

Executive Summary: Charter Petition Renewal

July 22, 2024

Making Waves Academy's current charter term is set to expire on June 30, 2025, this charter was renewed February 2017 for 5 years (July 1, 2017-June 30, 2022). As a result of the pandemic and its impact on the data needed to consider renewals, our term was extended an additional 3 school years. "Under [Assembly Bill 1505](#), passed in 2019, authorizers must consider a charter school's placement in one of three categories [Low, Middle, or High] based on its performance on the [California School Dashboard](#)"¹. **As of March 2024, MWA was officially categorized as a "middle-performing" charter school. A "middle-performing" school may be renewed for up to 5 years unless the authorizer finds a significant deficiency in our program.**

Renewals are a process intended to a) assess the performance of a charter school and b) to make updates to our charter. Below is a summary of the updates and note-worthy changes we made to our petition.

General Updates

- **We updated general language to reflect current practices, accomplishments during our current term, or as required by law.** Our current charter was revised approximately 7 years ago; since then:
 - Our school leadership model has changed significantly to work towards a "one school" model vs. two (middle and upper).
 - We moved to a 1:1 device model for all students.
 - MWA became a part of the EI Dorado SELPA for Special Education purposes and built our own Special Education team
 - We merged our LCAP and WASC goals.

Note-Worthy Changes

- **We amended our expulsion procedures to include an option for the Board to designate an Expulsion Hearing Officer annually.** This will allow for three pathways to conduct an expulsion hearing: 1) a hearing officer, 2) an administrative panel, or 3) the full Board can hear the case. The Board of Directors will still vote to make the final decision but the hearing can be conducted by any of the entities listed above.
- **We removed the MWA sibling preference from our list of enrollment priorities.** We believe it is more equitable for all students who are eligible for Free and Reduced Price Meal ("FRPM") who reside within West Contra Costa Unified School District attendance boundaries to have the same odds of getting in. **The change in the lottery would not occur for two more school years** (two more 5th grade classes along with the 6th-8th grade waiting lists). **The first class of students without the lottery priority will be the 2026-27 school year.**

Changes We Considered but Could Not Make

Re-Enrollment Policy

We wanted to add a re-enrollment policy that would create an opportunity to re-enroll for students who voluntarily transferred out of MWA. In our current charter, the only students who have a pathway to return to MWA outside of the lottery process are those who are expelled. We believe that students who left MWA voluntarily should also have a pathway to return. Upon further consultation with our attorneys, it appears that we are not able to do this in the way that we would like. AB-1360 prohibits public charter schools from having admission requirements for any student (except those expelled).

Prepared by: Elizabeth Martinez, Chief Operating Officer

1. <https://calauthorizers.org/most-california-charter-schools-meet-states-new-performance-levels/>

RESOLUTION OF THE
BOARD OF DIRECTORS OF
MAKING WAVES ACADEMY
A California Nonprofit Public Benefit Corporation

Charter Renewal Petition for Making Waves Academy

We, the Board of Directors of Making Waves Academy, a California nonprofit public benefit corporation, hereby consent to and adopt the following Resolution:

RESOLVED, the following individual is authorized to take all steps necessary pursuant to their role to seek the approval of the charter renewal petition for Making Waves Academy to Contra Costa County Office of Education;

RESOLVED, that **Alton B. Nelson, Jr.** is the “Lead Petitioner” for the Making Waves Academy charter renewal petition, and is hereby authorized to sign the Charter Renewal Petition and to take all steps necessary for approval of the same;

NOW, THEREFORE, BE IT RESOLVED, that the Making Waves Academy Board hereby submits a charter renewal petition to Contra Costa County Office of Education to operate Making Waves Academy.

I, **Layla Naranjo**, certify that the Board of Directors of Making Waves Academy on **July 22, 2024** adopted the foregoing resolution, at Richmond, California.

By: _____
Layla Naranjo, Board Secretary

CHARTER
OF
MAKING WAVES ACADEMY



RENEWAL CHARTER SUBMITTED ON AUGUST 1, 2024 TO THE
CONTRA COSTA COUNTY BOARD 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

Table of Contents

Affirmations and Declaration	8
Introduction	13
Charter Renewal Criteria	15
Other Dashboard Measures	32
Year Over Year Progress	34
ELEMENT A: EDUCATIONAL PROGRAM	46
Targeted Student Populations and Community Need.....	46
What It Means To Be an Educated Person in the 21st Century.....	57
How Learning Best Occurs.....	59
Instructional Design	59
Instructional Strategies	63
Site-Based, Personalized Learning.....	67
Technology	67
Instructional Materials.....	68
Special Populations	80
Supporting Academically Low-Achieving Students.....	80
Interventions	81
Progress Monitoring.....	81
Supporting Academically High Achieving Students	82
Supporting Socioeconomically Disadvantaged Students.....	83
Supporting the Social Emotional Needs of Students	83
Homeless and Foster Youth	83
Supporting English Learners	84
Supporting Students with Disabilities.....	90
Overview	90
Section 504 of the Rehabilitation Act	91
Services for Students under the IDEA.....	92
Staffing.....	93
Notification and Coordination	93
Identification and Referral	93
Assessments.....	94

IEP Meetings.....	94
IEP Development	94
IEP Implementation.....	94
Interim and Initial Placements of New Charter School Students	95
Non-Public Placements/Non-Public Agencies.....	95
Non-Discrimination Statement	95
Parent/Guardian Concerns and Complaints.....	96
Due Process Hearings	96
SELPA Representation	96
Funding	96
Professional Development.....	96
Charter School Goals and Actions to Achieve the Eight State Priorities.....	98
Middle School Academic Program	98
Middle School Grading Scale.....	99
Middle School Grade Level Promotion.....	99
Middle School Retention Policy.....	99
Charter Schools Serving High School Students	100
Upper School Academic Program.....	100
Upper School Grading.....	100
Upper School Grading Scale.....	101
Upper School Graduation Requirements	101
Upper School Grade Level Promotion.....	103
Credit Recovery	105
Concurrent Enrollment	105
Advanced Placement Courses.....	105
Accreditation.....	106
ELEMENT B: MEASURABLE STUDENT OUTCOMES	109
A. Measurable Student Outcomes.....	109
B. Accountability Systems	110
C. Charter School Goals, Actions and Measurable Outcomes that Align With the Eight State Priorities.	110
ELEMENT C: STUDENT PROGRESS MEASUREMENT.....	138
A. Mandated State Assessments.....	138
B. Growth Measures: Diagnostic, Formative and Summative Assessments	138

Diagnostic Assessment.....	138
Formative.....	138
C. Summative Assessments and Standardized and Other Norm-Referenced Assessments	139
Assessment Matrix.....	139
Use and Reporting of Data	144
Data Management, Analysis and Continuous Improvement	144
Reporting Student Achievement Data	144
ELEMENT D: GOVERNANCE STRUCTURE	146
A. Nonprofit Status.....	146
B. Board of Directors	146
C. Governance Structure of Making Waves Academy.....	146
Composition of the MWA Board of Directors.....	146
Structure of the Board	147
Board Training and Sustainability.....	148
Parent Engagement and Volunteering	148
ELEMENT E: EMPLOYEE QUALIFICATIONS	149
A. Qualifications of School Employees	149
Chief Executive Officer.....	149
Teachers	153
Support Staff	154
B. General Requirements, Hiring and Performance Review.....	154
C. Hiring Plan	155
ELEMENT F: HEALTH AND SAFETY PROCEDURES	156
Procedures for Background Checks	156
Role of Staff as Mandated Child Abuse Reporters	157
Tuberculosis Risk Assessment and Examination	157
Immunizations	157
Medication in School.....	157
Vision, Hearing, and Scoliosis	158
Suicide Prevention Policy	158
All Gender Restrooms	159
School Meals	159
Recess.....	159

California Healthy Youth Act.....	159
Bullying Prevention	160
Athletic Programs	160
School Safety Plan	160
Workplace Violence Prevention Plan.....	161
Blood Borne Pathogens.....	161
Drug Alcohol, and Smoke Free Environment.....	162
Comprehensive Anti-Discrimination and Harassment Policies and Procedures	162
Supporting LGBTQ Students	162
Homicide Threats.....	163
Gun Safety Notice.....	163
Transportation Services.....	163
Family Educational Rights and Privacy Act	163
Facility Safety	163
ELEMENT G: STUDENT POPULATION BALANCE	164
ELEMENT H: ADMISSION POLICIES AND PROCEDURES	166
McKinney-Vento Homeless Assistance Act.....	167
Admission Process	167
Public Random Lottery	167
Admission Preferences	168
Enrollment Process.....	168
No Admission Testing.....	169
ELEMENT I: ANNUAL INDEPENDENT FINANCIAL AUDITS	170
ELEMENT J: STUDENT SUSPENSION AND EXPULSION PROCEDURES	171
A. General Principles.....	172
B. School Climate and Student Discipline System.....	172
C. Suspension and Expulsion Policy and Procedures	173
D. Procedures.....	175
E. Enumerated Offenses	175
F. Suspension Process.....	185
G. Expulsion Process	186
H. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses.	187

I. Special Procedures for Consideration of Suspension, Expulsion, or Involuntary Removal of Students with Disabilities	191
ELEMENT K: EMPLOYEE RETIREMENT SYSTEMS	195
ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	196
ELEMENT M: RETURN RIGHTS OF EMPLOYEES	197
ELEMENT N: DISPUTE RESOLUTION	198
Intent	198
Public Comments	198
Disputes Arising from Within the Charter School	198
Disputes Between the Charter School and the CCCOE.....	198
Oversight, Reporting, Revocation, and Renewal	199
ELEMENT O: CLOSURE PROCEDURES	200
1. Closure Action and Notifications	200
2. Student and School Records Retention and Transfer.....	200
3. Financial Close-Out	200
4. Dissolution of Assets	201
MISCELLANEOUS CHARTER PROVISIONS	202
A. Budgets	202
Financial Plan.....	202
B. Financial Reporting	202
Budget and Financial Reporting Schedule	202
Local Control and Accountability Plan/WASC Plan	202
Other Financial Reports	203
C. Insurance	203
Insurance Certificates	203
Optional Insurance	204
Indemnification	204
D. Administrative Services	204
E. Facilities	205
G. Potential Civil Liability Effects	205
H. Other	206
Term.....	206
Revisions	206
Severability	206

Communication	206
APPENDICES	207

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, School Accountability Report Card (“SARC”), Local Control and Accountability Plan (“LCAP”), annual audits and all financial reports and, 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(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(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(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(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)(C)]
- 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 (“IDEA”).
- 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 7920.000, *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.* (“PRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 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.* (“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.

Thirty-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, California) 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 2022, 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 include 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 support 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 college success program; they support students with final college selection, financial aid application support, need-based financial assistance, individualized coaching until they graduate from college and early career consultation. 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 and surrounding communities. 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.

Charter Renewal Criteria

The passage of Assembly Bill 1505, effective July 1, 2020, has established renewal criteria by which the chartering authority shall consider to grant the charter for renewal. MWA meets the criteria to be considered a Middle Performing Charter School; therefore, approval of the renewal shall be for a period of five years. Based on the quality of MWA's program as articulated in this renewal petition, and its demonstrated successes over the past charter term, MWA is entitled to a five-year renewal under the standards articulated in Education Code Sections 47605, 47607, and 47607.2.

During the 2017 to 2024 term, MWA achieved the following successes:

1. The Charter School has presented a **sound educational program**.
 - MWA's high school **graduation rate** (over 5 years including the pandemic year) is **90.5%**, one of the highest in Contra Costa County.
 - **100% of graduates met A-G** requirements for UC/CSU eligibility in 2023.
 - According to **National Clearinghouse data**, the **percentage of high school seniors enrolled in college** exceeds that of suburban, high minority, and high poverty schools by material amounts.
 - For the **Class of 2023**, according to **National Clearinghouse data**, a little over **90% of MWA seniors** were enrolled in college after graduating from high school versus about **60% of seniors from high poverty schools**, about **65% of seniors from high minority schools**, and a little over **70% of seniors from suburban schools**.
 - On average, **MWA alumni college graduation rates** (about 50%) exceed that of alumni from high poverty high schools (25%).
 - **51% 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.
 - **First 2016 graduate (13th Waver) awarded Gates Millennium Scholarship.**
 - **First graduate (20th Waver) gaining admission to Harvard University in 2022, a second graduate (22nd) was admitted in 2024.**
 - **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 ("ACS"), Western Association of Schools and Colleges ("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 ("EL") being successfully **reclassified to English Proficient**.
 - Average student to 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").

- **In 2024, MWA students were admitted to many different colleges** including Columbia, Harvard, USC, and many UC/CSU campuses.

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 public schools not on the Top Public Schools list.
- The Charter School was named among **Top High Schools in the United States** by *U.S. News and World Report* in 2022 (top 4.5%).
- The Charter school was named among the top 5.9% among High Schools in the United States by *U.S. News and World Report* in 2023.

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.
- **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;

- 0.1% are Foster Youth (“FY”);
 - 0.4% are Homeless Youth (“HY”);
 - 53% of students 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 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 Hispanic students.**
 - **The Charter School provides a range of professional development opportunities for its teachers and staff.** 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 college enrollment rate is 87%** over the last seven years - **at community colleges and four-year colleges and universities.**
 - The Charter School’s **English Learners are improving on the English Language Proficiency Assessments for California (“ELPAC”)** at a rate of **59.7%** (English Learner Progress Indicator (“ELPI”) – Dashboard 2023).
 - **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 parent communication platform, 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. ParentSquare also translates messages into different languages for parents/guardians. In addition, MWA utilizes Canvas and its own website to convey information to students, parents, staff, and parents/guardians.
 - **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 93.98%. Pre-pandemic, the Charter School’s average daily attendance was about 96%.
- 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 the charter school failed to meet or make sufficient progress toward meeting standards and 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: kindergarten 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”)

For the first time since 2020, the CDE has published a list of high-, middle-, and low-performing charter schools. 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:

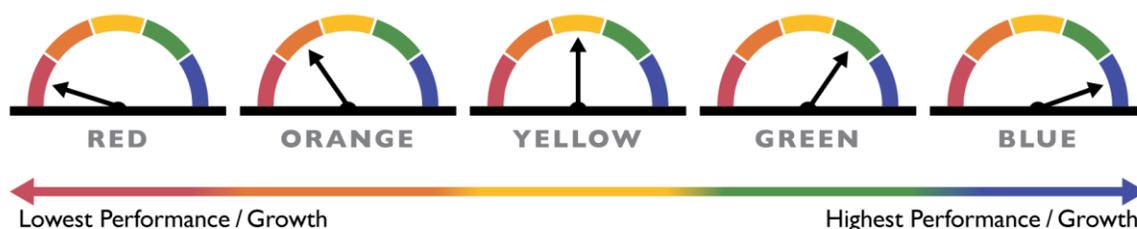
- (1) For all charter schools for which [high- and low-performing categories] do not apply, the chartering authority shall consider the school-wide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance 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 system, or any successor system, the English Language Proficiency Assessments for California 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



Over the past three years, since the pandemic, we have seen steady growth, particularly over the last two years. We anticipate that the 2024 Dashboard results will continue to show improvement in most areas on the 2024 Dashboard. 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
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

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

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 (SED)	M	M	M	H	L	L	L	M
Students with Disabilities (SWD)	VL		L	VL	VL	VL	VL	VL
Hispanic	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 (SED)	L	M	M	L	L	VL	M	M
Students with Disabilities (SWD)	VL		L	VL	VL	VL	L	L
Hispanic	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 (SED)	L	VH	H	M			M	M
Hispanic	L	VH	H	M			M	H
GRADUATION RATE								
Socioeconomically Disadvantaged (SED)	M	H	H	VH	M	M	L	H
Hispanic	M	VH	H	VH	M	M	L	H

SUSPENSION RATE								
English Learners	M	H	M	M	M	VH	H	VH
Socioeconomically Disadvantaged (SED)	M	M	M	M	M	VH	H	VH
Students with Disabilities (SWD)	M	VH	M	H	H	H	H	VH
Hispanic	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 (SED)	H	H	H	M	VH	VH	M	M
Students with Disabilities (SWD)	H		H		VH	VH	M	H
Hispanic	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 Hispanic 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 Hispanic 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, Hispanic 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, Hispanic 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 Hispanic 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, Hispanic students, and African American students scored one performance level below the State.
- In 2022, MWA's significant subgroups of ELs, SED students, and Hispanic 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 Hispanic students and African American students scored one performance level above the State.**

On the **College and Career Readiness** Indicator:

- MWA's SED students and Hispanic students scored three performance levels above the State in 2018.
- In 2019, MWA's SED students and Hispanic students scored one performance level below the State.
- **In 2023, MWA's SED students met the State's performance, and MWA's Hispanic 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 Hispanic students scored two performance levels above the State.
- In 2019, MWA's SED students and Hispanic students scored one performance level above the State.
- In 2022, MWA's SED students and Hispanic students met the State's performance level.
- **In 2023, MWA's SED students and Hispanic students scored two performance levels above the State.**

On the **Suspension Rate**:

- MWA's SED students and Hispanic 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 Hispanic 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 Hispanic 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 Hispanic students scored one performance level below the State, and MWA's African American students scored one performance level above the State.

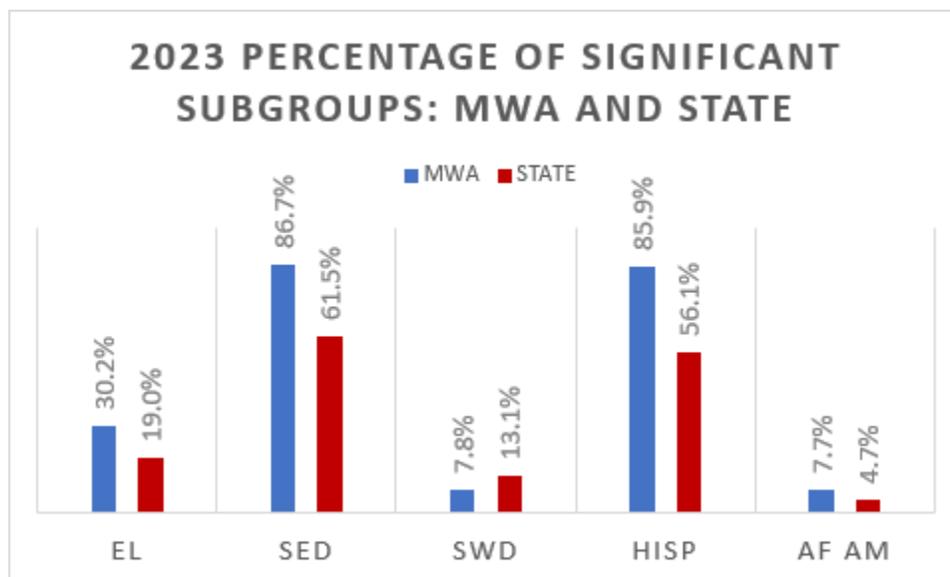
On the **Chronic Absenteeism Rate:**

- MWA’s ELs, SED students, and African American students met the State’s performance level in 2018, and MWA’s Hispanic students scored one performance level below the State. In 2019, MWA’s ELs, SED students, and Hispanic 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, Hispanic students, and African American students met the State’s performance level.
- In 2023, MWA’s ELs, SED students, and Hispanic 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 Hispanic, 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.
- It is important to note that the majority of MWA’s students are living in poverty, Hispanic, and nearly one third of the students are learning English, whereas these qualities occur far less frequently in the State’s student population.

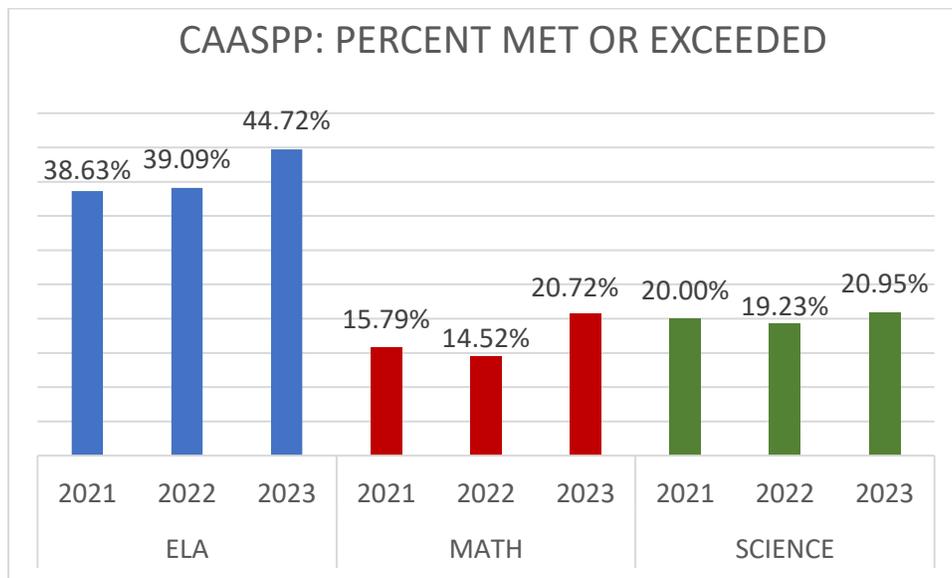
Chart i.1: Percentage of Significant Subgroups at MWA and the State from the 2023 Dashboard



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 Smarter Balance Assessment Consortium ("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.

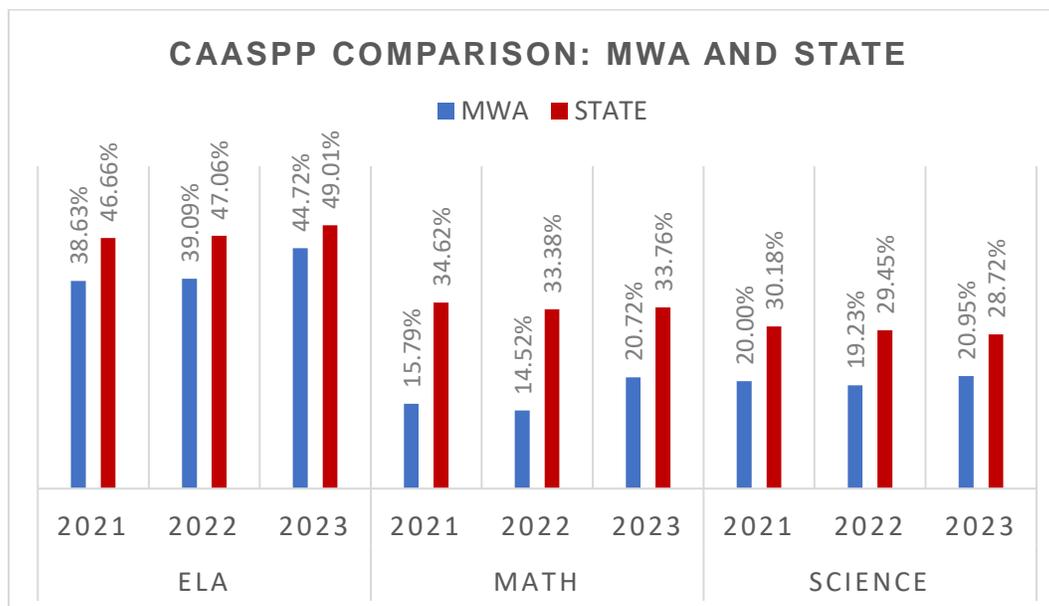
Chart i.2: Percentage of MWA Students who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 CAASPP



- In **ELA**, 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, **outperforming the State's growth rate by a net 3.74%**.
- 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, **outperforming the State's growth rate by a net 5.79%**.
- 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, **outperforming the State's growth rate by a net 2.41%**.

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

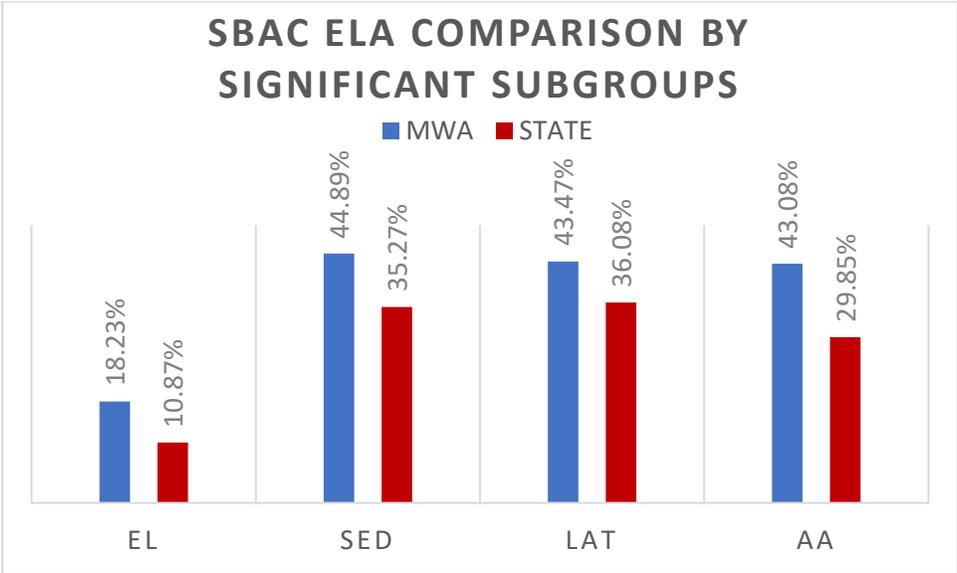
Chart i.3: Comparison of the Percentage of MWA Students and the State who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 CAASPP



The overall performance of MWA students is a bright spot, it is important to highlight the academic performance of MWA's significant subgroups.

- It should be noted that on the **2023 SBAC ELA**, each of MWA's numerically significant subgroups of ELs, SED students, Hispanic 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 Hispanic students scored **43.47%** compared to 36.08% of the State's Hispanic students who met or exceeded standards mastery.
- MWA's African American students scored **43.08%** compared to 29.85% of the State's African American students who met or exceeded standards mastery.

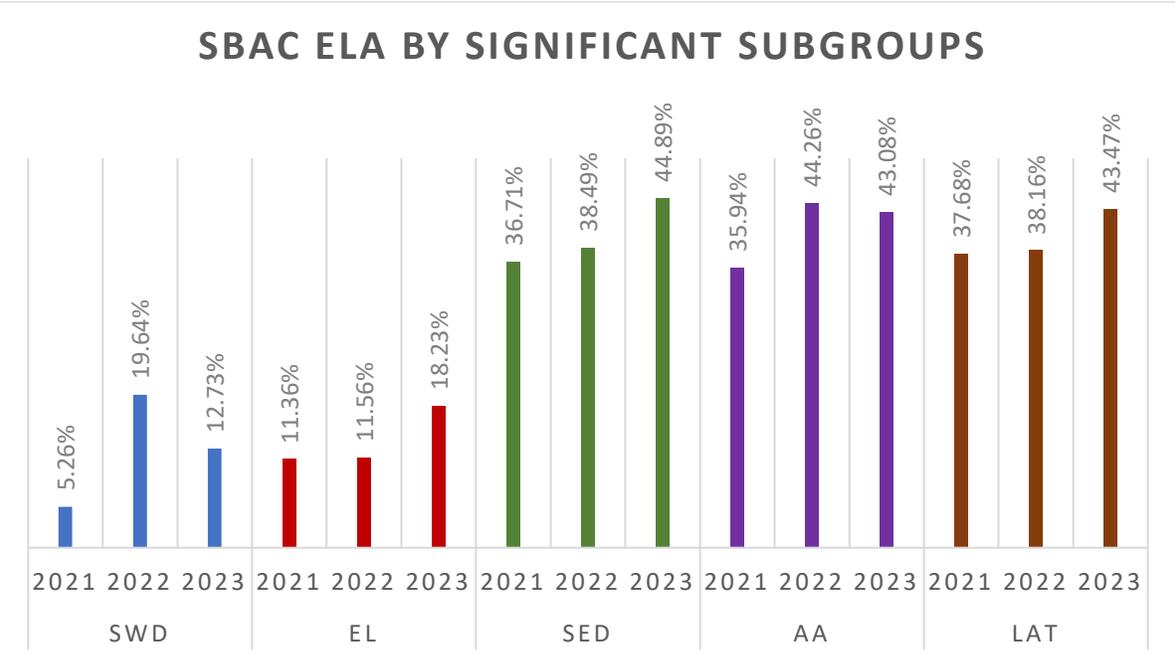
Chart i.4: Comparison of 2023 SBAC ELA Scores Between MWA and the State by Significant Subgroups



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 Hispanic students scored met or exceed standards mastery, increasing to 38.16% in 2022, and increasing to 43.47% in 2023.

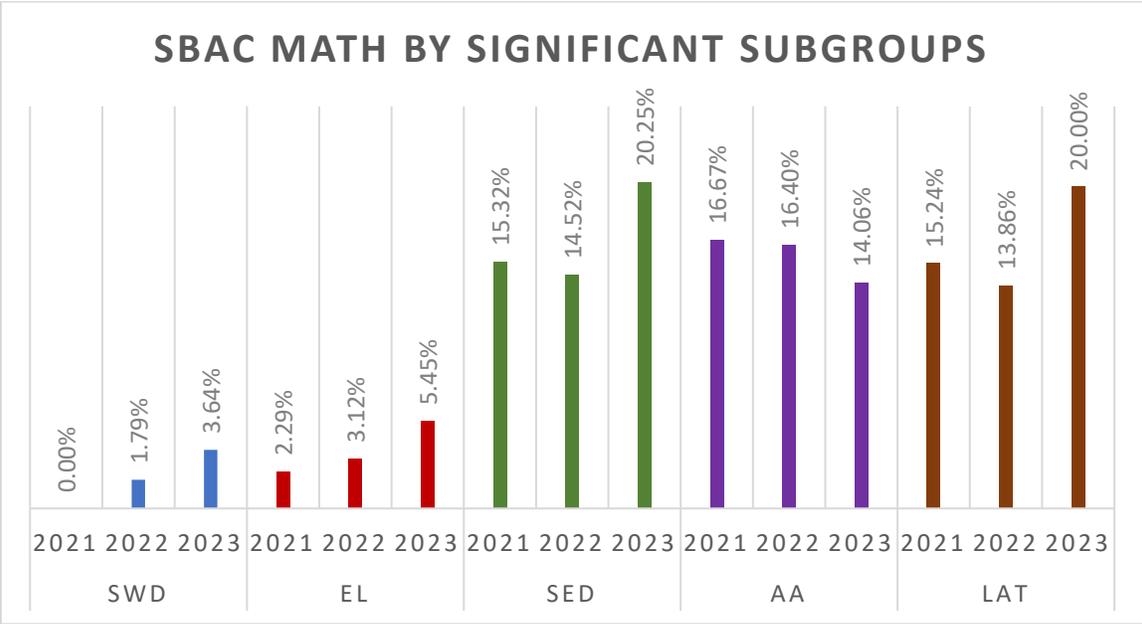
Chart i.5: Percentage of MWA Students by Significant Subgroups who Scored Met or Exceeded Standards Mastery on 2021, 2022, and 2023 SBAC ELA



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.

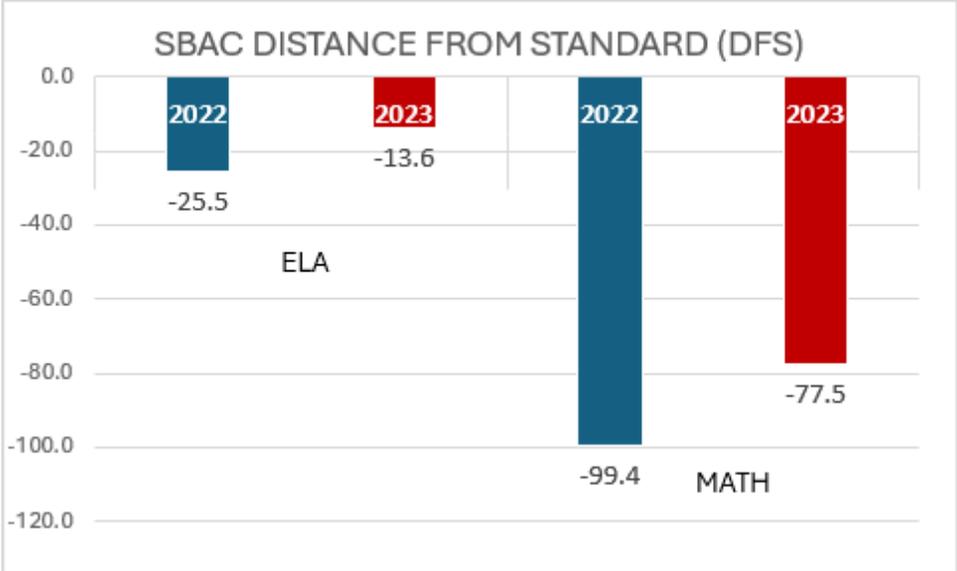
- In 2021, 0.00% of MWA’s SWD scored met or exceed standards mastery, increasing to 1.79% in 2022, and increasing to 3.64% in 2023.
- In 2021, 2.29% of MWA’s ELs scored met or exceed standards mastery, increasing to 3.12% in 2022, and increasing to 5.45% in 2023.
- In 2021, 15.32% of MWA’s SED students 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 Hispanic 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



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



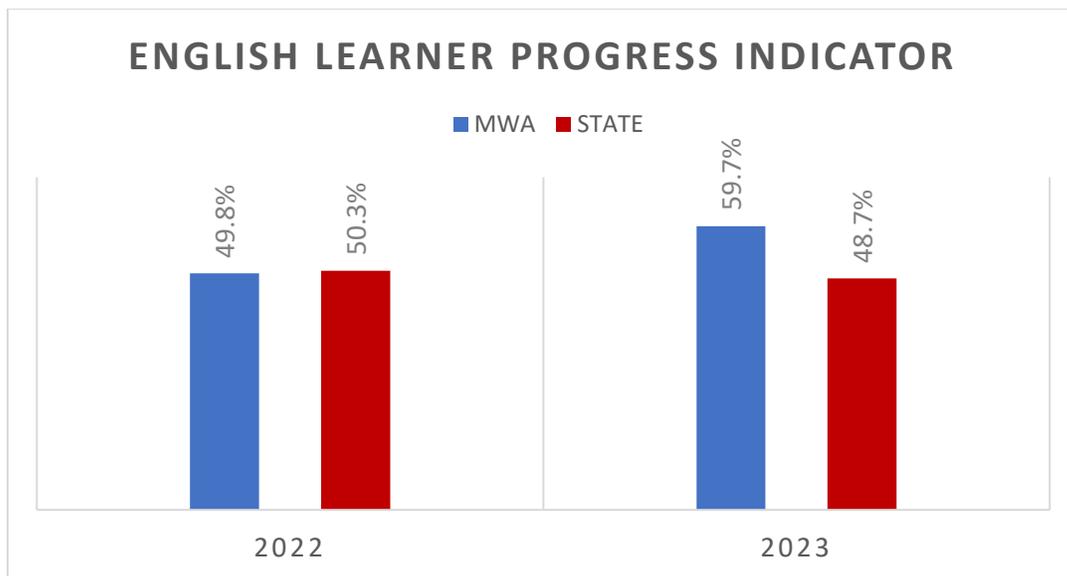
- MWA has demonstrated growth toward meeting grade level standards overall by reducing the DFS by 12.9 points from -25.5 points from standard in 2022 to -13.6 points from standard in 2023 on the SBAC ELA.
- On the SBAC Math, MWA demonstrated significant growth toward meeting grade level standards overall 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 maintaining 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, 11% higher than 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

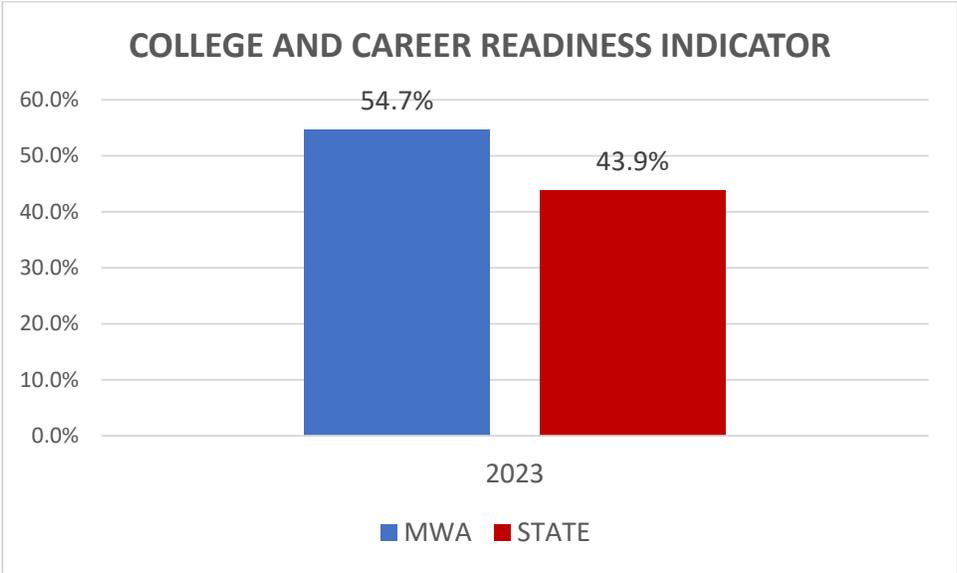


College and Career Readiness Indicator

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

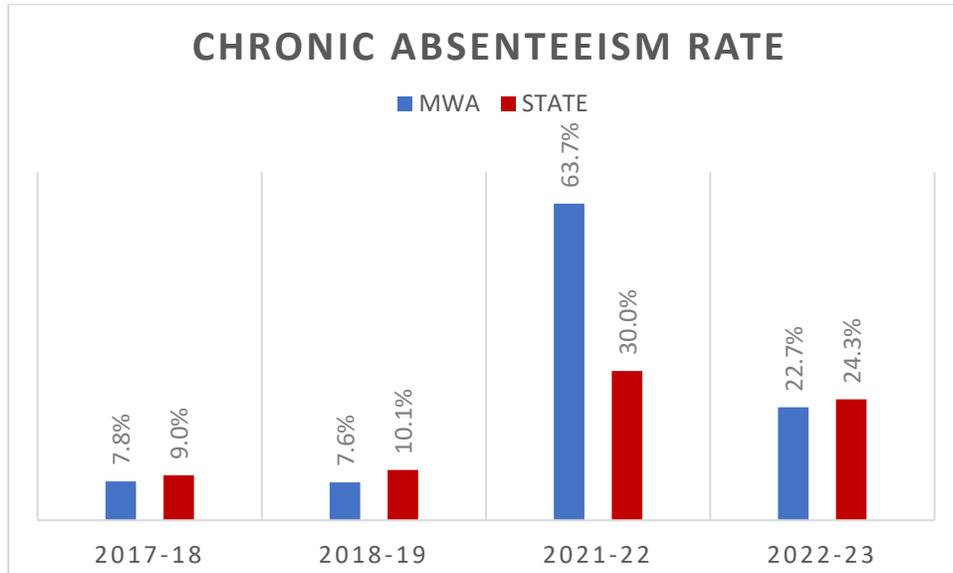


Other Dashboard Measures

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

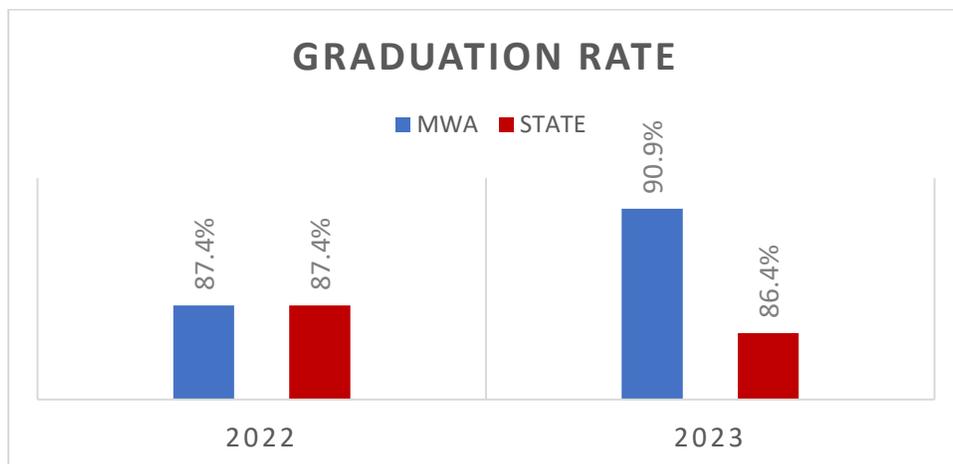


Graduation Rate

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



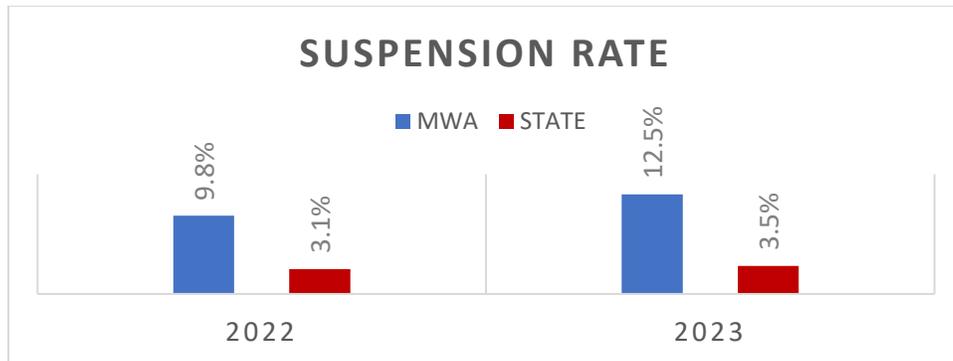
Suspension Rate

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

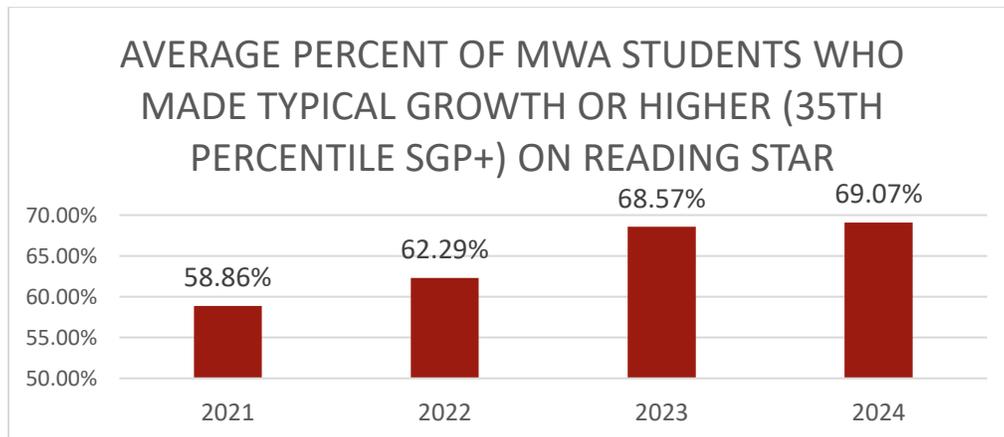


Year Over Year Progress

Renaissance STAR Reading Assessment Data

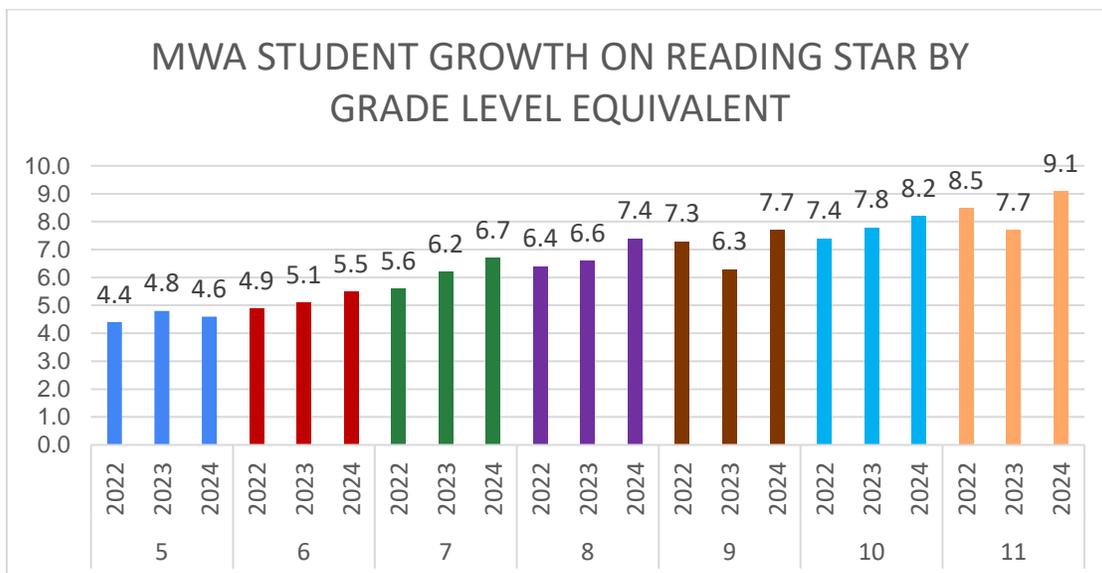
MWA has made significant year over year progress as evidenced by the Renaissance STAR Reading assessment data. Over the last four years, the percentage of MWA students who made typical growth or higher on the Renaissance STAR Reading assessment has increased year over year from 58.86% in 2021, to 62.29% in 2022, to 68.57% in 2023, and to 69.07% in 2024. MWA is proud of the student growth and will continue to make progress year over year.

Chart i.13: Average Percent of MWA Students who Made Typical Growth or Higher (35th Percentile SGP+) on Renaissance STAR Reading in 2021, 2022, 2023, and 2024



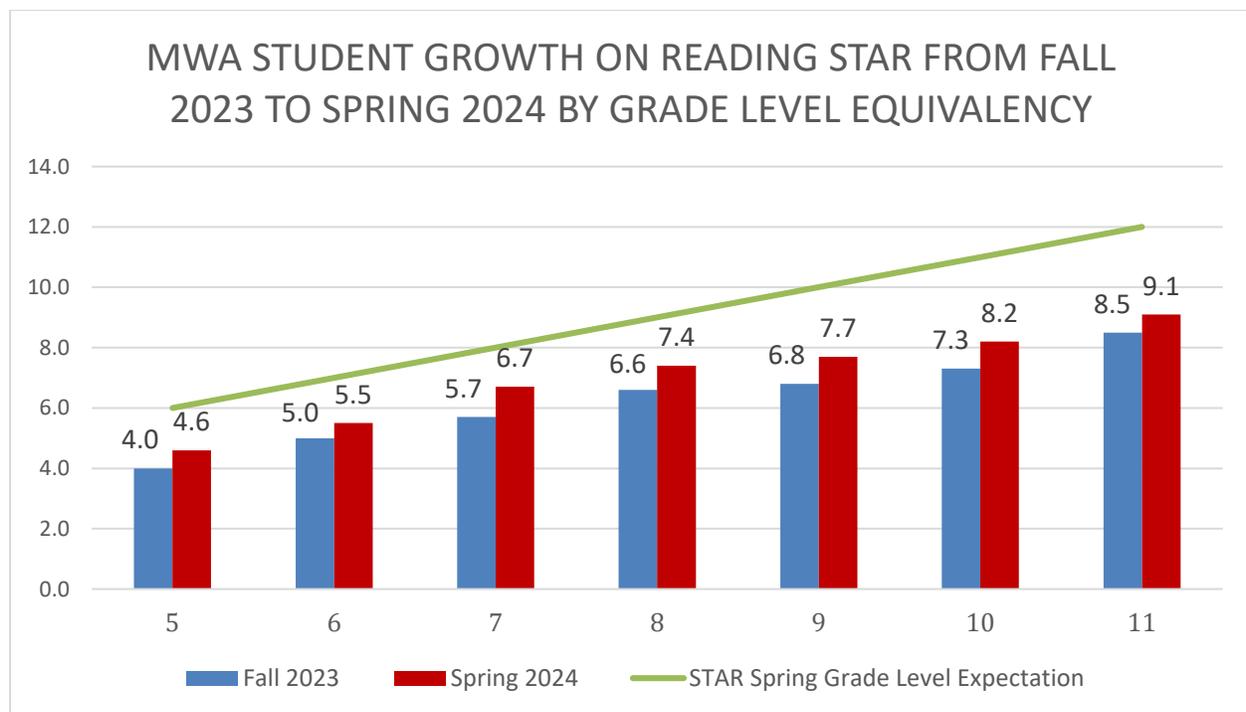
Renaissance STAR Reading provides a Grade Level Equivalent score that ranges from 0.0 (Entry Month in Kindergarten) to 12.9+ (High School Graduation) based on the student's test performance compares with that of other students nationally. The chart below shows the growth of each grade level by determining the average grade level equivalent scores in 2022, 2023, and 2024. Grade 5's grade level equivalent average scores of 4.4 (Grade 4, Month 4) in 2022, to 4.8 in 2023, and to 2.6 in 2024. This means that on average, the grade 5 students have increased their average score by two months over the last three years. Grade 6's grade level equivalent average scores of 4.9 in 2022, to 5.1 in 2023, and to 5.5 in 2024. This means that on average, the grade 6 students have increased their average score by six months over the last three years. Grade 7's grade level equivalent average scores of 5.6 in 2022, to 6.2 in 2023, and to 6.7 in 2024. This means that on average, the grade 7 students have increased their average score by one year and one month over the last three years. Grade 8's grade level equivalent average scores of 6.4 in 2022, to 6.6 in 2023, and to 7.4 in 2024. This means that on average, the grade 8 students have increased their average score by one year over the last three years. Grade 9's grade level equivalent average scores of 7.3 in 2022, to 6.3 in 2023, and to 7.7 in 2024. This means that on average, the grade 9 students have increased their average score by four months over the last three years. Grade 10's grade level equivalent average scores of 7.4 in 2022, to 7.8 in 2023, and to 8.2 in 2024. This means that on average, the grade 10 students have increased their average score by eight months over the last three years. Grade 11's grade level equivalent average scores of 8.5 in 2022, to 7.7 in 2023, and to 9.1 in 2024. This means that on average, the grade 11 students have increased their average score by six months over the last three years.

Chart i.14: MWA Student Growth by Grade Level Equivalent by Grade Level on Renaissance STAR Reading in 2022, 2023, and 2024



It is important to note the annual student growth by average grade level equivalent on Renaissance STAR Reading from Fall 2023 to Spring 2024. MWA brings in students in grade 5 and in grade 9, and MWA works diligently with students to accelerate their reading growth while ensuring access to grade level standards. MWA will continue to accelerate the growth of students so that they can reach the nationally norm referenced Spring grade level expectation in reading published by Renaissance STAR. Students entered grade 5 one year below grade level and increased by six months. Students entered grade 6 one year below grade level and increased by five months. Students entered grade 7, one year and three months below grade level and increased by one year. Students entered grade 8, one year and four months below grade level and increased by eight months. Students entered grade 9, two years and two months below grade level and increased by nine months. Students entered grade 10, two years and seven months below grade level and increased by nine months. Students entered grade 11, two years and five months below grade level and increased by six months.

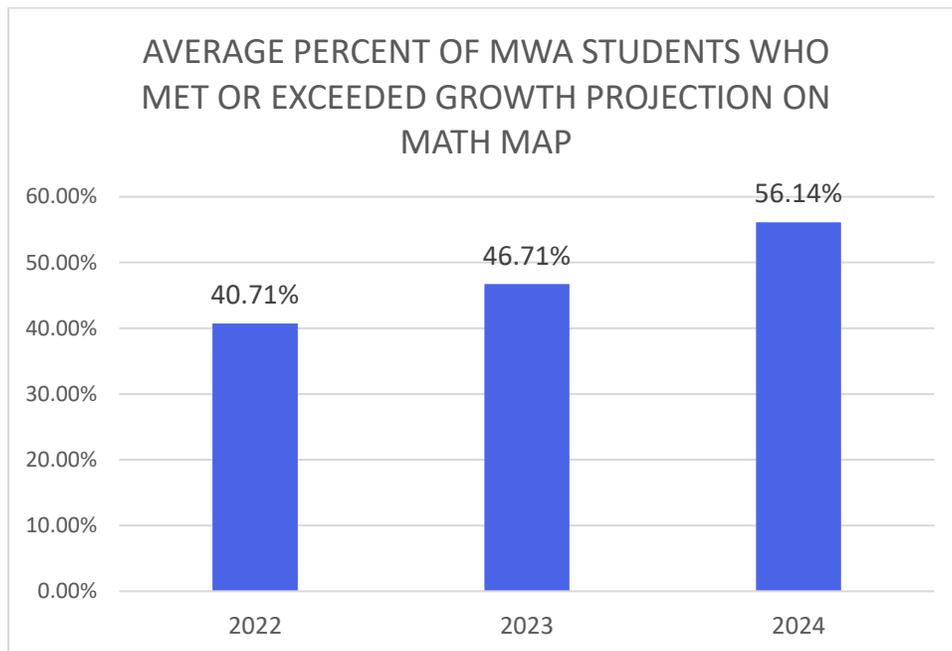
Chart i.15: MWA Student Growth by Grade Level Equivalent by Grade Level on Renaissance STAR Reading from Fall 2023 to Spring 2024



Northwest Evaluation Association’s Measures of Academic Performance (“NWEA MAP”) Math Assessment Data

MWA has made significant year over year progress as evidenced by the NWEA MAP Math assessment data. Over the last three years, the percentage of MWA students who met or exceeded the growth projection on the NWEA MAP Math assessment has increased year over year from 40.41% in 2022, to 46.71% in 2023, and to 56.14% in 2024. MWA is proud of the student growth and will continue to make progress year over year.

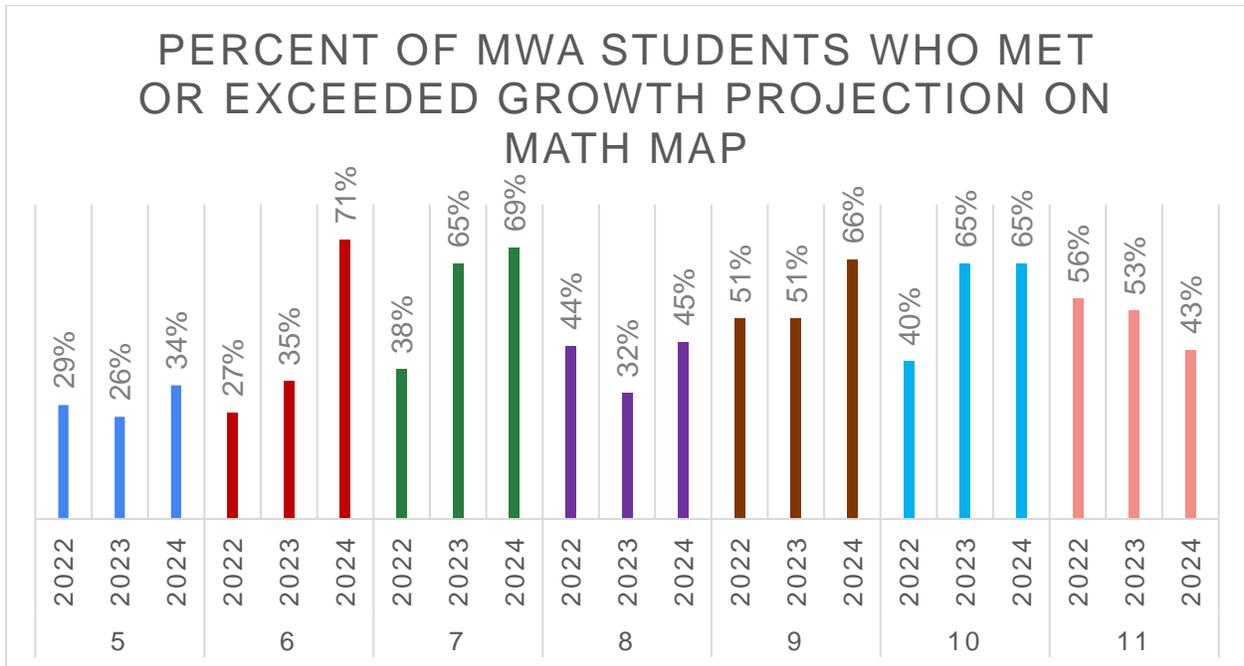
Chart i.16: Average Percent of MWA Students who Met or Exceeded Growth Projection on NWEA MAP Math in 2022, 2023, and 2024



NWEA MAP provides growth data across terms (i.e. growth norms) and then uses the growth norms to project the amount of growth that is typical for similar students. This sets the growth projection for each student. The chart below shows the average percentage of students by grade level who met or exceeded the growth projection in 2022, 2023, and 2024. In grade 5, 29% of students met or exceeded the growth projection in 2022, 26% of students met or exceeded the growth projection in 2023, and 34% of students met or exceeded the growth projection in 2024. In grade 6, 27% of students met or exceeded the growth projection in 2022, 35% of students met or exceeded the growth projection in 2023, and 71% of students met or exceeded the growth projection in 2024. In grade 7, 38% of students met or exceeded the growth projection in 2022, 65% of students met or exceeded the growth projection in 2023, and 69% of students met or exceeded the growth projection in 2024. In grade 8, 44% of students met or exceeded the growth projection in 2022, 32% of students met or exceeded the growth projection in 2023, and 45% of students met or exceeded the growth projection in 2024. In grade 9, 51% of students met or exceeded the growth projection in 2022 and 2023, and 66% of students met or

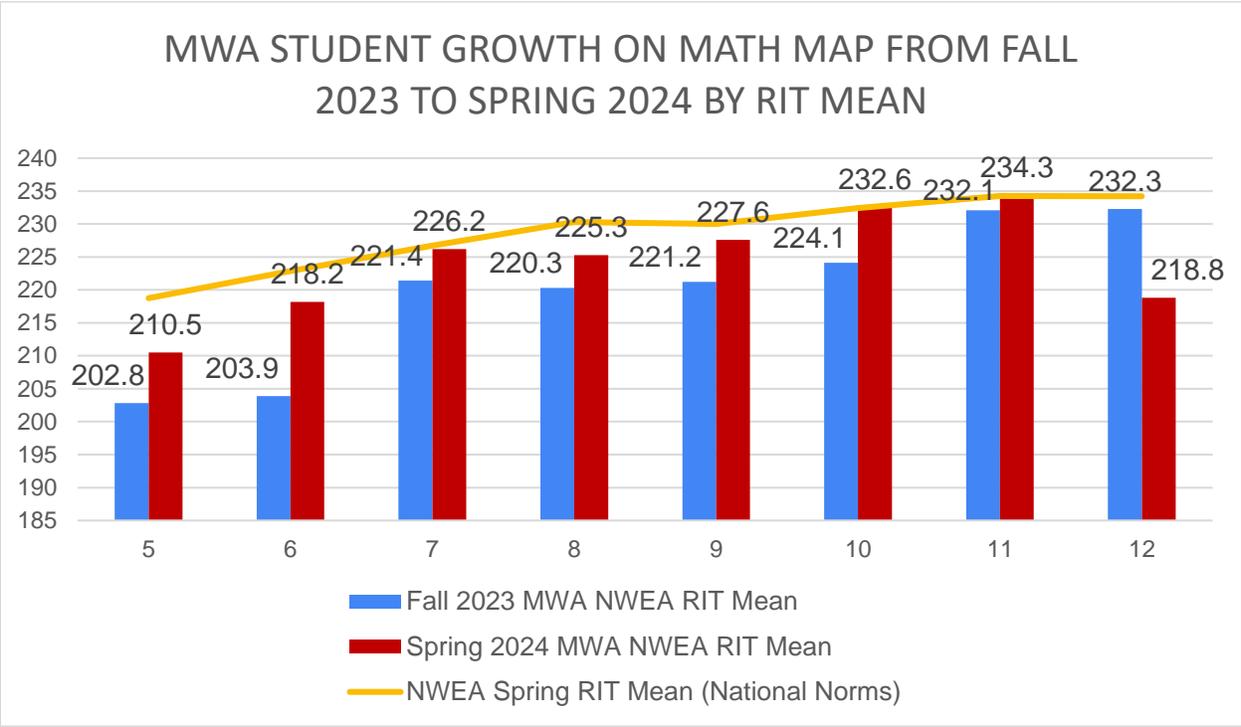
exceeded the growth projection in 2024. In grade 10, 40% of students met or exceeded the growth projection in 2022, and 65% of students met or exceeded the growth projection in 2023 and 2024. In grade 11, 56% of students met or exceeded the growth projection in 2022, 53% of students met or exceeded the growth projection in 2023, and 43% of students met or exceeded the growth projection in 2024.

Chart i.17: MWA Students who Met or Exceeded Growth Projection by Grade Level on NWEA MAP Math in 2022, 2023, and 2024



The most important analysis is demonstrated from Fall 2023 to Spring 2024 based on NWEA MAP Math Rasch Unit (“RIT”) which is an equal-interval scale so scores can be added together to calculate grade level averages. MWA will continue to accelerate the growth of students so that they can reach the nationally norm referenced Spring RIT Mean published by NWEA MAP which grades 10 and 11 did. The Fall 2023 RIT Mean for grade 5 students was 202.8 which increased to 210.5 in Spring 2024. The Fall 2023 RIT Mean for grade 6 students was 203.9 which increased to 218.2 in Spring 2024. The Fall 2023 RIT Mean for grade 7 students was 221.4 which increased to 226.2 in Spring 2024 nearly meeting the NWEA MAP RIT Mean of 226.7. The Fall 2023 RIT Mean for grade 8 students was 220.3 which increased to 225.3 in Spring 2024. The Fall 2023 RIT Mean for grade 9 students was 221.2 which increased to 227.6 in Spring 2024. The Fall 2023 RIT Mean for grade 10 students was 224.1 which increased to 232.6 in Spring 2024 meeting the NWEA MAP RIT Mean of 232.42. The Fall 2023 RIT Mean for grade 10 students was 232.1 which increased to 234.3 in Spring 2024 meeting the NWEA MAP RIT Mean of 232.25. The Fall 2023 RIT Mean for grade 12 students was 232.3 which decreased to 218.8 in Spring 2024 probably due to Senior burnout.

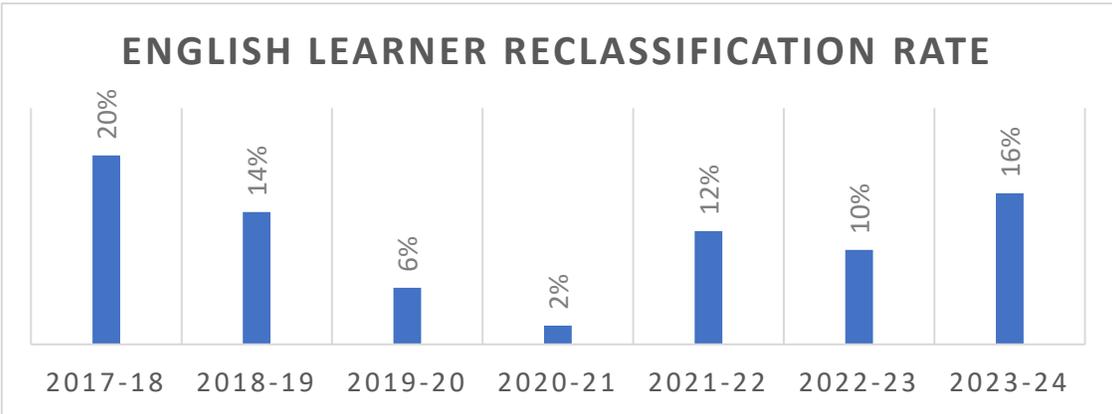
Chart i.18: MWA Student Growth by RIT Mean by Grade Level on NWEA MAP Math from Fall 2023 to Spring 2024



English Learner Reclassification Data

MWA has always focused on serving ELs well through integrated English Language Development 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 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 an RFEP student. The reclassification rate for the charter term demonstrates an average of 11.4%.

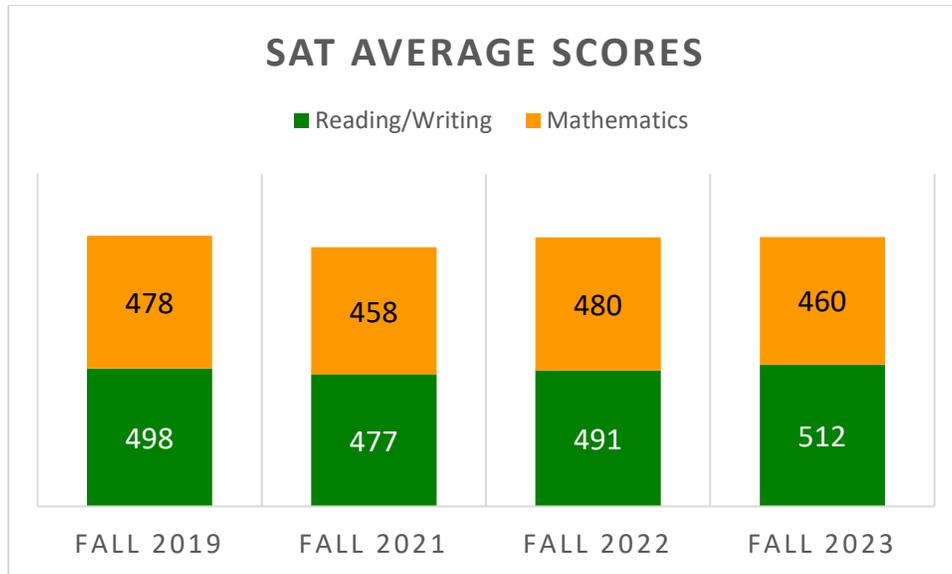
Chart i.19: MWA’s English Learner Reclassification Rate 2017-2024



Scholastic Aptitude Test Average Scores

The College Board administers a test called the Scholastic Aptitude 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 Hispanic students is 963 and for African American students is 937. MWA’s SAT average score for all students for the most recent four years is 963.5.

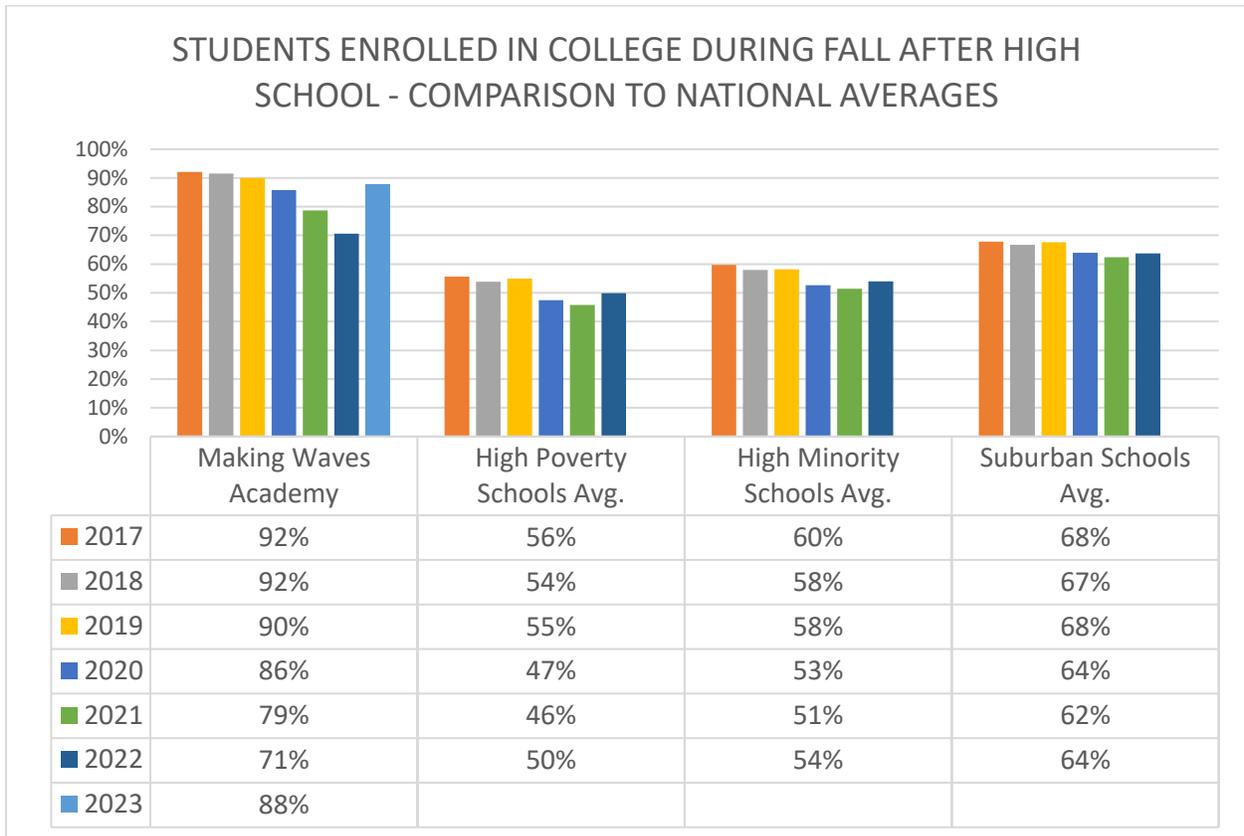
Chart i.20: MWA’s SAT Average Scores for 2019, 2021, 2022, and 2023



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.

Chart i.21: Percent of MWA Students Enrolled in College During Fall After High School 2017-2023 in Comparison to National Averages



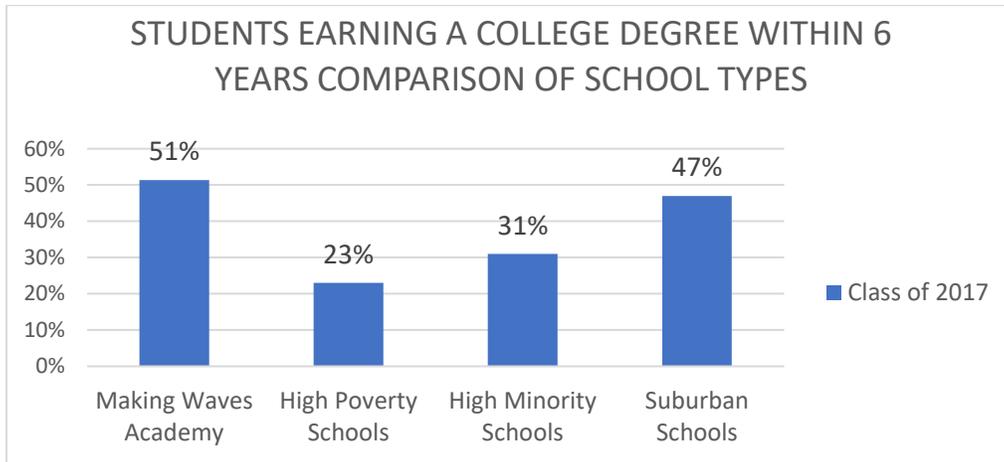
The percent of MWA’s significant subgroups enrolled in college during the Fall after high school from 2017 to 2023 provides convincing evidence of the success of the Charter School. The percent of [Socio]Economically Disadvantaged students who enrolled in college during the Fall after high school was an average of 85.4% over seven years, and the percent of Hispanic students who enrolled in college during the Fall after high school was an average of 85% over seven years. It is important to note the high percent of MWA’s significant subgroups who enrolled in college.

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

PERCENT OF STUDENTS ENROLLED IN COLLEGE DURING FALL AFTER HIGH SCHOOL BY SIGNIFICANT SUBGROUP							
Percentages	2017	2018	2019	2020	2021	2022	2023
Total (all HS completers)	93%	92%	90%	86%	81%	76%	88%
Socio-Economically Disadvantaged	90%	94%	89%	85%	81%	71%	88%
English Learners							
Hispanic or Latino	92%	90%	91%	85%	77%	71%	89%

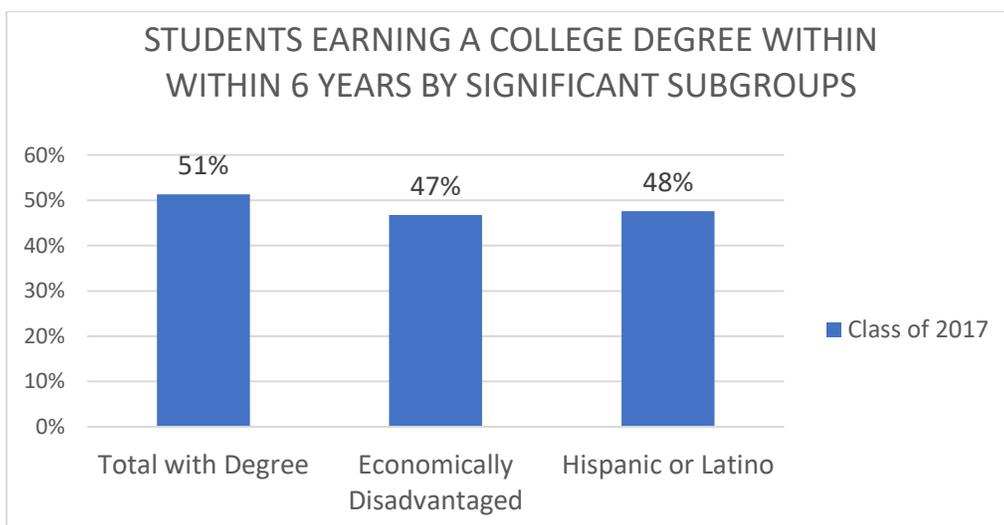
It is even more impressive that the percent of students from the MWA graduating Class of 2017 who completed a college degree in comparison of school types within 6 years. The 2017 graduates (14th Wavers) earned a college degree at 51% in comparison to 23% of High Poverty Schools' graduates, 31% of High Minority Schools' graduates, and 47% of Suburban Schools' graduates.

Chart i.22: Percent of Students from Class of 2017 Who Completed a College Degree in Comparison of School Types within 6 Years



Moreover, of the 2017 graduates (14th Wavers) who were [Socio]Economically Disadvantaged students earned a college degree at a rate of 47% and Hispanic students earned a college degree at a rate of 48% compared to 51% of all MWA students. These rates are very high, and MWA is very proud of how many students not only graduated from high school, but earned a college degree within 6 years.

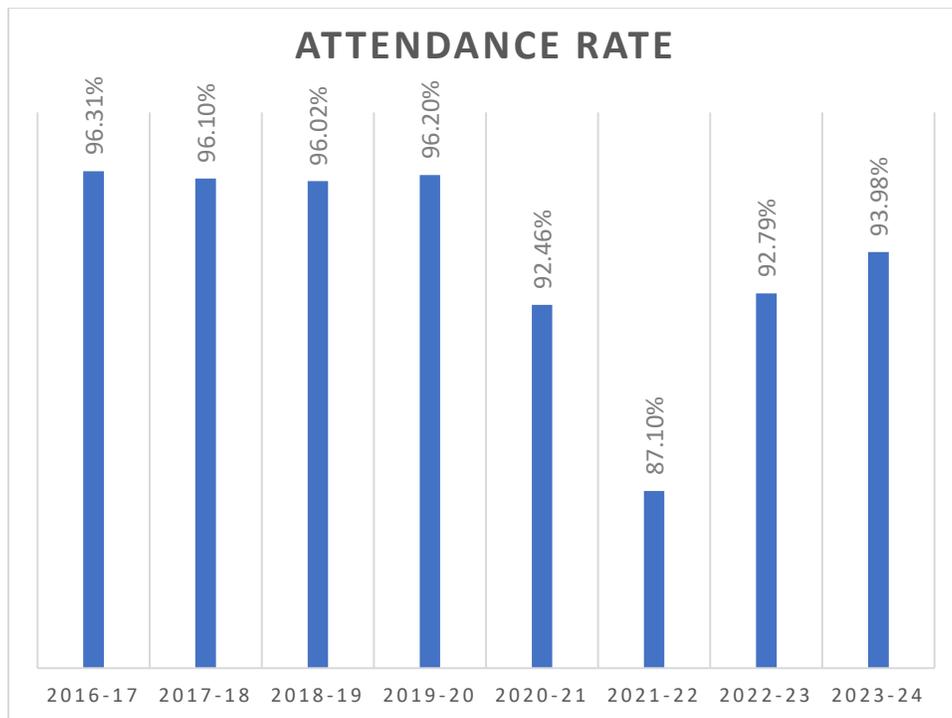
Chart i.23: Percent of Students from Class of 2017 Who Completed a College Degree by Significant Subgroups within 6 Years



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 93%. The attendance rate at MWA in 2023-24 reached 93.98%.

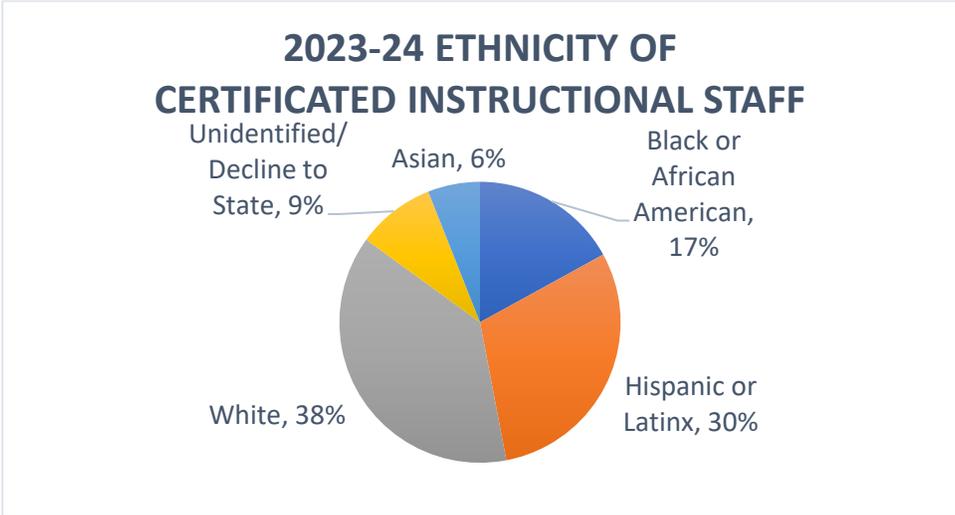
Chart i.24: MWA's Attendance Rate Data 2016-2024



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% Hispanic, 38% White, 17% Black or African American, 9% Unidentified/Decline to State, and 6% Asian.

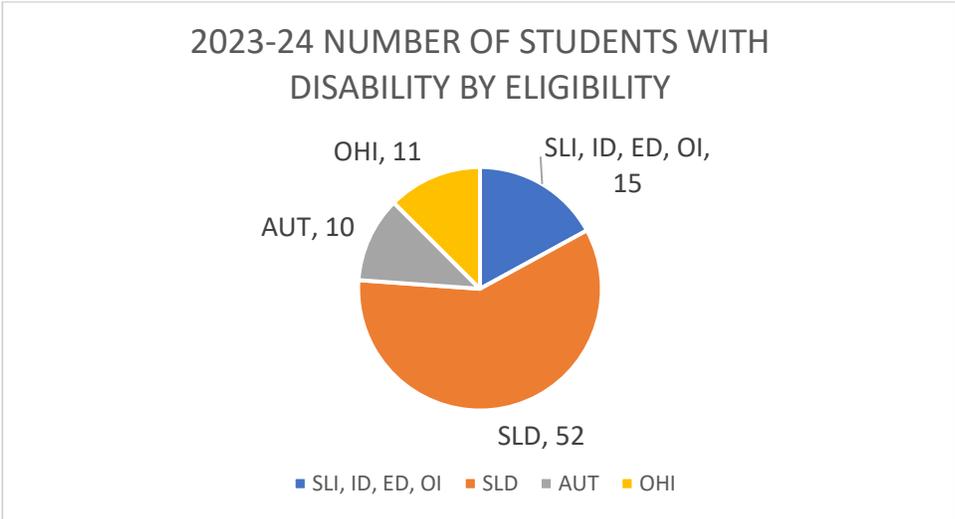
Chart i.25: MWA’s 2023-2024 Ethnicity of Certificated Instructional Staff



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”). To protect student privacy, the eligibilities were combined due to the few students with disabilities, Emotional Disturbance (“ED”), 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 Education Program (“IEP”).

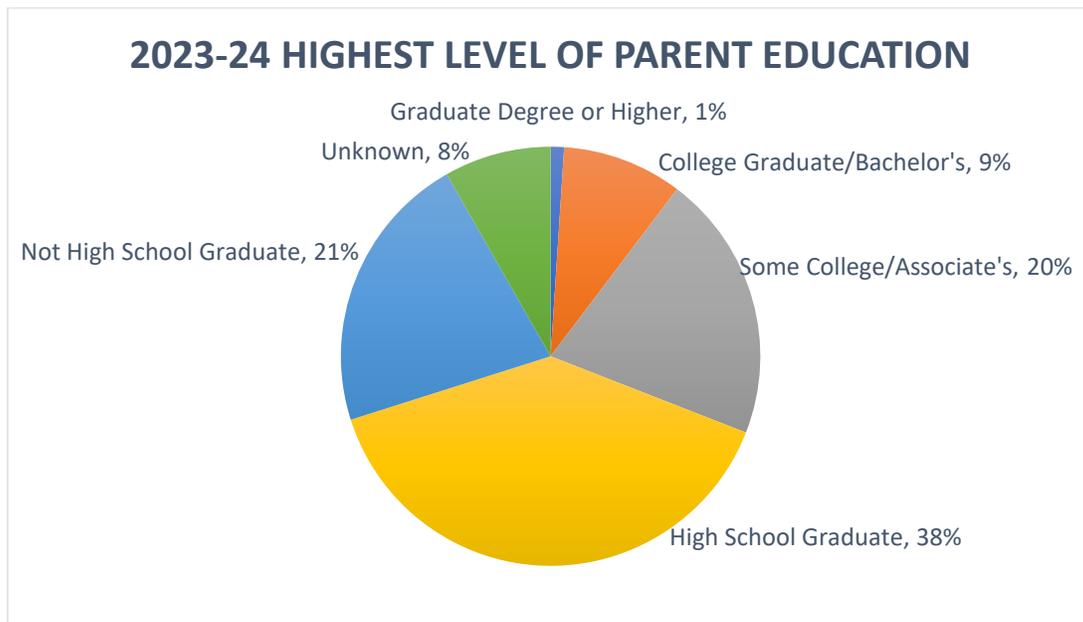
Chart i.26: MWA’s 2023-24 Number of Students with Disabilities by Eligibility



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 38% 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 10% 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.

Chart i.27: MWA's 2023-24 Highest Level of Parent Education



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 on 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, Hispanic 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

Making Waves Academy serves up to 1,344 students in grades 5-12 who wish to gain acceptance to and graduate from college and be prepared for career. 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 represented as significant subgroups at our charter school: Hispanic students, African American students, SED students, ELs, and SWD.

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 provide students in Richmond an 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 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 they receive. Our program addresses, executes, and achieves the goal of creating a pathway for success for all of our students.

MWA is filling a community need and meeting the interest of the community. Of the parents/guardians who choose to send their children to MWA 21% have not graduated from high school, and 38% of parents/guardians graduated from high school but did not attend college. Only 30% of parents/guardians attended college, and only 10% have a four-year college degree. There is a community need and interest in the Charter School that has consistently graduated 90.5% of students over the last four years and ensured that 88% of students have attended a post-secondary institution within a year of graduation.

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

- 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 and career 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:

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 the 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 am creative. 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, LCAP Advisory Group members, and Board Members. The result of the process is that the twelve original values were condensed down to five core 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:

Community: We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.

Resilience: We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.

Respect: We believe each person is valuable and we demonstrate respect by following our community norms.

Responsibility: We have integrity; we are accountable for our decisions and actions and their impact on self and community.

Scholarship: We are life-long learners who aspire to and achieve academic excellence.

MWA 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 Academy 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. The majority (86.7%) of our students qualify for free and reduced priced meals. The majority (30.2% ELs, 53% RFEPs) of our students are Ever-ELs. The majority (85.9%) of our students are Hispanic. Our other numerically significant subgroups are Black or African American (7.7%) students and Students with Disabilities (7.8%). These students often face significant challenges in

accessing and succeeding in post-secondary education. Making Waves Academy addresses these challenges 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.

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. We are proud of the accomplishments of the students we serve.

Enrollment Projections

Making Waves Academy serves up to 168 students in each grade level in grades 5-12 with a maximum enrollment of 1,344 students. MWA intends to continue to be able to serve up to 168 students per grade level and also making annual adjustments for 5th grade enrollment. 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 as capacity allows.

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	148	148	106	106	153
10	145	141	141	101	101
11	137	140	137	137	98
12	126	133	136	132	132
TOTAL	1,116	1,122	1,136	1,148	1,156

Academic Calendar

MWA is committed to ensuring that students have the time and opportunity to learn and to spend time with their families and friends during school breaks in a traditional calendar.

In 2025-26, MWA will offer 182 instructional days to enhance student learning and academic achievement. 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.

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

MWA 2025/26 Academic Calendar

July 2025							August 2025							September 2025							October 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2		1	2	3	4	5	6			1	2	3	4	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30					26	27	28	29	30		
							31																				

November 2025							December 2025							January 2026							February 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4							8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16*	17*	18*	19	20	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31							
30																											

March 2026							April 2026							May 2026							June 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5*	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8*	9*	10*			
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21			21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
														31													

	Holidays =	15		
	Recess =	18		
	Teacher PD (no school for students) =	7	Total Instructional Days	182
	Teacher Work Day (no school for students) =	10	Total Teacher Work Days	17
	First day for 5th/9th Graders			
	Early Dismissal (1:00pm) =	7	Total Teacher Workdays	199
	First & Last Day of School (all students)			
	First & Last Day for Teachers		Semester 1	85
	Progress Reports		Semester 2	97
	Contingency School Days (to be used for unexpected school closures)	4		
	Sustainability Fridays for Staff =	5		

Federal holidays 2025/26

Jul 4, 2025	Independence Day	Nov 27-28, 2025	Thanksgiving	Jan 1, 2026	New Year's Day	May 27, 2026	Memorial Day
Sep 1, 2025	Labor Day	Dec 24, 2025	Christmas Eve	Jan 15, 2026	Martin L. King Day	Jun 19, 2026	Juneteenth
Oct 13, 2025	Indigenous People's Day	Dec 25, 2025	Christmas Day	Feb 17, 2026	Presidents' Day		
Nov 11, 2025	Veterans Day	Dec 31, 2025	New Year's Eve	Mar 30, 2026	Cesar Chavez Day Observed		

Board Approved: 6/10/24

Bell Schedules

MWA has developed a bell schedule which exceeds the required number of instructional minutes for all grades. In the lower school (grades 5-8), the bell schedule has been developed to allow for eight periods of instruction, daily homeroom, daily intervention and support period including ELD, 30 minute lunch, and 15 minute break. Monday and Thursday, the students attend periods 1-4 from 8:30 AM-3:00 PM. Tuesday and Friday, the students attend periods 5-8 from 8:30 AM-3:00 PM. Wednesdays, the students rotate by “A Week” and attend periods 1-4 and “B Week” and attend periods 5-8 from 8:30 AM – 2 PM. In the upper school (grades 9-12), the bell schedule has been developed to allow for six periods of instruction, daily Advisory, intervention and support period including ELD four times per week, and a daily 30 minute lunch and 10 minute break. Monday and Thursday, the students attend periods 1-3 from 8:30 AM-3:30 PM for 90 minute periods. Tuesday and Friday, the students attend periods 4-6 from 8:30 AM-3:30 PM for 90 minute periods. Wednesdays, the students attend periods 1-6 from 8:30 AM – 2:00 PM for 40 minute periods. On Wednesdays, the students dismiss school early which provides dedicated time for professional development for teachers and staff. This allows educators to collaborate, participate in training sessions, review student progress, and refine instructional practices to better meet the needs of students.

Table 1.3: Grades 5-6 Bell Schedule (Subject to Change)

Grades 5-6 Bell Schedule							
Regular Bell Schedule							
Monday/Thursday				Tuesday/Friday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:05	10:05	60	Period 1	9:05	10:05	60	Period 5
10:10	11:10	60	Period 2	10:10	11:10	60	Period 6
11:10	11:45	35	Lunch	11:10	11:45	35	Lunch
11:50	12:50	60	Period 3	11:50	12:50	60	Period 7
12:55	1:40	45	ELB	12:55	1:40	45	ELB
1:40	1:55	15	Break	1:40	1:55	15	Break
2:00	3:00	60	Period 4	2:00	3:00	60	Period 8
*ELB = Extended Learning Block							
Wednesday (A Week)				Wednesday (B Week)			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:05	10:05	60	Period 1	9:05	10:05	60	Period 5
10:05	10:15	10	Break	10:05	10:15	10	Break
10:20	11:20	60	Period 2	10:20	11:20	60	Period 6
11:20	11:50	30	Lunch	11:20	11:50	30	Lunch
11:55	12:55	60	Period 3	11:55	12:55	60	Period 7
1:00	2:00	60	Period 4	1:00	2:00	60	Period 8
*ELB = Extended Learning Block							
Community Building Schedule							
Week A				Week B			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:25	55	Assembly	8:30	9:25	55	Assembly
9:30	10:00	30	Homeroom	9:30	10:00	30	Homeroom
10:00	10:10	10	Break	10:00	10:10	10	Break
10:15	11:00	45	Period 1	10:15	11:00	45	Period 5
11:00	11:30	30	Lunch	11:00	11:30	30	Lunch
11:35	12:20	45	Period 2	11:35	12:20	45	Period 6
12:25	1:10	45	Period 3	12:25	1:10	45	Period 7
1:15	2:00	45	Period 4	1:15	2:00	45	Period 8

Table 1.4: Grades 7-8 Bell Schedule (Subject to Change)

Grades 7-8 Bell Schedule							
Regular Bell Schedule							
Monday/Thursday				Tuesday/Friday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:05	10:05	60	Period 1	9:05	10:05	60	Period 5
10:05	10:20	15	Break	10:05	10:20	15	Break
10:25	11:25	60	Period 2	10:25	11:25	60	Period 6
11:30	12:15	45	ELB	11:30	12:15	45	ELB
12:15	12:50	35	Lunch	12:15	12:50	35	Lunch
12:55	1:55	60	Period 3	12:55	1:55	60	Period 7
2:00	3:00	60	Period 4	2:00	3:00	60	Period 8
*ELB = Extended Learning Block							
Wednesday (A Week)				Wednesday (B Week)			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:00	30	Homeroom	8:30	9:00	30	Homeroom
9:05	10:05	60	Period 1	9:05	10:05	60	Period 5
10:10	11:10	60	Period 2	10:10	11:10	60	Period 6
11:10	11:20	10	Break	11:10	11:20	10	Break
11:25	12:25	60	Period 3	11:25	12:25	60	Period 7
12:25	12:55	30	Lunch	12:25	12:55	30	Lunch
1:00	2:00	60	Period 4	1:00	2:00	60	Period 8
Community Building Schedule							
Week A				Week B			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:25	55	Assembly	8:30	9:25	55	Assembly
9:30	10:00	30	Homeroom	9:30	10:00	30	Homeroom
10:05	10:50	45	Period 1	10:05	10:50	45	Period 5
10:50	11:00	10	Break	10:50	11:00	10	Break
11:05	11:50	45	Period 2	11:05	11:50	45	Period 6
11:55	12:40	45	Period 3	11:55	12:40	45	Period 7
12:40	1:10	30	Lunch	12:40	1:10	30	Lunch
1:15	2:00	45	Period 4	1:15	2:00	45	Period 8

Table 1.5: Grades 9-12 Bell Schedule (Subject to Change)

Grades 9-12 Bell Schedule							
Regular Bell Schedule							
Monday/Thursday				Tuesday/Friday			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	10:00	90	Period 1	8:30	10:00	90	Period 4
10:05	10:40	35	Advisory	10:05	10:40	35	Advisory
10:40	10:50	10	Break	10:40	10:50	10	Break
10:55	12:25	90	Period 2	10:55	12:25	90	Period 5
12:25	1:00	35	Lunch	12:25	1:00	35	Lunch
1:05	1:55	50	ELB	1:05	1:55	50	ELB
2:00	3:30	90	Period 3	2:00	3:30	90	Period 6
*ELB = Extended Learning Block							
Wednesday				US 9/12 Wednesday Community Building (by request)			
Time Start	Time End	Minutes	Period	Time Start	Time End	Minutes	Period
8:30	9:10	40	Period 1	8:30	9:05	35	Period 1
9:15	9:45	30	Advisory	9:10	9:45	35	Period 2
9:50	10:30	40	Period 2	9:45	10:20	35	Period 3
10:35	11:15	40	Period 3	10:20	10:50	30	Lunch
11:15	11:45	30	Lunch	10:55	11:30	35	Period 4
11:50	12:30	40	Period 4	11:35	12:10	35	Period 5
12:35	1:15	40	Period 5	12:15	1:00	35	Period 6
1:20	2:00	40	Period 6	1:05	2:00	55	Community Building

Attendance

The 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 they are 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 encompasses a broad range of skills, qualities, and competencies that prepare individuals to thrive in a rapidly changing world. MWA works diligently to prepare all students to be an educated person in the 21st Century by developing the following academic and nonacademic skills and qualities.

List of academic skills and qualities important for an educated person:

- A solid foundation in the core academic skills, as outlined in the State Standards;
- The ability to analyze information critically, evaluate its validity and relevance, and apply logical reasoning to solve complex problems;
- The ability to communicate confidently (oral and written);
- The ability to utilize technology to find, evaluate, present, analyze, and generate quality products;
- The ability to apply subject area knowledge to accomplish real-world problem-solving.

List of nonacademic skills and qualities important for an educated person:

- The willingness and skills to engage in responsible citizenry, ethical decision making, and the importance of contributing positively to society;
- The willingness and skills to demonstrate personal integrity, morality, self-motivation and self-esteem defined individually and collectively;
- The ability to think creatively, generate new ideas, and adapt to changing circumstances;
- The ability to work effectively both independently and collaboratively in diverse teams and contexts;
- The ability to engage in dialogue with people from different backgrounds with an awareness of global issues, cultures, and perspectives;
- The capacity to learn continuously, adapt to new situations, and bounce back from setbacks is crucial in a rapidly evolving world.

Goals to enable students to become and remain self-motivated, competent, and lifelong learners

MWA has developed goals that will enable students to become and remain self-motivated, competent, and lifelong learners who are able to develop and utilize the above skills in the classroom and apply them insightfully to the world around them.

Table 1.6: Metrics for Overall Success at MWA to Ensure Student Success

Success Area/Indicator	Success Metric	Success Metric Goal
<i>Instructional efficacy & parental partnership</i>	High school graduation rates	95% or higher
<i>College-going culture and academic program</i>	College admissions	80% or higher: - 70% or more to 4-year schools - 10% or higher to community colleges
<i>College Admissions Access</i>	PSAT/SAT participation AP Course Access AP Test % Rates AP Passage Rates	95% or more of 9th-11th take the PSAT and Pre-PSAT Opportunity to take 1 or more AP course 50% or more take the AP exams 45% or more pass with a 3 or higher
<i>College access knowledge for parents/guardians (higher likelihood of graduating in 4-6 years)</i>	% of students matriculating to colleges with ECCs of 80% or higher	30% or higher (30% or more of MWA seniors attending high ECC schools)
<i>Family partnership and optimizing public revenue</i>	Average Daily Attendance (ADA)	95% or higher
<i>Healthy demand</i>	Full enrollment and wait list size	- Desired enrollment for each grade - A wait list that comprises at least 20% of the grade level capacity
<i>Staff culture & hiring practices</i>	Staff and faculty retention rates	75% or higher
<i>Allocation of resources</i>	Budgets & Audits	- Not exceeding the budget - No more than a 5% or so difference between 2nd interim and final budget rev/expenses - Clean audits with no material findings

How Learning Best Occurs

MWA is committed to preparing historically disadvantaged students to acquire the college and career-readiness skills necessary to gain admission to and graduate from college and to be able to begin their professional careers. 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:

- 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;
- Students receive individualized attention tailored to their individual academic needs;
- 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 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.

Instructional Design

Framework for Instructional Design

The framework for the Instructional Design at MWA is based on establishing a mission, vision, and core values aligned culture. The key features of the culture are based on developing a growth mindset, preparing all students/families for multiple post-secondary pathways, reinforcing MWA mission, vision, and core values in the systems and practices, practicing skills necessary for success in college, career, and life, and engaging student in their own learning by asking questions, grappling with content, and doing multiple drafts of their work. This will only be achieved through relationship development, strong parent/guardian engagement, college and career development, social emotional development through community building time, innovation exploration, and equitable, collaborative, student centered instructional strategies.

Relationship Development

Relationship development is crucial in effective schools, laying the groundwork for positive interactions and trust among students, families, and educators. Building strong relationships involves establishing appropriate and professional connections with students and families, which fosters trust essential for effective partnerships in education. Many students and parents/guardians have encountered negative experiences in educational settings, impacting their receptivity to support and communication efforts from school personnel. Factors such as inequity, systemic racism, homophobia, and sexism have historically contributed to distrust among students and families, making it

challenging to establish meaningful connections. By consistently demonstrating respect, fostering a sense of community, and being intentional in our interactions, educators can help students and families feel valued and heard. Prioritizing empathy without compromising expectations (avoiding "ruinous empathy") underscores the importance of caring relationships, laying the foundation for effective teaching and learning.

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.

Effective Parent/Guardian Engagement and Communication

Effective parent/guardian engagement and communication are essential to our partnership in supporting our Wave-Makers. We prioritize open, proactive, timely, and ongoing communication with parents/guardians, ensuring they are informed about events, updates, and incidents through regular messages translated into Spanish and other languages as needed. Recognizing that many parents/guardians have experienced negative interactions with schools, we approach these relationships with the belief in their best intentions, understanding that trust develops gradually through consistent relationship-building efforts. It starts with ensuring all educators—from Advisors and Homeroom teachers to classroom teachers and administrators—are aware of each parent/guardian's aspirations and expectations for their student(s). Core to these expectations are demonstrations of care, high academic expectations, and proactive communication regarding student progress or concerns. As educators, we commit to regular outreach: classroom teachers communicate both challenges and achievements, Homeroom Teachers/Advisors relay progress reports and serve as resource contacts for

administrative queries, Deans provide context and next steps following incidents, and Principals/Assistant Principals engage directly to maintain high standards of engagement.

College and Career Development

At MWA, our approach to college and career development distinguishes us from other public schools, both charter and traditional, by prioritizing comprehensive preparation for all students. We pride ourselves on surpassing local, regional, and national benchmarks, particularly in college enrollment rates among graduates, despite being a non-selective school. Key to our success are graduation requirements aligned with California's college admissions standards ("a-g" courses) and a rigorous curriculum approved by UCOP, ensuring our students are well-prepared for higher education. Critical metrics such as high school graduation rates, cumulative GPAs, AP course participation, college application rates, and acceptance rates underscore our commitment to excellence in college readiness.

Table 1.7: College and Career Counseling Pillars

College Preparation	Affirming	Differentiated	Practice	Exposure
<ul style="list-style-type: none"> • For ALL students • College access education 	<ul style="list-style-type: none"> • Student choice • Student Life Dreams 	<ul style="list-style-type: none"> • Cum GPA • Interests • Career Exposure 	<ul style="list-style-type: none"> • Criteria • Practice applying • Practice interviewing 	<ul style="list-style-type: none"> • College campus experiences • Career exposure • Alumni engagement

Our College and Career Counseling Pillars provide a structured yet flexible framework aimed at guiding Wave-Makers on their individual paths toward post-secondary success. This approach not only emphasizes college access education from an early age but also supports student agency and choice in pursuing diverse post-secondary options. By differentiating support based on student motivation and providing practice in critical skills such as applications and interviews, we ensure that all students are equipped to navigate the complexities of college and career readiness. Through exposure to diverse college environments, careers, and alumni networks, we foster a holistic approach that empowers students to explore and achieve their academic and professional aspirations.

The partnership between Making Waves Education Foundation (MWEF) and MWA is pivotal for aligning and supporting Wave-Makers, their families, and MWA's staff in college and early career success. Starting as early as 5th-6th grades, MWEF and MWA collaborate to educate parents/guardians and students about college and career pathways, ensuring comprehensive support throughout their educational journey. Staff

members are also educated on MWEF's role and its programs, enhancing their ability to guide and mentor students effectively. This partnership provides valuable opportunities for college visits at local, statewide, and potentially national institutions, as well as exposure to various organizations and businesses for internships, enriching the educational experience and preparing Wave-Makers for future success in higher education and their careers.

Social Emotional Learning through Community Building Time

At MWA, Social Emotional Learning (SEL) through Community Building Time plays a crucial role in nurturing students' holistic development and fostering a supportive school environment. From 5th to 8th grade, Homeroom Teachers serve as primary points of contact for students and parents/guardians, using SEL curriculum like Responsive Classroom to teach emotional intelligence and conflict resolution through practices such as restorative circles. They also focus on building a sense of community among students by integrating MWA's mission, vision, values, and affirmations into daily interactions and celebrations during All School Meetings (ASMs). In 9th to 12th grade, Advisors maintain continuity by guiding students through academic planning and course selection, ensuring they meet graduation requirements, and supporting their social-emotional growth with tools like Nearpod's SEL domains. Advisors also collaborate with the College and Career Counseling Office to align lessons and activities that prepare students for higher education and careers, reinforcing community values through Advisory sessions and ASMs where achievements aligned with MWA's values are publicly recognized and celebrated. Together, these structured times not only strengthen relationships within the school community but also equip Wave-Makers with essential skills and support for their academic and personal success at MWA and beyond.

Innovation Exploration

Innovation Exploration at MWA is integral to preparing our Wave-Makers for the evolving landscape of higher education and careers. As we navigate rapid changes driven by technologies like artificial intelligence and shifts in educational paradigms and workforce demands, MWA remains committed to anticipating and adapting its programs and approaches. In collaboration with external partners like Haas School of Business students, we have laid out a vision and key principles to guide our innovation efforts. These include promoting mission-aligned innovation to enhance our impact, fostering creative problem-solving among staff, and ensuring that any innovation aligns with MWA's core mission and values. By balancing autonomy with strategic direction and embracing opportunities for cutting-edge initiatives, we aim to deliver the best possible educational experience for our Wave-Makers, teachers, staff, and community, ensuring they are well-prepared for future challenges and opportunities.

Instructional Strategies

Expanded Learning Opportunity Support

MWA offers opportunities for students to participate in the Expanded Learning Opportunity Program (“ELOP”) for high-need 5th and 6th grade students (at the level of staffing capacity). We offer a net additional 27 instructional days that are scheduled to occur during parts of the summer and over some of the school breaks.

Classroom Practices

Classroom practices at MWA are fundamental to fostering a safe, inclusive, and supportive learning environment where student learning thrives. These practices reflect the school's core values, emphasizing social-emotional learning, high academic expectations, and the implementation of restorative practices. As the cornerstone of educational experiences, classroom practices set the tone for the entire school community. It's crucial that Wave-Makers feel secure and confident in their learning spaces, which is facilitated through consistent routines, clear expectations, and established procedures (REPs). When these are uniformly applied across all classrooms, along with tightly aligned instructional and management practices, the school community becomes stronger and more cohesive. This alignment ensures that curriculum delivery adheres closely to Common Core Standards, employing proven best practices and prioritizing a pace that guarantees thorough coverage and mastery of learning objectives. Additionally, effective classroom-based assessments, both formative and summative, inform instructional decisions and provide essential feedback for student progress tracking. Through data-driven insights and evidence-based practices, teachers and students alike gain valuable perspectives on learning achievements and areas needing further support to meet educational goals effectively.

Setting Clear Learning Objectives

Setting clear learning objectives not only provides a roadmap for both teachers and learners but also significantly enhances the likelihood of achieving educational goals. These objectives guide teachers in planning, delivering, and assessing instruction, ensuring alignment between what is taught, why it is taught, and how student learning is evaluated. For learners, clear objectives help focus their efforts and prioritize their learning tasks, fostering a more structured approach to achieving educational outcomes. Moreover, well-defined objectives allow for systematic analysis of teaching effectiveness and student progress, enabling educators to adjust strategies and interventions as needed to support student learning. By incorporating language directly from the objectives and articulating specific actions students will undertake to demonstrate proficiency, teachers provide clear expectations and empower students to actively engage in their own learning process, ensuring that learning objectives are effectively met.

Class Agenda

Agendas play a crucial role in enhancing classroom efficiency and student engagement by providing a clear roadmap for the session ahead. By outlining what will be covered and when, agendas help alleviate student anxiety and maintain focus throughout the class. They ensure that students remain on-task and understand how each segment of

the session contributes to achieving the overall objectives. Additionally, agendas aid in organizing the session, guiding both instructors and students through the planned activities and ensuring that all necessary topics are covered within the allotted time. As a communication tool, agendas visually communicate the instructor's plan to students, fostering transparency and demonstrating preparedness. This clarity allows students to anticipate class activities and come prepared with necessary materials, whether it's for note-taking, using their laptops, or referencing homework assignments, thereby maximizing learning opportunities during each class session.

Do Now

A well-crafted 'Do Now' activity serves as a foundational tool in the classroom, initiating the learning process effectively. By being visible and straightforward, it sets a positive tone at the beginning of class, engaging students in meaningful thinking without requiring extensive guidance from the teacher or reliance on peer discussion. These activities are designed to be completed independently within a brief timeframe of 5 to 10 minutes, focusing on content that either previews the day's lesson or reviews previous material. By incorporating a written component and aligning closely with instructional goals, 'Do Now' tasks not only activate students' prior knowledge but also encourage both independent and collaborative learning behaviors, fostering a productive learning environment from the outset of each session.

Checking for Understanding

Checking for understanding through methods like exit tickets, verbal checks, and mini quizzes is crucial for gauging student comprehension in real time during lessons. These tools provide immediate feedback to teachers, offering insights into what students grasp and where they may need additional support. Consistent use of these assessments enables teachers to make timely adjustments in their instruction, whether it involves revisiting lesson content, altering the pace of instruction, or modifying the approach to better meet student needs. This real-time feedback loop not only enhances teaching effectiveness but also supports student learning by ensuring that instructional strategies are responsive and tailored to the evolving understanding of the class.

Direct Vocabulary Instruction

Effective direct vocabulary instruction enhances reading fluency, comprehension, and content access by systematically integrating key principles. It focuses on selecting vocabulary that aligns deeply with students' understanding and extends across multiple subjects, emphasizing transferable academic words. Activities are designed to empower students in constructing their own meanings of words, connecting them to essential conceptual knowledge within the curriculum. Continuous reinforcement occurs through linking current target vocabulary with previously learned words, ensuring a cohesive learning progression. Formative and summative assessments are integrated to assess and track students' acquisition of target vocabulary, solidifying their ability to effectively utilize these terms in both oral and written expression across academic contexts.

Assertive Monitoring

Assertive monitoring is an intensive and strategic approach to actively tracking student progress and understanding throughout a lesson or activity. It serves as a more focused extension of active monitoring, ensuring that misunderstandings are promptly identified and addressed to ensure mastery before formal assessments. This method yields valuable feedback for many students, providing a comprehensive data sample of their successes and challenges within the task. By systematically approaching each student to provide immediate feedback, assertive monitoring not only enhances learning outcomes but also minimizes off-task behavior by consistently checking in and addressing misconceptions promptly during the learning process.

Differentiation

Differentiation is one of the more efficient ways to address the continuum of learning needs within a classroom or cohort of students. Differentiation is an approach that supports intervention in providing differentiated strategies and supports for learning that can help students meet grade-level standards and curricular learning objectives.

Effective Feedback

Effective feedback in the classroom involves more than simply providing correct answers; it entails clarifying and expanding on student responses, fostering sustained feedback loops, and pushing students to deepen their understanding. This approach enhances learning by encouraging students to persist through challenges and actively participate in classroom activities, thereby maximizing their learning outcomes. By offering assistance, hints, and constructive guidance, teachers support students in achieving higher levels of performance and maintaining engagement. Effective feedback builds students' confidence, motivates them to explore new concepts, and strengthens their ability to tackle academic difficulties with resilience. Implementing frequent feedback loops, scaffolding learning, prompting students to articulate their reasoning, and offering specific and meaningful recognition of achievements are key strategies that teachers can employ to provide effective feedback and foster continuous academic growth in their classrooms.

Exit Tickets

Exit Tickets serve as valuable formative assessments at the conclusion of a lesson. They document student learning, check for understanding, and emphasize key points covered. By providing immediate feedback, exit tickets enable teachers to monitor student progress and identify any gaps in learning, informing decisions on differentiation, modification, or reteaching strategies. These assessments also gauge students' knowledge levels before starting a lesson or unit, helping teachers tailor instruction to meet specific learning needs. Exit tickets come in various types, such as assessing comprehension of the day's lesson, providing feedback to teachers, guiding future instruction, grouping students based on understanding levels, improving class engagement, pinpointing knowledge gaps, and challenging students to apply learned concepts. Regular use of well-designed exit tickets enhances instructional effectiveness by ensuring that teaching strategies align closely with students' learning progress and needs.

Educational Equity

Educational equity encompasses critical components that foster an inclusive and supportive learning environment for all students. Access ensures equitable physical and institutional access to learning facilities, resources, and curricula aligned with standards to enable every student's full participation in educational opportunities. Instructional equity demands diverse teaching styles that cater to individual learning needs and enhance overall classroom learning. It also includes hands-on learning experiences that engage students universally and actively confront biases and stereotypes within the classroom environment. Materials used, such as textbooks and audiovisual aids, must be scrutinized to minimize biased content and language. Equitable assessment practices are crucial, acknowledging diverse learning styles and cultural backgrounds while aligning with curriculum and performance objectives. Additionally, fostering beliefs and attitudes that promote respect for diversity and engagement without prejudice are essential in shaping a positive educational experience that supports every student's learning and development.

Reading Instruction Across the Disciplines

Students' ability to read a diverse range of texts is a significant determinant of their academic success. Our curriculum emphasizes reading and writing for authentic purposes. 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. 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 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.

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.

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. All students have daily adult facilitators (Middle School has Homeroom and Upper School has Advisory) 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 homeroom/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.

Technology

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 with advanced teacher technology resources, programs, and applications for the classroom. All faculty and full-time staff area also provided a Chromebook for use. 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, submit homework assignments, and check their grades. Each year, students' skills are reinforced and refined in the various assignments provided by their teachers.

Classrooms are equipped with mobile smart boards that create technologically advanced and flexible learning environments. The technology available in the classroom supports differentiated learning environments.

Instructional Materials

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 strategies 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 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 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. Instructional materials are reviewed annually against state requirements and best practices for learning.

Table 1.8: Instructional Materials (Subject to Change)

Core Curriculum Area	Textbooks and instructional materials/year of adoption
English Language Arts	Grade 5 – Fishtank ELA (Fishtank Learning, 2024) Grades 6-11 – SpringBoard ELA (College Board, 2021) Grade 11 – AP English Language - Expository Reading & Writing Curriculum (CSU Expository Reading, 2015) Grade 12 – Expository Reading & Writing Curriculum (CSU Expository Reading, 2015) Grade 12 – AP English Literature – College Board and Novels
English Language Arts Intervention	Achieve3000 (McGraw Hill, 2021)
English Language Development	Grades 5-12 - ELD: English 3D (Houghton Mifflin Harcourt), Courses A, B, and C (Online workbooks and textbooks/Print Issue Textbooks, 2021)
Mathematics	Grade 5 - Open Up Edition 1 with Material Kit and Workbooks, 2024 Grades 6-8 Open Up Edition 3 with Material Kit and Workbooks, 2024 Algebra I – Carnegie Learning, 2024 Geometry – Carnegie Learning, 2024 Algebra II – Carnegie Learning, 2024 AP Pre-Calculus – Math Medic – Precalculus, 2024 Calculus – APEX AP Statistics – Stats Medic, 2024 Principles of Finance – Next Gen Personal Finance, 2024
Mathematics Intervention	Grades 5-8 – IXL (IXL Learning, 2024) Grades 9-12 – MATHia (Carnegie Learning, 2024)
Science	Grades 5-8 - Open Sci Ed (2024) Earth Science – Science Dimensions Earth & Space (Houghton Mifflin Harcourt, 2022) Physics - Science Dimensions Physics (Houghton Mifflin Harcourt, 2022) Biology - Science Dimensions Biology (Houghton Mifflin Harcourt, 2022) Chemistry - Science Dimensions Chemistry (Houghton Mifflin Harcourt, 2022) AP Chemistry – Chemistry: A Molecular Approach AP Education (Savaas Learning, 2023) AP Environmental Science – Environmental Science for the AP Course, 4 th Edition (Macmillan Learning, 2023)

History-Social Science	<p>Grade 5 – America’s Past, Social Studies Alive! (Teachers’ Curriculum Institute, 2016)</p> <p>Grade 6 - History Alive! The Ancient World (Teachers’ Curriculum Institute, 2017)</p> <p>Grade 7 - History Alive! The Medieval World (Teachers’ Curriculum Institute, 2019)</p> <p>Grade 8 - History Alive! US Through Industrial Revolution (Teachers’ Curriculum Institute, 2017)</p> <p>Ethnic Studies – Race and Ethnic Studies (Oak Meadow, 2022)</p> <p>World History – Modern World History (Houghton Mifflin Harcourt, 2018)</p> <p>US History - American History (Houghton Mifflin Harcourt, 2018)</p> <p>AP US History - The American Pageant (Cengage, 2019)</p> <p>Government - Government Alive! Power, Politics and You (Teachers’ Curriculum Institute, 2015)</p> <p>Economics - Econ Alive! (Teachers’ Curriculum Institute, 2015)</p>
World Language	<p>Spanish I - Descubre Level 1 (Vista Higher Learning, 2022)</p> <p>Spanish II - Descubre Level 2 (Vista Higher Learning, 2022)</p> <p>Spanish III - Descubre Level 3 (Vista Higher Learning, 2022)</p> <p>AP Spanish Language - Temas 3e (Vista Higher Learning, 2024)</p>
Health/Physical Education	<p>Health Education Content Standards for CA Public Schools, 2008</p> <p>Health Framework for CA Public Schools, 2003</p> <p>Physical Education Model Content Standards for CA Public Schools, 2005</p> <p>Physical Education Framework for CA Public Schools, 2009</p>
Visual and Performing Arts	<p>CA Arts Standards for Public Schools, 2019</p> <p>CA Arts Education Framework for CA Public Schools, 2020</p>
Career Technical Education	<p>Career Technical Education Framework for CA Public Schools (Grades 7-12)</p>
Social Emotional Learning	<p>Approved by the Collaborative for Academic, Social, Emotional Learning (“CASEL”)</p>

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.

The list below highlights the courses that MWA is currently offering or will offer during the charter term. Course offerings are reviewed annually against state requirements and best practices for learning.

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 ● Vocabulary ● Comprehension ● Literary response and style ● Critical Thinking <p>Course Offerings</p> <ul style="list-style-type: none"> ● 5th Grade English ● 6th Grade English ● 7th Grade English ● 8th Grade English <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"> ● 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 ● 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 <p>Course Offerings</p> <ul style="list-style-type: none"> ● CP English I ● CP English II ● CP English III ● CP English IV - CSU Expository Reading and Writing ● AP English Language ● EL Intervention <p>Graduation Requirements Students must complete the equivalent of four years of English with final course grades of a C or higher.</p>

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"> ● Math 5 ● Math 6 ● Math 7 ● Math 8 - Pre-Algebra ● Algebra I <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"> ● Principles of Finance (Personal Finance) ● Algebra I & Fundamentals of Algebra ● Geometry & Fundamentals of Geometry ● Algebra II & Algebra II Honors ● Pre-Calculus ● AP Calculus A/B ● 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 ● Research, Evidence, and Point of View ● Historical Interpretation <p>Course Offerings</p> <ul style="list-style-type: none"> ● 5 - US History & Geography ● 6 - World History & Geography (Ancient Civilizations) ● 7 - World History & Geography (Medieval and Early Modern Times) ● 8 - US History & Geography (Growth and Conflict) <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"> ● Ethnic Studies ● 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"> ● Issues of racial – ethnic groups in US ● Chronological and Spatial Thinking ● Research, Evidence, and Point of View ● Historical Interpretation <p>Course Offerings</p> <ul style="list-style-type: none"> ● Ethnic Studies (College Preparatory Elective for A-G) Requirements ● World History ● US History ● American Government and Economics ● AP US History ● AP American Government <p>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.</p>

Science Continued

Course Offerings

- Biology
- Chemistry
- Physics
- Geology
- Ecology

Promotion Requirements

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

Course Offerings

- Earth Science
- Physics
- Biology & Biology Honors
- Chemistry
- AP Chemistry
- AP Environmental Science
- AP Psychology

Graduation Requirements

Students must complete the equivalent of two years of Science with a final course grade of a C or higher in the science branches of life science (Biology), and one physical science (Physics or Chemistry)

World Languages

Middle School (Grades 5-8) – Not offered

N/A

High School (Grades 9-12)

Content

- Spanish Language, Literature, Cultures, Structures, Settings,

Skills

- Cultural Awareness/Understanding
- Grammar
- Writing
- Listening, Reading, and Oral Comprehension

Course Offerings

- Spanish I
- Spanish II
- Spanish III
- AP Spanish Language

Graduation Requirements

Students must complete two years of one language with a final course grade of a C or higher.

Career Technical Education

Middle School (Grades 5-8) – Not offered	High School (Grades 9-12)
<p>N/A</p>	<p>Content</p> <ul style="list-style-type: none"> ● Health Science and Medical Technology aligned to the State Standards for CTE <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"> ● Introduction to Health Sciences ● Medical Terminology ● Advanced Patient Care <p>Graduation Requirements 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 ● Fundamentals of Art ● Advanced Art ● Introduction to Drama <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>Course Offerings</p> <ul style="list-style-type: none"> ● Advisory
<p>Promotion Requirements</p> <p>Students complete the requirements of the program.</p>	<p>Graduation Requirements</p> <p>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.

Special Populations

MWA is an inclusive charter school and offers services for all students in special populations. This includes, but is not limited to, students who are academically low-achieving; students who are academically high-achieving; students who qualify for Free or Reduced-Price Lunch (SED); students who need support with Social Emotional Learning; Homeless and Foster Youth; students who are designated as ELs; students who are redesignated as RFEPs; and students who receive Special Education services.

MWA serves all students with an Individualized Education Program (“IEP”), regardless of their eligibility. MWA will follow the applicable regulations of the ESEA. The students who are designated as ELs will receive daily instruction in ELD in addition to teachers using Specially Designed Academic Instruction in English (“SDAIE”) strategies including accessing prior knowledge, cooperative learning, hands-on instruction, student communication, explicit vocabulary instruction, multicultural education and checking for understanding.

Students are most successful when there is a cooperative effort between parents/guardian and Charter School personnel with a commitment to and clear agreements regarding shared responsibility. MWA has developed time in the professional development calendar for teachers to evaluate data and to plan strategically to support all learners. Instruction is differentiated according to learning styles, strengths, abilities, and interests to support all learners. Students receive actionable and timely feedback, which empowers them to achieve by building on what they know. All students will receive a rigorous, standards-based and experiential learning experience. Students who experience problems with academic achievement or who demonstrate the need for behavior support will be referred to the Student Study Team (“SST”) for further discussion regarding interventions.

MWA maintains a culture of high expectations for all students. MWA believes that all students can achieve high standards, regardless of their strengths and challenges, and, therefore, all students should be offered opportunities to engage in and succeed with a rigorous curriculum that will prepare them for college and career.

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. The best intervention strategies are embedded and accessible during the core content instruction. 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
- 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 during office hours 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.

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 Multi-Tiered System of Supports (“MTSS”), MWA will utilize Response to Intervention (“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. Teachers will utilize an integrated whole-class strategies as well as utilizing individualized differentiation and accommodated assignments.

As part of the Tier 1 foundation, all students receive interventions in the classroom. Data mined from benchmarks such as the Interim Assessment Blocks (“IAB”), 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 content 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. Teachers are supported and held accountable for implementing each SWD’s IEP and Section 504 Plan. Teachers will create language rich classrooms including specific academic vocabulary instruction, word walls, and common

language, reading, and writing strategies. Instructional coaches will push into 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.

Supporting Academically High Achieving Students

MWA identifies students qualifying for Gifted and Talented Education (“GATE”), starting in the middle school, and offers additional programming for these students.

Identification

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

This process of identification ensures that students will be identified from varying linguistic, economic, and cultural backgrounds.

Programmatic Supports for Students

Students will participate in Study Trips, nationally or internationally. Students in middle school, will have access to Zero Period to accommodate Algebra I Students in high school, like all students, have access to Advanced Placement courses and Credit Bearing College Classes. The supports for GATE students will be expended in collaboration with the Academic Intervention Service Team to provide all classes with instructional strategies to support gifted students in all classes. The students benefit from a functional LCAP Advisory Group primarily comprised of parents/guardians. The administrator and GATE Coordinator are 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 Social Emotional Learning (“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 receive a variety of supports and services including extended day academic support, access to telehealth services, social-emotional development, and social work services. Teachers receive training and support that reinforce the holistic supports students receive. 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 Positive Behavioral Interventions and Supports (“PBIS”) program and restorative practices.

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 Advanced Placement ("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 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 will 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.

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 they are 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 classroom 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

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. Every EL will receive designated ELD during the week taught by a credentialed teacher utilizing specialized ELD curriculum. All MWA teachers will utilize Specially Designed Academic Instruction in English ("SDAIE") strategies. Teachers will monitor student language acquisition quarterly using ELD digital folders.

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

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).

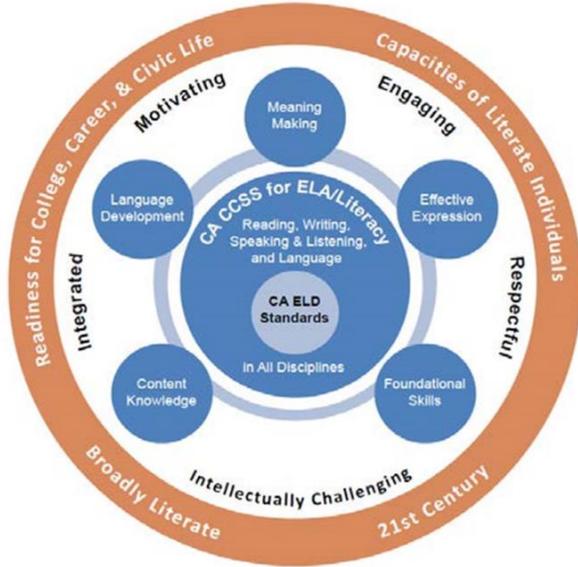
ELD/ELA Framework

The Circle of Implementation graphic below (Graphic 1.1) 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.

Graphic 1.1



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, and 53% of students at MWA are RFEPs. 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 Assistant 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.

Monitoring Reclassified Fluent English Proficient Students

Students who have been reclassified as RFEP receive follow-up monitoring for a minimum of four years after reclassification by the ELD Coordinator. The school's ELD Coordinator will maintain a list of students who are identified as RFEPs with CAASPP, benchmark scores, and RFEP monitoring tracker that teachers provide feedback about each RFEP student's completion of assignments, participation in class discussions, ability to work independently, and attendance and engagement.

Reclassified students having difficulty in the core curriculum will have access to the support services offered at the site to all students who are not meeting standards. Those support services will be reviewed and determined by the ELD Coordinator and communicated with parents/guardians at the time of the parent conference. The ELD Coordinator will use MWA's academic tiered support plan for academically low achieving RFEP students, to determine appropriate intervention measures, which may include but are not limited to any of the following:

- Student/teacher/parent conference;
- Specialized academic assessment;
- Specialized reading, writing or math instruction;
- Placement in reading, writing or math support class;
- Before, during or after school academic support programs; and/or
- Summer Academy attendance.

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 County. 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 the 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 Education Code and the IDEA. The 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 the 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 the 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 the 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 Statement

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 participate 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.

MWA participates in Professional Learning Communities facilitated by Teacher Leaders. 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.

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

Table 1.9: 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 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 LGBTQ Cultural Competency Training
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

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).

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.

MWA uses an Equity Based Grading scale in the middle school and upper school program which uses traditional letter grades with two important exceptions. First, there is no letter grade of D because the emphasis is on students meeting minimum requirements of a 70% or better. A “D” does not receive credit when applying to college. Second, “Zeros” are eliminated for formative assessments, and a 50% “floor” is established as the lowest grade received or missing assignments or work. Only summative assessments will be graded on a traditional 100% scale, allowing for a score below 50%. This practice

acknowledges the grade of “F” received for assignments while avoiding making overall grades so mathematically difficult to overcome in order to pass courses. Through an equity lens, this provides the wide range of our “non-selective” students an opportunity to pass their courses while still maintaining high expectations for student learning and mastery of the material.

MWA offers the students the opportunity to retake summative assessments or to complete test corrections/revisions. When students score less than 70% on a summative assessment, the students must retake the assessment or complete test corrections/revisions. The policy requires timely grading of the assessments, so that students are aware of their grades and there is time for them to retake or correct the assessment. Departments will establish a norm on whether to utilize retakes or test corrections, so that there is consistency within each department. There may be some differences between departments to reflect different disciplinary needs and practices.

Middle School Grading Scale

A	90-100%
B	80-89%
C	70-79%
F	50-69%
F	0-69% Summative Assessments Only, Students must Retake/Correct Assessment

Middle School Grade Level 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/guardian support, all 8th grade students will be able to participate in the promotion ceremony. 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.

However, if a student does not meet the academic and behavioral 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.

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.

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 who 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.

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” admission criteria for the UC and 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 courses and other science, math, and art electives are available. In addition, Career Technical Education 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

Like the middle school program, the upper school uses an Equity Based Grading scale which does not use a grade of D because the emphasis is on students meeting minimum requirements of a 70% or better and “Zeros” are eliminated for formative assessments, and a 50% “floor” is established as the lowest grade received or missing assignments or work. Only summative assessments will be graded on a traditional 100% scale, allowing for a score below 50%. MWA offers the students the opportunity to retake summative assessments or to complete test corrections/revisions. When students score less than

70% on a summative assessment, the students must retake the assessment or complete test corrections/revisions.

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	50-69%
F	0-69% Summative Assessments Only, Students must Retake/Correct Assessment

Percentages will be reflected on the report card along with the letter grade in order to show improvement (e.g., raising a 53% to a 68%). The semester letter grades are what are shown in the transcript.

Table 1.10: Upper School Grade Point Scale

Letter Grade	A+	A	A-	B+	B	B-	C+	C	D	F
Grade Points (MWA)	NA	4.0	3.7	3.3	3.0	2.7	2.3	2.0	-	0.0
Advanced Placement (AP) & Honors Points (MWA)	-	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 Requirements

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.

Table 1.11: High School Graduation Requirements Aligned to A-G and UC/CSU

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		36.0
<p>* 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")</p>							

Upper School Grade Level Promotion

Students must successfully complete a minimum number of credits to be promoted to the next grade level and remain on track for graduation within four school years by 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.

Table 1.12: Minimum Requirements for Promotion to Next Grade Level

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 are listed below. Course offerings are reviewed annually and updated to reflect new state requirements if needed.

Table 1.13: Core Content Courses Taken Each Grade Level

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 / Finance	English Math Science History Art / Elective Health & Wellness

Table 1.14: Courses Offered in Each Grade Level by Core Content Areas

Grade	Math	English	Science	History / Social Science	World Language	Health & Wellness	Art	Electives & Support
9th	Algebra I Geometry	English I	Earth & Space Science Biology CTE: Intro to Health Science	Ethnic Studies	Spanish I Spanish II	Health & Wellness I	Fund. of Art	RSP Support Music Theater
10th	Algebra II Geometry	English II	Biology Chemistry Physics CTE: Intro to Health Science CTE: Medical Term.	World History	Spanish II Spanish III	Health & Wellness I Health & Wellness II	Fund. of Art Adv. Art	RSP Support Music Theater
11th	Algebra II Pre-Calculus AP Calculus AP Statistics	English III AP English Lang. & Comp.	Biology Chemistry Physics AP Environ. Science AP Chemistry CTE: Medical Term. CTE: Advanced Patient Care	U.S. History AP U.S. History	Spanish III AP Spanish Lang.	Health & Wellness II	Fund. of Art Adv. Art	RSP Support Music Theater

Grade	Math	English	Science	History / Social Science	World Language	Health & Wellness	Art	Electives & Support
12th	Algebra II AP Pre-Calculus AP Statistics Calculus Principles of Finance	English IV-CSU Expository Reading & Writing AP English Lit.	Biology Chemistry AP Environ. Science AP Chemistry CTE: Medical Term. CTE: Advanced Patient Care	U.S. Gov't / Econ AP U.S. Gov't and Econ.	Spanish III AP Spanish Lang.	Health & Wellness II	Fund. of Art Adv. Art	RSP Support Music Theater

Credit Recovery

An academic advisor meets with each high school student each year. The academic advisor monitors the grades of all students each semester. If a student is credit deficient, the academic advisor conferences with the student and parent/guardian to develop a plan for the student for credit recovery. Students may recover credits by reenrolling in the class the following year or by enrolling in an online credit recovery course through a web-based course provider while receiving individualized support from a teacher or from support staff on the course as needed. The academic advisor monitors all students taking credit recovery courses monthly and reports the student's progress to the Principal, the parent/guardian, and the student. If a student fails to make progress the following month, the academic advisor conferences with the student and parent/guardian to review the plan for credit recovery and make necessary adjustments to the student's schedule.

Concurrent Enrollment

MWA offers an opportunity for students to participate in a concurrent enrollment program with Contra Costa College. Passed college courses provide students with college credits. Students receive a transcript from Contra Costa College upon request.

Advanced Placement Courses

MWA offers Advanced Placement courses for any student who wishes to take them. Advanced Placement courses are college level courses for which students may receive

college credits if they pass the test with a score of 3, 4, or 5. It is up to the college or university if they will accept the credit. If there are not enough students to fill a class of students for an Advanced Placement course, students may take online courses or participate in a concurrent enrollment program.

Accreditation

MWA is fully accredited by the 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 “A-G” 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 community 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.

Meeting the California Department of Education’s College/Career Indicator

MWA’s educational program provides several options to ensure all high school students meet at least one of the measures in the prepared level on the California Department of Education (“CDE”) College/Career Indicator.

Table 1.15: CDE’s College/Career Indicator

Prepared Level Indicator	Instructional Program Support
Smarter Balance Assessment Consortium (“SBAC”) – Score of Level 3 “Standard Met” or higher on ELA and Math	MWA will use standards-based curriculum and will provide interventions to students who are not meeting standards.
AP – Score of 3 or higher on two AP exams	MWA will encourage students to take AP courses and will provide support to help them pass at least two AP exams.
International Baccalaureate (“IB”) -Score of 4 or higher on two IB exams	MWA will not offer IB courses.
Dual (Concurrent) Enrollment – 2 semesters or 3 quarters of college coursework with grade of C- or better	MWA will encourage students to take courses at the community college and the school counselor will monitor their grades.
A-G courses – complete requirements with grade of C- or better, PLUS ONE following:	MWA developed high school graduation requirements for college bound students that align with the A-G requirements. The school counselor will monitor students’ grades and establish plans to recover any credits.
SBAC – Score of Level 3 “Standard Met” or higher on ELA and Score of Level 2 “Nearly Met” on Math; or Level 3 or higher on Math and Level 2 or higher on English	MWA will use standards-based curriculum and will provide interventions to students who are not meeting standards.
Dual (Concurrent) Enrollment – 1 semester or 2 quarters of college coursework with grade of C- or better	MWA will encourage students to take courses at the community college and the school counselor will monitor their grades.
AP – Score of 3 or higher on one AP exam	MWA will encourage students to take AP courses and will provide support to help them pass at least one AP exam.
Career Technical Education (“CTE”) Pathway – Completion of CTE Pathway	MWA will offer a CTE Pathway.

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 IEPs.
- 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 that Align With the Eight State Priorities.

In accordance with, and using the procedures prescribed by, Education Code Section 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 Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled Board meeting.

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

Goal 1 – Support for All Learners: Develop and refine vertically-aligned programs to support all learners.

This broad goal includes differentiated instruction for English Learners, Foster Youth, Low Income students, and Students with Disabilities. As well as supporting teachers in delivering this instruction. The progress of this goal will be monitored through EL Reclassification rates, English Learner Progress Indicators, test scores and GPAs. We will ensure this goal is being carried out through teacher attendance in professional development and ELD Professional Learning Community attendance. (State Priorities: 1, 2, 4, 7, 8)

Goal 2 – College and Career Readiness: Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.

This broad goal will focus on English Learners, Low Income students, African American students, Students with Disabilities, and Foster Youth. The progress of this goal will be monitored through graduation rates, AP pass rates, students prepared for college, CTE

pathway completion, CCI, EAP, UC and CSU eligibility, pathway and student meetings, and dropout rates. The foundation for this goal is built by ensuring that students have access to a broad course of study. (State Priorities: 1, 4, 5, 7, 8)

Goal 3 – Diversity, Equity and Inclusion: Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.

Through this broad goal, MWA will work with students and families to build a sense of connectedness and safety while working to decrease the number of students who are suspended through holistic supports, specifically for English Learners, Low Income students, Foster Youth, and Students with Disabilities. The progress of this goal will be monitored through suspension, expulsion, attendance, chronic absenteeism and retention rates. We will support increasing diversity, equity, and inclusion on our campus by increasing parent participation, student participation, professional development for staff focused on specific student groups, and events. (State Priorities: 1, 3, 5, 6)

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 has separated out the state priorities into “sub priorities.” The table below provides a reasonably comprehensive description of goals, actions, and outcomes in the State Priorities, consistent with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B).

Charter School Goals Actions and Measurable Outcomes that Align With the Eight State Priorities	
State Priority #1— Basic Services	
<i>The degree to which teachers are appropriately assigned (Education Code Section 44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (Education Code Section 60119), and school facilities are maintained in good repair (Education Code 17002(d))</i>	
Sub priority A – Teachers	
Goal to Achieve Sub priority	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 Hispanic 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.
Sub priority B – Instructional Materials	
Goal to Achieve Sub priority	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 Hispanic 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.
Sub priority C – Facilities	
Goal to Achieve Sub priority	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 Hispanic 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>	
Sub priority A – State Standard Implementation	
Goal to Achieve Sub priority	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 Hispanic 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.
Sub priority B – EL Students & Academic Content Knowledge	
Goal to Achieve Sub priority	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.

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

<p>Goal and Outcomes for Hispanic Students</p>	<p>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 strategies during content area lessons daily.</p>
<p>Goal and Outcomes for African American Students</p>	<p>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 strategies during content area lessons daily.</p>
<p>Goal and Outcomes for English Learners</p>	<p>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 strategies during content area lessons daily.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>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 strategies during content area lessons daily. All EL students with an IEP will have a Language-based goal.</p>
<p>Goal and Outcomes for Socioeconomically Disadvantaged Students</p>	<p>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 strategies during content area lessons daily.</p>
<p>Methods of Measurement</p>	<p>Professional Development sign-in sheets ELPAC testing roster/reports SIOP and EL Folders Teacher observations</p>

State Priority #3— Parental Involvement

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.

Sub priority A – Achieving/Maintaining Parental Involvement

Goal to Achieve Sub priority	The Charter School will create an inclusive environment by including families in activities and communications.
Actions to Achieve Goal	<p>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.</p> <p>The Charter School will seek input for the development of the LCAP through annual survey and LCAP Advisory Group meetings.</p> <p>The Charter School will utilize the LCAP Advisory Group to advise the board of directors on the LCAP and the use of restricted funds.</p> <p>The Charter School will utilize English Learner Advisory Council to advise the LCAP Advisory Group, the Charter School, and the board of directors on the programs and resources for English Learners.</p>
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 Hispanic 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 LCAP Advisory Group, ELAC, , Sign-In Sheets, and Minutes
Sub priority B – Promoting Parent Participation	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority C – Promoting Parent Participation for Unduplicated Students and Students with Exceptional Needs	

Goal to Achieve Sub priority	At least 80% of parents/guardians will be involved in activities supported by or sponsored by the Charter School.
Actions to Achieve Goal	<p>The Charter School will provide constant and consistent communication with families through ongoing newsletters, emails, and phone calls in English and Spanish.</p> <p>The Charter School will provide accommodations to parents/guardians with disabilities, as necessary.</p> <p>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.</p> <p>The Charter School will encourage volunteer opportunities and will post the information on the Charter School's website.</p> <p>Translators available to make phone calls and attend conferences and meetings with parents/guardians.</p>
Measurable Outcome	<p>Information regarding school activities will be sent out weekly via email in English and Spanish, other languages will be added, as necessary.</p> <p>The Charter School will send out ongoing newsletter via email in English and Spanish, other languages will be added, as necessary.</p>
Goal and Outcomes for Hispanic 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	<p>Sent email report</p> <p>Parent/Guardian Workshop sign-in sheets</p> <p>Copy of monthly school newsletter</p> <p>Website Log</p>

State Priority #4— Student Achievement

Pupil achievement, as measured by all of the following, as applicable:

- a. California Assessment of Student Performance and Progress statewide assessment*
- b. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.*
- c. Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.*
- d. EL reclassification rate*
- e. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- f. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (Education Code Section 99300 et seq.) or any subsequent assessment of college preparedness*

Sub priority A – CAASPP

<p>Goal to Achieve Sub priority</p>	<p>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 Hispanic students, African American Students, ELs, SWD, and SED students.</p>
<p>Actions to Achieve Goal</p>	<p>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.</p>
<p>Measurable Outcome</p>	<p>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, Hispanic 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>
<p>Goal and Outcomes for Hispanic 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 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 African American 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.
Goal and Outcomes for English Learners	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.
Goal and Outcomes for Students with Disabilities	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.
Goal and Outcomes for Socioeconomically Disadvantaged 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.
Methods of Measurement	CAASPP reports
Sub priority B – UC/CSU Course Requirements (or CTE)	
Goal to Achieve Sub priority	Course catalog will be submitted for a-g approval and every student will take at least one CTE course during their high school years.
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 Hispanic 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	Course Catalog a-g approval list Student course tracking
Sub priority C – EL Proficiency Rates	
Goal to Achieve Sub priority	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 designated and integrated ELD 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.

Goal and Outcomes for English Learners	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
Sub priority D – EL Reclassification Rates	
Goal to Achieve Sub priority	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 designated and integrated ELD and SDAIE instructional strategies and curriculum for ELs. 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 English Learners	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
Sub priority E – AP Exam Passage Rate	

Goal to Achieve Sub priority	Students will pass an AP Exam with a score of 3, 4, 5 will increase of 2% each year in the number of students (schoolwide) who meet this goal. (2022-MWA: 24%) The anticipated significant subgroups are Hispanic 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 Hispanic 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
Sub priority F – College Preparedness/EAP	
Goal to Achieve Sub priority	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 Hispanic 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*Pupil engagement, as measured by all of the following, as applicable:*

- 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

Sub priority A – Student Attendance Rates

Goal to Achieve Sub priority	The Charter School will maintain a three year average attendance rate of 95%.
Actions to Achieve Goal	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. The Charter School will recognize students with perfect or improved attendance. The Charter School will incorporate a robust SART process and attendance interventions.
Measurable Outcome	Attendance rate will be 95% over a three year average.
Goal and Outcomes for Hispanic 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
Sub priority B – Student Absenteeism Rates	
Goal to Achieve Sub priority	The Charter School will reduce the chronic absence rate by 2% annually.
Actions to Achieve Goal	Students with improved or perfect attendance will be recognized during monthly awards ceremonies. Parents/guardians of students with more than 5 unexcused absences per semester will meet with Charter School administration. Parents/guardians of students with more than 8 unexcused absences will attend SART meetings.
Measurable Outcome	The Charter School will reduce the chronic absence rate by 2% annually.

Goal and Outcomes for Hispanic 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
Sub priority C – Middle School Drop Out Rate	

Goal to Achieve Sub priority	The Charter School will have a less than 1% middle school dropout rate.
Actions to Achieve Goal	The administration will monitor at-promise students. Interventions such as flex periods and boost periods to at-promise students.
Measurable Outcome	The Charter School will have a less than 1% middle school dropout rate.
Goal and Outcomes for Hispanic 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.
Sub priority D – High School Drop Out Rate	
Goal to Achieve Sub priority	The Charter School will have a less than 5% high school dropout rate.
Actions to Achieve Goal	The administration will monitor at-promise and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-promise students.
Measurable Outcome	The Charter School will have a less than 5% high school dropout rate.
Goal and Outcomes for Hispanic 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.
Sub priority E – High School Graduation Rates	
Goal to Achieve Sub priority	95% of students enrolled in the Charter School high school will graduate within five years.
Actions to Achieve Goal	Administration will monitor at-promise and credit-deficient students. Interventions such as tutoring and credit recovery classes will be offered to at-promise students.
Measurable Outcome	95% of students enrolled in the Charter School high school will graduate within five years.

Goal and Outcomes for Hispanic 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>	
Sub priority A – Pupil Suspension Rates	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority B – Pupil Expulsion Rates	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority C – Other School Safety and School Connectedness Measures (Surveys)	
Goal to Achieve Sub priority	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 Hispanic 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.
Goal and Outcomes for African American 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.

Goal and Outcomes for English Learners	<p>70% of students or higher will report that they feel safe at school.</p> <p>70% of students or higher will report that they feel connected to the school community.</p> <p>80% of parents/guardians or higher will report that they feel their children feel safe at school.</p> <p>80% of parents/guardians or higher will report that they feel their children feel connected to the school community.</p> <p>80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
Goal and Outcomes for Students with Disabilities	<p>70% of students or higher will report that they feel safe at school.</p> <p>70% of students or higher will report that they feel connected to the school community.</p> <p>80% of parents/guardians or higher will report that they feel their children feel safe at school.</p> <p>80% of parents/guardians or higher will report that they feel their children feel connected to the school community.</p> <p>80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
Goal and Outcomes for Socioeconomically Disadvantaged Students	<p>70% of students or higher will report that they feel safe at school.</p> <p>70% of students or higher will report that they feel connected to the school community.</p> <p>80% of parents/guardians or higher will report that they feel their children feel safe at school.</p> <p>80% of parents/guardians or higher will report that they feel their children feel connected to the school community.</p> <p>80% of parents/guardians or higher will report that they are satisfied with the educational program.</p>
Methods of Measurement	<p>School Climate Survey results</p>
<p>State Priority #7— Course Access</p> <p><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, Free or Reduced Price Meal (“FRPM”)-eligible, or foster youth; Education Code 42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (Education Code 51210)</i></p> <p><i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (Education Code 51220(a)-(i))</i></p>	
Goal to Achieve Sub priority	<p>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.</p>
Actions to Achieve Goal	<p>All academic content areas will be available to all students, including student subgroups, at all grade levels.</p>
Measurable Outcome	<p>100% of students will have access to a broad course of study.</p>

Goal and Outcomes for Hispanic 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>	
Sub priority A – English	
Goal to Achieve Sub priority	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 Hispanic 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.
Measurable Outcome	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.
Goal and Outcomes for Hispanic 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.

<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>
<p>Goal and Outcomes for Socioeconomically Disadvantaged 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>Methods of Measurement</p>	<p>Renaissance STAR Reading scores</p>
<p>Sub priority B – Mathematics</p>	
<p>Goal to Achieve Sub priority</p>	<p>The students will make progress toward meeting normed reference RIT on NWEA MAP in Math. The anticipated significant subgroups are Hispanic students, African American students, ELs, SWD, and SED students.</p>
<p>Actions to Achieve Goal</p>	<p>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.</p>

<p>Measurable Outcome</p>	<p>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.</p>
<p>Goal and Outcomes for Hispanic Students</p>	<p>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.</p>
<p>Goal and Outcomes for African American Students</p>	<p>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.</p>
<p>Goal and Outcomes for English Learners</p>	<p>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.</p>
<p>Goal and Outcomes for Students with Disabilities</p>	<p>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.</p>

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
Sub priority C – Social Sciences	
Goal to Achieve Sub priority	The students will demonstrate grade level skills and content knowledge of grade level appropriate social science. The anticipated significant subgroups are Hispanic 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 Hispanic 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
Sub priority D – Science	
Goal to Achieve Sub priority	The students will demonstrate grade level skills and content knowledge of grade level appropriate science. The anticipated significant subgroups are Hispanic 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 Hispanic 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
Sub priority E – Visual and Performing Arts	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority F – Physical Education	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority G – World (Foreign) Language (Grades 7-12 only)	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority H – Applied Arts (Grades 7-12 only)	
Goal to Achieve Sub priority	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 Hispanic 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
Sub priority I – Career Technical Education (Grades 7-12 only)	
Goal to Achieve Sub priority	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 Hispanic 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 Education Code Section 60605, including the CAASPP tests and other state-mandated assessments such as the ELPAC and Physical Fitness Test (“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, 30.2% 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 NWEA MAP (Math), Renaissance STAR (Reading), and IABs (Math and English interim block assessments aligned with the SBAC). More informal assessments include quizzes and exit tickets. More formal summative assessments include pre-tests, unit tests, projects, and final exams.

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.

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).

Assessment Matrix

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

Table 2/3.2: Assessment Schedule (Subject to Change)

Assessment	Purpose	Grades	Timeline/ Frequency	Expectation
ELPAC Initial Assessment (IA)	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	5-12 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.
ELPAC Summative Assessment (SA)	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	5-12 Every year until RFEP	Once a year	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.
CAASPP	State criterion-based assessment in ELA and Math	5-8, 11	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
EAP	Embedded in CAASPP	11	Spring/Once a year	The exam covers High School standards and California State University placement standards.
CAST	State criterion-based assessment in Science	7, 10	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
CAA	State alternative assessment in ELA, Math, and Science for qualified students	5-8, 11 for qualified students	Spring/Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	5-12	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	5-12	End of unit/end of semester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	5-12	Quarterly	Students demonstrate progress toward Standards Mastery
Renaissance Reading STAR Assessment	Assesses student abilities at the beginning of the year and then tracks growth	5-12	Three times per year	Students demonstrate progress toward Standards Mastery
NWEA MAP Math Assessment	Assesses student abilities at the beginning of the year and then tracks growth	5-12	Three times per year	Students demonstrate progress toward Standards Mastery
PSAT	Preparation for AP Courses and National Merit Scholars (grade 11)	10, 11	As prescribed	Students demonstrate aptitude for HS AP Courses.

CPFT	State criterion-based assessment in Physical Fitness	5, 7, 9	Spring/Once a year	Students demonstrate levels of health-related fitness
CAASPP Practice Test	Practice the CAASPP Assessment to familiarize the students with the structure of the CAASPP Test	5-8, 11	Once per year	Students will become familiar with the test format.
CAASPP Interim Comprehensive Assessment (ICAs)	Provide students with the same item types and formats of the CAASPP to include performance tasks Provide teachers with overall scale score and performance level of each student	5-8, 11	As assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the CAASPP will increase annually as per goals listed in the current year's LCAP.
CAASPP Interim Assessment Blocks (IABs)	Provide students an opportunity to show standard mastery on smaller targets for instruction	5-8, 11	Twice per year	The number of students scoring as having met or exceeded standard mastery on the CAASPP will increase annually as per goals listed in the current year's LCAP.

SAT	Preparation for College Entrance	11, 12	As prescribed	Students will determine aptitude for success in college. Also, it is a college entrance requirement for many colleges and universities.
AP Exams	Provide students opportunity to take a college level course while still in high school and receive credit from college	11-12	As prescribed in May	Students will be exposed to a college level course while still in high school. Any student scoring a 3, 4 or 5 may receive credit at the college in which they enroll.

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 strategies 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 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 MWA 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 Education Code Section 47604(d), 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, in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

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 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, MWA 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(c), currently the chartering authority has chosen not to exercise this right.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

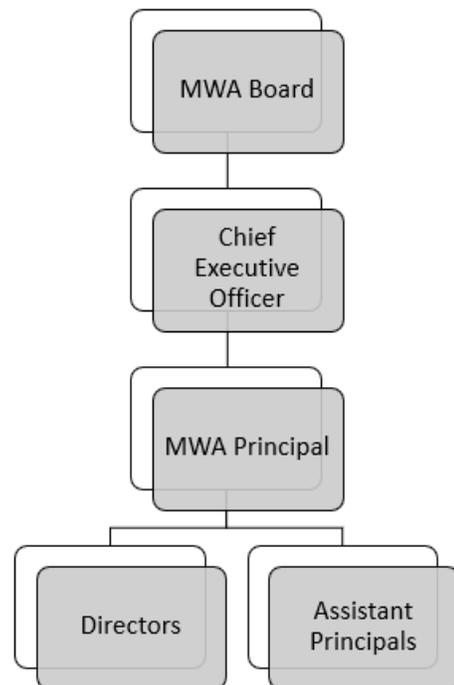
In accordance with the bylaws, no interested persons may serve on the MWA Board of Directors.

The board is self-appointing and candidates for appointment go through a vetting and nominating process. 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 or their term is renewed. The Parent/Guardian Representative shall hold office for two (2) years and until a successor director has been designated and qualified or their term is renewed. The Board will meet regularly during the school year, and in accordance with the Brown Act and Education Code Section 47604.1(c).

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.

Structure of the Board

This graphic is meant to provide a high-level overview of the governance structure and does not encompass all of the positions at MWA.



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. MWA Board members will receive training on their responsibilities with topics to include, at minimum, ethics, conflicts of interest, and the Brown Act. 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 admission 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 45125.1. All volunteers who work on campus must provide a valid form of ID upon entering the campus and undergo a screen against the national database of registered sex offenders. Additionally, they must have a current tuberculosis ("TB") risk assessment or clearance on file with MWA.

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 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 Board delegates power to the CEO in all of the aforementioned areas with regards to planning, implementation, and adjustments/amendments in the daily operation and management of the school. The CEO supervises the Chief Operating Officer, Chief Financial Officer, Chief Technology Officer, and Principal.

The following provide further job descriptions of the CEO, Chief Operating Officer, Chief Financial Officer, Chief Technology Officer, Principal, and Assistant Principal positions:

Position	Broad Description of Duties/Responsibilities	Qualifications
Chief Executive Officer (CEO)	<p>Reports to: MWA Board Supervises: Chief Operating Officer, Chief Financial Officer, Chief Technology Officer, Principal</p> <p>Responsible for setting goals, milestones and overall strategy for the school. Supporting the Principal in making programmatic decisions that will improve the overall outcomes for students at MWA.</p> <ul style="list-style-type: none"> Provides regular and routine updates to the board regarding the school's progress against academic goals, fiscal planning, and adherence to 	<ul style="list-style-type: none"> 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.

	<p>compliance.</p> <ul style="list-style-type: none"> Accountable for ensuring compliance with all federal, state, and local policies and procedures regarding school operations. 	<ul style="list-style-type: none"> Experience in leadership, group dynamics, organizational psychology, business administration, public relations, budget and personnel management are required. Evidence of active professional involvement in other education-based organizations is desirable.
<p>Chief Operating Officer (COO)</p>	<p>Reports to: MWA Board Supervises: Director of People, Director of Campus Operations, Director of Special Education, Director of Finance, Compliance, Data, and Assessment Manager, and Project Manager</p> <p>Provides high-level support, project management, and initiative leadership in supporting the CEO and MWA leadership in the areas of strategy, goal monitoring, and organizational systems and practices that support employee performance, compliance, and excellence.</p> <ul style="list-style-type: none"> Oversees, manages, and supports systems related to compliance, governance, assessment, data, marketing and operations, and finance. Provides supervision for key operations and central office positions. This position works cooperatively, collegially, and professionally with the MWA internal and external stakeholders to minimize organizational risk and liability while working towards a culture of excellence. 	<ul style="list-style-type: none"> Bachelor's Degree Advanced Degree - Masters in Education, Masters in Public Policy, or an MBA 10 years or more of formal work experience. 4-5 years of work experience in a school setting is highly desirable; work in non-profits, consulting, and business is also desirable 4-5 years of experience in human resources management in a school environment Broad knowledge and experience in employment law, compensation, organizational planning, organization development, employee relations, safety, and training and development Experience working in a start-up organization and experience with project management, hard deadlines, and quick turnarounds on work products is highly desirable Experience working with students and families from historically underserved communities Experience competing with and on a team - athletics, performing arts, or academic Experience working in a dynamic and outcomes-oriented work environment
<p>Chief Financial Officer (CFO)</p>	<p>Reports to: CEO Supervises: N/A</p> <p>Leads and is responsible for the finance function for Making Waves Academy (MWA).</p> <ul style="list-style-type: none"> Responsible for establishing a 	<ul style="list-style-type: none"> Master's in Business Administration (MBA) and a Bachelor's Degree in Accounting, Finance, or Management At least 8 years' senior financial leadership experience in a charter school or traditional public school preferred

	<p>strong line of communication and collaboration with internal stakeholders and leaders as well as one of our key funding entities, Making Waves Foundation (particularly their CFO).</p> <ul style="list-style-type: none"> • They partner with the CEO, the finance committee, the audit committee, and other key internal and external stakeholders to address and solve daily operational challenges, growth/expansion challenges, and other finance-related challenges as they arise. • Communicates regularly and effectively with the CEO, the MWAS Executive Team, internal stakeholders, external constituent groups, the Board of Directors, and the finance and audit committees of the Board. 	<ul style="list-style-type: none"> • More than 12 years' experience total accounting/finance experience • Must have knowledge of, and experience with California public school accounting, finance, budget, and audit procedures as well as federally-funded program procedures • Experience with using Standard Account Code Structures (SACS) for public school fund accounting and experience with the California School Accounting Manual • Experience at integrating IT/Systems to improve accounting productivity and accuracy • Experience at working with external auditors, compliance and regulatory oversight • Experience at change leadership and change management
<p>Chief Technology Officer (CTO)</p>	<p>Reports to: CEO Supervises: Director of Technology and Manages Technology Service Providers and Contractors</p> <p>Responsible for all aspects of Information Technology at Making Waves Academy (MWA).</p> <ul style="list-style-type: none"> • Creates systems to monitor and manage the overall technology ecosystem of Making Waves Academy – including hardware, software, networks, and online tools and platforms. • Designs, implements, and maintains the IT infrastructure, functionality, and adaptability while also anticipating future threats to the systems overall performance and security. 	<ul style="list-style-type: none"> • Bachelor's Degree required, advanced degree preferred, various technology and data management certifications preferred • Ten years or more of experience in a non-profit, private school or public school, of which five years were supervision/management experience, including experience working directly under a senior or executive leader • Excellent working knowledge of Windows Server Active Directory technology • Experience with supporting and administering a Cisco network environment and managing firewalls • Understanding of IT infrastructure and security principals • Experience working with a variety of technology service providers

<p>Principal</p>	<p>Reports to: CEO Supervises: Assistant Principals, Director of College and Career Center, Manager of School Operations, Executive Assistant</p> <p>The role of the <i>Principal</i> is to provide senior leadership for Making Waves Academy (MWA), a 5th-12th grade, high-performing, public charter school. The Principal is the senior leader most responsible for making sure compliance, culture, and program goals are met.</p> <ul style="list-style-type: none"> • Responsible for the design, delivery and evaluation of the MWA instructional program, some financial, legal, and operations management. • responsible for communicating regularly with the CEO and must be responsive and accountable to both the CEO (and indirectly, the MWA Board of Directors) 	<ul style="list-style-type: none"> • Advanced Degree required (MA, MBA, Ed.D, or Ph.D.) • Admin Credential required • 7 years or more of school leadership experience leading and supervising adults. • 7 years or more working with and developing budgets. • 6 years or more of direct teaching experience in a K-12 school setting, particularly in schools serving underserved communities. • 10 years or more work experience in a public school environment (particularly charter schools). • Experience working with students and families from historically underserved communities. • Knowledge, experience, and alignment of efficacy approach to teaching and learning. • Curriculum knowledge base and experience with Common Core standards.
<p>Assistant Principals</p>	<p>Reports to: Principal Supervises: Cluster faculty, interventionists, lead teachers, and content leads. Additional supervision for cluster-related administrators.</p> <p>Provide leadership for a grade-level cluster for Making Waves Academy (MWA), a 5th-12th grade, high-performing public charter school. responsible for making sure cluster goals are met and that progress is made against other school-wide goals. the Assistant Principal focus areas are:</p> <ol style="list-style-type: none"> 1) Student safety and well-being 2) Rigorous and relevant instruction 	<ul style="list-style-type: none"> • Advanced Degree required (MA, MBA, Ed.D, or Ph.D.) • 3-5 years of school leadership and administrative experience leading and supervising adults. • 2 years or more working with and developing budgets. • 5-7 years or more of direct teaching experience in a K-12 school setting, particularly in schools serving underserved communities. • 7 years or more work experience in a K-12 school environment (particularly charter schools). • Experience working with students and families from historically underserved communities. • Knowledge, experience, and alignment of efficacy approach to teaching and learning.

	<p>3) School culture</p> <p>4) Faculty and staff supervision and development</p> <p>5) Parent and parent and school community engagement.</p>	<ul style="list-style-type: none"> ● Curriculum knowledge base and experience with Common Core standards.
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Teachers

Teachers will meet the requirements for employment as stipulated by the Education Code Section 47605(l). Teachers shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment. Teachers are responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the Charter School’s operation policies.

In order to ensure implementation of the Charter School’s mission and educational philosophy, priority during screening/recruitment 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 for 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.

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 support capacity. Instructional support staff do not assign grades or approve student work assignments.

Support Staff

MWA seeks administrative and operational staff who demonstrate 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 risk assessment or clearance, as well as documents establishing legal employment status. The Human Resources 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 determine 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

Governing Law: *The procedures that the charter school will follow to ensure the health and safety of pupils 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) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) 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 for Background Checks

As required by Education Code Sections 44237 and 45125.1, the Charter School shall require all employees of the 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 the 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.

Upon a student’s admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus (“HPV”) before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

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; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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 shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in 5th grade. 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. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Mental Health Education

If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information

The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

All Gender Restrooms

On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals

The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement. The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess

As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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.*).

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.

Further, the Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. By July 1, 2024, coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

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)-(L):

- 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
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

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.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

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. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

Supporting LGBTQ Students

Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats

The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

At the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

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

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. MWA 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 may 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 may host community events during the school year in preparation for open enrollment. Family Information Sessions review the

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.

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. 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, special education, language learning, 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 utilizes direct outreach strategies through the parent organizer, direct mailing and community and home meetings targeted in specific communities in the Richmond area.

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.

The Charter School shall require students who wish to attend the Charter School to complete an application form.

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 admission cycle, which includes the following: (1) outreach and marketing, (2) orientation sessions for parents/guardians and students, (3) an admission application period, (4) an admission 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.

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 Charter School is open to all students currently in the fourth grade who are scheduled to enter the fifth grade in the fall. MWA typically does not have openings in grades 6-8, as virtually all students maintain their enrollment in the Charter School. Any applicants to these grade levels will go through the lottery, with the benefit of applicable admission preferences as described below. MWA places all applicants on a waitlist based on their draw in the lottery and offers openings to applicants based on their waitlist order. No waitlist shall be carried over from one school year to the next school year.

Admission Preferences

Offers of enrollment are offered in the following order:

1. Students who are children⁴ of Making Waves Academy employees.
2. Students who are eligible for Free and Reduced Price Meals who reside within West Contra Costa Unified School District attendance boundaries.
3. All other students eligible for FRPM who reside within Contra Costa County.
4. 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).
5. All other students who reside in the West Contra Costa Unified School District attendance boundaries.
6. All other eligible applicants.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

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 admission 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.

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.

⁴ Making Waves Academy employees refers to full-time (benefit-eligible) faculty and staff who, by December of their second year, will have been employed at Making Waves Academy for at least 12 months.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records⁵

No Admission Testing

MWA has no admission testing. Once a prospective student's family has decided to enroll after admission and the 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.

⁵ In accordance with Education Code Section 47605(e)(4)(B), 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.

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)(I).

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

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 are 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's education rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker, 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).*
- (iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. - 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 comportment policy each year.

MWA has increased its use of restorative justice practices to replace suspensions. The aim is to help students identify and understand some of the motivations behind their choices. Restorative circles and conferences are aimed at addressing communication issues, personal injuries, and social emotional development. MWA mixes a combination of traditional discipline practices and increasing restorative justice practices.

B. School Climate and Student Discipline System

MWA believes that each student has liberties that include freedom of expression (artistic, intellectual, individual), freedom from physical aggression, and freedom from concerns regarding personal safety in the school environment. Our model of student support is rooted in restorative justice, which focuses on building positive relationships, comprehensively addressing harm/conflict, and restoring relationships. Our model also asserts that students, especially students coming from urban environments, are not broken, but have valuable skill sets to be accessed. In honor of this approach to behavior management, MWA provides resources that target the development and acquisition of various skills (academic, intellectual, and socio-emotional) in preparation for collegiate and professional environments. Our goal for student development is holistic centered, but we also understand that part of student development includes disciplinary measures as well to ensure the safety of our school community. When appropriate, we will exercise discipline measures to maintain the integrity of our programmatic structure and community safety.

Student Code of Conduct

Teaching and learning for all students is the highest priority. Therefore, one student's misbehavior will not be allowed to interfere with the learning opportunities of other students, or the teacher's responsibility to teach all students. In working to promote both academic and social development, MWA's school-wide behavior management policies are intended to uphold school-wide behavior and academic expectations. Students who fail to adhere to these expectations will be subject to an appropriate consequence.

Classroom Management Policy

When a student does not follow classroom expectations, the following strategies are utilized by faculty to redirect behavior for positive individual and learning outcomes:

- Verbal warning: spoken cue to student that behavior is not appropriate
- "Pause" or "check-in": provision of time/space for student to reflect, de-escalate as necessary and make the choice to positively change their behavior
- Application of classroom consequences per teacher's classroom management system, as listed in their syllabus
- Parent/guardian contact by teacher
- Scheduling of parent/guardian conference by teacher, as needed
- Application of academic and/or behavioral intervention strategies by teacher

If after the implementation of the above strategies, the behavior of the student does not improve, the teacher will submit a behavior referral and contact the Dean of Students. The section below outlines the school-wide behavior management model. The below chart represents a non-exhaustive list of examples of types of behavior and resulting consequences. Depending on the infraction, a single incident may constitute a suspendable or expellable infraction under the [MWA Suspension and Expulsion Policy](#). The school will make every effort to support a student before utilizing consequences involving suspension and or expulsion*.

C. Suspension and Expulsion Policy and Procedures

The 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, expulsion, or involuntary removal.

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. The 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/guardians⁶ 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 IDEA or who is qualified for services under 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 requires 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 and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to

⁶The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker, and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

involuntarily remove the student. If the student's parent/guardian 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. If an event causes the Charter School to deploy "distance learning," 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). As charter schools are schools of choice, and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board-adopted Attendance Policy for truancy, only after the Charter School follows the requirements of the Attendance Policy and only after providing legally-required notice and an opportunity for a parent/guardian to request a hearing prior to any involuntary removal.

D. Procedures

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 student:
 - 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 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 5 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 5 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 5 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 student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.

- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - v) A student who aids or abets, as defined in Code Section 31, 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 student:
- 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 student:
- 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 5 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 5 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 5 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 student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Penal Code Section 31, 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 (3)(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 Expellable Offenses: Students must be recommended for expulsion when it is determined the student:
 - 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. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

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 Principal 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 Principal 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. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/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 email, 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 following the suspension. 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 5 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 believe 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 of Directors is final.

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 Students/Alternative Education. Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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 SELPA. The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School 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 20 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 the 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 School District of Residence. Upon expelling any student, the Charter School shall notify the student's school district of residence immediately or as soon as practicable. Such notice shall include:

- completed expulsion documentation as required from the school district
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that the 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 the 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 Section 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, as eligible, shall participate in the State Teachers' Retirement System ("STRS") and non-certificated staff shall participate in the federal social security system. Non-certificated staff are also offered an elective 403(b) matching program. . The Chief Executive Officer or their designee 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. Some of the highlights include a Temporary Cost of Living Allowance (to address Bay Area housing costs, student debt, and/or childcare), , Tuition Assistance (assist with the cost of college courses o for advanced degrees for employees who have worked at MWA for a minimum of two school years), and Tenure Bonuses (eligible to receive bonuses after 4, 8, 12, 16, and 20 years of service). This approach enables MWA to attract and retain high caliber employees necessary for MWA's success.

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 admission forms that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in MWA, except to the extent that such a right is extended by the local educational 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 to employment at the Charter School 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 are 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 or their designee 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.

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 the Charter School's 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 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 School 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 Foundation 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 average daily attendance apportionment 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 Education Code Section 47605(c)(5)(O), 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 basic assumptions include:

- Number of students added each year through the lottery
- Average Daily Attendance 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 or reduced priced meals and a high percentage of English Learners

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 and Accountability Plan/WASC Plan

Through the implementation of the Western Association of Schools and Colleges plan and Local Control and Accountability Plan, MWA engages in authentic 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 “programmatically 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 Charter School.
- MWA provides the following reports that are required by law: California Basic Educational Data System, actual Average Daily Attendance reports, the School Accountability Report Card, and the Local Control and Accountability Plan.

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 back office services firm.

MWA uses a SACS-compliant chart of accounts using an 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 chartering authority, CCCBOE, 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 Charter School offers a comprehensive health and benefits plan from local vendors with a variety of options for MWA employees to choose from (e.g., HMO 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 4175 Lakeside Richmond, California 94806. The state of the art school facilities offer 306,000 square feet of teaching space, including open learning areas adjacent to classrooms that support collaboration, science labs, art and music rooms, a Maker Space, a parent resource center, dedicated space for restorative justice and holistic support, a playground, turf field, a gymnasium, and a performance art space. 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 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(d), 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 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 revisions 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. LCAP 2024-2027
- B. 3-Year Budget



Learn. Graduate. Give Back.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Alton B. Nelson, Jr. Chief Executive Officer	anelson@mwacademy.org 510-262-1511

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

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

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

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

Our WASC/LCAP goals are as follows:

- Develop and refine vertically aligned programs to support all learners.
- Refine holistic support for college and career readiness that builds all students capacity for graduation and success beyond high school.

Create a safe, inclusive and high performing environment for all students and adults that are informed through the lens of diversity, equity and inclusion.

Reflections: Annual Performance

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

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

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

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

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

Members of the school team are attending the differentiated assistance meetings, bringing in and reviewing data, making adjustments to existing plans, and hearing about what peer schools are doing. The group that has received the lowest performance levels are our Students with Disabilities. We continue to move towards ways of bringing more of the academic interventions and supports into the core day classrooms, in addition to some pull-out services. The Principal, Dr. Jackson, continues to identify and make time in the professional development schedule for training, coaching, and discussion.

Although we saw growth, the school made significant progress by implementing standards-based instruction. This included ensuring fidelity to

the curriculum, creating pacing guides, and establishing scope and sequence aligned with standards.

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

Reflections: Technical Assistance

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

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

1. Suspension rates for Students with Disabilities (SWD), SWD were suspended at a higher rate than general education students
2. Academic Performance (ELA/Math) for Students with Disabilities (SWD), SWD performed lower on state assessments than general education students

Through the Differentiated Assistance (DA) process and with support from the Santa Clara County Office of Education (SCCOE) MWA is:

1. Has identified its strengths, weaknesses and root causes in the areas named above.
2. Conducted a deep data dive of MWA's local and state data to identify root causes of the problem.
3. Conducting Empathy Interviews with a small group of students and faculty in Spring 2024 to validate and/or inform changes to the identified root causes.
4. Formulating and conducting small action plans to test our theories on the root causes.
5. Formulating, implementing and assessing actions during the 2024-2025 school year.

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>October 5, 2023</p> <p>LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)</p>	<p>Meeting via Zoom Agenda shared ahead of time</p> <p>Topic - Introductory Meeting Reviewed the purpose for the LCAP, faculty roles, responsibilities, and timeline for creating the LCAP.</p> <p>Engagement Discussion of how different roles within the school (with a focus on Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars) interact with the LCAP. General introduction to the LCAP detailing what it is and the purpose of having one. Detailed responsibilities as they relate to the LCAP. Prepared Working Group members to engage with Parents on the LCAP. Detailed who would be tracking LCAP progress and how.</p>
<p>October 5, 2023</p> <p>LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting</p> <p>Topic - Group Launch Training and Orientation to the LCAP. Reviewing the group's guidelines and requirements. Training on the Greene Act and Title 1 annual meeting information. Shared scope of the year.</p> <p>Engagement:</p>

	<p>A Spanish interpreter was present for the entire meeting. Group gave space for parents to engage with comments, questions, and feedback during the meeting verbally, during the meeting in the Zoom chat function, as well as through comments in a Google Form survey.</p>
<p>November 9, 2023</p> <p>LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)</p>	<p>>Meeting via Zoom Agenda shared ahead of time</p> <p>Topic - Status Check Reviewed current metrics and progress towards LCAP goals. Reviewed LCAP AG feedback.</p> <p>Engagement: Reviewed metrics and progress towards LCAP goals in alignment with roles and responsibilities previously established in earlier meetings. Prepared Working Group for parent engagement.</p>
<p>November 30, 2023</p> <p>LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting</p> <p>Topic - Present Updates/Receive input on Goals 1, 3, 5, and 6 Reviewed current progress in metrics and actions related to Goal 1 (Basic conditions), Goal 3 (Family Partnerships), Goal 5 (Student Engagement), and Goal 6 (School Climate). Reviewed how these goals align with school' WASC Goals.</p> <p>Engagement: Meeting materials were provided in both English and Spanish. A Spanish interpreter was present for the entire meeting. Group gave space for parents to engage with comments, questions, and feedback during the meeting verbally, during the meeting in the Zoom chat function, as well as through comments in a Google Form survey.</p>
<p>January 4, 2024</p> <p>LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)</p>	<p>Meeting via Zoom Agenda shared ahead of time</p> <p>Topic - Mid-Year Status Check Reviewed current metrics and progress towards all LCAP goals.</p> <p>Engagement:</p>

Reviewed feedback from LCAP Advisory Group (Parent) meeting and discussed how to continue soliciting and incorporating educational partner feedback from these meetings. Shared information out in 5-minute recaps of how goals have been progressing, with additional in-depth details available for a deeper dive into each goal. Information for this status check was collected action-by-action including feedback from:

- Goal 1 (Basic Conditions) with information from CEO (Superintendent), Director of HR, Director of Operations, Principal, Assistant Principals, Director of New Teacher Development & Support, Middle School Activities Coordinator, and Director of Applied Technology.
- Goal 2 (Academic Standards) with information from Principal, Assistant Principal, ELD Coordinator, and Math Content Coordinator.
- Goal 3 (Family Partnerships) with information from Principal, Assistant Principals, ELAC Chair, Chief Instructional Officer, Chief Operations Officer, Compliance and Data systems Administrator, Operations Manager, Manager of Compliance, and Director of Operations.
- Goal 4 (College and Career Readiness) with information from Compliance and Data Systems Administrator, Associate Director of Academic Advising, Associate Director of College and Careers, CCC Community Members, Student Activities Coordinators, College and Career Coordinator, and Upper School Student Activities Coordinator.
- Goal 5 (Student Engagement) with information from Chief Operations Officer, Registrar, Registrar's office, Compliance and Data Systems Administrator, Deans, Student Activities Coordinators, Athletics Director, and Sports Psychologist.
- Goal 6 (School Climate) with information from Deans, Director of Compliance, Registrar's office, Compliance and Data Systems Administrator, Social Workers, AP of Student Support, Chief Operations Officer, and Director of Operations.
- Goal 7 (Course Access) with information from Assistant Principal, Principal, Director of Academic Advising, Assistant Director of CCC, Director of CCC, and Director of Operations.

	<ul style="list-style-type: none"> • Goal 8 (Academic Growth) with information from Principals, Assistant Principals, Compliance and Data Systems Administrator, DCDA, Director of Academic Support Services, Intervention Service Coordinator, Director of Applied Technology, and Director of Special Education.
<p>January 19, 2024</p> <p>LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)</p>	<p>Meeting via Zoom Agenda shared ahead of time</p> <p>Topic - Finalizing the Mid-Year Update Using Status Check, finalized information for the Mid-Year Update</p> <p>Engagement: School faculty/staff compiled information made available for the Status Check into a comprehensive document detailing MWA's overall progress towards our 2022-23 LCAP goals to be shared in the January Board Meeting. Collected information from Finance about where our expenditures were to monitor our financial progress as well.</p>
<p>January 29, 2024</p> <p>Shared Mid-Year Update with Making Waves Academy Board during a public board meeting</p>	<p>Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before Meeting</p> <p>Topic - Presented LCAP Mid-Year Update to the board and shared materials publicly Included were: Current metrics, progress towards goals, and mid-year expenditures. Gather further feedback, specifically as to how LCAP progress aligned with over-all school actions.</p>
<p>February 1, 2024</p> <p>LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting</p> <p>Topic - Present Updates/Receive input on Goals 2, 4, 7, and 8 Reviewed current progress in metrics and actions related to Goal 2 (Academic Standards), Goal 4 (College and Career Readiness), Goal 7 (Course Access), Goal 8 (Academic Growth). Reviewed how these goals align with the school's WASC Goals.</p> <p>Engagement</p>

	<p>Meeting materials were provided in both English and Spanish. A Spanish interpreter was present for the entire meeting. Group gave space for parents to engage with comments, questions, and feedback during the meeting verbally, during the meeting in the Zoom chat function, as well as through comments in a Google Form survey.</p>
<p>February 8, 2024</p> <p>LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)</p>	<p>Meeting via Zoom Agenda shared ahead of time</p> <p>Topic - 2024-25 LCAP Action Drafting Working with Parents to draft new LCAP Goals and Actions.</p> <p>Engagement: Reviewed requirements for the new LCAP, shared goals and educational partners involved in each goal, began drafting actions for each goal. School staff crafted goals specific to their area of focus in alignment with needs they have been seeing and directly engaging with all year long.</p>
<p>March 14, 2024</p> <p>SELPA consultation</p>	<p>Meeting via Zoom</p> <p>Topic - Consultation on how to meet the needs of our disabled students Discussed our DA (Differentiated Assistance) for our students with disabilities related to suspension rates and Math/ELA achievement. The CEO (Superintendent), Director of SPED, and SELPA contact discussed how we support our students with disabilities, and how we can improve these supports.</p>
<p>March 14, 2024</p> <p>LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, CEO (Superintendent), COO, and compliance team)</p>	<p>Meeting in-person Agenda shared ahead of time</p> <p>Topic - Metrics tracked by the LCAP and incorporating additional educational partner feedback Discussed how to incorporate feedback from various educational partners and metrics into new drafted actions to monitor and track progress</p> <p>Engagement Discussed metrics that would need to be included in the LCAP, where these metrics are at, and where we want them to be at the end of the 3-year cycle. Discussion of why certain metrics are important. Discussed incorporating new metrics that can help track specific new goals (namely associated with actions 3.2 and 3.4 from the 2024-25 LCAP). Spoke on what other feedback will be received from various educational partners, including Parents, Parents of Els, Faculty, Staff, and students. Discussed how this will be documented,</p>

	<p>and how this would vary from years prior as to best meet our partners where they are now. Encouraged Working Group members to continue eliciting this feedback from other faculty, staff, parents, and students.</p>
<p>March 15, 2024</p> <p>MWA staff and faculty professional development (PD) session</p>	<p>Meeting in-person (Session was held during regularly scheduled PD). Agenda and materials shared ahead of time.</p> <p>Topic - Feedback on drafted actions Shared initial drafts of new actions with faculty and staff. Gave an overview of what the LCAP is, why we do it, and what some of the requirements are.</p> <p>Engagement Participants were presented with the drafted actions (from Upper School Assistant Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers. Feedback was given verbally to a single representative for each goal who was present to explain the different actions. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback.</p>
<p>March 21, 2024</p> <p>LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting</p> <p>Topic - Feedback on drafted actions Shared initial drafts of new actions with faculty and staff. Gave an overview of what the LCAP is, why we do it, and what some of the requirements are.</p> <p>Engagement Participants were presented with the drafted actions (from Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers. Feedback was given verbally to the group as a whole, leading to insightful dialogue. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback.</p>
<p>March 25, 2024<</p> <p>Official LCAP Council (Student group. Students grades 5-12 invited. Students</p>	<p>Meeting in-person</p> <p>Topic - Feedback on drafted actions</p>

<p>grades 6-12 joined)</p>	<p>Shared initial drafts of new actions with students. Gave an overview of what the LCAP is and why it's important.</p> <p>Engagement Students were "Sworn-in" as a part of the Official LCAP Council. Participants were presented with the drafted actions (from Upper School Assistant Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers and school leaders to better understand the actions. Feedback was given verbally to a single representative for each goal who was present to explain the different actions. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback. Students reported that they would like to continue being able to give feedback on official matters like this.</p>
<p>March 26, 2024</p> <p>ELAC parent group (English Learner Advisory Committee where all English Learner Parents are invited to attend)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation) Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting Meeting reminders sent out to parents before meeting</p> <p>Topic - Feedback on drafted actions Shared initial drafts of new actions with faculty and staff. Gave an overview of what the LCAP is, why we do it, and what some of the requirements are.</p> <p>Engagement Participants were oriented to the LCAP before we began. Participants were presented with the drafted actions (from Principal, Director of College and Career Counseling, and Assistant Principal of Student Support) and were given the chance to have open dialogue with their peers. Feedback was given verbally to the group as a whole, leading to insightful dialogue. Feedback was also given via survey where participants rated each action for quantitative feedback, and commented on the goal and actions themselves for more qualitative feedback.</p>
<p>March 15-29, 2024</p> <p>Feedback survey</p>	<p>Feedback surveys detailing drafted LCAP actions were shared to the entire community multiple times through ParentSquare, various feedback sessions (LCAP AG, Staff PD, Official LCAP Council, ELAC Group), and through email</p> <p>Topic - Feedback on drafted goals and actions</p> <p>Engagement</p>

	<p>Goal 1: Support for all Learners: 90 Respondents 69% Faculty/Staff 19% Parents 12% Students</p> <p>Goal 2: College and Career Readiness: 97 Respondents 67% Faculty/Staff 21% Parents 11% Students</p> <p>Goal 3: Diversity, Equity, and Inclusion: 95 Respondents 65% Faculty/Staff 23% Parents 12% Students</p>
<p>April 16, 18, and 19, 2024</p> <p>LCAP expenditure meetings (LCAP Working Groups with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, and finance team)</p>	<p>Meetings in-person. 3 Separate meetings -- One per LCAP Goal</p> <p>Topic - LCAP Expenditures and Allocating LCFF Funding</p> <p>Engagement School leaders and personnel discussed previously established LCAP goals and what would be needed to carry out the accompanying actions. Essential personnel were discussed, along with time requirements needed from different positions to accomplish these actions. These personnel included All Teachers, AP Teachers, CTE Teacher, Principal, APs, Social Workers, CCC Team, Student Services, Compliance, and more.</p>
<p>May 6, 2024</p> <p>MWA public hearing at MWA board meeting</p>	<p>Meeting in-person and available via Zoom Agenda and materials Posted to the MWA website 72 hours in advance of the meeting. Meeting reminders sent out to parents before meeting</p> <p>Topic - Presented LCAP and Annual Update to the board during our Public Hearing</p> <p>Engagement The public had the opportunity to give feedback and view the full LCAP and Annual Update drafts in their entirety. MWA board gave feedback on the changes they would like to see. Details of changes made based on this feedback are detailed below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners" section.</p>

<p>May 7, 2024</p> <p>Goal 2 Review</p>	<p>Meeting in-person</p> <p>Topic - Reviewing feedback and adjusting Goal 2: College and Career Readiness</p> <p>Engagement Met with</p> <p>Director of College and Career Counseling, Associate Director of College and Career Counseling, Associate Director of Academic Advising, and College and Career Counseling Coordinator to review feedback from the May 6, 2024 board meeting that impact Goal 2. Adjustments that were made in this meeting have been documented below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners." section.</p>
<p>May 9-10, 2024</p> <p>Letter from CEO (superintendent)</p>	<p>Letter from CEO (Superintendent) was shared on May 9 (English) and May 10 (Spanish) via ParentSquare. This letter was also emailed to LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students), Official LCAP Council (Student group), LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, COO, and compliance team)</p> <p>Topic - How MWA incorporated feedback from educational partners into the LCAP</p> <p>This letter included details shared below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners" section and an optional survey to collect any additional feedback that remained open until May 24, 2024.</p> <p>Engagement Included details on how parents and community members could continue giving feedback through the additional feedback survey as well as how to join the LCAP Advisory Group in the 2024-25 school year.</p>
<p>May 9, 2024</p> <p>LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students)</p>	<p>Meeting via Zoom (Meeting was held after school hours to enable more parent participation)</p> <p>Agenda (English and Spanish) Posted to the MWA website 72 hours in advance of the meeting</p> <p>Meeting reminders sent out to parents before meeting</p>

	<p>Topic - Final draft review, common questions from feedback, scope and sequence for next year's meetings</p> <p>Engagement Reviewed where we are in the LCAP cycle and shared out highlights from the Annual Update. Shared results from feedback surveys and how many responses we received. School leadership addressed questions that frequently came up in feedback surveys (questions addressed more in-depth in letter from CEO (superintendent)). Shared out on expenditures for the 2024-25 LCAP. Parent group was given the option to complete a survey with additional feedback after seeing how earlier feedback was incorporated and a survey to display interest in being a part of the group next year. The collective decision was made to share the LCAP summary from the May 6, 2024 board meeting report to the wider community.</p>
<p>May 9, 2024</p> <p>Goal 3 Review</p>	<p>Meeting in-person</p> <p>Topic - Reviewing feedback and adjusting Goal 3: Diversity, Equity, and Inclusion</p> <p>Engagement Met with Assistant Principal of Student Support, deans, and social worker to review feedback from the May 6, 2024 board meeting that impact Goal 3. Adjustments that were made in this meeting have been documented below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners." section.</p>
<p>May 15, 2024</p> <p>Shared out LCAP board report</p>	<p>English and Spanish versions of the LCAP summary from the May 6, 2024 board report were shared out on ParentSquare</p> <p>Topic - LCAP Summary from the May 6, 2024 Board Report This report details information on the 2023-24 Annual Update and the 2024-25 LCAP -- including expenditures.</p> <p>Engagement The decision to share this summary of the LCAP was collectively made in the May 9, 2024 LCAP AG meeting.</p>
<p>May 16, 2024</p> <p>Goal 1 Review</p>	<p>Meeting in-person</p> <p>Topic - Reviewing feedback and adjusting Goal 1: Support for All Learners</p> <p>Engagement</p>

	<p>Met with principal, assistant principals, instructional coach, content leads, and ELD Coordinator to review feedback from the May 6, 2024 board meeting, May 9, LCAP AG, and responses to the additional feedback survey that impact Goal 1. Adjustments that were made in this meeting have been documented below in the "A description of how the adopted LCAP was influenced by the feedback provided by educational partners." section.</p>
<p>May 9-24, 2024</p> <p>Additional feedback survey</p>	<p>Additional feedback survey was shared in the LCAP AG meeting on May 9, 2024, in the letter from the CEO (superintendent), in the email sent to LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students), Official LCAP Council (Student group), LWG (LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, COO, and compliance team), and on ParentSquare</p> <p>Topic - Additional feedback survey This additional survey was opened to the community from May 9-24, 2024 as a way to provide last-minute feedback after seeing the LCAP summary from the May 6, 2024 board report.</p> <p>Engagement 2 additional responses were recieved from the general community.</p>
<p>May 29, 2024</p> <p>LCAP Finalization</p>	<p>Meeting in-person</p> <p>Topic - Reviewing updated and finalizing the 2024-25 LCAP</p> <p>Engagement Met with Principal, Director of College and Career Counseling, Assistant Principal of Student Support, CEO (superintendent), and COO to discuss all updates made to the LCAP and make final adjustments based on feedback from the board meeting on May 6, 2024, the LCAP AG on May 9, 2024, and results from the additional feedback survey</p>

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

Throughout the entire school year, MWA leaders have met with our LCAP Advisory group, a majority of the members are parents of English Learners and Low-Income students. These meetings have focused on keeping parents appraised on progress towards MWA's past 8 LCAP goals, and how these goals align to our WASC Goals. Over the course of the year we explicitly aligned the goals in our LCAP and WASC in partnership with the LCAP Advisory group in preparation of condensing our LCAP goals in this year's creation of a new LCAP. As we aligned these goals and updated this parent group on our progress, we also collected parental input on their perception of our progress and feedback on how to better serve our student population.

In tandem with this parent group, MWA also has an internal LCAP Working Group made up of various school leaders and personnel. Over the course of this past year, our LCAP Working Group has shifted as our LCAP goals have become more condensed. Rather than continuing to meet as one large group, and as we got further into the goal drafting process, we were able to break this group into smaller, more focused groups. These groups directly align with our LCAP/WASC Goals, each group has a goal owner and they are joined by other staff members who will support the implementation of the goals starting in 2024-25. the following members:

Goal 1: Support for all Learners

- Principal, Assistant Principals
- Lead Teacher Representative
- ELD Coordinator
- Content Lead Representative

Goal 2: College and Career Readiness

- Director of College and Career Counseling
- Associate Director of College and Career Counseling
- Associate Director of Academic Advising
- College and Career Counseling Coordinator

Goal 3: Diversity, Equity, and Inclusion

- Assistant Principal of Student Support
- Deans
- Social Worker

In December, at a public board meeting, MWA leaders reported on our progress towards our 2023-204 LCAP goals detailing what our metrics were at the time, what actions we had taken, and where our expenditures for each action were at.

Once our new Goals and Action were drafted, MWA released comprehensive surveys detailing our intentions for the 2024-25 LCAP and released these surveys to the community (staff and parents). While these surveys were active, we also hosted several sessions, facilitated by goal owners, where educational partners had an opportunity to see/hear the draft goals as well as provide feedback in real time. These sessions were held during regularly scheduled staff PD, after school via Zoom, and after school on-campus to best meet accessibility needs for our various educational partners.

As a result of feedback on the current LCAP, MWA also formed an Official LCAP Council made up of students who were sworn in to accept responsibility for contributing to our 2024-25 LCAP drafting process. These students spoke on our drafted 2024-25 LCAP goals with peers as well as school leadership. These council members have indicated that they would like to continue having additional council meetings as we go into next year as they felt they have been able to make an impact on school decisions through this opportunity.

We received 282 responses through our surveys on MWA's LCAP Goals and Actions from Faculty/Staff, Parents, and Students. As a result of all of this feedback, the following updates have been made to the Goals, Actions, and Metrics:

All Goals

- All surveyed groups (Faculty/Staff, Parents, and Students) indicated that support for specific student groups is needed and appropriate. As such, all goals have been updated to include more specific references to student groups that the individual actions will be geared towards supporting.

Goal 1: Support for all Learners

Action 1.1 - Enhancing Instructional Capacity and Professional Growth

- No major changes implemented.

Action 1.2 - Strengthening Tier 1 Instruction and Differentiation

- Faculty/Staff indicated that they are interested in learning how to better incorporate standards into lesson plans. We have kept this heavy focus.

Action 1.3 - Enhancing Progress Monitoring and Data Analysis

- Faculty/Staff indicated that they are excited about learning how to better analyze and utilize student data. All surveyed groups (Faculty/Staff, Parents, and Students) indicated that they are interested in an increased focus on student data. Next year students will also be shown performance data to help them set and achieve personal goals. Provided more definition of student groups that data analysis will be focused on.

Action 1.4 - Improve Academic Outcomes for Special Education Students

- After receiving educational partner feedback, Goal 1 Action 4 "Improve Academic Outcomes for Special Education Students" has been added to MWA's LCAP. All surveyed groups (Faculty/Staff, Parents, and Students) indicated an appreciation for differentiated approaches to educating various student groups. Faculty/Staff and Parents in particular advocated for differentiated support for students with disabilities. This, coupled with CA State Dashboard data on Math and ELA performance for students with disabilities, has led MWA to create this action.

Action 1.5 - Enhancing the Learning Environment for English Learners through Staff PD

- After receiving educational partner feedback, Goal 1 Action 5 "Enhancing the Learning Environment for English Learners through Staff PD" has been added to MWA's LCAP. All surveyed groups indicated support for specific student groups is needed and Faculty/Staff indicated an appreciation for additional teacher supports for meeting student needs. With ELs making up 81% of our student population, learning for specific supports related to our ELs is appropriate. This, coupled with LCAP required actions, has led MWA to create this action.

Action 1.6 - Language Acquisition Program

- After receiving educational partner feedback, Goal 1 Action 6 "Language Acquisition Programs" has been added to MWA's LCAP. All surveyed groups indicated support for specific student groups is needed and Faculty/Staff and parents showed an interest in EL

reclassification rates. With ELs making up 81% of our student population, learning for specific supports related to our ELs is appropriate. On the CA State Dashboard, MWA's English Learner Progress Indicator statistics are indicated to exceed state scores by over 10%. To continue this progress, coupled with LCAP required actions, has led MWA to create this action.

Goal 2: College and Career Readiness

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

- No major changes implemented.

Action 2.2 - College and Career Pathway Scope and Sequence

- All surveyed groups (Faculty/Staff, Parents, and Students) indicated that they were excited for college and career readiness initiatives to begin earlier in the education process at MWA i.e. grades 5-8. MWA will carry this intention over into the next 3 years by implementing college and career readiness beginning in middle school.
- Faculty/Staff and Parents indicated a strong want for more college and career readiness opportunities to happen outside of MWA through experiences like field trips. A focus on providing these opportunities has been added, along with metric 2.13 (Number of Field Trips) -- with the goal of having at least one such field trip per grade a year.

Action 2.3 - Graduation Pathways

- Students indicated a need for support in the transition process from middle school to the upper school. More attention has been paid to this point after receiving student feedback. Much like Goal 2 Action 2, a focus on field trips has also been added to this action. In addition, MWA has increased the focus on Community Engagement as well.

Goal 3: Diversity, Equity, and Inclusion

Action 3.1 - Student Support Services for Students that are Suspended

- Faculty/Staff and Parents both indicated a strong interest in increasing communications to parents. A larger focus has been geared towards supporting this communication. Similarly to Goal 2 Action 2 and Goal 2 Action 3, a stronger focus has also been included in community engagement.

Action 3.2 - Integrated Family Engagement

- Students indicated a want for more student-inclusion in decision making and engagement. Signage created by students has been given a larger focus and included in metric 3.15 (Engagement Events: Promoted). More specifications on how the school will engage families has also been added, as per Parent requests.

Action 3.3 - SWD Suspension Rate Reduction

- No major changes implemented.

Action 3.4 - Increase in School Connectedness

- Similarly to Goal 2 Action 2, Goal 2 Action 3, Goal 3 Action 1, and Goal 3 Action 2, a bigger emphasis has been added to student experiences when it comes to field trips. This action also has a new focus on bringing more experiences to the MWA campus by bringing in external contractors that are representative of our student population.

The above changes that were made to MWA's LCAP and were directly communicated in a written response from our CEO Alton Nelson to the larger MWA community. Both English and Spanish versions of this letter were sent directly to members of the LCAP AG (LCAP Advisory Group with majority parents of low-income and English Learner students), Official LCAP Council (Student group), and LWG LCAP Internal Working Group with Principal, Assistant Principals, College and Career Readiness team, Student Services team, deans, ELD Coordinator, Registrars, COO, and compliance team). This letter was posted in English on ParentSquare on the night of our last LCAP AG meeting, May 9, 2024, and in Spanish on May 10, 2024.

On May 15, 2024, a copy of the LCAP summary from the May 6, 2024 board report was posted alongside this letter on ParentSquare in both English and Spanish. The decision to post this report on ParentSquare was decided with parents during the May 9, 2024 LCAP Advisory Group meeting to provide a condensed version of LCAP details to the broader community.

As a result of the feedback shared during the May 6, 2024 board meeting, feedback collected from the additional feedback survey that was shared with the community, and collecting and reflecting on end-of-year data,, the following changes have been made to MWA's LCAP:

Goal 1: Support for all Learners

An explanation of why the LEA has developed this goal

- Updated referenced metrics to include new metrics 1.15 (Teacher Retention: New Teachers), 1.16 (Teacher Retention: Continuing Teachers), 1.17 (Teacher Proficiency), and 1.18 (Coaching Sessions).

Metric 1.7 - EL Reclassification Rate

- Metric updated to reflect most recent data and 3-year goal increased to a more rigorous goal of 30%.

Metric 1.8 - ELPI

- 3-Year goal increased to a more rigorous goal of 65%.

Metric 1.9 - English CAASPP/GPA

- 3-Year goal increased to a more rigorous goal of 55% Meeting/Exceeding Standard on CAASPP.

Metric 1.10 - Math CAASPP/GPA

- 3-Year goal increased to a more rigorous goal of 45% Meeting/Exceeding Standard on CAASPP and GPA goal to 3.0 in the middle school.

Metric 1.11 - Science CAASPP/GPA

- 3-Year goal increased to a more rigorous goal of 45% Meeting/Exceeding Standard on CAASPP and GPA goal to 3.5 in the middle school.

Metric 1.12 - Social Science GPA

- 3-Year goal increased to a more rigorous goal of a 3.5 GPA in both middle school and upper school.

Metric 1.13 - World Language GPA

- 3-Year goal increased to a more rigorous goal of a 3.5 GPA.

Metric 1.14 - Health and Wellness GPA/PFT

- 3-Year goal increased to a more rigorous goal of a 3.7 GPA in the middle school and 3.5 in the upper school.

Metric 1.15 - Teacher Retention (First Year Teachers)

- New metric has been added to track how many first year teachers (defined as teachers who are new to the profession) that are deemed to be "Skillful," "Proficient," or "Developing" continue at MWA.

Metric 1.16 - Teacher Retention (Continuing Teachers)

- New metric has been added to track how many continuing teachers (defined as teachers who are continuing beyond their first year in the profession) that are deemed to be Skillful, Proficient, or Developing continue at MWA.

Metric 1.17 - Teacher Proficiency

- New metric has been added to track the percentage of teachers who are deemed "Proficient" or "Skillful" at MWA.

Metric 1.18 - Coaching Sessions

- New metric has been added to track whether or not MWA is providing adequate coaching sessions to teachers. Adequate coaching sessions would be 2 coaching sessions a month, 2 informal observations a month (with feedback), and 1 formal observation a semester for each teacher.

Action 1.1 - Enhancing Instructional Capacity and Professional Growth

Language on "specialized learners" has been expanded to explicitly reference accelerated learners when speaking on Gate in the action description. Updated referenced metrics to include new metrics 1.15 (Teacher Retention: New Teachers), 1.16 (Teacher Retention: Continuing Teachers), 1.17 (Teacher Proficiency), and 1.18 (Coaching Sessions).

Action 1.3 - Enhancing Progress Monitoring and Data Analysis

- Changed 1.3.1 from "Data Analysis Skills for Teachers" to "Data Analysis Skills" and added 1.3.1.b "Engage students in analyzing their own data" to explicitly call out involving students in this process.

Goal 2: College and Career Readiness

Metric 2.1 - CTE

- Course enrollment metric 3-year goal increased to a more rigorous goal of 25% with the knowledge that a second CTE pathway will be needed to reach this goal.

Metric 2.2 - A-G Completion %

- 3-Year goal changed to 95% to better reflect graduation rate goal.

Metric 2.7 - CCI

- 3-Year goal increased to a more rigorous goal of 60%.

Metric 2.8 - UC and CSU Eligibility

- CSU eligibility metric 3-Year goal changed to 98% to better reflect graduation rate goal.
- 3-Year goal increased to reflect more rigorous CTE course enrollment goal.

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

- Language on "critical learner groups" has been expanded to include Accelerated Learners in action description, identified needs, and how the action addresses needs.

Action 2.3 - Graduation Pathways

- Language on "critical learner groups" has been expanded to include Accelerated Learners in action description, identified needs, and how the action addresses needs.

Goal 3: Diversity, Equity, and Inclusion

Explanation of why the LEA has developed this goal

- Language on "students who require additional support" has been expanded to include Accelerated Learners for overall goal. Updated referenced metrics to include new metric 3.17 (Staff Satisfaction).

Metric 3.1 - Chronic Absenteeism Rates

- Metric updated to reflect most recent data.

Metric 3.2 - Average Daily Attendance (ADA) Rates

- Metric updated to reflect most recent data.

Metric 3.3 - Suspension Rate

- Metric updated to reflect most recent data.

Metric 3.4 - Expulsion Rate

- Metric updated to reflect most recent data and 3-year goal updated to be in alignment with school trends.

Metric 3.11 - Student Input

- Metric has been updated with more specific instances of student involvement and a more specific 3-year goal has been set.

Metric 3.17 - Staff Satisfaction

- New metric has been added to track data reported in Staff Satisfaction Surveys as a way to measure the impact of our actions on school culture and climate.

Action 3.4 - Increase in School Connectedness

- Updated referenced metrics to include new metric 3.17 (Staff Satisfaction).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Support for All Learners: Develop and refine vertically-aligned programs to support all learners.</p> <p>This includes differentiated instruction for English Learners, Foster Youth, Low Income students, and Special Education Students. As well as supporting teachers in delivering this instruction.</p> <p>The progress of this goal will be monitored through EL Reclassification rates, English Learner Progress Indicators, test scores and GPAs. We will ensure this goal is being carried out through teacher attendance in professional development and ELD PLC attendance.</p>	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

MWA believes that to support all learners, basic requirements must be met and exceeded in the areas of credentials, facilities, and instructional materials. For all students to be successful, they must be taught by teachers who have cleared all of the requirements to teach in the state of California, the facilities have to be free of hazards/unsafe conditions, and all students should have access to the materials they need to obtain a robust and rigorous education. (Action 1.1; Metrics 1.1, 1.2, 1.3, 1.4, 1.15, 1.16, 1.17, 1.18)

While basic conditions are critical to student success, implementation of academic standards and academic growth are the top priority. We believe that tracking metrics in these areas will allow us to monitor the extent to which we provide support for all learners including our Critical Learner Groups. When we analyze our data by cohort, we are able to see a clear pattern of academic improvement. Students who enter MWA in the 5th grade and stay with us through graduation demonstrate gains in their Math and ELA scores. We believe that aligning our programs across all grades will further increase the gains our students demonstrate. Additionally, the alignment will further support our tiered support for English Learners and Students with Disabilities. (Actions 1.1, 1.2, 1.3, 1.4, and 1.5; Metrics 1.2, 1.4, 1.9, 1.10, 1.11, 1.12, 1.13, and 1.14)

Historically, the CA State Dashboard data and local data have informed us that some of our students are not demonstrating enough academic progress, particularly in math for all grades and in English for 5th-8th grades. When we have looked at this data by subgroup, we have not seen as much progress with our African American students, Students with Disabilities, and English learners. Our 11th graders, historically, have done very well on the SBAC and our seniors have had strong high school graduation rates and college readiness rates. On the SBAC,

our Latino subgroup of students have been a top performing subgroup in comparison to other Latino students across the state in the 11th grade. Our English Learner reclassification data has, for the most part, been historically better than average. When we looked at the overall data, as a whole school and by subgroups and grade levels, we wanted to create a goal that acknowledged that although we have a continuum of learners with different needs, our goal is for ALL of our learners to make material progress every year academically. When we ask our educational partners, they have stressed the importance of getting their children reclassified before they start high school so that they can have access to more curriculum and more learning. Our educational partners have also stressed wanting the students who are not working at grade level proficiency to be provided support so that they can get caught up as soon as possible. Our Board of Directors have asked us to make more material progress in math outcomes as evidenced by our SBAC math scores. Given the Dashboard and local data as well as the feedback from educational partners, we think it's important that our goal reflects a commitment to all subgroups of our learners (that are also reflected in the CA State Dashboard). (Actions 1.5 and 1.6; Metrics 1.6, 1.7, 1.8, 1.9, and 1.10)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teacher credentials and assignments % of total teachers credentialed and properly assigned (LCFF Priority 1A)	58.32% (22-23)			75%	
1.2	Instructional Materials As indicated by the CA School Dashboard's "Basics: Teachers, Instructional Materials, Facilities" Local Indicator (LCFF Priority 1B)	Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis			Instructional Materials requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	
1.3	Facilities	Middle School: 95.81%			Middle School:	

	FIT inspection (LCFF Priority 1C)	("good") Upper School: 95.97% ("good") (Aug 2023)			97% ("good") Upper School: 97% ("good")	
1.4	Adopted standards are implemented (LCFF Priority 2A)	Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis			Implementation of Academic Standards requirement on CA State Dashboard: Standard Met See Local Indicators on State Dashboard for in-depth analysis	
1.5	% of Teachers Who Participate in PD	87%			95%	
1.6	ELD PLC Attendance training and progress monitoring (LCFF Priority 7B)	ELD PLC Attendance: 75% School-wide PD sessions on vocabulary strategies			ELD PLC Attendance: 85%	
1.7	EL Reclassification Rate (LCFF Priority 4F)	20% (2023-24)			30%	
1.8	ELPI Percent of EL students making progress via ELPI measure (LCFF Priority 4E)	59.70% (2022-23)			65%	
1.9	CAASPP Scores:	Schoolwide CAASPP			Schoolwide	

	English English GPA (LCFF Priority 4A, 7A, and 8)	44% Meeting / Exceeding Standard (2022-23) GPA Middle School: 2.8 Upper School: 2.34 (2022-23)			CAASPP 65% Meeting / Exceeding Standard GPA Middle School: 3.0 Upper School: 3.0	
1.10	CAASPP Scores: Math Math GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 21% Meeting / Exceeding Standard (2022-23) GPA Middle School: 2.74 Upper School: 2.47 (2022-23)			Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA Middle School: 3.0 Upper School: 3.0	
1.11	CAASPP Scores: Science Science GPA (LCFF Priority 4A, 7A, and 8)	Schoolwide CAASPP 20.95% Meeting / Exceeding Standard (2022-23) GPA Middle School: 2.93 Upper School: 2.51 (2022-23)			Schoolwide CAASPP 45% Meeting / Exceeding Standard GPA Middle School: 3.5 Upper School: 3.0	
1.12	GPA for Social Science (LCFF Priority 4A, 7A, and 8)	Middle School: 3.4 Upper School: 3.1 (2022-23)			Middle School: 3.5 Upper School: 3.5	
1.13	World Language GPA (LCFF Priority 4A, 7A, and 8)	3.12 (2022-23)			3.5	

1.14	Health and Wellness Physical Fitness Test (PFT) scores Health and Wellness GPA (LCFF Priority 4A, 7A, and 8)	PFT 5th, 7th, 9th and all required grades have participated. GPA Middle School: 3.58 Upper School: 3.35 (2022-23)			PFT 5th, 7th, 9th and all required grades have participated. GPA Middle School: 3.7 Upper School: 3.5	
1.15	Teacher Retention Retention rate based on proficiency at the end of cycle 2: First year teachers	New Metric Begin Tracking Next Year			Skillful 75% Proficient: 80% Developing: 50%	
1.16	Teacher Retention Retention rate based on proficiency at the end of cycle 2: Continuing teachers	New Metric Begin Tracking Next Year			Skillful 100% Proficient: 100% Developing: 75%	
1.17	Teacher Proficiency % of teachers ranked as "Proficient" or "Skillful" by the end of the year	New Metric			60%	
1.18	Coaching Sessions All teachers received: 2 Coaching sessions a month 2 Informal observations a month (with feedback) 1 Formal observation a semester	New Metric Begin Tracking Next Year			2 Coaching sessions a month: Yes 2 Informal observations a month (with feedback): Yes	

					1 Formal observation a semester: Yes	
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhancing Instructional Capacity and Professional Growth	1. Professional Development Calendar: a. Create a yearly plan for teacher training including specialized learners (Gate or accelerated learners, SPED, English Learners, Foster Youth, Low Income students, etc.) i. Ensure plan is equipped with professional development sessions specifically geared towards ELs. b. Focus on helping teachers understand grade-level standards, reading fluency.	\$456,399.00	Yes

		<p>c. Offer training on analyzing data effectively disaggregated by specialized groups (English Learners, Foster Youth, Low Income Students, etc.).</p> <p>2. Observation Schedule:</p> <p>a. Set up a monthly plan for observing teaching practices including the implementation of Individual Education Plans (IEP).</p> <p>b. Provide feedback to teachers</p> <p>c. Make sure feedback matches the teaching and learning schedule.</p> <p>3. State Standards Integration:</p> <p>a. Include state standards in teacher observations and lesson plans.</p> <p>b. Help teachers feel confident in teaching according to these standards.</p> <p>c. Ensure lessons align with our educational goals for unduplicated students.</p>		
1.2	Strengthening Tier 1 Instruction and Differentiation	<p>1. Research-Based Unit Plans:</p> <p>a. Make sure teachers use a research-based format for their lesson plans.</p> <p>i. Use research based-formats and methodologies when creating lessons for language acquisition programs for ELs.</p> <p>b. Cite standards, success criteria, IEP accommodations, and modifications.</p> <p>c. Aim for consistency and alignment with educational standards.</p> <p>2. Meetings led by Instructional Leaders:</p> <p>a. Organize regular meetings between teachers and Instructional Leadership Team members.</p> <p>b. Review work from students that are at-risk, Long-Term English Language Learners, EL, and SPED.</p> <p>c. Share strategies to help students improve.</p> <p>d. Encourage teamwork and sharing of successful teaching methods.</p>	\$1,557,510.00	Yes
1.3	Enhancing Progress Monitoring and Data	<p>1. Data Analysis Skills:</p> <p>a. Teach teachers how to analyze student assessment data, including</p>	\$1,159,107.00	Yes

	Analysis	<p>formative and summative data.</p> <ul style="list-style-type: none"> i. Help them adjust teaching methods based on this data. ii. Make sure adjustments fit within the teaching and learning cycle. <p>b. Engage students in analyzing their own data.</p> <ul style="list-style-type: none"> i. Help them with goal-setting based on overall school goals and personal achievements. <p>2. Disaggregated Assessment Data:</p> <ul style="list-style-type: none"> a. Separate assessment data to track different student groups. b. Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups. c. Ensure everyone gets the support they need in regards to literacy and numeracy skills. d. Work to close achievement gaps between different student groups. <ul style="list-style-type: none"> i. Including differences for English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups. 		
1.4	Improve Academic Outcomes for Special Education Students	<p>1. Students with disabilities will annually increase their English DFS in English and Math by a minimum of 3 points to achieve a color rating of orange as reflected on the English & Math indicators on the CA State Dashboard.</p> <p>2. MWA administers Interim Assessment Benchmarks (IABs) two times before the annual CAASPP administration.</p> <ul style="list-style-type: none"> i. Teachers have an opportunity to analyze their data from the IABs as a way to inform their instruction. ii. The data will also be shared with Special Education teachers so that they can provide additional support as needed based on the student's performance on the exams. 	\$655,337.00	No
1.5	Enhancing the Learning Environment for English Learners Through Staff PD	<p>1. Intentionally add time into the PD scope and sequence to provide training on strategies to support integrated ELD instruction .</p> <ul style="list-style-type: none"> i. Continue to provide separate PD sessions specifically geared towards designated ELD teachers . <p>2. As the majority of instruction occurs primarily in integrated classrooms,</p>	\$330,960.00	Yes

		<p>all teachers will receive support on how to scaffold instruction specifically for ELs</p> <p>3. Provide PD to teachers focused on how to support ELs build reading skills.</p> <p>i. Focus on supporting LTELs in the upper school with reading.</p>		
1.6	Language Acquisition Program	<p>1. Ensure all teachers have access to standards aligned curriculum in learning spaces which supports ELs</p> <p>2. Designated eld teachers will continue utilizing the Structured English Immersion Program as our Language Instruction Program (LIP) to support ELs and LTELs in English language acquisition.</p>	\$89,988.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>College and Career Readiness: Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.</p> <p>This will focus on English Learners, Low-Income, African-American Youth, Special Education, Foster Youth.</p> <p>The progress of this goal will be monitored through graduation rates, AP pass rates, students prepared for college, CTE pathway completion, CCI, EAP, UC and CSU eligibility, pathway and student meetings, and dropout rates. The foundation for this goal is built by ensuring that students have access to a broad course of study.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

MWA's data for College and Career Readiness has historically been high. Like most schools, we saw a decline in our data during the COVID-19 pandemic but our outcomes remain strong.

For this goal, it was most relevant to track our College and Career Readiness and Course Access metrics. Our mission is to prepare all of our students to engage in an appropriately rigorous post-secondary pathway. We know that not all students want to pursue higher education and we want to ensure that they are all college-eligible when they leave MWA. (Actions 2.1, 2.2, and 2.3; Metrics 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.10, 2.12 and 2.13)

Given our historical and persistent success in this area as demonstrated by our Dashboard data, we think it is important to continue to reflect upon and refine our practices. How can we further prepare our students to be more prepared for college and career? What skills can we help them develop that will allow them success beyond high school? Again, given our strong data in the areas of high school graduation rates and college and career readiness, we thought it was important to continue to evolve and adapt to any new challenges that would deter ongoing success in this area. Beyond being a place for academic and social-emotional learning, the ultimate measure of readiness, from a post-secondary perspective, is our students' success in college and in an early career. These two areas set the early stage for their careers and

their lives for well into the future. (Actions 2.1, 2.2, 2.3 and 2.13; Metrics 2.1, 2.3, 2.4, 2.9, 2.10, 2.11)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CTE Course Enrollment Pathway completion % (LCFF Priority 4C)	Course Enrollment: 14% Pathway Completion: 81.11% (2022-23)			Course Enrollment: 25% Pathway Completion: 86%	
2.2	A-G Completion % (LCFF Priority 7A)	89% (2022-23)			95%	
2.3	Graduation Rate (LCFF Priority 5E)	4 Year Graduation Rate: 86.9% 5 Year Graduation Rate: 90.9% (2022-23)			4 Year Graduation Rate: 91% 5 Year Graduation Rate: 95%	
2.4	Drop Out Rate Middle School and Upper School (LCFF Priority 5C and 5D)	US 5.3% MS 0% (2022-23)			US 1.3% MS 0%	
2.5	AP Pass Rate 3 or higher (LCFF Priority 4G)	42% (2022-23)			46%	

2.6	EAP % HS students who participate in & demonstrate college readiness as determined by EAP ELA & EAP Math (LCFF Priority 4H)	EAP ELA: 51% EAP Math: 13% (2022-23)			EAP ELA: 55% EAP Math: 17%	
2.7	CCI Percent identified as prepared on College and Career Indicator (LCFF Priority 4H)	54.7% (2022-23)			60%	
2.8	UC and CSU Eligibility (LCFF Priority 4B)	CSU eligible 84/85 (98%) UC eligible 49/85 (57%) (2023-24)			CSU eligible: 98% UC eligible: 75%	
2.9	How Many Pathways and Student Meetings	New Metric -- Not Yet Tracked			150	
2.10	Post-Secondary Planning Percent of graduates having a post secondary plan across a range of pathways, including: (1) Four-year college or university (2) Community college (3) Military enlistment (4) Job program; (5) Current job or job	100% (2023-24)			100%	

	offer (6) Trade program or apprenticeship (7) Gap year program					
2.11	Number of Field Trips	New Metric Begin Tracking Next Year				1 college/career-related field trip for each grade-level.
2.12	Students Have Access to a Broad Course of Study (LCFF Priority 7A)	CA State Dashboard: Standard Met				CA State Dashboard: Standard Met
2.13	% of all students that have completed CTE pathway and are UC/USC Eligibility (LCFF Priority 4D)	21%				25%

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Vertically Aligned Systems for Seamless College and Career Support	<p>1. Improving Support for Intersectional Critical Learning Groups:</p> <p>a. Make sure different school departments work well together to help students who need extra support in intersecting critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners).</p> <p>b. This helps ensure that all students receive comprehensive support, mentally, physically, and academically.</p> <p>c. Having regular meetings will help address specific needs and create systematic practices.</p> <p>d. This approach fosters continued connections and norms that benefit all students, particularly those in intersectional critical learning groups.</p> <p>2. Evaluating College and Career Readiness:</p> <p>a. Look at how well students are prepared for college and careers.</p> <p>b. Check how well the school is helping students from intersectional backgrounds get ready for college and careers.</p> <p>c. Use this information to make sure the school's plans and partnerships are working well.</p>	\$975,741.00	Yes
2.2	College and Career Pathway Scope and Sequence	<p>1. College and Career Readiness Workshops:</p> <p>a. Focus on improving college and career readiness for MWA students, staff, and families.</p> <p>b. CCC (College and Career Center) will organize workshops and field trips to help everyone understand what it means to be college and career ready.</p> <p>c. These workshops aim to address any learning gaps and strengthen the college and career-oriented mindset within the MWA community and the community surrounding our unduplicated students (English Learners, Low-</p>	\$2,127,225.00	Yes

		Income, Foster Youth). d. Intentionally implement college and career readiness skills earlier on with a focus on the Middle School and 9th grade for all students, including unduplicated student groups (English Learners, Low-Income, Foster Youth).		
2.3	Graduation Pathways	<p>1. Early Preparation:</p> <p>a. Focus on preparing students early and meeting state standards.</p> <p>b. A-G course access for all critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners)</p> <p>c. Provide these students with opportunities to complete the California Minimum High School Graduation Requirements and earn a diploma, such as credit recovery or a fifth year of instruction.</p> <p>d. Ensure students have the chance to pursue postsecondary education, training, employment, and community participation provided through opportunities such as community engagement and field trips.</p> <p>e. Ensuring MS students have access to transitioning students in the Upper School to look forward to their own transition</p> <p>2. Support for State Requirements:</p> <p>a. Assess pathways outlined in AB104 and SB141 to ensure compliance.</p> <p>i. SB114's focus is on creating alternate pathways for students with disabilities to access the core curriculum and earn a high school diploma.</p> <p>ii. AB104 allows exemptions for students in their third or fourth year of high school who aren't on track to graduate in four years.</p>	\$937,754.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	<p>Diversity, Equity, and Inclusion: Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.</p> <p>We will work with students and families to build a sense of connectedness and safety while working to decrease the number of students who are suspended through holistic supports, specifically for English Learners, Low-Income, Foster Youth, and SPED students.</p> <p>The progress of this goal will be monitored through suspension, expulsion attendance, chronic absenteeism and retention rates. We will support increasing diversity, equity, and inclusion on our campus by increasing parent participation, student participation, professional development for staff focused on specific student groups, and events.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

One of our core values is community; MWA was founded on the belief that diversity, equity and inclusion are a critical part of learning. In June 2022, the Making Waves Education Foundation installed two monuments to name MWA a Campus for Equity in Education in honor of our founders as a way to recognize their commitment and impact. The campus naming is consistent with the founder’s vision for Richmond, our students, and their families – a school in the community that can be an example of what it means to provide students with the kind of educational opportunities all students in our country deserve – no matter their family’s race/ethnicity, income, zip code, or background. In the context of the learning environment, we believe family partnerships, student engagement, and school climate are directly connected to a student’s sense of belonging which can deeply impact their ability to learn. (Actions 3.2 and 3.4; Metrics 3.5, 3.6, 3.7, 3.8, 3.11, 3.14, 3.15, 3.16, 3.17)

We believe that strong partnerships with parents is incredibly valuable and we want to continue monitoring our efforts on that front. An engaged parent can be one of the most effective levers to engage our students. This is especially true for students who require additional support (SPED, EL, socio-economically disadvantaged, chronically absent, accelerated learners, etc.). (Action 3.2; Metrics 3.5, 3.6, 3.7, and 3.8)

CA State Dashboard data has told us that historically we have had high suspension rates, specifically with our English Learners, Latino, students with disabilities, and low-income student groups. While our internal data shows that these suspensions have happened due to major offenses, we strive to reduce the number of these incidents through training student support. Our suspension rates for students with disabilities has qualified us for Differentiated Assistance, leading us to give addition focus to this student group. We will be using PBIS (Positive Behavior Interventions and Supports) to promote positive behavior, as well as training staff to better understand disabilities as to create an environment that can holistically support our students. (Actions 3.1 and 3.3; Metrics 3.3, 3.4, 3.9, and 3.10)

Lastly, we want all of our students to feel safe so they continue coming to school. This starts by creating an inclusive environment that prioritizes learning and student success. If students do not feel safe, they will have a very difficult time accessing their education. (Action 3.4; Metrics 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.13, 3.13)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate % who are absent, excused or unexcused, more than 10% of school days (LCFF Priority 5B)	20% (2023-24)			15%	
3.2	Attendance Rate ADA (Average Daily Attendance) Rates (LCFF Priority 5A)	94% (2023-24)			96%	
3.3	Suspension Rate (LCFF Priority 6A)	15%			9%	

3.4	Expulsion Rate (LCFF Priority 6B)	0.2%			<1%	
3.5	School Climate Surveys Parent, students, and teachers, related to: feel that the school is safe (LCFF Priority 6C)	Middle School Students: 56% Upper School Students: 54% Parents: 88.9%			Middle School Students: 62% Upper School Students: 60% Parents: 93%	
3.6	School Climate Surveys Parent, students, and teachers, related to: school connectedness (LCFF Priority 6C)	Middle School Students: 52% Upper School Students: 43% Parents: 87.5%			Middle School Students: 70% Upper School Students: 70% Parents: 90%	
3.7	Parent Participation: Percentage of parents who have completed Skills academy post survey (LCFF Priority 3A, 3B, and 3C)	Pilot Program Results: 1/1 Parent has completed survey			75%	
3.8	Number of Parents who participate in family workshops per semester (LCFF Priority 3A and 3B)	Based on February Survey: Back to School Day-36 Saturday Parent Meetings-18 Parent Education Workshops-11 ELAC-11 LCAP-9 Advisor Family			Based on February Survey: Back to School Day-43 Parent Meetings/Advisor Family Conferences-24 Parent Education Workshops-18	

		Conferences-7			ELAC-13 LCAP-11	
3.9	<p>PD sessions offered to staff</p> <p>Focused on partnering with families of critical learner groups</p> <p>(LCFF Priority 3B)</p>	1			3	
3.10	<p>PD sessions offered to staff</p> <p>Focused on intervention strategies for students with disabilities</p> <p>(LCFF Priority 3C)</p>	1			3	
3.11	<p>Student Input</p> <p>Measure of student input in decision making, including sub-groups</p> <p>(LCFF Priority 6C)</p>	<p>Students vote for dance and Spirit Week themes.</p> <p>ASB influenced changes in student dress code (dress code now includes black pants again) and the nutritional policy (in November lunch options changed and MWA began exploring new options with our vendor)</p>			Engage at least 3 student groups in policy changes.	
3.12	<p>8th grade retention rates</p> <p>(LCFF Priority 5C and</p>	92% (2022-23)			97% (Pre-Pandemic Baseline)	

	6C)					
3.13	Upper school retention rates (LCFF Priority 5D and 6C)	93.9% (2022-23)			98% (Pre-Pandemic Baseline)	
3.14	Were all engagement events added to the master calendar prior to the start of the school year? (y/n) (LCFF Priority 3A and 6C)	New metric No			Yes	
3.15	Were all engagement events promoted through the following means (y/n): Campus signage: Parent Communication Tool: Other Promotional Materials: (LCFF Priority 3A and 6C)	New metric Campus signage: No Parent Communication Tool: No Other Promotional Materials: No			Campus signage: Yes Parent Communication Tool: Yes Other Promotional Materials: Yes	
3.16	Student vs. Staff Demographics (LCFF Priority 6C)	Students and Staff Race/Ethnicity African American Students: 7.7% Faculty/Staff: 18.3% American Indian Students: 0.3%			Continue to improve staff recruitment efforts to diversify our staff demographics; staff demographics will closely mirror the demographics	

		<p>Faculty/Staff: Not Reported</p> <p>Asian Students: 2.3% Faculty/Staff: 8.5%</p> <p>Filipino Students: 0.8% Faculty/Staff: Not Reported</p> <p>Hispanic Students: 85.9% Faculty/Staff: 39.6%</p> <p>Two or More Races Students: 0.6% Faculty/Staff: 3%</p> <p>White Students: 1.3% Faculty/Staff: 23.2%</p> <p>Unidentified/Opt-Out Students: Not Reported Faculty/Staff: 6.1%</p>			of the students we seek to serve.	
3.17	<p>Staff Satisfaction Survey: Overall, how do you feel as an employee of MWA? (LCFF Priority 6C)</p>	<p>"I always feel good" 17%</p> <p>"I often feel good" 56%</p> <p>"I sometimes feel good" 23%</p> <p>"I seldom feel good" 4%</p>			<p>"I always feel good" 30%</p> <p>"I often feel good" 55%</p> <p>"I sometimes feel good" 13%</p> <p>"I seldom feel good"</p>	

					"2%	
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Support Services for Students that are Suspended	1. Student Support Services for Suspended Students: a. Focus on students not getting needed support for behavior issues leading to repeated problems and negative feelings, especially for unduplicated student groups (English Learners, Low-Income, Foster Youth). b. Review suspension data and talk with students to better understand their needs. i. Give special attention to the data behind why English Learners, Hispanic, and Socioeconomically Disadvantaged students have higher suspension rates ii. Give special attention to the talking with English Learners, Hispanic, and	\$813,767.00	Yes

		<p>Socioeconomically Disadvantaged students to better understand their needs</p> <p>c. Target skills like self-control, emotional identification, and anxiety reduction.</p> <p>i. Bring in external community engagement to support students in learning these skills.</p> <p>d. Provide support while students participate, keeping families updated and offering learning resources.</p> <p>e. Improve communication between schools and families.</p> <p>f. Address tough topics at home and build a stronger educational support network for students.</p>		
3.2	Integrated Family Engagement	<p>1. Engaging Families with Consistent Accessible Opportunities:</p> <p>a. Ensure families have regular and easy chances to join in with the school community, including families of unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>b. Ask families what they're interested in and what they need through a survey</p> <p>i. This way we can discover new family engagement strategies that are specifically designed to engage families in the MWA community.</p> <p>ii. This will also include families in decision-making processes.</p> <p>c. Plan workshops, field trips, and community engagement that families will like and find useful in supporting their students.</p> <p>d. Put workshop dates on the school calendar and tell families about them through signs and the parent portal.</p> <p>e. Update signs, the parent portal, and other things to talk better with families.</p> <p>f. This way, the school wants to make sure families and the school work well together and feel connected.</p>	\$522,409.00	Yes
3.3	SWD Suspension Rate Reduction	<p>1. Reducing Suspension Rates for Students with Disabilities:</p> <p>a. Find out why students with disabilities are suspended often.</p> <p>b. Use PBIS (Positive Behavior Interventions and Supports) to promote good behavior and make the school welcoming for everyone.</p> <p>c. Set clear behavior rules, reward good behavior, and help students who might get suspended.</p>	\$435,054.00	No

		<p>d. Train staff on understanding disabilities, managing behavior, calming situations down, and talking well with students who have disabilities.</p> <p>e. Make sure families and the school work together to help each student.</p>		
3.4	Increase in School Connectedness	<p>1. Building a Supportive Environment:</p> <p>a. Create a school where students, including unduplicated student groups (English Learners, Low-Income, Foster Youth), feel valued and connected.</p> <p>b. Assess the current environment through interviews, student groups, and surveys to find strengths, weaknesses, and areas for improvement.</p> <p>c. Encourage positive interactions with team-building activities, peer support groups, and projects.</p> <p>d. Embrace diversity by celebrating different cultures, languages, and traditions through events and activities.</p> <p>i. This includes bringing in external contractors who best represent our unduplicated students to build this community awareness and connection.</p> <p>2. Community Involvement</p> <p>a. Give students a voice in decision-making, including unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>b. Involve families by organizing workshops and opportunities for them to participate.</p> <p>c. Create experiences for unduplicated students outside of the classroom and MWA to community build through field trips that value exposure to diverse cultures and experiences.</p> <p>d. By doing this, MWA aims to make students feel connected, supported, and empowered to succeed socially and academically in a positive and inclusive environment for our unduplicated student groups (English Learners, Low-Income, Foster Youth) and all students.</p>	\$675,327.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$3,133,215	\$245,162

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.832%	0.000%	\$0.00	26.832%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Enhancing Instructional Capacity and Professional Growth</p> <p>Need: This goal was created to provide support for students in order to increase performance in all academic standards. In order to lower the population of Tier 2 and Tier 3 students (Gate,</p>	<p>Improve instructional coaching and professional development opportunities for educators, ensuring deep understanding of grade-level standards and effective analysis of unduplicated student data to drive instructional decision-making.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a</p>	1.1 (Teacher Credentials), 1.2 (Instructional Materials), 1.3 (Facilities), 1.4 (Adopted Standards), 1.5 (PD Participation), 1.6 (ELD PLC), 1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA),

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>SPED, English Learners, Foster Youth, Low Income students, etc.), Tier 1 instruction must be strengthened and all curriculum internalized by core subject educators.</p> <p>Scope: LEA-wide</p>	<p>whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>1.11 (Science CAASPP/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA), 1.15 (Teacher Retention: New Teachers), 1.16 (Teacher Retention: Continuing Teachers), 1.17 (Teacher Proficiency), 1.18 (Coaching Sessions)</p>
<p>1.2</p>	<p>Action: Strengthening Tier 1 Instruction and Differentiation</p> <p>Need: To provide high-quality, standards-aligned, and differentiated instruction --for students that are at-risk, Long-Term English Language Learners, ELL, and SPED-- through the utilization of research-based unit planning formats and ongoing collaboration among teachers and content leads to support student mastery.</p> <p>Scope: LEA-wide</p>	<p>Develop and implement a comprehensive plan for family workshops that is based on surveyed interests, establishes a regular and consistent set of events, and that are promoted effectively to all parents, guardians, and families of our unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>1.7 (EL Reclassification), 1.8 (ELPI), 1.9 (ELA CAASPP/GPA), 1.10 (Math CAASPP/GPA), 1.11 (Science CAASPP/GPA), 1.15 (Social Science GPA), 1.13 (World Language GPA), 1.14 (Health and Wellness PFT/GPA)</p>
<p>1.3</p>	<p>Action: Enhancing Progress Monitoring and Data Analysis</p> <p>Need: This goal was created to address the need of supporting teachers with monitoring tools to aid them in assessing standards-based instruction</p>	<p>To empower teachers to utilize student assessment data effectively within the teaching and learning cycle, providing targeted interventions and monitoring progress of student subgroups -- including Include English Learners, LTELs, students with disabilities, race/ethnicity groups, and income groups-- to ensure equitable support for all learners.</p>	<p>1.1 (Teacher Credentials), 1.2 (Teacher Misassignments), 1.5 (PD Participation), 1.7 (EL Reclassification), 1.8 (ELPI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>delivered to various student groups. Evaluated data must reflect students' acquisition of grade-level skills in order for educators to evaluate their own instruction and how it impacts specific student groups.</p> <p>Scope: LEA-wide</p>	<p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	
<p>1.5</p>	<p>Action: Enhancing the Learning Environment for English Learners Through Staff PD</p> <p>Need: This goal was created to ensure that English Learners are being provided with instruction and support that best meets their needs. MWA is made up of 20% ELs, making it imperative that teachers have the knowledge and skills to provide our students with best-in-class supports to prepare them for their future.</p> <p>Scope: Schoolwide</p>	<p>Improve instructional coaching and professional development opportunities for educators to best support the needs of ELs.</p> <p>This action is provides school-wide as 20% of our students are ELs and all classrooms are integrated classrooms so all teachers will benefit from these PD sessions.</p>	<p>1.7 (EL reclassification rate), 1.8 (ELPI), 3.10 (PD Sessions - Critical Learner Groups)</p>
<p>1.6</p>	<p>Action: Language Acquisition Program</p> <p>Need: In 2023 MWA had 53.4% of English Learners progress at least one ELPI level, and has met our EL reclassification rate goal that we set in our last LCAP. Because of this, we will continue using methods that we have found to be successful. We will continue having this as a focus in our LCAP as 20% of MWA students are ELs.</p>	<p>Continue providing standards aligned curriculum specifically for designated ELs from CA approved materials list.</p>	<p>1.7 (EL reclassification rate), 1.8 (ELPI)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.1</p>	<p>Action: Vertically Aligned Systems for Seamless College and Career Support</p> <p>Need: Practices are in place to best serve our MWA students/critical learner groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). However, there is strong need for other departmental involvement in order to serve the "whole student" efficiently. MWA Departments should work in partnership with the CCC Department to provide seamless support to MWA students/critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). pertaining to their college and career readiness and post-secondary success needs.</p> <p>Scope: LEA-wide</p>	<p>Develop and implement a systematic partnership agreement within MWA to address and identify the college and career readiness and post-secondary needs of critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners). Additionally, continue to update the practices to ensure that MWA students' specific needs are met.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>2.3 (Graduation Rate), 2.4 (Drop-Out Rate), 2.6 (EAP), 2.7 (CCI), 2.12 (Access to a Broad Course of Study)</p>
<p>2.2</p>	<p>Action: College and Career Pathway Scope and Sequence</p> <p>Need: MWA is known for its college and career going culture and the desire for all students to be college and career ready. However, an</p>	<p>Develop and implement a strategic plan that encompasses the development of a scope and sequence that addresses the implementation of age appropriate college and career readiness curriculum for critical learning groups (English learners, Low-Income, African-American Youth, Special Education, Foster Youth) starting in the Middle School grades through Upper School</p>	<p>2.1 (CTE Enrollment and completion), 2.6 (EAP), 2.7 (CCI), 2.8 (US and CSU Eligibility), 2.10 (Post-Secondary Planning), 2.11 (Number of Field Trips)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>important component is needed in order to support the idea of this culture. MWA's goal is to develop an age-appropriate curriculum and rigorous course of study through access to courses that will allow the students (English Learners, Foster Youth, Low Income students) to develop a comprehensive and distinct understanding behind the meaning of being college ready and/or career ready. Part of this implementation will also involve fully educating and supporting MWA staff in delivering content that is relevant to MWA's four pillars. This will also aid in educating families of English Learners, Foster Youth, Low Income students on the importance of college and career readiness and the part they play in their student's success.</p> <p>Scope: LEA-wide</p>	<p>grades.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	
<p>2.3</p>	<p>Action: Graduation Pathways</p> <p>Need: MWA's goal is to refine the approach to supporting individual graduation pathway plans for critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners), starting in the 9th grade. These plans will more closely track and monitor the progress towards high school graduation and the development of post-secondary plans in order to align with the college and career readiness mission and vision.</p>	<p>Strengthen and refine existing plan to better serve MWA students in critical learning groups (English Learners, Low-Income, African-American Youth, Special Education, Foster Youth, Accelerated Learners) and as a whole as they move through the graduation process.</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>2.1 (CTE Enrollment and completion), 2.2 (A-G Completion), 2.3 (Graduation Rate), 2.5 (AP Pass Rate), 2.7 (CCI), 2.11 (Number of Field Trips), 2.12 (Access to a Broad Course of Study)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: Student Support Services for Students that are Suspended</p> <p>Need: Students that are suspended are not receiving necessary supports/interventions to address future behavior concerns. On the CA State Dashboard, our suspension rate is in the red and has been shown to increase +2.7%. The specific student groups in the red that are addressed here are: English Learners, Hispanic, and Socioeconomically Disadvantaged students.</p> <p>Scope: LEA-wide</p>	<p>Refer students that have been suspended to Student Support Services to be placed on Tier 2 or 3 with targeted skills to be taught in various formats with a focus on critical learning groups and unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>3.1 (Chronic Absenteeism Rate), 3.2 (Average Daily Attendance), 3.3 (Suspension Rate), 3.4 (Expulsion Rate), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 2.13 (Field Trips)</p>
<p>3.2</p>	<p>Action: Integrated Family Engagement</p> <p>Need: Families (including those of English Learners, Foster Youth, and Low-Income students) lack consistent and accessible opportunities to engage with the school community, resulting in limited participation and a sense of disconnection.</p> <p>Scope: LEA-wide</p>	<p>Develop and implement a comprehensive plan for family workshops that is based on surveyed interests, establishes a regular and consistent set of events, and that are promoted effectively to all parents, guardians, and families of our unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>3.1 (Chronic Absenteeism Rate), 3.2 (Average Daily Attendance), 3.7 (Parent Participation), 3.8 (Number of Parents who Participate in Workshops), 3.9 (PD Sessions: Partnering with Families), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 3.14 (Engagement Events: Master Calendar), 3.15 (Engagement Events: Promoted), 2.13 (Field Trips)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.4	<p>Action: Increase in School Connectedness</p> <p>Need: According to the Student Climate Survey given in February 2024, 47% of students schoolwide feel a school connectedness resulting in students not feeling valued, respected, nor engaged in their learning. As 85% of our student population is considered to be unduplicated, this feedback is indicative of needing to address this with our English Learners, Foster Youth, and Low-Income students.</p> <p>Scope: LEA-wide</p>	<p>Achieve a school atmosphere that increases school connectedness based on School Climate Survey results, assessment of current environment, while fostering student voice and leadership for our unduplicated student groups (English Learners, Low-Income, Foster Youth).</p> <p>This action is provided on a school-wide basis as MWA has an unduplicated student population of 85%. Providing these services to the school as a whole ensures that this action reaches all of our English Learners, Foster Youth, and Low Income students.</p>	<p>3.5 (School Climate Survey: Safety), 3.6 (School Climate Survey: Connectedness), 3.10 (PD: Interventions for Students with Disabilities), 3.11 (Student Input), 3.12 (8th Grade Retention Rates), 3.13 (Upper School Retention Rates), 3.16 (Student vs. Staff Demographics), 3.17 (Staff Satisfaction), 2.13 (Field Trips)</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

MWA does not have any limited actions in this LCAP cycle. 84.36% of MWA students count as Unduplicated Students, so contributing actions are provided LEA-Wide to best support all unduplicated students and other critical learning groups regardless of race/ethnicity, income-level, English proficiency, foster youth status, gender, ability, etc..

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Making Waves Academy, a single-school LEA, has a high concentration of unduplicated pupils (English learners, low-income students, and foster youth): 84.36%. As such we receive the concentration grant and the newer concentration grant “add on.” We will utilize the additional concentration grant add-on funding to increase the number of staff providing direct services to students, through the hiring of a new Social Worker and a new Upper School Dean. While social workers will be spending the majority or their time supporting Goal 3 Action 1 (Student Support Services for Students that are Suspended), they will also spend a considerable amount of time on Goal 3 Action 2 (Integrated Family Engagement), Goal 3 Action 3 (SWD Suspension Rate Reduction), and Goal 3 Action 4 (Increase in School Connectedness). A small part of their time will be dedicated towards supporting Goal 2 (College and Career Readiness) as a whole. Deans will be spending their time in a similar way, however they will be spending significantly more time supporting with Goal 3 Action 4 (Increase in School Connectedness).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	11,677,020	3,133,215	26.832%	0.000%	26.832%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]						
Totals	\$9,224,793.00	\$1,036,928.00		\$474,857.00	\$10,736,578.00	\$10,647,128.00	\$89,450.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Enhancing Instructional Capacity and Professional Growth	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$456,399.00	\$0.00	\$312,335.00			\$144,064.00	\$456,399.00	
1	1.2	Strengthening Tier 1 Instruction and Differentiation	English Learners	Yes	LEA-wide	English Learners			\$1,547,510.00	\$10,000.00	\$1,483,443.00			\$74,067.00	\$1,557,510.00	
1	1.3	Enhancing Progress Monitoring and Data Analysis	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			\$1,149,107.00	\$10,000.00	\$1,001,604.00			\$157,503.00	\$1,159,107.00	
1	1.4	Improve Academic Outcomes for Special Education Students	Students with Disabilities	No					\$655,337.00	\$0.00		\$607,874.00		\$47,463.00	\$655,337.00	
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	English Learners	Yes	School wide	English Learners			\$330,960.00	\$0.00	\$330,960.00				\$330,960.00	
1	1.6	Language Acquisition Program	English Learners	Yes	LEA-wide	English Learners			\$89,988.00	\$0.00	\$69,129.00			\$20,859.00	\$89,988.00	
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$968,291.00	\$7,450.00	\$973,390.00			\$2,351.00	\$975,741.00	
2	2.2	College and Career Pathway Scope and Sequence	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$2,112,225.00	\$15,000.00	\$2,127,225.00				\$2,127,225.00	
2	2.3	Graduation Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$922,754.00	\$15,000.00	\$933,204.00			\$4,550.00	\$937,754.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Student Support Services for Students that are Suspended	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$800,767.00	\$13,000.00	\$789,767.00			\$24,000.00	\$813,767.00	
3	3.2	Integrated Family Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$519,409.00	\$3,000.00	\$522,409.00				\$522,409.00	
3	3.3	SWD Suspension Rate Reduction	Students with Disabilities Students with disabilities that have been suspended	No					\$429,054.00	\$6,000.00	\$6,000.00	\$429,054.00			\$435,054.00	
3	3.4	Increase in School Connectedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$665,327.00	\$10,000.00	\$675,327.00				\$675,327.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
11,677,020	3,133,215	26.832%	0.000%	26.832%	\$9,218,793.00	0.000%	78.948 %	Total:	\$9,218,793.00
								LEA-wide Total:	\$8,887,833.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$330,960.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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This table is automatically generated and calculated from this LCAP.

1	1.1	Enhancing Instructional Capacity and Professional Growth	Yes	LEA-wide	English Learners Foster Youth Low Income		\$312,335.00	
1	1.2	Strengthening Tier 1 Instruction and Differentiation	Yes	LEA-wide	English Learners		\$1,483,443.00	
1	1.3	Enhancing Progress Monitoring and Data Analysis	Yes	LEA-wide	English Learners Low Income		\$1,001,604.00	
1	1.5	Enhancing the Learning Environment for English Learners Through Staff PD	Yes	Schoolwide	English Learners		\$330,960.00	
1	1.6	Language Acquisition Program	Yes	LEA-wide	English Learners		\$69,129.00	
2	2.1	Vertically Aligned Systems for Seamless College and Career Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$973,390.00	
2	2.2	College and Career	Yes	LEA-wide	English Learners		\$2,127,225.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Pathway Scope and Sequence			Foster Youth Low Income			
2	2.3	Graduation Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income		\$933,204.00	
3	3.1	Student Support Services for Students that are Suspended	Yes	LEA-wide	English Learners Foster Youth Low Income		\$789,767.00	
3	3.2	Integrated Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$522,409.00	
3	3.4	Increase in School Connectedness	Yes	LEA-wide	English Learners Foster Youth Low Income		\$675,327.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$15,106,275.00	\$15,106,275.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Credential process	No	\$64,425.00	\$64,425.00
1	1.2	Facilities conditions and review plan	No	\$2,804,483.00	\$2,804,483.00
1	1.3	Review and adopt curriculum	Yes	\$182,160.00	\$182,160.00
1	1.4	Teacher residents and teacher induction	No	\$411,038.00	\$411,038.00
2	2.1	ELD data analysis and implementation of success metrics	Yes	\$18,150.00	\$18,150.00
2	2.2	ELD Professional Development	Yes	\$13,613.00	\$13,613.00
2	2.3	English Learner Program	Yes	\$64,630.00	\$64,630.00
2	2.4	English Learner Reclassification	Yes	\$18,150.00	\$18,150.00
2	2.5	Instructional Coaching and Professional Development	Yes	\$363,183.00	\$363,183.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.6	Math PD and Coaching	Yes	\$70,877.00	\$70,877.00
3	3.1	Participation and input opportunities	No	\$80,118.00	\$80,118.00
3	3.2	Family engagement	No	\$49,140.00	\$49,140.00
3	3.3	Parent leadership & support	No	\$10,000.00	\$10,000.00
3	3.4	School-Home communication tool	No	\$6,900.00	\$6,900.00
3	3.5	Translation	Yes	\$30,000.00	\$30,000.00
4	4.1	Graduation Pathways	Yes	\$130,963.00	\$130,963.00
4	4.2	College/Career	Yes	\$93,485.00	\$93,485.00
4	4.3	AP Exam	No	\$42,325.00	\$42,325.00
4	4.4	Post-secondary planning	Yes	\$123,065.00	\$123,065.00
5	5.1	Attendance messaging and consistent practice	No	\$62,897.00	\$62,897.00
5	5.2	Attendance: SARB/SART process	No	\$91,289.00	\$91,289.00
5	5.3	Student Enrollment, Retention, and Transfers	No	\$49,832.00	\$49,832.00
5	5.4	Student Activities	No	\$175,150.00	\$175,150.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
6	6.1	Social Emotional Learning	Yes	\$177,073.00	\$177,073.00
6	6.2	Advisory Curriculum	Yes	\$24,570.00	\$24,570.00
6	6.3	Safety and Connectedness Data	Yes	\$120,036.00	\$120,036.00
6	6.4	Support Team (Social Workers)	Yes	\$203,182.00	\$203,182.00
6	6.5	Student Support Referrals and Services	Yes	\$215,275.00	\$215,275.00
6	6.6	Campus Supervisors	No	\$643,717.00	\$643,717.00
6	6.7	PBIS and Behavior Data System	No	\$109,600.00	\$109,600.00
6	6.8	Cultural Celebrations	No	\$25,000.00	\$25,000.00
7	7.1	Course access	No	\$97,071.00	\$97,071.00
7	7.2	Expand course offerings	No	\$26,525.00	\$26,525.00
7	7.3	Career and Technical Education (CTE)	No	\$116,374.00	\$116,374.00
8	8.1	Tier 1 instruction	No	\$4,438,286.00	\$4,438,286.00
8	8.2	Academic interventions	Yes	\$2,629,057.00	\$2,629,057.00
8	8.3	Educational software	Yes	\$23,500.00	\$23,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	8.4	Assessment tools	Yes	\$93,250.00	\$93,250.00
8	8.5	Progress monitoring and data analysis	Yes	\$86,025.00	\$86,025.00
8	8.6	Extended learning	Yes	\$96,941.00	\$96,941.00
8	8.7	Special Education	No	\$1,024,920.00	\$1,024,920.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3012448	\$4,272,934.00	\$4,272,934.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This section is included to assist with development of Annual Update Action Tables but is not required, and should not be printed, as part of the LCAP Annual Update.

This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.3	Review and adopt curriculum	Yes	\$182,160.00	\$182,160.00		
2	2.1	ELD data analysis and implementation of success metrics	Yes	\$18,150.00	\$18,150.00		
2	2.2	ELD Professional Development	Yes	\$13,613.00	\$13,613.00		
2	2.3	English Learner Program	Yes	\$19,890.00	\$19,890.00		
2	2.4	English Learner Reclassification	Yes	\$18,150.00	\$18,150.00		
2	2.5	Instructional Coaching and Professional Development	Yes	\$255,480.00	\$255,480.00		
2	2.6	Math PD and Coaching	Yes	\$10,000.00	\$10,000.00		
3	3.5	Translation	Yes	\$30,000.00	\$30,000.00		
4	4.1	Graduation Pathways	Yes	\$130,963.00	\$130,963.00		
4	4.2	College/Career	Yes	\$93,485.00	\$93,485.00		
4	4.4	Post-secondary planning	Yes	\$123,065.00	\$123,065.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
6	6.1	Social Emotional Learning	Yes	\$177,073.00	\$177,073.00		
6	6.2	Advisory Curriculum	Yes	\$24,570.00	\$24,570.00		
6	6.3	Safety and Connectedness Data	Yes	\$120,036.00	\$120,036.00		
6	6.4	Support Team (Social Workers)	Yes	\$203,182.00	\$203,182.00		
6	6.5	Student Support Referrals and Services	Yes	\$191,275.00	\$191,275.00		
8	8.2	Academic interventions	Yes	\$2,394,067.00	\$2,394,067.00		
8	8.3	Educational software	Yes	\$23,500.00	\$23,500.00		
8	8.4	Assessment tools	Yes	\$93,250.00	\$93,250.00		
8	8.5	Progress monitoring and data analysis	Yes	\$54,084.00	\$54,084.00		
8	8.6	Extended learning	Yes	\$96,941.00	\$96,941.00		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
11244483	3012448	0	26.790%	\$4,272,934.00	0.000%	38.000%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.
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Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the

amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023

Acct #	Account/Title	FY2025	FY2026	FY2027
Income				
8011	State Aid - General Apportionment	8,077,681	7,885,472	8,275,709
8012	Education Protection Account Entitlement	3,462,646	3,380,252	3,547,534
8096	In Lieu of Property Taxes	3,436,228	3,354,463	3,520,469
8181	Special Education - Federal	166,981	163,008	171,075
8220	Child Nutrition Programs - Fed	160,000	156,193	163,922
8230	Homeless Children and Youth II	3,670	-	-
8263	Federal - ESSER Funding III	61,415	-	-
8290	Federal Title I - Basic Grant	356,954	348,460	365,705
8295	Federal Title II - Teacher and Principal Training	49,138	47,969	50,343
8296	Federal Title III - LEP	44,766	43,701	45,863
8297	Federal Title IV - Part A - Student Support	24,000	23,429	24,588
8311	State - Special Education	921,742	899,809	944,339
8313	State - Special Education - Level 2 Mental Health	53,300	52,032	54,607
8314	State - Special Education - Level 3 Mental Health	43,008	41,985	44,062
8520	Child Nutrition Programs - State	150,000	146,431	153,677
8526	Expanded Learning Opportunities Program (ELOP)	332,310	324,403	340,457
8527	Educator Effectiveness	40,000	39,048	-
8531	Arts, Music, and Instructional Materials Discretionary	312,247	304,817	-
8532	Learning Recovery Emergency Block Grant	408,543	398,822	418,559
8545	School Facilities Lease Rmbsmnt SB740	1,449,660	1,415,165	1,485,199
8550	Mandate Block Grand Funding CA	38,516	37,600	39,460
8560	State Lottery	258,681	252,526	265,023
8590	Other St Income (Arts&Music)	11,888	11,605	12,179
8621	Measure G Parcel Tax	311,751	304,333	319,394
8810	Interest Income	210,000	150,000	100,000
8980	Contribution - Unrestricted	660,000	410,000	160,000
8981	John Regina Scully (JRS)	8,375,224	10,077,787	10,618,796
8986	School Supplies	6,000	5,857	6,147
8988	In-Kind Donations	9,000	8,786	9,221
Total Income		29,435,349	30,283,949	31,136,328

Acct #	Account/Title	FY2025	FY2026	FY2027
Expenses				
1100	Teacher Salaries	5,593,993	5,761,813	5,934,667
1103	Substitute Teacher Salaries	432,472	445,446	458,810
1200	Certificated Pupil Support	799,692	823,683	848,393
1300	Certificated Supervisor & Administrator Salaries	1,909,327	1,966,607	2,025,605
1409	Certificated Special Temporary COLA Bonus	1,836,000	1,891,080	1,947,812
1900	Certificated Other Salaries	282,834	291,319	300,059
2100	Classified Instructional Aide Salaries	739,004	761,174	784,009
2200	Classified Support Staff Salaries	924,289	952,018	980,578
2300	Classified Supervisor & Administrator Salaries	450,148	463,652	477,562
2400	Classified Clerical and Office Salaries	793,995	817,815	842,349
2900	Classified Other Salaries	272,126	280,290	288,698
	Total Salaries	14,033,880	14,454,896	14,888,543
3101	Certificated STRS	1,694,489	1,745,323	1,797,683
3301	Certificated Social Security/Medicare	471,468	485,612	500,181
3401	Certificated Health & Welfare Benefits	2,165,709	2,230,681	2,297,601
3501	Certificated Unemployment Insurance	70,169	72,274	74,443
3601	Certificated Workers Comp Insurance	182,440	187,914	193,551
3701	Certificated Retirement Match	115,647	119,117	122,690
3999	Accrued Paid Time Off	62,091	63,954	65,872
	Total Benefits	4,762,015	4,904,875	5,052,021
	Total Salaries & Benefits	18,795,895	19,359,771	19,940,565
4100	Approved Textbooks and Core Curricula Materials	167,135	172,149	177,314
4200	Books and Other Reference Materials	2,900	2,987	3,077
4315	Custodial Supplies	65,000	66,950	68,959
4325	Instructional Materials & Supplies	376,226	387,513	399,138
4330	Office Supplies	800	824	849
4410	Furniture, Equipment & Supplies (non-capitalized)	83,500	86,005	88,585
4420	Computers and IT Supplies (non-capitalized)	245,910	253,287	260,886
4710	Student Food Services	317,000	326,510	336,305
4910	Emergency Supplies	5,950	6,129	6,312
4990	Contingency	12,000	12,360	12,731
	Total Supplies	1,276,421	1,314,714	1,354,155
5210	Conference Fees	121,950	125,609	129,377
5215	Travel - Mileage, Parking, Tolls	9,725	10,017	10,317
5220	Travel - Airfare & Lodging	32,025	32,986	33,975
5225	Travel - Meals & Entertainment	20,450	21,064	21,695
5305	Professional Dues & Memberships	20,800	21,424	22,067
5421	General Liability Insurance	484,212	498,738	513,700
5510	Utilities - Gas and Electric	505,500	520,665	536,285
5515	Janitorial & Gardening Services	602,862	620,948	639,576
5525	Utilities - Waste	60,000	61,800	63,654
5530	Utilities - Water	90,000	92,700	95,481
5605	Equipment Leases and Rentals	120,000	123,600	127,308
5610	Occupancy Rent	1,840,838	1,896,063	1,952,945
5612	Additional Facilities Use Fees	21,500	22,145	22,809
5615	Repairs and Maintenance - Building	100,000	103,000	106,090
5617	Repairs and Maintenance - Non-computer Equipment	5,300	5,459	5,623
5618	Repairs & Maintenance - Auto	18,000	18,540	19,096
5806	County Oversight Fees	145,240	149,597	154,085
5810	Contracted Services	732,757	754,740	777,382

Acct #	Account/Title	FY2025	FY2026	FY2027
5810.001	Food Service Administration	1,000	1,030	1,061
5810.003	Student Transportation	258,500	266,255	274,243
5810.005	Psychological Services	283,152	291,647	300,396
5810.006	Substitute Teachers	345,000	355,350	366,011
5810.008	Information Technology	890,132	916,836	944,341
5811	Student Exam Fees	17,000	17,510	18,035
5821	Printing and Reproduction	38,500	39,655	40,845
5840	Entrance, Admission, & Ticket Fees (not staff	57,300	59,019	60,790
5897	Special Ed Contract Services	801,290	825,329	850,089
5898	Use Tax	1,000	1,030	1,061
5905	Company Cell Phones	35,200	36,256	37,344
5910	Internet and Wifi	150,600	155,118	159,772
5915	Postage and Delivery	24,000	24,720	25,462
5920	Landlines and Office Based Phones	7,800	8,034	8,275
6900	Depreciation and Amortization	19,000	19,570	20,157
INCO.EXP	5895 Central Office (Shared Services Allocation)	1,452,400	1,463,013	1,452,264
	Total Contract Services	9,313,033	9,559,465	9,791,609
	Total Salaries & Benefits	18,795,895	19,359,771	19,940,565
	Total Supplies	1,276,421	1,314,714	1,354,155
	Total Contract Services	9,313,033	9,559,465	9,791,609
	Total Expenses	29,385,349	30,233,950	31,086,329
	Net Income	50,000	50,000	50,000