**2022-23 LCAP and Budget Overview for Parents
Public Hearing (Board Pre-read Packet)
Making Waves Academy
May 5, 2022**

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OVERVIEW

Summary:

The 2022-23 LCAP is the 2nd year in a 3-year cycle. We have engaged with educational partners to gather input throughout the year, to inform revisions for this year's LCAP. Key revisions to this year's LCAP include: revising the language of the goals, making some technical changes to ensure compliance and transparency, and programmatic revisions to respond to strengths and challenges experienced this year. We are presenting this draft of the 2022-23 LCAP at this Public Hearing to get feedback on the LCAP, and will present it to the board again at the June board meeting, where we will be asking for you to vote to approve the 2022-23 LCAP.

Background Information:
The Local Control Accountability Plan (LCAP) is a state-wide plan that each Local Education Agency (LEA) in California must produce annually. The LCAP describes the goals, actions, and expenditures related to state and local priorities to support positive student outcomes. The functions of the LCAP process are: strategic planning, meaningful engagement of educational partners, and accountability.

The 2022-23 LCAP is the 2nd year in a 3-year cycle of the LCAP plan. So, this LCAP builds on the work of the 2021-22 LCAP that was approved by the board in June 2021. This year's LCAP includes updates on the progress of our measurable outcomes/metrics, reflections on successes and challenges in the 2021-22 school year, and revisions to metrics and actions for the LCAP for next school year (AY22-23).

In previous years, the annual update was a separate document from the new "main" LCAP. Now, starting with this three-year cycle, the annual update is integrated into the LCAP, as part of the "Measuring and Reporting Results" and "Goal Analysis" sections of each goal. The LCAP is particularly focused on the state funds received through the Local Control Funding Formula. In addition, Making Waves Academy also integrates the requirements for the School Plan for Student Achievement (SPSA), which focuses on our use of Federal Title funds, into the LCAP (which is an option for single-school LEAs such as us). At the start of the LCAP document, you will also see the Budget Overview for Parents as well as the LCAP Supplement, which was presented to the board in January (and is submitted as part of this 22-23 LCAP). *Because the board has already reviewed the LCAP supplement in January, we ask the board to focus their attention today on the "main" section of LCAP which starts on page 14, not on the supplement.*

This May 5 Board meeting is serving as the "Public Hearing" for the LCAP adoption, in which we are soliciting feedback from the board and the public on our 2022-23 LCAP Draft. This draft has also been published on the Making Waves Academy website, along with an address to which members of the public can send additional feedback (compliance@mwacademy.org) and is available for review in both of our front offices. Earlier this year, MWA hosted a number of events with educational partners to get input and feedback on previous drafts of the LCAP (see below and "Engaging Educational Partners" section of the LCAP). After this meeting, we will make any needed revisions to the LCAP draft based on feedback from this public hearing. We will then re-present the 2022-23 LCAP (including any revisions) at the June board meeting ("Public Meeting"), along with the California School Dashboard local indicators which must be presented at the same meeting. At that meeting, the board will vote on adopting the 2022-23 LCAP.

Guiding Question

> ➤ What feedback, refinements, or questions do you have related to 22-23 LCAP? (goals, metrics, actions, or expenditures?)

Revisions and new elements in this year's LCAP:

New Goal Language: We continue to include eight goals in our LCAP, which are directly aligned with the eight state priorities for schools/districts. This year, we have revised the goals to go beyond simply stating the language of the priority to more clearly stating what we want to achieve, related to each priority.

Goal 1: Basic Conditions: Provide an effective infrastructure and systems to support basic conditions of learning (credentials, facilities, and instructional materials) to be met or exceeded.

Goal 2: Implementation of Academic Standards: Build teacher and leader capacity to effectively develop, implement, and refine vertically-aligned, standards-based learning for all students, including English Learners.

Goal 3: Family Partnerships: Promote, increase, and deepen participation in family engagement events and opportunities for parent and guardian engagement through intentional and mission-aligned opportunities for involvement and expanded avenues for family input on school decision-making.

Goal 4: Student Achievement for College and Career Readiness: Support student achievement across multiple measures so that each learner can make progress towards high school completion and have opportunities to demonstrate college and career readiness.

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

Goal 6: School Climate: Create a safe and inclusive environment of achievement and student success, informed through the lens of diversity, equity, and inclusion, to holistically support students and adults, and maintain a healthy school climate.

Goal 7: Course Access: In order to prepare all students for college and career, maintain and expand access to a broad course of study.

Goal 8: Academic Growth: Support all learners to enable growth in academic student outcomes.

Programmatic Revisions/Additions

We made a number of substantive revisions or additions to this year's LCAP, to address emerging needs at the school, and in response to educational partner feedback, as well as to highlight continuing practices that weren't previously included in our LCAP:

Goal 1	New metric to track teacher retention
Goal 2	New metrics and actions related to teacher PD/observations/coaching (including a specific action related to math PD) (Actions 2.5 and 2.6)
Goal 3	–Reorganization of Parent Engagement efforts, under the new roles of Assistant Principals who will engage with parents for their respective grade-bands. (Action 3.2) –New communication tool Bloomz (Action 3.5) –Affirming our continued commitment to providing interpretation and translation (3.6)
Goal 4	–New metric related to post-secondary planning, inclusive of multiple post-secondary paths –Integration of academy-wide scope and sequence for college and career readiness (action 4.4)
Goal 5	–Integrating a PBIS (Positive Behavior Intervention and Supports) program into proactive attendance plan (Action 5.1) –Highlighting and further specifying the role of the SARB/SART process in improving attendance (Action 5.2) –Highlighting the work of the Student Activities Coordinator as another contributor to student engagement in both the middle school and upper school(Action 5.4)
Goal 6	–New metrics (social worker survey and holistic services referrals) –Plan to provide a new advisory curriculum (Action 6.2) –Implementing revised campus supervisory role, with increased number of supervisors (Action 6.6)

	–New behavior data system to track behavior incidents and development of PBIS (Positive Behavior Intervention and Supports) program (Action 6.7)
Goal 7	–Create a plan to expand course offerings through a dual enrollment partnership with a post-secondary institution (Action 7.3)
Goal 8	Added in a number of actions to more clearly delineate our tiered instructional approach: These new actions are not totally new practices at MWA, but ones that we plan to continue to refine and improve: 8.1- Tier 1 instruction 8.2- Academic Interventions 8.3- Educational software 8.4- Assessment tools 8.5- Progress monitoring and data analysis 8.6- Extended (summer) learning. 8.7- Piloting a new reading intervention program in Special Education department

Technical Changes to Support Compliance and Transparency

We also made a number of smaller revisions to ensure that all elements of our LCAP meet state requirements as well as to add clarity and transparency. All of the changes are discussed in detail in the "Goal Analysis" narratives for each goal. Some of these changes included:

- Reorganized some goals (changed placement of some metrics and actions) to increase alignment with WASC organization.
  - English Learner metrics and actions are now grouped in Goal 2.
  - College and Career related metrics and actions are now grouped in Goal 4.
  - Attendance metrics and actions are grouped in Goal 5.

- Revised some metrics (corrections to baseline data, made some more measurable, added some required metrics, adjusted desired outcomes based on previous board feedback)

- Revised some actions to ensure they reflect current/planned practices, removing outdated references

- More substantial discussion of "increased & improved services" requirements and how "contributing actions" were selected/designated in the section on "Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students." This is the section in which we must explain the use of supplemental and concentration grant funds, which are tied to our unduplicated number and concentration of English Learner, low-income, and/or foster-youth students. Local Education Agencies (LEAs) may implement LEA-wide/school-wide actions with these funds, but must also explain how these actions are particularly beneficial to the unduplicated student groups and how we will measure progress. In this year's LCAP we provide greater detail about the needs assessment process that supports our work here and how each contributing action was selected.

Educational Partner Input and Feedback

We engaged with educational partners (parents, teachers, staff, administrators, students) throughout the year through pulse check surveys, listening sessions, meetings, and other formats. Input from these general sessions influenced revisions to the LCAP draft. In addition, we hosted a series of explicitly-themed LCAP feedback sessions (with SSC, ELAC, BAAPAC, and Staff) March and April to get feedback on our first draft of our goals, actions, and metrics. These led to additional revisions to our drafts, resulting in the version we are presenting at this public hearing. Below is a summary of some of the trends that emerged from the educational partner engagement and the ways that this influenced our LCAP revisions.

Goal	Feedback Trends	How we are responding
1	–Support with teacher recruitment, teacher credentialing, with increasing diversity of staff (particularly teachers) to reflect our student population.	Action 1.4, continuing partnership with Alder Teacher Residents and with CCCOE Teacher Induction Program, including utilizing external mentors when needed to expand the number of teachers we can support with this.
2	–Provide more teacher coaching, more targeted professional development, and opportunities for teacher collaboration.	Actions 2.5 (Instructional Coaching and Professional Development) and 2.6 (Math PD and coaching). Next year's PD calendar will be aligned with the assessment calendar to ensure timely collaborative data analysis. In addition, we are committing to at least monthly observation and feedback to all teachers.
3	–Increase opportunities for family participation,	In light of ongoing input about family engagement, we substantially revised

	input, and engagement. This was a theme that emerged from educational partner events throughout the year, leading to many revisions in the original LCAP draft and additional changes in subsequent drafts after the LCAP feedback events.	Goal 3, both in our initial drafts and continuing with revisions after educational partner events. Action 3.1 (Participation Opportunities) now highlights family workshops, our plans to involve parents in planning some events; and our commitment to gathering feedback from families throughout the year. Action 3.2 (Family Engagement) describes a significant reorganization of school leadership vis-a-vis parent engagement, which next year will be held through the new Assistant Principal roles, with each Assistant Principal leading family engagement for their grade cluster. Action 3.4 (Parent Leadership) details the plans for relaunching the Parent Wave Representative role, in addition to continue other parent leadership opportunities Action 3.5, introduces a new parent communication tool (Bloomz) Action 3.6, affirms our ongoing commitment to providing translation and interpretation services to support our many families who speak languages other than English. Based on educational partner suggestions, we also added parent-elements into 8.4 (share assessment results with families) and 6.3 (to share safety and connectedness data with families) and 2 new metrics in goal 3 (measuring family engagement and satisfaction).
4	–Give students exposure to different career and college paths, begin more college prep work in middle school, not just upper school.	Action 4.4 (Post-secondary planning) now includes both the work we are doing in the upper school to help students create post-secondary plans that can encompass multiple different pathways, and the creation of school-wide scope and sequence for college and career, which will expose students to these issues (in different ways) starting in middle school.
5	–Provide additional opportunities for clubs and student activities, especially at the middle-school level.	We added in Action 5.4 (Student Activities Coordinator) and have included middle school as part of this role (which had previously been limited to upper school)
6	–Provide incentives for students to motivate academic engagement and/or behavioral growth.	Action 6.7, which encompasses both our new software for tracking behavior data ("Kickboard") and our Dean of Students' plans to start developing a Positive Behavior Intervention and Supports (PBIS program), which involves proactive incentives and supports as well as tiered responses and

		interventions. PBIS is also discussed in action 5.1 as part of our plan to support with improving attendance.
6	–Prioritize student safety and behavioral supports.	Based on educational partner feedback (throughout the year) about these issues we have: ● Redesigned the Campus Supervisor role, introduced a lead supervisor role, and increased in number of supervisors (Action 6.x) ● Expanded the number of Deans at the school (Deans support withmany actions, including 5.1, 5.2, 6.1, 6.2, 6.3, 6.5, and 6.7) ● Maintained the additional social worker (action 6.4)
6	–Provide a curriculum for the advisory period.	Action 6.2 describes plans to select and pilot curricula for the advisory period.
7	–Expand course offerings, particularly electives, including in middle school.	We have developed plans for expanding courses in 1) languages other than English; 2) visual and performing arts; 3) Career Technical Education; and 4) dual enrollment through a partnership with a post-secondary institution. (See Actions 7.3, 7.4, and 7.5). That said, while we have developed plans for increasing the variety of courses offered, the introduction of new courses for student enrollment is dependent on at least three conditions that we must optimize for: 1) a "guaranteed and viable" schedule that allows for a-g completion in a timely manner; 2) input from educational partners; and 3) the labor market and our school's ability to find and nurture talent.
8	–Address challenges with Marlin Hour/DTI Interventions.	Parent and teacher educational partnership feedback highlighted ongoing challenges with our intervention programs offered through the Marlin Hour/DTI blocks. Action 8.2 describes our plans for academic intervention, including the plan to research and prepare for a pilot of intervention curricula (prioritizing ELD and math interventions).