

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## School Year

2023-24

## Date of Board Approval

## LEA Name

Making Waves Academy

## CDS Code:

07100740114470

## Link to the LCAP:

*(optional)*

<https://www.makingwavesacademy.org/governance/school-reports/lcap>

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

### TITLE IV, PART A

Student Support and Academic Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;** however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Making Waves Academy (MWA) is a 5th through 12th grade public charter school in Richmond, CA, authorized by the Contra Costa County Office of Education starting in 2007. MWA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the Local Control and Accountability Plan, can be seen through our categorical expenditures. Categorical expenditures budgeted for the 2023-24 school year are focused on: academic intervention and progress monitoring, professional development, and English Learner support. Rationale/ evidence for the selected uses of federal funds within the context of the LEA's broader strategy reflected in the LCAP are as follows:

**Academic Intervention and Progress Monitoring:** Due to unfinished learning and learning loss during the pandemic, we focused on analyzing student data in support of understanding what students are learning and have yet to learn. We looked at our diagnostic data (from MAP and STAR Assessments) and interim assessment (IAB) data to inform our instruction. Per review of academic data and needs analysis we identified performance gaps for our English Learner students and students with disabilities, as well as areas for growth across student groups, such as in ELA in the middle school and math in both middle and upper school. MWA has hired onsite Intervention Services Coordinator, a Director of Academic Support Services, and intervention specialists for both ELA and math, to support all students who are in need of more individualized academic support. It is MWA's goal to move our students from red, orange, or yellow to green on the California School Dashboard, when the Dashboard colors return.

**Professional Development:** To ensure all of our staff are fully equipped and prepared to serve our students academically and provide social-emotional supports, professional development is given throughout the year. Professional development allows for our teachers to effectively teach our students utilizing the adopted curriculum and technology provided. MWA will continue to provide high-quality onsite professional development and send faculty and administrators to offsite training as needed. In 2022-23, we supported our WASC Goal of Supporting All Learners and Diversity Equity and Inclusion through a community partnership with Circle Up Education. In 2023-24 professional development work will include training related to curriculum unpacking and implementation.

**EL Support:** We reclassified 9% of our English Learners in 2021-22. We have set goals to increase our reclassification rate, with efforts coordinated by our English Language Development Coordinator, who supports with our continued implementation of a structured English Immersion program, which includes both integrated and designated EL support.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Efforts include but are not limited to: Ensuring that all staff involved in the the LCAP and budget process have the knowledge needed to understand the categorical programs and the supplement; MWA will use California Department of Education monitoring tools.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

N/A

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable - LEA is a charter school. Per the California Department of Education all LEAs applying for ESSA funds must complete this section of the LCAP Federal Addendum. This provision requires LEAs to analyze and compare data across school sites and therefore charter schools and single-school districts are not required to provide a substantive response.

To ensure all teachers are compliant with credentialing requirements, upon hire and for continued employment, the LEA regularly monitors the credential status for all Making Waves Academy teachers with the support of a credential service provider. This includes Intern, Preliminary, and Clear credential status as displayed by the Commission on Teacher Credentialing (CTC). In general, the LEA checks in with teachers monthly for progress updates towards credential issuance and exam updates, as needed. Any teachers who do not have the appropriate document(s) to teach in the classroom will receive hands-on support from the LEA to determine eligibility for permits and/or waivers that guarantee compliance (e.g. Short-Term Staff Permit, Provisional Intern Permit, Limited Authorization Permit, Emergency CLAD, or Waivers) issued by the CTC. In addition, the LEA and school leader(s) will support and implement teacher plans to outline the credential requirements that must be fulfilled by identified dates noted on the plan for continued employment. These plans also include frequent LEA follow-ups to teachers requesting updates to determine where additional support is needed.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.



Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> <li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li> <li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

### Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

MWA implements effective parent and family engagement through hosting regular parent meetings and workshops, through communication tools, and through parent advisory committees, including the LCAP Advisory Group and the English Learner Advisory Committee. MWA will involve parent and family members in jointly developing the Targeted Support and Improvement plans (or Additional Targeted Support and Improvement plan, ATSI) through the LCAP Advisory Group, and other LCAP feedback sessions. MWA's plan for Additional Targeted Support and Improvement is integrated into its Local Control and Accountability Plan (LCAP). As part of the LCAP development process, MWA undertakes a needs assessment reviewing data from multiple metrics (including academic data such as results on the Smarter Balanced and ELPAC assessments, and school climate data, including suspension rates, attendance and absenteeism rates, and school climate survey data). Data reviewed includes overall data for the school as well as data disaggregated by key student subgroups. MWA ensures parent and family engagement in this process by reviewing and getting feedback on this data at each of the LCAP Advisory Group meetings and related LCAP feedback events. Parent/family perspectives on the data become a part of the needs assessment and are used to identify strengths, areas for growth, and to identify evidence-based actions to take in response to this needs assessment.

To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Starting 2022-23 MWA restructured the leadership roles to support with parent and family engagement. Assistant Principals, with oversight and support from the Principal, oversee and coordinate family engagement efforts (for their respective divisions) to ensure sufficiency and alignment. This shift has been done to help parents have greater clarity on who to approach and partner with and to facilitate staff-family engagement.

MWA will also continue to develop and refine existing communication and promotion tools targeted towards parents. Examples of planned efforts to increase Parent Involvement are: continuing to provide more opportunities, training and support for meaningful, mission-aligned activities through parent education opportunities and staff support that results in a "good" to "excellent" level rating on the annual parent survey; and by promoting Parent involvement on the LCAP Advisory Group (which serves as our LCAP Parent Advisory Committee), English Language Advisory Committee, MWA Board of Directors, Black/African American Parent Advisory Committee, and other relevant parent groups. MWA also plans to continue increasing communication with parents via parent newsletters, electronic communications and automated telephone messages that result in achieving a measurable increase in the level of participation. We are introducing a new parent-school communication tool in 2023-24 to make communication more accessible and streamlined.

The parent engagement policy was originally created in collaboration with the School Site Council, which included representatives from parents, students, teachers, and other staff. Families were invited to the School Site Council meeting during which the policy was created. Revisions have been reviewed with our LCAP (Parent) Advisory Group, which have open meetings to which all families are invited. The policy is communicated to parents in parent meetings, is posted on our website, and is linked in a notification sent home at the start of each school year. The Parent and Family Engagement policy has been translated into both Spanish and English.

MWA provides multiple opportunities for parents, guardians and families to understand how to support their child's academic growth. MWA hosts Parent Meetings, which occur at least quarterly, as well as workshops that are attended by our school leaders. These events include discussions and workshops to support parents and families in understanding graduation requirements, the state standards and assessments, and in monitoring their students' academic progress. Workshops have included topics such as training parents on how to look up their students' grades, and how to support students in completing their literacy goals, and how to understand developmentally appropriate behaviors and needs in middle and high school.

We have an active English Learner Advisory Committee which meets approximately monthly and is led by a parent president who collaborates heavily with the English Language Development Coordinator. Additionally, families are invited to attend conferences each year to discuss their child's academic progress with the relevant instructors. For students needing additional academic support, the Intervention Services Coordinator hosts meetings with the families of Tier III students, and the Director of Special Education hosts regular meetings for students receiving special education services.

Making Waves Academy provides professional development opportunities for staff and school leaders to learn to engage with parents and families effectively. Our Deans and Social Workers attend professional development workshops and then host their own workshops to train staff on how to implement the strategies they learned. This results in staff and faculty who are equipped in communicating effectively with parents as equal partners, and who feel connected to the school, as evidenced by survey data.

The school Social Workers collaborate with the Deans and Assistant Principals to identify families' needs and support them in accessing necessary programming.

Making Waves Academy relays information to parents in multiple ways. Messages are sent through an Automated Telephone Messaging system, text messages and emails sent via our communications tool, fliers handed out to families in person, when applicable. Additionally, family messages are captured on our website parent portal. All messages are translated into Spanish, and all parent meetings are simultaneously translated into Spanish, and other translation services are available upon request.

Making Waves Academy has aligned the parent involvement requirements in ESSA Section 1116 with the LCAP educational partner engagement process by inviting all MWA parents, the community, students and staff to participate in the feedback sessions around the development of the LCAP and the budget. We hold open meetings of our LCAP Advisory Group 4-5 times per year as well as additional LCAP events with our ELAC, students, and staff in the spring before the conclusion of the budget period for the subsequent school year. Within the LCAP educational partner feedback sessions, parents have the opportunity to ask questions, work with other members in the community through a series of activities to really monitor the work that has taken place and evaluate what has worked and has not, as well as provide honest feedback

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

As a SWP, MWA provides increasingly intensive interventions for foster students, chronically absent students, and other vulnerable populations by utilizing the Response to Instruction and Intervention (RTI-2) framework, embedded in our broader Multi-tiered System of Supports (MTSS). MWA has an Intervention Services Coordinator for both middle school and high school, in addition to interventionists who provide case management, academic mentoring and in-class support. MWA provides core-day intervention programming and support for Tier 3 students.

Additional supports include a site-based SARB process to support with interventions for students who are chronically absent or truant. Advisors, core-day teachers, clinicians, social workers and other staff members collaborate to provide wraparound services for students.

MWA's approach to student development includes engaging students with social-emotional curriculum that is relevant and rigorous, which supports students in developing a life dream in connection with their academic progress.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MWA provides increasingly intensive interventions for homeless students, foster students, chronically absent students, and other vulnerable populations by utilizing the Response to Instruction and Intervention framework situated within our MTSS model. Our lead Social Worker serves as our homeless student coordinator. In addition, MWA has robust Student Services and Academic Support Services departments, comprised of Interventionists, Intervention Coordinator, Coordinator of Extended Day, Social Workers, Deans of Students and clinicians. The services provided by these departments span from 5th-12th grade for both middle school and high school. In addition to interventionists who provide case management, academic mentoring and in-class support, MWA provides core-day intervention programming and support for Tier 3 students.

Additional supports include a site-based SARB process which includes community members and advocates to provide support to students struggling with attendance. Advisors, core-day teachers, clinicians, social workers and other staff members collaborate to provide services for students. MWA's approach to student development includes engaging students with social-emotional curriculum that is relevant and rigorous, which supports students in developing a life dream in connection with their academic progress.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MWA has implemented various strategies to facilitate effective transitions for students from middle grades to high school and from high school to post-secondary education by maintaining rigorous student achievement measures. MWA engages Middle School students from both an academic and socio-emotional perspective to encourage 90% and higher annual retention rates, particularly the 8th grade retention rate at MWA with direct matriculation to the Upper School and a 95% graduation rate for Upper School students. 8th grade students participate in "transition week" activities planned by the Upper School to support a smooth matriculation into their high school setting. 12th grade students participate in "transition week activities" to ensure the successful completion of their college degrees, as quickly and with as little debt as possible.

In addition, MWA has created or provided the following:

- Individual graduation pathway plans for MWA Upper School students that track and monitor progress towards high school graduation and post-secondary plans;
- Training for faculty regarding Upper School graduation requirements and college admissions criteria for UCs and CSUs;
- Training for faculty, administration, staff, students and parents on the rationale and significance of Career Technical Education opportunities for students.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MWA has built out our Gifted and Talented program under, now under the leadership of our middle school Assistant Principal and Director of Academic Support Services. Our GATE students are identified in the 5th or 6th grade and may participate in a variety of enrichment programming in our “flex” period or afterschool. Making Waves Academy also participates in My Very Own Library (MVOL), where our students receive books every year to build their own libraries.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At this time Making Waves Academy does not receive an allocation of Title I, Part D funds making this section of the addendum not applicable.

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children



and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

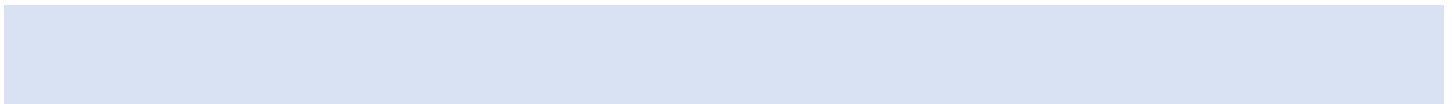


**Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

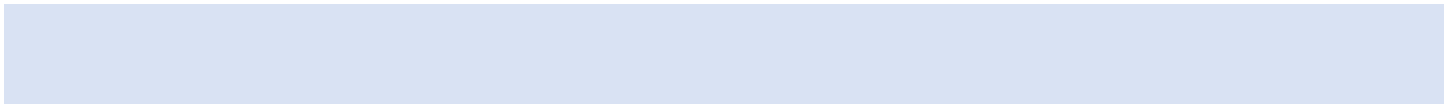


**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

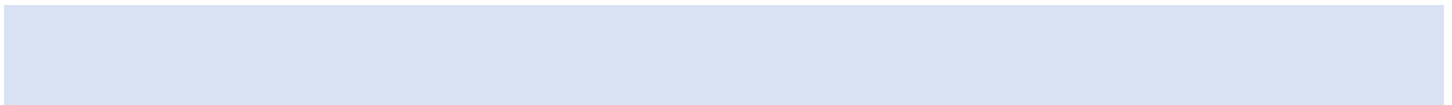


**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



**Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

MWA provides professional development to its teachers and other school leaders through onsite and offsite sessions. During COVID-19, we focused most on onsite trainings, as well as virtual webinars with off-site providers, though off-site, in-person trainings are beginning to re-emerge as a tool we use. Professional development for MWA teachers, staff and school leaders is provided during summer institutes (professional development days) which are attended by all faculty and administration prior to the first day of school. Professional Development(PD) occurs weekly, as facilitated by teacher-leaders, educational consultants, and Assistant Principals. Additionally, mandatory academy-wide professional development occurs each semester for approximately 6 hours each session.

Topics include a range of interests and needs, from instructors participating in data discussions to track students' academic growth, implementing social and emotional learning techniques in the classroom, and how to incorporate strategies to effectively engage students receiving Special Education Services. Instructors are encouraged to attend off site training when available. The efficacy of the PD is evaluated through teacher observations and PD sessions designed to focus on the school's priorities. Our system for PD follows a process of continuous improvement and is grounded in data and research-based practices. In addition, data such as CAASPP scores, local assessments of students and other local data such as the CA Healthy Kids Survey and behavior intervention data are evaluated to assess the efficacy of PD.

In addition to a monthly PD session, MWA will provide teachers with study aides for credentialing exams that they can borrow and return, as well as have direct access to department leads and an Assistant Principal who will provide additional coaching throughout the year. Evaluation of the effectiveness of such professional development is measured through classroom observation with feedback.

School leaders and other school leadership will participate in both onsite and offsite sessions that are taught by other administrators who are considered subject-matter experts. Administrators are also encouraged and supported to attend professional development sessions and conferences applicable to their roles within the organization. Such professional development has included conferences organized around federal and state categorical programs, WASC accreditation visits and workshops, California Department of Education (CDE) workshops, and other offsite sessions through the CA Charter School Association, Charter Schools Development Center, National Charter School Association and the County. Evaluation of the effectiveness of professional development for school leaders and other administrators can be evaluated in their ability to share the information with teachers, staff and parents in a clear and concise way.

Every teacher, staff, school leader and administrator sets annual goals. Some goals are towards career advancement or continuous learning and improvement. Professional development plans will be created with managers to ensure staff are given the necessary tools to feel supported in serving our students and are meeting their personal and professional career goals.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **Address these questions:**

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

With 87% of MWA students identified as socioeconomically disadvantaged, MWA is a school-wide program (SWP) that ensures funds are allocated to targeted supports that serve all students.

## **Data and Ongoing Consultation to Support Continuous Improvement**

### **ESSA SECTION 2102(b)(2)(D)**

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

##### **Address these questions:**

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Educational Partners are consulted regularly in LCAP Advisory Group Meetings. Parents comprise the majority of participants in the LCAP Advisory Group, including parents of English learner students, of students with disabilities, and “low income” students. The LCAP Advisory Group publishes agendas in advance in compliance with the Greene Act, and allows for public comment and participation. Information shared in these meetings is communicated to parents in regular Parent Meetings, with the support of the Assistant Principals, and through the English Language Advisory Committee. Data is shared from multiple sources, including the California School Dashboard, our Schoolzilla data warehouse, state, interim and diagnostic assessment data, as well as data related to the various metrics on our LCAP. Data is analyzed regularly by school leaders, teacher leaders, and teachers in regular meetings, including Friday professional development sessions, in content teams, and/or professional learning communities (PLCs), with support from our Assistant Principals, Compliance & Assessment Administrator, English Language Development Coordinator, and our Academic Support Services team.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MWA has a strong professional development program. Professional development centers our school goals and provides opportunities for professionals to grow their craft. Professional Development occurs on Fridays from 3-4:30 and alternates in weeks focusing on: instruction; data and assessments; school culture and social-emotional learning; and diversity, equity, and inclusion. Professional Development is then followed through in content teams and grade level teams the following week to ensure continuity of learning.

MWA has implemented a process for a progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review of progress in the English Language Proficiency Assessment of California (ELPAC). To ensure such success MWA plans ongoing professional development of faculty and administration through site-based and off-site training. In addition, MWA has implemented a section of formal and informal teacher observations and lesson planning documents that address teacher efficacy with the implementation of Common Core State Standards and California ELD State Standards. It is a priority to support our EL students with building academic content knowledge and access to all state standards through integrated ELD in all core classes and through designated ELD courses for all English Learner students. A way MWA plans to ensure such support is effective and helpful to our student's academic success is by supporting the English Language Development Coordinator in overseeing and managing this area school wide. The English Language Development Coordinator does the following: develop a schedule for training for ELD faculty; develop a schedule for ongoing informal feedback loops; utilize a teacher observation tool and provide feedback on the use of adopted ELD best practice instructional strategies and curriculum; share agreed upon best practice ELD strategies through presentations to the MWA Board, CEO and the Academic Student Support Services Team.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Making Waves Academy places students in designated ELD classes based on their ELPAC levels (where applicable). Additionally, the ELD Coordinator monitors the progress of newly reclassified students for four years after their formal reclassification. MWA, through their English Language Development Coordinator and the implementation of a structured English immersion program, has been able to successfully reclassify a high number of English Language students as being English proficient. English Language Development instruction occurs within our intervention model in both the Middle and Upper School. During this time, students receive designated instructional support. Integrated English Language Development occurs during the normal core day, as all English Language Learners (ELs) are enrolled in Structured English Immersion Classes. Additional intervention supports have also been reviewed and put into place through MWA's Academic Support Services Team (ASST). The ASST team, through the use of data, monitors where our English Learning students are struggling in order to support administrators and teacher leaders with providing instruction that meets the specific needs of the ELs they serve.

### **Title III Programs and Activities**

#### **ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

MWA will continue to focus and refine our intervention program with respect to our English Learners, with an emphasis on English and math skill development through programming that includes tiered instruction in our "flex period," progress monitoring through implementation of interim assessments (IAB) and diagnostic/screener assessments (STAR reading), and systems to create a continuous cycle of data driven teaching and learning.

The master schedule includes a flex period that includes opportunities for intervention classes, ELD classes, as well as some electives, to allow for Intervention to occur during the school day without impinging on core instruction time. In the Flex period, English Learners receive Designated ELD instruction. In addition, students received Integrated ELD instruction throughout their school day.

This provides English learners the opportunity to access the full range of course offerings, increase their English language proficiency, and meet state standards. This work is supervised by MWA's English Language Development Coordinator, who gathers and shares EL data to monitor the progress of EL students in these areas.

### **English Proficiency and Academic Achievement**

#### **ESSA SECTIONS 3116(b)(2)(A-B)**

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.

2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MWA assists English Language Learners in achieving English proficiency through the targeted supports provided. MWA has implemented the ELPAC and is keeping up with shifts from the state in order to stay in compliance with our practices and policies.

ELPAC Data reflects that the majority of our English Learners performed at a 3 or a 4 on the ELPAC. Our strength is in the listening and speaking domains. We continue to focus on the Reading and Writing domains in order to see change in those areas during the upcoming ELPAC administrations. In 2022-23 we saw an increase in the number of students reaching level 4 on the ELPAC, the level that is required for EL reclassification (along with 3 other criteria).

Structured English Language classes are aligned with the Common Core State Standards. Our designated English Language Development classes are aligned with the CA ELD Standards Framework. MWA will continue to focus on intervention with an emphasis on ELA and mathematics skill development through programming that includes differentiated tiered instruction, Marlin hour, Summer Academy, Saturday Academy and the continuation of interim assessments.



## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Under section 4109, Making Waves will allocate Title IV, Part A funds, towards the contracted services to provide social emotional supports for students with needs identified through our Multi-tiered systems of support (MTSS). This includes students receiving Educationally Related Mental Health Services (ERMHS), as specified in students' Individualized Educational Plans (IEPs), as well as students identified through our MTSS process for additional short-term social emotional learning (SEL) or counseling supports from an outside service provider. These will support improving school conditions for student learning in order to create a healthy and safe school environment and enable access to a well-rounded education for all students.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]  
Making Waves Academy receives less than \$30,000 in Title IV Part A funds, making this section not applicable.

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022