school year and continuing through the 2029-30 school year, Charter School shall provide and require at least one hour of training annually to all teachers and other certificated employees serving pupils in grades 7 to 12, inclusive. Training shall include but not be limited to, the following core elements:

1. The creation of safe and supportive learning environments for LGBTQ+ pupils, including those with multiple intersecting identities, including, but not limited to, those who are members of the LGBTQ+ community, members of communities of color, immigrants, or people living with the human immunodeficiency virus.
2. Identifying LGBTQ+ youth who are subject to, or may be at risk of, bullying and lack of acceptance at home or in their communities.
3. The provision of targeted support services to LGBTQ+ youth, including counseling services.
4. Requirements regarding school antibullying and harassment policies, and complaint procedures.
5. Requirements regarding suicide prevention policies and related procedures.
6. Requirements regarding policies relating to use of school facilities, including, but not limited to, bathrooms and locker rooms.
7. Requirements regarding policies and procedures to protect the privacy of LGBTQ+ pupils.
8. The importance of identifying local, community-based organizations that provide support to LGBTQ+ youth.
9. The importance of identifying local physical and mental health providers with experience in treating and supporting LGBTQ+ youth.
10. The formation of peer support or affinity clubs and organizations.
11. The importance of school staff who have received antibias or other training aimed at supporting LGBTQ+ youth.
12. Health and other curriculum materials that are inclusive of, and relevant to, LGBTQ+ youth.

Student Support/Safety Plan

The Charter School shall, wherever possible, and after discussing with, and obtaining permission from the student, meet with a gender-nonconforming student, relevant school personnel, and parents, to discuss and draft a Student Support/Safety Plan. The purpose of the plan shall be to memorialize any specific wishes/needs of the student regarding navigating their gender-confirming status in the school setting, and discuss general welfare and safety issues. The plan may include but is not limited to the following, and shall be tailored to the needs of the individual student:

1. Preferred Name/Pronouns
2. The names and contact information of "safe" adults with whom the student can share any concerns, including instances of bullying, discrimination, intimidation, or harassment
3. Assurances that all staff would receive training and instruction regarding Title IX, and that teachers shall teach about anti-bullying and harassment
4. Assurances that the physical education ("PE") teacher or athletics coach would be the first to enter and last to leave the locker room
5. Assurances that student's assigned locker would be in direct sight of the PE teacher/athletics coach's office
6. Assurance regarding access to the student restroom facilities and locker rooms that correspond to the student's gender identity or biological sex.
7. Accommodations for student's use of an alternate restroom (i.e. in the health office or elsewhere) if the student is uncomfortable using student restrooms

8. Accommodations for the student's use of a private changing area if the student is uncomfortable changing in a locker room with other peers.
9. Any other accommodation appropriate for the student

Dress Code

Charter School maintains a gender-neutral dress code. All Charter School students have the right to dress in accordance with their gender identity within the parameters of the dress code as it relates to the school uniform or safety issues. A copy of the Charter School Dress Code is available for review at the main office.

General-Segregated Activities

In rare situations permitted by law, students may be segregated by gender, such as for health education classes. In situations where students are segregated by gender, such as for health education classes, students should be included in the group that corresponds to their consistently asserted gender identity.

Harassment, Bullying, and Student Safety

The Charter School shall ensure that all staff who regularly interact with students receive professional development and training opportunities as required and recommended by the California Department of Education ("CDE") and Charter School Title IX, *Harassment, Discrimination, Intimidation, and Bullying Policy*.

Charter School shall also inform staff about the groups of students determined by Charter school and available research, to be at elevated risk for bullying. These groups include but are not limited to: Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQIA+") and those youth perceived as LGBTQIA+.

School staff shall take all reasonable steps to ensure safety and access for students and support students' rights to assert their gender identity and expression. Students shall be informed they have the responsibility to report incidents of discrimination, harassment, bullying or intimidation to the designated site administrator or Title IX Coordinator in cases where they may be a target or witness. School staff and families shall work together to resolve complaints alleging discrimination, harassment, bullying or intimidation based on a student's actual or perceived gender identity or expression, in accordance with the school's *Title IX, Harassment, Discrimination, Intimidation, and Bullying Policy*.

Charter School personnel shall immediately intervene, when it is safe to do so, whenever they witness acts of discrimination, harassment, bullying or intimidation on the basis of a student's gender identity or expression. Charter School may provide interim safety and emotional support measures as needed. Interim safety measures may include increased monitoring of the parties to a harassment, discrimination, intimidation, or bullying complaint, providing options for the parties to avoid or minimize contact in academic and extracurricular settings, provision of safety plans, training and educational materials to address gender-inclusiveness, and provision of support resources (e.g., academic support, counseling, health and mental health services).

Appendix R: Student Support Plan

-CONFIDENTIAL-

The purpose of this document is to create shared understandings amongst school staff, parents/guardians, caregivers, and the student about the ways in which the student's gender identity and expression will be affirmed and supported at school. *Please note: a Gender Communication Plan can be developed to assist teams in planning for a student's formal gender transition at school. This document shall be completed with the input of the student and parents/guardians (as applicable), and implemented unless otherwise prohibited by law.*

Preferred Name:	**Legal Name:**
Pronouns:	**Student ID #:**
DOB:	**Grade:**
Student's Gender Identity	**Assigned Sex at Birth**
Siblings at the charter school:	**Date of Meeting:**
Parent(s), Guardian(s), Caregiver(s) /relation to student: _____/_____ _____/_____ _____/_____ _____/_____	
Support Team Members:	

Parent/Guardian Involvement

1) Are the student's parents/guardians aware of the student's self-identified status?
   - Yes
   - No
2) What is the level of parent/guardian support/perceived support?

   1 2 3 4 5 6 7 8 9 10

   (none) (moderate) (high)

*** If support is low, what considerations must be made in implementing this plan?

_____

_____

_____

_____

Confidentiality & Privacy

How public or private will information about this student's gender identity be? (check all that apply)

_____ Site level leadership/administration will know (Division Director, Director of Student Support, counselor, etc.)

_____ Teachers and/or other staff will know

Specify the adult staff members: _____

_____ Student will not be openly "out" but some students are aware of the student's gender

Specify the students: _____

_____ Student is open with others (adults and peers) about gender

_____ Other: Describe: _____

How will "in the know" teachers/staff respond to any questions about the student's gender?

Peers?_____

_____

Staff Members?_____

_____

Parents/Community Members?_____

_____

Communication Plan***

- Ideas include Community Circle, empowering student to communicate their gender to teachers, staff members, friends, peers, etc.
- We need a plan to tell staff members: email, PowerSchool, etc.

Student Safety

1) Who will be the student's "go to" adult on campus? _____

   Who is the "backup" if this person is unavailable?_____

2) What process will be utilized for periodically checking in with the student and/or parents/guardians?

   _____

   _____

3) What are the expectations in the event the student is feeling unsafe/how will the student signal their need for assistance?_____

_____

_____

4) If necessary, who should the student's parents/guardians contact with concerns about their student's treatment at school?_____
_____

Name, Pronouns, Records

1) What name and pronouns should be used when referring to the student?_____
_____

2) How will the team address any instances where the incorrect name or pronouns are used by staff or students?_____
_____

3) What considerations will be made to maintain the student's privacy in the following situations?
    a) During Registration_____
    b) Powerschool_____
    c) Class Rosters/taking attendance_____
    d) With substitute teachers_____
    e) Standardized tests_____
    f) School photos_____
    g) Yearbook/ID badge_____
    h) IEP/ Other services_____
    i) Student Cumulative file_____
    j) Lunch line_____
    k) Summons to the office_____
    l) Awards/Certificates_____
    m) Assignment of IT accounts_____
    n) Official school-home communication
        i) Letters home_____
        ii) Calls/emails from teacher_____
        iii) Discipline_____

If the student's parents/guardians are not aware and/or supportive of the student's self-identified status, how will school-home communications be handled?_____

_____
_____

What are some other ways the school needs to anticipate information about this student's preferred name and gender marker potentially being compromised? How will these be handled?

_____
_____
_____

Use of Facilities

1) Student will use the following bathroom(s) on campus_____
2) Student will change clothes in the following place(s)_____
3) If student has questions/concerns about facilities, who will be the contact person?
   _____

4) What are the expectations regarding the use of facilities for any class trips?
   _____
   _____

5) What are the expectations regarding rooming for any overnight trips?_____
   _____
   _____

6) Are there any questions or concerns about the student's access to facilities? _____
   _____
   _____

Other Considerations

1) Are there any specific social dynamics with other students, families, or staff members that need to be discussed or accounted for? _____
   _____
   _____

2) Does the student have any siblings at school? Any factors need to be considered regarding a sibling's needs? _____
   _____
   _____

3) Will considerations need to be made for human growth & development lessons?
   - Yes
   - No

   If yes, please specify: _____

4) Will LGBTQ+ sensitivity training for staff be needed in order to build awareness/capacity?
_____

5) Other issues/concerns to be addressed: _____
_____

Support Plan Review and Revision

1) Who will lead the team in monitoring the utilization and effectiveness of this plan?
_____

2) What steps will be taken in the event the Gender Support Plan needs to be revised?
_____
_____
_____

3) Are any future action steps or follow up tasks necessary?

Action Steps	Who is Responsible	Time Frame

4) Does a follow up meeting need to be scheduled?
   - Yes
   - No

   If yes, when will it be held and who is responsible for coordinating the meeting?_____

   _____

Appendix S: Student Technology Acceptable Use Policy for Digital Information, Communication, and Technology Resources Agreement

Making Waves Academy (MWA) provides access to technology devices, the internet, and data systems for educational purposes to the student(s). This Acceptable Use Policy (AUP) governs students' electronic activity using Making Waves Academy technology, the internet, and data systems, regardless of location.

For example, MWA technology, internet, and data systems include, but are not limited to:

- Chromebooks
- Chromebook Chargers
- Headphones/wired earbuds
- Internet
- Wifi HotSpots
- Built-in Webcams
- MWA Network
- MWA Email Account
- MWA Subscription to Digital Educational Programs

Those resources will hereafter be referred to as "MWA Technology." This policy intends to provide all students with a safe and conducive learning environment. This policy informs students and their families about the acceptable uses of MWA Technology.

Students must comply with this policy at all times when using MWA technology (including but not limited to all items listed above), whether inside or outside of MWA campuses. No student may use MWA Technology until the agreement at the end of this policy has been signed by the student and their parent(s) or guardian(s), as applicable, and returned to MWA. MWA reserves the right to change this policy at any time and will inform students and families of any material change. Continued use of MWA Technology following MWA's notification of revisions to this policy constitutes acceptance of those revisions.

Guiding Principles

- Online tools are used in our classrooms, school, and central office to increase community engagement, student learning, and core operational efficiency.
- MWA has a legal and moral obligation to protect the personal data of our student(s).
- Nothing in this policy shall be read to unlawfully limit an individual's constitutional rights to freedom of speech or expression or to unlawfully restrict a student's ability to engage in concerted, protected activity with a fellow student regarding the terms and conditions during their time at Making Waves Academy.

IT & Device Support

MWA provides installation, synchronization, and software support for electronic devices issued by MWA. MWA-issued devices must be regularly connected to the MWA network in order to get software and virus protection updates. All MWA-issued electronic devices must be password-protected to prevent unauthorized use in the event of loss or theft. All students who request support should email ithelpdesk@mwacademy.org.

Passwords

Students must comply with the password requirements established by Making Waves Academy when logging into or using MWA Technology. Students are provided with MWA email addresses and passwords to support their use of MWA Technology. Students MUST not share their passwords and must take extra precautions to avoid phishing emails that request passwords or other personal information.

Compliance Requirement for Students
MWA Leadership reviews the AUP annually and distributes it to student families during enrollment or re-enrollment. Students must attest that they have read and will abide by the AUP annually. MWA encourages parents and guardians to discuss this policy with their children to ensure they comprehend and adhere to it.

Student AUP & other Agreements
The Acceptable Use Policy (AUP), Student Chromebook Use Agreement, Student Bring Your Own Device (BYOD) Policy, and the Student Device(s) Repair, Replacement Policy, and Insurance Agreement (Appendix U) are included in the electronic registration packets and the Student and Parent Handbook provided to all students and families at the beginning of the school year during enrollment or re-enrollment. It is expected that parents/guardians review these documents with their student(s). After reviewing the policies together, both the student and their parent/guardian must sign the required forms to confirm they have reviewed and understand the policies.

Procedures Governing Travel with MWA Technology
While cell phones, laptops, and other electronic devices have become necessities, traveling with such devices occasionally poses challenges.

MWA students are not permitted to travel with their MWA equipment. Implementing the procedures outlined in this document ensures the integrity of MWA devices and student data. Under restricted conditions, travel with MWA devices shall be permitted in accordance with the procedures outlined below:

Although MWA prohibits travel with MWA devices in general, MWA acknowledges that there are circumstances in which a student must travel with an MWA device. To support MWA students' needs while also ensuring the secure use of MWA devices and the safety of student information and data, all students who need to travel with MWA technology shall follow the following procedures:

- Students or their parent(s)/guardian(s) are required to inform the school administration of their travel plans at least 15 days in advance to determine the type of technical support required.
- If students do not have Chromebook insurance, we recommend purchasing it at thirty-seven dollars and fifty cents (**$37.50**) before traveling to cover any loss or damages. (*If you have purchased Chromebook insurance during registration/re-enrollment, student devices are automatically covered.*) *If an MWA device is damaged or lost and the student's parent/guardian has not purchased Chromebook insurance prior to the damage or loss, the student's parent/guardian will be responsible for the full replacement costs as set forth below.*

Students and their parent(s)/guardian(s) are required to comply with all applicable laws, regulations, and ordinances governing their usage of school-assigned technology equipment outlined in the MWA Student Technology Acceptable Use Policy when using or traveling with an MWA device. Students and their parent(s)/guardian(s) must review and agree to the following recommendations before the scheduled trip.

During travel while using MWA technology, students and parents/guardians agree to adhere to the following:

- **Connect only to known Wi-Fi networks.** To deceive unsuspecting travelers, anyone can create a network and give it a name that sounds authentic. These connections allow criminals to capture personal information transmitted through the network. This is especially common at public cafés, hotel lobbies, and airports.
- **Know what technologies, goods, and devices are subject to restrictions and export control licensing**. If traveling to sanctioned countries or destinations that are otherwise impacted by export control restrictions.
- **Know what technologies and devices are subject to restrictions.** If traveling to sanctioned countries or destinations that are otherwise impacted by export control restrictions, be aware of which countries restrict or require licenses for the importation of such devices/software.
  - *For example, Zoom video conferencing is prohibited or restricted in the following countries.*

- ***Cuba:*** *For regulatory reasons, this country's users cannot access Zoom services.*
- ***Iran:*** *For regulatory reasons, users in this country cannot access Zoom services.*
- ***North Korea:*** *For regulatory reasons, users in this country are currently unable to access Zoom services.*
- ***Syria:*** *For regulatory reasons, users in this country are currently unable to access Zoom services.*
- ***Ukraine (Crimea Region):*** *For regulatory reasons, users in this region are currently unable to access Zoom services.*

- **Do not leave your device unattended.** Physically having control of your device is the easiest way for someone to access your data. If you ever leave your computer, make sure to secure it. Turn it off completely rather than using sleep mode. This makes unauthorized access more difficult.
- **Do not use untrusted accessories**. Never plug in an untrusted accessory, including charging tools. Additionally, never use gifted or found USB or thumb drives.
- **Do not enter your credentials on untrusted or public-access computers**. Public computers, such as those in a hotel business center or internet café, are frequently poorly managed and provide users with minimal security protection.
- **Connect only to known Wi-Fi networks.** Anyone can create a network and give it a name that sounds authentic to deceive unsuspecting travelers. These connections allow criminals to capture personal information transmitted through the network or the Internet. This occurs frequently in public cafés, hotel lobbies, and airports. Turn off your Wi-Fi and Bluetooth when not in use. Some devices connect to Wi-Fi automatically. Make sure that this feature is disabled on your device. The best practice is to turn off Wi-Fi and Bluetooth when not in use.
- **Practice safe web browsing.** The websites you visit online hold valuable data about you. Do not click through system or application warnings or error messages.
- **Be aware of targeted social engineering.** This can take many forms! Some examples are: a dining invitation, shared ride, calendar invite, or an appeal for your help.
    - Note: Providing details about your plans or personal life on social media makes targeting even easier. Avoid providing any travel details online in a publicly accessible format.

After travel, we recommend you reset the password you used during the trip.

Whenever possible, students or their parent or guardian(s) must notify the MWA IT Team via email at ithelpdesk@mwacademy.org of any technical difficulties with the MWA device and/or the loss of an MWA device while traveling with an MWA device. Students or their parents or guardians shall also contact the Chromebook insurer and comply with all applicable requirements pursuant to the insurance coverage.

Consequences of Breach of Policy

Using all MWA technology resources is a privilege, not a right. Using MWA's Internet systems and devices, the student agrees to follow all applicable laws and regulations and MWA regulations, policies, and guidelines. Students are encouraged to report misuse or breach of protocols to appropriate personnel, including building administrators, direct supervisors, and the instructional, applied tech, and information technology teams. Abuse of these privileges may result in consequences including but not limited to:

- Suspension or cancellation of use or access privileges.
- Payments for damages or repairs.
- Discipline under appropriate school division policies, subject to any collective bargaining obligations.
- Liability under applicable civil or criminal laws.

Communication & Social Media

Students are provided with MWA email accounts and online tools to enhance communication within the organization and with the community. Communication should be consistent with the professional practices used for all correspondence. When using online tools, members of the MWA community will use appropriate behavior and language.

Student(s), staff, and faculty must know that data and other material/files maintained on MWA's systems may be subject to review, disclosure, or discovery. MWA reserves the right to employ and review the results of software

that searches, monitors, and/or identifies potential violations of the Technology Acceptable Use Policy. Students should be aware that their files may be discoverable in court and administrative proceedings and in accordance with public records laws. Students should have no privacy expectations regarding the contents of their files and records of their online activity while on MWA Technology. MWA does not encourage student(s), staff, and faculty to store personal data on MWA technology; MWA cannot be responsible for the loss or damage of such data. Using personal email and communication tools for school business is strongly discouraged and may expose an individual's account and search history to disclosure under applicable laws. MWA will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with MWA policies or government regulations.

Important Laws[4]

Freedom of Information Act (FOIA) - The FOIA is a law that allows releasing government documents at an individual's request. A FOIA request can be made to the Making Waves Academy for electronic documents/communications stored or transmitted through district systems unless that information could be detrimental to governmental or personal interests. For more information, visit http://www.foia.gov/

Children's Internet Protection Act (CIPA) requires schools that receive federal funding through the E-Rate program to protect student(s), staff, and faculty from harmful or inappropriate content. Making Waves Academy must filter internet access for inappropriate content, monitor minors' internet usage, and educate students on safe and appropriate online behavior.

Cost of Equipment

If a violation of this policy results in willful damage to school devices or accessories, pursuant to Education Code Section 48904, the parent or guardian of a minor student shall be liable for the replacement cost for the school devices or accessories, up to an amount not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. The Division Director or his/her designee will decide the amount that needs to be reimbursed, which will not exceed the device's original cost or equipment. MWA may, after affording a pupil who has willfully cut, defaced, or otherwise injured MWA devices or accessories, his or her due process rights and notifying his or her parent in writing, withhold the grades, diploma, and transcripts of the pupil responsible for the damage or loss until the pupil or the pupil's parent or guardian has paid for the damages. When the minor and parent cannot pay for the damages, MWA will provide a voluntary work program for the minor instead of monetary damages. A student over the age of majority shall be liable for the same and have the same voluntary work option.

Roles and Responsibilities

1. The Information Technology (IT) director, or their designee, will serve as the coordinator to oversee access to MWA Technology and MWA's responsibility, limitations, and rights contained in this policy.
2. The Sr. School Director, or their designee, will be responsible for disseminating this policy and enforcing student responsibilities in their division.

Student Responsibilities When Using MWA Technology:

	I WILL	*I WILL NOT*

[4] The list of definitions (laws and other relevant definitions) is not exhaustive

General Use	• Use school-issued technology and network resources solely for educational purposes. • Follow all instructions provided by teachers and administrators at all times. • Exclusively use the e-mail account provided by MWA • Check my MWA e-mail daily • Comply with state and federal law[5]	• Use school-issued technology or network resources for non-educational purposes, including but not limited to commercial, illegal, religious, recreational, or political activities. Using personal email accounts for school-related communication or activities conducted on school-issued technology.

Digital Citizenship	• Digital Citizenship training is provided to all students, and is delivered through the Vector Training, K-12 Student Platform,
	• The digital citizenship training is mandatory for all students.
	• Use appropriate, professional language in all digital communication
	• Report any inappropriate (vulgar, profane, sexually explicit, hate-based, discriminatory, derogatory, or offensive) content to a teacher or administrator
	• Report any suspicion of digital harassment or cyberbullying to a teacher or administrator
	• Notify a teacher or an administrator immediately if I believe my student account has been compromised
	• Take any digital citizenship course required by teachers or administrators, including but not limited to: cyber ethics, cybersecurity, digital safety, and cyberbullying
	• Always cite the source of information I find online
	• Check if the materials I find online are protected by copyright before using it
		• Create, search, save, display, use, or circulate inappropriate material, which includes, but is not limited to:
		  ▪ Vulgarity
		  ▪ Profanity
		  ▪ Sexually explicit content
		  ▪ Hate-based, discriminatory, derogatory, or offensive content
		  ▪ Harass or bully others online
		• Make public a message that was sent privately to me without authorization from the sender.
		• Download large files unless necessary for educational purposes
		• Send chain letters or engage in spamming
		• Plagiarize others' work without proper citation or permission
		• Claim to be the author of material created by others
		• Illegally download materials protected by licensing, copyright, or other intellectual property laws, including music and movies
		• Load software without permission
		• Engage in or support cyberbullying

Student Safety	• Protect my password • *Log off at the end of every session* • *Keep in mind that all my digital and online activities cannot be permanently erased.* • Pay attention to all security warning messages. • Notify a teacher or administrator if I receive any digital communication that makes me feel unsafe or uncomfortable. • Notify a teacher or administrator if I see anything on the internet that makes me feel unsafe.	• *Allow others to use my account* • *Send my password by e-mail or digital messaging* • *Share personal information (address, phone, SSN, date of birth, photos, etc.) with strangers, or make it public.* • *Meet in person with someone I met online.* • *Accept a friend invitation on social networks from someone I don't know* • *Post photos of others without their permission* • *Post private information about another person* • *Opening e-mails from people who I don't know and don't work at MWA*

[5] See the Important laws section for more details

		• *Click on links or open files sent by people who I don't know and don't work at MWA*

Devices and Network	• Report security problems or breaches to a teacher or administrator
	• Keep in mind that the school owns the device and networks, and there is no expectation of privacy while I'm using them, inside or outside of MWA campuses
	• Take good care of all devices
	• Be aware of targeted social engineering attempts, which may include:
	  ○ Invitations to dine or meet
	  ○ Offers of shared rides
	  ○ Calendar invites
	  ○ Appeals to your helpfulness or generosity
	  ○ Avoid sharing personal plans, travel details, or other private information on social media in publicly accessible formats, as this can increase the risk of being targeted.
	• Exercise caution when interacting with unknown individuals or unsolicited requests online.
		• Bypassing security or internet filters, including installing or using proxies.
		• Attempting to capture or steal other users' passwords.
		• Attempting to modify settings without authorization.
		• Impersonating or pretending to be another individual online.
		• Attempting to access restricted or unauthorized accounts, network services, or devices (hacking).
		• Tampering with computer hardware, software, or other technology resources.
		• Vandalizing data, devices, or any technology resources provided by the school.
		• Introducing computer viruses, malware, or other harmful programs.
		Attempting to interfere with antivirus software or any security application on any device or system.
		• Attempting to modify or obscure their own IP address or that of others.
		• Accessing or modifying teacher or school websites without express written permission from the Making Waves Academy IT Director.
		Creating unauthorized wireless networks to access the school's network, including establishing wireless access points, routers, or open networks.

Device Care	• Close the device lid and use both hands when transporting it. • Place the device inside a backpack or protective case when transporting it outside of school. • Power down the device when it is not in use. • If the device is taken home, charge it each night to ensure it is ready for school use. ○ If a student is unable to charge the device at home due to circumstances beyond their control, the student must promptly notify a teacher or administrator. • Immediately report any malfunction or technical issue to a teacher or administrator, who will direct the matter to the IT Office for support. • Keep the device in a secure location	• Loan the device to other individuals. • Avoid placing heavy objects on top of the device. • **I WILL NOT** alter the device's appearance or functionality in any way, including using stickers, markers, or other decorations. • Refrain from eating or drinking while using the device. • Leave the device unattended, including inside a vehicle. • Place the device in locations where it is likely to be damaged, such as playgrounds, sports fields, or busy walkways. • **I WILL NOT** remove factory or school-issued

	at all times. ● Use the device only on stable, flat surfaces to prevent damage. ● In the event of theft, file a police report and provide a copy to the school within two (2) business days of the incident. ● Return the device to the school upon request. ● Keep the protective case provided with the device on at all times ● Keep the device away from young children and pets.	identification tags. ● **I WILL NOT** intentionally damage, disrupt, or misuse the device. ● Only connect authorized equipment to the device; do not use unauthorized USB devices, SD cards, or peripherals. ● **I WILL NOT** disassemble or attempt to repair the device yourself. ● **I WILL NOT** remove the protective case provided with the device. (*clear case that covers the top and bottom of the device*) ○ If it is removed I understand that it is considered vandalism to school property ● If it is removed and damage occurs to the device, I understand that my parents and I are financially responsible for the repairs.
Loss/Theft	● Students are required to take reasonable precautions to safeguard school-issued devices and to prevent loss or theft. ● Students are responsible for the care and return of any loaner devices issued by the school . ○ Whether or not a student has device insurance, all loaned devices are the responsibility of the student. If a loaner device is not returned by the assigned due date or is reported lost, the school will consider the device stolen. In such cases, an invoice for the full replacement cost of the device will be issued to the student, parent, or guardian.	● In the event that a school-issued electronic device is lost or stolen, the student must immediately report the incident to the appropriate school staff member, their direct supervisor, local law enforcement authorities, and the IT Service Desk via email at ithelpdesk@mwacademy.org ● Prompt reporting is required to support recovery efforts and to protect the security of school information and systems.
Distant Learning /Video Meetings	● Ensure cameras and microphones are turned off before entering a video meeting. ● Enable cameras and microphones only when instructed by the teacher or facilitator. ● Use designated tools and features (e.g., “raise hand” or chat functions) to ask questions or request to speak. ● Be the only individual visible on camera during the session. ● Participate from a safe, quiet, and appropriate environment that is free from distractions and unsuitable content. ● Promptly report any unsafe, inappropriate, or concerning behavior to the deans.	● Displaying inappropriate content on camera. ● Sharing inappropriate content through screen sharing. ● Using microphones to communicate inappropriate language or content. ● Posting inappropriate or offensive messages in chat or other communication platforms. ● Spamming chat or other digital communication tools.

Making Waves Academy Responsibilities, Limitations, and Rights

General Use

MWA will provide students access to technology for educational purposes. MWA reserves the right to revoke or restrict student usage of technology at times to apply disciplinary actions for violations of this policy.

Limitation of Liability

1. MWA makes no warranties of any kind, express or implied, that the functions or the services provided by MWA technology would be error-free or without defect. MWA will not be responsible for any damage students may suffer, including but not limited to loss of data, missed deliveries, or service interruptions. The student and parent agree not to hold MWA for the accuracy or quality of the information obtained through or stored on MWA technology or for any claim of damage, negligence, or breach of duty resulting from using MWA technology. MWA will not be responsible for financial obligations arising from a student's unauthorized system use.
2. Students will indemnify and hold MWA harmless from any losses sustained by MWA due to intentional misuse of MWA technology.
3. MWA will not support MWA technology when the school is not operating (after school hours, holidays, and breaks).
4. Parents/guardians are required to supervise and monitor their child's use of MWA Technology, including but not limited to their child's access to the internet and any online services through MWA Technology at any and all times during which any MWA Technology is being used by their child outside school facilities or school hours to ensure compliance with this policy.

Content Filtering

MWA has installed Internet filtering software in a best-effort attempt to block student access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and student(s), staff, and faculty gain access to inappropriate and/or harmful material, MWA will not be liable.

MWA filtering systems adhere to the US Congress-enacted CIPA (Children's Internet Protection Act) guidelines, updated 2011: http://www.fcc.gov/guides/childrens-internet-protection-act

Guidelines for Online Communication

MWA Advises Students:

- Never share passwords, personal data, or private photos online.
- Consider what they are doing carefully before posting, and emphasize that comments cannot be retracted once posted.
- That personal information revealed on social media can be shared with anyone, including parents, teachers, administrators, and potential employers. Students should never disclose information that would make them uncomfortable if the world had access to it.
- Consider how it would feel to receive such comments before commenting about others online.

Solicitation

The MWA Solicitation Policy prohibits web announcements and online communication promoting a business, with exceptions if benefits are judged sufficient and adhere to MWA policies.

Privacy

Student(s) should not expect privacy while using MWA technology.

1. MWA reserves the right to monitor internet use through its system at all times.
2. As the Children's Internet Protection Act (CIPA) requires, MWA will monitor students' online activities. Such monitoring may reveal that the student has violated or may be violating the MWA Technology Acceptable Use Policy, the Student-Family Handbook, discipline policies, or the law.

3. MWA reserves the right to employ and review the results of software that searches, monitors, and/or identifies potential violations of the Technology Acceptable Use Policy.
4. Students should be aware that their files may be discoverable in court and administrative proceedings and in accordance with public records laws.
5. Students should have no privacy expectations regarding the contents of their files and records of their online activity while on MWA Technology. MWA does not encourage student(s), staff, and faculty to store personal data on MWA Technology - MWA cannot be responsible for the loss or damage of such data.
6. MWA will cooperate fully with local, state, or federal officials in any lawful investigation concerning or relating to illegal activities conducted through MWA Technology.

Important Laws[6]

1. Relevant Laws:
    a. Copyright - A form of protection provided by the United States laws for "original works of authorship," including literary, dramatic, musical, architectural, cartographic, choreographic, pantomimic, pictorial, graphic, sculptural, and audiovisual creations. Violations of copyright law that occur while using the MWA network or other resources are prohibited and can create liability for the district and the individual. MWA student(s), staff, and faculty must comply with regulations on copyright plagiarism that govern the use of material accessed through the MWA's network. "Copyright" literally means the right to copy but has come to mean that body of exclusive rights granted by law to copyright owners to protect their work. Copyright protection does not extend to any idea, procedure, process, system, title, principle, or discovery. Similarly, names, titles, short phrases, slogans, familiar symbols, mere variations of typographic ornamentation, lettering, coloring, and listings of contents or ingredients are not subject to copyright.[7] student(s), staff, and faculty will refrain from using materials obtained online without requesting permission from the owner of the material's use has the potential of being considered copyright infringement. MWA will cooperate with copyright protection agencies investigating copyright infringement by students of Making Waves Academy's computer systems and network.
    b. Plagiarism - To plagiarize is[8]:
        i. to steal and pass off (the ideas or words of another) as one's own
        ii. to use (another's production) without crediting the source
        iii. to commit literary theft
        iv. to present a new and original idea or product derived from an existing source
        v. unauthorized collaboration with peers or others

In other words, plagiarism is an act of fraud. As defined in section 3294 of the California Civil Code, "Fraud" means an intentional misrepresentation, deceit, or concealment of a material fact known to the defendant with the intention on the part of the defendant of thereby depriving a person of property or legal rights or otherwise causing injury.

c. Cyberbullying - is the "willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices." The key elements include the following:
    i. Willful: The behavior has to be deliberate, not accidental.
    ii. Repeated: Bullying reflects a pattern of behavior, not just one isolated incident.
    iii. Harm: The target must perceive that harm was inflicted.
    iv. Computers, cell phones, and other electronic devices: This, of course, is what differentiates cyberbullying from traditional bullying[9]

The most common places where cyberbullying occurs are[10]:

1. Social Media platforms, such as Facebook, Instagram, Snapchat, and Twitter
2. SMS (Short Message Service), also known as Text Messages sent through devices Instant Message (via devices, email provider services, apps, and social media messaging features)

[6] The list of definitions (laws and other relevant definitions) is not exhaustive
[7] Source: US Copyright Office
[8] Source: Plagiarism.org
[9] Source: Cyberbullying Research Center
[10] Source: Stopbullying.gov

3. Email - Bullying in all forms, including cyberbullying, is regulated by the California Education Code,[11] and student(s), staff, and faculty found responsible for engaging in any form of bullying are subject to disciplinary action per the Family Handbook and Suspension and Expulsion Policy.

d. Hacking - is an unauthorized intrusion into a computer or a network. The person engaged in hacking activities is generally referred to as a hacker. This hacker may alter the system or security features to accomplish a goal that differs from the original purpose of the system[12]. Accessing a computer system without authorization is illegal under various circumstances under the United States Code, Title 18, Chapter 47, Sec 1030[13].

2. Other Relevant Definitions

a. Chain emails -
- emails that ask the recipient to forward the email to multiple people in the body or subject of the message. Many chain letter emails are hoaxes and/or scams, often considered security and privacy risks. If a person forwards the message, it will usually show the names and email addresses of everyone you have sent it to and possibly the addresses of everyone the last person (from which you received it) also sent it. The risk is that you need to know if an unscrupulous or malicious person will receive the email with all the email addresses and what they might choose to do with that list. Many consider chain e-mail to be a type of spam[14].

b. IP address
- a unique number assigned by an Internet authority that identifies a computer on the Internet. The number consists of four groups of numbers between 0 and 255, separated by periods (dots). For example, 195.112.56.75 is an IP address[15].

c. Malware
- full-blown malicious software, computer programs, or “malicious software,” such as viruses, trojans, spyware, and worms. It typically infects a personal computer (PC) through email, websites, or attached hardware devices.

d. Phishing
- the act of sending an email that purports to be from a reputable source, such as the recipient’s bank or credit card provider. It seeks to acquire personal or financial information. The name derives from the idea of “fishing” for information.

e. Proxy or proxy sites
- hides the person’s identity using them and allows access to content or websites blocked by the MWA firewall or content filters.

f. Spam
- usenet messages flooded many newsgroups indiscriminately. The term is also loosely applied to junk mail[16].

[11] Source: Stopbullying.gov, California State information. The California Code of Education can be found here
[12] Source: Techopedia
[13] Source: Office of the Law Revision Counsel
[14] Source: Webopedia
[15] Source: Gartner IT Glossary
[16] Source: Gartner IT Glossary

Appendix T: Notice of Policy Regarding Immigration Enforcement Activity

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main office and on the MWA website].

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the schoolsite administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan

- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- **ICE Detainee Locator**: https://locator.ice.gov/odls#/search
- **Legal Assistance**: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- **Consulates/Embassies**: Contact your country of origin's consulate for assistance

Appendix U: Student Device(s) Repair & Replacement Policy and Insurance Agreement

The Chromebook Insurance Agreement (the "Agreement") is intended to give Making Waves Academy (MWA) and its families the opportunity to obtain insurance coverage in the event of loss or damage to a student's Chromebook or accessories.

This agreement covers up to **$550.00 (five hundred fifty dollars)** in repairs per school year and students are allotted **two (2)** Chromebook damage reports per year. Parents, guardians, and students are responsible for **any damages not covered** by this policy.

Coverage

By entering into this agreement, the parent(s) and/or legal guardian(s) acknowledge that a Chromebook and its accessories will be assigned to their student(s) and will be protected against loss and a variety of damages, as outlined below. In the event that a student vandalizes their assigned device (“Chromebook”) or another student's device ("Chromebook"), those damages are **NOT** covered under this agreement, and an invoice will be issued for the replacement or repair cost of the device.

MiFi / Hotspot

This insurance agreement also covers the **replacement of one (1) MiFi device** for students eligible to receive an MWA MiFi (hotspot). Parents, guardians, and/or students must **pay for any damage** not covered by this policy if they **opt out of purchasing student device insurance.**

Payment

- The student or their parent/guardian can **pay $37.50 for insurance online** during enrollment or re-enrollment.
- Payments are accepted between **July 1 and October 31 at 11:59 p.m.**
- Once the purchase window closes, Student Device Insurance (SDI) **cannot** be purchased again until the next school year’s open purchase window.

We will accept the following payment types:

- Via the Parent Square app or website using a debit or credit card (***with the VISA and Mastercard logos***), or with a check/ACH
- In person at the Front office of middle or upper school using cash, money order, debit or credit card (***with the VISA and Mastercard logos***), or check/ACH

How Coverage Works

When a student device is brought to an IT office or is reported as **lost, stolen, or damaged:**

- An **incident is created in the IT ticketing system**.
  - If the system shows the student **does not have insurance**, an **invoice will be generated and sent** to the family via ParentSquare.
  - Reminders for outstanding balances will be sent quarterly until the balance is paid in full.
  - Should families require a payment arrangement, they can contact the front office and they will forward to the correct team member.

What Is Covered (Accidental Damage)

- **Drops:** The device falls to the floor and breaks.
- **Spills & Liquid Submersion:** Water or other liquid damage.
- **Display & Screen Damage:** Cracked screen (small or large); the display shows multiple lines or malfunctions.
- **Power Surges: Damage caused by lightning;** damage caused by power outages
- **Theft**
- **Fire, Flood, and Natural Disasters**
- **Chromebook Case Damage:** Broken hinges or bezels (lid does not close properly).

- **Keyboard Malfunction:** Keys not functioning; the trackpad or mouse is unresponsive.
- **Manufacturing Defects:** MWA covers defects or hardware failures caused by manufacturing.

Stolen Chromebooks
- **Police Report Required:** A copy of a police report must be submitted when filing a claim for lost or stolen devices.

Violations of Policies:
- If the loss or damage results from a violation of the **MWA Technology Acceptable Use Policy** or the **Chromebook Use Agreement**, students may be subject to the **school's disciplinary policy** (found in the student/family handbook).
- Violations include, but are not limited to, **intentional or willful damage and negligence**.

Replacement Devices:
- MWA reserves the right to provide a **different make or model** that serves the same functionality
- Any replacement device or accessory will be **covered by this Agreement** and any purchased insurance.

Loaner Device – Loss, Theft, or Damage
Students are responsible for the care and timely return of any loaner devices issued by the school. Loaner devices are **not covered under the Student Device Insurance policy and agreement.** In the event that a loaner device is lost, stolen, or damaged while in a student's possession, the student and their parent or guardian will be financially responsible for the full cost of repair or replacement.

Loaner devices can be returned to the front, middle, or upper school office or the IT office by the end of the day on which they are borrowed. Any device not returned on time will be considered lost. In such cases:
- A referral will be sent to the Dean's Office.
- An invoice for the full replacement cost of the device will be issued to the student and their family.

If the device is subsequently returned after an invoice has been issued, the invoice will be voided. Students are urged to handle all loaner devices responsibly and return them promptly to avoid financial liability.

Coverage Limitations:
This agreement **excludes** the following:
- Insurance covers two (2) incidents or up to $550 in damages, whichever occurs first.
  - Any damages or loss reported **after this limit is reached** will be **billed to the parents/guardians** for repair or replacement costs.
- Lost or stolen devices or accessories without a police report.
- Cosmetic damage or other damage that does not affect the functionality of the device or accessories:
  i. Scratches, dents, or other minor damage that **does not impact the device's performance**.
- Damage caused by misuse or abuse of the Chromebook:
  - Damage that is **intentional** or results from **extreme neglect**.
  - Any device showing evidence of attempted or actual removal of tamper-proof asset tag stickers.
- Devices not assigned to the student; if a student damages another student's device, **insurance will not cover** the repair or replacement cost.
- Loaner devices that are lost, stolen, or damaged.
  i. The cost for repair or replacement of a loaner device will be determined according to the Replacement and Repair Cost Table, and the student or their parent/guardian will be responsible for payment.
- Student protective case removal
  i. Student devices are issued with protective cases to help prevent damage. If a protective case is removed and the device becomes damaged, the parent or guardian will be held financially responsible for the repair or replacement costs, as the removal of the case is considered vandalism. Please note that damages resulting from the removal of the protective case are not covered under the student device insurance policy.

What happens if families do not purchase Chromebook insurance?
*If families **choose not to purchase insurance**, they will be **invoiced for any damages** to the Chromebook assigned to their student(s).*

What happens if families do not pay for damages?
*Once a family has been notified in writing of damages, MWA may **withhold the student's grades, transcripts, and diploma** until the damages have been paid.*

How do you purchase student device insurance?
Families can log in to ParentSquare, search for Student Device Insurance, and complete the purchase through the post shared on the platform.

Repair and Replacement Cost
The costs associated with Chromebook repair, replacement, or vandalism are as follows:

Lost / Stolen Chromebook without Insurance	$275.00
Chromebook Touch Screen LCD	$180.00
Chromebook Motherboard Replacement	$165.00
Chromebook Water Damage (accidentally)	$135.00
Chromebook Keyboard/Palm Assembly	$70.00
Chromebook 45w Output Power Adapter	$40.00
Chromebook LCD Bezel/hinge set /Chromebook back or bottom cover	$60.00
Device Protective Case (*clear case that covers the top and bottom of the device*)	$22.00
Lost MWA Student Mifi / Hotspot	$250.00
Deliberate Damage/Vandalism to a student Chromebook *(with or without insurance)*	$275.00

Pricing is subject to change based on the current repair facility policies. MWA will communicate any changes in repair costs to families via school mailings.

Claim Procedures
- Students must notify their teacher immediately if a Chromebook or an accesory is lost, stolen, or damaged.
- Report directly to the school's Technology Department for assistance.
- The Technology Department will examine the Chromebook and power adapter to determine if the incident qualifies for an insurance claim.
- If the incident qualifies, an IT team member will complete the required paperwork and notify the appropriate school staff.
- Once the claim is processed, the student will be issued a replacement device or power adapter.

In cases of theft:
- A copy of a police report must be provided before a replacement device and/or power adapter is issued.
- The police report must explicitly reference the theft or loss of the Chromebook and describe the circumstances of the incident.

First Incident
- Students with insurance: Repair and replacement costs are covered under the insurance policy, unless specifically excluded as noted above.
- Students without insurance: Repair and/or replacement costs will be invoiced to the student and their family.

Second Incident
- Students with insurance: Repair and replacement costs are covered under the insurance policy, unless specifically excluded as noted above.
- Students without insurance: Repair and/or replacement costs will be invoiced to the student and their family.

Third Incident and Subsequent Incidents

- All students: Any damages or losses will result in an invoice for repair and/or replacement costs, regardless of insurance coverage.

Fraud, Concealment, and Misrepresentation

Coverage could be denied if the student(s) intentionally cheats, hides, or lies about any critical information about what happened to damage or lose the device.

Returning Your Chromebooks & Accessories (*i.e., Chromebook, adapter, Mifi/Hotspot device*)

Per the computer use policy rules, students must return all Chromebooks, power adapters, and accessories.

- **Seniors-** Devices are collected upon the completion of final exams.
- **Fifth through eleventh-grade-**Students who have unenrolled or are not returning to **MWA MUST RETURN ALL assigned equipment** to a front office staff member. Any Chromebook or accessory not returned will be considered stolen property.
  - Students(s) who may want to save work should use **Google Takeout** to transfer any work to a personal G-mail account.
  - Any device damages or losses **not covered under the insurance agreement** must be paid in full when the student leaves the school.

Appendix V: Suicide Prevention & Intervention Policy

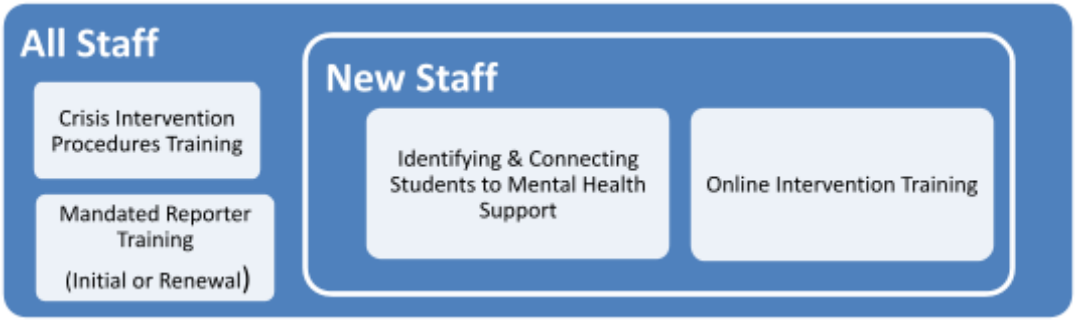
Suicide Prevention Activities

Below is an outline of the specific suicide prevention activities and trainings for MWA staff, parent/guardians, and students. Additionally, MWA will work to maintain a positive school climate, encourage caring relationships between students and staff members, and provide opportunities for students to learn and practice problem-solving and coping skills in order to promote protective factors that decrease a student's suicide risk.

Staff Professional Development

MWA staff must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide. Staff will receive professional development on risk factors, warning signs, MWA crisis intervention procedures, referrals for mental health services, resources regarding youth suicide prevention and information regarding groups of students judged by MWA, and available research, to be at elevated risk for suicide. See below for a description and target audience for each training.

- Identifying & Connecting Students to Mental Health Support Training – In-person training led by a mental health professional that reviews warning signs and risk factors for developing mental health disorders, reviews procedures to refer students to mental health services, and provides resources. During this training staff learn the Notice, Talk, Act protocol – noticing the warning signs of mental health problems, speaking with a student directly when there are concerns, and connecting the student to mental health support.
    - For more information, visit: http://www.americanpsychiatricfoundation.org/what-we-do/public-education/typical-or-troubled/about-typical-or-troubled
- Online Intervention Training -A one-hour, online, interactive simulation gatekeeper training program that teaches educators how to (1) identify students exhibiting signs of psychological distress, including depression, anxiety, substance abuse, and thoughts of suicide; (2) approach students to discuss their concern; and (3) make a referral to school support services.
- Crisis Intervention Procedures Training – Annual in-person training led by a mental health professional that reviews staff protocol for intervening in student crises and referring students to support. Risk factors, warning signs, and intervention and referral protocols for the following crises are included in the training: Homelessness/Loss of housing, Physical Abuse, Sexual Abuse or Assault, Neglect, Pregnancy, Self-Harm, Suicidal Ideation, Violent Threats, and Substance Use.
- Mandated Reporter Training (Initial) –Training on the identification and reporting of child abuse and neglect. The initial training for new staff members reviews in-depth signs of abuse/neglect, the process for reporting neglect and abuse, the support provided to families affected by abuse/neglect, and the legal responsibilities of mandated reporters.
- Mandated Reporter Training (Renewal) –Annual training on the identification and reporting of child abuse and neglect for returning staff members.



Prevention Programming for Students

Students will participate in workshops and trainings that will inform them about the warning signs of suicide, symptoms of mental health disorders commonly experienced by adolescents, resources for mental health support, and how to access mental health services at MWA and in the community. Any workshops or trainings shall not use the stress model to explain suicide. See below for a description and target audience for each prevention activity.

- Mental Health Support Presentation – Annual twenty-minute presentation to orient students to mental health support available at MWA.
- Poster Outreach - Visual campaign reminding students of the reasons to seek out mental health support and the available mental health resources at MWA.
- List of Support Hotlines – A list of support hotlines will be included in all student planners and on the back of student IDs.
- Depression Awareness Curriculum – Two 45-minute sessions that reviews signs of depression, stigma around mental health disorders, and teaches students ways to improve mental wellness. These themes are also addressed in health and science classes across the academy.
- Peer Support Online Training – A 25-minute, online, interactive training program for high school students. During the training, users assume the role of a high school student concerned about a friend and engage in a simulated conversation with this friend. Users learn and practice effective conversation strategies for broaching the topic of psychological distress, motivating the peer to seek help, and avoiding pitfalls, such as giving unsolicited advice and criticizing.
- Mental Health Awareness Month – An annual event promoting mental wellness and educating students about mental health and ways to find support.

Support Services for High-Risk Students

In order to be responsive to the needs of high-risk students, MWA will provide the following services as needed:

High-Risk Students	Services Offered
● Youth bereaved by suicide ● Youth with disabilities, mental illness, or substance use disorders ● Youth experiencing homelessness or in out-of-home settings, such as foster care ● LGBTQI youth ● Youth experiencing traumatic stress	● Case management ● Critical incident debriefings ● Grief support groups ● Group therapy ● Individual therapy ● Referrals for external support

Training and Resources for Parents/Guardians

MWA will offer the following training and resources to parents/guardians. Parents will be notified of these resources by MWA's sharing this policy.

- Mental Health Workshop – In-person training that reviews risk factors, warning signs, resources for support, and how to refer students for mental health support.
- Contra Costa Resource Guide – This guide of local resources includes contact information for mental health agencies and other supports. This guide will be disseminated throughout the year at parent workshops and will be included in family mailings.

Risk Factors and Protective Factors

Risk factors for suicide are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

Protective factors for suicide are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

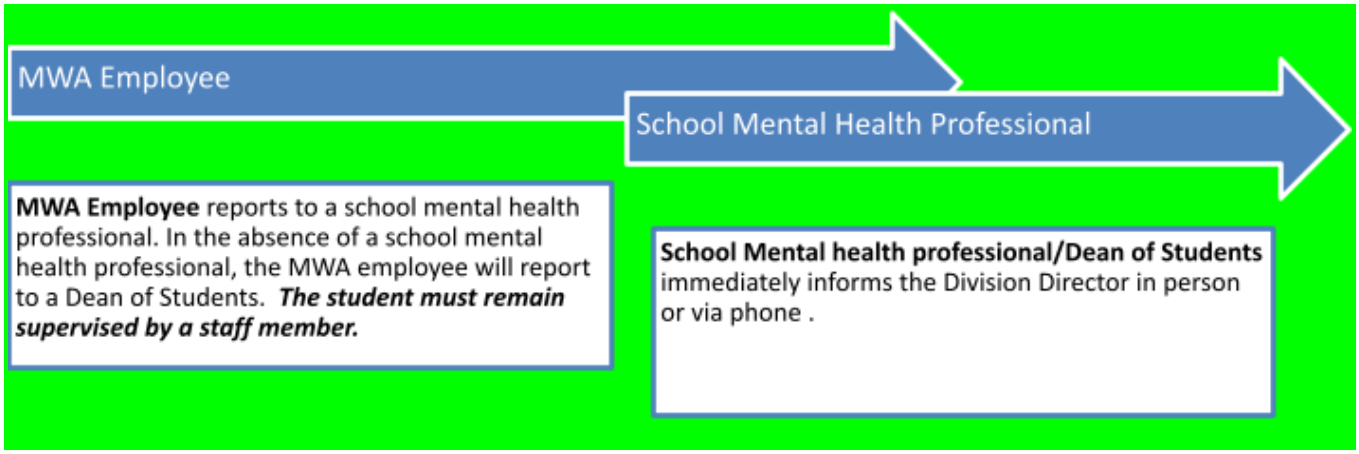
Protective factors for suicide include:

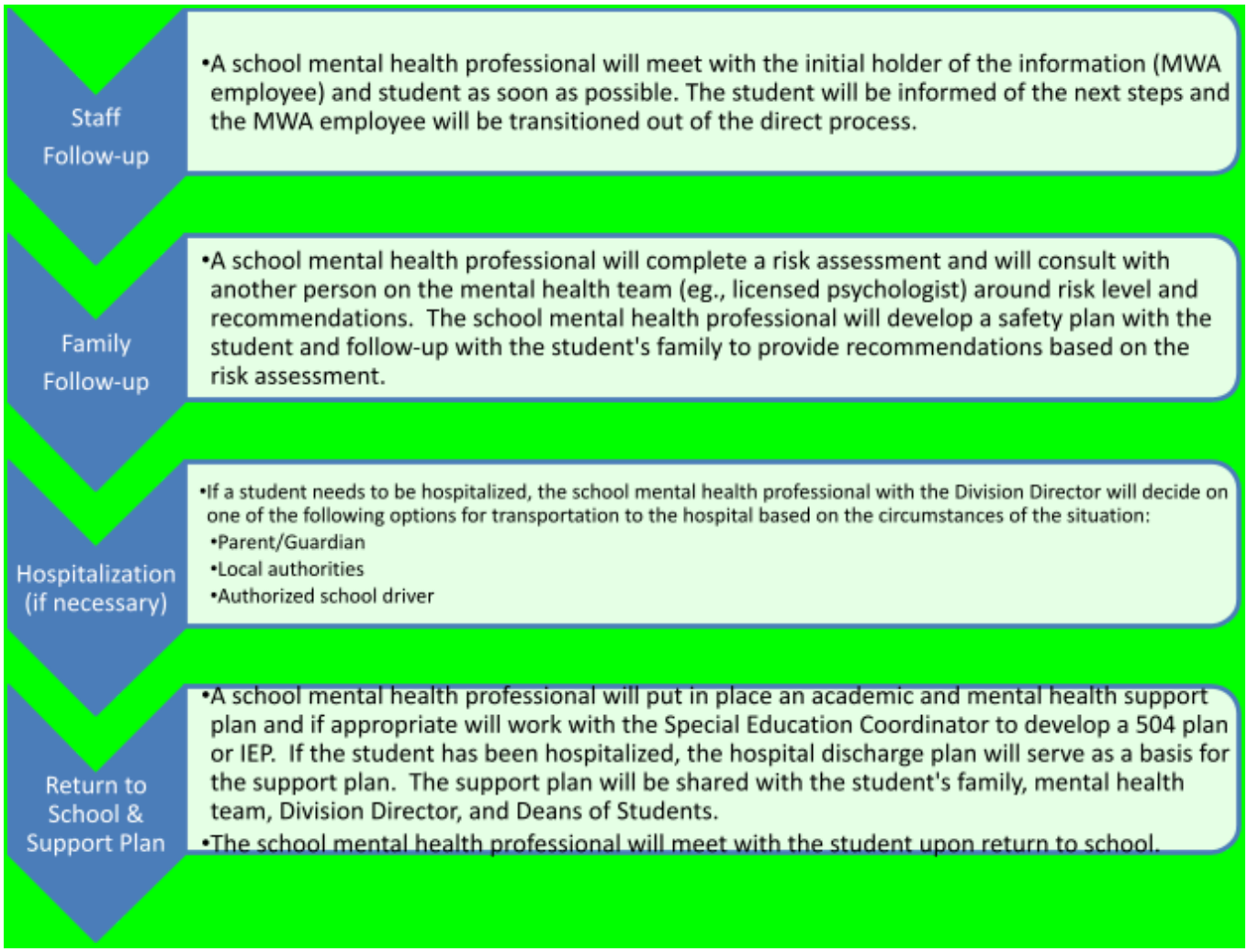
- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

Assessment and Referral

When a student is identified by a staff person as potentially suicidal (e.g., verbal suicidal ideation, exhibits self-harm behaviors), MWA staff members will follow the protocol outlined below:





In-School Suicide Attempts

If a student attempts suicide while at school, MWA will employ its emergency procedures to support the health and safety of the student:

- The first staff member on-site will call 911, contact other staff members for immediate support and call the front office. The student will remain under adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene. Other students will be removed from the scene.
- The front office will notify the Division Director, Dean(s), and school mental health professionals. First aid will be administered to the student until medical professionals arrive.
- If appropriate and in the best interest of the student, the front office staff will contact the student's parents/guardians as soon as possible. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.
- The school mental health professional will recommend a risk assessment and psychiatric hospitalization to ensure the safety of the student.
- Document the incident in writing as soon as feasible.

Out-Of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt or a student expresses suicidal ideation while off-campus, the staff member will:

- Call 911.
- Attempt to continue to engage the student verbally (if speaking over the phone).
- Inform the student's parent/guardian. Discuss with the family how they would like MWA to respond to the attempt while minimizing widespread rumors among teachers, staff, and students. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
- Inform the Division Director and school mental health professionals, who will determine appropriate support for affected students for a minimum of 6 weeks after attempt.

Re-Entry Procedures

Before a student returns to Making Waves Academy ("School") following a medical or psychiatric hospitalization, the Assistant Principal/Dean(s) and school mental health professional(s) will meet with the student's parent/guardian and the student to discuss the process for re-entry and the student's readiness to return to School. The school will follow the Post- Hospitalization Procedures.

Student Identification Cards

MWA will include the telephone number for the National Suicide Prevention Lifeline on all student identification cards. MWA will also include the number for the Crisis Text Line and a local suicide prevention hotline on all student identification cards.

Appendix W: Student Artificial Intelligence Use Policy

Purpose

Making Waves Academy ("the School") believes that artificial intelligence tools can support learning and accessibility when used responsibly, but they can also create risks: inaccurate information, unfair academic shortcuts, privacy exposure, and harm through harassment or manipulated media. This policy sets clear expectations for student AI use so that technology strengthens learning, protects students and families, and in the School community.

Scope

This policy applies to all students when they are on School property, participating in School activities, using School devices/networks/accounts, or engaging in School-related online environments. It applies to all AI-enabled tools, including generative AI (text, images, audio, video), chatbots, embedded AI features in educational platforms, and AI editing or enhancement tools.

Definitions

Artificial Intelligence (AI) refers to computer-based systems that can generate outputs such as text, images, audio, video, recommendations, or decisions based on inputs. A "prompt" is what a user enters into an AI tool. An "output" is what the AI produces.

An "Open AI system" is a general-purpose AI service that is broadly trained and not specifically protected for School use; open systems may store prompts and outputs in ways the School cannot control. A "Closed AI system" is a School-approved AI tool designed for a defined purpose and configured and governed for school use with appropriate safeguards.

The "Approved AI Tools List" is the list of specific AI tools (and the specific purposes for which they may be used) that the school approves for students and staff.

"Student PII" (personally identifiable information) includes direct identifiers (student name, student ID) and indirect identifiers or sensitive student information that could reasonably identify a student or reveal protected information about them.

General rules for student AI use

Students may use AI tools for Schoolwork only when the teacher or School has allowed AI use for that assignment or activity and the student follows the assignment's instructions about disclosure, citation, and allowed support. Students remain responsible for their learning and conduct. AI may assist, but it may not replace the student's thinking, effort, or accountability.

Permitted uses

Students may use AI only when, and only to the extent that, their teacher expressly allows it for a specific assignment or activity. Students should assume AI is not permitted unless the teacher says otherwise. The teacher decides whether AI may be used, for what purpose, with which approved tool, and whether students must keep drafts, prompts, or other process notes. A teacher may also limit or revoke permission at any time.

When a teacher authorizes AI, students may use approved tools to support the learning goal, such as brainstorming, outlining, practice, explanations, or approved accessibility supports.

Prohibited uses

Students may not use AI to submit work that is not genuinely their own demonstration of learning, unless the teacher explicitly assigns AI use as part of learning. Prohibited academic integrity violations include copying AI generated writing or solutions and presenting them as original student work; using AI during quizzes or assessments without explicit permission; generating fake citations, fake quotes, or invented “facts”; and using AI to disguise plagiarism or to rewrite another person’s work as a shortcut.

Students may not use AI tools to harm others or to violate School safety rules. This includes using AI to bully, harass, intimidate, discriminate, threaten, impersonate, or embarrass others; creating or sharing deepfakes or manipulated media to harm a student or staff member; creating or requesting sexually explicit content; or creating content that encourages self-harm or violence.

Students may not attempt to bypass School technology protections, filters, or monitoring.

Academic integrity and disclosure

Teachers will specify, for each major assignment, whether AI use is not allowed, allowed with disclosure, or required as part of instruction.

Students must be able to explain their work. If asked, students must demonstrate understanding and describe how they developed the final product.

The School will use fair, documented processes when academic integrity concerns arise. Staff may use multiple sources of information to understand what occurred (student conversation, drafts/process work, teacher observations, and other evidence).

Privacy and data protection

Students must protect personal and student information. Students must not enter, upload, or share student PII in any AI system unless a teacher confirms the use is approved and the tool is authorized for that purpose.

If a student accidentally enters personal information into an AI tool, the student must report it to the teacher or School office immediately so the School can take protective steps.

Monitoring and supervision

Students and families should understand that School devices, School accounts, and School networks are monitored to protect students and maintain a safe learning environment, consistent with School technology and safety rules. Students should not expect private communications on School systems in ways that conflict with School safety and policy requirements.

Incident reporting and response

Students should immediately notify a teacher or administrator if they: entered personal information into an AI tool; encountered content involving self-harm, sexual content, hate speech, threats, or unsafe advice; or became aware of deepfake/impersonation or AI-based harassment involving the School community.

The School will respond using its incident response procedures, which may include containing access to the tool, preserving evidence, notifying families as appropriate, providing student support, and applying School discipline policies where required.

Enforcement

Violations of this policy may result in instructional re-teaching, restorative responses, loss of technology privileges, academic consequences consistent with classroom expectations, and/or discipline consistent with the student handbook and applicable School policies. Serious violations involving bullying, harassment, threats, or sexually explicit content may require immediate administrative action and safety interventions.

MWA reserves the right to revise this handbook at any time. For the most up-to-date versions of our policies please visit: https://bit.ly/mwapublicnoticesnew

Coversheet

Instruction Partners Agreement for 2026-27

Section: VI. Action Items
Item: D. Instruction Partners Agreement for 2026-27
Purpose: Vote
Submitted by:
Related Material: Instruction Partners Agreement - 2026-27.pdf

Proposal for Making Waves Academy

ELA and Math Support 2026 - 2027

March 2026

Executive Summary

Key Results from Our Partnership So Far

- The Making Waves Instructional Leadership Team has implemented a strong coaching system across both campuses and all content areas where all teachers are participating in a coaching cycle at least 1x a month.
    - Strong conditions have been established to support coaching with demonstrable progress on all conditions indicators.
- The Math and ELA content teams continue to lead weekly PLCs to support content area growth and development.
- Teachers, particularly those in ELA and Math, have demonstrated a positive reception to coaching.
    - From beginning of year to short cycle 1, teachers in ELA and math demonstrated a positive increase in IPG scores, demonstrating the positive impact coaching and collaborative planning was having on their teaching (See here for scores as of Feb 26)
- Coaches in ELA and Math have demonstrated a positive improvement on their facilitation of coaching meetings as demonstrated by the increase in their sores on the coaching rubrics.
- Recently, we have established data tracking systems to monitor teachers' progress on the TNTP and IPG rubrics during each coaching cycle to better monitor the impact coaching is having on instruction. Coaches and leaders will review and discuss this data in ILT meetings and in coaching meetings with Instruction Partners.

Focus Areas for Next Year's Partnership:

- School and Systems leaders reinforce and add to protocols, structures, and roles for coaching.
    - Identify instructional priorities to continue to improve teaching and learning for all students:
        - Math possible foci: Centering Student Thinking or Encouraging Student Persistence in Mathematics
        - ELA possible foci: Feedback to Strengthen Student Learning or Evidence-Based Academic Discourse
    - Identify immediate instructional improvements and adjust plans based on impact across the system. Specific improvements based on our work this year include:
        - Revising the data tracking systems for coaching to ensure there is a meaningful and robust system to monitor coaching progress
        - Revisit and revise as needed the IPG and TNTP foci to ensure they match trends seen in classrooms.
- Coaches monitor coaching effectiveness, use data to guide skill-building, and adapt support to address successes and roadblocks.
    - Meet quarterly with IP coaches to discuss continued facilitation of PLC spaces to ensure they continue to align with instructional priority and drive towards instructional improvement
- Support the leadership growth of the math and ELA instructional coaches to support the growth and leadership of lead teachers.
    - Revisit and revise Roles and Responsibilities to ensure these roles are clear on how they work together to support their content department
- School and division leaders continue to strengthen ILT meetings to continue to monitor and support continued instructional improvement and alignment across the school.
    - During these meetings, take steps to review that there are no gaps in instructional experiences for Multilingual Learners or Special Education students.

    - Discuss trends observed across content areas and determine which will be addressed during PLC meetings and which will be addressed in coaching
- Teachers continue to apply coaching feedback to strengthen instruction and address targeted areas for improvement
- Students experience improved instruction as shown by improvement in scores on the IPG in math and ELA and demonstrated improvement in the IPG.

Our Recommended Path Forward

Based on your goals and current context, we propose a year-long partnership focused on:

- **Launch & Alignment:** Collaborate shoulder to shoulder with Instruction Partners to build on previous work in coaching and to identify current needs. Define an instructional priority and set clear goals for the year ahead. Reinforce and adjust existing conditions for coaching across the system, while implementing new routines and/or strengthening current ones.
- **Job-Embedded Support:** Short cycles of Observe → Plan → Practice → Feedback that strengthen leader practice leading to shifts in teacher practice.
- **Leadership Capacity Building:** Anchor division directors and network leaders in a predictable improvement cadence that sustains progress.
- **Focus on Coaching:** Provide individualized support to teachers and leaders that strengthens knowledge, skills, and actions to improve instruction (while continuing to have light touch points to support collaborative planning).

What Success Will Look Like by EOY

- Strengthened coaching practices that:
    - Maximize the impact by enhancing facilitator, coach, and teacher capacity
    - Consistently monitor the impact on instruction via data
- Teachers consistently execute math and ELA lessons with integrity, anticipate and plan for CFUs, use data to adjust teaching, and support students to productively struggle with grade-level tasks.
- Coaches run effective cycles (prebrief → observation → debrief) aligned to the IPG tool; feedback is specific, bite-sized, and followed up.
- Division directors and network leaders support the growth and development of coaches and lead teachers on campus to drive instructional improvement and result in meaningful outcomes for students.
- Data is used school-wide to monitor growth and instructional improvement and to assess effectiveness of coaching.
- Leaders use a common look-for tool during walkthroughs; instructional decisions are informed by student work and short-cycle data.

Our mission

We strengthen instructional leadership in schools, school systems, and states to ensure teachers have the support they need to improve learning experiences and learning outcomes for students—with attention to students of color, students experiencing poverty, multilingual learners, and students with disabilities.

Our approach

You'll work with a dedicated team with deep instructional knowledge and experience supporting school systems like yours. Together, we'll name and define the change you want to see and craft a clear, practical plan for how we'll get there.

Job-embedded professional learning practices

We develop leaders' ability to implement effective professional learning practices through a gradual-release approach of modeling, guided practice, observation, and feedback.

Individualized leadership development

We meet leaders where they are, providing 1:1 coaching to help tackle current challenges while building core leadership capabilities—including deepening content knowledge, strengthening relationships, and prioritizing time and resources.

System-wide collaboration and coherence

We create opportunities for leaders to connect and learn from their counterparts across the district. We help align instructional improvement efforts across roles and schools so everyone is working toward the same priorities.

Responsive, data-driven support

We regularly step back with school system leaders to track the impact of our partnership—collecting and analyzing instructional data to celebrate progress and identify opportunities for improvement.

Lasting impact

Teachers will experience consistent learning routines—grounded in their materials and guided by leaders who are equipped to help plan and deliver excellent learning experiences for their students.

Our goal is not just to improve outcomes this year, but to help you build the internal capacity to sustain and scale progress.

Scope of Work

Our recommended scope of work is intentionally sequenced to help Making Waves Academy achieve its goals: supporting leaders and teachers with supporting excellent math and ELA instruction, refining and strengthening strong habits of coaching (and collaborative planning), and ensuring every student engages with rigorous, grade-level tasks. Each component below is designed to build on the last, creating a cohesive system of support that drives sustained improvement.

Deliverable	Description	Participants	Details
Partnership Launch	• Collaborate shoulder to shoulder with Instruction Partners to build on previous work in coaching and to identify current needs. • Define an instructional priority and set clear goals for the year ahead. • Reinforce and adjust existing conditions for coaching across the system, while implementing new routines and/or strengthening current ones.	System leaders, School leaders, other instructional leaders	2 virtual meetings: • Launch 1: System leaders and/or principals (60 minutes) • Launch 2: All leaders (90 minutes)
Instructional Leadership Summit	• Review and strengthen instructional leadership practices (coaching) • Confirm focus instructional priorities and IPG focus for 25-26 School Year • Reflect on an example of chosen instructional leadership practice in action • Refine and reinforce conditions for chosen instructional leadership practice	System leaders, School leaders, other instructional leaders **with all schools in contract*	1 four-hour virtual session

Why this matters: *Establishing alignment early builds trust and ensures leaders share a clear vision for the work ahead. These sessions support developing a shared understanding – across leaders at the school and system and the Instruction Partners team– of school needs and partnership goals, creating the clarity and coherence necessary for coordinated action across the system.*

Why this matters: *Leaders set the tone for implementation. This summit builds their capacity to recognize and reinforce strong instruction, deliver actionable feedback, and lead instructional systems that ensure consistent, high-quality teaching across classrooms.*

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Observation, Planning, and Capacity Building	• Build leader capacity through a gradual release process of planning, modeling, and co-facilitation • Engage in professional learning and receive real-time coaching • Conduct instructional and professional learning observations • Develop and progress monitor action plans	System Leaders, School Leaders, Other Instructional Leaders	3 on-site visits **8 days total** *Visit 1: 3 Days* *(2 days with both ELA/Math CS, 1 day DIL)* *Visit 2: 3 days with DIL* *Visit 3: 2 Days with ELA CS and 2 Days with Math CS*	

Why this matters: *Meaningful progress depends on leaders who can model, coach, and guide instructional practice. These sessions offer structured opportunities to build capacity, assess needs, and align systems that advance consistent, high-quality instruction.*

Teacher PL Days	• Support teachers with curriculum embedded learning aligned to the instructional priorities	Teachers	*Recommended during the summer PL to kick off the school year*	1 math on-site professional learning; 1 ELA on-site professional learning

Why this matters: *These sessions offer structured opportunities to build capacity, assess needs, and align systems that advance consistent, high-quality instruction.*

Leadership Strategy Meetings	• Monitor the impact of instructional leadership practices • Engage in problems of practice around barriers to implementation • Plan and practice next steps for continuous improvement	System and School Leaders *from all schools in the contract	3 virtual meetings *(90 minutes each)*	

Why this matters: *Continuous improvement requires intentional collaboration. These sessions create space for leaders across the system to reflect on results, refine systems, and align their actions to strengthen instructional impact across schools.*

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Making Waves Academy - May Board Meeting - Agenda - Thursday May 7, 2026 at 4:00 PM

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Content Team Meetings	• Content-specific capacity-building learning sessions on the following topics:
	  ○ PLC facilitation and curriculum internalization
	  ○ Coaching support to provide effective observations and feedback to teachers
	  ○ Skill development and modeling
	  ○ Group practice
		Content Leaders
		
		*from all schools in the contract
			4 virtual meetings for ELA; 4 virtual meetings for math
			(two hours each)

Why this matters: Strong instruction starts with strong content leadership. These sessions build content leaders' capacity to guide collaborative planning, model effective practices, and provide the feedback and support teachers need to improve instruction.

Coaching Meetings	• Engage in individualized coaching and consultation to strengthen leadership capacity, refine systems and campus conditions, and address barriers that advance instructional quality and sustained improvement.	System Leader	5 virtual meetings *(up to one hour each)*
		School Leader	5 virtual meetings per school leader *(up to one hour each, ten total)*
		Content Leader	5 virtual meetings per content leader per school 3 meetings per content area to support PLCs 2 instructional support hours per content area *(up to one hour each, forty total)*

Why this matters: Ongoing 1:1 coaching creates space for leaders to reflect, problem-solve, and build the skills and systems needed to drive instructional growth. These sessions ensure leaders stay aligned, supported, and maintain instructional focus across campuses.

EOY Stepback ***(May/June)***	• Step back on year long goals and progress made • Engage in summer action planning	School and System Leaders	1 virtual meeting *(two hours)*

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Making Waves Academy - May Board Meeting - Agenda - Thursday May 7, 2026 at 4:00 PM

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Why this matters: This reflection gives leadership teams dedicated time to analyze progress, identify effective practices, and plan for how to sustain and scale impact in the next school year. It ensures that the lessons translate into stronger systems and sharper priorities moving forward.

Total cost of services	**$166,925** *(price reflects contract without 2 onsite teacher PL days)*	**$182,680** *(price includes 2 onsite teacher PL days)*
Cost of services if contract is signed by May 31, 2026*	**$158,575** *(price reflects contract without 2 onsite teacher PL days)*	**$173,545** *(price includes 2 onsite teacher PL days)*

*Instruction Partners is offering a discount in cost of total services for those returning partners who sign their contracts by May 31, 2026 to express our gratitude for continued partnership. This discount is not available after May 31, 2026.

Next steps

As a nonprofit organization, we price our partnerships based on the depth, duration, frequency, and method of delivery for the services we provide. The proposal options outlined here are valid for thirty days from the date noted on the first page of this document. If you are interested in further pursuing the proposed services, please let us know, and we will send you a detailed contract. This proposal serves no binding legal purpose.

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Making Waves Academy - May Board Meeting - Agenda - Thursday May 7, 2026 at 4:00 PM

Coversheet

Form 990 and 199 Tax Returns

Section: VI. Action Items
Item: E. Form 990 and 199 Tax Returns
Purpose: Vote
Submitted by:
Related Material: Making Waves Academy FY25 990 Draft 2_03.26.26.pdf

CliftonLarsonAllen LLP
CLAconnect.com

March 24, 2026

Making Waves Academy
4123 Lakeside Drive
Richmond, CA 94806
Attention: Alton B. Nelson, Jr.

Dear Alton:

Enclosed is the organization's 2024 Exempt Organization return.

Specific filing instructions are as follows.

FORM 990 RETURN:

This return has qualified for electronic filing. After you have reviewed the return for completeness and accuracy, please sign, date and return Form 8879-TE to our office. We will transmit the return electronically to the IRS and no further action is required. Please return Form 8879-TE to us as soon as possible, but no later than by May 15, 2026 the filing deadline.

In addition, tax-exempt organizations must make available for public inspection a copy of their annual returns for the preceding three years and exemption application, if applicable. An organization generally must furnish filings to anyone who requests them in person or in writing. An exempt organization may meet this requirement by posting all the documents on its website or at another organizations site as part of a database of similar materials. Specific requirements must be met to meet this exception.

DRAFT

CALIFORNIA FORM 199 RETURN:

The California Form 199 return has qualified for electronic filing. After you have reviewed your return for completeness and accuracy, please sign, date and return Form 8453-EO to our office. We will then transmit your return to the FTB. Do not mail the paper copy of the return to the FTB.

No payment is required.

A few final reminders relating to your tax return filings:

- There are substantial penalties for failure to properly disclose and report foreign financial accounts and foreign activity. Please make sure you have informed us of any foreign financial accounts or foreign activity so that we have the necessary information to complete any required disclosures or filings.
- Be sure to review the returns prior to signing as you have final responsibility for all information included in the returns. Please contact us if you have any questions or concerns.
- We recommend you keep a paper or electronic copy of your tax returns permanently. Supporting documentation should be kept for a minimum of seven years based on IRS guidance.

CLA exists to create opportunities – for our clients, our people, and our communities. We value our relationship with you and thank you for your trust and confidence in allowing us to serve you. If we can assist you in making strategic, informed decisions in areas of tax or beyond, please contact us as questions arise throughout the year.

Sincerely,

CliftonLarsonAllen LLP

DRAFT

CliftonLarsonAllen LLP
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MAKING WAVES ACADEMY

FORM 990 INCOME TAX RETURN

FOR YEAR ENDED JUNE 30, 2025

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***** THIS IS NOT A FILEABLE COPY *****

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS E-file Signature Authorization for a Tax Exempt Entity

For calendar year 2024, or fiscal year beginning JUL 1 , 2024, and ending JUN 30 , 20 25

Do not send to the IRS. Keep for your records.
Go to www.irs.gov/Form8879TE for the latest information.

OMB No. 1545-0047

2024

Name of filer
MAKING WAVES ACADEMY

EIN or SSN
20-8967421

Name and title of officer or person subject to tax
ALTON B. NELSON, JR.
CEO

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b	28,031,939.
2a	**Form 990-EZ** check here	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	2b	
3a	**Form 1120-POL** check here	[ ]	**b Total tax** (Form 1120-POL, line 22)	3b	
4a	**Form 990-PF** check here	[ ]	**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b	
5a	**Form 8868** check here	[ ]	**b Balance due** (Form 8868, line 3c)	5b	
6a	**Form 990-T** check here	[ ]	**b Total tax** (Form 990-T, Part III, line 4)	6b	
7a	**Form 4720** check here	[ ]	**b Total tax** (Form 4720, Part III, line 1)	7b	
8a	**Form 5227** check here	[ ]	**b FMV of assets at end of tax year** (Form 5227, Item D)	8b	
9a	**Form 5330** check here	[ ]	**b Tax due** (Form 5330, Part II, line 19)	9b	
10a	**Form 8038-CP** check here	[ ]	**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2024 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

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PIN: check one box only

[X] I authorize CLIFTONLARSONALLEN LLP to enter my PIN 94806
ERO firm name
Enter five numbers, but do not enter all zeros

as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2024 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax **** THIS IS NOT A FILEABLE COPY **** Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN. 30742455902
Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2024 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature MEI-LI HUANG Date 03/24/26

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions. Form **8879-TE** (2024)

LHA 402521 12-26-24

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
Do not enter social security numbers on this form as it may be made public.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

A For the 2024 calendar year, or tax year beginning JUL 1, 2024 **and ending** JUN 30, 2025

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/ termin-ated
- ☐ Amended return
- ☐ Applica-tion pending

C Name of organization
MAKING WAVES ACADEMY
Doing business as

Number and street (or P.O. box if mail is not delivered to street address) Room/suite
4123 LAKESIDE DRIVE

City or town, state or province, country, and ZIP or foreign postal code
RICHMOND, CA 94806

F Name and address of principal officer: ALTON B. NELSON, JR.
SAME AS C ABOVE

D Employer identification number
20-8967421

E Telephone number
510-262-1511

G Gross receipts $ 28,031,939.

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

H(c) Group exemption number

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: WWW.MAKINGWAVESACADEMY.ORG

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other

L Year of formation: 2007 **M** State of legal domicile: CA

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: ADVANCE STUDENTS TO AND THROUGH COLLEGE OR POST-SECONDARY EDUCATION.

2 Check this box ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	7
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	7
5	Total number of individuals employed in calendar year 2024 (Part V, line 2a)	5	221
6	Total number of volunteers (estimate if necessary)	6	20
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	29,920,372.	27,641,441.
9	Program service revenue (Part VIII, line 2g)	0.	0.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	421,653.	390,498.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	0.	0.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	30,342,025.	28,031,939.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	18,997,784.	16,794,062.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	9,708,682.	11,302,341.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	28,706,466.	28,096,403.
19	Revenue less expenses. Subtract line 18 from line 12	1,635,559.	-64,464.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	17,051,335.	16,356,230.
21	Total liabilities (Part X, line 26)	7,295,034.	6,664,393.
22	Net assets or fund balances. Subtract line 21 from line 20	9,756,301.	9,691,837.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer Date
ALTON B. NELSON, JR., CEO
Type or print name and title

Paid Preparer Use Only

Preparer's name	Preparer's signature	Date	Check if self-employed	PTIN
MEI-LI HUANG	MEI-LI HUANG	03/24/26	☐	P02383735

Firm's name CLIFTONLARSONALLEN LLP Firm's EIN 41-0746749
Firm's address 901 VIA PIEMONTE, SUITE 300 ONTARIO, CA 91764 Phone no. (909) 985-7286

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

LHA **For Paperwork Reduction Act Notice, see the separate instructions.** 432001 12-10-24 Form **990** (2024)

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Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III ☐

1 Briefly describe the organization's mission:
RIGOROUSLY AND HOLISTICALLY PREPARING STUDENTS TO GAIN ACCEPTANCE TO AND GRADUATE FROM COLLEGE TO ULTIMATELY BECOME VALUABLE CONTRIBUTORS TO THE WORKFORCE AND THEIR COMMUNITIES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 26,286,864. including grants of $) (Revenue $)
MAKING WAVES ACADEMY ENSURES THAT OUR YOUTH ACQUIRE THE SKILLS NECESSARY TO GAIN ACCEPTANCE TO AND GRADUATE FROM COLLEGE. MAKING WAVES ACADEMY SERVED OVER 1,075 CHILDREN IN THE FY 24/25.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)
(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses 26,286,864.

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Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If "Yes," complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If "Yes," complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If "Yes," complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? *If "Yes," complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If "Yes," complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If "Yes," complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If "Yes," complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If "Yes," complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? *If "Yes," complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If "Yes," complete Schedule D, Part VI*	11a	X	
b	Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VII*	11b		X
c	Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part VIII*	11c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If "Yes," complete Schedule D, Part IX*	11d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If "Yes," complete Schedule D, Part X*	11e	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If "Yes," complete Schedule D, Part X*	11f	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? *If "Yes," complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional*	12b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If "Yes," complete Schedule E*	13	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If "Yes," complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If "Yes," complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If "Yes," complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If "Yes," complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If "Yes," complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If "Yes," complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If "Yes," complete Schedule H*	20a		X
b	If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If "Yes," complete Schedule I, Parts I and II*	21		X

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Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If "Yes," complete Schedule I, Parts I and III*	22		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If "Yes," complete Schedule J*	23	X	
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If "Yes," complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If "Yes," complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If "Yes," complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If "Yes," complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If "Yes," complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If "Yes," complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If "Yes," complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in noncash contributions? *If "Yes," complete Schedule M*	29	X	
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If "Yes," complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If "Yes," complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If "Yes," complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If "Yes," complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If "Yes," complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If "Yes," complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If "Yes," complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1a	47		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

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Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

				Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	**2a**	221		
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?		**2b**	X	
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?		**3a**		X
b	If "Yes," has it filed a Form 990-T for this year? *If "No" to line 3b, provide an explanation on Schedule O*		**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		**4a**		X
b	If "Yes," enter the name of the foreign country				
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).				
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		**5b**		X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?		**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?		**6a**		X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**				
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?		**7a**		X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		**7c**		X
d	If "Yes," indicate the number of Forms 8282 filed during the year	**7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?		**8**		
9	**Sponsoring organizations maintaining donor advised funds.**				
a	Did the sponsoring organization make any taxable distributions under section 4966?		**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?		**9b**		
10	**Section 501(c)(7) organizations.** Enter:				
a	Initiation fees and capital contributions included on Part VIII, line 12	**10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	**10b**			
11	**Section 501(c)(12) organizations.** Enter:				
a	Gross income from members or shareholders	**11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	**11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?		**12a**		
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	**12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**				
a	Is the organization licensed to issue qualified health plans in more than one state?		**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.				
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	**13b**			
c	Enter the amount of reserves on hand	**13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?		**14a**		X
b	If "Yes," has it filed a Form 720 to report these payments? *If "No," provide an explanation on Schedule O*		**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.		**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.		**16**		X
17	**Section 501(c)(21) organizations.** Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.		**17**		

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Part VI Governance, Management, and Disclosure. *For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

				Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year	1a	7		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.				
b	Enter the number of voting members included on line 1a, above, who are independent	1b	7		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5			X
6	Did the organization have members or stockholders?	6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X	
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a	The governing body?	8a		X	
b	Each committee with authority to act on behalf of the governing body?	8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If "Yes," provide the names and addresses on Schedule O*	9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990.			
12a	Did the organization have a written conflict of interest policy? *If "No," go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If "Yes," describe on Schedule O how this was done*	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed CA

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records

ALTON B. NELSON JR. - (510)262-1511
4123 LAKESIDE DR, RICHMOND, CA 94806

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Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of "key employee."
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, box 6 of Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) ALTON B. NELSON, JR. CHIEF EXECUTIVE OFFICER	40.00			X				339,071.	0.	89,356.
(2) ELIZABETH MARTINEZ CHIEF OPERATING OFFICER	40.00				X			212,880.	0.	34,307.
(3) TAMEKA JACKSON PRINCIPAL	40.00					X		201,586.	0.	41,414.
(4) DAMON EDWARDS CHIEF TECHNOLOGY OFFICER	40.00				X			206,713.	0.	35,560.
(5) HUNG MAI DIRECTOR OF FINANCE THROUGH 6/25	40.00			X				159,234.	0.	26,366.
(6) KATHARINE MASON DIRECTOR OF CAMPUS OPERATIONS	40.00					X		152,509.	0.	28,695.
(7) ATHENA DRAPER IT DIRECTOR	40.00					X		155,306.	0.	14,537.
(8) ARIKA SPENCER-BROWN DIR. OF COLLEGE & CAREER COUNSELING	40.00					X		118,805.	0.	44,283.
(9) ALONSO RIVERA HEALTH & WELLNESS TEACHER	40.00					X		113,194.	0.	41,611.
(10) ALICA KLEIN BOARD CHAIR	15.00	X		X				0.	0.	0.
(11) ENRIQUE ROMERO BOARD SECRETARY	1.00	X		X				0.	0.	0.
(12) JANIS GLOVER DIRECTOR	1.00	X						0.	0.	0.
(13) DR. ESTHER HUGO DIRECTOR	1.00	X						0.	0.	0.
(14) FELICIA SELVA DIRECTOR	1.00	X						0.	0.	0.
(15) AMY OBINYAN DIRECTOR	1.00	X						0.	0.	0.
(16) MARGARET WATSON DIRECTOR	1.00	X						0.	0.	0.

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Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organizations below line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/ 1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/ 1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
1b Subtotal								1,659,298.	0.	356,129.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								1,659,298.	0.	356,129.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization 35

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If "Yes," complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If "Yes," complete Schedule J for such individual*	4	X	
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If "Yes," complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
PACHECO'S CLEANING SERVICES 2025 DOVER AVE, SAN PABLO, CA 94806	JANITORIAL SERVICES	683,642.
SWING EDUCATION, INC PO BOX 92376, LAS VEGAS, NV 89193-2376	TEACHER SUBSTITUTES	537,988.
LINDE GROUP, 2560 NINTH STREET, STE 219, BERKELEY, CA 94710	IT SERVICES	447,207.
SCOOT EDUCATION INC, 5670 WILSHIRE BLVD, STE 1970, LOS ANGELES, CA 90036	TEACHER SUBSTITUTES	397,759.
SENECA FAMILY OF AGENCIES 8945 GOLF LINKS RD, OAKLAND, CA 94605	SPECIAL EDUCATION	321,334.

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization 13

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Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII ☐

				(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	19,974,044.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	7,667,397.				
	g Noncash contributions included in lines 1a-1f	1g	$ 39,119.				
	h **Total.** Add lines 1a-1f			27,641,441.			
Program Service Revenue		**Business Code**					
	2a						
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g **Total.** Add lines 2a-2f						
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)			390,498.			390,498.
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
			(i) Real	(ii) Personal			
	6a Gross rents	6a					
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
			(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory	7a					
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
	d Net gain or (loss)						
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	8a					
	b Less: direct expenses	8b					
	c Net income or (loss) from fundraising events						
	9a Gross income from gaming activities. See Part IV, line 19	9a					
	b Less: direct expenses	9b					
	c Net income or (loss) from gaming activities						
	10a Gross sales of inventory, less returns and allowances	10a					
	b Less: cost of goods sold	10b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		**Business Code**					
	11a						
	b						
	c						
	d All other revenue						
	e **Total.** Add lines 11a-11d						
	12 **Total revenue.** See instructions			28,031,939.	0.	0.	390,498.

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Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	1,193,529.	1,074,177.	119,352.	
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	11,884,920.	11,000,756.	884,164.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	1,213,625.	1,130,442.	83,183.	
9 Other employee benefits	2,005,412.	1,846,416.	158,996.	
10 Payroll taxes	496,576.	450,424.	46,152.	
11 Fees for services (nonemployees):				
a Management				
b Legal	76,929.	70,775.	6,154.	
c Accounting	42,105.	37,894.	4,211.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	4,561,467.	4,432,982.	128,485.	
12 Advertising and promotion				
13 Office expenses	639,501.	599,740.	39,761.	
14 Information technology	1,000,777.	920,715.	80,062.	
15 Royalties				
16 Occupancy	3,374,498.	3,173,382.	201,116.	
17 Travel	38,524.	35,442.	3,082.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	111,389.	102,478.	8,911.	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	18,201.	18,201.		
23 Insurance	504,754.	464,374.	40,380.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a INSTRUCTIONAL MATERIALS	526,783.	526,783.	0.	
b STUDENT TRANSPORTATION	214,351.	214,351.	0.	
c OTHER EXPENSES	193,062.	187,532.	5,530.	
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	28,096,403.	26,286,864.	1,809,539.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ☐ if following SOP 98-2 (ASC 958-720)				

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Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash - non-interest-bearing	12,408,801.	1	6,345,602.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	6,200,000.
	4	Accounts receivable, net	3,841,290.	4	3,230,752.
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	455,153.	9	293,805.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 458,213.			
	b	Less: accumulated depreciation — 10b: 225,119.	251,294.	10c	233,094.
	11	Investments - publicly traded securities		11	
	12	Investments - other securities. See Part IV, line 11		12	
	13	Investments - program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11	94,797.	15	52,977.
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	17,051,335.	16	16,356,230.
Liabilities	17	Accounts payable and accrued expenses	2,767,521.	17	3,320,422.
	18	Grants payable		18	
	19	Deferred revenue	4,432,499.	19	3,290,640.
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	95,014.	25	53,331.
	26	**Total liabilities.** Add lines 17 through 25	7,295,034.	26	6,664,393.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here** ☒ **and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	9,756,301.	27	3,491,837.
	28	Net assets with donor restrictions		28	6,200,000.
		Organizations that do not follow FASB ASC 958, check here ☐ **and complete lines 29 through 33.**			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	9,756,301.	32	9,691,837.
	33	Total liabilities and net assets/fund balances	17,051,335.	33	16,356,230.

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Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	28,031,939.
2	Total expenses (must equal Part IX, column (A), line 25)	2	28,096,403.
3	Revenue less expenses. Subtract line 2 from line 1	3	-64,464.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	9,756,301.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	9,691,837.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☒

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2a		X
b	Were the organization's financial statements audited by an independent accountant? If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis	2b	X	
c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.	2c	X	
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F?	3a	X	
b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b	X	

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SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization
MAKING WAVES ACADEMY

Employer identification number
20-8967421

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
10 ☐ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
f Enter the number of supported organizations .....
g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
Total						

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Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2024 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2023 Schedule A, Part II, line 14 15 %

16a **33 1/3% support test - 2024.** If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support test - 2023.** If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

17a **10% -facts-and-circumstances test - 2024.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

b **10% -facts-and-circumstances test - 2023.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ☐

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Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2020	(b) 2021	(c) 2022	(d) 2023	(e) 2024	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2024 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2023 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2024** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2023** Schedule A, Part III, line 17	18	%

19a **33 1/3% support tests - 2024.** If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

b **33 1/3% support tests - 2023.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

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Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

			Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If "No," describe in* **Part VI** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If "Yes," answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If "Yes," describe in* **Part VI** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If "Yes," explain in* **Part VI** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ("foreign supported organization")? *If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If "Yes," describe in* **Part VI** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If "Yes," explain in* **Part VI** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in* **Part VI,** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If "Yes," provide detail in* **Part VI.**	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If "Yes," complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If "Yes," complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If "Yes," provide detail in* **Part VI.**	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If "Yes," provide detail in* **Part VI.**	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If "Yes," provide detail in* **Part VI.**	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If "Yes," answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

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Part IV Supporting Organizations *(continued)*

			Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?			
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	11a		
b	A family member of a person described on line 11a above?	11b		
c	A 35% controlled entity of a person described on line 11a or 11b above? *If "Yes" to line 11a, 11b, or 11c, provide detail in* **Part VI.**	11c		

Section B. Type I Supporting Organizations

			Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If "No," describe in* **Part VI** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.*	1		
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If "Yes," explain in* **Part VI** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2		

Section C. Type II Supporting Organizations

			Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If "No," describe in* **Part VI** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1		

Section D. All Type III Supporting Organizations

			Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1		
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If "No," explain in* **Part VI** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2		
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If "Yes," describe in* **Part VI** *the role the organization's supported organizations played in this regard.*	3		

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* **(see instructions).**

a ☐ The organization satisfied the Activities Test. *Complete* **line 2** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* **line 3** *below.*

c ☐ The organization supported a governmental entity. *Describe in* **Part VI** *how you supported a governmental entity (see instructions).*

			Yes	No
2	Activities Test. **Answer lines 2a and 2b below.**			
a	*Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in* **Part VI identify those supported organizations and explain** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a		
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If "Yes," explain in* **Part VI** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b		
3	Parent of Supported Organizations. **Answer lines 3a and 3b below.**			
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No," provide details in **Part VI**.	3a		
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in **Part VI** the role played by the organization in this regard.	3b		

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Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in* **Part VI**). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	**1**		
2 Recoveries of prior-year distributions	**2**		
3 Other gross income (see instructions)	**3**		
4 Add lines 1 through 3.	**4**		
5 Depreciation and depletion	**5**		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	**6**		
7 Other expenses (see instructions)	**7**		
8 **Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	**8**		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	**1a**		
b Average monthly cash balances	**1b**		
c Fair market value of other non-exempt-use assets	**1c**		
d **Total** (add lines 1a, 1b, and 1c)	**1d**		
e **Discount** claimed for blockage or other factors (*explain in detail in* **Part VI**):			
2 Acquisition indebtedness applicable to non-exempt-use assets	**2**		
3 Subtract line 2 from line 1d.	**3**		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	**4**		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	**5**		
6 Multiply line 5 by 0.035.	**6**		
7 Recoveries of prior-year distributions	**7**		
8 **Minimum Asset Amount** (add line 7 to line 6)	**8**		

Section C - Distributable Amount		Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	**1**	
2 Enter 0.85 of line 1.	**2**	
3 Minimum asset amount for prior year (from Section B, line 8, column A)	**3**	
4 Enter greater of line 2 or line 3.	**4**	
5 Income tax imposed in prior year	**5**	
6 **Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	**6**	

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

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Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D - Distributions		Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required - *provide details in* **Part VI**)	5	
6 Other distributions (describe in **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (*provide details in* **Part VI**). See instructions.	8	
9 Distributable amount for 2024 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2024	(iii) Distributable Amount for 2024
1 Distributable amount for 2024 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2024 (reasonable cause required - *explain in* **Part VI**). See instructions.			
3 Excess distributions carryover, if any, to 2024			
a From 2019			
b From 2020			
c From 2021			
d From 2022			
e From 2023			
f **Total** of lines 3a through 3e			
g Applied to under distributions of prior years			
h Applied to 2024 distributable amount			
i Carryover from 2019 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2024 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2024 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2024, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* **Part VI.** See instructions.			
6 Remaining underdistributions for 2024. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* **Part VI**. See instructions.			
7 **Excess distributions carryover to 2025.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2020			
b Excess from 2021			
c Excess from 2022			
d Excess from 2023			
e Excess from 2024			

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Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

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Schedule B (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

Name of the organization

MAKING WAVES ACADEMY

Employer identification number

20-8967421

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** $5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year ..... $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

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Schedule B (Form 990) (Rev. 12-2024) Page **2**

Name of organization	Employer identification number
MAKING WAVES ACADEMY	20-8967421

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	MARIN COMMUNITY FOUNDATION 5 HAMILTON LANDING, STE 200 NAVATO, CA 94949	$ 750,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	JOHN H & REGINA K SCULLY FOUNDATION P.O. BOX 6106 SAN RAFAEL, CA 94903	$ 6,700,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	FIDELITY CHARITABLE PO BOX 770001 CINCINNATI, OH 45277	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	BRIAN SCULLY 21 HAWTHORNE AVE LARKSPUR, CA 94939	$ 39,119.	Person [ ] Payroll [ ] Noncash [X] (Complete Part II for noncash contributions.)
5	NATIONAL PHILANTHROPIC TRUST 165 TOWNSHIP LINE RD, STE 1200 JENKINTOWN, PA 19046	$ 100,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
6	SILVER GIVING FOUNDATION 1 LOMBARD ST, STE 305 SAN FRANCISCO, CA 94111	$ 25,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

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Name of organization: MAKING WAVES ACADEMY

Employer identification number: 20-8967421

Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	THE BENEVITY COMMUNITY IMPACT FUND #700, 611 MEREDITH ROAD CALGARY, BRITISH COLUMBIA, CANADA	$ 10,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

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Name of organization: MAKING WAVES ACADEMY

Employer identification number: 20-8967421

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
4	STOCK	$ 39,119.	12/19/24
		$	
		$	
		$	
		$	
		$	
		$	

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Name of organization: MAKING WAVES ACADEMY

Employer identification number: 20-8967421

Part III **Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this info. once.) $

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

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SCHEDULE D (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
MAKING WAVES ACADEMY

Employer identification number
20-8967421

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).
- ☐ Preservation of land for public use (for example, recreation or education)
- ☐ Preservation of a historically important land area
- ☐ Protection of natural habitat
- ☐ Preservation of a certified historic structure
- ☐ Preservation of open space

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

			Held at the End of the Tax Year
a	Total number of conservation easements	2a	
b	Total acreage restricted by conservation easements	2b	
c	Number of conservation easements on a certified historic structure included on line 2a	2c	
d	Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year _____

4 Number of states where property subject to conservation easement is located _____

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year _____

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1 $ _____

(ii) Assets included in Form 990, Part X $ _____

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 $ _____

b Assets included in Form 990, Part X $ _____

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Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition
b ☐ Scholarly research
c ☐ Preservation for future generations
d ☐ Loan or exchange program
e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements

Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds

Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____%
b Permanent endowment _____%
c Term endowment _____%

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations?	3a(i)		
(ii) Related organizations?	3a(ii)		
b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other		458,213.	225,119.	233,094.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, line 10c, column (B))*				233,094.

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Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

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Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 15, col. (B))*	

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) ROU LEASE LIABILITY	53,331.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. *(Column (b) must equal Form 990, Part X, line 25, col. (B))*	53,331.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ... X

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	28,031,939.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	28,031,939.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	28,031,939.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	28,096,403.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines 2a through 2d			2e	0.
3	Subtract line 2e from line 1			3	28,096,403.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines 4a and 4b			4c	0.
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	28,096,403.

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Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE SCHOOL IS A NONPROFIT ENTITY EXEMPT FROM THE PAYMENT OF INCOME TAXES UNDER INTERNAL REVENUE CODE SECTION 501(C)(3) AND CALIFORNIA REVENUE AND TAXATION CODE SECTION 23701D. ACCORDINGLY, NO PROVISION HAS BEEN MADE FOR INCOME TAXES. MANAGEMENT HAS DETERMINED THAT ALL INCOME TAX POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED UPON POTENTIAL AUDIT OR EXAMINATION; THEREFORE, NO DISCLOSURES OF UNCERTAIN INCOME TAX POSITIONS ARE REQUIRED. THE SCHOOL IS SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THE EXEMPT PURPOSES. THE SCHOOL FILES AN EXEMPT SCHOOL RETURN AND APPLICABLE UNRELATED BUSINESS INCOME TAX RETURN IN THE U.S. FEDERAL JURISDICTION AND WITH THE CALIFORNIA FRANCHISE TAX BOARD.

Part XIII Supplemental Information *(continued)*

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SCHEDULE E (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Schools

Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
MAKING WAVES ACADEMY

Employer identification number
20-8967421

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its tax year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II	3	X	
	NONDISCRIMINATORY POLICY INCLUDED IN ALL ADVERTISEMENTS & ENROLLMENT MATERIALS.			
4	Does the organization maintain the following:			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered "No" to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered "Yes" on either line 6a or line 6b, explain in Part II.			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, as modified by Rev. Proc. 2019-22, 2019-22 I.R.B. 1260, covering racial nondiscrimination? If "No," explain in Part II	7	X	

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Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:
MAKING WAVES ACADEMY IS A PUBLIC CHARTER SCHOOL. THE SCHOOL RECEIVES PER PUPIL FUNDING FROM THE STATE OF CALIFORNIA.

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SCHEDULE J (Form 990)

(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Compensation Information

For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees
Complete if the organization answered "Yes" on Form 990, Part IV, line 23.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
MAKING WAVES ACADEMY

Employer identification number
20-8967421

Part I Questions Regarding Compensation

			Yes	No
1a	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.			
	☐ First-class or charter travel	☐ Housing allowance or residence for personal use		
	☐ Travel for companions	☐ Payments for business use of personal residence		
	☐ Tax indemnification and gross-up payments	☐ Health or social club dues or initiation fees		
	☐ Discretionary spending account	☐ Personal services (such as maid, chauffeur, chef)		
b	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If "No," complete Part III to explain	1b		
2	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?	2		
3	Indicate which, if any, of the following the organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.			
	☒ Compensation committee	☒ Written employment contract		
	☐ Independent compensation consultant	☒ Compensation survey or study		
	☐ Form 990 of other organizations	☒ Approval by the board or compensation committee		
4	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:			
a	Receive a severance payment or change-of-control payment?	4a	X	
b	Participate in or receive payment from a supplemental nonqualified retirement plan?	4b		X
c	Participate in or receive payment from an equity-based compensation arrangement?	4c		X
	If "Yes" to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
	Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.			
5	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:			
a	The organization?	5a		X
b	Any related organization?	5b		X
	If "Yes" on line 5a or 5b, describe in Part III.			
6	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:			
a	The organization?	6a		X
b	Any related organization?	6b		X
	If "Yes" on line 6a or 6b, describe in Part III.			
7	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If "Yes," describe in Part III	7		X
8	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If "Yes," describe in Part III	8		X
9	If "Yes" on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?	9		

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Part II **Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

Note: The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title		(B) Breakdown of W-2 and/or 1099-MISC and/or 1099-NEC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
		(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
(1) ALTON B. NELSON, JR.	(i)	339,071.	0.	0.	63,837.	25,519.	428,427.	0.
CHIEF EXECUTIVE OFFICER	(ii)	0.	0.	0.	0.	0.	0.	0.
(2) ELIZABETH MARTINEZ	(i)	212,880.	0.	0.	10,461.	23,846.	247,187.	0.
CHIEF OPERATING OFFICER	(ii)	0.	0.	0.	0.	0.	0.	0.
(3) TAMEKA JACKSON	(i)	201,586.	0.	0.	35,261.	6,153.	243,000.	0.
PRINCIPAL	(ii)	0.	0.	0.	0.	0.	0.	0.
(4) DAMON EDWARDS	(i)	206,713.	0.	0.	12,206.	23,354.	242,273.	0.
CHIEF TECHNOLOGY OFFICER	(ii)	0.	0.	0.	0.	0.	0.	0.
(5) HUNG MAI	(i)	159,234.	0.	0.	9,255.	17,111.	185,600.	0.
DIRECTOR OF FINANCE THROUGH 6/25	(ii)	0.	0.	0.	0.	0.	0.	0.
(6) KATHARINE MASON	(i)	152,509.	0.	0.	4,355.	24,340.	181,204.	0.
DIRECTOR OF CAMPUS OPERATIONS	(ii)	0.	0.	0.	0.	0.	0.	0.
(7) ATHENA DRAPER	(i)	155,306.	0.	0.	0.	14,537.	169,843.	0.
IT DIRECTOR	(ii)	0.	0.	0.	0.	0.	0.	0.
(8) ARIKA SPENCER-BROWN	(i)	118,805.	0.	0.	21,106.	23,177.	163,088.	0.
DIR. OF COLLEGE & CAREER COUNSELING	(ii)	0.	0.	0.	0.	0.	0.	0.
(9) ALONSO RIVERA	(i)	113,194.	0.	0.	20,790.	20,821.	154,805.	0.
HEALTH & WELLNESS TEACHER	(ii)	0.	0.	0.	0.	0.	0.	0.
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							
	(i)							
	(ii)							

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Part III **Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.

PART I, LINE 3:
THE BOARD DETERMINES THE CEO COMPENSATION BASED ON COMPARABILITY DATA. IT ALSO CONSULTS WITH THE CEO ON THE COMPENSATION OF C-SUITE POSITIONS AS WELL AS REVIEWS PERIODIC BENCHMARKS FOR POSITIONS ACROSS THE ORGANIZATION.

PART I, LINE 4A:
HUNG MAI'S COMPENSATION REPORTED ON FORM 990, PART VII INCLUDED $47,734 FOR SEVERANCE; TERMS AND CONDITIONS WERE AS FOLLOWS: SEVERANCE PAYMENT

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SCHEDULE M (Form 990)

Department of the Treasury
Internal Revenue Service

Noncash Contributions

Complete if the organizations answered "Yes" on Form 990, Part IV, line 29 or 30.
Attach to Form 990.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2024

Open to Public Inspection

Name of the organization

MAKING WAVES ACADEMY

Employer identification number

20-8967421

Part I Types of Property

		(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1	Art - Works of art				
2	Art - Historical treasures				
3	Art - Fractional interests				
4	Books and publications				
5	Clothing and household goods				
6	Cars and other vehicles				
7	Boats and planes				
8	Intellectual property				
9	Securities - Publicly traded	X	1	39,119.	FMV
10	Securities - Closely held stock				
11	Securities - Partnership, LLC, or trust interests				
12	Securities - Miscellaneous				
13	Qualified conservation contribution - Historic structures				
14	Qualified conservation contribution - Other				
15	Real estate - Residential				
16	Real estate - Commercial				
17	Real estate - Other				
18	Collectibles				
19	Food inventory				
20	Drugs and medical supplies				
21	Taxidermy				
22	Historical artifacts				
23	Scientific specimens				
24	Archeological artifacts				
25	Other ( )				
26	Other ( )				
27	Other ( )				
28	Other ( )				

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29	Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part V, Donee Acknowledgement	29	

			Yes	No
30a	During the year, did the organization receive by contribution any property reported on Part I, lines 1 through 28, that it must hold for at least 3 years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period?	30a		X
b	If "Yes," describe the arrangement in Part II.			
31	Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?	31	X	
32a	Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?	32a		X
b	If "Yes," describe in Part II.			
33	If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.			

For Paperwork Reduction Act Notice, see the Instructions for Form 990. **Schedule M (Form 990) 2024**

LHA 432141 11-15-24

Part II **Supplemental Information.** Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

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SCHEDULE O (Form 990)
(Rev. December 2024)
Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

Open to Public Inspection

Name of the organization
MAKING WAVES ACADEMY

Employer identification number
20-8967421

FORM 990, PART VI, SECTION A, LINE 7A:
THE NUMBER OF DIRECTORS SHALL BE NO LESS THAN FIVE (5) AND NO MORE THAN FIFTEEN (15), UNLESS CHANGED BY AMENDMENTS TO THESE BYLAWS. A BOARD SEAT SHALL BE RESERVED AT ALL TIMES FOR A PARENT/GUARDIAN REPRESENTATIVE.

FORM 990, PART VI, SECTION A, LINE 8B:
MAKING WAVES ACADEMY HAS NO COMITTEE WITH THE AUTHORITY TO ACT ON BEHALF OF THE BOARD.

FORM 990, PART VI, SECTION B, LINE 11B:
THE FORM 990 IS PREPARED BY THE ORGANIZATIONS INDEPENDENT ACCOUNTING FIRM WITH INFORMATION PROVIDED BY MANAGEMENT. ONCE PREPARED, THE FORM IS REVIEWED BY THE AUDIT COMMITTEE BEFORE BEING SHARED WITH THE ENTIRE BOARD PRIOR TO FILING.

FORM 990, PART VI, SECTION B, LINE 12C:
ALL EMPLOYEES, OFFICERS, AND DIRECTORS ARE COVERED UNDER MWA'S CONFLICT OF INTEREST POLICY. ALL INTERESTED PERSONS ARE REQUIRED TO ANNUALLY DISCLOSE POTENTIAL CONFLICTS, AS WELL AS WHEN THEY ARISE. MONITORING IS PERFORMED REGULARLY BY THE OFFICERS TO IDENTIFY POTENTIAL CONFLICTS OF INTEREST. ANY QUESTIONS OF A CONFLICT ARE ADDRESSED WITH THE DESIGNATED EMPLOYEE, WHO IS REQUIRED TO DISCLOSE THE EXISTENCE OF ANY MATERIAL FINANCIAL INTEREST AND BE AFFORDED THE OPPORTUNITY TO DISCLOSE ALL MATERIAL FACTS TO THE BOARD AND EXECUTIVE DIRECTOR. THE BOARD DETERMINES IF A CONFLICT OF INTEREST IS PRESENT. IF A CONFLICT OF INTEREST IS IDENTIFIED, THE APPROPRIATE ACTION IS TAKEN, INCLUDING LIMITATIONS TO THE INDIVIDUAL'S INFLUENCE ON RELATED BUSINESS MATTERS WITHIN DISCUSSION AND VOTING. ALL DELIBERATION AND DECISIONS ARE RECORDED IN MEETING MINUTES.

FORM 990, PART VI, SECTION B, LINE 15:
THE BOARD DETERMINES THE CEO COMPENSATION BASED ON COMPARABILITY DATA. IT ALSO CONSULTS WITH THE CEO ON THE COMPENSATION OF OTHER C-SUITE POSITIONS AS WELL AS REVIEWS PERIODIC BENCHMARKS FOR POSITIONS ACROSS THE ORGANIZATION.
THE PROCESS DESCRIBED HERE WAS LAST COMPLETED IN 2025, AS THIS IS FOR A THREE YEAR CONTRACT.

FORM 990, PART VI, SECTION C, LINE 19:
THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON WRITTEN REQUEST.

FORM 990, PART IX, LINE 11G, OTHER FEES:

OVERSIGHT FEES:	
PROGRAM SERVICE EXPENSES	146,604.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	146,604.

CONTRACTED SERVICES :	
PROGRAM SERVICE EXPENSES	1,447,940.
MANAGEMENT AND GENERAL EXPENSES	43,402.

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Name of the organization: MAKING WAVES ACADEMY

Employer identification number: 20-8967421

FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,491,342.
SPECIAL EDUCATION:	
PROGRAM SERVICE EXPENSES	1,219,630.
MANAGEMENT AND GENERAL EXPENSES	36,559.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,256,189.
SUBSTITUTE TEACHERS:	
PROGRAM SERVICE EXPENSES	1,199,894.
MANAGEMENT AND GENERAL EXPENSES	35,967.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	1,235,861.
OTHER FEES FOR SVCS:	
PROGRAM SERVICE EXPENSES	418,914.
MANAGEMENT AND GENERAL EXPENSES	12,557.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	431,471.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	4,561,467.

FORM 990, PART XII, LINE 2C:
MAKING WAVES ACADEMY ENSURES THAT OUR YOUTH ACQUIRE THE SKILLS NECESSARY TO GAIN ACCEPTANCE TO AND GRADUATE FROM COLLEGE. MAKING WAVES ACADEMY SERVED OVER 1,075 CHILDREN IN THE FY 24/25.

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2024 DEPRECIATION AND AMORTIZATION REPORT

FORM 990 PAGE 10 990

Asset No.	Description	Date Acquired	Method	Life	Conv	Line No.	Unadjusted Cost Or Basis	Bus % Excl	Section 179 Expense	* Reduction In Basis	Basis For Depreciation	Beginning Accumulated Depreciation	Current Sec 179 Expense	Current Year Deduction	Ending Accumulated Depreciation
1	FIXED ASSETS	VARIOUS	150DB	20.00	HY	17	458,213.				458,213.	206,918.		18,201.	225,119.
	* TOTAL 990 PAGE 10 DEPR						458,213.				458,213.	206,918.		18,201.	225,119.

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428111 04-01-24

(D) - Asset disposed

* ITC, Salvage, Bonus, Commercial Revitalization Deduction, GO Zone

2024 DEPRECIATION AND AMORTIZATION REPORT

- CURRENT YEAR STATE - MAKING WAVES ACADEMY

Asset No.	Description	Date Acquired	Method	Life	Line No.	Unadjusted Cost Or Basis	Bus % Excl	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Current Sec 179	Current Year Deduction
1	FIXED ASSETS	VARIES	150DB	20.00	17	458,213.			458,213.	206,918.		18,201.
	TOTAL FORM 199 DEPRECIATION					458,213.			458,213.	206,918.	0.	18,201.
	TOTALS FOR CALIFORNIA					458,213.			458,213.	206,918.	0.	18,201.

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428102 04-01-24

(D) - Asset disposed

* ITC, Section 179, Salvage, Bonus, Commercial Revitalization Deduction

2025 DEPRECIATION AND AMORTIZATION REPORT

- NEXT YEAR STATE - MAKING WAVES ACADEMY

Asset No.	Description	Date Acquired	Method	Life	Unadjusted Cost Or Basis	* Reduction In Basis	Basis For Depreciation	Accumulated Depreciation	Amount Of Depreciation
1	FIXED ASSETS	VARIES	150DB	20.00	458,213.		458,213.	225,119.	30,595.
	TOTAL FORM 199 DEPRECIATION				458,213.		458,213.	225,119.	30,595.
	TOTALS FOR CALIFORNIA				458,213.		458,213.	225,119.	30,595.

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(D) - Asset disposed * ITC, Section 179, Salvage, HR 3090, Commercial Revitalization Deduction, GO Zone

428103 04-01-24

TAXABLE YEAR **2024**

California Exempt Organization Annual Information Return

428941 01-14-25
FORM **199**

Calendar Year 2024 or fiscal year beginning (mm/dd/yyyy) 07/01/2024 , and ending (mm/dd/yyyy) 06/30/2025 .

Corporation/Organization name	California corporation number
MAKING WAVES ACADEMY	3019452
Additional information. See instructions.	FEIN 20-8967421
Street address (suite or room) 4123 LAKESIDE DRIVE	PMB no.
City RICHMOND / State CA / ZIP code 94806	
Foreign country name / Foreign province/state/county / Foreign postal code	

A First return ..... ☐ Yes ☒ No
B Amended return ..... ● ☐ Yes ☒ No
C IRC Section 4947(a)(1) trust ..... ☐ Yes ☒ No
D Final information return?
● ☐ Dissolved ☐ Surrendered (Withdrawn) ☐ Merged/Reorganized
Enter date: (mm/dd/yyyy) ● _____
E Check accounting method: (1) ☐ Cash (2) ☒ Accrual (3) ☐ Other
F Federal return filed? (1) ● ☐ 990T (2) ● ☐ 990PF
(3) ● ☐ Sch H (990) (4) ☒ Other 990 series
G Is this a group filing? See instructions ..... ● ☐ Yes ☒ No
H Is this organization in a group exemption ..... ☐ Yes ☒ No
If "Yes," what is the parent's name?

I Did the organization have any changes to its guidelines not reported to the FTB? See instructions ..... ● ☐ Yes ☒ No
J If exempt under R&TC Section 23701d, has the organization engaged in political activities? See instructions. ..... ● ☐ Yes ☒ No
K Is the organization exempt under R&TC Section 23701g? ● ☐ Yes ☒ No
If "Yes," enter the gross receipts from nonmember sources $ _____
L Is the organization a limited liability company? ..... ● ☐ Yes ☒ No
M Did the organization file Form 100 or Form 109 to report taxable income? ..... ● ☐ Yes ☒ No
N Is the organization under audit by the IRS or has the IRS audited in a prior year? ..... ● ☐ Yes ☒ No
O Is federal Form 1023/1024 pending? ..... ☐ Yes ☒ No
Date filed with IRS _____

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Part I Complete Part I unless not required to file this form. See General Information B and C.

Receipts and Revenues	1	Gross sales or receipts from other sources. From Side 2, Part II, line 8 ●		1	390,498 00
	2	Gross dues and assessments from members and affiliates ●		2	00
	3	Gross contributions, gifts, grants, and similar amounts received STMT 1 ●		3	27,641,441 00
	4	Total gross receipts for filing requirement test. Add line 1 through line 3. STMT 2 **This line must be completed.** If the result is less than $50,000, see General Information B ●		4	28,031,939 00
	5	Cost of goods sold ●	5 00		
	6	Cost or other basis, and sales expenses of assets sold ●	6 00		
	7	Total costs. Add line 5 and line 6		7	00
	8	Total gross income. Subtract line 7 from line 4 ●		8	28,031,939 00
Expenses	9	Total expenses and disbursements. From Side 2, Part II, line 18 ●		9	28,096,403 00
	10	Excess of receipts over expenses and disbursements. Subtract line 9 from line 8 ●		10	-64,464 00
Payments	11	Total payments ●		11	00
	12	Use tax. See General Information K ●		12	00
	13	Payments balance. If line 11 is more than line 12, subtract line 12 from line 11 ●		13	00
	14	Use tax balance. If line 12 is more than line 11, subtract line 11 from line 12 ●		14	00
	15	Penalties and interest. See General Information J		15	00
	16	**Balance due.** Add line 12 and line 15. Then subtract line 11 from the result ◉		16	00

Sign Here

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Signature of officer ▶ | Title CEO | Date | ● Telephone

Paid Preparer's Use Only

Preparer's signature ▶ MEI-LI HUANG | Date 03/24/26 | Check if self-employed ▶ ☐ | ● PTIN P02383735

Firm's name (or yours, if self-employed) and address ▶ CLIFTONLARSONALLEN LLP
901 VIA PIEMONTE, SUITE 300
ONTARIO, CA 91764

● Firm's FEIN 41-0746749
● Telephone (909) 985-7286

May the FTB discuss this return with the preparer shown above? See instructions ..... ● ☒ Yes ☐ No

MAKING WAVES ACADEMY 20-8967421

Part II **Organizations with gross receipts of more than $50,000 and private foundations regardless of amount of gross receipts - complete Part II or furnish substitute information.**

428951 01-14-25

	1 Gross sales or receipts from all business activities. See instructions	1		00
	2 Interest	2	390,498	00
	3 Dividends	3		00
Receipts	4 Gross rents	4		00
from	5 Gross royalties	5		00
Other	6 Gross amount received from sale of assets (See instructions)	6		00
Sources	7 Other income. Attach schedule	7		00
	8 **Total** gross sales or receipts from other sources. Add line 1 through line 7. Enter here and on Side 1, Part I, line 1	8	390,498	00
	9 Contributions, gifts, grants, and similar amounts paid. Attach schedule	9		00
	10 Disbursements to or for members.	10		00
	11 Compensation of officers, directors, and trustees. Attach schedule SEE STATEMENT 3	11	1,193,529	00
	12 Other salaries and wages	12	11,884,920	00
Expenses	13 Interest	13		00
and	14 Taxes	14	496,576	00
Disburse-	15 Rents	15	3,374,498	00
ments	16 Depreciation and depletion (See instructions)	16	18,201	00
	17 Other expenses and disbursements. Attach schedule SEE STATEMENT 4	17	11,128,679	00
	18 **Total** expenses and disbursements. Add line 9 through line 17. Enter here and on Side 1, Part I, line 9	18	28,096,403	00

Schedule L **Balance Sheet**

Assets	Beginning of taxable year (a)	Beginning of taxable year (b)	End of taxable year (c)	End of taxable year (d)
1 Cash		12,408,801		6,345,602
2 Net accounts receivable		3,841,290		3,230,752
3 Net notes receivable				
4 Inventories				
5 Federal and state government obligations				
6 Investments in other bonds				
7 Investments in stock				
8 Mortgage loans				
9 Other investments. Attach schedule				
10 a Depreciable assets STMT 8	458,213		458,213	
b Less accumulated depreciation	206,919	251,294	225,119	233,094
11 Land				
12 Other assets. Attach schedule STMT 5		549,950		6,546,782
13 **Total assets**		17,051,335		16,356,230
Liabilities and net worth				
14 Accounts payable		2,767,521		3,320,422
15 Contributions, gifts, or grants payable				
16 Bonds and notes payable				
17 Mortgages payable				
18 Other liabilities. Attach schedule STMT 6		4,527,513		3,343,971
19 Capital stock or principal fund				
20 Paid-in or capital surplus. Attach reconciliation				
21 Retained earnings or income fund		9,756,301		9,691,837
22 **Total liabilities and net worth**		17,051,335		16,356,230

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Schedule M-1 **Reconciliation of income per books with income per return**

Do not complete this schedule if the amount on Schedule L, line 13, column (d), is less than $50,000.

1 Net income per books	-64,464	7 Income recorded on books this year not included in this return. Attach schedule	
2 Federal income tax		8 Deductions in this return not charged against book income this year. Attach schedule	
3 Excess of capital losses over capital gains		9 Total. Add line 7 and line 8	
4 Income not recorded on books this year. Attach schedule		10 Net income per return. Subtract line 9 from line 6	-64,464
5 Expenses recorded on books this year not deducted in this return. Attach schedule			
6 Total. Add line 1 through line 5	-64,464		

MAKING WAVES ACADEMY 20-8967421

CA 199 CASH CONTRIBUTIONS INCLUDED ON PART I, LINE 3 STATEMENT 1

CONTRIBUTOR'S NAME	CONTRIBUTOR'S ADDRESS	DATE OF GIFT	AMOUNT
MARIN COMMUNITY FOUNDATION	5 HAMILTON LANDING, STE 200 NAVATO, CA 94949		750,000.
JOHN H & REGINA K SCULLY FOUNDATION	P.O. BOX 6106 SAN RAFAEL, CA 94903		6,700,000.
FIDELITY CHARITABLE	PO BOX 770001 CINCINNATI, OH 45277		25,000.
NATIONAL PHILANTHROPIC TRUST	165 TOWNSHIP LINE RD, STE 1200 JENKINTOWN, PA 19046		100,000.
SILVER GIVING FOUNDATION	1 LOMBARD ST, STE 305 SAN FRANCISCO, CA 94111		25,000.
THE BENEVITY COMMUNITY IMPACT FUND	#700, 611 MEREDITH ROAD CALGARY, BRITISH COLUMBIA, CANADA		10,000.
TOTAL INCLUDED ON LINE 3			7,610,000.

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CA 199 NONCASH CONTRIBUTIONS INCLUDED ON PART I, LINE 3 STATEMENT 2

CONTRIBUTOR'S NAME	CONTRIBUTOR'S ADDRESS		
BRIAN SCULLY	21 HAWTHORNE AVE LARKSPUR, CA 94939		
PROPERTY DESCRIPTION	DATE OF GIFT	FMV OF GIFT	TOTAL AMOUNT
STOCK	12/19/24	39,119.	39,119.
TOTAL INCLUDED ON LINE 3		39,119.	39,119.

MAKING WAVES ACADEMY 20-8967421

CA 199 COMPENSATION OF OFFICERS, DIRECTORS AND TRUSTEES STATEMENT 3

NAME AND ADDRESS	TITLE AND AVERAGE HRS WORKED/WK	COMPENSATION
ALTON B. NELSON, JR. 4123 LAKESIDE DRIVE RICHMOND, CA 94806	CHIEF EXECUTIVE OFFICER 40.00	452,774.
ELIZABETH MARTINEZ 4123 LAKESIDE DRIVE RICHMOND, CA 94806	CHIEF OPERATING OFFICER 40.00	266,101.
DAMON EDWARDS 4123 LAKESIDE DRIVE RICHMOND, CA 94806	CHIEF TECHNOLOGY OFFICER 40.00	253,721.
HUNG MAI 4123 LAKESIDE DRIVE RICHMOND, CA 94806	DIRECTOR OF FINANCE THROUG 40.00	220,933.
ATHENA DRAPER 4123 LAKESIDE DRIVE RICHMOND, CA 94806	IT DIRECTOR 40.00	0.
ALICA KLEIN 4123 LAKESIDE DRIVE RICHMOND, CA 94806	BOARD CHAIR 15.00	0.
ENRIQUE ROMERO 4123 LAKESIDE DRIVE RICHMOND, CA 94806	BOARD SECRETARY 1.00	0.
JANIS GLOVER 4123 LAKESIDE DRIVE RICHMOND, CA 94806	DIRECTOR 1.00	0.
DR. ESTHER HUGO 4123 LAKESIDE DRIVE RICHMOND, CA 94806	DIRECTOR 1.00	0.
FELICIA SELVA 4123 LAKESIDE DRIVE RICHMOND, CA 94806	DIRECTOR 1.00	0.
AMY OBINYAN 4123 LAKESIDE DRIVE RICHMOND, CA 94806	DIRECTOR 1.00	0.

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MAKING WAVES ACADEMY 20-8967421

MARGARET WATSON 4123 LAKESIDE DRIVE RICHMOND, CA 94806	DIRECTOR 1.00	0.

TOTAL TO FORM 199, PART II, LINE 11 1,193,529.

CA 199 OTHER EXPENSES STATEMENT 4

DESCRIPTION	AMOUNT
INSTRUCTIONAL MATERIALS	526,783.
STUDENT TRANSPORTATION	214,351.
OTHER EXPENSES	193,062.
PENSION PLAN CONTRIBUTIONS	1,213,625.
OTHER EMPLOYEE BENEFITS	2,005,412.
LEGAL FEES	76,929.
ACCOUNTING FEES	42,105.
OTHER PROFESSIONAL FEES	4,561,467.
OFFICE EXPENSES	639,501.
INFORMATION TECHNOLOGY	1,000,777.
TRAVEL	38,524.
CONFERENCES AND CONVENTIONS	111,389.
INSURANCE	504,754.
TOTAL TO FORM 199, PART II, LINE 17	11,128,679.

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CA 199 OTHER ASSETS STATEMENT 5

DESCRIPTION	BEG. OF YEAR	END OF YEAR
PLEDGES AND GRANTS RECEIVABLE	0.	6,200,000.
PREPAID EXPENSES AND DEFERRED CHARGES	455,153.	293,805.
ROU ASSETS	94,797.	52,977.
TOTAL TO FORM 199, SCHEDULE L, LINE 12	549,950.	6,546,782.

MAKING WAVES ACADEMY 20-8967421

CA 199 OTHER LIABILITIES STATEMENT 6

DESCRIPTION	BEG. OF YEAR	END OF YEAR
ROU LEASE LIABILITY	95,014.	53,331.
DEFERRED REVENUE	4,432,499.	3,290,640.
TOTAL TO FORM 199, SCHEDULE L, LINE 18	4,527,513.	3,343,971.

CA 199 FUND BALANCES STATEMENT 7

DESCRIPTION	BEG. OF YEAR	END OF YEAR
NET ASSETS WITHOUT DONOR RESTRICTIONS	9,756,301.	3,491,837.
NET ASSETS WITH DONOR RESTRICTIONS	0.	6,200,000.
TOTAL TO FORM 199, SCHEDULE L, LINE 21	9,756,301.	9,691,837.

CA SCHEDULE L DEPRECIABLE ASSETS STATEMENT 8

DESCRIPTION	COST OR OTHER BASIS	ACCUMULATED DEPRECIATION	END OF YEAR BOOK VALUE
FIXED ASSETS	458,213.	225,119.	233,094.
TOTAL TO FORM 199, SCH L, LINE 10	458,213.	225,119.	233,094.

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TAXABLE YEAR **2024**

Corporation Depreciation and Amortization

CALIFORNIA FORM **3885**

Attach to Form 100 or Form 100W. FORM 199 FEIN 20-8967421

Corporation name: MAKING WAVES ACADEMY

California corporation number: 3019452

Part I Election To Expense Certain Property Under IRC Section 179

1 Maximum deduction under IRC Section 179 for California	1	$25,000
2 Total cost of IRC Section 179 property placed in service	2	
3 Threshold cost of IRC Section 179 property before reduction in limitation	3	$200,000
4 Reduction in limitation. Subtract line 3 from line 2. If zero or less, enter -0-	4	
5 Dollar limitation for taxable year. Subtract line 4 from line 1. If zero or less, enter -0-	5	

	(a) Description of property	(b) Cost (business use only)	(c) Elected cost
6			

7 Listed property (elected IRC Section 179 cost)	7		
8 Total elected cost of IRC Section 179 property. Add amounts in column (c), line 6 and line 7	8		
9 Tentative deduction. Enter the **smaller** of line 5 or line 8	9		
10 Carryover of disallowed deduction from prior taxable years	10		
11 Business income limitation. Enter the smaller of business income (not less than zero) or line 5	11		
12 IRC Section 179 expense deduction. Add line 9 and line 10, but do not enter more than line 11	12		
13 Carryover of disallowed deduction to 2025. Add line 9 and line 10, less line 12	13		

Part II Depreciation and Election of Additional First Year Depreciation Deduction Under R&TC Section 24356

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Depreciation allowed or allowable in earlier years	(e) Depreciation method	(f) Life or rate	(g) Depreciation for this year	(h) Additional first year depreciation
14	1 FIXED ASSETS							
		VARIOUS	458,213	206,918	150DB	20.00	18,201	

15 Add the amounts in column (g) and column (h). The total of column (h) may not exceed $2,000. See instructions for line 14, column (h)	15	18,201	

Part III Summary

16 Total: If the corporation is electing: IRC Section 179 expense, add the amount on line 12 and line 15, column (g) **or** Additional first year depreciation under R&TC Section 24356, add the amounts on line 15, columns (g) and (h) **or** Depreciation (if no election is made), enter the amount from line 15, column (g) ◉	16	18,201
17 Total depreciation claimed for federal purposes from federal Form 4562, line 22 ◉	17	18,201
18 Depreciation adjustment. If line 17 is greater than line 16, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 17 is less than line 16, enter the difference here and on Form 100 or Form 100W, Side 2, line 12. (If California depreciation amounts are used to determine net income before state adjustments on Form 100 or Form 100W, no adjustment is necessary.) ◉	18	0

Part IV Amortization

	(a) Description of property	(b) Date acquired (mm/dd/yyyy)	(c) Cost or other basis	(d) Amortization allowed or allowable in earlier years	(e) R&TC Section (see instructions)	(f) Period or percentage	(g) Amortization for this year
19							

20 Total. Add the amounts in column (g)	20	
21 Total amortization claimed for federal purposes from federal Form 4562, line 44	21	
22 Amortization adjustment. If line 21 is greater than line 20, enter the difference here and on Form 100 or Form 100W, Side 1, line 6. If line 21 is less than line 20, enter the difference here and on Form 100 or Form 100W, Side 2, line 12 ◉	22	

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Date Accepted _____

DO NOT MAIL THIS FORM TO THE FTB

TAXABLE YEAR **2024**

California e-file Return Authorization for Exempt Organizations

FORM **8453-EO**

Exempt Organization name	Identifying number
MAKING WAVES ACADEMY	20-8967421

Part I Electronic Return Information (whole dollars only)

1	Total gross receipts or unrelated business taxable income (Form 199, line 4 or Form 109, line 5)	1	28,031,939
2	Total gross income or total tax (Form 199, line 8 or Form 109, line 14)	2	28,031,939
3	Refund (Form 109, line 26)	3	
4	Balance due or Total amount due (Form 199, line 16 or Form 109, line 29)	4	

Part II Settle Your Account Electronically for Taxable Year 2024

5 ☐ Direct deposit of refund (Form 109 only.)

6 ☐ Electronic funds withdrawal **6a** Amount **6b** Withdrawal date (mm/dd/yyyy)

Part III Schedule of Estimated Tax Payments for Taxable Year 2025 (These are **not** installment payments for the current amount the exempt organization owes.)

	First Payment	Second Payment	Third Payment	Fourth Payment
7 Amount				
8 Withdrawal Date				

Part IV Banking Information (Have you verified the exempt organization's banking information?)

9 Routing number _____

10 Account number **11** Type of account: ☐ Checking ☐ Savings

Part V Declaration of Officer

I authorize the exempt organization's account to be settled as designated in Part II. If I check Part II, box 5, I declare that the bank account specified in Part IV for the direct deposit refund agrees with the authorization stated on my return. If I check Part II, box 6, I authorize an electronic funds withdrawal for the amount listed on line 6a and any estimated payment amounts listed on Part III, line 7 from the bank account specified in Part IV.

Under penalties of perjury, I declare that I am an officer of the above exempt organization and that the information I provided to my electronic return originator (ERO), transmitter, or intermediate service provider and the amounts in Part I above agree with the amounts on the corresponding lines of the exempt organization's 2024 California electronic return. To the best of my knowledge and belief, the exempt organization's return is true, correct, and complete. If the exempt organization is filing a balance due return, I understand that if the Franchise Tax Board (FTB) does not receive full and timely payment of the exempt organization's tax liability, the exempt organization will remain liable for the tax liability and all applicable interest and penalties. I authorize the exempt organization return and accompanying schedules and statements be transmitted to the FTB by the ERO, transmitter, or intermediate service provider. **If the processing of the exempt organization's return or refund is delayed, I authorize the FTB to disclose to the ERO or intermediate service provider the reason(s) for the delay or the date when the refund was sent.**

Sign Here ▶ _____ (Signature of officer) _____ (Date) ▶ CEO (Title)

Part VI Declaration of Electronic Return Originator (ERO) and Paid Preparer.

I declare that I have reviewed the above exempt organization's return and that the entries on form FTB 8453-EO are complete and correct to the best of my knowledge. (If I am only an intermediate service provider, I understand that I am not responsible for reviewing the exempt organization's return. I declare, however, that form FTB 8453-EO accurately reflects the data on the return.) I have obtained the organization officer's signature on form FTB 8453-EO before transmitting this return to the FTB. I have provided the organization officer with a copy of all forms and information that I will file with the FTB, and I have followed all other requirements described in FTB Pub. 1345, 2024 Handbook for Authorized e-file Providers. I will keep form FTB 8453-EO on file for **four** years from the due date of the return or **four** years from the date the exempt organization return is filed, whichever is later, and I will make a copy available to the FTB upon request. If I am also the paid preparer, under penalties of perjury, I declare that I have examined the above exempt organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

ERO Must Sign

ERO's signature ▶ MEI-LI HUANG | Date | Check if also paid preparer ☒ X | Check if self-employed ☐ | ERO's PTIN P02383735

Firm's name (or yours if self-employed) and address ▶ CLIFTONLARSONALLEN LLP
901 VIA PIEMONTE, SUITE 300
ONTARIO, CA

Firm's FEIN 41-0746749

ZIP code 91764

Under penalties of perjury, I declare that I have examined the above organization's return and accompanying schedules and statements, and to the best of my knowledge and belief, they are true, correct, and complete. I make this declaration based on all information of which I have knowledge.

Paid Preparer Must Sign

Paid preparer's signature ▶ | Date | Check if self-employed ☐ | Paid preparer's PTIN

Firm's name (or yours if self-employed) and address ▶ | Firm's FEIN | ZIP code

DRAFT

Coversheet

SolarWinds Service Desk Renewal

Section: VII. Consent Action Items
Item: A. SolarWinds Service Desk Renewal
Purpose: Vote
Submitted by: Damon Edwards
Related Material: MWA 1 year 2026 renewal quote - signed.pdf

BACKGROUND:

SolarWinds Service Desk is an online customer service desk ticketing and equipment inventory system utilized by the MWA IT, Data and Assessment, and Operations teams.

RECOMMENDATION:

Please approve the attached quote and renewal agreement, with a fiscal impact of $39,258.40 for the 2026/2027 school year.

SolarWinds Renewal Quote

Valid Until: 31 May 2026

Terms: Net 30

Quote#: Q-833621
SolarWinds ID: SW22670199
Currency: USD

Company:	Making Waves Academy
Address:	Making Waves Academy 4123 Lakeside Drive Richmond CA 94806 United States
Company:	SolarWinds
Address:	PO BOX 730720 Dallas, TX 75373
Tax ID#:	73-1559348
Renewal :	Chelsea Douglas
Email:	chelsea.douglas@solarwinds.com
Phone:	-

Proration Credit line(s) include previous payment(s) made on the remaining original term plus credit

Quote Line	Product	Type	Annual Rate **	Start Date	End Date	Qty	Unit Price	Total
1	**Advanced Service Agent Users - Subscription** SKU 1231007	Reduction	$ 30,778.40	31 May 2026	30 May 2027	40	$ 948.00	$ 37,920.00
2	• **Discount**							$ -7,141.60
3	**Subtotal**							$ 30,778.40
4	**Advanced Asset Management - Subscription** SKU 1231006	Reduction	$ 8,480.00	31 May 2026	30 May 2027	2000	$ 6.54	$ 13,080.00
5	• **Discount**							$ -4,600.00
6	**Subtotal**							$ 8,480.00

** Current Annual Subscription Negotiated Rate

for applicable Renewal and/or Expansion and do not affect future pricing.

Pricing above may not include local taxes, for which the customer is responsible.

Total Products:	$ 51,000.00
Total Discount:	**$ -11,741.60**
Sub-Total:	$ 39,258.40
Total Amount Due:	**$ 39,258.40**

- If you previously ordered through an Authorized SolarWinds Partner and would like to order through that partner again, please forward this quote to them for processing.
- All Orders requesting terms will be subject to review by SolarWinds Credit Department.
- We do not accept lease arrangements.
- SolarWinds is required to collect sales tax in certain U.S. states. If applicable, sales tax will be added to your online order based on your shipping address.

All products and services referenced in this quote are provided pursuant to, and remain governed by, the SolarWinds Worldwide, LLC Software Services Agreement executed with Making Waves Academy on May 7, 2024.

SolarWinds Worldwide, LLC

By: Diane Pyron
Diane Pyron (Apr 28, 2026 13:46:59 EDT)

Name: Diane Pyron

Title: Associate General Cc

Date: 28/04/2026

Making Waves Academy

By:

Name:

Title:

Date:

MWA 1 year 2026 renewal quote (1)

Final Audit Report 2026-04-28

Created:	2026-04-28
By:	Jess Davis (Jess.Davis@solarwinds.com)
Status:	Signed
Transaction ID:	CBJCHBCAABAApgrGrMoTOpv8Qk-wngDoGLilGqQ2uRun

"MWA 1 year 2026 renewal quote (1)" History

Document created by Jess Davis (Jess.Davis@solarwinds.com)
2026-04-28 - 5:39:14 PM GMT

Document emailed to Diane Pyron (diane.pyron@solarwinds.com) for signature
2026-04-28 - 5:42:17 PM GMT

Email viewed by Diane Pyron (diane.pyron@solarwinds.com)
2026-04-28 - 5:45:55 PM GMT

Document e-signed by Diane Pyron (diane.pyron@solarwinds.com)
Signature Date: 2026-04-28 - 5:46:59 PM GMT - Time Source: server

Agreement completed.
2026-04-28 - 5:46:59 PM GMT

Adobe Acrobat Sign

Coversheet

Ratify contract renewal for Sage Intacct

Section: VII. Consent Action Items
Item: B. Ratify contract renewal for Sage Intacct
Purpose: Vote
Submitted by:
Related Material: Sage Intacct-2026-27-3.19.2026.pdf

Ashley Daugherty
Sage Intacct, Inc.
300 Park Ave, Floor Suite 1400
San Jose, CA 95110
(408) 878-0900

Date: 19-Mar-2026
Offer Expires: 19-Mar-2026
Quote #: Q-912037

Renewal Order Schedule

Prepared For:
Name: Liz Martinez
Company: Making Waves Academy
Address: 4123 Lakeside Drive
Richmond, CA 94806
Phone: (510) 262-1511
Email: emartinez@mwacademy.org

Bill To:
Name: Accounts Payable
Company: Making Waves Academy
Address: 4123 Lakeside Drive
Richmond, CA 94806
Phone: (510) 262-1511
Email: mwapayable@mwacademy.org

Subscription Term Length: 12 (months)

Subscription Period: 19-Mar-2026 through 18-Mar-2027

Subscription Invoicing: Annual subscription fees begin on the start date of your paid subscription period, with such fees invoiced annually at the beginning of each paid subscription period.

Subscription Payment Terms: Net 30 from date of invoice.

Products

Sage Intacct Services

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct Financial Management (for a Single Business Entity)	Intacct Financial Management includes the following - General Ledger,Cash Management, Purchase Order, Accounts Payable, Order Entry, Accounts Receivable, Standard Reports, Dashboard, Customization Services.	1.00	7,980.00	1,494.52	6,485.48
Sage Intacct Buy With Confidence Program	The Sage Intacct Buy With Confidence program includes guaranteed system uptime and disaster recovery for the Sage Intacct Services. Details of the Buy With Confidence program, including the specific Sage Intacct Services in scope and our service level commitments, are available at www.sage.com/us/legal/sage-intacct/sla/.	1.00	0.00	0.00	0.00

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct Application Hosting, Infrastructure, and Security Services	Hosting of the Sage Intacct Services at a secure top tier data center, and disaster recovery services at a separate secure data center in a different geographic locale, described in our Documentation. Additionally, data is backed up to a secondary data center.	1.00	0.00	0.00	0.00
User License - Business User	Users with unlimited access rights to all applications. Can be restricted based on permissions assigned by an Administrator.	5.00	4,020.00	752.88	16,335.60
Essentials Support	Essentials Support is included as part of the Sage Intacct Financials subscription for all direct customers. Support hours are Monday to Friday, 6am to 6pm (Sage local time). For P1 cases, support is available after-hours and during local holidays. Support may be accessed online or by phone for two (2) Designated Support Users; those users will provide first level support to Company's other users. All submitted cases will receive an acknowledgement through case comments, email notification, or phone call as follows: P1, within 1 business hour; P2, within 4 business hours; and P3, within 8 business hours. Company may purchase three (3) additional Designated Support Users.	1.00	0.00	0.00	0.00
Sage Intacct Collaborate	Sage Intacct Collaborate enables in-context team communication around transactions and other key elements of Sage Intacct. It captures dialogue and decisions for later reference, in Sage Intacct, your system of record. If you use Salesforce, you have the option of further streamlining communication between your Salesforce users and Sage Intacct users for cross-team communication for all synchronized objects. Salesforce synchronization requires Sage Intacct CRM Integration for Salesforce.	1.00	0.00	0.00	0.00
Sage Intacct API Performance Tier 1	API transactions for modules of the Sage Intacct Services, FinTech partners that we recommend to you, and Third-Party Services that we resell to you on our Order Schedules are included at no additional cost. Under Performance Tier 1 for Sage Intacct, API transactions for any custom integrations, ETL integrations with our Marketplace Partners, and partners that exit our Marketplace Partner program require a Web Services - Developer License and are also included at no additional cost until the number of API transactions exceed 100,000 API transactions per month. Monthly overage fees will apply if you exceed this use. You may upgrade to a higher tier at any time, but once you upgrade you may not downgrade to a lower tier until the next annual subscription period.	1.00	0.00	0.00	0.00
Sage Intacct Employee User 10 Pack	Ten (10) additional employee user pack with limited access rights which include: Read only access to the Dashboard; Ability to enter/approve expense reports, staff expenses, timesheets and/or purchase requisitions and to approve for payments. Also includes read only access to any additional applications built on the Intacct Platform.	2.00	2,160.00	404.53	3,510.94

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct Basic Project Tracking	With Sage Intacct Basic Project Tracking, you get the Project object and dimension, which allow you to create project records with descriptive elements and tag select financial transactions (AP bills, purchasing transactions, AR invoices, order entry transactions, and journal entries) with a valid project ID for later analysis and financial reporting. Also, actuals get accumulated in a summary object that can also be used for reporting.	1.00	4,440.00	831.54	3,608.46
				Sage Intacct Services Total:	USD 29,940.48

One-Time and Other Charges

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
Sage Intacct API Overage	If you conduct more monthly API transactions than the amount included in your performance tier, then the following overage fees apply to each API transaction you conduct over those limits. The overage fees for API transactions are calculated here per pack of 10 API transactions and will be billed on a monthly basis.	0.00	0.17		0.00
				One-Time and Other Charges Total:	USD 0.00

Monthly Services

Product Name	Description	Quantity	Term List Price	Unit Disc.	Total Price
AP Automation Subscription	Automate invoice input into Sage Intacct using Sage AI Services. When an invoice is sent via email or uploaded directly, AP Bill Automation digitizes the invoice, creates and populates a draft record,and attaches the digitized copy. AP Automation uses the following automation types, with credits used per automated transaction as noted: AP Bill - 1 credit Header-level matching - 1 credit Nonmatching - 1 credit Line-level matching - 2 credits	1.00	0.00	0.00	0.00
AP Automation Usage	By subscribing to AP Automation, the following usage fees apply.	0.00	0.50		0.00
				Monthly Services Total:	USD 0.00

Grand Total: USD 29,940.48

TERMS:

This Order Schedule is subject to the Agreement between Sage Intacct, Inc. and Making Waves Academy with effective date 20-Mar-2019, inclusive of any subsequent modifications, including as set forth at https://www.sageintacct.com/customer-terms-us/tos. All terms not otherwise defined herein shall have the meaning ascribed to them in the Agreement. Prices shown above do not include any taxes that may apply.

IN WITNESS WHEREOF, the parties hereto have caused this agreement to be executed by their duly authorized officers or representatives, either by signature below or by electronic signature through DocuSign.

Making Waves Academy

Signed by:
Liz Martinez
F19236645B3E4AB...

(Authorized Signature)

Liz Martinez

Interim Executive Director

(Printed Name and Title)

3/19/2026 | 2:32 PM PDT

(Signature Date)

emartinez@mwacademy.org

Sage Intacct, Inc.

Signed by:
Gurnate Gill
4C4F98E9E04E463...

(Authorized Signature)

Gurnate Gill

Senior Vertical Manager

(Printed Name and Title)

3/19/2026 | 3:07 PM PDT

(Signature Date)

gurnate.gill@sage.com

Exhibit A
Additional Terms and Conditions
The following terms are added to, and in the event of a conflict prevail over, the Terms:

- Sage Intacct Financial Management includes up to two hundred (200) bank account connections through bank feeds. Bank feeds provide electronic access to thousands of financial institutions for bank reconciliations and matching payments to invoices.

- AP Automation monthly payment terms: This module will be invoiced monthly based on the prior month’s usage. Payment is due 30 days from the date of invoice.

Coversheet

Vendor Invoices for Feb & March

Section: VII. Consent Action Items
Item: C. Vendor Invoices for Feb & March
Purpose: Vote
Submitted by:
Related Material: Bill Payment List - Feb to Mar 2026.pdf

Making Waves Academy
Bill Payment List
February to March 2026

Date	Num	Vendor	Amount	Descriptions
3/17/2026	ACH8637-153	AAA Workspace	$ 1,104.96	Supplies
2/24/2026	ACH8637-105	AAA Workspace	$ 1,104.96	Supplies
3/24/2026	ACH8637-157	Adriana San Millan School Psychology and Special Education Services, LLC	$ 6,760.00	SPED Services
3/17/2026	ACH8637-145	Adriana San Millan School Psychology and Special Education Services, LLC	$ 16,406.52	SPED Services
2/24/2026	ACH8637-110	Adriana San Millan School Psychology and Special Education Services, LLC	$ 13,210.73	SPED Services
2/10/2026	ACH8637-96	Adriana San Millan School Psychology and Special Education Services, LLC	$ 6,858.02	SPED Services
2/3/2026	ACH8637-76	Adriana San Millan School Psychology and Special Education Services, LLC	$ 5,705.44	SPED Services
2/3/2026		All Cal Golf and Industrial Vehicle/ East Bay Golf	$ 749.94	Repairs and Maintenance - Building
3/16/2026		Ameriflex LLC	$ 347.60	FSA Administrative Fee
2/17/2026		Ameriflex LLC	$ 352.00	FSA Administrative Fee
2/3/2026		Ameriflex LLC	$ 150.00	FSA Administrative Fee
3/17/2026	ACH8637-151	Anchor Counseling & Education Solutions	$ 27,310.42	SPED Services
2/24/2026	ACH8637-106	Anchor Counseling & Education Solutions	$ 19,683.33	SPED Services
3/24/2026	500036	AT&T CALNET	$ 1,818.34	Utility
3/24/2026		Avant Assessment, LLC	$ 1,796.90	Contracted Services
3/24/2026	ACH8637-163	Bay Area Charters	$ 5,021.25	Transportation for Field Trip and Sport
3/10/2026	ACH8637-125	Bay Area Charters	$ 5,322.50	Transportation for Field Trip and Sport
3/3/2026	ACH8637-112	Bay Area Charters	$ 14,330.00	Transportation for Field Trip and Sport
2/10/2026	ACH8637-98	Bay Area Charters	$ 31,938.75	Transportation for Field Trip and Sport
3/17/2026	ACH8637-144	Bay Area International Translation Services LLC	$ 1,620.00	Translation Services
2/3/2026	ACH8637-75	Bay Area International Translation Services LLC	$ 1,015.00	Translation Services
3/10/2026		BSNSports	$ 954.43	Sport Supplies
3/10/2026		California Choice Benefit Administrators	$ 167,120.36	Health Insurance
2/3/2026		California Choice Benefit Administrators	$ 170,728.91	Health Insurance
2/10/2026	20706	California Commission on Teacher Credentialing	$ 100.00	Contracted Services
3/5/2026		California Department of Tax and Fee Administration	$ 1,368.79	Contracted Services
2/3/2026	ACH8637-73	CFC Underwriting Limited	$ 5,000.00	IT Contracted Services
3/3/2026	ACH8637-120	Charter Safe	$ 13,064.00	Liability and Worker Comp Insurance
2/3/2026	ACH8637-79	Charter Safe	$ 13,064.00	Liability and Worker Comp Insurance
3/26/2026		Chase	$ 17,172.83	Credit Card Payment
2/26/2026		Chase	$ 34,882.09	Credit Card Payment
3/17/2026		Cintas	$ 348.10	Custodial Supplies
3/17/2026		Cintas	$ 178.33	Custodial Supplies
3/17/2026		Cintas	$ 2,034.49	Custodial Supplies

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	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**February to March 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
40	3/3/2026		Cintas	$ 207.20	Custodial Supplies
41	3/3/2026		Cintas	$ 177.82	Custodial Supplies
42	3/3/2026		Cintas	$ 2,985.83	Custodial Supplies
43	2/24/2026		Cintas	$ 451.70	Custodial Supplies
44	2/24/2026		Cintas	$ 267.72	Custodial Supplies
45	2/24/2026		Cintas	$ 3,204.14	Custodial Supplies
46	3/3/2026	500027	City of Richmond	$ 948.00	Additional Sport Facilities Use Fees
47	3/16/2026		Click & Pledge	$ 2.50	Contracted Services
48	2/17/2026		Click & Pledge	$ 2.50	Contracted Services
49	3/10/2026		CliftonLarsonAllen LLP	$ 5,871.75	Legal Fees
50	3/3/2026	ACH8637-117	Coda Technology Group	$ 495.00	Contracted Services
51	2/10/2026	ACH8637-83	Coda Technology Group	$ 1,672.16	Contracted Services
52	2/10/2026	ACH8637-80	Coda Technology Group	$ 330.00	Contracted Services
53	3/24/2026	ACH8637-164	CoGrader, Co.	$ 10,572.65	Contracted Services
54	3/17/2026		Colonial Life	$ 311.10	Health Insurance
55	2/10/2026		Colonial Life	$ 311.10	Health Insurance
56	3/10/2026		Comcast	$ 3,654.63	Internet Provider
57	2/3/2026		Comcast	$ 3,654.63	Internet Provider
58	3/10/2026	ACH8637-135	Concur Technologies, Inc.	$ 423.60	IT Contracted Services
59	2/10/2026	ACH8637-81	Concur Technologies, Inc.	$ 423.60	IT Contracted Services
60	2/24/2026	Voided - 500023	Contra Costa Co Office of Ed	$ (43,075.00)	Teacher Induction
61	2/10/2026	500026	Contra Costa Co Office of Ed	$ 43,075.00	Teacher Induction
62	2/10/2026	500023	Contra Costa Co Office of Ed	$ 43,075.00	Teacher Induction
63	3/10/2026	ACH8637-138	Cornerstone Educational Solutions	$ 15,000.00	Contracted Services
64	2/10/2026	ACH8637-84	Cornerstone Educational Solutions	$ 17,800.32	Contracted Services
65	3/17/2026		Corodata	$ 79.34	Storage Fee
66	3/10/2026		Corodata	$ 57.19	Storage Fee
67	2/10/2026		Corodata	$ 79.30	Storage Fee
68	2/10/2026		Corodata	$ 57.19	Storage Fee
69	3/10/2026	ACH8637-137	Criteria	$ 5,400.00	Staff Recruitment
70	3/10/2026	ACH8637-126	Cross Country Education	$ 3,529.09	SPED Services
71	2/10/2026	ACH8637-92	Cross Country Education	$ 698.34	SPED Services
72	3/17/2026		Cruz-Reiber, Jeannette	$ 900.00	Contracted Services
73	2/3/2026		Cruz-Reiber, Jeannette	$ 900.00	Contracted Services

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	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**February to March 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
74	2/24/2026	ACH8637-103	CTI Group	$ 375.00	IT Contracted Services
75	3/3/2026	500029	Deer Valley High School	$ 375.00	Contracted Services
76	3/17/2026	500033	Department of Justice	$ 51.00	Staff Recruitment
77	3/3/2026	500028	Department of Justice	$ 34.00	Staff Recruitment
78	3/10/2026	ACH8637-133	Dialink Corporation	$ 2,301.02	IT Contracted Services
79	2/10/2026	ACH8637-85	Dialink Corporation	$ 2,301.02	IT Contracted Services
80	3/24/2026	ACH8637-155	Dray Web Services	$ 5,000.00	Contracted Services
81	2/10/2026	500021	East Bay Basketball Officials Association	$ 2,090.00	Contracted Services
82	3/10/2026		EBMUD	$ 908.88	Utility
83	3/10/2026		EBMUD	$ 338.98	Utility
84	3/10/2026		EBMUD	$ 288.60	Utility
85	3/10/2026		EBMUD	$ 450.48	Utility
86	3/10/2026		EBMUD	$ 237.48	Utility
87	3/10/2026		EBMUD	$ 908.88	Utility
88	3/10/2026		EBMUD	$ 458.26	Utility
89	3/10/2026		EBMUD	$ 908.88	Utility
90	3/10/2026		EBMUD	$ 569.02	Utility
91	3/10/2026		EBMUD	$ 246.00	Utility
92	3/10/2026		EBMUD	$ 169.32	Utility
93	3/10/2026		EBMUD	$ 766.86	Utility
94	3/10/2026		EBMUD	$ 908.88	Utility
95	3/10/2026		EBMUD	$ 569.76	Utility
96	3/10/2026		EBMUD	$ 2,511.58	Utility
97	3/10/2026		EBMUD	$ 424.18	Utility
98	3/10/2026		EBMUD	$ 152.28	Utility
99	2/10/2026	ACH8637-88	Edge Pursuit, LLC	$ 596.05	Contracted Services
100	3/10/2026	ACH8637-139	Edmentum	$ 80.00	IT Contracted Services
101	3/3/2026		Edmentum	$ 25,450.00	IT Contracted Services
102	3/10/2026	ACH8637-128	EdTec Inc	$ 1,401.75	School Attendance Service
103	3/3/2026	ACH8637-115	EdTec Inc	$ 1,401.75	School Attendance Service
104	3/3/2026	ACH8637-122	Filmtwist Productions LLC	$ 6,550.00	Contracted Services
105	2/3/2026	20701	Garcia, Andrea Cerda	$ 160.00	Supplies
106	2/10/2026	20707	GDP Entertainment LLC	$ 650.00	Contracted Services
107	2/10/2026		GDP Entertainment LLC	$ (650.00)	Contracted Services

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	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**February to March 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
108	2/10/2026		GDP Entertainment LLC	$ 650.00	Contracted Services
109	3/10/2026	ACH8637-143	Global Gate Controls	$ 845.02	Student Reimbursement
110	3/24/2026	ACH8637-160	Global Office Inc	$ 6,439.95	Copier Lease
111	3/3/2026	ACH8637-121	Global Office Inc	$ 1,583.45	Copier Lease
112	3/3/2026	ACH8637-113	Hanna Interpreting Services LLC	$ 18,072.69	Contracted Services
113	2/10/2026	ACH8637-91	Hanna Interpreting Services LLC	$ 2,513.70	Contracted Services
114	3/24/2026		Jostens	$ 1,120.55	Graduation Supplies
115	3/10/2026		Jostens	$ 4,515.12	Graduation Supplies
116	3/3/2026		Jostens	$ 979.19	Graduation Supplies
117	2/3/2026		Jostens	$ 1,522.89	Graduation Supplies
118	3/3/2026	ACH8637-123	Justifacts Credential Verification, Inc	$ 316.92	Background Check
119	2/10/2026	ACH8637-90	Justifacts Credential Verification, Inc	$ 18.01	Background Check
120	3/17/2026	ACH8637-147	Kronos	$ 6,374.34	Payroll system
121	2/10/2026	ACH8637-95	Kronos	$ 5,758.84	Payroll system
122	3/10/2026	ACH8637-127	Law Offices of Young, Minney & Corr, LLP	$ 2,802.50	Legal Fees
123	2/10/2026	ACH8637-93	Law Offices of Young, Minney & Corr, LLP	$ 22,282.75	Legal Fees
124	3/3/2026	ACH8637-116	LBM, Business Services Inc.	$ 1,500.00	E-Rate
125	2/3/2026	ACH8637-78	LBM, Business Services Inc.	$ 1,500.00	E-Rate
126	3/10/2026	500031	Ledezma Armenta, Ana Beatriz	$ 2,928.13	Contracted Services
127	3/10/2026	ACH8637-129	Linde Group	$ 28,483.78	IT Support
128	2/24/2026	ACH8637-102	Linde Group	$ 17,580.63	IT Support
129	2/10/2026	ACH8637-89	Linde Group	$ 4,841.60	IT Support
130	3/3/2026	ACH8637-111	Making Waves Education Foundation	$ 161,073.00	School Lease
131	2/10/2026	ACH8637-82	Making Waves Education Foundation	$ 161,073.00	School Lease
132	3/10/2026	ACH8637-142	Manzo, Mindy	$ 8,575.00	Contracted Services
133	3/10/2026	ACH8637-136	Marin Benefits Administrators	$ 700.00	Contracted Services
134	3/10/2026	ACH8637-141	Mineral Tree, Inc	$ 51.05	Contracted Services
135	2/24/2026	ACH8637-101	Mineral Tree, Inc	$ 62.44	Contracted Services
136	3/10/2026	ACH8637-131	Nob Hill Catering Inc	$ 32,082.60	Student Food
137	2/10/2026	ACH8637-87	Nob Hill Catering Inc	$ 37,946.55	Student Food
138	3/17/2026	500034	Norcal Embroidery	$ 480.00	Contracted Services
139	3/17/2026	ACH8637-148	North Bay Soccer Referee Association Inc	$ 2,610.00	Contracted Services
140	2/24/2026		Office Depot	$ 1,570.64	Office Supplies
141	2/24/2026		Office Depot	$ 73.48	Office Supplies

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	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**February to March 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
142	2/24/2026		Office Depot	$ 24.90	Office Supplies
143	2/24/2026		Office Depot	$ 99.66	Office Supplies
144	2/24/2026		Office Depot	$ 100.75	Office Supplies
145	2/24/2026		Office Depot	$ 84.55	Office Supplies
146	2/24/2026		Office Depot	$ 2,039.70	Office Supplies
147	2/24/2026		Office Depot	$ 261.48	Office Supplies
148	2/24/2026		Office Depot	$ 3,180.06	Office Supplies
149	3/3/2026		Pacheco's Cleaning Service	$ 54,500.00	Janitorial Services
150	2/3/2026		Pacheco's Cleaning Service	$ 54,500.00	Janitorial Services
151	3/24/2026	ACH8637-161	PandaDoc, Inc.	$ 7,560.00	IT Contracted Services
152	3/3/2026		PG & E - 0911653377-0	$ 6,718.99	Utility
153	2/3/2026		PG & E - 0911653377-0	$ 7,320.44	Utility
154	3/3/2026		PG & E - 1229161920-8	$ 13,582.57	Utility
155	2/3/2026		PG & E - 1229161920-8	$ 17,023.01	Utility
156	3/3/2026		PG & E - 2052957541-5	$ 5,693.89	Utility
157	2/3/2026		PG & E - 2052957541-5	$ 6,320.69	Utility
158	3/3/2026		PG & E - 2538827590-8	$ 13,232.05	Utility
159	2/3/2026		PG & E - 2538827590-8	$ 11,814.59	Utility
160	3/3/2026		PG & E - 5344744823-3	$ 4,339.28	Utility
161	2/3/2026		PG & E - 5344744823-3	$ 4,704.15	Utility
162	3/3/2026		PG & E - 6293019192-9	$ 14,379.19	Utility
163	2/3/2026		PG & E - 6293019192-9	$ 16,778.03	Utility
164	3/3/2026		PLIC - SBD GRAND ISLAND	$ 21,960.35	Health Insurance
165	2/3/2026		PLIC - SBD GRAND ISLAND	$ 21,872.44	Health Insurance
166	2/24/2026		PowerSchool Group LLC	$ 963.00	Student Information & Assessment
167	3/12/2026		Primo Brands	$ 66.48	Drinking Water Supplies
168	2/12/2026		Primo Brands	$ 66.48	Drinking Water Supplies
169	3/3/2026		Quadient Leasing USA, Inc	$ 1,643.46	Copier Lease
170	3/24/2026	ACH8637-162	RCM Technologies USA, Inc	$ 7,292.20	SPED Servicess
171	2/24/2026	ACH8637-99	RCM Technologies USA, Inc	$ 7,477.35	SPED Servicess
172	3/17/2026		Republic Services #851	$ 8,103.03	Waste Management
173	2/10/2026		Republic Services #851	$ 8,244.13	Waste Management
174	3/17/2026	500035	Reyes, Isabel	$ 1,200.00	Contracted Services
175	3/10/2026	500030	Richmond Police Activities League	$ 200.00	Contracted Services

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	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**February to March 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
176	3/10/2026		Rids Brother Company Inc	$ 8,647.50	SPED Transportation Service
177	2/10/2026		Rids Brother Company Inc	$ 7,083.50	SPED Transportation Service
178	3/3/2026		Rippling	$ 6,623.47	Contracted Services
179	3/3/2026		Rippling	$ 53,727.20	Contracted Services
180	3/10/2026	ACH8637-132	Sage Intacct, Inc.	$ 825.00	Accounting Software
181	2/24/2026	ACH8637-104	Sage Intacct, Inc.	$ 2,268.75	Accounting Software
182	2/3/2026	ACH8637-72	Salesforce, Inc.	$ 16,144.80	IT Contracted Services
183	2/10/2026	500022	San Joaquin County Office of Education	$ 7,500.00	SPED Services
184	3/10/2026	ACH8637-140	School Food Solutions L3C	$ 1,500.00	Contracted Services
185	2/24/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
186	2/3/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
187	2/3/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
188	2/3/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
189	2/3/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
190	2/3/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
191	2/3/2026		School Food Solutions L3C	$ 1,525.00	Contracted Services
192	3/24/2026	ACH8637-159	Scoot Education Inc	$ 3,594.00	Substitutes Fee
193	3/17/2026	ACH8637-150	Scoot Education Inc	$ 8,935.03	Substitutes Fee
194	3/10/2026	ACH8637-134	Scoot Education Inc	$ 8,566.38	Substitutes Fee
195	3/3/2026	ACH8637-118	Scoot Education Inc	$ 7,616.03	Substitutes Fee
196	2/24/2026	ACH8637-109	Scoot Education Inc	$ 8,540.00	Substitutes Fee
197	2/10/2026	ACH8637-94	Scoot Education Inc	$ 10,119.92	Substitutes Fee
198	2/3/2026	ACH8637-74	Scoot Education Inc	$ 7,773.54	Substitutes Fee
199	3/24/2026	ACH8637-158	Seneca Family of Agencies	$ 4,427.00	SPED Services
200	3/17/2026	ACH8637-152	Seneca Family of Agencies	$ 24,375.00	SPED Services
201	2/24/2026	ACH8637-108	Seneca Family of Agencies	$ 4,194.00	SPED Services
202	2/10/2026	ACH8637-97	Seneca Family of Agencies	$ 24,375.00	SPED Services
203	3/10/2026		Stericycle, Inc.	$ 97.26	Contracted Services
204	2/3/2026		Stericycle, Inc.	$ 179.88	Contracted Services
205	2/3/2026		SVT Gruppe, Inc.	$ 865.04	Contracted Services
206	3/24/2026	ACH8637-156	Swing Education, Inc	$ 7,250.00	Substitutes Fee
207	3/17/2026	ACH8637-146	Swing Education, Inc	$ 7,612.50	Substitutes Fee
208	3/10/2026	ACH8637-130	Swing Education, Inc	$ 5,437.50	Substitutes Fee
209	3/3/2026	ACH8637-119	Swing Education, Inc	$ 5,256.25	Substitutes Fee

Powered by BoardOnTrack

	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**February to March 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
210	2/24/2026	ACH8637-100	Swing Education, Inc	$ 7,793.75	Substitutes Fee
211	2/10/2026	ACH8637-86	Swing Education, Inc	$ 7,612.50	Substitutes Fee
212	2/3/2026	ACH8637-77	Swing Education, Inc	$ 6,162.50	Substitutes Fee
213	3/24/2026	ACH8637-154	Swivl, Inc	$ 4,011.50	Contracted Services
214	3/10/2026		T-Mobile	$ 2,076.99	Telephone
215	3/10/2026		T-Mobile	$ 2,754.65	Telephone
216	2/3/2026		T-Mobile	$ 2,758.21	Telephone
217	2/3/2026		T-Mobile	$ 2,035.00	Telephone
218	3/17/2026	ACH8637-149	Talkspace Provider Network, PA	$ 5,250.00	Psychologist
219	2/24/2026	ACH8637-107	Talkspace Provider Network, PA	$ 5,250.00	Psychologist
220	2/19/2026	Voided - 500024	Tamayo-Toler, Susan	$ (2,489.96)	Supplies
221	2/10/2026	500025	Tamayo-Toler, Susan	$ 2,489.96	Supplies
222	2/10/2026	500024	Tamayo-Toler, Susan	$ 2,489.96	Supplies
223	3/3/2026	ACH8637-114	The Speech Pathology Group	$ 976.00	SPED Services
224	3/3/2026	ACH8637-124	Timely Schools, Inc.	$ 15,000.00	IT Contracted Services
225	3/10/2026		vChief	$ 16,100.00	Contracted Services
226	2/3/2026		vChief	$ 14,350.00	Contracted Services
227	3/3/2026		Vision Service Plan	$ 1,567.86	Health Insurance
228	2/3/2026		Vision Service Plan	$ 1,549.42	Health Insurance
229	3/3/2026		Wells Fargo Vendor Financial Services, LLC	$ 2,058.91	Copier Lease
230	3/3/2026		Wells Fargo Vendor Financial Services, LLC	$ 3,740.28	Copier Lease
231	2/3/2026		Wells Fargo Vendor Financial Services, LLC	$ 2,058.91	Copier Lease
232	2/3/2026		Wells Fargo Vendor Financial Services, LLC	$ 3,740.28	Copier Lease
233	3/17/2026	500032	West Park Boys Volleyball	$ 350.00	Contracted Services
234			**February to March 2026**	**$ 1,997,322.29**	
235					
236			**February to March 2025**	**$ 1,950,416.10**	

Powered by BoardOnTrack

Coversheet

Accept Minutes: March Board Meeting

Section: VII. Consent Action Items
Item: D. Accept Minutes: March Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for March Board Meeting on March 9, 2026

APPROVED

Making Waves Academy

Minutes

March Board Meeting

Date and Time
Monday March 9, 2026 at 4:00 PM

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):
+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/u/keaPhEAWej

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 AQUI 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 publico que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.***
  - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a 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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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, Esther Hugo, Felicia Selva, Margaret Watson

Directors Absent
Janis Glover

Guests Present
Bryann Fitzpatrick

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 Mar 9, 2026 at 4:06 PM.

B. Record Attendance

II. Additional Opening Items

A. Remarks by Board President

Focus for the meeting: social emotional learning and student supports, including behavior, wellness, and engagement, aligned with LCAP Goal 3. The board was reminded of the upcoming WASC visit April 13–15. MWA parent volunteer **Juana Morales Aguilar** was recognized for the award she received from the California Charter

School Association for her leadership and advocacy for students across West Contra Costa.

B. Public Comment

No public comment was shared.

III. Standing Reports

A. Mission Connection: Student Testimonials

Video showcasing students talking about their experience and perspective of the services provided by MWA's student support services team. Praise was given to the team for the work they've done building student trust and relationships with consistency. The student support services team members who were in attendance took turns introducing themselves to the board and to the public.

B. ASB Update

The board heard from ASB representatives on recent successes, including the first middle school club fair and the “Rip the Runway” Black History Month assembly. Current challenges include lower dance ticket than hoped. Board members praised ASB for their new program of including students who ran for office but did not win, supporting leadership development. The board noted the composure and professionalism of the students presenting, highlighting their soft skills and engagement.

C. Deep Dive: Tiered Intervention

The board learned about SEL and student support discussions. The department’s focus areas include physical and psychological safety, restorative practices, equitable behavior management, and reducing suspensions for students with the greatest academic and behavioral need. Data showed a nearly 90% reduction in suspensions, with most interventions now conducted through tiered, restorative approaches involving students and families.

A student shared how alternative behavior interventions helped shift her from conflict-prone behavior to proactive engagement, improving both peer interactions and academic performance. The team is using PD to push restorative frameworks into classrooms and is also exploring external partnerships for culturally responsive behavioral and mental health support.

The board was thrilled with the data, recognized the team for the the skilled work and commitment and expressed excitement that the team could now be proactive rather than only reactive.

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

The board engaged in robust discussion and praised progress in curriculum pacing, career exposure, and the addition of a 504 coordinator. Instructional partners are supporting teacher capacity, with continued co-planning and professional development to refine advisory programming, restorative practices, and student ownership of learning. Teachers are being supported to manage multiple responsibilities while coaching and PD are prioritized to ensure all receive guidance. Strategic planning is being aligned with the portrait of a graduate and college success initiatives for next year.

E. Q&A on Interim Executive Director Report

Board members discussed enrollment trends, lottery changes, and the impact of the elimination of sibling preference, noting increased diversity in oenrollment offers this year. The conversation highlighted aligning the portrait of a graduate, financial literacy, and workforce readiness across curriculum, with strategic planning structured in 10-year, 3-year, and 1-year increments. Ownership of initiatives, integration across grades and content areas, and adapting to rapid workforce changes—including AI—were emphasized as key to successful implementation.

F. Q&A on Written Finance Report

The board reviewed the finance report and noted improved management of unrestricted funds. State payments are tracking closely to the estimated schedule, with no major delays reported.

G. Break

IV. Non-Action Items

A. Board Work and Advisory Committee Updates

Board members were reminded to complete their Form 700 disclosures, and updates were shared on the executive director engagement sessions, including upcoming Q&A sessions with staff, families, students, and the board. The student board member selection process is underway, with interviews scheduled for next week. The student board member, Valeria Serrano, highlighted student projects and activities, including the April 15th Waves Connect event, while Felicia Selva shared progress on the 5C's parent coalition, which continues to grow and empower parents across charter schools in Contra Costa County.

V. Action Items

A. eRate Contracts

Esther Hugo made a motion to approve eRate contracts.
Margaret Watson seconded the motion.
Valera Serrano gave a preferential vote to approve this item.

The board reviewed and discussed the E-Rate contract, which provides federal discounts for internet and hardware, with an expected reimbursement of about $250,000. Approval of the contract ensures continued access to essential technology for the school.
The board **VOTED** unanimously to approve the motion.

B. Chromebook Purchase for Grades 5 and 9

Margaret Watson made a motion to approve Chromebook purchases.
Amy Obinyan seconded the motion.
Valera Serrano gave a preferential vote to approve this item.

The board reviewed the Chromebook replacement plan, now on a four-year cycle with a 4-year warranty, locking in current prices to avoid chip shortage-related increases, with a total cost of $129,000.
The board **VOTED** unanimously to approve the motion.

C. Second Interim Budget Reports

Enrique Romero made a motion to accept the FAC suggestion to approve the second interim budget.
Margaret Watson seconded the motion.
Valera Serrano gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

D. Audit and Tax Agreements

Enrique Romero made a motion to approve audit and tax agreements.
Felicia Selva seconded the motion.
Valera Serrano gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

E. Amendment to Academic Calendar 2025-26

Felicia Selva made a motion to approve the amendment to the academic calendar.
Amy Obinyan seconded the motion.
Valera Serrano gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

VI. Consent Action Items

A. Approve Minutes January Board Meeting

Enrique Romero made a motion to approve and accept all consent agenda items.
January Board Meeting on 01-26-26.
Felicia Selva seconded the motion.
Valera Serrano gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

B. Accept March Finance Advisory Committee Minutes

Enrique Romero made a motion to approve and accept all consent agenda items.
Finance Advisory Committee Meeting on 03-04-26.
Felicia Selva seconded the motion.
Valera Serrano gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

C. Vendor Invoices for January 2026

Enrique Romero made a motion to approve and accept all consent agenda items.
Felicia Selva seconded the motion.
Valera Serrano gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

VII. Discussion Items

A. Appreciations by the Board of Directors

The board expressed heartfelt appreciation for the leadership and thoughtful work and evidence of progress shared. Board members' dedication, consistency, and service to the school and community were also recognized, as was the courage of the 11th grade student who shared their experience. Attention was given to the positive momentum at MWA and the school's strong positioning to navigate a rapidly changing, uncertain future. The board emphasized the importance of alignment and commitment among administration, staff, and faculty in supporting students and families.

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, 2025 at 11am~~
- ~~Mar 9, 2026 at 4pm~~
- **WASC Visit April 13-15, 2026**
- May 7, 2026 at 4pm - Date changed
- **Graduation Jun 11, 2026 at 6pm**
- Jun 15, 2026 at 11am

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:07 PM.

Respectfully Submitted,
Alicia Malet Klein

Documents used during the meeting

- Unity Gala 25-26 Testimonial.mov
- _ASB Board Report.pdf
- Copy of Restorative Action Menu.adm.docx.pdf
- Student Support Services Department - Board Report Overview (2).pdf
- Final - 3_09_26_Board Report_ SSSD Deep Dive (3).pdf
- MWA CEO Report to the MWA Board_MAR 2026_ABN.docx.pdf
- March 2026_Interim ED Board Report.pdf
- 01_MWA_January_Financials-02.20.26_-_Board.pdf
- Comcast eRate Agreement.pdf
- ITMC Erate RFPs Proposal for Making Waves Academy Reduced Size.pdf
- Trafera Chromebook Quote.pdf
- Executive_Summary_-_2025-26_2nd_Interm_Budget_FAC.docx.pdf
- FY2026 2nd Interim Budget -School.pdf
- FY2026 2nd Interim Budget - Central Office.pdf
- CliftonLarsonAllen_LLP - 2025-26 Entity Tax Compliance Statement of Work.pdf
- CliftonLarsonAllen_LLP_Auditor_Engagement (Statement of Work)-2025-26_02.28.26.pdf
- MWA 2025_26 Academic Calendar _0304426.pdf
- Bill Payment List - Jan 2026.pdf

Coversheet

Accept Minutes: Spring 2026 Audit Advisory Committee

Section:	VII. Consent Action Items
Item:	E. Accept Minutes: Spring 2026 Audit Advisory Committee
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Audit Advisory Committee on April 3, 2026

APPROVED

Making Waves Academy

Minutes

Audit Advisory Committee

Date and Time
Friday April 3, 2026 at 2:30 PM

Location
Please click the link below to join the webinar:
https://mwacademy.zoom.us/j/82344244988?pwd=NXJQc0IvNDhZVjlEaGVaOEZBaDg1QT09
Passcode: 933369
Or One tap mobile :
US: +16694449171,,82344244988#,,,,*933369# or +16699006833,,82344244988#,,,,*933369#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 669 444 9171 or +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 312 626 6799 or +1 386 347 5053 or +1 564 217 2000
Webinar ID: 823 4424 4988
Passcode: 933369
International numbers available: https://mwacademy.zoom.us/u/klOKXnpaN

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Bryann Fitzpatrick at bfitzpatrick@mwacademy.org.

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

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

Public Comment

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

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

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

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
  - *Hacer comentarios sobre los puntos del orden del día*

- *Hacer comentarios sobre puntos no incluidos en el orden del día*
- ***Las presentaciones están limitadas a dos minutos cada una**, o un total de seis minutos para todos los oradores, o se puede acortar el límite de dos minutos.*

• De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.

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  - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a emartinez@mwacademy.org** en inglés o español.*
  - *En su solicitud:*
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    - *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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discapacidad, comuníquese con:*

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org.

Please note that all agenda times are estimates.
Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Committee Members Present
Lori Crawford (remote)

Committee Members Absent
Janis Glover

Guests Present
Ahmed.Azzalarab@claconnect.com (remote), Bryann Fitzpatrick (remote), Derrick.DeBruyne@claconnect.com (remote), Lawrence Lee (remote), Mindy Manzo (remote)

I. Opening Items

A. Call the Meeting to Order

Lori Crawford called a meeting of the Audit Committee Committee of Making Waves Academy to order on Friday Apr 3, 2026 at 2:34 PM.

B. Record Attendance

C. Public Comment

No public comment was made.

II. Audit Advisory Committee Meeting

A. MWA FY2024-25 990 Tax Returns

Committee went to a closed session and discussion. Committee recommends board approve FY 6/30/25 990 Tax Returns. Two auditors, Ahmed Azzalarab and Derrick DeBruyne, attended to share their insights.

The committee recommends that the MWA board accept the MWA FY 6/30/25 990 Tax Returns in the May board meeting.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:37 PM.

Respectfully Submitted,
Lori Crawford

Documents used during the meeting

• Making Waves Academy FY25 990 Draft 2_03.26.26.pdf

Coversheet

Accept Minutes: Spring 2026 WASC/CIRAC

Section:	VII. Consent Action Items
Item:	F. Accept Minutes: Spring 2026 WASC/CIRAC
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Spring CIRAC & WASC Meeting on April 1, 2026

APPROVED

Making Waves Academy

Minutes

Spring CIRAC & WASC Meeting

Date and Time
Wednesday April 1, 2026 at 9:30 AM

Location
Please click the link below to join the webinar:
https://mwacademy.zoom.us/j/92100710845?pwd=H6bocA2yrSi1bRbeEFNglXboVEtqiW.1
Passcode: 509135
Or One tap mobile :
+16699006833,,92100710845#,,,,*509135# US (San Jose)
+16694449171,,92100710845#,,,,*509135# US
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
+1 669 900 6833 US (San Jose)
+1 669 444 9171 US
+1 719 359 4580 US
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+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
+1 689 278 1000 US
+1 929 436 2866 US (New York)
Webinar ID: 921 0071 0845
Passcode: 509135
International numbers available: https://mwacademy.zoom.us/u/ac8oN5Cw86

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

Public Comment

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  - The public may address the Board regarding any item that has been described in the notice for this meeting.
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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.

Committee Members Present
Ahjia Moore, Alicia Malet Klein, Arika Spencer-Brown, Elizabeth Martinez, Esther Hugo (remote), Zubida Bakheit

Committee Members Absent
None

Guests Present
Alton B. Nelson Jr., Bryann Fitzpatrick

I. Opening Items

A. Call the Meeting to Order

Alicia Malet Klein called a meeting of the Curriculum and Instruction Review Advisory Committee Committee of Making Waves Academy to order on Wednesday Apr 1, 2026 at 9:31 AM.

B. Record Attendance and Guests

C. Public Comment

No public comment.

II. Objectives and Structure

A. Introductions, Orientation to the Agenda, and Overview Focus

Committee oriented to the day's agenda and staff introduced themselves to the board.

III. Opening

A. WASC Preparations and LCAP

Board gave feedback on the WASC action plan and discussed board participation in the upcoming WASC visit from 4/13-4/15. Board praised the fact that the document uses accessible language for educational partners to be able to engage with and gave specific feedback on various actions.

B. Q&A on Pre-Read Materials

The board asked questions on all pre-read materials. This largely focused on the metrics used by Instruction Partners to track progress, the 8th and 10th grade pilot with the CCC, US course offerings for next year and student climate survey results. The committee

noted that the upper school's list of curriculum is still under revision, and plans to give their recommendation on next year's curriculum at the June board meeting for approval.

IV. Curriculum and Instruction Review

A. Goal 1: Support for All Learners

The committee discussed the central question of, "Where do you see meaningful progress and evidence of learning for all students, and how does that inform what we should continue, start, and/or stop?" Focus was given to math and ELA updates, coaching, and acknowledging that curriculum next year will not include Springboard.

B. Goal 2: College and Career Readiness

The committee discussed the central question of, "What do we anticipate will be the opportunities and challenges of integrating college success support into existing MWA systems and our approach to doing things? As we deepen our commitment to college access, career exploration, and college success, what should we be doing differently next year?" Focus was given to course offerings and pushing college and career exposure to the lower grades.

C. LCAP/WASC Goal 3: Diversity, Equity, and Inclusion

The committee discussed the central question of, "Where are we succeeding in making every student feel seen, valued, and like they truly belong here — and where are the gaps we need to confront?" Focus was given to participation rates and recent shifts away from punitive action to restorative solutions, and how external observations of this shift may have been reflected in the student climate survey results. The need for attention to student perceptions of safety and fair treatment was discussed, as well as how the survey wording might be improved to generate a truer picture of student experiences. On the parent survey, the group discussed the low return rate and ways to improve it.

V. Closing Items

A. Action Items/Next Steps

After further revision, the committee will review the full list of curriculum for next year before giving their recommendation to the bord at large in June.

B. Good of the Order and Exit Tickets

Acknowledgement was given to the staff members who participated in the discussion and have been implementing and supporting our curriculum and instruction all year long.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:23 PM.

Respectfully Submitted,
Alicia Malet Klein

D. Day of Slides

Documents used during the meeting

- Final DRAFT- WASC Visit Schedule.pdf
- WASC Ch 4 Actions Draft (2).pdf
- Optional WASC Self-Study CIRAC Pre-Read Slides .pdf
- College Admissions Summary and Key Takeaways.pdf
- College Success Program Takeaways.pdf
- Pilot Overview and Summary of Takeaways.pdf
- Proposed Master Course List for AY 2026-27.pdf
- Copy of Aspects of Rigor Cheat Sheet (25_26 version) (1) (1).pdf
- MWA Instruction Partners & IPG Tool Data - Spring 2026.pdf
- MWA Climate Survey, February 2025-26 Results (2).pdf
- Required CIRAC SPED Pre-Read_03242026.pdf
- Required Pre Read SSSD CIRAC Report_3.24.26.pdf
- Optional CIRAC SPED Pre-Read_03242026.pdf
- Optional Behavior Spotlight & Tier 1 Intervention Spotlight.pptx.pdf
- Optional S2 Strong Start.pptx.pdf
- Optional S2 Strong Start_ Re-establishing Connections & Bridging with Families.pptx.pdf
- CIRAC - MS Curriculum SY 26_27.pdf
- Spring 2026 CIRAC_Final.pdf

Coversheet

Accept Minutes: Finance Advisory Committee

Section:	VII. Consent Action Items
Item:	G. Accept Minutes: Finance Advisory Committee
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Finance Advisory Committee Meeting on April 22, 2026

APPROVED

Making Waves Academy

Minutes

Finance Advisory Committee Meeting

Date and Time
Wednesday April 22, 2026 at 10:00 AM

Location
Please click the link below to join the webinar:
https://mwacademy.zoom.us/j/82344244988?pwd=NXJQc0IvNDhZVjlEaGVaOEZBaDg1QT09
Passcode: 933369
Or One tap mobile :
US: +16694449171,,82344244988#,,,,*933369# or +16699006833,,82344244988#,,,,*933369#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 669 444 9171 or +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 312 626 6799 or +1 386 347 5053 or +1 564 217 2000
Webinar ID: 823 4424 4988
Passcode: 933369
International numbers available: https://mwacademy.zoom.us/u/klOKXnpaN

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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.

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Committee Members Present
Alicia Malet Klein (remote), Ken Blum (remote), Lori Crawford (remote)

Committee Members Absent
Sid Landman

Guests Present
Alton B. Nelson Jr. (remote), Bryann Fitzpatrick (remote), Elizabeth Martinez (remote), Lawrence Lee (remote), Mindy Manzo (remote)

I. Opening Items

A.

Record Attendance

B. Call the Meeting to Order

Alicia Malet Klein called a meeting of the Finance Committee of Making Waves Academy to order on Wednesday Apr 22, 2026 at 10:02 AM.

C. Public Comment

No public comment.

II. Finance

A. FY 27 Preliminary Budget Review

The Interim Executive Director provided year-to-year comparisons for the FY 27 preliminary budget. Additionally, she provided an overview of key changes in revenues and expenses.

The materials show an intentional shrinking of the budget in direct response to a smaller student population.

- Key revenue changes included projected increase in enrollment, expatriations of one-time funds, and a decrease in the JRSF contribution.
- Key expense changes include ending the Special Temporary COLA stipend, staffing changes, and transitions in contracted services.

The committee asked for more detail on the contracted services expenditures for the current year and will review the final version of the FY27 budget at the June meeting.

B. Multi-Year Projection Update

Committee discussed projected revenue through FY2029, including taking a conservative approach to government revenue.

The committee asked MWA about efforts to consolidate expenses into one budget vs. School and Central Office. MWA is in the early stages working on this; it will require coordination with our authorizer.

The committee asked for more detail on the contracted services expenditures for the projections.

C. Miscellaneous

The CFO provided an update on deferred revenue and upcoming projects.

- Most grants have been reviewed, forecasted, and signed off on.

- MWA has 25 restricted grants, there are 75 reporting deadlines to track annually related to these grants.
- Upcoming projects include 2027 Budget Finalization, Deferred Revenue Analysis Finalization, Implement New Compliance Processes, MWA Budget vs. Typical School Budget Comparison (Right-sizing), Audit Kick-off in May, and Updating Non-allowable Policy.

III. 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 10:49 AM.

Respectfully Submitted,
Alicia Malet Klein

Documents used during the meeting

- Executive Summary - 2026-27 Preliminary Budget_FAC.docx.pdf
- FY27 Preliminary Budget Finance Reports.pdf
- BF_FAC April 2026.pdf