

CHARTER
OF
MAKING WAVES ACADEMY



RENEWAL CHARTER SUBMITTED AS OF OCTOBER 1, 2024 TO THE
CONTRA COSTA COUNTY OFFICE OF EDUCATION
77 SANTA BARBARA ROAD, PLEASANT HILL, CALIFORNIA 94523

FOR FURTHER INFORMATION, PLEASE CONTACT:
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RENEWAL CHARTER
FOR THE TERM: JULY 1, 2025 – JUNE 30, 2030

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AFFIRMATIONS AND DECLARATION

As the authorized lead petitioner, I, Alton B. Nelson, Jr., hereby certify that the information submitted in this petition for renewal of a California public charter school, Making Waves Academy (“MWA” or the “Charter School”), authorized by the Contra Costa Board of Education (“CCBOE”) with oversight by the Contra Costa County Office of Education (“CCCOE” or the “County”) and located within the boundaries of the West Contra Costa Unified School District (“WCCUSD” or the “District”) is true to the best of my knowledge and belief. I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall adhere to reporting requirements including, but not limited to, the California Assessment of Student Performance and Progress (“CAASPP”), California Basic Educational Data System (“CBEDS”), Average Daily Attendance (“ADA”), School Accountability Report Card (“SARC”), Local Control and Accountability Plan (“LCAP”), annual audits and all financial reports and data and promptly respond to all reasonable inquiries from the District, the County Office of Education, or the Superintendent of Public Instruction, including, but not limited to, inquiries regarding its financial records. [Ref. Education Code Section 47604.3]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code 47605(c)(6)]
- The Charter School shall, on a regular basis, consult with its parents/guardians and teachers regarding the Charter School’s education programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and any other Statewide Standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code 47605(d)(1)]
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code 47605(e)(1)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, sexual orientation, nationality, race or ethnicity, religion, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an

individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]

- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parents or legal guardian within the State. Admission preferences are stipulated in Element Eight (H) Admission Requirements. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School by, among other measures, not taking any actions to impede the Charter School from expanding enrollment to meet pupil demand in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or require a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]
- The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. [Ref. Education Code Section 47605.6(e)(4)(B)]

- The Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the following characteristics: pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605.6(e)(4)(C)]
- The Charter School shall post on the Charter School’s internet website a notice of the requirements of Education Code Section 47605.6(e)(4) and provide a parent or guardian, or pupil if the pupil is 18 years of age or older, a copy of the notice at all of the following times: When a parent, guardian, or pupil enquires about enrollment; before conducting an enrollment lottery; and before disenrollment of a pupil. [Ref. Education Code Section 47605.6(e)(4)(D)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall ensure that teachers in the charter school shall hold the Commission on Teacher Credentialing (“CTC”) certificate, permit, or other document required for the teacher’s certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the County. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities [Education Code Sections 47605 and 47605.1] and comply with the Education Code Sections 47610 and 47610.5 and the California Building Standards Code (Part 2 Section 101) of title 24 of the California Code of Regulations as applicable to the facilities operated by the Charter School unless the Charter School facilities are exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the Federal government.
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]

- The Charter School shall for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D), comply with all course requirements and meet all State Academic Standards applicable to charter schools, and shall meet or exceed the legally required minimum of school days. [Title 5 California Code of Regulations Section 11960]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to, credentials, as necessary. [Title 5 California Code of Regulations Section 11967.5.1(f)(5)]
- The Charter School shall comply with Education Code Section 44237 regarding the submission of fingerprints prepared to the Department of Justice for the purpose of obtaining criminal record summary of employees or regular volunteers who are in contact with minor pupils.
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").
- The Charter School shall, as required by Education Code Section 47612.5, meet the requirements of Education Code Section 51745 *et seq.* related to independent study.
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 6250, *et seq.* ("CPRA").
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (the "PRA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").

- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (the “Brown Act”).
- The Charter School shall comply with the McKinney Vento Homeless Assistance Act (42 U.S.C. Sections 11431-11435).
- The Charter School shall meet the requirements of Education Code Section 47611 regarding the State Teachers’ Retirement System.
- The Charter School shall, at all times, maintain all necessary and appropriate insurance coverage.

Alton B. Nelson, Jr., Ed.M.
Chief Executive Officer
Making Waves Academy

Date

INTRODUCTION

Making Waves Academy, a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, is proud to submit the Making Waves Academy charter petition for renewal to the Contra Costa Board of Education. Making Waves Academy is committed to rigorously and holistically preparing students to gain acceptance to and graduate from college and ultimately become valuable contributors to the workforce and their communities.

Twenty-five years ago, John Scully, managing director of the investment firm, SPO Partners, had a vision. He shared this vision with fellow Branson School (a private school in Ross, CA) board member, the late Reverend Eugene Farlough, pastor of the Sojourner Truth Presbyterian Church in Richmond, and together they created Making Waves Education Program, an organization that would support the healthy well-being, education and pre-career development of urban children. John's vision grew from his experiences and his observations of numerous public education systems in the state of California and throughout the nation. From these observations, he concluded that the disparity in equal educational opportunity between the "haves" and the "have-nots" in our society was increasing at an alarming rate. John also concluded that unless innovative programs were created to support and augment the efforts of certain public school systems, this circumstance would continue to worsen. He reasoned that this deteriorating condition was unacceptable because of its inevitable, undeniable outcome: millions of Americans lacking the skills required to provide an adequate quality of life for themselves, their families, and the communities in which they reside. John's wife, Regina K. Scully, is also a vital voice as a founder. Her own work in media and film that focuses on equity, injustices, and opportunity mirrors the work she supports here at Making Waves Academy. In 2021(?), the Making Waves Academy campus was named and dedicated as the John H. and Regina K. Scully Campus for Equity in Education.

From our origins as an after-school tutoring and teaching program, we have evolved into a comprehensive, holistic, 5th-12th grade public Charter School. In 2007, MWA opened its doors as a Charter School for students in its middle school for grades 5 through 8 and promoted its first cohort of 8th grade students in June of 2011. In 2010, MWA's charter petition was amended and approved to serve students through grade 12 in its upper school division. In the Fall of 2011, MWA welcomed their first class of 9th grade students. In June 2015, MWA upper school graduated its first class of seniors. Nearly 100% of this senior class who earned their high school diploma from MWA went on to gain admission to college (about 70% in 4-year schools and about 25% in community colleges). Annually, students apply for admission to MWA through an open public lottery. The majority of students are drawn from Title I schools in Richmond and San Pablo. MWA operates as a 501(c)(3) corporation and continues to receive support from the Making Waves Education Foundation (MWEF) in order to support the success of our students, also known as Wave-Makers. In our experience, the middle school and high school years are critical to a student's opportunity to matriculate and succeed in college.

Under the leadership of experienced senior leaders and a dedicated faculty and staff, MWA creates pathways for college and career readiness and success with core academic and extracurricular offerings, as well as various forms of academic and social-emotional support. The MWA campus was added to and improved from about 2018 to the summer of 2023. This 21st Century campus supports the delivery of high quality instruction and support. Features of the campus includes open learning spaces to foster collaboration, science labs, art and music rooms, performing art spaces, maker spaces, a garden, athletic fields, and gymnasiums. MWA's classrooms are equipped with modern technology, with each student having Chromebook computers to assist their learning and to help close the digital divide.

MWA's success is predicated on a program that focuses on a culture of high expectations, academic and holistic supports that includes academic instruction and support, meals, access to mental health counseling, and college and financial aid counseling. Our focus is to help students gain acceptance to and graduate from four-year colleges and universities and other appropriately challenging post-secondary options. Historically, MWA graduating seniors attend college (four-year and community colleges) at a higher rate than schools with a similar demographic as well as suburban schools. Besides producing academic results, MWA distinguishes itself by nurturing and inspiring our students not only to graduate from high school and college, but to "give back" to the community. Our tagline is *Learn. Graduate. Give Back.*

MWA is fortunate to have a dedicated and committed board of directors. They are passionate in their vision for effective education and support for historically underserved populations. Education is a key to opportunity for social and economic mobility. Too many urban children fail to graduate high school or graduate without meeting the requirements needed to be accepted and complete a bachelor's degree from the University of California, California State University, or other colleges and universities. Our board of directors is integral to the realization of this great community project.

Upon graduation from MWA, those having earned their diplomas are eligible to apply for support from the Making Waves Education Foundation (MWEF) college success program. CAP supports students with final college selection, financial aid application support, need-based financial assistance, and individualized coaching until they graduate from college. This program is independent of MWA and is derived from the former Making Waves Education Program. MWEF has staff with extensive experience in supporting students in Richmond. This partnership makes MWA unique and helps to increase the college and career success outcomes for MWA graduates.

We are deeply committed to the children and youth of the City of Richmond and are dedicated to using our resources to continue to provide opportunities for them to pursue a variety of pathways for college and career success. During the 2017 to 2024 term, MWA achieved the following successes:

1. The Charter School has presented a **sound educational program.**
 - The Charter School has a **graduation rate of 90.9%** in 2023.

- **100% of graduates met A-G** requirements for UC/CSU eligibility in 2023.
- **88% of graduates (19th Wave) enrolled in college** during Fall after High School in 2023.
- **55% of 2017 graduates (14th Wave) graduated college within 6 years** (Associate’s, Bachelor’s, and Higher).
- MWA’s graduating seniors have one of the highest college eligibility rates in west Contra Costa County (“a-g” eligible)..
- MWA’s high school graduation rate (over 5 years including the pandemic year) is 90.5%, one of the highest in west Contra Costa County.
- **First 2016 graduate (13th Waver) awarded Gates Millenium Scholarship.**
- **First 2023 graduate (20th Waver) gaining admission to Harvard University.**
- **In 2022, MWA had one of the highest acceptance rates to UC schools in the state** (100% who applied gained admission to one of the nine UC campuses).
- Accrediting Commission for Schools, Western Association of Schools and Colleges (“ACS WASC”) granted MWA a **Full, Six-Year Accreditation Status** with a Mid-Cycle Review through June 30, 2026. The Mid-Cycle Review was successfully completed in the 2022-23 school year.
- MWA has some of the highest percentages of English Learners being successfully reclassified to English Proficient.
- Average student-teacher ratio is **24:1**.
- **Curriculum is aligned with California State Standards** including but not limited to, the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, remaining State Content Standards, and English Language Development (“ELD”) Standards (hereinafter collectively referred to as the “State Standards”).

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Contra Costa County, parents, guardians, and the **community as a whole have also benefited:**

- The Charter School improves economic opportunity for families and the community by **increasing academic achievement and English language acquisition for socioeconomically disadvantaged students and students of color.**
- The Charter School has **strong parent, guardian, and community investment** in the Charter School and is supported by Making Waves Education Foundation.
- Students and families also support local organizations through **community service.**
- The Charter School was selected as **#2 Top Bay Area Public Schools for Underserved Students for Low Income Latino students** by [Innovate Public Schools](#). The 2020 Top Public high schools are leading the way in ensuring that every high school graduate is able to reach their dreams of attending college. **93% of low-income Latino and African American students who attend Top Public high schools in the Bay Area are eligible for public universities in California** vs. only 30% of low-income Latino and African American students at Non Top public schools.
- The Charter School was named among **Top 4.5% of High School in the United States** by *U.S. News and World Report* in 2022.

2. The Charter School has shown that it is demonstrably likely **to successfully implement the proposed educational program.**

- The Charter School has been in operation for **17 years**.
- The Charter School receives support from **Making Waves Education Foundation**, also a 501(c)(3).
- **Clean audits** over the past seven years with no material findings.
- **Over half of students** at the Charter School reported that **they feel safe at school** based on the California Healthy Kids Survey in 2023.
- **Nearly half of students** at the Charter School reported that **they feel connected to the school** based on the California Healthy Kids Survey in 2023.
- **Over half of students** at the Charter School reported that **they feel safe at school** based on the California Healthy Kids Survey in 2023.
- **87% of parents/guardians** at the Charter School reported that **they feel their student is safe at school** based on the school climate survey in 2023.
- **77% of parents/guardians** at the Charter School reported that **they feel satisfied with opportunities for parent participation and input at the school** based on the school climate survey in 2023.
- **The Charter School is a diverse, 21st Century School.** The Charter School's enrollment includes the following student groups based on the 2023 California School Dashboard: 86.7% are Socioeconomically Disadvantaged ("SED") students; 30.2% of students are English Learners ("ELs"); 0.1% are Foster Youth ("FY"); 0.4% are Homeless Youth ("HY"); 2.2% of ELs are Reclassified Fluent English Proficient ("RFEP"); and, 7.8% are Students with Disabilities ("SWD"). The enrollment includes the following race and ethnicity: 7.7% of the students are Black/African American; 0.3% of the students are American Indian; 2.3% of the students are Asian; 0.8% of the students are Filipino; 85.9% of the students are Latinx/Hispanic; 0.6% of the students are Two or More Races; and, 1.3% of the students are White. **The Charter School's numerically significant subgroups are SED students, ELs, SWD, Black or African American students, and Latinx or Hispanic students.**
- **The Charter School provides a range of professional development opportunities for its teachers and staff.** Professional Development opportunities are paramount at MWA. All staff members have completed required training courses, including all mandated and legally required workshops. MWA's faculty work collaboratively to best serve the students at MWA and also learn together in focused training. The Professional Development pedagogy for faculty centers on standards-based instruction, classroom management, using data to inform instruction, student and parent engagement, classroom observation and coaching cycles, and data talk cycles. . The Charter School's **post-secondary attendance rate is 87%** over the last seven years **at two year college or four year college or university.** The majority of MWA students are college and career ready.
- The Charter School's **English Learners are improving on the ELPAC** at a rate of 59.7% (ELPI – Dashboard 2023).

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- **The Charter School has established an effective communication and student record system.** PowerSchool (Student Information System (“SIS”) is a powerful, easy-to-use communication tool which enables students, parents/guardians, teachers, and administrators to work together to improve student achievement. With ParentSquare (general broadcast system), teachers and administrators can send student-specific and general messages home whenever necessary via telephone, text message, or via electronic mail. Messages can also be sent concerning school events and emergencies, or individual communications sent to each parent/guardian concerning their child’s school experience and attendance. MWA also utilizes Canvas and its own website.
 - **The Charter School is an integral part of the local community.** The Charter School is focused on providing students opportunities to be academically and socially emotionally successful. Moreover, students engage and interact with the community at large through community service activities, participation in clubs, sports, and activities to develop school culture. MWA students are an integral part of the community and recognize the challenges in the world around them.
3. The Charter School is **servicing all students** who wish to attend.
- The Charter School has a respected **history of servicing historically disadvantaged students**, including “racial and ethnic pupils, special education pupils, and redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”
 - The Charter School’s **enrollment rate has remained constant** over the last six years of the charter term with an average of 1,000 students enrolled each year.
 - The Charter School’s attendance rate has remained constant over the last three years of the charter term with an **average daily attendance rate of 90% or more**. The pandemic significantly impacted attendance, including the immediate years after schools re-opened. In 2023-34, attendance was near our historical average of about 95%.
 - The Charter School has historically had more demand than available spots, it conducts an **open public lottery** to determine which students can be offered spots in grades 5-8 and placed on a **waiting list** for the school year.
4. The Charter School’s **petition is reasonably comprehensive**. The petition contains reasonably comprehensive descriptions for each element and fully describes the program illustrating how the Charter School will continue to meet its goals and objectives described herein. The Charter School will continue to benefit the District and County by providing parents and guardians within its jurisdiction with another great choice and expanded educational opportunities for their children.
5. The Charter School **satisfies the academic renewal criteria** for a presumptive five-year renewal.
- Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the

time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the Dashboard and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- **High Performing** – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- **Middle Performing** – Renewal unless closure is in the best interest of students, evaluated using the Dashboard and Education Code Section 47607.2(b).
- **Low Performing** – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator will not be reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language Arts (“ELA”)/literacy and Mathematics (“Math”)

Accordingly, Making Waves Academy, fits into the middle performing category, as determined by law and the California Department of Education, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of 5 years, as demonstrated below.

Dashboard Performance Renewal Criteria – Middle Performing

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the school-wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

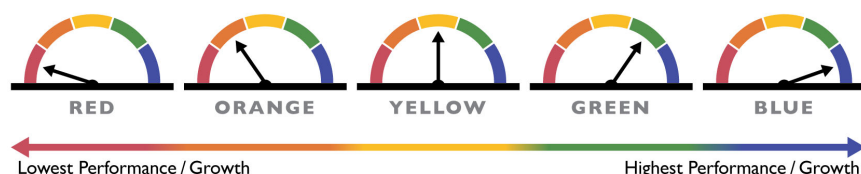
(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (‘CAASPP’) system, or any successor system, the English Language Proficiency Assessments for California (‘ELPAC’), or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Dashboard Performance

Dashboard performance identifies performance levels using one of five status levels (ranging from Very Low, color of red, Low, color of orange, Medium, color of yellow, High, color of green, to Very High, color of blue, for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very High, color of red, High, color of orange, Medium, color of yellow, Low, color of green, to Very Low, color of blue).

Graph i.1: Dashboard Performance Level by Color



The following table displays the State’s and MWA’s performance on statewide and local indicators for the 2018, 2019, 2022, and 2023 Dashboard¹.

Table i.1: 2018, 2019, 2022, and 2023 State and MWA Performance on Statewide and Local Indicators

Indicator	2018 State	2018 MWA	2019 State	2019 MWA	2022 State	2022 MWA	2023 State	2023 MWA
STATEWIDE INDICATORS								
CAASPP ELA	L	M	H	H	L	L	L	M
CAASPP Math	L	M	L	L	L	VL	L	M
Suspension Rate	M	M	M	M	M	VH	H	VH
EL Progress					M	M	M	H

¹ Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 Dashboard.

Chronic Absenteeism	M	H	H	M	VH	VH	M	M
College/Career	M	VH	M	M			M	M
Graduation Rate	M	H	H	VH	M	M	L	H
LOCAL INDICATORS								
Basics: Teachers, Instructional Materials, Facilities		Standard Met		Standard Met		Standard Met		Standard Met
Parent and Family Engagement		Standard Met		Standard Met		Standard Met		Standard Met
Local Climate Survey		Standard Met		Standard Met		Standard Met		Standard Met
Access to a Broad Course of Study		Standard Met		Standard Met		Standard Met		Standard Met
Implementation of Academic Standards		Standard Met		Standard Met		Standard Met		Standard Met

The above table summarizing MWA’s school-wide Dashboard performance demonstrates that:

- MWA met the standard for all local indicators in 2018, 2019, 2022, and 2023.
- Of the seven statewide indicators reported in 2018, 2019, 2022, and 2023 on a school-wide basis, MWA met or exceeded the State’s performance level on six of the six levels in 2018 (EL Progress was not reported in 2018).
- MWA met or exceeded the State’s performance level on five of the six levels in 2019 (EL Progress was not reported in 2019).
- MWA met or exceeded the State’s performance level on four of the six levels in 2022 (College/Career Readiness was not reported in 2022).
- MWA met or exceeded the State’s performance on six of the seven levels in 2023.
- It should be noted that in 2023, MWA’s performance exceeded the state in CAASPP ELA performance, CAASPP Math performance, English Learner Progress, and exceeded the State by two performance levels on the Graduation Rate.

The following table displays the State’s Dashboard performance levels in CAASPP ELA Performance, CAASPP Math Performance, College/Career Readiness Indicator, Graduation Rate, Suspension Rate, and Chronic Absenteeism Rate for numerically significant subgroups on the 2018, 2019, 2022, and 2023 Dashboard, compared to the performance levels assigned to MWA in those same indicators for those same subgroups. Only numerically significant subgroups were reported.

Table i.2: 2018, 2019, 2022, and 2023 State and MWA Performance on CAASPP ELA Performance, CAASPP Math Performance, College and Career Readiness Indicator, Graduation Rate, Suspension Rate, and Chronic Absenteeism Rate by Significant Subgroups

Indicator	2018 State	2018 MWA	2019 State	2019 MWA	2022 State	2022 MWA	2023 State	2023 MWA
CAASPP ELA PERFORMANCE								
English Learners	M	M	M	M	L	L	L	M
Socioeconomically Disadvantaged	M	M	M	H	L	L	L	M
Students with Disabilities	VL		L	VL	VL	VL	VL	VL
Latinx	M	M	M	H	L	L	L	M
African American	L	M	M	L	L	L	L	M
CAASPP MATH PERFORMANCE								
English Learners	L	M	L	L	L	VL	L	L
Socioeconomically Disadvantaged	L	M	M	L	L	VL	M	M
Students with Disabilities	VL		L	VL	VL	VL	L	L
Latinx	L	M	M	L	L	VL	L	M
African American	L	L	L	VL	VL	VL	VL	L
COLLEGE AND CAREER READINESS INDICATOR								
Socioeconomically Disadvantaged	L	VH	H	M			M	M
Latinx	L	VH	H	M			M	H
GRADUATION RATE								
Socioeconomically Disadvantaged	M	H	H	VH	M	M	L	H
Latinx	M	VH	H	VH	M	M	L	H
SUSPENSION RATE								
English Learners	M	H	M	M	M	VH	H	VH
Socioeconomically Disadvantaged	M	M	M	M	M	VH	H	VH
Students with Disabilities	M	VH	M	H	H	H	H	VH
Latinx	M	M	M	L	M	H	H	VH
African American	H	VH	H	H	H	VH	VH	H
Asian	VL		VL		VL	H	L	
CHRONIC ABSENTEEISM RATE								
English Learners	H	H	H	M	VH	VH	M	M
Socioeconomically Disadvantaged	H	H	H	M	VH	VH	M	M
Students with Disabilities	H		H		VH	VH	M	H

Latinx	M	H	H	M	VH	VH	M	M
African American	H	H	VH	M	VH	VH	M	H

On CAASPP ELA Performance:

- MWA’s significant subgroups of ELs, SED students, and Latinx students met the State’s performance in 2018, and MWA’s African American students scored one performance level above the State.
- In 2019, MWA’s ELs met the State’s performance, MWA’s SED students and Latinx students scored one performance level above the State, and MWA’s African American students scored one performance level below the State.
- In 2022, MWA’s significant subgroups of ELs, SED students, SWD, Latinx students, and African Americans students met the State’s performance level.
- **In 2023, MWA’s significant subgroup of SWD met the State’s performance level and MWA’s ELs, SED students, Latinx students, and African American students scored one performance level above the State.**

On CAASPP Math Performance:

- MWA’s significant subgroups of ELs, SED students, and Latinx students scored one performance level above the State’s performance in 2018, and MWA’s African American students met the State’s performance level.
- In 2019, MWA’s ELs met the State’s performance, MWA’s SED students, SWD, Latinx students, and African American students scored one performance level below the State.
- In 2022, MWA’s significant subgroups of ELs, SED students, and Latinx students scored one performance level below the State, and MWA’s SWD and African American students met the State’s performance level.
- **In 2023, MWA’s significant subgroups of ELs, SED students, and SWD met the State’s performance level and MWA’s Latinx students and African American students scored one performance level above the State.**

On the College and Career Readiness Indicator:

- MWA’s SED students and Latinx students scored three performance levels above the State in 2018.
- In 2019, MWA’s SED students and Latinx students scored one performance level below the State.
- **In 2023, MWA’s SED students met the State’s performance, and MWA’s Latinx students scored one performance level above the State.**

On the Graduation Rate:

- MWA’s SED students scored one performance level above the State’s performance in 2018, and MWA’s Latinx students scored two performance levels above the State.
- In 2019, MWA’s SED students and Latinx students scored one performance level above the State.

- In 2022, MWA's SED students and Latinx students met the State's performance level.
- **In 2023, MWA's SED students and Latinx students scored two performance levels above the State.**

On the Suspension Rate:

- MWA's SED students and Latinx students met the State's performance level in 2018, and MWA's ELs and African American students scored one performance level below the State, and MWA's SWD scored two performance levels below the State.
- In 2019, MWA's ELs, SED students, and African American students met the State's performance level, MWA's SWD scored one performance level below the State, and MWA's Latinx students scored one performance level above the State.
- In 2022, MWA's SWD met the State's performance level, MWA's ELs and SED students scored two performance levels below the State, MWA's Latinx students and African American students scored one performance level below the State, and MWA's Asian students scored three performance levels below the State.
- In 2023, MWA's ELs, SED students, SWD, and Latinx students scored one performance level below the State, and MWA's African American students scored one performance level above the State.

On the Chronic Absenteeism Rate:

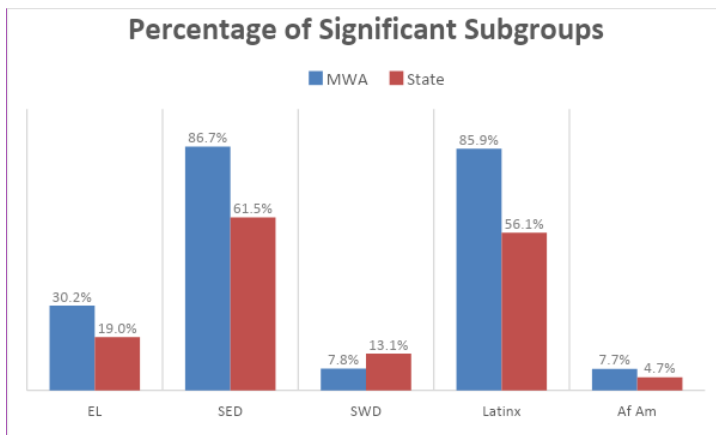
- MWA's ELs, SED students, and African American students met the State's performance level in 2018, and MWA's Latinx students scored one performance level below the State. In 2019, MWA's ELs, SED students, and Latinx students scored one performance level above the State, and MWA's African American students scored two performance levels above the State.
- In 2022, MWA's ELs, SED students, SWD, Latinx students, and African American students met the State's performance level.
- In 2023, MWA's ELs, SED students, and Latinx students met the State's performance level, and MWA's SWD and African American students scored one performance level below the State.

In reviewing this data, it is important to consider that the State's student population generating that statewide performance metric does not match MWA's student population:

- 30.2% of MWA's students are ELs, versus 19.0% of the State's public school population
- 86.7% of MWA's students are socioeconomically disadvantaged, versus 61.5% of the State's public school population as determined by eligibility for free or reduced price meals.
- Perhaps most impactful is that 85.9% of MWA's students are Latinx, versus only 56.1% of the State's public school population and 7.7% of MWA's students are African American, versus only 4.7% of the State's public school population.
- MWA's SWD are 7.8% compared to 13.1% of the State's public school population.

- It is important to note that the majority of MWA’s students are living in poverty, Latinx, and nearly one third of the students are learning English, whereas these qualities occur far less frequently in the State’s student population.

Chart i.1: Percentage of Significant Subgroups at MWA and the State from the 2023 Dashboard

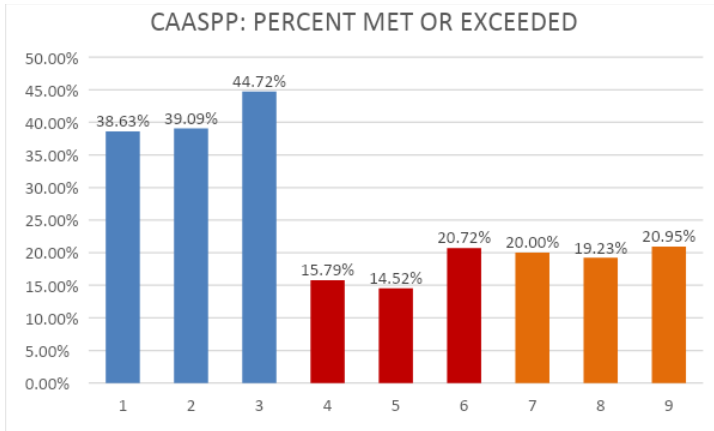


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CAASPP System

While the performance level colors reported on the Dashboard show how MWA’s students perform against other students throughout the State, it is important to also measure MWA’s students against themselves. A review of the Charter School’s students’ performance on the SBAC and the California Science Test (“CAST”) in the previous three years shows that the Charter School’s student body is making steady improvement as they continue in the MWA environment. In examining this data, it is clear that MWA is serving its students very well academically and has demonstrated significant achievement.

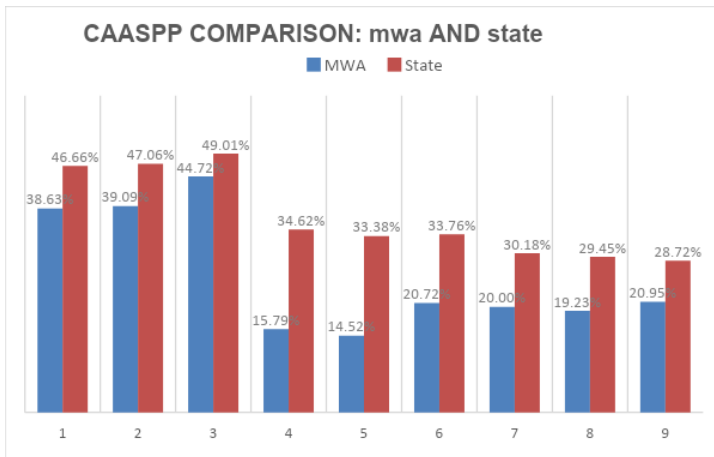
Chart i.2: Percentage of MWA Students who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 CAASPP



- MWA’s students increased by 6.09% from 38.63% on the 2021 **SBAC ELA** to 44.72% in 2023, compared to an increase of 2.35% in the State.
- In **Math**, MWA’s students increased by 4.93% from 15.79% on the 2021 SBAC Math to 20.72% in 2023, compared to a decrease of 0.86% in the State.
- In **Science**, MWA’s students increased by 0.95% from 20.00% on the 2021 CAST to 20.95% in 2023, compared to a decrease of 1.46% in the State.

The trajectory of improvement validates the work that MWA is doing in impacting positive academic achievement.

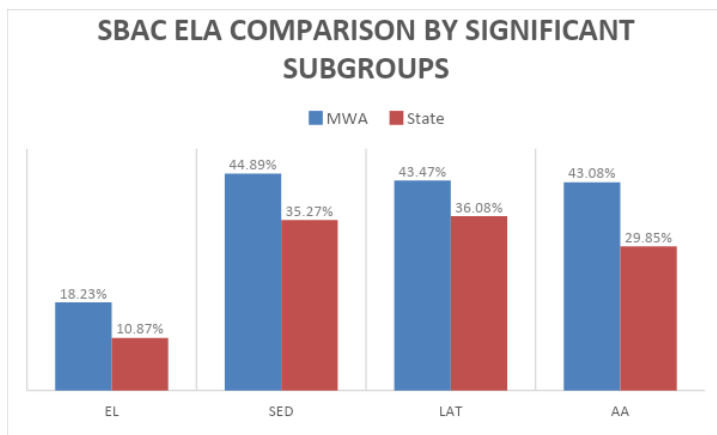
Chart i.3: Comparison of the Percentage of MWA Students and the State who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 CAASPP



More importantly than how MWA’s students are performing overall is how MWA’s significant subgroups are performing academically.

- It should be noted that on the 2023 SBAC ELA, MWA’s significant subgroups of ELs, SED students, Latinx students, and African American students outperformed the State.
- MWA’s ELs scored 18.23% compared to 10.87% of the State’s ELs who met or exceeded standards mastery.
- MWA’s SED students scored 44.89% compared to 35.27% of the State’s SED students who met or exceeded standards mastery.
- MWA’s Latinx students scored 43.47% compared to 36.08% of the State’s Latinx students who met or exceeded standards mastery.
- MWA’s African American students scored 43.08% compared to the State’s African American students who met or exceeded standards mastery.

Chart i.4: Comparison of 2023 SBAC ELA Scores Between MWA and the State by Significant Subgroups

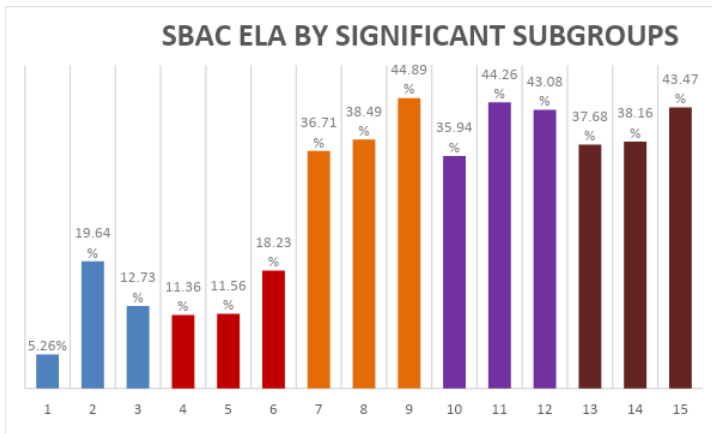


The historical growth of the MWA students by significant subgroups who scored met or exceeded standards mastery on the 2021, 2022, and 2023 SBAC ELA is impressive.

- In 2021, 5.26% of MWA’s **SWD** scored met or exceed standards mastery, increasing to 19.64% in 2022, and decreasing slightly to 12.73% in 2023.
- In 2021, 11.36% of MWA’s **ELs** scored met or exceed standards mastery, increasing to 11.56% in 2022, and increasing to 18.23% in 2023.
- In 2021, 36.71% of MWA’s **SED** students scored met or exceed standards mastery, increasing to 38.49% in 2022, and increasing to 44.89% in 2023.
- In 2021, 35.94% of MWA’s **African American students** scored met or exceed standards mastery, increasing to 44.26% in 2022, and decreasing slightly to 43.08% in 2023.

- In 2021, 37.68% of MWA's **Latinx** students scored met or exceed standards mastery, increasing to 38.16% in 2022, and increasing to 43.47% in 2023.

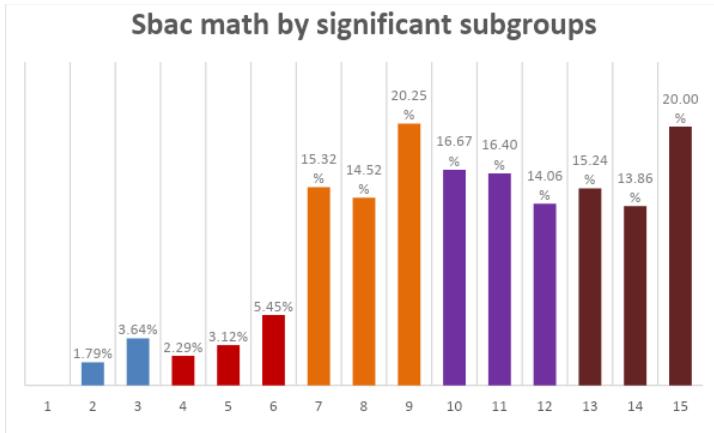
Chart i.5: Percentage of MWA Students by Significant Subgroups who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 SBAC ELA



Though the historical growth of the MWA students by significant subgroups who scored met or exceeded standards mastery on the 2021, 2022, and 2023 SBAC Math is not as high as ELA, it is still increasing over time.

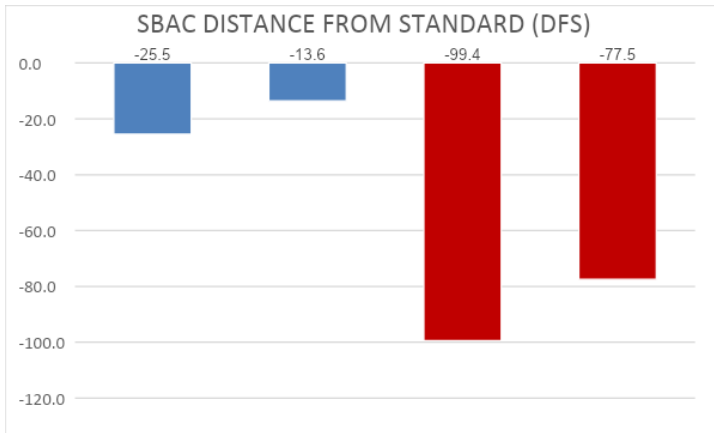
- In 2021, 0.00% of MWA's **SWD** scored met or exceed standards mastery, increasing to 1.79% in 2022, and increasing to 3.64% in 2023.
- In 2021, 2.29% of MWA's **ELs** scored met or exceed standards mastery, increasing to 3.12% in 2022, and increasing to 5.45% in 2023.
- In 2021, 15.32% of MWA's **SED** students scored met or exceed standards mastery, decreasing to 14.52% in 2022, and increasing to 20.25% in 2023.
- In 2021, 16.67% of MWA's **African American students** scored met or exceed standards mastery, decreasing to 16.40% in 2022, and decreasing slightly to 14.06% in 2023.
- In 2021, 15.24% of MWA's **Latinx** students scored met or exceed standards mastery, decreasing to 13.86% in 2022, and increasing to 20.00% in 2023.

Chart i.6: Percentage of MWA Students by Significant Subgroups who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 SBAC Math



Complimentarily, the Dashboard measures how well students are meeting grade level standards by determining the Distance from Standard (“DFS”) on the SBAC ELA and Math Assessments.

Chart i.7: Distance from Standard of MWA Students on 2022 and 2023 SBAC ELA and Math



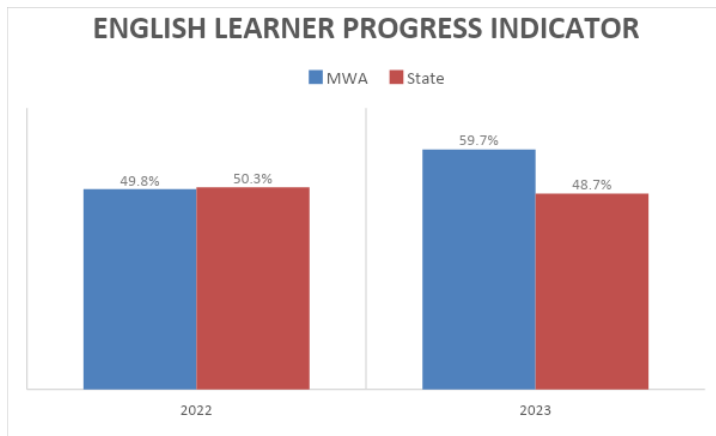
- MWA has demonstrated growth toward meeting grade level standards overall by reducing the DFS by 12.9 points from -25.5 points from standard in 2022 to -13.6 points from standard in 2023 on the **SBAC ELA**.
- On the **SBAC Math**, MWA demonstrated significant growth toward meeting grade level standards overall by reducing the DFS by 21.9 points from -99.4 points from standard in 2022 to -77.5 points from standard in 2023.

English Learner Progress

The Dashboard English Learner Progress Indicator measures the percentage of current ELs making progress toward English language proficiency or maintained the highest level on the ELPAC.

- In 2022, 49.8% of MWA’s ELs made progress on the ELPAC nearly equal to 50.3% of the State’s ELs.
- In 2023, 59.7% of MWA’s ELs made progress on the ELPAC compared to 48.7% of the State’s ELs. This growth is important since 30.2% of the MWA student population are ELs.

Chart i.8: Comparison of the Percentage of MWA’s ELs and the State’s ELs Making Progress Toward English Language Proficiency on the ELPAC in 2022 and 2023

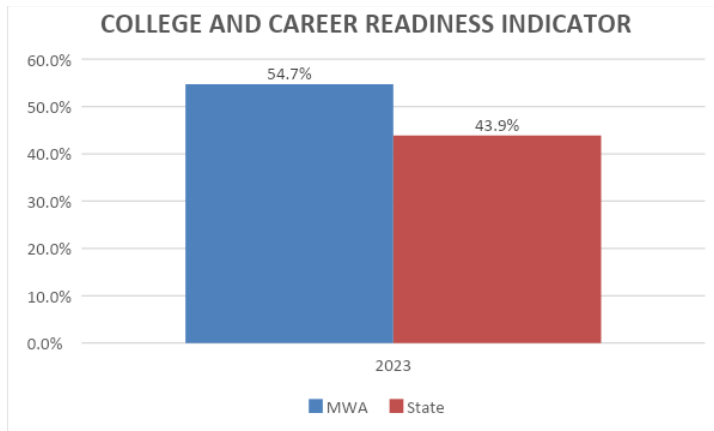


College and Career Readiness Indicator

The Dashboard College and Career Readiness Indicator measures whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses.

- In 2023, MWA’s College and Career Readiness Indicator was 54.7%, meaning that the majority of the high school students are prepared for success after graduation compared to 43.9% of the State.

Chart i.9: Comparison of the Percentage of MWA’s and the State’s College and Career Readiness Indicator in 2023

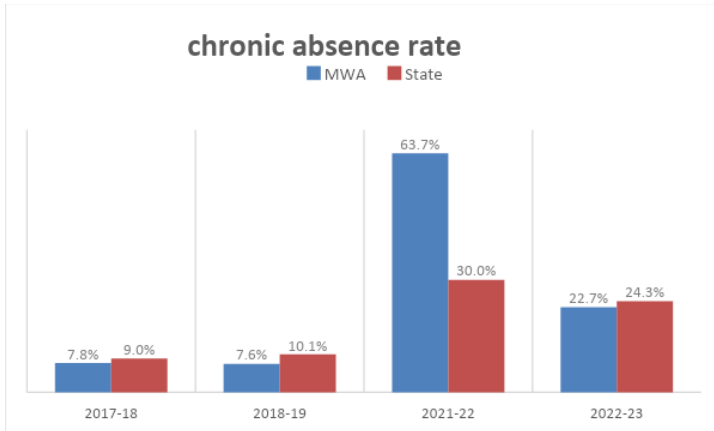


Other Dashboard Measures

Other Dashboard measures demonstrate how well schools are engaging students in their learning include the Chronic Absence Rate and Graduation Rate or how well students are being provided a healthy, safe, and welcoming environment, and include the Suspension Rate. The Dashboard Chronic Absence Rate measures the percentage of students who are absent 10 percent or more of the instructional day they were enrolled. MWA has focused on keeping a low chronic absence rate, and MWA was successful prior to the global pandemic as demonstrated by MWA’s 7.8% chronic absence rate in 2017-18, lower than the State’s rate of 9.0%, and MWA’s 7.6% chronic absence rate in 2018-19, lower than the State’s rate of 10.1%. After the pandemic in 2021-22, MWA’s chronic absence rate increased to 63.7% and the State’s chronic absence rate increased to 30.0%. In 2022-23, MWA worked diligently to reduce the chronic absence rate to 22.7%, and the State’s chronic absence rate decreased to 24.3%.

Chronic Absence Rate

Chart i.10: Comparison of the Chronic Absence Rate of MWA and the State by School Years 2017-18, 2018-19, 2021-22, and 2022-23

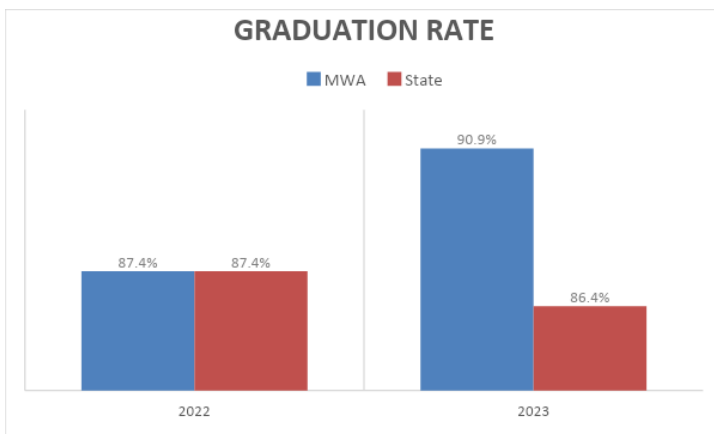


Graduation Rate

The Dashboard Graduation Rate measures the percentage of students who received a high school diploma within four or five years of entering ninth grade or complete their graduation requirement at an alternative school. MWA has consistently maintained a high graduation rate.

- In 2022, MWA had the same graduation rate as the State with 87.4% of students graduating.
- In 2023, MWA's graduation rate was 90.9%, and the State's graduation rate was 86.4%.

Chart i.11: Comparison of the Graduation Rate of MWA and the State for 2022 and 2023



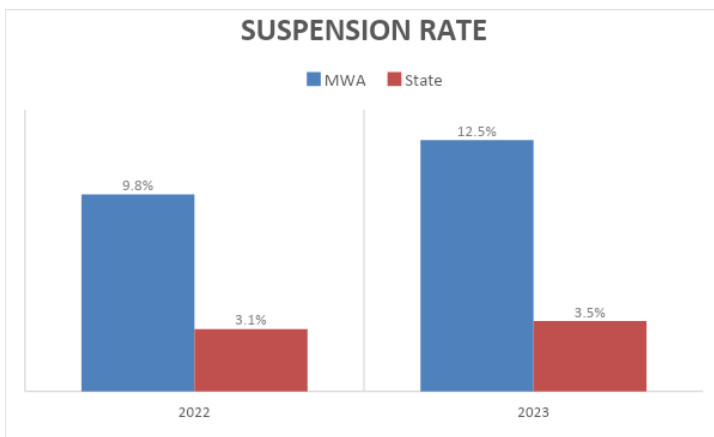
Suspension Rate

The Dashboard Suspension Rate measures the percentage of students who have been suspended at least once in a given school year.

- In 2022, MWA’s Suspension Rate was 9.8%, and the State’s was 3.1%.
- In 2023, MWA’s Suspension Rate was 12.5%, and the State’s was 3.5%.

MWA has been working diligently to reduce the suspension rate by using alternatives to suspension, restorative practices, and positive behavior interventions and supports.

Chart i.12: Comparison of the Suspension Rate of MWA and the State for 2022 and 2023



Year Over Year Progress

Renaissance STAR Reading Assessment Data

Renaissance Reading Data – By grade, we have Fall 2021 GE, Percentile to Spring 2022 GE, Percentile and % of students who made typical growth or higher from Fall to Spring; Fall 2022 GE, Percentile to Spring 2023 GE, Percentile and % of students who made typical growth or higher from Fall to Spring. We need Fall 2023 GE, Percentile to Spring 2024 GE, Percentile and % of students who made typical growth or higher from Fall to Spring

NWEA MAP Math Assessment Data

NWEA MAP Math – By grade, we have Fall 2021 RIT, Spring 2022 RIT, Fall to Spring grade CGP, student median CGP, % of students who made growth projection; Fall 2022 RIT, Spring 2023 RIT, Fall to Spring grade CGP, student median CGP, % of students who made growth projection. We need Fall 2023 RIT, Spring 2024 RIT, Fall to Spring grade CGP, student median CGP, % of students who made growth projection.

English Learner Reclassification Data

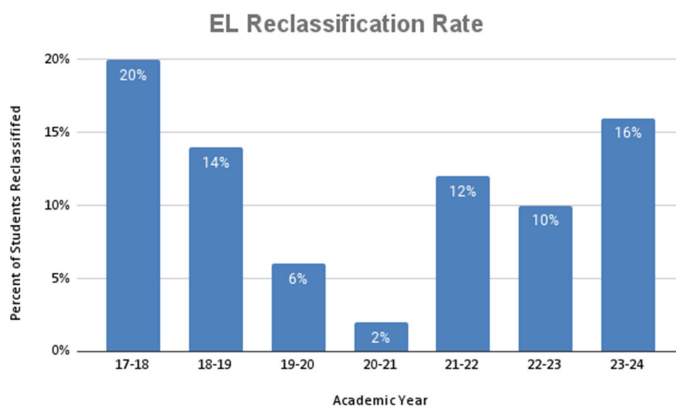
MWA has always focused on serving ELs well through integrated English Language Development (“ELD”) and daily designated ELD. Since most of the students begin MWA in grade 5, the majority of the ELs have been enrolled in school in the United States since

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Assigned to cvelarde@mwacademy.org

Commented [6]: @emartinez@mwacademy.org Edeson says that we haven't administered the Spring tests yet so we can't update this. Do you want to wait, or give another data point?
Reassigned to emartinez@mwacademy.org

Kindergarten which means that they are approaching a Long Term English Learner (“LTEL”) status. MWA works tirelessly with ELs to ensure that they acquire the skills necessary for reclassification from an EL to a Reclassified Fluent English Proficient (“RFEP”) student. The reclassification rate for the charter term demonstrates an average of 11.4%.

Chart i.13: MWA’s English Learner Reclassification Rate 2017-2023

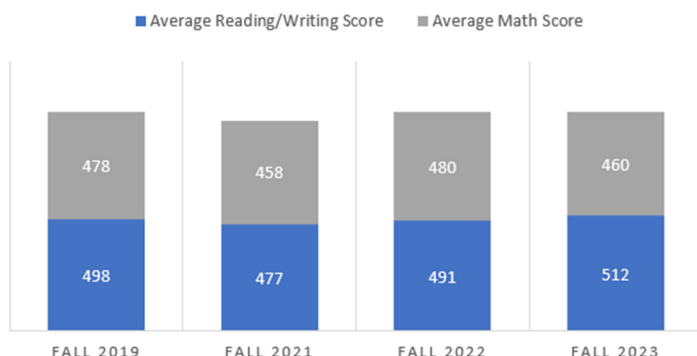


SAT Average Scores

The College Board administers a test called the Scholastic Assessment Test (“SAT”) which many colleges and universities in the United States require students to submit scores from the SAT test as part of the application process. The College Board reports that the national SAT average for Latinx students is 963 and for African American students is 937. MWA’s SAT average score is 972 which is on par with the national SAT average.

Chart i.14: MWA’s SAT Average Scores for 2019, 2021, 2022, and 2023

SAT AVERAGE SCORES



Post-Secondary Data

The post-secondary data provided by the National Student Clearinghouse for MWA is the strongest evidence of the success of the Charter School. The data has been collected since 2017 which demonstrates an average of 87% of MWA’s high school graduates who enroll in college during the first Fall after high school. In 2023, 88% of MWA’s high school graduates enrolled in college during the first Fall after high school. It is important to note that the percentage of MWA is higher than the average of suburban schools and higher income schools. Furthermore, the National Student Clearinghouse has collected persistence and completion rate data which is even more compelling evidence of the success of the Charter School.

Table i.3: Percent of Students Enrolled in College During Fall After High School 2017-2023

PERCENT OF STUDENTS ENROLLED IN COLLEGE DURING FALL AFTER HIGH SCHOOL							
COMPARISON TO NATIONAL AVERAGES							
Percentages	2017	2018	2019	2020	2021	2022	2023
Making Waves Academy	92%	92%	90%	86%	79%	71%	88%
High Poverty Schools Avg.	56%	54%	55%	47%	46%	50%	
High Minority Schools Avg.	60%	58%	58%	53%	51%	54%	
Suburban Schools Avg.	68%	67%	68%	64%	62%	64%	
Low Income Schools Avg.	57%	55%	56%	51%	49%	52%	
Higher Income Schools Avg.	70%	69%	62%	65%	64%	63%	
Low Minority Schools Avg.	69%	69%	69%	65%	64%	64%	
Urban Schools Avg.	63%	62%	62%	57%	56%	59%	
Rural Schools Avg.	62%	62%	61%	55%	56%	55%	
Low Poverty Schools Avg.	76%	76%	77%	74%	72%	71%	

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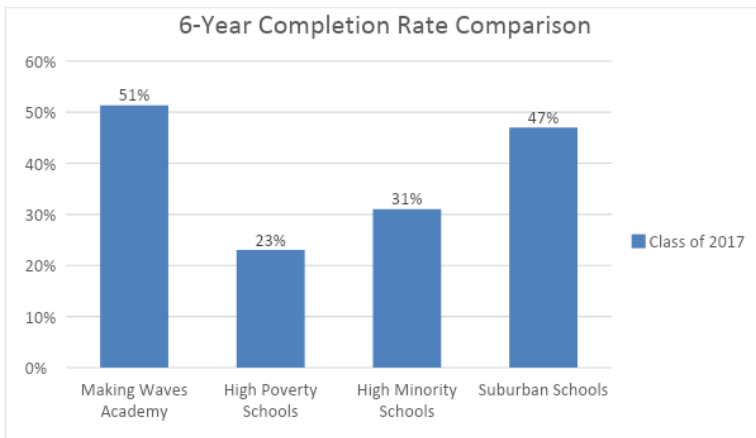
Table i.4: Percent of Students Enrolled in College During Fall After High School 2017-2023 by Student Group

BY STUDENT GROUP	2017	2018	2019	2020	2021	2022	2023
Total (all HS completers)	93%	92%	90%	86%	81%	76%	88%
Economically Disadvantaged	90%	94%	89%	85%	81%	71%	88%
English Learners							
Hispanic or Latino	92%	90%	91%	85%	77%	71%	89%

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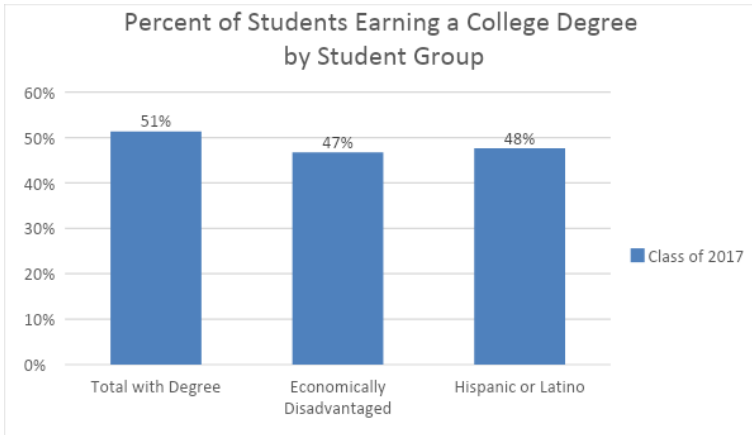
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Chart i.15: Percent of Students from Class of 2017 Who Completed a College Degree in Comparison of School Types



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Chart i.16: Percent of Students from Class of 2017 Who Completed a College Degree by Student Group

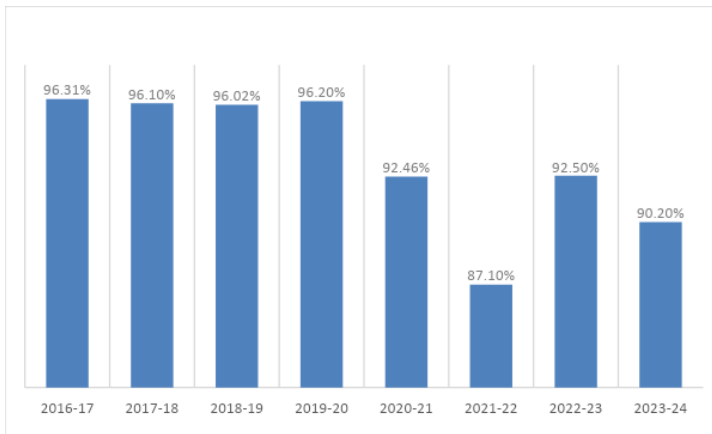


Attendance Data

The attendance rate is a strength at MWA with the prior to the pandemic maintaining an average attendance rate of 96.16% for the school years of 2016-17, 2017-18, 2018-19, and even 2019-20. During the school years of the global pandemic and the years after the pandemic, MWA has worked persistently to improve the attendance rate and return the attendance rate to over 90%. The Charter School needs to update 2022-23 and 2023-24 annual attendance rate so the chart can be updated.

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Chart i.17: MWA's Attendance Rate Data 2016-2024

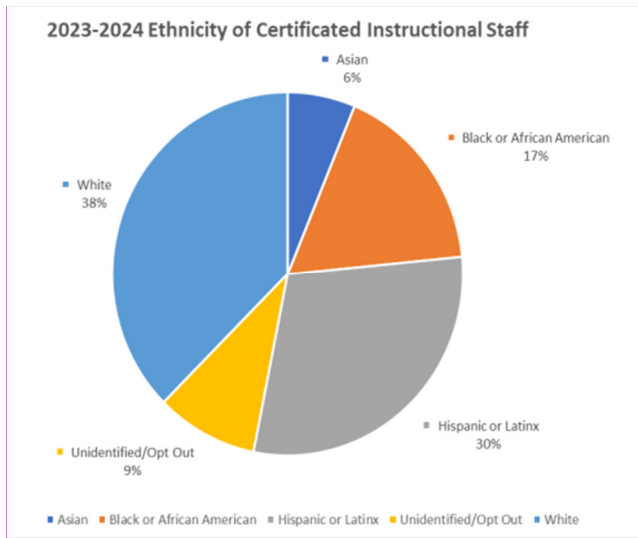


Ethnicity of Certificated Staff

In order to fulfill Assembly Bill 520, MWA participates in efforts to recruit and retain teachers of color. The priority is to hire high-quality teachers who are highly effective at delivering rigorous, college preparatory instruction in a holistic, culturally relevant manner. The secondary priority is to hire certificated staff that represent the ethnicity of the students.. In 2023-24, the ethnicity of certificated staff represents 30% Latinx, 38% White, 17% African American, 9% Unidentified/Decline to State, and 6% Asian.

Commented [12]: @fcampbell@mwaveacademy.org Can you provide data for the current year? Update the percentages highlighted in yellow. _Assigned to fcampbell@mwaveacademy.org_

Chart i.18: MWA's 2023-2024 Ethnicity of Certificated Instructional Staff



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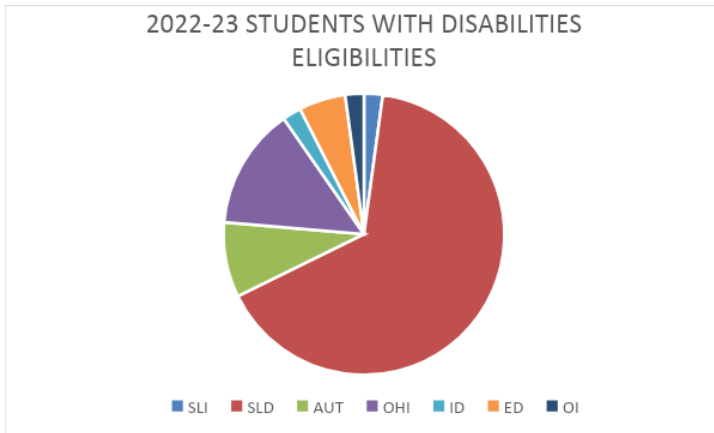
Students with Disabilities

As a comprehensive Charter School, MWA provides students with disabilities with a free appropriate public education in the least restrictive environment by serving students with a variety of eligibilities. The majority of the students with disabilities have Specific Learning Disabilities (“SLD”), while the next largest groups of SWD have Other Health Impairment (“OHI”), then have Autism (“AUT”), and then Emotional Disturbance (“ED”). The last groups of SWD have Speech or Language Impairment (“SLI”), Intellectual Disabilities (“ID”), and Orthopedic Impairment (“OI”). MWA has a strong special education team to serve all services required for the SWD based on their Individualized Educational Plan (“IEP”).

Commented [14]: @drcnwesley@gmail.com Should we be updating all of this data to reflect 2023-2024? _Assigned to drcnwesley@gmail.com_

Chart i.19: MWA's 2022-23 Students with Disabilities Eligibilities

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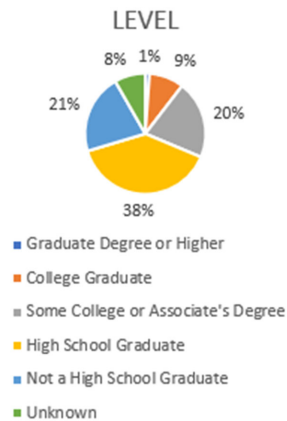


Survey Data

Parent Education Level

Another strength of MWA is that the students who graduate from MWA have a higher education level than their parents. The parents have a graduation rate of 68% whereas the students have a graduation rate of 90.9% in 2023. All parents want better for their children than they had for themselves. The greatest accomplishment is that 51% of the students from the Class of 2017 have earned a college degree which is higher than the 12% of parents who have earned a college degree. This commitment to the target community that MWA serves is an obvious benefit to the Richmond community and the County at large.

2023-2024 PARENT EDUCATION LEVEL



Beyond the Dashboard and CAASPP measures, MWA is closing the achievement gap as demonstrated despite the challenges faced by the students and families. Renewal of the MWA charter is in the best interest of the hundreds of students it serves each year who may not otherwise have access to a program so adept at serving the specific communities enrolled at MWA, including English Learners, socioeconomically disadvantaged students, students with disabilities, Latinx students and African American students. MWA has consistently been closing the achievement gap for all students, especially these significant subgroups. Making Waves 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.

As demonstrated by the evidence above of MWA's strong student growth performance relative to the State in consideration of the student populations it serves, and the need in the community for MWA, MWA meets the renewal criteria under Section 47607.2(b), and must be granted a renewal term of five years.

ELEMENT A: EDUCATIONAL PROGRAM

Governing Law: *The educational program of the charter school, designed, among other things, to: identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. - Education Code Section 47605(c)(5)(A)(i)*

The annual goals, for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the State priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. - Education Code Section 47605(c)(5)(A)(ii).

If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet college entrance requirements." Education Code Section 47605(c)(5)(A)(iii).

Targeted Student Populations and Community Need

We bring educational opportunities to historically underserved populations. We prepare all students for college and also support students in pursuing a variety of post-secondary pathways. We think it is important to support students in pursuing the dreams they have for themselves. As a result, we support students to pursue post-secondary education and career pathways that best align with their dreams for themselves. Wave-Makers primarily choose a college pathway (four-year and community colleges) along with some technical education pathways and military service. Making Waves Academy is dedicated to providing our students with similar educational and post-secondary opportunities as their peers in more affluent suburban communities.. Upon graduation from MWA, from college, or after starting their career, we expect students to "recycle their success" by giving back to their community..

Our intent is to ensure that students in Richmond have the opportunity at MWA to acquire the college and career-readiness skills necessary to gain admission to and graduate from college and to be able to enter the workforce prepared to launch their careers. We believe that young people, no matter what zip code they live in, should have the opportunity to go to college and the skills they need to pursue a career of their choosing. Some of our students encounter obstacles such as access to adequate housing, healthcare, employment and education. We believe that by designing and implementing a school

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program that positively impacts a child’s access to equal educational opportunity, we can optimize our chances of improving that young person’s overall quality of life. We believe that the predictor for the kind of life a child from a socio-economically challenged household will lead, as a youth and as an adult, is the level and quality of educational preparation she, he, or they receives. Our program addresses, performs, and achieves the goal of creating a pathway for success for all of our students.

Mission

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.

Vision and Impact Statement

Address the disparity in educational opportunity that exists between suburban and urban youths.

70% of our students will earn an appropriately challenging post-secondary degree, graduating with minimal college debt.

Educational Philosophy

Based on our own successful track record we believe that a rigorous and holistic approach improves learning for urban, underserved students for whom a more interactive relationship with caring adults makes the critical difference in engaging or reinvigorating the students in their own education. MWA is a well-established, independent Charter School that demonstrates its programmatic, operational, governance, and fiscal soundness year over year. MWA is specifically designed to serve historically disadvantaged students and families in the community and intends to continue serving students in grades 5-12.

MWA implements a holistic approach to educating students that include rigorous instruction, academic intervention, meals, access to mental health services, socio-emotional development, and robust college counseling and college access services.

Wave-Maker Affirmation

The following affirmation sets forth the essence of our educational philosophy, and our curriculum carries out in all that we do and say. This credo, written and performed by our students, reminds us of their stories, their challenges and their dreams:

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I AM A WAVE-MAKER!

I am an agent of change. I can control my destiny if I set my mind to it.

I am determined to be an intelligent, organized, and disciplined person.

I will not let anything get in the way of my success.

I AM A WAVE-MAKER!

I am willing to get an education.
I will meet and exceed expectations of Making Waves Academy.
I am determined to pursue my college and career dreams.

I AM A WAVE-MAKER!

I look at life with a positive attitude. I believe love and support are priceless.
I will help people less fortunate than me.
I will be a positive presence in the community.
I will increase the peace.

I AM A WAVE-MAKER!

I am a valuable person. I will believe in myself.
I will prepare myself and take advantage of opportunities to achieve my goals.
I am creative and will recycle my success.

I AM A WAVE-MAKER!






I am a powerful person. I am strong, smart, generous, and caring.
Success is achieved through hard work and perseverance. I am willing.

I AM A WAVE-MAKER!

MWA Core Values

During the 2013-14 school year, as part of the WASC Accreditation renewal process, the Making Waves community went through an inclusive process of revisiting and refining the school’s Core Values. Participation in this process included students, parents, faculty/staff, administrators, School Site Council members, and Board Members. The result of the process is that the twelve original values were condensed down to five values. Discussions by various constituent groups included discussing how and if specific values could be or were embedded within one another. The revised five MWA Core Values are as follows:

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	<p>Community</p> <p>We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.</p>
	<p>Resilience</p> <p>We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.</p>
	<p>Respect</p> <p>We believe each person is valuable and we demonstrate respect by following our community norms.</p>
	<p>Responsibility</p> <p>We have integrity; we are accountable for our decisions and actions and their impact on self and community.</p>
	<p>Scholarship</p> <p>We are life-long learners who aspire to and achieve academic excellence.</p>

MWA provides the road map for academic, personal, and community success for our students. From the beginning, our students are encouraged to “empower” themselves through knowledge and education. Our students are given the opportunity to be on a “level playing field” with those students who come from communities that have additional funding sources such as individual giving, family contributions, private and community foundations, and a plethora of school options. Our Wave-Makers refer to themselves as “agents of change” which Making Waves reinforces by providing an effective support network. Our Charter School motivates students to use their success to improve the

communities of which they are a part of.

Students To Be Served

Richmond, like other urban communities, requires a high quality and intensive school experience to surmount these obstacles. Because most urban local schools lack adequate financial resources, they are finding it all but impossible to overcome these challenges. The students served at MWA come from the school communities which are most plagued by these issues.

MWA serves students who have traditionally been underserved and underrepresented in college and other post-secondary opportunities. Over 70% of our students currently come from Title 1 elementary schools in Richmond. Over 85% of our students qualify for free or reduced priced meals. Over 50% of our incoming 5th grade students are classified as ELs. As is often the case, our students must endure the stress that comes from these circumstances. Making Waves Academy addresses these issues and provides services to students and their families, so that we can achieve their goal of entering and graduating from four year colleges and universities.

Making Waves Academy middle school began with 100 5th graders in the Fall of 2007. Two more cohorts of 100 joined in the Fall of 2008 and 2009. In the Fall of 2010, MWA Middle School was at its full capacity serving up to 100 students in each grade 5 through 8 for a total of up to 400 students.

In the Fall of 2011, our first Upper School class started their MWA journey. In 2012, MWA was approved to amend the charter to be able to take in 112 students in the 5th grade. The combined student population of the two campuses, in grades 5-12, was about 780 students.

MWA strives to enroll a student body that is representative of the diversity of the surrounding community and the District as a whole. MWA does not discriminate against any child on the basis of race, gender, ability, religion, sexual orientation, or upon any of the characteristics listed in Education Code Section 220. For additional information about MWA's outreach and recruitment, please see Element G of this charter.

Attendance

The Charter School serves up to 1344 students in grades 5-12 who wish to gain acceptance to and graduate from college. The students may be the first in their family to go to high school, or the first in their family to graduate from high school, or the first in their family to go to college. This student profile includes historically disadvantaged students: Latinx students, African American students, SED students, ELs, and SWD.

Enrollment Projections

The Charter School serves up to 168 students in each grade level in grades 5-12 with a maximum enrollment of 1344 students. MWA has historically experienced a high retention rate, and the students usually remain with the Charter School from grade 5 to grade 12. MWA is committed to serving students who wish to attend the Charter School.

Table 1.1: Enrollment Projections for the Charter Term

Grade	2025-26	2026-27	2027-28	2028-29	2029-30
5	168	168	168	168	168
6	112	168	168	168	168
7	112	112	168	168	168
8	168	112	112	168	168
9	168	168	112	112	168
10	168	168	168	112	112
11	168	168	168	168	112
12	168	168	168	168	168
TOTAL					
L	1232	1232	1232	1232	1232

Academic Calendar and Schedules

MWA will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, the following number of minutes of instruction (except when otherwise required by law):

- (A) To pupils in grades 5 to 8, inclusive, 54,000 minutes.
- (B) To pupils in grades 9 to 12, inclusive, 64,800 minutes.

Table 1.2: 5-8 Bell Schedule (Subject to Change)

Table 1.3: 9-12 Bell Schedule (Subject to Change)

Table 1.4: 2025-26 Making Waves Academy School Calendar (Subject to Change)

The California Education Code requires that students attend school full time. Moreover, it is extremely important for all students to attend school daily in order to gain the maximum benefit from their education and to show a dedication to being on track for higher education. At the high school, a student may be considered truant under California law if their absent without a valid excuse on three (3) days or if they are tardy or absent for more than any 30-minute period during the school day on three (3) occasions in one school year, or any combination thereof. Education Code § 48260. Generally, the following are accepted as excused absences and tardies:

- Illness
- Medical or dental appointments

- Attending a funeral service
- Approved participation in a school event, activity or meeting with administrator
- Personal or family emergency when approved by a school administrator
- Appointments with law enforcement, attorneys or probation officers.

Students who miss school or are tardy to class for reasons not listed above will be considered to have an unexcused absence or tardy.

The Charter School focuses on positive reinforcement for students without absences and tardies and hosts a robust Student Attendance Review Team (“SART”) to meet with students and families to overcome barriers to attendance, sign attendance contracts, and improve attendance for the students to prevent chronic absenteeism.

What It Means To Be an Educated Person in the 21st Century

MWA believes that an educated person in the 21st century is someone who has the following skills and abilities:

- The ability to think critically and creatively;
- The ability to work both independently and collaboratively;
- The ability to communicate confidently (oral and written);
- The ability to utilize technology to present, analyze, and generate quality products;
- The willingness and skills to engage in responsible citizenry;
- Personal integrity, morality, self-motivation and self-esteem defined individually and collectively;
- A solid foundation in the core academic skills, as outlined in the State Standards;
- The ability to apply subject area knowledge to accomplish real-world problem-solving.

MWA students will be self-motivated, competent, lifelong learners who are able to develop and utilize the above skills in the classroom and apply them insightfully to the world around them.

MWA believes that a comprehensive education and access to quality educational resources are critical to establishing a love of learning and academic success. Specifically, we believe learning best occurs when:

- Students receive individualized attention tailored to their individual academic needs;
- Instructional activities are challenging, rigorous and aligned to the State Standards, integrated across content areas;
- The curriculum is meaningful and engaging to students, connecting what is being learned with both the world outside the classroom and with students’ real-life experiences;
- The whole community is used as a learning environment, with lessons and units of study being enriched through field trips, tutorial sessions, mentor relationships and internships;
- Teachers, other adults and mentors in the school community role-model positive behaviors and healthy relationships;
- Parents and families are actively involved in their children’s learning;
- The school environment fosters a positive atmosphere of respect, connection and inclusion;
- The curriculum allows students access to future success, be it receiving a high school diploma, going on to higher education, pursuing a career or all of the above.

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For a more detailed description of how MWA believes learning best occurs, please see our “Curriculum and Instructional Design” section, below.

How Learning Best Occurs/Instructional Design, Including Subgroup Program (CCR 11867.5.1(f)(C))

MWA Curriculum Framework and Guiding Principles - Rigorous, Standards-Driven

MWA’s instructional program is designed to empower youth to become analytical thinkers who can apply subject knowledge to solve real-world problems. Based on current knowledge of best practices that work for our targeted student body, we continually update the instructional program and curriculum content to ensure our students’ success. MWA students will graduate from our program not only with strong academic skills, but also with strong social and emotional skills that will serve them well in whatever endeavor they choose.

The 6th-12th grade ELA curriculum, SpringBoard, uses a strategy that is based on backwards planning concepts similar to the work of Jay McTighe and Grant Wiggins in their *Understanding By Design* framework. This approach focuses on helping students identify the key learning and skills at the beginning of a unit so that the work students leading up to formative and summative assessments can be intentional and aligned to not only the teaching objectives but also with student learning goals. Professional development to help MWA faculty adapt and learn the critical instructional skills and strategies needed to teach using these concepts effectively is based on the work of book by Harvey F. Silver, Matthew J. Perini, and R. Thomas Dewing in their book, *The Core Six: Essential Strategies for Achieving Excellence with the Common Core*.

Focus on Literacy

We believe that a student’s ability to read a diverse range of texts is a significant determinant of her/his academic success. Our curriculum emphasizes reading and writing for authentic purposes and the facilitation of academic literacy through the Reading Apprenticeship Framework.

Reading Instruction Across the Disciplines. Teachers model discipline-based strategies for comprehending texts in their subjects. Students develop meta-cognitive awareness of their reading processes and dialogue and write for literal and inferential meaning of text. While all of the above academic areas are offered, the foundation of the MWA curriculum is a comprehensive academic literacy program:

Content Literacy Learning and Teaching Strategies. Within each content area, teachers not only teach students the strategic application of reading skills within the given subject area, but also other literacy tools, such as writing processes, listening and oral communications. While understanding how cognitive and meta-cognitive, behavioral, linguistic, physical and experiential factors relate to content reading and writing development, our teachers incorporate instructional strategies that assess prior knowledge (schemata), develop student meta-cognition and make the content relevant

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and interesting (affective domain). Instructional strategies include these research-backed tactics: pre-reading plan; question-answer relationships; reciprocal teaching; schema maps; directed-reading thinking activity; learning logs; book talks; direct in-text marking system; discussion webs; radio play; student dramas; and sustained silent reading. MWA incorporates holistic teaching methods integrating reading, writing, and literature-based reading instruction.

Literature-Based Reading Instruction. In addition to integrating literature into unit plans, students may participate in the SpringBoard curriculum developed by the College Board, which will integrate literature while placing an emphasis on developing strong non-fiction reading competencies and skills.

Site-Based, Personalized Learning

Our curriculum is delivered in a site-based learning environment that allows for daily contact with teachers and other adults who are focused on students' individual learning needs. On a regular basis, teachers and staff develop, facilitate and review students' work to ensure that they are meeting their educational goals. Middle school students have daily adult facilitators to help them develop the time management and core curriculum skills needed to increase their chances of gaining higher success in their educational and personal goals. Students have a daily planner and weekly goals. Advisors, teachers and tutors facilitate the use of these tools on a daily basis. Students create weekly, unit and quarterly goals. Time is spent asking students to reflect on whether or not they were successful in meeting their goals. Students are given instruction through advisor and tutorial times. The MWA core values are a part of the academic as well as the social emotional curriculum provided in the classroom and in the advising and tutorial programs.

In addition to teaching academic skills, MWA believes strongly in developing their students' social and emotional awareness and growth. Embedded throughout the curriculum, especially through the arts, health and wellness, social studies, language arts, and science, students have assignments that challenge their ideas, thoughts and values. Journaling and portfolio use allow students to reflect on their growth several times during the year. Student Governance bodies help students to develop both leadership and ethical skills. Finally, school assemblies, grade-level advisory and class meetings allow an open forum to develop social and interpersonal skills as students analyze and address the needs of their fellow students, school and greater community.

Materials, including Technology

Text and reading books are reviewed and selected based on a thorough analysis of what other high-performing schools in the area utilize. Technology and computer use is a key component of the MWA curriculum. Many of our students come from families that do not have adequate computers at home, denying them access to programs that schools are now utilizing. Each student is given a Chromebook for use, as well as all faculty and full-time staff. Access to technology gives our students an advantage as they focus their attention on gaining admission to and completing a college degree. All incoming 5th graders take a technology class that helps them become familiar with the technology and the tools available for them to do their work. Each student is given access to PowerSchool and Canvas so that they can check e-mail, homework assignments.. Each year, students'

skills are reinforced and refined in the various assignments provided by their teachers.

Several themes exist across grade levels and subject matter that help create both a unique and engaging curriculum for our students.

- *College Preparatory* – All students complete the college preparatory course requirements for the A-G requirements for admission to the UC or CSU, or complete a modified version of the A-G requirements for admission to the UC and CSU, in which a year-long, career technical education course that meets or exceeds the rigorous State Standards approved by the State Board of Education may substitute for one of the courses that counts toward completion of the “G” requirement.
- *Career Readiness* – Students, particularly in the upper school, have opportunities for career exploration and exposure through field trips and career day programming. In addition, MWA offers Career Technical Education (CTE) courses.
- *Embed Inquiry and Research Standards Within Each Content Area* – The inquiry process is an authentic method of learning that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, crafting experiments, observing, interviewing, evaluating information, analyzing and synthesizing data, and communicating findings and conclusions. The information-gathering stage is a self-directed process that is owned by the engaged learner. Individually and collaboratively, students work for a particular purpose, such as discussing a text, solving a problem, making a decision, reaching new understandings, and/or creating products.

Overview of Core Academic Program

The curriculum reflects the belief that all students are capable of learning at high levels and ensures that all students have access to an academically rigorous and relevant curriculum that leads to college and workplace readiness upon graduation. The curriculum supports students in the acquisition of rigorous core knowledge, skills, habits and attitudes in a hands-on, interdisciplinary instructional framework.

English Language Arts

Middle School (Grades 5-8)	Upper School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> ● Reading ● Writing ● Speaking and Listening ● Language <p>Skills</p> <ul style="list-style-type: none"> ● Writing strategies and application ● Written and oral language conventions/grammar 	<p>Content</p> <ul style="list-style-type: none"> ● Reading ● Writing ● Speaking and Listening ● Language <p>Skills</p> <ul style="list-style-type: none"> ● Craft and Structure ● Integration of Knowledge and Ideas ● Range of Reading and Level of Text Complexity

- Vocabulary
- Comprehension
- Literary response and style
- Critical Thinking

Course Offerings

- 5th Grade English
- 6th Grade English
- 7th Grade English
- 8th Grade English
- Flex Period

Promotion Requirements

Students complete a year-long course with a grade of C or higher.

- Text Type and Purposes
- Production and Distribution of Writing
- Research to Build Present Knowledge
- Range of Writing
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Course Offerings

- CP English I
- CP English II
- CP English III
- CP English IV
- AP English Language
- ELL Intervention

Graduation Requirements

Students must complete the equivalent of four years of English with final course grades of a C or higher.

Math

Middle School (Grades 5-8)	High School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking • Number Sense and Operations • Measurement and Data • Geometry • Ratios and Proportions • Expressions and Equations • Number Sense • Statistics and Probability • Algebra <p>Skills</p> <ul style="list-style-type: none"> • Problem Solving Strategies • Abstract & Quantitative Reasoning • Constructing Viable Arguments • Develop and Utilize Mathematical Models • Strategic Use of Appropriate Tools • Precision & Accuracy • Make Use of Structures • Express Regularity and Repetition in Reasoning <p>Course Offerings</p> <ul style="list-style-type: none"> • Pre-Algebra • Algebra • Problem Solving • Math 5 • Math 6 <p>Promotion Requirements Students complete a year-long course with a grade of C or higher.</p>	<p>Content</p> <ul style="list-style-type: none"> • Number and Quantity • Algebra • Functions • Geometry • Statistics and Probability • Constructing Viable Arguments • Calculus <p>Skills</p> <ul style="list-style-type: none"> • Problem Solving Strategies • Abstract & Quantitative Reasoning • Constructing Viable Arguments • Develop and Utilize Mathematical Models • Strategic Use of Appropriate Tools • Precision & Accuracy • Make Use of Structures • Express Regularity and Repetition in Reasoning <p>Course Offerings</p> <ul style="list-style-type: none"> • Algebra I & Fundamentals of Algebra • Geometry & Fundamentals of Geometry • Algebra II & Algebra II Honors • Pre-Calculus • Calculus • AP Calculus A/B • Statistics • AP Statistics <p>Graduation Requirements Students must complete the equivalent of three years of Mathematics with a final course grade of a C or higher.</p>

History/Social Studies

Middle School (Grades 5-8)	High School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> • US History • Geography • Ancient Civilizations • Medieval and Early Modern Times • Current Events • Journalism • Public Speaking • Debates <p>Skills</p> <ul style="list-style-type: none"> • Chronological and Spatial Thinking 	<p>Content</p> <ul style="list-style-type: none"> • World History, Culture, and Geography • US History and Geography • Principles of American Democracy • Principles of Economics <p>Skills</p> <ul style="list-style-type: none"> • Chronological and Spatial Thinking

- Research, Evidence, and Point of View
- Historical Interpretation

Course Offerings

- US History & Geography
- World History & Geography (Ancient Civilizations)
- World History & Geography (Medieval and Early Modern Times)
- US History & Geography (Growth and Conflict)

Promotion Requirements

Students complete a year-long course with a grade of C or higher.

- Research, Evidence, and Point of View
- Historical Interpretation

Course Offerings

- **Ethnic Studies**
- World History
- US History
- American Government and Economics
- AP US History
- AP American Government

Graduation Requirements

Students must complete at least three year-long courses with a grade of C or better. One course in U.S. History and one in World History, and one in American Government/Civics.

Science

Middle School (Grades 5-8)	High School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> ● Physical Science ● Life Science ● Earth Science ● Investigation and Experimentation <p>Skills</p> <ul style="list-style-type: none"> ● Observation ● Classification ● Measuring ● Communication ● Inferring ● Predicting ● Collecting, Recording, and Interpreting Data ● Identifying and Controlling Variables ● Defining Operationally ● Making Hypotheses ● Experimenting ● Making and Using Models <p>Course Offerings</p> <ul style="list-style-type: none"> ● Biology ● Chemistry ● Physics ● Geology ● Ecology <p>Promotion Requirements Students complete a year-long course with a grade of C or higher.</p>	<p>Content</p> <ul style="list-style-type: none"> ● Motion and Forces ● Conservation of Energy and Momentum ● Heat and Thermodynamics ● Waves ● Electric and Magnetic Phenomena ● Atomic and Molecular Structure ● Chemical Bonds ● Conservation of Matter and Stoichiometry ● Gases and Their Properties ● Acids and Bases ● Chemical Thermodynamics ● Reaction Rates ● Chemical Equilibrium ● Organic Chemistry and Biochemistry ● Nuclear Processes ● Cell Biology ● Genetics ● Ecology ● Evolution ● Physiology ● Earth Science ● Biogeochemical Cycles ● Structure and Composition of the Atmosphere ● California Geology <p>Skills</p> <ul style="list-style-type: none"> ● Observation ● Classification ● Measuring ● Communication ● Inferring ● Predicting ● Collecting, Recording, and Interpreting Data ● Identifying and Controlling Variables ● Defining Operationally ● Making Hypotheses ● Experimenting ● Making and Using Models <p>Course Offerings</p> <ul style="list-style-type: none"> ● Conceptual Physics ● Chemistry & Chemistry Honors ● Biology & Biology Honors ● AP Psychology <p>Graduation Requirements Students must complete the equivalent of two years of Science with a final course grade of a C or higher in the</p>

science branches of life science (Biology), and one physical science (Physics or Chemistry)

World Languages

Middle School (Grades 5-8) – Not offered	High School (Grades 9-12)
<p>NA</p>	<p>Content</p> <ul style="list-style-type: none"> ● Spanish Language, Literature, Cultures, Structures, Settings, <p>Skills</p> <ul style="list-style-type: none"> ● Cultural Awareness/Understanding ● Grammar ● Writing ● Listening, Reading, and Oral Comprehension <p>Course Offerings</p> <ul style="list-style-type: none"> ● Spanish I ● Spanish II ● Spanish III ● AP Spanish Language ● AP Spanish Literature <p>Graduation Requirements</p> <p>Students must complete two years of one language with a final course grade of a C or higher.</p>

Visual and Performing Arts

Middle School (Grades 5-8)	High School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> ● Visual/Fine Arts, e.g., drawing, painting, sketching, clay, sculpture, wire ● Performing Arts, e.g., drama, dance and movement ● Music, e.g., choral, instrumental <p>Skills</p> <ul style="list-style-type: none"> ● Artistic Perception ● Creative Expression ● Historical and Cultural Context ● Aesthetic Valuing ● Connections, Relationships, and Applications <p>Course Offerings</p> <ul style="list-style-type: none"> ● 5th Grade Technology ● 6th Grade Art ● 7th Grade Art ● 8th Grade Art <p>Promotion Requirements Students complete course with a grade of C or higher.</p>	<p>Content</p> <ul style="list-style-type: none"> ● Visual/Fine Arts, e.g., drawing, painting, sketching, clay, sculpture, wire ● Performing Arts, e.g., drama, dance and movement ● Music, e.g., choral, instrumental <p>Skills</p> <ul style="list-style-type: none"> ● Artistic Perception ● Creative Expression ● Historical and Cultural Context ● Aesthetic Valuing ● Connections, Relationships, and Applications <p>Course Offerings</p> <ul style="list-style-type: none"> ● Music Appreciation ● Drama ● Advanced Art <p>Graduation Requirements Students must complete one year-long course with a final course grade of a C or higher.</p>

Health and Physical Education

Middle School (Grades 5-8)	High School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> ● Games, sports, martial arts, yoga, etc. <p>Skills</p> <ul style="list-style-type: none"> ● Motor Skills and Movement Patterns ● Performance of Physical Activities ● Assess and Maintain Physical Fitness ● Concepts, Principles, and Strategies for Health and Performance ● Psychological and Sociological Concepts, Principles, and Strategies for Physical Activity <p>Course Offerings</p> <ul style="list-style-type: none"> ● 5th Grade P.E. ● 6th Grade P.E. ● 7th Grade P.E. ● 8th Grade P.E. <p>Promotion Requirements Students complete a year-long course with a grade of C or higher.</p>	<p>Content</p> <ul style="list-style-type: none"> ● Games, sports, martial arts, yoga, etc. ● Adventure/Outdoor Activities ● Aerobics ● Dance ● Aquatics ● Weight Training <p>Skills</p> <ul style="list-style-type: none"> ● Motor Skills and Movement Patterns ● Performance of Physical Activities ● Assess and Maintain Physical Fitness ● Concepts, Principles, and Strategies for Health and Performance ● Psychological and Sociological Concepts, Principles, and Strategies for Physical Activity <p>Course Offerings</p> <ul style="list-style-type: none"> ● Health and Wellness I ● Health and Wellness II <p>Graduation Requirements Students must have two year-long courses in Health and Wellness with a final course grade of a C or higher.</p>

Social and Emotional Learning

Middle School (Grades 5-8)	High School (Grades 9-12)
<p>Content</p> <ul style="list-style-type: none"> ● Self-Awareness ● Self-Management ● Social Awareness ● Relationship Skills ● Responsible Decision Making (at school, home and in the community) 	
<p>Skills</p> <ul style="list-style-type: none"> ● Recognize emotions ● Describe interests and values ● Accurately assess strengths ● Have a well-grounded sense of self-confidence and hope for the future ● Regulate emotions ● Manage stress ● Control impulses ● Persevere in addressing challenges ● Express emotions appropriately ● Set and monitor progress toward personal and academic goals ● Take the perspective of and empathize with others ● Recognize and appreciate individual and group similarities and differences ● Seek out and appropriately use family, school, and community resources ● Establish and maintain healthy and rewarding relationships based on cooperation ● Resist inappropriate social pressure ● Constructively prevent, manage, and resolve interpersonal conflict ● Seek and provide help when needed ● In making decisions, consider ethical standards, safety concerns, appropriate social norms, respect for others, and the likely consequences of various courses of action ● Apply these decision-making skills in academic and social situations ● Be motivated to contribute to the well-being of schools and communities 	
<p>Course Offerings</p> <ul style="list-style-type: none"> ● Homeroom (Advisory) <p>Promotion Requirements Students complete the requirements of the program.</p>	<p>Course Offerings</p> <ul style="list-style-type: none"> ● Advisory <p>Graduation Requirements Students must complete the program with a pass.</p>

Descriptions of MWA's curriculum scope and sequences for all the 5th through 12th grade Core Day courses, Summer and Saturday Academies, as well as Intervention courses, can be found in Appendix C.

Outline of Projected Content Coverage (Grades 5-12)

In addition to our base instructional calendar, Making Waves Academy offers more than the required 175 days of instruction every year and more instructional minutes than are required. We anticipate the following additional days and times of programming to help the implementation of our mission.

-

Extended Learning Opportunity Support

MWA offers opportunities for students to participate in the Extended Learning Opportunity (ELO) program for high need 5th and 6th grade students (at the level of staffing capacity). We offer a net additional 30 instructional days that are scheduled to occur during parts of the summer and over some of the school breaks. .

Strong Parental/Family Involvement

Parental/family involvement is essential to the community and the student empowerment that are central to our educational philosophy. Family workshops as well as technology training will be implemented to reinforce the life-long learner philosophy and full support of our students. All parents/guardians at MWA will be expected to participate in activities, including, but not limited to:

- Attendance at parent/guardian, teacher, student conference;
- Attendance at parent education workshops (2-3 Saturdays per year);
- Attendance at virtual/in-person monthly update meetings with school leadership (optional)
- Attendance at school events;
- Participation in fundraising;
- Participation in 20 hours of volunteer service each year (encouraged, but not required);
- Reviewing and signing off on tests/quizzes as assigned by faculty;
- At least one parent/guardian representative will serve on the Making Waves Academy Board of Directors.

Moreover, parents/guardians are given a list of volunteer opportunities throughout the year, from being monitors that support arrival and dismissal to being classroom helpers during field trips and other relevant activities. By actively participating in the school, parents and guardians serve as an example to the students and emphasize the importance of family involvement. At MWA, we see a dramatic difference between students whose parents/guardians are involved and those students who have no family support. Our students benefit from seeing their parents/guardians make that extra effort; it shows that their families value what their children are trying to achieve.

Instructional Materials

The process for adopting curriculum and instructional strategies involves several steps to ensure that the chosen materials and approaches align with State Standards, the Charter School’s mission, and the needs of the students. The current situation is assessed to determine the strengths, weaknesses, and areas for improvement based on the needs of the students, assessment results, and mastery of State Standards. The team would conduct research after conducting the needs assessment to determine if the solution or solutions include textbooks, instructional resources, or professional development on instructional strategies. Based on the findings, the team would select a curriculum or instructional strategy that best aligns with the State Standards, cultural relevance to the students, inclusivity to special populations, flexibility, and scalability. When possible, a pilot test would be conducted on a small scale to allow teachers to try out the curriculum or instructional strategies, to gather feedback and to make any adjustments. The Principal and members of the school leadership team then present their proposal to the

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Curriculum Instruction Review Advisory Committee of the MWA Board. This committee then asks questions and discusses the proposal, resulting in a recommendation to the MWA full board for adoption of the newly proposed curriculum. Then, the team would then receive professional development on the curriculum or instructional strategies, which may include workshops, seminars, and ongoing coaching. During implementation, the team will need to monitor progress, gather feedback, and make any adjustments. As with all curriculum and instructional strategies, MWA participates in a process of continuous improvement by evaluating the effectiveness of the curriculum and instructional strategies by reviewing assessment results, teacher observations, and feedback.

The list below highlights the Instructional Materials that MWA is currently using:

Table 1.8: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and instructional materials/year of adoption
English Language Arts	Expository Reading & Writing Course (CSU Expository Reading) Springboard Levels 6th Grade - 12th Grade (College Board) 5th Reading Wonders (Houghton Mifflin) 2017 Thank You For Arguing (Penguin Random House) Princeton Review AP English Literature & Composition Prep, 2022 Fish Tank - Student Workspace 2016/7 (5th Grade)
English Language Development	ELD: English 3D (Houghton Mifflin), Courses A, B, and C (Online workbooks and textbooks/Print Issue Textbooks, 2021)
Mathematics	Calculus – 4th Edition (Pearson) 2014 Carnegie Learning Math AP Statistics & Data Analysis (NGL/Cengage) 2017 Math Expressions (McGraw Hill) 2017 Open Up Math
Science	Open Science Education - Impact Science (5th-8th) HMH Dimensions Biology (Grade 10) HMH Dimensions Chemistry (Grade 11) HMH Dimensions Conceptual Physics (Grade 9) HMH Dimensions Earth & Space (Grade 9) DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017 Medical Terminology for Health-(Cengage)
History-Social Science	Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 The American Democracy 2015 CA The Americans 2013 CA Modern World History (Houghton Mifflin Harcourt) 2011 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial Revolution Harrison, American Democracy Now, 2017 American History (Houghton Mifflin Harcourt) 2018 The American Pageant (Cengage)
World Language	Descubre 2022 Level 1 (Vista Learning) Descubre 2022 Level 2 (Vista Learning) Descubre 2022 Level 3 (Vista Learning)

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	Temas 3e (Vista Learning)
Health/Physical Education	Health Framework for CA Public Schools Physical Education Framework for CA Public Schools
Visual and Performing Arts	California Arts Education Framework for CA Public Schools
Career Technical Education	Career Technical Education Framework for CA Public Schools (Grades 7-12)
Social Emotional Learning	Approved by the Collaborative for Academic, Social, Emotional Learning ("CASEL")

Supporting Academically Low-Achieving Students

MWA is designed to respond to and support the needs of students who come to the Charter School achieving below their potential. The school size, community supports, and educational program allows MWA to readily identify and target low-achieving students and provide them with the support they need to succeed. Students, parents/guardians, and teachers regularly check student progress, and the following process is followed.

Assessment

All MWA students participate in and benefit from an academically rigorous and standards-based curriculum. Academically low-achieving students are identified by meeting any of the following criteria performs at least two (2) grades below grade level, does not meet standards on state testing, answers sixty percent (60%) or more incorrectly on school benchmarks or multiple measures assessments, and fails to demonstrate a minimum of one year of academic growth in reading, writing, and/or math during each year. Academically low-achieving students are identified by teachers, who notify parents/guardians and refer the student for interventions.

Interventions

MWA takes a systematic approach to closing the achievement gap by allocating multiple resources to academically low-performing students. MWA teachers will address the needs of academically low-achieving students in the following manner:

Additional Staff Support Time for Students

Classroom teachers are available before and after-school for small groups or individual review sessions. Academically low-achieving students are encouraged to attend these sessions on a weekly basis. In meeting with students, teachers may reteach material, provide additional support for completing assignments, provide additional individualized instruction, and/or offer alternative assessments.

Professional Learning Communities

Teacher Leaders provide coaching support to the grade level to facilitate data protocols to build teacher knowledge on using formative and summative

assessments to inform instruction and to adjust content scope and sequence and pacing guides. During weekly meetings, teachers meet and discuss individual progress of academically low-achieving students. The discussions focus on tracking progress, identifying areas of need, and effective intervention strategies.

Progress Monitoring

MWA is also committed to monitoring the progress of academically low-achieving students as part of prevention and interventions. As part of the MTSS, MWA will utilize RtI and will monitor the progress of each academically low-achieving student through the following processes:

Tier 1 – Foundational Program: a) all teachers instruct to the standards on a daily basis; b) all student work aligns to rigorous standards; and c) all students are able to describe what they are learning and why, reflecting on their learning. Small group instruction and individualized differentiation are used at this level.

As part of the Tier 1 foundation, all students receive interventions in the classroom. Data mined from benchmarks such as the Interim Assessment Blocks (IABs), Renaissance STAR Reading Assessments, NWEA MAP Math assessments, and previous year ELPAC and SBAC assessments are used to determine students' strengths and challenges. During core classes, students will receive individualized instruction and activities to strengthen their progress toward standards mastery. The differentiated instruction and work will allow for all students to access both the curriculum and core content at various academic levels. Student progress will be monitored and adjusted accordingly, based on the level of mastery demonstrated. SPED, ELD, and instructional coaches will push in to core classes to co-teach, offer differentiated support within the classroom, and offer coaching to core day teachers to support optimal Tier 1 instruction.

Tier 2 – Strategic Intervention: Identified students will receive strategic intervention through a small group setting, standard and concept specific lessons are administered. Teachers are able to observe and assess students, both formally and informally, and differentiate as needed. Strategic intervention allows students to practice and develop skills. On-going benchmark and progress monitoring will be used to adjust interventions. Tier 2 groupings are flexible and can be changed, as necessary. The groupings' fluidity allows for students making progress to assess out of this tier, while other students can participate if warranted.

Tier 3 – Intensive Intervention: Identified students will receive targeted support through a combination of pull-out supports, in classroom interventions, and support, and ongoing progress monitoring to assess learning progress by the Supporting Academically High-Achieving Students

MWA identifies students qualifying for GATE, starting in the middle school, and offers additional programming for these students.

Assessment

The students are identified through the Raven's Progressive Matrices (90th-99th Percentile), Renaissance STAR Reading Assessment/Accelerated Reader, SBAC Scores, Renzulli Scales (Survey), Writing Score, and Student Portfolio. This process of identification ensures that students will be identified from varying linguistic, economic, and cultural backgrounds. Study Trips are also part of the GATE program. It is important that the GATE program has a functional Parent Advisory Committee to report and make recommendations to the School Site Council. The administrator and GATE Coordinator will be responsible for keeping parents/guardians abreast of specialized programs and extracurricular activities directly relating to the GATE students. Throughout the school year, evidence of learning is collected and showcased to share the deeper and broader understanding and application of content.

Supporting Socioeconomically Disadvantaged Students

The majority of MWA students are socioeconomically disadvantaged students, therefore, the educational program has been specifically designed to ensure that the MWA mission is fulfilled. The priorities to serve SED students include providing support to succeed even though they may have socioeconomic challenges and prior lack of access to educational opportunities. The goal is to close the achievement gap. All students are provided with a Chromebook and a wi-fi hotspot, if needed, to close the digital divide. Students are provided with technological support for the equipment. Students have opportunities to participate in extracurricular activities like sports, clubs, and organizations that they may not otherwise be able to previously participate in due to lack of transportation, access, and cost. Students attend field trips. MWA provides workshops for families on how to pay for college. Funds are allocated to ensure all students have access to all opportunities.

Supporting the Social Emotional Needs of Students

In addition to a powerful commitment to SEL and the work that the Student Support Services has been doing to support the social emotional needs of students, MWA is dedicated to building a community of learners who respect one another and take responsibility for a path toward their future college or career ambitions. In order to support each student's path, MWA implements positive reinforcement to teach important life skills while allowing students to build community with their peers.

Students will regularly be acknowledged for demonstrating the Charter School's values and making good choices. There are a variety of ways in which students receive positive reinforcement through MWA's strong PBIS program.

Homeless and Foster Youth

MWA recognizes the importance of providing homeless and foster youth with a supportive educational environment. In response to their needs, MWA will work closely with Contra Costa County agencies in identifying and monitoring homeless and foster youth who enroll. MWA will coordinate with the Department of Family and Children's Services to account for the school's foster population. MWA cultivates a respectful school culture, in

which foster youth can feel secure in approaching adults on campus regarding difficulties in accessing resources, or for general counseling and guidance. Foster youth with specific needs that cannot be met on campus will be referred to local partner resources that are gratis to the student whenever possible. Additionally, these youths will have full access to all programs offered by MWA .

MWA follows the identification, enrollment, and continued support procedures as outlined by the McKinney-Vento Act and detailed in its Homeless and Foster Youth Policy. MWA has a Homeless Liaison who provides outreach to families and coordinates services between the family and other agencies. The Charter School is committed to provide a high-quality education with all supports necessary to ensure that HY have the opportunity to succeed. In order to help HY, the Homeless Liaison will assist in procuring referrals to health, dental, mental health, substance abuse services, housing services, and any other appropriate services. The Homeless Liaison will assist the parents/guardians or the student themselves to enroll the student, obtain necessary immunizations or immunization records. The Homeless Liaison will encourage parents or guardians to be involved in their child's education and ensure that parents and guardians are informed of educational and related opportunities to assist their child to be academically successful.

With reservation funds for homeless education, MWA provides an individual device, internet access, transportation to and from school (bus passes or gas cards), clothing, shoes, laundry supplies, food, toiletries, school supplies, field trips, social emotional counseling, academic support, a mentor, tutoring, and a backpack with school supplies. MWA also provides a quiet space to work for HY. Specifically for high school activities, MWA covers fees for AP classes, exams, caps and gowns, and ensures fee waivers to apply for college or university. In order to ensure that the students have access to the entire high school experience, MWA also covers the cost of admission to games, formal ball, and field trips.

Supporting English Learners

The Charter School will meet all applicable legal requirements for ELs, including long-term English Learners ("LTELs") or ELs at risk of becoming LTELs, as they pertain to annual notification to parents/guardians, student identification, placement, program options, ELD and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents/guardians.

Cognitively, research shows that students who are proficient in more than one language outperform monolingual students on tasks that call for divergent thinking, pattern recognition, and problem solving. Students are able to continue their development of both languages through grade 12, equipping them with a high level of language proficiency in two or more languages. MWA feels that this model is very appropriate for students because the majority are monolingual native Spanish speakers, and the instruction builds upon their language skills. MWA recruits, trains and retains bilingual

teachers who share the school’s philosophy and are dedicated to being successful with ELs who comprise the majority of the neighborhood community.

English Language Proficiency Assessment

All students who are identified as ELs will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.
- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. For ELs within MWA’s grade span, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is determined by the CDE. It is expected to be a four-month window after January 1 (for example, February 1–May 31). The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window.

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The Charter School will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

Reclassification Rates

The goal for reclassification is for each EL to make one year of growth toward English proficiency for each year he/she is enrolled in school. MWA has determined that a specific group of students who need special attention are ELs who have been identified as LTELs and who are currently enrolled in middle school or high school, previously attended school for six years or longer, and who have yet to meet the requirements for reclassification.

Moving LTELs to English proficiency is a challenge throughout the state of California. In 2012, California started requiring the number of LTELs to be reported in CALPADS. In 2014, Californians Together, an advocacy organization, determined that 75% of California's ELs had in fact been in school for six or more years and still had not attained the skills they needed to be reclassified as Fluent English Proficient. This is a strong indicator that EL students in higher level classes like English, Algebra, Geometry, Biology and Chemistry may require support to develop a strong academic vocabulary which many LTELs have not mastered. Another issue for LTELs is a lower graduation rate. In California in 2014, the graduate rate for ELs was 65%, compared to 81% for all students.²

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental/guardian opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents'/guardians' opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. This could include SBAC scores, NWEA MAP assessment data, grade in English and other core classes, and other empirical data.

Strategies for English Learner Instruction and Intervention

² For stalled ELL students, graduation is often an elusive goal. [Education Week](#) 11 May 2016, 35.30:18-23.

Every teacher at MWA will have either a Cross-cultural Language and Academic Development (“CLAD”) or the equivalent SB 395 authorization, or Bilingual Cross-cultural Language and Academic Development (“BCLAD”) credential and will have the ability to provide instruction to the ELs. Every English Learner will receive integrated ELD in content areas taught in English in addition to designated ELD during the week taught by a credentialed teacher utilizing specialized ELD curriculum. All MWA teachers will utilize SDAIE. Teachers will monitor student language acquisition quarterly using ELD digital folders. Multiple mediums such as audio, electronic, visual, and art will be relied upon to present information to ELs, since research shows that children acquire language faster when presented through various models (Clancy, M. & Hruska, B., 2005). Additional instructional strategies that may be used to help support ELs include:

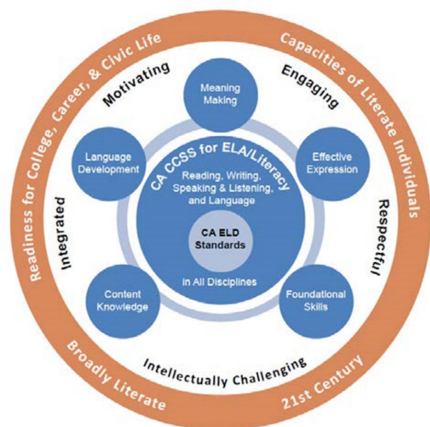
- Frontloading concepts and vocabulary;
- Models, demonstrations, visuals, and realia;
- Repetition and review of concept and vocabulary;
- Choice of resources, tasks, language production options;
- Active participation in various individual and group configurations;
- Print-rich environment;
- Authentic and meaningful tasks, making connections between learning, and real-life experiences;
- Opportunities for reflection and verbalizing thoughts through academic talk;
- Standards-based unit organization;
- Integration of listening, speaking, reading, and writing with content areas;
- Assessment and monitoring of progress toward standards and check for understanding;
- Development of metacognition and goal setting;
- Specially Designed Academic Instruction in English; and
- Explicit instruction in key skills (e.g., preview, scanning, skimming).

ELD/ELA Framework

The Circle of Implementation graphic below illustrates the general picture of ELA/Literacy and ELD instruction. The outer ring shows the overarching goals of California education. According to the California Department of Education, upon graduation from a California public school, students should have:

- Developed the readiness for college, careers, and civic life
- Attained the capacities of literate individuals
- Become broadly literate
- Acquired 21st Century skills for living and learning.

The inside white area describes the context in which instruction occurs. According to the ELA/ELD Framework, effective instruction should be integrated, motivating, engaging, respectful, and intellectually challenging for all students of all grade levels.



The blue circles surrounding the standards are key cross cutting themes of Common Core State Standards’ ELA/literacy and ELD. The standards include the strands of Reading, Writing, Speaking and Listening, and Language. They focus on Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. These themes connect ELA with ELD standards and expectations.

California ELD standards focus on the “why,” or the purpose; the “how,” or the process; and the “what,” or the resources. The purpose of ELD instruction is to teach and ensure students use English purposefully, interact in meaningful ways with others, and to learn the structures of the English language.

Integrated ELD

At MWA, teachers in all core content areas will integrate the ELD components of the core curriculum text and develop language forms and functions while developing core content knowledge. Teachers in ELA will integrate ELD in the ELA Curriculum as described in the CDE’s ELA/ELD Framework. In addition, ELs will also receive designated ELD during a dedicated period daily.

Designated ELD

The designated ELD program at MWA is designed to build skills in each of the language domains. It engages students in reading, writing, listening, speaking, and language. Lessons emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency. Individual, small group, and whole-class instruction is personalized based on formative assessments.

A variety of instructional strategies will be used to increase speaking proficiency to students at the lower levels of English proficiency. Independent reading and rich subject

matter are key components of EL instruction. Targeted instructional activities for English Learners may give additional attention to understanding written material (such as identifying purpose and settings in literature). Students learn to employ their developing English proficiency skills and apply them in all content areas.

In higher levels of ELs, autonomy, relevance, and meaning making takes precedence. EL instruction focuses on expanding cognitive abilities and moves beyond detailed reading instruction. EL students learn about citing of textual evidence to support analysis, and skills to debate through the use of text analysis are introduced. ELs are tasked with analyzing text and information across all core subject areas.

Targeted support for LTELs is provided in order to increase their English proficiency. Where possible, they are grouped together and provided with specific tools to be reclassified. Instruction in close reading of non-fiction text is provided with a focus on fluency and comprehension. Instruction in specific writing tasks including citations and analysis is provided to increase writing skills. The teachers of LTELs monitor students' grades in their grade level English class to assure that they are completing the course at the standard necessary for reclassification. Listening and Speaking skills will be increased through activities such as paideia seminars, speeches, presentations, and debates.

30.2% of students at MWA are ELs. MWA is responsive to the needs of English Learners in all classrooms and grade levels through differentiating instruction, targeted instructional strategies, ongoing monitoring and providing additional support when necessary.

Monitoring and Evaluation of EL Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications.
- Monitoring the use of appropriate instructional strategies based on student achievement data.
- Monitoring student identification and placement.
- Monitoring parent/guardian program choice options.
- Monitoring availability of adequate resources.

Monitoring English Learner Progress

The teachers will monitor ELs progress through digital ELD folders and collect work samples to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage four times a year. Teachers provide quarterly progress reports to parents/guardians on the student growth in English Proficiency. Staff will monitor RFEP students for a minimum of four years. The Principal will maintain a list of students who are identified as ELs with ELPAC, CAASPP, enrollment in public schools in the United States, and reclassification data. MWA also maintains data regarding grade progression, benchmark scores, and promotion to next grade with standard mastery.

Each EL has a digital ELD Folder to track academic progress. MWA will maintain ELD information including Home Language Survey, ELPAC results, Reclassification Forms, and Years 1-4 monitoring forms. MWA will provide intervention to students who score Standard Not Met or Standard Nearly Met in ELA and math on the CAASPP.

Supporting Students with Disabilities

MWA supports all students with disabilities (See Appendix 13 SEIS Report of Students and Services Provided). MWA will provide designated services to SWD based on their IEP through an onsite staff member who holds the appropriate credential or by a qualified outsourced educational service provider. Students are offered a continuum of services in the least restrictive environment based on that student's progress toward meeting their IEP goals. As a student enters MWA, a 30-day IEP is held to define the present levels of functioning and services to be provided. Special attention is given to transition plans as part of the student's IEP. As students transition to high school and college or career, the MWA staff works directly with the student and their family to develop transition plans and goals. Progress toward English language proficiency for SWD and who are also ELs are monitored by the IEP team. The IEP team may determine if reclassification is appropriate for the students following a review of reclassification criteria and the student's progress toward IEP goals. Students with disabilities will receive instruction or monitoring based on that student's IEP goals.

Overview

The Charter School shall comply with all applicable state and federal laws in serving SWD, including, but not limited to, Section 504, the ADA, and the IDEA.

The Charter School shall be its own local educational agency ("LEA") and is a member of the El Dorado County Charter ("EDCOE") Special Education Local Plan Area ("SELPA") in conformity with Education Code Section 47641(a).

The Charter School has included a letter of good standing from EDCOE (See Appendix 14 EDCOE SELPA Letter of Good Standing). As an LEA member of the SELPA, the Charter School shall receive state and federal revenues directly, in accordance with the SELPA's allocation plan.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g., Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors (See Appendix 15 Special Education Service Provider Contracts).

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all SWD.

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A Section 504 team will be assembled by the Principal or designees and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The Section 504 team will review the student's existing records; including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for Section 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the Section 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The Section 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the Section 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the Section 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the Section 504 team.

If the student is found by the Section 504 team to have a disability under Section 504, the Section 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the Section 504 Plan, the Section 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The Section 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All Section 504 team participants, parents, guardians, teachers, and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's Section 504 Plan. The Principal or designee will ensure that teachers include Section 504 Plans with lesson plans for short-term substitutes and that he/she review the Section 504 Plan with a long-term substitute. A copy of the Section 504 Plan shall be maintained in the student's file. Each student's Section 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Services for Students under the "IDEA"

The following description regarding how special education and related services shall be provided and funded is being proposed by the Charter School for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition and is not binding on the District. The specific manner in which special education and related services shall be provided and funded shall be set forth in an agreement, delineating the respective responsibilities of the Charter School and the SELPA.

The Charter School shall provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School shall provide services for special education students enrolled in the Charter School. The Charter School shall follow SELPA policies and procedures and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent/guardian complaints and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all SELPA or District inquiries, to comply with reasonable directives from the SELPA or the District, and to allow the SELPA or the District access to Charter School students, staff, facilities, equipment and records as required or imposed by law.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEA. Charter School staff shall participate in District or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the general education program have been considered, and where appropriate, utilized.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate

administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a general education classroom; the student, if appropriate; the student's parent/guardian; and other Charter School representatives who are knowledgeable about the general education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental/guardian rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents/guardians with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent/guardian, for a period not to exceed thirty (30) days, by which time the Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent/guardian and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children shall have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parent/guardian concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Professional Development

MWA recruits teachers and administrators who have experience serving urban youth. For more information on our staff qualifications and recruiting, see Element E of this charter.

MWA focuses on ongoing professional development to better prepare teachers to meet

the challenging needs of underserved urban youth. We budget substantially for our teachers' professional development before the opening of each school year. MWA staff participates in a week-long professional development series of training and collaborations so that they are more familiar with the curriculum, school philosophy, and culture. Staff is trained to handle emergencies requiring CPR or the use of an AED machine. . In addition to this critical training, staff has time for reflection and development by department, by division, by grade level and as a whole faculty learning community. Moreover, every Wednesday, staff participates in a two hour professional development module.

Comprehensive professional development is imperative to the success of our teachers in effectively teaching students. MWA has developed a strong professional development plan to support and address the needs of teachers to ensure that the highest quality instruction and support is offered to the students. The primary areas of focus for professional development include understanding the mission and vision of the Charter School, adhering to the Instructional Playbook (contains 10 core instructional strategies, both academic and classroom management-related) implementing best practices to support college and career readiness, school safety, standards-based curriculum and differentiated instruction, supporting all students including EL, SED, SWD, interventions, SEL, data analysis, family partnerships and participating in shared decision making including contributing to key critical planning documents LCAP, WASC, etc.).

The following topics below will be covered in PD sessions during the charter term, including but not limited to academics and governance:

Table 1.7: Professional Development Sessions (Subject to Change)

Category	Examples
MWA	School Mission/Vision Core Values Culturally Responsive Instruction Personnel Handbook Teacher Evaluation Student Information System
New Teacher	School Mission/Vision Clear Learning Objectives Instructional Strategies Curriculum and Lesson Design Developmental Pacing Guides
Pedagogical	Standards-based instruction Student efficacy and agency through effort and practice Data-informed decision making and data analysis ELD Standards
Student Support	Developing Community and Families as Partners Classroom Management Student Engagement/Motivation/Achievement Positive Behavior Interventions and Supports Designated and Integrated ELD High Achieving GATE Students and Strategies Effective Use and Integration of Technology

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Assigned to tjackson@mwacademy.org

	School Climate and Culture Social Emotional Learning and Curriculum Effective Instructional Practices College and Career Readiness Differentiated Instruction Perspectives of Diversity, Equity, and Inclusion Multi-Tiered System of Supports and Response to Intervention Student Success Team Process Special Education: Legal Timelines, SELPA policies, Instructional Strategies for working with SWD
Standards	ELD/ELA Framework Fidelity to the Curriculum Alignment to State Standards and Frameworks
Assessments	State: CAASPP, CAST, CAA, ELPAC, etc. High School: AP, PSAT, SAT NWEA MAP Math Renaissance STAR Reading
Data	Using Data to Inform Instruction Analyzing Data to Determine Students' Needs
Safety	Mandated Trainings Mandated Reporter and Sexual Harassment training Comprehensive School Safety Plan Health and Safety Policies and Procedures School Operations, Policies and Protocols

Middle School Academic Program

The middle school division forms foundational habits, skills, and expectations before students matriculate on to the upper school division. In middle school, students can begin to establish a strong foundation of academic skills and habits, appropriate social-emotional decision-making and self-regulation skills, and practice at being a contributing and supportive community member. In middle school, seeds are planted that enable our Wave-Makers to begin crafting the frameworks for the dreams they have for themselves and/or their community.

Middle School 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.

Middle School 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. However, percentages will be reflected on the semester report card along with the letter grade in order to show improvement (e.g., raising 43% to 68%). 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.

Middle School 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.

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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 mid-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.

6. Charter School Goals and Actions to Achieve the Eight State Priorities

Please see the section "Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities" in Element B of this Charter for a reasonably comprehensive description of MWA's annual goals to be achieved in the State Priorities, school-wide and for all pupil

subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(c)(5)(A)(ii).

7. Description Requirements for Charter Schools Serving High School Students

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.

Upper School Grading Scale

- A 92-100%
- A- 88-91%
- B+ 85-87%
- B 82-84%
- B- 78-81%
- C+ 75-77%
- C 70-74%
- F 0-69%

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.

Upper School Grade Point Scale

<i>Letter Grade</i>	A+	A	A-	B+	B	B-	C+	C	D	F
<i>Grade Points (MWA)</i>	NA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	-	0.0
<i>Advanced Placement (AP) & Honors Points (MWA)</i>	-	5.0	4.7	4.3	4.0	3.7	3.3	3.0	-	0.0

Grade Points (UC)	-	4.0	-	-	3.0	-	-	2.0	1.0	0.0
Advanced Placement (AP) & Honors Points (UC)	1.0 additional grade point will be added for each semester in which a 'C' or better is earned.									

Upper School 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 Required	Total Units	UC/CSU Required	Total Units	UC/CSU Recommended	Total Units
a	History*	3 Years	6.0	2 Years	4.0	2 Years	4.0
b	English	4 Years	8.0	4 Years	8.0	4 Years	8.0
c	Math	3 Years	6.0	3 Years	6.0	4 Years	8.0
d	Science**	2 Years	4.0	2 Years	4.0	3 Years	6.0
e	Language	2 Years	4.0	2 Years	4.0	3 Years	6.0
f	Art	1 Years	2.0	1 Year	4.0	1 Year	2.0
g	Electives	***	0.0	1 Year	2.0	1 Year	2.0
CA	Health & Wellness	2 Years	4.0				
Totals				34.0		32.0	38.0

* The CA Dept. of Education requires 3 years of History and 2 years of Physical Education.
 ** Science requirement includes one Life Science and one Physical Science course.
 *** “G” requirement satisfied by a 3rd year of History (“A”).

Grade	Math	English	Science	History / Social Sci	Language	Health & Wellne ss	Art	Electiv es & Suppor t
9th	Algebra I Geometry	English I	Earth & Space Science CTE: Intro to Health Science	Ethnic Studies	Spanis h I Spanis h II	Health & Wellne ss I	Funda men. of Art	RSP Support Music Theater
10th	Geometry	English II	Biology CTE: Intro to Health Science CTE: Medical Terminology	World History	Spanis h II Spanis h III	Health & Wellne ss I Health & Wellne ss II	Funda men. of Art Advanc ed Art	RSP Support Music Theater
11th	Algebra II Pre-Calculus AP Statistics	English III AP English Language & Composition	Biology Chemistry CTE: Medical Terminology	U.S. History AP U.S. History	Spanis h III	Health & Wellne ss II	Funda men. of Art Advanc ed Art Ceram ics	RSP Support Music Theater
12th	Algebra II Pre-Calculus	CSU Exposit ory Reading &	Biology Chemistry	U.S. Gov't / Econ AP	Spanis h III AP Spanis h	Health & Wellne ss II	Funda men. of Art Advanc ed Art	RSP Support Music

	AP Statistics	Writing	CTE: Medical Terminology	U.S. Gov't	Spanish Language		Visual Art	Theater
	AP Calculus A/B	AP English Language & Composition					Ceramics	

Upper School 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
Minimum Req. Credits for Promotion	6 Credits*	14 Credits*	22 Credits*	34 Credits*
Total Credits 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.

Upper School 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 Math Science Language Ethnic Studies Health & Wellness	English Math Science Language History Art	English Math Science Language History Art / Elective	English Math Science History Art / Elective Health & Wellness

Accreditation

MWA is fully accredited by the Accrediting Commission for Schools (ACS), Western Association of Schools and Colleges (WASC). MWA was granted a full, six -year accreditation with a Mid-Year Cycle Review through June 30, 2026. The Mid-Cycle Review was successfully completed in the 2022-23 school year. The ACS WASC accreditation, coupled with the UC-approved courses ensure that MWA courses are transferable to other public high schools and meet college entrance requirements.

Transferability of Courses

Parents and guardians will be notified through the Student-Parent/Guardian Handbook regarding the transferability of MWA’s high school courses to other public high schools and the eligibility of courses to meet college entrance requirements. As MWA’s courses are accredited by ACS WASC, they may be considered transferable to other public high schools. Further, MWA’s courses are UC-approved “A-G” courses and may be considered to meet college entrance requirements. Finally, MWA’s high school graduation requirements are aligned with the UC/CSU “A-G” *required* courses (e.g., 3 years of math, 2 years of science, etc.)

College and Career Readiness

MWA’s upper school further develops key academic and social-emotional skills on the path to college-readiness, gaining admission to college, and graduating from college. MWA also embraces and supports students pursuing a variety of post-secondary pathways that align with the dreams they have for themselves. Examples of additional pathways include community college, vocational and certificate training, early career, and military service.

The upper school practices four key elements towards meeting MWA’s expectation of 100% college-readiness goal:

1. **Prepare students to compete, succeed in, and graduate from college.**
MWA wants its students to graduate with the demonstrated ability, confidence, habits, and skills necessary to gain admission to and succeed in four-year colleges and universities and graduate from them.

2. Prepare, expose, and link our students to potential career pathways and opportunities.

MWA seeks to make post-secondary and higher education relevant for Wave-Makers by helping them identify their passions and interests as early as possible and linking those passions and interests to a potential career. This approach recognizes that students may need multiple pathways to succeed in college and that their studies are relevant to their aspirations.

3. Help students develop self-awareness and advocacy skills that contribute to our Wave-Makers being good citizens.

MWA provides opportunities for students to practice becoming conscientious and responsible people who will positively contribute to their communities.

4. Assist students and parents and guardians to complete paperwork necessary for college.

Four year college bound students are supported with the completion of their applications, and two year college bound students are supported with the completion of the enrollment process at a community college. College advising occurs during school hours and in additional sessions held after school, evenings and weekends during their junior year. Students receive assistance in writing their college essays with the help of teachers, staff, and counselors at MWA. Financial aid and financial award workshops are provided to students and parents/guardians in one-on-one formats to assist them in completing Free Application for Federal Student Aid ("FAFSA") forms. Students are also provided with support and information about scholarships which pertain to them. Charter School staff work closely with college counselors throughout the region to access resources targeted at college-going students including first generation and/or DREAM Act-qualifying students.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

Governing Law: *The measurable pupil outcomes identified for use by the charter school "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the State priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - Education Code Section 47605(c)(5)(B).*

A. Measurable Student Outcomes

Making Waves Academy is committed to ensuring that each student meets grade level objectives and subject matter competencies. One of our foundational beliefs is that all

students can achieve mastery of the State Standards. Whether students are low achieving, high achieving, special education, or require English language development, their progress toward expected outcomes depends on a continual monitoring of individual student growth.

Our specific, measurable student outcomes include:

- That all students achieve academic “meet” or “exceed” the standard in the core subjects of math, English/language arts, science and history/social science. “Proficiency” will be defined as mastery of the State Standards for grades 5 through 12, as indicated by the state-mandated and school standards-aligned assessments. By the time they complete the 12th grade, MWA students are academically prepared to enter the college or university of their choice.
- That our English Learner students make substantial progress toward fluency in English (e.g., one EL level each year).
- That our special education students will achieve or make progress toward the learning goals as outlined on their Individualized Education Plans.
- That all students participate and obtain enrichment skills in such areas as the arts, technology, physical education, a second language and journalism.
- That all students become “community builders” by participating in community service, developing social responsibility, building leadership skills and acquiring skills to work cooperatively. MWA students will come to see their role as responsible citizens and ethical agents of change. (See core values in Elements A and C.)
- That all students develop social and emotional skills such as conflict resolution, decision-making, working independently and collaboratively, oral and written communication skills, personal integrity, ethics, and a strong sense of identity.
- That all students develop critical thinking and creativity skills that will enable them to analyze and problem-solve both within and outside the classroom.
- That all students will become competent, self-motivated, life-long learners, including intrinsic interest in learning and enthusiasm for exploring personal academic interests.

B. Accountability Systems

MWA, like other non-charter public schools, is subject to the tenants and consequences of the state and federal accountability systems, which are currently under development. MWA participates in the State of California’s standardized testing program in order to closely chart and document student performance and assessment. Teachers and school administrators review the results as part of their overall assessment data analysis and will use this information to improve our instruction. This analysis includes examining our numerically significant subgroups to determine where we need to concentrate our efforts so that all students achieve the State standards. We modify teaching techniques and explore professional development opportunities to support these subgroups in a better and more targeted way.

C. Charter School Goals, Actions, and Measurable Outcomes to Achieve the Eight State Priorities

In accordance with, and using the procedures prescribed by, Education Code Section

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47606.5, MWA shall comply with all applicable requirements of the LCAP including any applicable regulations promulgated, and the template adopted, by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. MWA shall submit the LCAP to the District and the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including goals and actions listed below, shall not be considered a material revision to the charter, and shall be maintained by MWA at the school site.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, MWA Charter School has separated out the state priorities into “subpriorities.”

Charter School Goals, Actions and Measurable Outcomes that Align With the Eight State Priorities

State Priority #1— Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

Subpriority A – Teachers

Goal to Achieve Subpriority	100% of teachers will be appropriately placed according to credential and expertise.
Actions to Achieve Goal	An annual review of all credentials will be conducted.
Measurable Outcome	100% of teachers will be appropriately credentialed and assigned.
Goal and Outcomes for Latinx Students	100% of teachers will be appropriately credentialed and assigned.
Goal and Outcomes for African American Students	100% of teachers will be appropriately credentialed and assigned.
Goal and Outcomes for English Learners	100% of teachers will be appropriately credentialed and assigned.
Goal and Outcomes for Students with Disabilities	100% of teachers will be appropriately credentialed and assigned.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of teachers will be appropriately credentialed and assigned.

Methods of Measurement Review credentials on the Commission on Teacher Credentialing website.

Subpriority B – Instructional Materials

Goal to Achieve Subpriority	All students will have equal access to standards-aligned instructional materials.
Actions to Achieve Goal	Core content curriculum will be standards-aligned and provided to all students.
Measurable Outcome	100% of all students will have standards-aligned instructional materials in all core classes.
Goal and Outcomes for Latinx Students	100% of all students will have standards-aligned instructional materials in all core classes.
Goal and Outcomes for African American Students	100% of all students will have standards-aligned instructional materials in all core classes.
Goal and Outcomes for English Learners	100% of all students will have standards-aligned instructional materials in all core classes.
Goal and Outcomes for Students with Disabilities	100% of all students will have standards-aligned instructional materials in all core classes.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of all students will have standards-aligned instructional materials in all core classes.

Methods of Measurement Inventory of curricular and instructional materials

	Verification standards-aligned instructional materials for grade and content.
Subpriority C – Facilities	
Goal to Achieve Subpriority	School facilities will be well-kept and well-maintained.
Actions to Achieve Goal	School facilities are maintained and repaired with janitorial services and immediate response for maintenance concerns.
Measurable Outcome	Maintenance requests will be addressed within 24 hours of its receipt by the administration. Classrooms will be cleaned five days a week. Bathrooms will be cleaned five days a week.
Goal and Outcomes for Latinx Students	School facilities will be well-kept and well-maintained.
Goal and Outcomes for African American Students	School facilities will be well-kept and well-maintained.
Goal and Outcomes for English Learners	School facilities will be well-kept and well-maintained.
Goal and Outcomes for Students with Disabilities	School facilities will be well-kept and well-maintained.
Goal and Outcomes for Socioeconomically Disadvantaged Students	School facilities will be well-kept and well-maintained.
Methods of Measurement	Maintenance request logs Visual observations of classrooms Cleaning schedules Facilities Inspection Tool (“FIT”)

State Priority #2— Implementation of State Standards	
<i>Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
Subpriority A – State Standard Implementation	
Goal to Achieve Subpriority	100% of students will be taught by appropriately credentialed teachers and with State Standards-aligned materials.
Actions to Achieve Goal	Instructional materials will be reviewed to ensure State Standard alignment. Teacher credentials will be verified.
Measurable Outcome	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
Goal and Outcomes for Latinx Students	100% of students will have State Standard-aligned materials and will be taught by appropriately credentialed teachers.
Goal and Outcomes for African American Students	100% of students will have State Standard-aligned materials and will be taught by appropriately credentialed teachers.
Goal and Outcomes for English Learners	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
Goal and Outcomes for Students with Disabilities	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will have State Standards-aligned materials and will be taught by appropriately credentialed teachers.
Methods of Measurement	Annual Audit of Employee Credentials Instructional Materials Inventory Pacing plans Review credentials on the Commission on Teacher Credentialing website.
Subpriority B – EL Students & Academic Content Knowledge	
Goal to Achieve Subpriority	EL students will receive designated ELD instruction in ELD class and integrated ELD instruction in core content areas to assist in language acquisition and access to academic content knowledge, taught by an appropriately credentialed teacher.
Actions to Achieve Goal	Students identified by Home Language Survey will be given the ELPAC within the first 30 days of school. EL students learn age-appropriate content knowledge that reflects the content learning in the mainstream. EL students will read authentic texts, not simplified or contrived text. EL students will learn to use the language in context in addition to the mechanics, which can accelerate second language acquisition: essay writing, oral presentations, science experiments. EL students will learn technical and academic vocabulary. Classroom teacher will assign the core/essential concepts related to the specific content for the EL teacher to teach to the EL student.

<p>Measurable Outcome</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. There will be an increase of at least 1% of students will advance by at least one EL level yearly. In 2025-26, scores will increase by 1% of the scores of 2024-25. In 2026-27, scores will increase by 1% over the 2025-26 scores. In 2027-28, scores will increase by 1% over the scores of 2026-27. In 2028-29, scores will increase by 1% over the scores of 2027-28. In 2029-30, scores will increase by 1% over the scores of 2028-29. Scores will increase 5% between 2025-26 and 2029-30. Long term EL students will advance at the same rate as classified EL students. 100% of students will return the Home Language Survey.</p>
<p>Goal and Outcomes for Latinx Students</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. 66% of EL students will advance by at least one EL level yearly. Long term EL students will advance at the same rate as newly classified EL students. 100% of students will return the Home Language Survey.</p>
<p>Goal and Outcomes for African American Students</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. 66% of EL students will advance by at least one EL level yearly. Long term EL students will advance at the same rate as newly classified EL students. 100% of students will return the Home Language Survey.</p>
<p>Goal and Outcomes for English Learners</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. 66% of EL students will advance by at least one EL level yearly. Long term EL students will advance at the same rate as newly classified EL students. 100% of students will return the Home Language Survey.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. 66% of EL students will advance by at least one EL level yearly. Long term EL students will advance at the same rate as newly classified EL students. 100% of students will return the Home Language Survey.</p>

Goal and Outcomes for Socioeconomically Disadvantaged Students	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. 66% of EL students will advance by at least one EL level yearly. Long term EL students will advance at the same rate as newly classified EL students. 100% of students will return the Home Language Survey.
Methods of Measurement	Lesson Plans SIOP and EL Folders Classroom Observation EL Level Roster Roster of returned Home Language Surveys
Subpriority C – EL Students & English Language Proficiency	
Goal to Achieve Subpriority	Support will be provided to all EL students to gain proficiency in the English language.
Actions to Achieve Goal	Students initially identified by the Home Language Survey will be given the ELPAC Initial within the first 30 days of school. Students identified through CALPADS will be given the ELPAC Summative annually. Teachers of EL students will have a language objective for each lesson posted. Instructional strategies using Specially Designed Academic Instruction in English (“SDAIE”) will be used during content area lessons daily. EL progress will be monitored. Professional development will be provided to teachers on ELD best practices.
Measurable Outcome	100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will use SDAIE during content area lessons daily.
Goal and Outcomes for Latinx Students	100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will use SDAIE during content area lessons daily.
Goal and Outcomes for African American Students	100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will use SDAIE during content area lessons daily.
Goal and Outcomes for English Learners	100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will use SDAIE during content area lessons daily.

Goal and Outcomes for Students with Disabilities	100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will use SDAIE during content area lessons daily. All EL students with an IEP will have a Language-based goal.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of teachers will be trained on ELD best practices. All identified students will be given the ELPAC within the first 30 days of school. 100% of teachers will use SDAIE during content area lessons daily.
Methods of Measurement	Professional Development sign-in sheets ELPAC testing roster/reports SIOP and EL Folders Teacher observations
State Priority #3— Parental Involvement	
<i>Parental involvement and family engagement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and pupils with exceptional needs.</i>	
Subpriority A – Achieving/Maintaining Parental Involvement	
Goal to Achieve Subpriority	The Charter School will create an inclusive environment by including families in activities and communications.
Actions to Achieve Goal	The Charter School will provide opportunities for regular meetings that will allow parents/guardians to be partners in their child’s education through Advisor Family Conferences. Families will be encouraged to volunteer at the Charter School, by attending school events and activities, or by supporting students at home. The Charter School will seek input for the development of the LCAP through annual survey and LCAP Advisory Group meetings. The Charter School will utilize the School Site Council to advise the board of directors on the LCAP and the use of restricted funds. The Charter School will utilize English Learner Advisory Council to advise the SSC, the Charter School, and the board of directors on the programs and resources for English Learners.
Measurable Outcome	The goal for family involvement is at least 70% and includes the percentage of families who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent/guardian involvement will increase by 2% each year of the charter until a total of 80% of parent/guardian involvement is reached.

Goal and Outcomes for Latinx Students	The goal for family involvement is at least 70% and includes the percentage of families who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent/guardian involvement will increase by 2% each year of the charter until a total of 80% of parent/guardian involvement is reached.
Goal and Outcomes for African American Students	The goal for family involvement is at least 70% and includes the percentage of families who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent/guardian involvement will increase by 2% each year of the charter until a total of 80% of parent/guardian involvement is reached.
Goal and Outcomes for English Learners	The goal for family involvement is at least 70% and includes the percentage of families who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent/guardian involvement will increase by 2% each year of the charter until a total of 80% of parent/guardian involvement is reached.
Goal and Outcomes for Students with Disabilities	The goal for family involvement is at least 70% and includes the percentage of families who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent/guardian involvement will increase by 2% each year of the charter until a total of 80% of parent/guardian involvement is reached..
Goal and Outcomes for Socioeconomically Disadvantaged Students	The goal for family involvement is at least 70% and includes the percentage of families who volunteer, attend scheduled meetings, school sponsored family events, and/or workshops, and/or help students at home. Parent/guardian involvement will increase by 2% each year of the charter until a total of 80% of parent/guardian involvement is reached.
Methods of Measurement	Parent/Guardian workshop sign-in sheets Parent/Guardian Teacher Conference sign-in sheets Calendar Flyers for school events Verification of Volunteer Hours SSC, ELAC, LCAP Advisory Group Agendas, Sign-In Sheets, and Minutes
Subpriority B – Promoting Parent Participation	
Goal to Achieve Subpriority	At least 80% of families will be involved in activities supported by or sponsored by the Charter School.
Actions to Achieve Goal	The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, and phone calls (Communication Application). The Charter School will encourage volunteer opportunities and will post the information on the Charter School’s website. Assistant Principals and Operations Staff will conduct outreach and follow-up to promote family participation.

Measurable Outcome	Information regarding school activities will be sent out weekly via email. The Charter School will send out ongoing newsletter via email.
Goal and Outcomes for Latinx Students	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for African American Students	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for English Learners	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for Students with Disabilities	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for Socioeconomically Disadvantaged Students	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Methods of Measurement	Sent email report Copy of weekly monthly school newsletter Website log
Subpriority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs	
Goal to Achieve Subpriority	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Actions to Achieve Goal	The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, and phone calls in English and Spanish. The Charter School will provide accommodations to parents/guardians with disabilities, as necessary. The Charter School will hold parent meetings with parents/guardians of students with exceptional needs prior to starting school, during IEP meetings, and as necessary to provide support. The Charter School will encourage volunteer opportunities and will post the information on the Charter School’s website. Translators available to make phone calls and attend conferences and meetings with parents/guardians.
Measurable Outcome	Information regarding school activities will be sent out weekly via email in English and Spanish, other languages will be added, as necessary. The Charter School will send out ongoing newsletter via email in English and Spanish, other languages will be added, as necessary.
Goal and Outcomes for Latinx Students	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for African American Students	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for English Learners	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Goal and Outcomes for Students with Disabilities	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.

Goal and Outcomes for Socioeconomically Disadvantaged Students	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Methods of Measurement	Sent email report Parent/Guardian Workshop sign-in sheets Copy of monthly school newsletter Website Log
State Priority #4— Student Achievement	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<i>a. California Assessment of Student Performance and Progress statewide assessment</i>	
<i>b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.</i>	
<i>c. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.</i>	
<i>d. EL reclassification rate</i>	
<i>e. Percentage of pupils who have passed an AP exam with a score of 3 or higher</i>	
<i>f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i>	
Subpriority A – CAASPP	
Goal to Achieve Subpriority	The students will score at Met Standard or Exceeded Standard Mastery (MWA 2023 Data: ELA 44.72%, Math 20.72%) on the CAASPP in the areas of ELA/Literacy and Math. The anticipated significant subgroups are Latinx students, African American Students, ELs, SWD, and SED students.
Actions to Achieve Goal	Classroom instruction will be conducive to student learning. Rigorous, culturally relevant, socially emotionally informed instruction. Appropriate State Standards-aligned instructional materials will be provided to all students. Formative Benchmark Assessment results and aggregated and analyzed to inform instruction and intervention. Implement a tiered intervention program during Flex Period.
Measurable Outcome	There will be an increase of at least 2% of students scoring at Met Standard or Exceeded Standard in the 2025-26 ELA and Math CAASPP Scores over 2024-25 scores for All students, Latinx students, African American Students, ELs, SWD, and SED students. There will be an increase of at least 2% of students scoring met or exceeded standard mastery on ELA and Math CAASPP annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.

<p>Goal and Outcomes for Latinx Students</p>	<p>There will be an increase of at least 2% of students scoring met or exceeded standard mastery on ELA and Math CAASPP annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the scores of 2025-26. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for African American Students</p>	<p>There will be an increase of at least 2% of students scoring met or exceeded standard mastery on ELA and Math CAASPP annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the scores of 2025-26. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for English Learners</p>	<p>There will be an increase of at least 2% of students scoring met or exceeded standard mastery on ELA and Math CAASPP annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the scores of 2025-26. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>There will be an increase of at least 2% of students scoring met or exceeded standard mastery on ELA and Math CAASPP annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the scores of 2025-26. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for Socioeconomically Disadvantaged Students</p>	<p>There will be an increase of at least 2% of students scoring met or exceeded standard mastery on ELA and Math CAASPP annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the scores of 2025-26. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.</p>
<p>Methods of Measurement</p>	<p>CAASPP reports</p>
<p>Subpriority B – UC/CSU Course Requirements (or CTE)</p>	
<p>Goal to Achieve Subpriority</p>	<p>Course catalog will be submitted for a-g approval and every student will take at least one CTE course during their high school years.</p>

Actions to Achieve Goal	Submit courses for a-g approval. Review and track all high school students' schedules for requirements
Measurable Outcome	Courses will be a-g approved. 100% of high school students will be in a-g approved courses. 100% of seniors will have taken at least one CTE course.
Goal and Outcomes for Latinx Students	Courses will be a-g approved. 100% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
Goal and Outcomes for African American Students	Courses will be a-g approved. 100% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
Goal and Outcomes for English Learners	Courses will be a-g approved. 100% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
Goal and Outcomes for Students with Disabilities	Courses will be a-g approved. 100% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
Goal and Outcomes for Socioeconomically Disadvantaged Students	Courses will be a-g approved. 100% of high school students will be in a-g approved courses 100% of seniors will have taken at least one CTE course.
Methods of Measurement	a-g approval list Student course tracking
Subpriority C – EL Proficiency Rates	
Goal to Achieve Subpriority	There will be an increase of at least 2% of the number of EL students who are reclassified as RFEP every year for the charter term (MWA: 2023-10%).
Actions to Achieve Goal	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. Utilize SDAIE in daily instruction. ELD reports will be given to parents/guardians with regular report cards. Provide Professional Development on ELD instructional Strategies.
Measurable Outcome	In 2025-26, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2024-25. In 2026-27, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2025-26 scores. In 2027-28, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2026-27. In 2028-29, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2027-28. In 2029-30, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2028-29. The number of EL students who are reclassified as RFEP will increase between 2025-26 and 2029-30.

<p>Goal and Outcomes for Latinx Students</p>	<p>In 2025-26, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2024-25. In 2026-27, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2025-26 scores. In 2027-28, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2026-27. In 2028-29, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2027-28. In 2029-30, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2028-29. The number of EL students who are reclassified as RFEP will increase between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for African American Students</p>	<p>In 2025-26, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2024-25. In 2026-27, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2025-26 scores. In 2027-28, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2026-27. In 2028-29, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2027-28. In 2029-30, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2028-29. The number of EL students who are reclassified as RFEP will increase between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for English Learners</p>	<p>In 2025-26, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2024-25. In 2026-27, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2025-26 scores. In 2027-28, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2026-27. In 2028-29, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2027-28. In 2029-30, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2028-29. The number of EL students who are reclassified as RFEP will increase between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>In 2025-26, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2024-25. In 2026-27, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2025-26 scores. In 2027-28, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2026-27. In 2028-29, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2027-28. In 2029-30, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2028-29. The number of EL students who are reclassified as RFEP will increase between 2025-26 and 2029-30.</p>

Goal and Outcomes for Socioeconomically Disadvantaged Students	In 2025-26, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2024-25. In 2026-27, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2025-26 scores. In 2027-28, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2026-27. In 2028-29, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2027-28. In 2029-30, the number of EL students who are reclassified as RFEP will increase by 2% over the number of 2028-29. The number of EL students who are reclassified as RFEP will increase between 2025-26 and 2029-30.
Methods of Measurement	Lesson plans, Classroom observations SIOP and EL Folders RFEP report EL roster Copies of the ELD reports to be put in students' cumulative files
Subpriority D – EL Reclassification Rates	
Goal to Achieve Subpriority	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
Actions to Achieve Goal	All EL students will receive designated ELD instruction daily in ELA/ELD class and integrated ELD instruction in core content areas daily. EL students will receive in-class ELD instructional support which includes small group instruction, usage of SDAIE and ELD instructional strategies and curriculum. Parents/guardians will be informed of student progress through ELPAC scores, ELD report card, and assessment scores. ELD reports will be given to parents/guardians with regular report cards. Provide Professional Development on ELD instructional Strategies.
Measurable Outcome	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
Goal and Outcomes for Latinx Students	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
Goal and Outcomes for African American Students	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
Goal and Outcomes for English Learners	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
Goal and Outcomes for Students with Disabilities	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.

Goal and Outcomes for Socioeconomically Disadvantaged Students	80% of EL students will be reclassified as Fluent English Proficient after four years full-time enrollment at the Charter School.
Methods of Measurement	ELPAC scores SIOP and EL Folders Daily Schedules Lesson Observation
Subpriority E – AP Exam Passage Rate	
Goal to Achieve Subpriority	The students will pass an AP Exam with a score of 3, 4, 5 will increase by 2% each year. (2022-MWA: 24%) The anticipated significant subgroups are Latinx students, African American students, ELs, SWD, and SED students.
Actions to Achieve Goal	Provide information regarding the benefits of AP courses to all high school students. 100% of students wishing to take AP courses will have access to desired courses. 100% of students wishing to take AP exams will have MWA pay for the exams.
Measurable Outcome	There will be an increase of at least 2% of students passing an AP exam with a score of 3 or better annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for Latinx Students	There will be an increase of at least 2% of students passing an AP exam with a score of 3 or better annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for African American Students	There will be an increase of at least 2% of students passing an AP exam with a score of 3 or better annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.

Goal and Outcomes for English Learners	There will be an increase of at least 2% of students passing an AP exam with a score of 3 or better annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for Students with Disabilities	There will be an increase of at least 2% of students passing an AP exam with a score of 3 or better annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for Socioeconomically Disadvantaged Students	There will be an increase of at least 2% of students passing an AP exam with a score of 3 or better annually. In 2025-26, scores will increase by 2% of the scores of 2024-25. In 2026-27, scores will increase by 2% over the 2025-26 scores. In 2027-28, scores will increase by 2% over the scores of 2026-27. In 2028-29, scores will increase by 2% over the scores of 2027-28. In 2029-30, scores will increase by 2% over the scores of 2028-29. Scores will increase 10% between 2025-26 and 2029-30.
Methods of Measurement	College Board AP Exam Results
Subpriority F – College Preparedness/EAP	
Goal to Achieve Subpriority	Create a culture of college prepared students by teaching college readiness skills.
Actions to Achieve Goal	Prepare students to score meets or exceeds standards mastery on Grade 11 CAASPP/EAP Exam in ELA and Math. Specifically inform students how the EAP Student Score Report results in placement in General Education College Level English and Math Course upon entering CSU and other colleges and what other requirements they need to meet (12 th grade C- or better, ACT, SAT, GPA, college transfer).
Measurable Outcome	80% of grade 11 students will score meets or exceeds on CAASPP/EAP in ELA and Math.
Goal and Outcomes for Latinx Students	80% of grade 11 students will score meets or exceeds on CAASPP/EAP in ELA and Math.
Goal and Outcomes for African American Students	80% of grade 11 students will score meets or exceeds on CAASPP/EAP in ELA and Math.
Goal and Outcomes for English Learners	80% of grade 11 students will score meets or exceeds on CAASPP/EAP in ELA and Math.
Goal and Outcomes for Students with Disabilities	80% of grade 11 students will score meets or exceeds on CAASPP/EAP in ELA and Math.

Goal and Outcomes for Socioeconomically Disadvantaged Students	80% of grade 11 students will score meets or exceeds on CAASPP/EAP in ELA and Math.
Methods of Measurement	CAASPP/EAP Student Score Reports
State Priority #5— Student Engagement	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> a. School attendance rates b. Chronic absenteeism rates c. Middle school dropout rates (EC §52052.1(a)(3)) d. High school dropout rates e. High school graduation rates 	
Subpriority A – Student Attendance Rates	
Goal to Achieve Subpriority	The Charter School will maintain a three year average attendance rate of 95%.
Actions to Achieve Goal	<p>The Charter School will provide a safe, nurturing, and engaging learning environment for all its students and families, including those of the various subgroups enrolled. Attendance updates to families reminding them of the importance of positive attendance as the primary way of learning and success.</p> <p>The Charter School will recognize students with perfect or improved attendance.</p> <p>The Charter School will incorporate a robust SART process and attendance interventions.</p>
Measurable Outcome	Attendance rate will be 95% over a three year average.
Goal and Outcomes for Latinx Students	Attendance rate will be 95% over a three year average.
Goal and Outcomes for African American Students	Attendance rate will be 95% over a three year average.
Goal and Outcomes for English Learners	Attendance rate will be 95% over a three year average.
Goal and Outcomes for Students with Disabilities	Attendance rate will be 95% over a three year average.
Goal and Outcomes for Socioeconomically Disadvantaged Students	Attendance rate will be 95% over a three year average.
Methods of Measurement	Daily/monthly attendance reports P1/P2/Annual reports
Subpriority B – Student Absenteeism Rates	
Goal to Achieve Subpriority	The Charter School will reduce the chronic absence rate by 2% annually.
Actions to Achieve Goal	<p>Students with improved or perfect attendance will be recognized during monthly awards ceremonies.</p> <p>Parents/guardians of students with more than 5 unexcused absences per semester will meet with Charter School administration.</p> <p>Parents/guardians of students with more than 8 unexcused absences will attend SART meetings.</p>

Measurable Outcome	The Charter School will reduce the chronic absence rate by 2% annually.
Goal and Outcomes for Latinx Students	There will be a decrease of at least 2% in the chronic absence rate annually. In 2025-26, scores will decrease by 2% of the scores of 2024-25. In 2026-27, scores will decrease by 2% over the 2025-26 scores. In 2027-28, scores will decrease by 2% over the scores of 2026-27. In 2028-29, scores will decrease by 2% over the scores of 2027-28. In 2029-30, scores will decrease by 2% over the scores of 2028-29. Scores will decrease 10% between 2025-26 and 2029-30.
Goal and Outcomes for African American Students	There will be a decrease of at least 2% in the chronic absence rate annually. In 2025-26, scores will decrease by 2% of the scores of 2024-25. In 2026-27, scores will decrease by 2% over the 2025-26 scores. In 2027-28, scores will decrease by 2% over the scores of 2026-27. In 2028-29, scores will decrease by 2% over the scores of 2027-28. In 2029-30, scores will decrease by 2% over the scores of 2028-29. Scores will decrease 10% between 2025-26 and 2029-30.
Goal and Outcomes for English Learners	There will be a decrease of at least 2% in the chronic absence rate annually. In 2025-26, scores will decrease by 2% of the scores of 2024-25. In 2026-27, scores will decrease by 2% over the 2025-26 scores. In 2027-28, scores will decrease by 2% over the scores of 2026-27. In 2028-29, scores will decrease by 2% over the scores of 2027-28. In 2029-30, scores will decrease by 2% over the scores of 2028-29. Scores will decrease 10% between 2025-26 and 2029-30.
Goal and Outcomes for Students with Disabilities	There will be a decrease of at least 2% in the chronic absence rate annually. In 2025-26, scores will decrease by 2% of the scores of 2024-25. In 2026-27, scores will decrease by 2% over the 2025-26 scores. In 2027-28, scores will decrease by 2% over the scores of 2026-27. In 2028-29, scores will decrease by 2% over the scores of 2027-28. In 2029-30, scores will decrease by 2% over the scores of 2028-29. Scores will decrease 10% between 2025-26 and 2029-30.
Goal and Outcomes for Socioeconomically Disadvantaged Students	There will be a decrease of at least 2% in the chronic absence rate annually. In 2025-26, scores will decrease by 2% of the scores of 2024-25. In 2026-27, scores will decrease by 2% over the 2025-26 scores. In 2027-28, scores will decrease by 2% over the scores of 2026-27. In 2028-29, scores will decrease by 2% over the scores of 2027-28. In 2029-30, scores will decrease by 2% over the scores of 2028-29. Scores will decrease 10% between 2025-26 and 2029-30.

Methods of Measurement	Chronic Absence Reports Attendance Letters SART Meeting Notes P1/P2/Annual
Subpriority C – Middle School Drop Out Rate	
Goal to Achieve Subpriority	The Charter School will have a less than 1% middle school dropout rate.
Actions to Achieve Goal	The administration will monitor at-risk students. Interventions such as flex periods and boost periods to at-risk students.
Measurable Outcome	The Charter School will have a less than 1% middle school dropout rate.
Goal and Outcomes for Latinx Students	The Charter School will have a less than 1% middle school dropout rate.
Goal and Outcomes for African American Students	The Charter School will have a less than 1% middle school dropout rate.
Goal and Outcomes for English Learners	The Charter School will have a less than 1% middle school dropout rate.
Goal and Outcomes for Students with Disabilities	The Charter School will have a less than 1% middle school dropout rate.
Goal and Outcomes for Socioeconomically Disadvantaged Students	The Charter School will have a less than 1% middle school dropout rate.
Methods of Measurement	CDE published drop-out rates.
Subpriority D – High School Drop Out Rate	
Goal to Achieve Subpriority	The Charter School will have a less than 5% high school dropout rate.
Actions to Achieve Goal	The administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
Measurable Outcome	The Charter School will have a less than 5% high school dropout rate.
Goal and Outcomes for Latinx Students	The Charter School will have a less than 5% high school dropout rate.
Goal and Outcomes for African American Students	The Charter School will have a less than 5% high school dropout rate.
Goal and Outcomes for English Learners	The Charter School will have a less than 5% high school dropout rate.
Goal and Outcomes for Students with Disabilities	The Charter School will have a less than 5% high school dropout rate.
Goal and Outcomes for Socioeconomically Disadvantaged Students	The Charter School will have a less than 5% high school dropout rate.
Methods of Measurement	CDE published drop-out rates.
Subpriority E – High School Graduation Rates	
Goal to Achieve Subpriority	95% of students enrolled in the Charter School high school will graduate within five years.

Actions to Achieve Goal	Administration will monitor at-risk and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-risk students.
Measurable Outcome	95% of students enrolled in the Charter School high school will graduate within five years.
Goal and Outcomes for Latinx Students	95% of students enrolled in the Charter School high school will graduate within five years.
Goal and Outcomes for African American Students	95% of students enrolled in the Charter School high school will graduate within five years.
Goal and Outcomes for English Learners	95% of students enrolled in the Charter School high school will graduate within five years.
Goal and Outcomes for Students with Disabilities	95% of students enrolled in the Charter School high school will graduate within five years.
Goal and Outcomes for Socioeconomically Disadvantaged Students	95% of students enrolled in the Charter School high school will graduate within five years.
Methods of Measurement	Published CDE graduation rates
State Priority #6— School Climate	
<i>School climate, as measured by all of the following, as applicable:</i>	
<i>a. Pupil suspension rates</i>	
<i>b. Pupil expulsion rates</i>	
<i>c. Other local measures, including surveys of pupils, parents/guardians, and teachers on the sense of safety and school connectedness</i>	
Subpriority A – Pupil Suspension Rates	
Goal to Achieve Subpriority	The Charter School will have a 5% or lower suspension rate.
Actions to Achieve Goal	The Charter School implement positive behavior intervention and supports including restorative practices. The Charter School will incorporate alternatives to suspension.
Measurable Outcome	The Charter School will have a 5% or lower suspension rate.
Goal and Outcomes for Latinx Students	The Charter School will have a 5% or lower suspension rate.
Goal and Outcomes for African American Students	The Charter School will have a 5% or lower suspension rate.
Goal and Outcomes for English Learners	The Charter School will have a 5% or lower suspension rate.
Goal and Outcomes for Students with Disabilities	The Charter School will have a 5% or lower suspension rate.
Goal and Outcomes for Socioeconomically Disadvantaged Students	The Charter School will have a 5% or lower suspension rate.
Methods of Measurement	Suspension Reports Office referral reports Alternatives to suspension evidence
Subpriority B – Pupil Expulsion Rates	
Goal to Achieve Subpriority	The Charter School will have less than a 1% expulsion rate.

Actions to Achieve Goal	The Charter School implement positive behavior intervention and supports including restorative practices. The Charter School will incorporate alternatives to suspension.
Measurable Outcome	The Charter School will have a less than 1% expulsion rate.
Goal and Outcomes for Latinx Students	The Charter School will have a less than 1% expulsion rate.
Goal and Outcomes for African American Students	The Charter School will have a less than 1% expulsion rate.
Goal and Outcomes for English Learners	The Charter School will have a less than 1% expulsion rate.
Goal and Outcomes for Students with Disabilities	The Charter School will have a less than 1% expulsion rate.
Goal and Outcomes for Socioeconomically Disadvantaged Students	The Charter School will have a less than 1% expulsion rate.
Methods of Measurement	Expulsion report
Subpriority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Subpriority	Students, parents/guardians, and teachers will feel safe at school and connected to the school.
Actions to Achieve Goal	Annual school surveys will be sent to parents/guardians, students, staff, and community members. Parents/guardians and community members will be encouraged to participate in programs focusing on the students and school.
Measurable Outcome	70% of students or higher will report that they feel safe at school. 70% of students or higher will report that they feel connected to the school community. 80% of parents/guardians or higher will report that they feel their children feel safe at school. 80% of parents/guardians or higher will report that they feel their children feel connected to the school community. 80% of parents/guardians or higher will report that they are satisfied with the educational program.
Goal and Outcomes for Latinx Students	70% of students or higher will report that they feel safe at school. 70% of students or higher will report that they feel connected to the school community. 80% of parents/guardians or higher will report that they feel their children feel safe at school. 80% of parents/guardians or higher will report that they feel their children feel connected to the school community. 80% of parents/guardians or higher will report that they are satisfied with the educational program.

<p>Goal and Outcomes for African American Students</p>	<p>70% of students or higher will report that they feel safe at school. 70% of students or higher will report that they feel connected to the school community. 80% of parents/guardians or higher will report that they feel their children feel safe at school. 80% of parents/guardians or higher will report that they feel their children feel connected to the school community. 80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
<p>Goal and Outcomes for English Learners</p>	<p>70% of students or higher will report that they feel safe at school. 70% of students or higher will report that they feel connected to the school community. 80% of parents/guardians or higher will report that they feel their children feel safe at school. 80% of parents/guardians or higher will report that they feel their children feel connected to the school community. 80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>70% of students or higher will report that they feel safe at school. 70% of students or higher will report that they feel connected to the school community. 80% of parents/guardians or higher will report that they feel their children feel safe at school. 80% of parents/guardians or higher will report that they feel their children feel connected to the school community. 80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
<p>Goal and Outcomes for Socioeconomically Disadvantaged Students</p>	<p>70% of students or higher will report that they feel safe at school. 70% of students or higher will report that they feel connected to the school community. 80% of parents/guardians or higher will report that they feel their children feel safe at school. 80% of parents/guardians or higher will report that they feel their children feel connected to the school community. 80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
<p>Methods of Measurement</p>	<p>School Climate Survey results</p>

State Priority #7— Course Access	
<i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i>	
<i>“Broad course of study” includes the following, as applicable: Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
Goal to Achieve Subpriority	100% of students will have access to an education program that maximizes their learning opportunities with multiple entry points that meets their current level of knowledge and skill.
Actions to Achieve Goal	All academic content areas will be available to all students, including student subgroups, at all grade levels.
Measurable Outcome	100% of students will have access to a broad course of study.
Goal and Outcomes for Latinx Students	100% of students will have access to a broad course of study.
Goal and Outcomes for African American Students	100% of students will have access to a broad course of study.
Goal and Outcomes for English Learners	100% of students will have access to a broad course of study.
Goal and Outcomes for Students with Disabilities	100% of students will have access to a broad course of study.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will have access to a broad course of study.
Methods of Measurement	Course catalog Student schedules
State Priority #8—Other Student Outcomes	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
Subpriority A – English	
Goal to Achieve Subpriority	The students will make progress toward meeting At or Above Standard Mastery on the Renaissance STAR assessments in the area of ELA/Literacy. The anticipated significant subgroups are Latinx students, African American students, ELs, SWD, and SED students.
Actions to Achieve Goal	The Charter School will utilize instructional strategies that include but are not limited to small group work, reading intervention, speaking skills to present information, narrative and response to literature, collaboration with colleagues, PBL, and direct instruction.

<p>Measurable Outcome</p>	<p>There will be an increase of at least 0.8 grade level growth per year per grade level on the Renaissance STAR Reading. In 2025-26, the percentile will increase by 2% of the percentile of 2024-25. In 2026-27, the percentile will increase by 2% over the 2025-26 percentile. In 2027-28, the percentile will increase by 2% over the percentile of 2026-27. In 2028-29, the percentile will increase by 2% over the percentile of 2027-28. In 2029-30, the percentile will increase by 2% over the percentile of 2028-29. The percentile will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for Latinx Students</p>	<p>There will be an increase of at least 0.8 grade level growth per year per grade level on the Renaissance STAR Reading. In 2025-26, the percentile will increase by 2% of the percentile of 2024-25. In 2026-27, the percentile will increase by 2% over the 2025-26 percentile. In 2027-28, the percentile will increase by 2% over the percentile of 2026-27. In 2028-29, the percentile will increase by 2% over the percentile of 2027-28. In 2029-30, the percentile will increase by 2% over the percentile of 2028-29. The percentile will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for African American Students</p>	<p>There will be an increase of at least 0.8 grade level growth per year per grade level on the Renaissance STAR Reading. In 2025-26, the percentile will increase by 2% of the percentile of 2024-25. In 2026-27, the percentile will increase by 2% over the 2025-26 percentile. In 2027-28, the percentile will increase by 2% over the percentile of 2026-27. In 2028-29, the percentile will increase by 2% over the percentile of 2027-28. In 2029-30, the percentile will increase by 2% over the percentile of 2028-29. The percentile will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for English Learners</p>	<p>There will be an increase of at least 0.8 grade level growth per year per grade level on the Renaissance STAR Reading. In 2025-26, the percentile will increase by 2% of the percentile of 2024-25. In 2026-27, the percentile will increase by 2% over the 2025-26 percentile. In 2027-28, the percentile will increase by 2% over the percentile of 2026-27. In 2028-29, the percentile will increase by 2% over the percentile of 2027-28. In 2029-30, the percentile will increase by 2% over the percentile of 2028-29. The percentile will increase 10% between 2025-26 and 2029-30.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>There will be an increase of at least 0.8 grade level growth per year per grade level on the Renaissance STAR Reading. In 2025-26, the percentile will increase by 2% of the percentile of 2024-25. In 2026-27, the percentile will increase by 2% over the 2025-26 percentile. In 2027-28, the percentile will increase by 2% over the percentile of 2026-27. In 2028-29, the percentile will increase by 2% over the percentile of 2027-28. In 2029-30, the percentile will increase by 2% over the percentile of 2028-29. The percentile will increase 10% between 2025-26 and 2029-30.</p>

Goal and Outcomes for Socioeconomically Disadvantaged Students	There will be an increase of at least 0.8 grade level growth per year per grade level on the Renaissance STAR Reading. In 2025-26, the percentile will increase by 2% of the percentile of 2024-25. In 2026-27, the percentile will increase by 2% over the 2025-26 percentile. In 2027-28, the percentile will increase by 2% over the percentile of 2026-27. In 2028-29, the percentile will increase by 2% over the percentile of 2027-28. In 2029-30, the percentile will increase by 2% over the percentile of 2028-29. The percentile will increase 10% between 2025-26 and 2029-30.
Methods of Measurement	Renaissance STAR Reading scores
Subpriority B – Mathematics	
Goal to Achieve Subpriority	The students will make progress toward meeting normed reference RIT on NWEA MAP in Math. The anticipated significant subgroups are Latinx students, African American students, ELs, SWD, and SED students.
Actions to Achieve Goal	The Charter School will utilize instructional strategies that include, but are not limited to small group work, math intervention, online tools and resources, collaboration with colleagues to support learning goals, and direct instruction.
Measurable Outcome	There will be growth to normed RIT by grade level on the NWEA MAP Math. In 2025-26, the growth target will increase by 2% of the growth target of 2024-25. In 2026-27, the growth target will increase by 2% over the 2025-26 growth target. In 2027-28, the growth target will increase by 2% over the growth target of 2026-27. In 2028-29, the growth target will increase by 2% over the growth target of 2027-28. In 2029-30, the growth target will increase by 2% over the growth target of 2028-29. The growth target will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for Latinx Students	There will be growth to normed RIT by grade level on the NWEA MAP Math. In 2025-26, the growth target will increase by 2% of the growth target of 2024-25. In 2026-27, the growth target will increase by 2% over the 2025-26 growth target. In 2027-28, the growth target will increase by 2% over the growth target of 2026-27. In 2028-29, the growth target will increase by 2% over the growth target of 2027-28. In 2029-30, the growth target will increase by 2% over the growth target of 2028-29. The growth target will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for African American Students	There will be growth to normed RIT by grade level on the NWEA MAP Math. In 2025-26, the growth target will increase by 2% of the growth target of 2024-25. In 2026-27, the growth target will increase by 2% over the 2025-26 growth target. In 2027-28, the growth target will increase by 2% over the growth target of 2026-27. In 2028-29, the growth target will increase by 2% over the growth target of 2027-28. In 2029-30, the growth target will increase by 2% over the growth target of 2028-29. The growth target will increase 10% between 2025-26 and 2029-30.

Goal and Outcomes for English Learners	There will be growth to normed RIT by grade level on the NWEA MAP Math. In 2025-26, the growth target will increase by 2% of the growth target of 2024-25. In 2026-27, the growth target will increase by 2% over the 2025-26 growth target. In 2027-28, the growth target will increase by 2% over the growth target of 2026-27. In 2028-29, the growth target will increase by 2% over the growth target of 2027-28. In 2029-30, the growth target will increase by 2% over the growth target of 2028-29. The growth target will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for Students with Disabilities	There will be growth to normed RIT by grade level on the NWEA MAP Math. In 2025-26, the growth target will increase by 2% of the growth target of 2024-25. In 2026-27, the growth target will increase by 2% over the 2025-26 growth target. In 2027-28, the growth target will increase by 2% over the growth target of 2026-27. In 2028-29, the growth target will increase by 2% over the growth target of 2027-28. In 2029-30, the growth target will increase by 2% over the growth target of 2028-29. The growth target will increase 10% between 2025-26 and 2029-30.
Goal and Outcomes for Socioeconomically Disadvantaged Students	There will be growth to normed RIT by grade level on the NWEA MAP Math. In 2025-26, the growth target will increase by 2% of the growth target of 2024-25. In 2026-27, the growth target will increase by 2% over the 2025-26 growth target. In 2027-28, the growth target will increase by 2% over the growth target of 2026-27. In 2028-29, the growth target will increase by 2% over the growth target of 2027-28. In 2029-30, the growth target will increase by 2% over the growth target of 2028-29. The growth target will increase 10% between 2025-26 and 2029-30.
Methods of Measurement	NWEA MAP scores for Math
Subpriority C – Social Sciences	
Goal to Achieve Subpriority	The students will demonstrate grade level skills and content knowledge of grade level appropriate social science. The anticipated significant subgroups are Latinx students, African American students, ELs, SWD, and SED students.
Actions to Achieve Goal	Through an integrated approach, students will study the area of social sciences congruent with Social Science Content Standards. Strategies included in an integrated approach are: PBL, non-fiction, and historical fiction texts; mini research projects and presentations, computer based information (articles, videos); field trip experiences, debates, and hands on projects. Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence, and point of view.
Measurable Outcome	70% or more of students will pass social science courses.
Goal and Outcomes for Latinx Students	70% or more of students will pass social science courses.

Goal and Outcomes for African American Students	70% or more of students will pass social science courses.
Goal and Outcomes for English Learners	70% or more of students will pass social science courses.
Goal and Outcomes for Students with Disabilities	70% or more of students will pass social science courses.
Goal and Outcomes for Socioeconomically Disadvantaged Students	70% or more of students will pass social science courses.
Methods of Measurement	Rubrics for Projects Curriculum-Based Measurements Grades/Report Cards
Subpriority D – Science	
Goal to Achieve Subpriority	The students will demonstrate grade level skills and content knowledge of grade level appropriate science. The anticipated significant subgroups are Latinx students, African American students, ELs, SWD, and SED students.
Actions to Achieve Goal	Through an integrated approach, students will study the area of science congruent with Next Generation Science Standards. Utilizing inquiry based approach and experiential activities and projects, students will develop an understanding of science disciplinary core ideas and practices. Strategies include, but are not limited to hands on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects.
Measurable Outcome	70% or more of students will pass science courses.
Goal and Outcomes for Latinx Students	70% or more of students will pass science courses.
Goal and Outcomes for African American Students	70% or more of students will pass science courses.
Goal and Outcomes for English Learners	70% or more of students will pass science courses.
Goal and Outcomes for Students with Disabilities	70% or more of students will pass science courses.
Goal and Outcomes for Socioeconomically Disadvantaged Students	70% or more of students will pass science courses.
Methods of Measurement	Rubrics for Projects Curriculum-Based Measurements Grades/Report Cards
Subpriority E – Visual and Performing Arts	
Goal to Achieve Subpriority	Students will recognize the importance of visual arts as it relates to CTE by completing a course in Graphic Arts to expose students to marketing and advertising and develop an appreciation of visual arts.
Actions to Achieve Goal	Students will study the area of visual arts as it relates to CTE.
Measurable Outcome	100% of students will take one year of Visual and Performing Arts to meet a-g requirements.

Goal and Outcomes for Latinx Students	100% of students will take one year of Visual and Performing Arts to meet a-g requirements.
Goal and Outcomes for African American Students	100% of students will take one year of Visual and Performing Arts to meet a-g requirements.
Goal and Outcomes for English Learners	100% of students will take one year of Visual and Performing Arts to meet a-g requirements.
Goal and Outcomes for Students with Disabilities	100% of students will take one year of Visual and Performing Arts to meet a-g requirements.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will take one year of Visual and Performing Arts to meet a-g requirements.
Methods of Measurement	Course catalog Student schedules
Subpriority F – Physical Education	
Goal to Achieve Subpriority	Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors toward their own well-being through healthy physical, social, and mental habits.
Actions to Achieve Goal	PE Courses will be available to all students, including student subgroups, at all grade levels.
Measurable Outcome	100% of students will earn 10 credits of PE.
Goal and Outcomes for Latinx Students	100% of students will earn 10 credits of PE.
Goal and Outcomes for African American Students	100% of students will earn 10 credits of PE.
Goal and Outcomes for English Learners	100% of students will earn 10 credits of PE.
Goal and Outcomes for Students with Disabilities	100% of students will earn 10 credits of PE.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will earn 10 credits of PE.
Methods of Measurement	Grades/Report Cards Student Schedules Course Catalog Athletic Rosters
Subpriority G – World (Foreign) Language (Grades 7-12 only)	
Goal to Achieve Subpriority	100% of students will have access to Spanish language instruction to meet a-g requirements.
Actions to Achieve Goal	The Charter School will offer Spanish language courses from beginning levels to AP level.
Measurable Outcome	100% of students will have access to Spanish language instruction to meet a-g requirements.
Goal and Outcomes for Latinx Students	100% of students will have access to Spanish language instruction to meet a-g requirements.
Goal and Outcomes for African American Students	100% of students will have access to Spanish language instruction to meet a-g requirements.
Goal and Outcomes for English Learners	100% of students will have access to Spanish language instruction to meet a-g requirements.

Goal and Outcomes for Students with Disabilities	100% of students will have access to Spanish language instruction to meet a-g requirements.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will have access to Spanish language instruction to meet a-g requirements.
Methods of Measurement	Course Catalog Student Schedules
Subpriority H – Applied Arts (Grades 7-12 only)	
Goal to Achieve Subpriority	100% of students will take courses that qualify as part of Applied Arts.
Actions to Achieve Goal	The Charter School will offer applied arts courses.
Measurable Outcome	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will pass assigned Applied Arts course.
Goal and Outcomes for Latinx Students	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will pass assigned Applied Arts course.
Goal and Outcomes for African American Students	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will pass assigned Applied Arts course.
Goal and Outcomes for English Learners	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will pass assigned Applied Arts course.
Goal and Outcomes for Students with Disabilities	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will pass assigned Applied Arts course.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will take courses that qualify as part of Applied Arts. 80% or more of students will pass assigned Applied Arts course.
Methods of Measurement	Course Catalog Student Schedules Grades/Report Cards
Subpriority I – Career Technical Education (CTE) (Grades 7-12 only)	
Goal to Achieve Subpriority	Students will take courses that qualify as part of the CTE requirement.
Actions to Achieve Goal	The Charter School will offer CTE courses to meet requirement.
Measurable Outcome	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
Goal and Outcomes for Latinx Students	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
Goal and Outcomes for African American Students	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.

Goal and Outcomes for English Learners	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
Goal and Outcomes for Students with Disabilities	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
Goal and Outcomes for Socioeconomically Disadvantaged Students	100% of students will actively participate in CTE classes. 80% or more of students will pass assigned CTE classes.
Methods of Measurement	Course Catalog Student Schedules Grades/Report Cards

ELEMENT C: STUDENT PROGRESS MEASUREMENT

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. - Education Code Section 47605(c)(5)(C).

Student achievements are assessed using multiple measures, as described below.

A. Mandated State Assessments

As is required by state law, MWA meets all statewide standards and conduct the state pupil assessments required pursuant to Section 60605, including the CAASPP tests and other state-mandated assessments such as the ELPAC and PFT. We firmly believe that the MWA academic program fully prepares students for success in these statewide assessment programs. Additional support structures (i.e., after-school tutoring, summer enrichment programs, mentoring programs, peer study groups, etc.) are in place to ensure that students are meeting or making progress toward the State Standards that are measured by the state-mandated assessments. Proficiency for our English Learners, approximately 55% of our students, is measured in accordance with the/ELPAC, CAASPP test data, teacher observations and other school-based measures.

B. Growth Measures: Diagnostic, Formative And Summative Assessments

In order to effectively assess students’ academic growth over time, MWA utilizes several “value-added” growth measures, including school-developed diagnostic and formative, “authentic” assessments, and ongoing teacher assessments as well as summative assessments. More formal forms of interim assessments include the MAP (math), STAR (Reading), and IABs (math and English interim assessments aligned with the SBAC). More informal assessments include quizzes and exit tickets. More formal summative assessments include pre-tests, unit tests, and final exams.

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Diagnostic Assessment

At the beginning of each academic year, MWA administers its own diagnostic test to measure each student’s strengths and weaknesses in the four core State Standards content areas. Throughout the school year, MWA administers ongoing assessments to measure students’ comprehension of lessons that have been taught and their level of development in specific subject areas and skills. In addition, 8th graders take a Spanish language assessment in the spring to inform course placement for Spanish for 9th grade.

Formative

Ongoing teacher assessment tools include teacher-developed quizzes, exit tickets., and teacher observations.

6. C. Summative Assessments and Standardized and Other Norm-Referenced Assessments

Students are given the annual state-mandated standardized assessments. The Matrix below includes the currently required State assessments for students in grades 5 through

8 & 11, as well as internal assessments used at MWA. Such assessments, as further described in MWA’s LCAP, are aligned with the Eight State Priorities (see Appendix). MWA affirms that its methods for measuring pupil outcomes for the Eight State Priorities, as described in Element B of this Charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

Student Outcome and Assessment Matrix

The following provides additional information to describe MWA’s plans for student assessments:

Academic Assessment Matrix

MEASURABLE OUTCOMES	ASSESSMENT TOOLS
Students will meet or exceed the Standard in English/Language Arts.	CAASPP: Smarter Balanced Assessment (SBAC) Interim Assessment Blocks (IABs) – 2x per year
Students will meet or exceed the Standard in Mathematics.	CAASPP: Smarter Balanced Assessment (SBAC); Interim Assessment Blocks (IABs) – 2 times per year
Students will meet or exceed the Standard in Science.	CAASPP: California State Test (CST)
Students will meet or exceed the Standard in History/Social Science.	CAASPP: Will administer when and if a new assessment for history is available
EL students will make substantial progress toward fluency in English.	English Language Proficiency Assessments for California (ELPAC)

Academic and Core Values

MEASURABLE OUTCOMES	ASSESSMENT TOOLS
Special education students will achieve or make progress toward the learning goals in their Individualized Education Plans.	IEP progress and review

Students will obtain enrichment skills in such areas as the arts, technology, physical education, a second language and journalism.	Portfolios, In-class assessments, Presentations
Students will become "community builders."	Community Service Participation, Portfolios, Projects, Reflection journals, Review of Core Values
Students will develop social and emotional skills.	Teacher Narratives, Presentations, Review of Core Values
Students will develop critical thinking and creativity skills.	Presentations, Writing Assignments, Art Projects, Use of a learning style inventory, Review of Core Values
Students will become competent, self-motivated, "life-long learners."	Demonstrations of learned skills, Self-Assessments, Review of Core Values

Use and Reporting of Data

Data Management, Analysis and Continuous Improvement

MWA uses PowerSchool to collect, analyze and report a variety of data on student achievement, including disaggregated data by content strand, student subgroup, grade-level and classroom-level analyses. The staff interpret standardized test data and engage in critical analysis of the data in order to determine how the school can address any performance growth areas or concerning data trends. The data analysis is tied to professional development on standards-based instruction, so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly.

Staff uses pieces of the assessment system in an ongoing effort to examine student performance and revise instructional practices to address student needs. The goal is to foster continuous improvement to achieve the highest quality educational program that is possible. In this way, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of our current student populations.

MWA analyzes trends, significant changes, apparent conflicts and anomalies to track individual student growth over time; evaluate specific, aggregated and disaggregated groups of students; and measure performance on the state tests, state and federal accountability systems (when developed) and school-based growth data and authentic assessments to assess the whole school from year to year. Our data analysis includes

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attendance rates and comparative data as appropriate. MWA also annually surveys major stakeholder groups (e.g., parents/guardians, students and teachers) about our effectiveness and opportunities for improvement.

Reporting Student Achievement Data

MWA's student performance data is reported to school staff, parents and guardians. MWA believes strongly in creating a two-way dialogue between the school staff and our parents/guardians. Parental involvement and commitment to this rigorous academic school is necessary if their children are to succeed. We expect them to be actively involved in supporting their children's education. Dialogue with the teacher, Homeroom Teacher/Advisor, Assistant Principal, and Principal is ongoing for parents/guardians as they support their child through each academic year. At parent-teacher conferences, parents/guardians review the progress of their child, sharing and discussing test scores, schoolwork and classroom behavior. At these meetings, home and school strategies are discussed, so that the student has the best chance of improving his/her performance. In some cases, agreements are developed and agreed upon by the student, parent and teacher in addressing particular challenges or areas of focused support.

In addition to monitoring their children's progress, parents/guardians receive progress reports and notifications, parent mailings, and special meetings to share student successes and challenges. A key part of parental involvement includes letting us know what we are doing well and upon what we can improve. To enable this dialogue, parents/guardians need to have a holistic view of how our school is performing. Some performance measures include standardized test scores and shall include the state and federal accountability systems when they are finalized. The results of state test scores come out once a year and are reported to our parents/guardians (via parental mailings, and parent association meetings) shortly after they are released. This annual performance report includes the results of our other assessments measures, including our growth measures, authentic assessments, etc.

Our educational philosophy, curriculum and anticipated student outcomes grow out of our experience working with the children and youth of Richmond. We understand the commitment and standards that need to be maintained in order for students to achieve academic success. Once students realize that they are capable of "doing the work," they become confident, insightful and inspired learners. Time after time, we see children succeed despite the most unbelievable obstacles. This is because Making Waves provides a strong support system, enabling them to meet any challenge.

ELEMENT D: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parent/guardian involvement. - Education Code Section 47605 (c)(5)(D).

A. Nonprofit Status

Making Waves Academy is operated as a California nonprofit public benefit corporation, pursuant to California law.

MWA will operate autonomously from the Contra Costa County Board of Education and Contra Costa County Superintendent of Schools, with the exception of the supervisory oversight as required by statute. Pursuant to California Education Code Section 47604(c), the Contra Costa County Board of Education and Contra Costa County Superintendent of Schools shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the Contra Costa County Board of Education and Contra Costa County Superintendent of Schools has complied with all oversight responsibilities required by law.

Attached, please find the MWA Articles of Incorporation, Bylaws, and Conflict of Interest Code (Appendix F).

B. Board of Directors

MWA is governed by the nonprofit Board of Directors (or “Board”) of Making Waves Academy (“MWA”), in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. The Charter School’s governance structure does not include a Sole Statutory Member of the Corporation.

The MWA Board shall be responsible for all actions necessary to the operation of MWA in accordance with its adopted bylaws.

C. Governance Structure of Making Waves Academy

The school’s leadership, faculty, and staff carry out the day-to-day operations of the school. The Chief Executive Officer (“CEO”) position is the main leader responsible for administering the school under policies adopted by the MWA Board of Directors. The MWA Board of Directors sets policy, approves the budget, and assures that each school maintains high academic standards in accordance with its bylaws and the terms of this charter.

Composition of the MWA Board of Directors

The number of directors on the MWA Board shall be no less than five (5) and no more than fifteen (15), unless changed by amendments to the MWA bylaws. A Board seat shall

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be reserved at all times for a Parent/Guardian Representative. All directors shall have full voting rights, including any representative appointed by the County Board as consistent with Education Code Section 47604(b). If the County Board appoints a representative to serve on the Board of Directors, the Statutory Member may appoint an additional director to ensure an odd number of Board members. While the County Board is entitled to appoint a representative to the Board of Directors pursuant to Section 47604(b), currently the charter authorizer has chosen not to exercise this authority. All directors, except for the representative of the County Board, shall be designated by the Statutory Member.

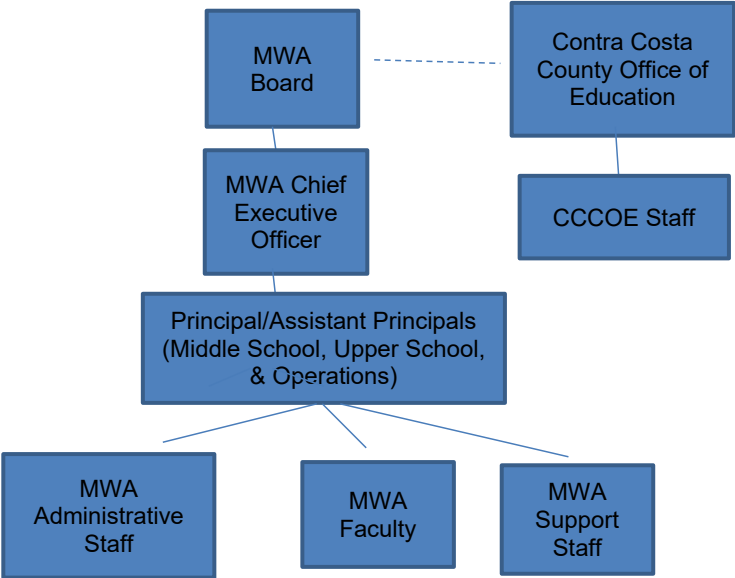
In accordance with the bylaws, no interested persons may serve on the MWA Board of Directors.

All directors, except for the Parent/Guardian Representative, shall hold office for three (3) years and until a successor director has been designated and qualified. The Parent/Guardian Representative shall hold office for two (2) years and until a successor director has been designated and qualified. The Board will meet regularly during the school year, and in accordance with the Brown Act.

MWA shall abide by an adopted Conflict of Interest Code which complies with the Political Reform Act, Corporations Code anti-self-dealing rules, and which shall be updated with any applicable conflicts of interest laws or regulations applicable in the future. As noted above, the conflicts code is attached to this charter.

Structure of the Board

The following is an outline of the governance structure of MWA:



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Board Training and Sustainability

MWA Board members are committed to continuous improvement and ongoing training to assist the Board in fulfilling its responsibilities to act as stewards for the charter school. To this end, the MWA Board seeks appropriate training and educational opportunities to more effectively govern MWA’s operations. Such training experiences may include individual training sessions with legal counsel or other experts familiar with public school governance, and/or training sessions with charter school governance experts. The school maintains in effect general liability and board errors and omissions insurance policies.

Parent Engagement and Volunteering

Once a child is admitted to the school, parents are expected to attend parent education workshops, parent-teacher conferences, and other meetings regarding their child. At these meetings, parents receive updates about the school, the school program, and opportunities to attend parent education workshops on the college admissions process and social emotional development topics related to youth, among others. Parents are also encouraged to volunteer and participate in the school community. Parents also play important roles on both the LCAP Advisory Group and MWA Board.

MWA is responsible for screening volunteers for the protection of students, including fingerprinting and criminal background checks. Registered sex offenders under Penal Code section 290 may not serve as volunteers on campus or anywhere or anytime students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must submit to a criminal background check pursuant to Education Code 45125. All volunteers who work on campus must have a current TB clearance on file with MWA.

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ELEMENT E: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the charter school. - Education Code Section 47605(c)(5)(E).

A. Qualifications of School Employees

MWA ensures that all legal qualification requirements will be met for teachers and staff of the school. Each certificated employee at MWA will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the MWA Board and/or the MWA Chief Executive Officer.

Chief Executive Officer

The Chief Executive Officer (CEO) oversees the operations of Making Waves Academy; he or she will play a key role as the conduit to the Board of Directors on behalf of MWA's Directors. The CEO and the Board of Directors will supervise the Directors in carrying out established school policies.

Principal and Assistant Principals

The Principal is the lead position responsible for daily activity at the school, including but not limited to instruction, school safety, assessment, and some operations. The Assistant Principals support the vision of the Principal in carrying out the overall supervision, training, discipline, development, and support of faculty and divisional staff in supporting MWA students and engaging with parents. The Principals and Assistant Principals work in concert with one another to create an engaging, rigorous, safe, and supportive learning environment for our students.

The following provide further job descriptions of the CEO, Principal, and Assistant Principal positions:

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DESCRIPTION	CEO	Principal	Assistant Principals
Major Responsibilities	Responsible for overall instructional, financial, legal and administrative oversight for MWA.	Responsible for the design, delivery and evaluation of the MWA instructional program, some financial, legal, and operations management..	Responsible for leading and assisting with the the design, delivery and evaluation of the MWA instructional program and student management systems..

<p>Tasks and Duties</p>	<p>Develop a sound and effective organizational structure, including appropriate human resources operations and procedures.</p> <p>Provide the appointing authority and termination authority for all MWA employees and independent contractors, consultants, and service providers.</p> <p>Provide leadership and vision including the establishment of private and public partnerships.</p> <p>Initiate programs and policies for consideration by the Board of Directors and advise the Board on all policy matters under its consideration.</p> <p>Develop and implement all policies approved by the Board or as mandated by the district, state and federal laws and regulations.</p> <p>Through and with the CFO or business executive, lay out the parameters for the budget development process and the annual budget approval process by the Board.</p> <p>Through and with the CFO or business executive, maintain fiscal integrity by effective assessment and allocation of resources, developing sound budget process, and monitoring internal control systems.</p>	<p>Interview, select and hire staff with input of the CEO for senior leadership positions.</p> <p>Oversee the supervision of faculty and staff.</p> <p>Teach, model, instruct and empower staff to meet the needs of the student body.</p> <p>Hold regular meetings of the faculty and staff.</p> <p>Ensure that the policies and procedures of the Board are understood and followed.</p> <p>Embody, manifest and advocate the mission of the school.</p> <p>Articulate the vision for the school.</p> <p>Monitor and address all matters of school culture and climate.</p> <p>Supervise academic, athletic and extracurricular programs.</p> <p>Monitor curriculum, grading, testing and reporting to parents.</p> <p>Prepare and conduct periodic program evaluations.</p> <p>Submit required reports.</p> <p>Establish policies and standards of conduct for students.</p> <p>Supervise the admissions procedures.</p>	<p>Interview, select and hire staff with advice and consent of the Principal.</p> <p>Directly supervise faculty and staff.</p> <p>Teach, model, instruct and empower staff to meet the needs of the student body.</p> <p>Hold regular meetings of the faculty and staff. Ensure that the policies and procedures of the Board are understood and followed.</p> <p>Embody, manifest and advocate the mission of the school.</p> <p>Articulate the vision for the school.</p> <p>Monitor and address all matters of school culture and climate.</p> <p>Oversee, lead, facilitate, and implement teacher professional development.</p> <p>Supervise academic, athletic and extracurricular programs.</p> <p>Monitor curriculum, grading, testing and reporting to parents.</p> <p>Prepare and conduct periodic program evaluations.</p> <p>Submit required reports.</p> <p>Establish policies and standards of conduct for students.</p> <p>Supervise the</p>
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			admissions procedures.
WHAT IS THE NAME OF THIS SECTION?	<p>Upon approval of the Board, negotiate and sign contracts.</p> <p>Implement a scheduled review of each program, evaluating its needs and services.</p> <p>With the Division Director, contribute to the assessment process of staff and students.</p> <p>Conduct regular needs</p>	<p>Marketing, outreach and information dissemination.</p> <p>Represent the school to all of its constituents.</p> <p>Support fundraising efforts.</p>	<p>Marketing, outreach and information dissemination.</p> <p>Represent the school to all of its constituents.</p> <p>Support fundraising efforts.</p>

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	<p>assessments to ensure appropriate service needs are being met.</p> <p>Provide guidance to Board and subcommittees to realize MWA objectives.</p> <p>Assist the Board in the development or organization and unit long-term strategic plans, benchmarking and monitoring progress.</p> <p>Implement a clear management program based on organizational best practices</p>		
Report To	Board of Directors	CEO	Principal
Supervises	Principal, COO, CFO, and CTO	Faculty and Staff	Faculty and Staff
Qualifications	<p>Master's degree 15 years' experience, extensive and progressively more responsible experience in higher education or in nonprofit organization is preferred. Knowledge of administration, organizational management, strategic planning, budgeting, financial administration and personnel management within a nonprofit organization is essential. Experience in student development is mandatory. Ability to provide a comprehensive strategic vision for MWA. Ability to effectively communicate, both orally and in writing, to a wide range of constituencies. Experience in leadership, group dynamics, organizational psychology, business administration, public</p>	<p>Master's degree in education CA teaching credential 5 years' urban school education experience. Classroom and administrative experience and educational experience in an urban school setting. A commitment to multiculturalism with staff and faculty, students and parents; genuine engagement with students; and accessibility to all members of the school community. Ability to assist with the design and implementation of the program and curriculum. A commitment to diversity and achievement for all students.</p>	<p>Master's degree in education CA teaching credential 5 years' urban school education experience. Classroom and administrative experience and educational experience in an urban school setting. A commitment to multiculturalism with staff and faculty, students and parents; genuine engagement with students; and accessibility to all members of the school community. Ability to assist with the design and implementation of the program and curriculum. A commitment to diversity and achievement for all students.</p>

Commented [43]: COO responsibilities

	<p>relations, budget and personnel management are required. Evidence of active professional involvement in other education-based organizations is desirable.</p>		
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Teachers

Teachers will meet the requirements for employment as stipulated by the California Education Code Section 47605(l). Primary teachers of core, college preparatory subjects (*i.e.*, English language arts, math, science, history/social science) shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to what a teacher in a non-charter public school would be required to hold. These teachers are responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the school’s operation policies.

In order to ensure implementation of the school’s mission and educational philosophy, preference will be given to teachers who have experience designing and implementing standards-based curriculum aligned to the State Standards. Paraprofessional employees shall meet applicable requirements under the ESEA.

Applicants to teach in our program are evaluated based on the following qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student;
- Possession of a CLAD credential;
- Knowledge and experience with standards-based instruction: ability to align curriculum and standards and willingness to adopt grading practices that can be used in standards-based grading;
- Knowledge of assessment strategies and the desire to use data to drive teaching and ensure continuous improvement of student learning;
- Ability to effectively use a broad range of instructional strategies, including providing a curriculum, challenging goals and effective feedback, differentiated instruction and back mapping, among others;
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning;
- Outstanding classroom management skills;
- Belief in our mission that all students will learn and successfully master the content and skills necessary for high school and advanced post-secondary education;
- Willingness to work as a vital part of the MWA team to ensure continuous improvement for students, staff MWA community as a whole;
- Willingness and ability to work with students and parents/guardians on an ongoing basis to ensure student success;
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen;
- Desire and ability to engage in continuing education, staff development and skill upgrading; and

- Positive references from most recent employment and/or college or graduate school.

As specified in Education Code Section 47605(l), MWA has flexibility regarding the qualifications needed for teachers in non-core subject areas. Making Waves Academy may employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience and the capacity to work successfully in an instructional capacity. Instructional support staff does not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

Support Staff

MWA seeks administrative and operational staff that demonstrates experience or expertise in the issues and work tasks required of them. MWA provides as resources allow professional development opportunities to ensure that staff remain abreast of all relevant changes in laws or other operational requirements pertinent to their job functions. All non-certificated staff possess experience and expertise appropriate for their position within the school as outlined in the MWA's staffing plan and adopted personnel policies.

B. General Requirements, Hiring and Performance Review

Prior to employment and within thirty (30) days of hiring, each employee submits to a criminal background check. MWA will adhere to applicable California laws including fingerprinting, drug testing and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Each employee submits to a criminal background check, as required, within 30 days of hiring. We do believe we will receive these results in a timely fashion due to the streamlined Live Scan process, but we are not committed to receive these results within 30 days. MWA maintains its standard in screening for, hiring, and/or supporting intern teachers towards earning their full, clear teaching credential. Prior to employment, each employee must furnish medical clearance, including proof of medical exam and tuberculosis (TB) clearance, as well as documents establishing legal employment status. The Human Resource Specialist and/or administrative designees are responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws. Those employees that require a criminal background check and do not have a current background check are required to undergo such a check through such services as a Live Scan fingerprint process. MWA will pay for such services on behalf of its prospective employees.

The Human Resources Specialist or designee creates formal job descriptions for each position, recruits and interviews candidates. The MWA Board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The Division Director and/or designee is responsible for evaluating the performance of the teaching and administrative staff on an annual basis. The MWA Board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Chief Executive Officer and Division Director determines the criteria by which to judge the performance of employees. The Chief Executive Officer or designee creates the job description and conducts the performance

review of the Division Directors of both divisions of the school. Periodically, third-party peers will review job descriptions to ensure that we have met all requirements for the position. The Chief Executive Officer has final approval of all job descriptions.

C. Hiring Plan

MWA seeks a diverse faculty composed of qualified credentialed teachers in our core subject areas, in addition to instructional support staff who possess subject matter expertise and qualifications necessary to help our program succeed. Making Waves has extensive experience working with the educational community in the Richmond area. In addition to attracting talented personnel in the immediate Richmond area, MWA seeks staff through teacher recruitment fairs, professional publications, newspapers and our website. We also work with our local colleges such as Mills, Berkeley, Stanford, Santa Clara University, Saint Mary's College, California State University East Bay and San Francisco State University. We continue to partner with a variety of education-related organizations and education search firms, to encourage the most enthusiastic, qualified and committed faculty and staff.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

Commented [44]: @fcampbell@mwacademy.org please review this section and make sure everything is accurate. Due date: March 1st. _Assigned to fcampbell@mwacademy.org_

Governing Law: The procedures that the charter school will follow to ensure the health and safety of students and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Education Code Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school*

Education Code Section 47605(c)(5)(F).

MWA maintains a comprehensive set of health, safety and risk management policies that are developed in consultation with the school’s insurance carriers and legal counsel. A full copy of MWA’s health and safety policies are available anytime to the CCCOE upon request.

In order to provide safety for all students and staff, the Charter School maintains and implements health, safety, and risk management policies and procedures in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into the Charter School’s Student-Parent/Guardian and Personnel Handbooks and will be reviewed on an ongoing basis by the Chief Executive Officer and Board. The Charter School shall ensure that the staff is trained annually on these health and safety policies. A copy of these policies shall be provided to the County upon request.

The following is a summary of the health and safety policies of the Charter School:

Procedures Background Checks

As required by Education Code Sections 44237 and 45125.1, the Charter School shall require all employees of Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors or vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. The Chief Executive Officer shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board president will monitor the fingerprinting and background clearance of the Chief Executive Officer.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters (“mandated reporter”) and will follow all applicable reporting laws, the same policies and procedures used by the County. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School 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:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Access to Mental Health Services

The Charter School will comply with the requirements of Education Code Section 49428. At least twice every school year, the Charter School will notify parents/guardians and students about how to access mental health services on campus or in the community.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the Charter School's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom.

The Charter School shall post a notice regarding the requirements of this paragraph in a prominent and conspicuous location in every restroom required to stock menstrual products. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Immigration Policy

The Charter School will comply with the requirements of AB 699 (2017) by adopting policies consistent with the guidance and model policies published by the California Attorney General.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Athletic Programs

The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but

not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Sports Injuries

The Charter School shall comply with the requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of the Charter School.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school-wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents/guardians, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
- procedures for conducting tactical responses to criminal incidents

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV"). Whenever exposed to blood or

other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Alcohol, and Smoke Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon as the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Family Educational Rights and Privacy Act

The Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act at all times.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by utilizing facilities that are either compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

ELEMENT G: STUDENT POPULATION BALANCE

Commented [45]: @emartinez@mwacademy.org
Assigned to emartinez@mwacademy.org

Governing Law: The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5 that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school. - Education Code Section 47605(c)(5)(G).

MWA is committed to creating a school community that reflects the diversity of the general population residing within the territorial jurisdiction of WCCUSD. MWA will strive to recruit students from a range of racial, ethnic, linguistic, ability, and socioeconomic backgrounds seeking opportunities to go to college.

The Charter School will maintain an accurate accounting of the balance of racial and ethnic students, students with disabilities, ELs and RFEPs, and SED students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. In order to recruit students who are underrepresented in higher education, recruitment activities will focus on groups and gatherings. Ceiba is committed to being racially, ethnically, linguistically (including ELs and RFEPs), ability, and socioeconomically diverse. Recruitment materials will include information about admission application document requirements.

MWA intends to employ the following recruitment and outreach strategies in support of its commitment to ensuring a diverse student population reflective of the general population residing in the District:³

1. **Marketing Materials:** Design flyers and distribute informational materials to appeal to various racial, ethnic, ability and linguistic groups within the District. Flyers will be distributed at nearby apartment complexes, local markets/grocery stores, food banks, coffee shops, libraries, churches, elementary schools, and businesses. Post code mailers targeting zip codes which target zip codes with how to enroll. Advertisement in a family digital magazine. Materials will be developed in English and Spanish. Other languages will be added as the need arises.

2. **Host Community Events:** The Charter School will host 1-3 community events during the school year in preparation for open enrollment. Prospective Parent/Guardian events

Commented [46]: Is this accurate?

Commented [47]: During the open enrollment - Family Information Sessions.

Commented [48]: This is something we have done in the past but not recently, I don't think. Liz would know. Considered deleting but enrollment can vary year to year so not averse to keeping it in unless you think it would represent false advertising. Not sure if we will continue to do it but can't say we would never NOT do it again.

³ These strategies are subject to modification or suspension where they are infeasible or impractical due to public health restrictions, e.g., a pandemic, or disaster event.

review the application process and information about the Charter School, includes a school tour, and includes break-out sessions for students to learn about the Charter School. The Principal, the Assistant Principals, and other staff answer individual questions of parents/guardians and students.

3. **Advertising:** The Charter School maintains its website (<https://www.makingwavesacademy.org/>). The website is bilingual equipped with Google Translate, and the documents for parents/guardians are in English and Spanish. The Charter School will issue press releases, advertise in newspaper publications, and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community.

4. **Attend and Establish Presence at Community Events and Businesses:** The Charter School will make meaningful efforts to establish visibility in the community. The Charter School team will plan to attend community events, various city events, and parks. The Charter School also sets up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events, as well as at local businesses and restaurants.

5. **Establish Partnerships with Community Organizations:** The Charter School is always open to potential partnerships within the local and regional communities inclusive of Contra Costa College, Rotary Club, and other community organizations.

6. **Social Media and Online Advertising:** The Charter School also has a Facebook Page (XX) and Instagram (XX) and will continue to stay up to date with social media platforms.

7. **Admission and Enrollment Process:** The Charter School has an established admission and enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.

- The development of promotional and informal material that appeals to all major racial and ethnic groups represented in the district, including materials in languages other than English to appeal to limited English proficient populations;
- Targeted meetings in multiple communities to reach prospective students and parents/guardians;
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic and interest groups represented in the district;
- Focused recruitment of groups that may be underrepresented among MWA's student population, using brochures, public meetings and door-to-door outreach;
- A random selection process that will be used each school year and a ranked waiting list that will be created to fill openings as they occur.

Because we seek a targeted student population whose families may not be reachable by traditional means, MWA plans to utilize direct outreach strategies such as direct mailing and community and home meetings targeted in specific communities in the Richmond area.

Commented [49]: Does MWA have social media platforms?

Commented [50]: No. We are adding a Parent Organizer to outreach to the families.

Commented [51]: Karen - Do we check . Increase. Community Activist

Commented [52]: Liz will know this one. I am not sure if we have a social media site that we maintain for this purpose.

ELEMENT H: ADMISSION POLICIES AND PROCEDURES

Governing Law: Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e). - Education Code Section 47605(c)(5)(H).

Making Waves Academy actively recruits a diverse student population. Students and families who understand and value the school's mission and are committed to the school's instructional and educational philosophy will be encouraged to apply.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and shall not charge tuition or discriminate against any student based upon the characteristics listed in Section 220. The Charter School will adhere to all laws regarding the minimum and maximum age of students.

The Charter School shall admit all students who wish to attend the Charter School. There will not be a test or assessment administered to students prior to acceptance and enrollment into the Charter School. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of a pupil or the pupil's parent or guardian within the State, except as otherwise required by law. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

The Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admission or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians.

McKinney-Vento Homeless Assistance Act

The Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child experiencing homelessness has equal access to the same public education as provided to other children. The Charter School will include specific information in its outreach materials and websites, and at community meetings, open forums, and regional center meetings, notifying parents/guardians that the Charter School is open to enroll and provide services for all students. This information shall include contact information to access additional information regarding enrollment.

Admission Process

The Charter School actively recruits a diverse student population from the District and surrounding areas. Admission to the school is open to any resident of the State of California. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student-related policies. The school has established an annual recruiting and admissions cycle, which includes the following: (1) outreach and marketing, (2) orientation sessions for parents/guardians and students, (3) an admission application period, (4) an admissions lottery if necessary, and (5) enrollment.

Making Waves Academy uses a lottery application form that gathers basic contact information through the Enroll WCC (West Contra Costa) consortium website which allows parents and guardians to apply to MWA and to a number of other West Contra Costa Charter Schools. Parents/guardians only need to complete one form and apply to multiple charters. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy and parent/guardian participation plan of the Making Waves Academy. Parents/guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a parent/guardian contract to abide by those policies should their child be admitted to the school.

1. B. Public Random Lottery

Applications are accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Admission criteria are developed on a non-discriminatory basis. The school is open to all students currently in the fourth grade who are scheduled to enter the 5th grade in the Fall. Admission priorities are given in the following order:

1. Students who are **siblings**⁴ of students who are currently enrolled at Making Waves Academy (sibling enrollment will be capped at 30% of the available spots).
2. Students who are **children**⁵ of Making Waves Academy employees.
3. Students who are **eligible for Free and Reduced Price Meal ("FRPM") who reside within West Contra Costa Unified School District** attendance boundaries.

⁴ A sibling is defined as a biological/adoptive sibling, step sibling, or foster child residing within the same household.

⁵ Making Waves Academy employees refers to full-time faculty and staff who, by December of their second year, will have been a full-time employee at Making Waves Academy for at least 12 months.

Commented [53]: @emartinez@mwacademy.org determine percentage cap for this and for employees. _Assigned to emartinez@mwacademy.org_

Commented [54]: Talked briefly with Alicia in advance of our meeting with board members. I suggested a way to think about it is to anchor a cap for sibling enrollment that is aligned with a set percentage of the incoming class (1/4 or 1/3) in order to expand the opportunity for more non-siblings and potentially get closer to matching the racial and ethnic demographics of Richmond.

- 4. All other **students eligible for FRPM who reside within Contra Costa County.**
- 5. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school (Tara Hills) where the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program).
- 6. All other students who reside in the West Contra Costa Unified School District attendance boundaries.
- 7. All other eligible applicants.

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This waitlist will allow students the option of enrollment in the case of an opening during the current school year.

After the lottery, families receive their official enrollment forms and are informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces in the school there will be no lottery, and all students who submitted complete applications and completed the admissions process described above will be enrolled.

Currently enrolled students will not participate in the lottery as they are automatically reserved a space for the following year.

The Enrollment Process

Each spring, after the lottery for selection, the school holds orientation meetings for parents/guardians. Parents/guardians who cannot make this meeting must make a personal appointment with the MWA’s Division Director or designee to address the information covered in the meeting. At the orientation meeting, staff and parents/guardians review school policies and are asked to sign the family-school contract and official enrollment papers. The contract is an agreement to abide by the academic and behavioral rules of the school. Parents/guardians are asked to sign the contract stating that they understand the academic and behavior policies of Making Waves Academy and will support those policies at home and will work to ensure that their children abide by the rules of the school.

The enrollment packet also includes information such as an immunization record and a list of emergency contacts.

The Re-Enrollment Process

Caroline researching options for re-enrollment for students who voluntarily transfer out but then want to return.

No Admission Testing

MWA has no admissions testing. Once a prospective student’s family has decided to

Commented [CN55]: Janelle, is there any way to do this without them going through the WCC Lottery? They only bring in kids in grade 6 and grade 9, but especially after a semester or two at a different HS, they want to come back. Can they do a lottery for 9.5 and grade 10 returning students?

Commented [56]: @drcnwesley@gmail.com
Assigned to drcnwesley@gmail.com_

enroll after the lottery and first family meeting, Making Waves Academy gives a series of grade-level knowledge-based examinations, which allows the faculty to assess the student's readiness for the grade of entrance. These instruments aid in the development of individualized learning plans for our students. Children who are working below grade-level or simply need a little extra help will be asked to attend summer and after school programs designed to address any deficiencies.

ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS

Governing Law: The manner in which an annual, independent financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. - Education Code Section 47605(c)(5)(l).

An annual independent financial audit of the books and records of MWA shall be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m).

The MWA Board of Directors has an audit/finance committee to oversee the selection of an independent auditor and the completion of an annual audit of the school's financial affairs. The auditor shall be experienced with conducting audits of educational entities and education finance, including charter schools. The members of the audit committee do not have a direct, personal financial stake in matters audited. The scope of the audit shall review and verify the accuracy of the school's financial statements, average daily attendance and enrollment accounting practices, and reviews the school's internal controls. Audits will be conducted in accordance with generally accepted accounting principles applicable to the school including provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the scope of the audit shall include items and processes specified in any applicable Office of Management and Budget Circulars.

The annual audit shall be completed and forwarded to the Superintendent of the CCCOE, the State Controller and the California Department of Education by the 15th of December of each year. The school's audit committee shall review any audit exceptions or deficiencies and report to the MWA Board of Directors with recommendations on how to resolve them. The Board will report to the CCCOE regarding how the exceptions and deficiencies have been or will be resolved to the satisfaction of the CCCOE, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

Any disputes regarding the resolution of audit exceptions and deficiencies shall be referred to the dispute resolution process contained in the dispute resolution process as outlined in this Charter. Audit exceptions shall be addressed within thirty (30) days of their receipt.

The independent financial audit of MWA is a public record to be provided to the public upon request.

ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES

Commented [57]: @emartinez@mwacademy.org
 Assigned to emartinez@mwacademy.org

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.*
- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:*
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.*
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.*
- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). - Education Code Section 47605(c)(5)(J).*

A. General Principles

The Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension, expulsion, and involuntary removal recommendations and decisions and their due process rights regarding suspensions, expulsions and involuntary removals.

MWA is committed to educating students in an environment of safety, discipline 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-discipline 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 discipline policies. These policies are printed and distributed as part of the school's Student-Parent/Guardian 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 and expulsion. Each student and their parent or guardian is required to verify that they have reviewed and understand the policies prior to enrollment. MWA's Board, staff and school community reviews our comporment 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 mixes a combination of traditional discipline practices and increasing restorative justice practices. B. School Climate and Student Discipline System

Commented [58]: Add internal PBIS system.

C. Suspension and Expulsion Policy and Procedures

The Pupil Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the offenses for which students at non-charter schools' may be suspended or expelled and the procedures governing those suspensions and expulsions to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions and involuntary removal, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School'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. Charter School 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 which will clearly describe discipline expectations.

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.

The Charter School administration shall ensure that students and their parents/guardians

are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and its Procedures are available upon request at the Charter School's office.

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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") 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. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according to due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/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 inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent/guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School 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, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

D. Procedures

In-School Suspension

During an in-school suspension, the student is sent to another classroom or room within the school site for one or more class periods where the student is supervised by an adult and required to complete the student's class work. Parents are notified via telephone of

an in-school suspension. In-school suspensions shall not exceed 2 days per incident and a total of 10 days per student per year.

Suspension and Expulsion

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or a Charter School sponsored event, 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; or
- d) during, going to, or coming from a school-sponsored activity.

E. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) 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.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
 - h) 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 the student's own prescription products by a student.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This provision shall only apply to students in any of grades 9-12, inclusive.
- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) 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.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation 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.
- q) 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 section, "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

Commented [59]: Given the recent issue with a replica gun that was a BB gun, do we want to add or can we add how we want to treat guns/replica weapons that project items with some degree of force (typically non-lethal but...)?

Commented [60]: Since marijuana is medically legal, do we need to provide any language in our student handbook or staff handbook about the use of these items on campus or being under the influence of them while on campus or carrying out school responsibilities.

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.

- r) 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.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- t) 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) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
- u) 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 pupil 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 pupil 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.

Commented [61]: Should we expand this to include "plagiarism" using AI or the use of inappropriate images generated by AI to harass or harm others?

- (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.
- v) 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 discipline pursuant to subdivision (1)(a)-(b).
- w) 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 Chief Executive Officer or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:
- a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) 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.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) 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.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) 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 the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) 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.
- m) 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.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation 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.
- p) 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 section, “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.
- q) 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.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
- s) 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) rights by creating an intimidating

or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) 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 pupil

Commented [62]: Same as question above here.

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 pupil 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 discipline 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 Chief Executive Officer or designee's concurrence.

4. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the pupil:

- a) 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 students had obtained written permission to possess the item from a certificated school employee, with the Chief Executive Officer or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) 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.

If it is determined by the Administrative Panel and/or Board 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.

The Charter School will use the following definitions:

- 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.
- The term "firearm" means (A) 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; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) 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: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

F. Suspension Process

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Chief Executive Officer or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Chief Executive Officer or designee.

The conference may be omitted if the Chief Executive Officer 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 Charter School 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. No penalties may 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/guardian at the conference.

2. 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 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 Charter School 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.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Chief Executive Officer 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 the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

The Chief Executive Officer or designee upon either of the following will make this determination: 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.

4. Homework Assignments 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 (2) or more school days, 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.

G. Expulsion Process

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 either by the neutral and impartial Charter School Board following a hearing before it or upon the recommendation of a Hearing Officer or an Administrative Panel, to be assigned by the Board as needed. The Hearing Officer shall be assigned at the start of the school year and neither a teacher of the student nor a member of the Board. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Hearing Officer or Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Chief Executive Officer or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event a Hearing Officer or an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3)

days prior to the date of the scheduled hearing.

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.

H. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses. The Charter School 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 Charter 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.

1. 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 (5) 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.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing 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.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing 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 presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. 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.
9. 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.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance 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, guardian, 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 Administrative 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 from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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 Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board.

If the Administrative Panel decides not to recommend expulsion or the Board ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

Written Notice to Expel. The Chief Executive Officer or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and 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 the Charter School.

The Chief Executive Officer 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. The Charter School shall maintain records of all student suspensions and expulsions at the Charter 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 the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Pupils/Alternative Education. Parents/guardians of pupils 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. The Charter School 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board 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 (1) year from the date of expulsion when the student may reapply to the Charter School 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 Board following a meeting with the Chief Executive Officer or designee and the student and 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 Chief Executive Officer or designee shall make a recommendation to the Board following the meeting regarding the Chief Executive Officer'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 the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers. The Charter School 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.

I. Special Procedures for Consideration of Suspension, Expulsion, or Involuntary Removal of Students with Disabilities

Notification of the District and the SELPA. The Charter School shall immediately notify the District and the SELPA and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

1. Services During Suspension

Students suspended for more than ten (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 in 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.

- a. Procedural Safeguards/Manifestation Determination.
- b. Within ten (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, the Charter School, 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 parents/guardians to determine:
 - i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

2. If the Charter School, 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.

3. If the Charter School, 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 the Charter School 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/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
4. If the Charter School, 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 the Charter School 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.

Due Process Appeals. The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School 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 by utilizing the dispute provisions of the IEP/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 Charter 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 10 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter 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 the Charter School 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 Charter 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.

Special Circumstances. Charter School 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.

Interim Placement. The Chief Executive Officer 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.

Interim Alternative Educational Setting. The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

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 the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. 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 Charter 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.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other Charter 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 Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) 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 the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School 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.

Notification of the District. Upon expelling any student, the Charter School shall notify the District immediately or as soon as practicable. Such notice shall include:

- completed expulsion documentation as required from the District

- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent/guardian stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions
- for providing proof of student's compliance for reinstatement, appeal process, and
- options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA
- if the student is eligible for Section 504 accommodations, documentation that The Charter School conducted a manifestation determination meeting to address two questions:
 - Was the misconduct caused by, or directly and substantially related to the student's disability?
 - Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

This notice will be sent to the student's district of residence. If the student is a resident of a school district other than the District, The Charter School must notify the Superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, the Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (b).

Outcome Data. The Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the County upon request.

ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. - Education Code Section 47605(c)(5)(K).

The Charter School's certificated staff shall participate in the State Teacher Retirement System ("STRS") and classified/non-certificated staff shall participate in the federal social security system. The MWA Board reserves the right to offer additional or supplemental retirement programs if the Board determines it is in the best interest of the staff and the school as a whole. The Charter School may elect to participate in 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the federal social security system for eligible employees. The Charter School shall make all employer contributions required by STRS and Social Security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits. In accordance with Education Code Section 47611.3, the CCCOE shall create any reports required by STRS. At CCCOE's request, the MWA shall pay the CCCOE a reasonable fee for the provision of such services.

MWA uses a salary schedule to help guide salary offers as well as a competitive and generous benefits package for health and retirement. The salary levels are consistent and competitive with the surrounding school districts.

The Chief Executive Officer, with approval from the MWA Board, has the authority to determine the salary and benefit levels, working conditions and work-year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees. This approach enables MWA to attract and retain high caliber employees necessary for MWA's success.

Commented [63]: Specific Person at MWA?

Commented [64]: Not sure who, but likely our CFO, Wallace Wei, can answer.

Commented [65]: Is this still accurate? Or required?

Commented [66]: Yes, I believe this is still true.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for students residing within the school district who choose not to attend charter schools. - Education Code Section 47605(c)(5)(L).

Making Waves Academy is a school of choice. No student is required to attend the Charter School. Students who reside within the District who choose not to attend MWA may attend school within the District according to District policy or at another school district or school within the District through the District's intra- and inter-district transfer policies. Parents and guardians of each student enrolled in MWA will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in MWA, except to the extent that such a right is extended by the local education agency.

ELEMENT M: RETURN RIGHTS OF EMPLOYEES

Governing Law: The rights of an employee of the school district upon leaving employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school. - Education Code Section 47605(c)(5)(M).

MWA employees are not subject to District or CCCOE transfers without written consent of that employee. No employee of a public school district or county office of education shall be required to work at MWA. Employees of the District or CCCOE who choose to leave the employment of the District or CCCOE to work at MWA will have no automatic rights of return to the District or CCCOE after employment by MWA unless specifically granted by the District or CCCOE through a leave of absence or other agreement. MWA employees shall have any right upon leaving the District or CCCOE to work in MWA that the District or CCCOE may specify (to include whether employees will continue to earn service credit in the District or CCCOE), any rights of return to employment in a school district after employment in MWA that the District or CCCOE may specify, and any other rights upon leaving employment to work at MWA that the District or CCCOE determines to be reasonable and not in conflict with any law. Any District or CCCOE employee who is offered employment and chooses to work at MWA shall not be covered by the District or CCCOE collective bargaining agreement.

MWA adopted comprehensive personnel policies and procedures, approved by the MWA Board of Directors that is provided to each employee upon hire. These policies set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures and other pertinent policies essential to preserving a safe and harmonious work environment. The Chief Executive Officer is responsible for resolving complaints and grievances and administering any personnel discipline, in accordance with these policies.

Sick leave is eligible for transfer to the Charter School within one year of the hire date, but vacation or years of service credit at the District, CCCOE, or any other school district will not be transferred to the Charter School. Employment by MWA provides no rights of employment at any other entity, including any rights in the case of closure of MWA.

Commented [67]: Is this accurate?

Commented [68]: No, we recently did start accepting and processing transfers for sick leave I believe. @fcampbell@mwacademy.org please update.

ELEMENT N: DISPUTE RESOLUTION

Governing Law: The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter. - Education Code Section 47605(c)(5)(N).

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on CCCOE, (3) ensure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters.

Public Comments

The staff and Board of Directors of MWA and the CCCOE agree to attempt to resolve all disputes regarding this Charter pursuant to the terms of this section.

Disputes Arising from Within the Charter School

Disputes arising from within the Charter School, including all disputes among and between MWA students, staff, parents/guardians, volunteers, advisors, and partner organizations and Board of Directors of the school, shall be resolved by MWA and the Board of Directors pursuant to policies and procedures developed by the MWA Board of Directors. MWA shall also maintain a Uniform Complaint Policy and Procedures ("UCP") as required by state law. A copy of the Charter School's general complaint policy, UCP, and internal dispute resolution process will be provided to parents/guardians and students in the Student-Parent/Guardian Handbook and to board members, staff, and volunteers in the Personnel Handbook. A description of the UCP is posted on the Charter School's website for the community.

The CCCOE shall not intervene in any such internal disputes without the consent of the MWA Board of Directors and shall promptly refer any complaints or reports regarding such disputes to the president of the Board of Directors and/or the MWA Chief Executive Officer for resolution pursuant to MWA's policies. The CCCOE agrees not to intervene or become involved in the dispute unless the dispute has given the CCCOE reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the MWA Board of Directors has requested the CCCOE to intervene in the dispute.

Disputes Between the Charter School and the CCCOE

MWA and the CCCOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. In the event that MWA and the CCCOE have disputes regarding the terms of this charter or any other issue regarding MWA, both parties agree to follow the process outlined below.

In the event of a dispute between MWA and the CCCOE, the staff and Board of Directors of MWA and CCCOE agree to first frame the issue in written format ("dispute statement")

and refer the issue to the CCCOE Superintendent and the MWA Chief Executive Officer, or their respective designees. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, MWA requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the CCCOE to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to CCCOE's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The CCCOE Superintendent and the MWA Chief Executive Officer, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from the receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two board members from their respective boards who shall jointly meet with the CCCOE Superintendent and the MWA Chief Executive Officer, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the CCCOE Superintendent and the MWA Chief Executive Officer, or their respective designees, shall meet to jointly identify a neutral, third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the CCCOE Superintendent and the MWA Chief Executive Officer, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between CCCOE and MWA. The CCCOE and MWA shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the boards of the CCCOE and MWA jointly agree to bind themselves. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the CCCOE and MWA. In addition, the dispute is not required to be referred to mediation in those cases where the CCCOE determines the violation constitutes a severe and imminent threat to the health and safety of the Charter School's pupils.

Oversight, Reporting, Revocation, and Renewal

Pursuant to Education Code Section 47607(a)(5), the CCCOE may inspect or observe any part of the charter school at any time. MWA agrees to respond promptly to all reasonable inquiries, including inquiries regarding its financial records.

ELEMENT O: CLOSURE PROCEDURES

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of student records. - Education Code Section 47605(c)(5)(O).

1. Closure Action and Notifications

Closure of MWA will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

MWA shall promptly notify parents/guardians and students of MWA, the Contra Costa County Office of Education, MWA's SELPA, the retirement systems in which MWA's employees participate (e.g., State Teachers' Retirement System and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements. This notice will be provided promptly following the Board's decision to close MWA.

MWA shall ensure that the notification to the parents/guardians and students of the Charter School of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. MWA will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

2. Student and School Records Retention and Transfer

As applicable, MWA shall provide parents/guardians, students and CCCOE with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act. MWA will ask CCCOE to store original records of Charter School students. All MWA student records shall be transferred to CCCOE upon closure. If CCCOE will not or cannot store the records, MWA shall work with CCCOE to determine a suitable alternative location for storage. All State assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

3. Financial Close-Out

As soon as reasonably practical, MWA will prepare final financial records. MWA shall commission an independent audit of MWA finances to be completed within six (6) months after closure. MWA will pay for the final audit. The audit will be prepared by a qualified

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review against board policy
Assigned to emartinez@mwacademy.org

Certified Public Accountant selected by MWA and will be provided to CCCOE promptly upon its completion. This may coincide with the regular required annual audit of the school. The purpose of the audit is to determine the net assets or net liabilities of the Charter School. The assessment would include an accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value, an accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the charter school.

The Charter will complete and file any annual reports required pursuant to Education Code section 47604.33.

4. Dissolution of Assets

Upon completion of the closeout audit, MWA shall make payment of all remaining liabilities, if any. Any unrestricted assets of MWA shall be liquidated to pay off any outstanding liabilities. In the event that MWA is unable to make payment of all liabilities Making Waves Education Program shall pay said remaining liabilities in full.

On closure of MWA, all assets of MWA, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending MWA, remain the sole property of the nonprofit public benefit corporation and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the laws and regulations in force that govern the dissolution of non-profit public benefit corporations. MWA will comply with all portions of EC 47605 (b)(5)(P), including the requirement that there shall be “a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Any assets acquired from the District or CCCOE or District or CCCOE property will be promptly returned upon MWA’s closure to the District or CCCOE, as appropriate. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

MWA shall remain solely responsible for all liabilities arising from the operation of MWA. Accordingly, MWA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As MWA is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of MWA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

MISCELLANEOUS CHARTER PROVISIONS

A. Budgets

Governing Law: *The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. - Education Code Section 47605(h).*

Financial Plan

A financial plan for the school is attached, including MWA’s budget and cash flow for the next three years of operation. Some of the most basic assumptions include:

- Number of students added each year through the lottery
- Average Daily Attendance (ADA) rate
- Receiving SB 740 rent reimbursement program revenues
- Through LCFF, MWA should receive a high level of revenue based on having a high percentage of students eligible for free/reduced priced meals (70%-80%) and a high percentage of English Language Learners

John and Regina Scully, the founders of the Making Waves Education Program, provides funds, as needed, on a cash flow basis to cover the difference between other cash receipts and cash disbursement requirements. **B. Financial Reporting**

Budget and Financial Reporting Schedule

MWA shall provide reports to the County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the County:

- On or before July 1st, a preliminary budget for the current fiscal year;
- On or before July 1st, an annual update to the LCAP required pursuant to Education Code Section 47606.5;
- On or before December 15th, an interim financial report which reflects changes to the final budget through October 31st. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the State Controller, California Department of Education, and County Superintendent of Schools;
- On or before March 15th, a second interim financial report which reflects changes to the final budget through January 31st;
- On or before September 15th, a final unaudited financial report for the prior full fiscal year. The report submitted to the County shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

Local Control Accountability Plan/WASC Plan

Through the implementation of the Western Association of Schools & Colleges (WASC) plan and Local Control Accountability Plan (LCAP), MWA engages in authentic

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stakeholder reviews and input on everything from budget to facilities and curriculum. MWA utilizes its LCAP Advisory Group as a critical stakeholder review group that reviews, informs, and recommends expenditures as part of the budget development and approval process. The MWA Board of Directors approves budgets upon recommendations from the Finance Advisory Committee for Making Waves and the MWA LCAP Advisory Group. The mid-year LCAP review, curriculum review, and WASC review act as internally driven “programmatic audits” assessing progress against designated goals.

Other Financial Reports

- MWA implements an attendance recording and accounting system which complies with state law.
- MWA is a directly funded charter school. MWA deposits its funds in a non-speculative and federally insured bank account for use by the school.
- MWA provides the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, the School Accountability Report Card (SARC), and the Local Control Accountability Plan (LCAP).

MWA agrees to and submits to the right of the CCCOE to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, MWA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from CCCOE. MWA shall comply with Education Code Section 476304.4 related to the County Superintendent’s authority to monitor and investigate charter schools.

C. Insurance

CCCOE shall not be required to provide coverage to MWA under any of the CCCOE’s self-insured programs or commercial insurance policies. MWA shall secure and maintain, as a minimum, insurance as set forth below to protect MWA from claims which may arise from its operations. The following insurance policies are required:

- Workers’ Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect MWA from claims under Workers’ Compensation Acts, which may arise from its operations;
- General Liability, Comprehensive Bodily Injury and Property Damage Liability for combined single limit coverage of not less than \$2,000,000 for each occurrence. The policy shall be endorsed to name CCCOE as an additional insured.

Insurance Certificates

MWA keeps on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, canceled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the CCCOE. Facsimile or reproduced signatures are not acceptable. The CCCOE reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should MWA deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accidents, or any other type of insurance coverage not listed above, such insurance shall not be provided by the CCCOE, and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this Charter, MWA shall, to the fullest extent permitted by law, hold harmless, indemnify and defend the CCCOE, its officers, directors and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with or attributable to the willful misconduct, negligent acts, errors or omissions of MWA or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the CCCOE, its officers, directors and employees. The CCCOE shall be named as an additional insured under all insurance carried on behalf of MWA as outlined above.

D. Administrative Services

Governing Law: The manner in which administrative services of the charter school are to be provided. - Education Code Section 47605(h).

Under the approval of our Chief Executive Officer and under the direction of our Chief Financial Officer, the business office includes the following members who provide administrative support: a full time Controller and one full time Accounts Payable/Payroll Clerk. In addition, MWA consults with EdTec Inc., a charter school consulting firm.

MWA uses a SACS-compliant chart of accounts using accounting software package adapted for school use. The current Controller has been an employee of the organization for the entire ten years that MWA has been in operation and is well-versed in proper financial controls systems and financial reporting to the charter authorizer (CCCOE) and the California Department of Education. MWA has utilized an outside payroll vendor (Paychex) in the past. During the 2016-17 school year, Making Waves launched a comprehensive payroll and HRIS platform system called Kronos. This system is compatible with our bank and other vendors to arrange for proper tax withholdings and payroll deductions. MWA has successfully and consistently coordinated with the CCCOE to report pertinent STRS payroll data. The CCCOE may request a reasonable fee for coordinating this transfer of data. The school offers a comprehensive health and benefits plan from local vendors with a variety of options for MWA employees to choose from (e.g., HMP and PPO as well as flexible spending benefit accounts).

E. Facilities

Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. - Education Code Section 47605(h).

Our current facilities are located at 4123 and 4130 Lakeside Drive and at 2900 Technology Court Richmond, California 94806. The school facilities comprise more than adequate classroom space for all core classes and has several areas designated for specialized classes and programs as designated in the petition. Owned by Making Waves Education Foundation, the school facilities are leased to MWA at below market cost (see budget). The facilities meet all applicable state and federal codes. MWA is responsible for routine maintenance of the facilities, including janitorial, grounds-keeping and utility costs.

G. Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. - Education Code Section 47605(h).

MWA is operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. MWA shall work diligently to assist CCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other CCCOE-requested protocol to ensure CCCOE shall not be liable for the operation of MWA.

Further, MWA and CCCOE may enter into a memorandum of understanding, wherein the Charter School shall indemnify CCCOE for the actions of MWA under this charter.

The corporate bylaws of MWA shall provide for indemnification of MWA's Board, officers, agents, and employees, and MWA will maintain general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of CCCOE and MWA's insurance company for schools of similar size, location, and student population. CCCOE shall be named an additional insured on the general liability insurance of MWA.

The MWA Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

H. Other

Term

The term of this Renewal Charter shall be July 1, 2025 through June 30, 2030.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the CCCOE and the MWA Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria and timelines in Education Code Section 47605; provided, however, that MWA shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this Charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of MWA and CCCOE. The CCCOE and MWA agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Communication

All official communication between MWA and the CCCOE will be sent via first class mail or other appropriate means to the Charter School Chief Executive Officer and the Superintendent of the CCCOE.

APPENDICES

- A. Historical Student Enrollment and Student Achievement Data
- B. CAASPP Data
- C. Core Day Courses, Schedules, and Calendar
- D. LCAP Goals for 2024-2027
- E. Summary of LCAP Goals
- F. MWA Articles of Incorporation, Bylaws, and Conflict of Interest Code
- G. Budget