



**2023-24 LCAP and Budget Overview for Parents
Public Hearing (Board Pre-read Packet)
Making Waves Academy
May 4, 2023**

OVERVIEW

Summary:

The 2023-24 LCAP marks the third 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. Revisions to this year's LCAP are generally programmatic revisions to respond to strengths and challenges experienced this year. We are presenting this draft of the 2023-24 LCAP at this Public Hearing to get feedback on the LCAP, and will present it (with any revisions) to the board again at the June board meeting, where we will be asking for you to vote to approve the 2023-24 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 2023-24 LCAP is the third 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 2022-23 school year, and revisions to metrics and actions for the LCAP for next school year (AY23-24).

The LCAP is particularly focused on the state funds received through the Local Control Funding Formula, including the supplemental and concentration grant funds related to the unduplicated number of students who are "low income," foster youth, and/or English learners. 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, another required component with a standard format. We are not able to add additional graphs to the official BOP, but we have included a graph in an appendix to this board packet report, which gives further details about the “local funds” portion of our overall budget, as this was a request from the board last year. (The “local funds” are predominantly from philanthropic contributions).

This May 4 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 2023-24 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 2023-24 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 2023-24 LCAP.

Guiding Question

- What feedback, refinements, or questions do you have related to 23-24 LCAP? (goals, metrics, actions, or expenditures?)

Key Components of our LCAP

The Making Waves Academy Local Control and Accountability Plan is organized around 8 goals, each of which is aligned to a corresponding state priority (basic conditions, state standards, parent involvement, pupil achievement, student engagement, school climate, course access, and other pupil outcomes). These goals were initially set at the start of this LCAP cycle in 2021, and last year in 2022 we refined the language of each of the goals. The 2023-24 LCAP continues this same goal language adopted last year.

MWA LCAP Goals:

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.

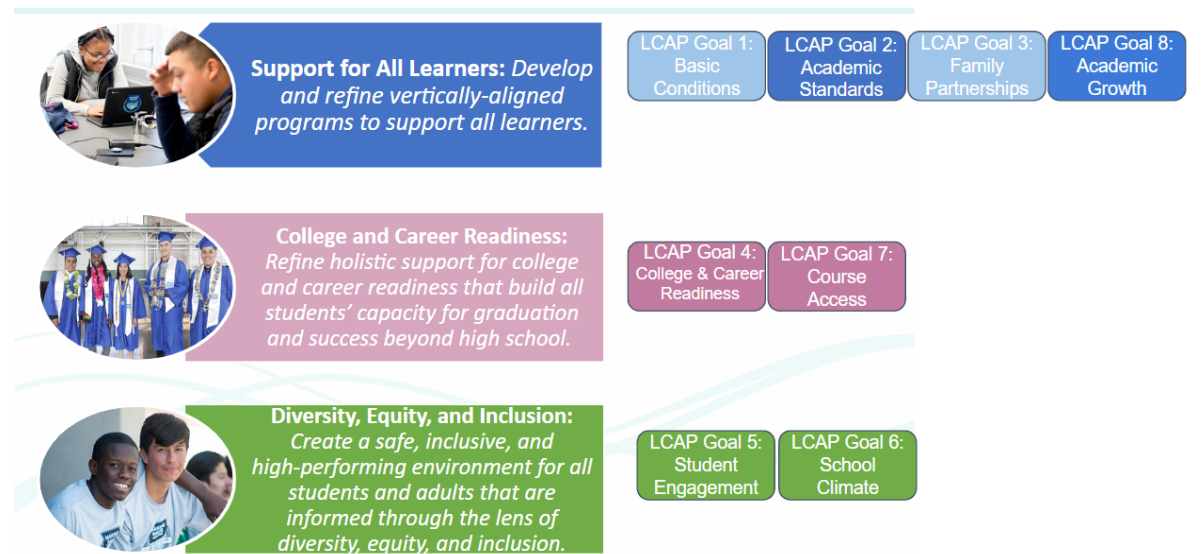
Goal 5: Student Engagement: Support student engagement, increased student attendance, and retention of students at Making Waves Academy from 5th grade through high school graduation.

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, we will maintain and expand access to a broad course of study.

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

In addition, each of our 8 LCAP goals is connected to one of our 3 WASC goals: Support for All Learners; College and Career Readiness; and Diversity, Equity and Inclusion.



Engaging Educational Partners

We engaged with educational partners (parents, teachers, staff, administrators, students) throughout the year through 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 LCAP meetings: we met with our LCAP Advisory Group (parent advisory group) four times throughout the year, as well as had LCAP feedback sessions in March with staff/faculty, with ELAC, and with students (ASB). 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 in feedback that emerged from the educational partner engagement.

- **Curriculum:** A need for updated curriculum and/or additional support and training around using curricular materials.
- **Course Offerings:** Recommendations for more course options, especially electives and AP courses.
- **Student Engagement:** Requests for more support for clubs in the middle school, more field trip offerings, and more direct support for cultural celebrations at the school.
- **Parent/Family Involvement:** A desire among parents for more opportunities for involvement, volunteering, and leadership; recommendations to revive the “Parent Wave” role of previous years.
- **School Climate:** More consistency in responses to student behavior, and more examples of celebrations and positive incentives to motivate students.

Revisions and new elements in this year’s LCAP:

Programmatic Revisions/Additions

Based on educational partner feedback, and general reflections on the 2022-23 school year, we have made a number of revisions or additions to the 2023-24 LCAP, to address emerging needs at the school.

Goal 1	Action 1.3: This action now includes plans to adopt and implement new curricula in multiple subject areas.
Goal 2	Actions 2.2, 2.5, 2.6: These actions highlight support for curriculum implementation as a major focus of professional development and instructional coaching next year.
Goal 3	Actions 3.1 and 3.3: These actions now include a focus on volunteer opportunities and strengthening our commitment to revive the role of “Parent Wave Representatives.”
Goal 4	Action 4.3: This action now includes expanding AP course offerings (in 2023-24 and over the next 3

	years)
Goal 5	Action 5.4: Added to this action is a plan to expand field trip opportunities in 2023-24
Goal 6	Actions 6.1, 6.4, 6.5, 6.7 and 5.1: These actions all reflect plans to strengthen and align our system of Multi-tiered support and services (MTSS), along with Positive Behavior Interventions and Supports (PBIS) more cohesively, so that many different “silos” of work at the school can be brought together into a more unified system, and so that this work is aligned to our educational goals in a sustainable way. Action 6.8: A new action to more directly support and fund cultural celebrations at the school next year.
Goal 7	Action 7.2: This action includes plans to continue expanding elective course offerings in the upper school.
Goal 8	Action 8.1: This action is revised to include the focus on curriculum alignment and implementation for 2023-24. Action 8.2: This action now distinguishes between middle school and upper school intervention plans and use of the ‘flex period.’

Additional Targeted Support and Improvement (ATSI)

This year, our LCAP also serves as our school plan for Additional Targeted Support and Improvement (ATSI). ATSI is a part of the accountability system for schools related to the Every Student Succeeds Act (ESSA). Schools are identified for ATSI based on results of their California Schools Dashboard, for student groups (student groups must be greater than 30 students for at least one indicator). In typical years, ATSI eligibility is based on California Schools Dashboard results for two consecutive years, but for this year only ATSI determinations were based on one year of Dashboard results (due to COVID-related suspensions of many metrics on the Dashboard in the previous 2 years). To qualify for Additional Targeted Support and Improvement (ATSI) a student group must meet one of the following criteria: All indicators for that group are at the lowest level; or All indicators for that group are at the lowest level, but one indicator at another status level. This year 6,209 schools in California (out of 9,943 total schools) qualified for ATSI for one or more groups, up dramatically from previous years (in 2020, 1,043 schools were eligible).

At Making Waves Academy for the 2022 dashboard, two of our student groups are eligible for ATSI: Black/African American students and students with disabilities. The ATSI plan can be incorporated into a school’s School Plan for Student Achievement (SPSA), or for single-school LEAs that fold their SPSA planning into the LCAP (as MWA does), the LCAP plan can serve as the ATSI plan. For this, schools need to work with educational partners in development of the plan, be informed by all state indicators (state priorities), include

evidence-based interventions, and identify any resource inequities.

MWA’s LCAP team examined student data for these student groups, as well as all of our numerically significant student groups, as part of our needs assessment work. We used this data to help identify evidence-based strategies to respond to areas of need, connected to our academic indicators (e.g., CAASPP results), chronic absenteeism, and school climate (e.g., suspension rates). We also reviewed this data with our educational partners in our LCAP input and feedback sessions. For these indicators in our LCAP metrics, we are now disaggregating results by student group to allow us to monitor and track improvement in any disparities in the data by student group, which can be seen in the metrics for these indicators throughout the LCAP. We will continue to review these datapoints as part of our ongoing continuous improvement and progress monitoring efforts.

Appendix- Local Funds

In addition to the state LCFF funds, federal Title funds, and other state and federal funds, focused on in the LCAP, the “Budget Overview for Parents” at the beginning of the LCAP also includes “Other local funds,” which at Making Waves comprise a significant portion of our budget. Below is a general breakdown of the source of these local funds, included here as this was a request for clarity during last year’s LCAP process.

Local Funds- Source	Amount (2023-24 Projections)
Measure G Parcel Tax	\$317,400
Philanthropic Contributions	\$10,402,208
Total	\$10,719,608

Local Funds

