

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

Funds provided in the Budget Act of 2021 that were not included in the LCAP include: the Cost-of-Living Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education Funds.

Making Waves Academy has a long-established foundational principle of meaningful educational partner engagement. In an effort to provide opportunities for broad access for ongoing educational partner engagement, we host morning and evening feedback sessions, implement surveys, and collaborate with established critical learner advisory committees to maximize engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process.

As such, Making Waves Academy will continue to engage educational partners regarding the additional state funds that will be spent in the 2021-22 school year (the Cost-Of-Living-Adjustment, the 15% increase to concentration funds, the ARP Homeless Children and Youth Fund, and additional Special Education funds) during additional educational partners’ engagement opportunities in the first half of 2022.

Previous engagement opportunities include: virtual feedback sessions for parents, teachers, staff, administrators, and the public for the Local Control and Accountability Plan 2021-22 (<https://www.makingwavesacademy.org/governance/school-reports/lcap>, pages 7-8), as well as the engagement opportunities around the ESSER III and ELO Grant (see prompt 3 below).

During the first half of 2022, we plan to implement an additional survey of our educational partners to capture feedback regarding how best to prioritize funds (including these additional state funds) to best meet the academic, social-emotional, and safety needs of our campus. The survey is designed to identify both overall trends in the community as well as disaggregate feedback collected by the following educational partners: parents, teachers, other staff, and administrators. In addition, we will continue to host listening sessions, parent meetings, and family advisory sessions in an effort to optimize for opportunities for different educational partners to inform and refine the way we prioritize funding.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Making Waves Academy, a single-school LEA, has an enrollment of unduplicated student groups greater than 55%, so we receive the concentration grant and its add-on. 86% of our students qualify as economically disadvantaged, English learners, and/or foster youth (Unduplicated Pupil Percentage). We will use the concentration grant add-on funding toward increasing the number of on-site substitutes, who will provide direct services to students through instruction and supervision. We have increased the number of on-site substitutes from two positions during AY20/21 to twelve positions during AY21/22. The ability to hire ten additional on-site substitutes enables us to maintain our contingency of learning plan while maintaining onsite learning for students. Prioritizing hiring and training a team of mission-aligned substitutes allowed us to increase the consistency of coverage for both teacher vacancies and daily classroom coverage, and provide direct services to students. These positions directly support instruction and the social-emotional wellness of students as the additional hires allowed Making Waves Academy to remain open and operational during an extended period of teacher storage.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Efforts have been made to refine and improve our approach to support COVID-19 recovery through the LCAP development process, which includes engagement opportunities organized specifically around gathering feedback for the use of federal funds, including ESSER III. Making Waves Academy sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, Expanded Learning Opportunities Grant and the ESSER III Expenditure Plan. The following links and page numbers indicate how and when Making Waves Academy engaged its educational partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

ESSER III Expenditure Plan, pages 3-4

(<https://resources.finalsite.net/images/v1639162558/makingwaves/xrk43643e5bmufsu9rsj/ESSERIIIExpenditurePlan2021.pdf>)

2020-21 Learning Continuity and Attendance Plan, pages 3-4

(https://www.makingwavesacademy.org/uploaded/MWA_Website_Updates/2020_Learning_Continuity_and_Attendance_Plan_Making_Waves_Academy-FINAL-9.29.2020.pdf)

2021-22 Local Control and Accountability Plan, pages 6-7

(<https://resources.finalsite.net/images/v1626113189/makingwaves/ysfdwed8tlvymxgr5ggm/2021-22LocalControlandAccountabilityPlan-English.pdf>)

Expanded Learning Opportunities Grant Plan, page 2 (<https://www.makingwavesacademy.org/governance/school-reports>)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is a priority of Making Waves Academy to ensure the health and safety of students, educators, and other staff, as well as to ensure the continuity of services, as required by the American Rescue Plan (ARP) Action of 2021.

Listed below are the successes and challenges we have experienced based on the implementation of our ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan.

Health and Safety of Students, Educators, and Other Staff

Successes: Making Waves Academy continues to benefit from the expertise provided by our two on-site nurses and Covid Response Team. The implementation of weekly surveillance testing of all students has helped maintain a healthy and safe learning environment for both students and staff. Additionally, utilizing County Health Department guidelines for quarantining of students and staff who test positive or show symptoms has allowed us to avoid multiple outbreaks. Lastly, using technology tools such as CrisisGo supports a system of daily symptom check-ins for all staff and families along with an accounting of who is on campus on a daily basis.

Challenges: Making Waves Academy continues to partner with the Contra Costa County Health Department to review ever evolving practices and guidelines. Making sure we continue to monitor and update changes to the guidelines is sometimes a challenge. In addition, helping to educate and make the school community aware of any new requirements was a challenge, particularly at the start of the school year. Helping the community to learn and adapt to these new guidelines proved to be challenging as we worked to build trust in our new systems and plans for a safe return to onsite learning. Lastly, the evolving group of staff who were out sick or quarantining sometimes made it difficult to maintain the level of continuity needed for optimal classroom learning environments and campus-wide safety.

Continuity of Services

Successes: Making Waves Academy continues to offer students with a broad range of courses, interventions and extracurricular programming during ongoing and persistent teacher shortages. School-site administrators launched the year in the classroom, as teachers, to ensure students' return to campus maximized both their academic and social-emotional wellness. The implementation of a new social-emotional advisory program for students and mindfulness professional development series for staff continues to support our holistic approach to onsite learning.

Challenges: Making Waves Academy is not immune to the impact of the national teacher shortage. As such, we started the year with twelve vacant classroom positions, which were covered by credentialed administrators and substitutes. The impact of these vacancies paired with student and staff Covid quarantines led to a three day school closure as we did not have the staff required to safely operate onsite. The original Making Waves academic calendar exceeded the required 175 days for charter schools, so we did not dip below the required number of instructional days in that fall closure. In addition, the beginning of Semester 2 has been greatly impacted by many staff and students needing to quarantine due to the surge in Covid rates related to the Omicron variant. As such, our January opening was delayed and we are working with the state and county around next steps.

Implementation of the ESSER III Expenditure Plan

Successes: The programs and resources prioritized by our community partners continue to prove invaluable as we continue to support the health, academic, and social-emotional needs of our students. Student survey data, as well as our ASB board updates, both illustrate how critically important students believe weekly surveillance testing is to their sense of safety while on campus.

Challenges: Making Waves Academy has seen a noticeable increase in behavioral infractions and high level holistic support needs upon returning to onsite learning. As we continue to expand our holistic services team, we will prioritize additional professional development opportunities for teachers and parent workshops to collaboratively meet the social-emotional needs of our students.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Making Waves Academy considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. Some examples of how these additional funds are aligned are:

Safe Return to In-Person Instruction and Continuity of Services Plan: Making Waves Academy used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by continuing to optimize for safety, academic rigor, and social-emotional wellbeing. Upon returning to campus, the community prioritized health and safety routines, expectations, and procedures (REPs) for both students and staff to mitigate the transmission of Covid-19. The onboarding of the Director of Academic Support Services leads our academic instruction team in evaluating and modifying the targeted interventions offered to all students during both core day and supplementary programming. The expansion of our holistic support services team and student-facing advisory programming have helped both students and staff transition back to campus amidst continued stress associated with the Covid-19 pandemic. The implementation of these additional funds received in the 2021-2022 school year is specifically aligned with and builds onto our LCAP Goal 1, which focuses on maintaining and improving basic conditions of learning (LCFF Priority 1).

ESSER III Expenditure Plan: Making Waves Academy used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by creating a Covid Response Team, led by our school nurse, that monitors weekly surveillance testing of all students, facilitates contact tracing when required, and manages the sanitation protocols for our campus. This implementation of these additional funds is in alignment with and builds onto our LCAP Goal 1, which focuses on maintaining and improving basic conditions of learning (LCFF Priority 1). We are actively reviewing student academic performance to implement the appropriate Academic Intervention Services including Acceleration Academy during both President’s Week and Spring Break. This is in alignment with and builds onto our LCAP Goals 4, 7, and 8, which are focused on increasing student achievement, ensuring a broad course of study, and related pupil outcomes. Additional funds have been prioritized for the adoption of a SEL curriculum for advisory instruction as well as monthly mindfulness training sessions for faculty and staff. This is in alignment with our LCAP Goals 5 and 6, which are focused on increasing student engagement and improving school climate, including through SEL initiatives such as advisory instruction.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021