

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

LEA Name

Making Waves Academy

CDS Code:

07100740114470

Link to the LCAP:

(optional)

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.

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, authorized by the Contra Costa County Office of Education. 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 2018-19 school year are focused on: Academic Intervention Services (AIS), professional development, English Learner support, and technology. 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 Services (AIS): Per review of academic data conducted twice per quarter we identified that in aggregate, our low-income and African American students were still behind their peers academically based on the SBAC data from the 2017-18 year. On average, in ELA, African American students were 37.7 points from standard met and Hispanic students were 9.8 points from standard met; in aggregate all students were 10.8 points from standard met. Based on the data, we have developed a plan to increase our students' academic achievement. MWA has revamped our Saturday Academy program to also target English Learners, Tier 3 and GATE students. African American Achievement will be addressed through focus groups held with students, staff and parents as part of a larger intervention plan to support their academic growth and development. For math, the SBAC data reflected that in aggregate our students were 62 points from standard met. African American students were in the orange at 99 points from standard met. The remaining student subgroups were in the yellow: English Learners were 78.5 from standard met, Socio-economically disadvantaged students were 62.6 points from standard met, and Hispanic students were 61.3 points from standard met. Per the SBAC data shown, MWA has hired onsite intervention service coordinators and interventionists for both the middle and upper school, to support all students who are in need of more individualized academic support. It is MWA's goal to move our students from orange and yellow to green on the California School Dashboard.

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.

EL Support: MWA successfully reclassified 18% of the school's EL population as being proficient in English as a result of hiring of an English Language Development Coordinator and continued implementation of a structured English Immersion program, which includes both integrated and designated EL support.

Technology: As MWA's academic climate aligns with one-to-one technology sources for students, funds will go towards the use of applied instructional technology in the classroom. This aligns with our school wide goal to produce 21st Century learners, and will supplement the adopted curriculum and prepare our students to be successful to and through college.

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, MWA has also hired a Director of Compliance to ensure we are updated on any changes to Federal and state program requirements.

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.

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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MWA carefully monitors the degree to which teachers are appropriately assigned and fully credentialed by working closely with the MWA HR department.

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.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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 end-of-year parent survey in May; and by promoting Parent involvement on the School Site Council, English Language Advisory Committee, Board of Directors 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 by the end of the school year.

The parent engagement policy was created in collaboration with the School Site Council, which includes parent representatives, students representatives and other relevant stakeholders. Families were invited to the School Site Council meeting during which the policy was created. The policy is communicated to parents in parent meetings, which are held at least quarterly, and is also communicated by the Parent Engagement Coordinator. Since it's adoption, the Parent and Family Engagement policy has been translated into both Spanish and English which are both sent out in the summer before students return for the new school year.

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 monthly "Coffee Talks" that are attended by our Parent Engagement Coordinator, Deans, and School Directors. Parent Meetings and Coffee Talks include discussions and workshops to support parents and families in understanding the state standards and assessments and in monitoring their students' academic progress. Specific workshops provide families with access to laptops and train them on how to look up their students' grades, and how to support students in completing their literacy goals.

We have an active English Learner Advisory Committee which meets monthly and is led by a parent president who collaborates heavily with the English Language Development Coordinator and who is also an active participant in the School Site Council. Additionally, families are invited to attend conferences at the end of the quarter to discuss their child's academic progress with the relevant instructors. For students needing additional academic support, the Intervention Services Coordinator hosts quarterly meetings with the families of Tier III students, and the SPED Coordinator 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 Parent Engagement Coordinator 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 Parent Engagement Coordinator to identify families' needs and support them in accessing necessary programming. The Making Waves Academy parent resource center, led by the Parent Engagement Coordinator, serves as a hub for parents, guardians and families to access resources and offers them opportunities to become active in Federal, State and local programming that are relevant to their needs.

Making Waves Academy relays information to parents in multiple ways, including our "Weekly Wave" newsletter, and our Daily Bulletins. Messages are sent through an Automated Telephone Messaging system, text messages and emails sent via SchoolMint, fliers handed out to families in person and at Parent Meetings. All messages are translated into Spanish, and all parent meetings are simultaneously translated into Spanish using headsets, and other translation services are available upon request.

Making Waves Academy has aligned the parent involvement requirements in ESSA Section 1116 with the LCAP stakeholder engagement process by inviting all MWA parents, the community, students and staff to participate in the feedback session around the development of the LCAP and the budget. Such session is hosted in the Spring before the conclusion of the budget period for the subsequent school year. Within the LCAP stakeholder feedback session, 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.

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.

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 Intervention framework. 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 one-on-one 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 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 Intervention framework. 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 one-on-one 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 wraparound services for students. Each student is served by a dean who follows the child throughout their time at MWA, and coordinates wrap-around services to ensure student success.

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.

In addition to the intensive intervention and additional supports, MWA reserves a portion of their Title I, Part A monies to assist with bus passes for students to get to and from home to school and to cover uniform costs. Families may request assistance through MWA's homeless student coordinator who then works closely with the Finance department to meet the student's needs.

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.

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) coordination with institutions of higher education, employers, and other local partners; and
- (B) 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:

N/A

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:

N/A

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:

MWA provides professional development to its teachers, division directors, and other school leaders through onsite and offsite sessions. Professional development for MWA teachers, staff and school leaders is provided during summer institutes which are attended by all faculty and administration, totaling over 40 hours of professional development prior to the first day of school. Professional Development(PD) occurs weekly, as facilitated by teacher-leaders, educational consultants, and Directors of Curriculum & Instruction. Additionally, mandatory academy-wide professional development occurs quarterly 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 called the Teaching and Learning Cycle. PD 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.

New teachers who are currently classified as interns with the California Teachers Commission will be provided with mentorship from the Director of Teacher Residency, where once a month, interns will engage in an all-day PD specific to curriculum, instruction and classroom management. 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 a Director of Curriculum and Instruction 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 either 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, CALPADS workshops and other offsite sessions through the CA Charter School Association, Charter School Development Network, 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).

THIS ESSA PROVISION IS ADDRESSED BELOW:

With 88% 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:

Stakeholders are consulted monthly in School Site Council Meetings. The School Site Council includes students, parents, teachers, division directors (Principals), and community members. The School Site Council reports to the Making Waves Academy (MWA) Board; both the School Site Council and the MWA Board publish agendas in compliance with the Greene Act and Brown Act, and allow for public comment and participation. Information shared in these meetings is communicated to parents in monthly Parent Meetings, with the support of the Parent/Guardian Engagement Coordinator, and through the English Language Advisory Committee, which also has a representative who serves on the School Site Council. Data is shared from multiple sources, including the California School Dashboard, the PowerSchool EdClick data regarding students' behavioral incidents, as well as through a program called Mosaic which compiles data from multiple sources and includes grade point averages, school climate data such as attendance, and number of referrals, as well as how students are supported who are English Language Learners, receive Special Education Services or who require other supports. This data is analyzed quarterly through the Academic Intervention Services team, which includes division directors (principals), coordinators, deans, teachers, and is led by Intervention Services Coordinators from the middle school and the high school. The Intervention Services Coordinators review the data weekly and communicate directly with teachers, the English Language Development Coordinator and Directors of Curriculum and instruction, to respond to trends in the data in real time and to ensure that student's needs are met. The Intervention Services Coordinators also collaborate with an outside educational consultant with over a decade of experience with our school to ensure that the appropriate supports are in place for all learners.

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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. 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. In addition, It is a priority to support our EL students and the academic content knowledge. 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 site-based and off-site training for ELD Coordinator and faculty; Develop a schedule for ongoing informal feedback loops; develop a teacher evaluation tool that addresses the use of adopted ELD best practice instructional strategies; share agreed upon best-practice ELD strategies through presentations to the MWA Board, CEO and the Academic Intervention 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Making Waves Academy Middle and Upper School place students in classes based on their CELDT or ELPAC levels (where applicable). Additionally, the ELD Coordinator monitors the progress of newly reclassified students 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. Additionally, Middle School ELs receive targeted support during Saturday Academy. Additional intervention supports have also been reviewed and put into place through MWA's Academic Intervention Services (AIS) team. The AIS team, through the use of data, has identified the current academic assessment of where our English Learning students are struggling in order to support administrators and teacher leaders to provide 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MWA will continue to focus and refine our intervention with respect to our English Learners, with an emphasis on mathematics skill development through programming that includes differentiated tiered instruction, Marlin hour, Summer Academy, Saturday Academy and implementation of interim assessments including the Mathematics Diagnostic Testing Project and Achievement Network systems to create a continuous cycle of data driven teaching and learning.

For the 2017-18 school year, the Upper School refined the Intervention Services Program to allow for Intervention to occur during the school day. This provided English learners the opportunity to access the full range of course offerings.

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.

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 2017-18 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 2018-19 ELPAC administration. During the 2017-18 school year, we updated our reclassification policy to reflect ELPAC and SBAC Data and reclassified 32 students.

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 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)

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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Under section 4109, Making Waves will allocate Title IV, Part A funds, towards the contracted services with the Fruge Psychological Associates (FPA) who provide clinical mental health services to students, serve as consultants with respect to crisis management needs, and provide support with Social-Emotional Learning programming through the development and implementation of Preparing the Mind for Success and Competition (PMSC), a program aimed at supporting the mental health and resilience of first generation college students in graduating from high school and successfully completing college. All teachers from 5th grade through 12th grade implement PMSC through meetings with students as well as through an online survey which provides longitudinal data on student progress. Making Waves has partnered with FPA since the academy's inception in 2007 and has provided clinical services annually for students on an ongoing basis, increasing as the population of the school has increased. Clinicians are present daily and are available to students and families who need their services. FPA reports to division directors quarterly and to the MWA board annually. Reports include data regarding program efficacy, attendance, number of students served, duration and extent of services and a measure of students' growth with respect to mental health.