



2021 LCAP Executive Summary

Making Waves Academy engaged key stakeholders in the creation of the LCAP (Local Control Accountability Plan) which, once approved by the MWA Board, will be effective for the next three academic years (2021-22 through 2023-24). The purpose of this document is to summarize the process of engagement and share which input from the community was added to the LCAP in the form of actions.

Process: Making Waves Academy leadership drafted the LCAP to reflect updated progress to goals and new action items. Once completed, the LCAP was brought forth in a draft form, translated into both English and Spanish, to our stakeholders for feedback and input.

Participants had the opportunity to review the document in full, and then meet in groups to discuss and capture what we should “start doing”, “stop doing”, and “continue to do” in service of each LCAP Goal. MWA School Leadership hosted five different engagement sessions:

- “LCAP Public Hearing” hosted by the School Site Council on 5/12/2021
- English Learner Advisory Committee (ELAC) LCAP Stakeholder Engagement Session on 5/20/2021
- Open Morning Session for Stakeholder Engagement on 5/25/2021
- Black/African American Student Achievement Initiative (B/AASAI) Stakeholder Engagement Session on 5/26/2021
- Faculty Stakeholder Engagement Session on 5/27/2021

Members of the Academic Instruction Team (AIT), and the School Senior Leadership Team (SSLT) met to analyze the input and to identify the feedback trends from our stakeholders. The following 3 buckets were identified:

- Recommended new LCAP action items
- Additions to existing LCAP action items
- Helpful feedback to share with leadership that isn’t relevant to the LCAP

After distilling the feedback, please find the recommendations for additions and edits to our 2021-2024 LCAP organized by LCAP goal in the chart on the next page.



Goal	New Action	Add to Existing Action
1	Develop and refine MWA's approach to Enrichment in alignment with Ed Code	Involve teachers to create culturally responsive "look-fors" when adopting new curriculum
2	No new action: Community agrees that ELD Professional Development is important and should be prioritized.	No refinements made
3	Refine approach to training parents who assume leadership roles.	No refinements made
4	Implement a cadence of training in service of this goal: <ul style="list-style-type: none"> ● Professional training for teachers/staff to understand CTE pathways/become CTE instructors ● Cross-content/ grade level workgroups to support APs ● Add mid-year data analysis of AP student progress to assess potential pass rate/need for intervention 	Include "all faculty" the groups receiving report outs on College and Career data.
5	No new actions added.	Include "all faculty" the groups receiving report outs on SARB process and data.
6	Continue to refine Social Emotional Learning (SEL) advisory curriculum	No new actions added.
7	Refine and align Encore/Art and World Languages Program: <ul style="list-style-type: none"> ● Build out world language program ● Align Encore/Art elective programs between MS and US 	Ensure all CTC pathways are available to all students (ELs, SPED, tiered, etc.)