Making Waves Academy

Board Meeting

Date and Time

Thursday January 31, 2019 at 11:00 AM PST

Location

3045 Research Drive Richmond, CA.

Meeting space is located across the street from the Academy, next to the CAP offices. Spanish translation will be provided.

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

Alicia Malet Klein will call the meeting to order and review meeting norms.

B. Record Attendance and Guests

Roll call and verification of quorum.

C. Closed Session

Board will discuss litigation and personnel issues.

D. Public Comments

II. Opening Remarks from Board President

A. Adjusting for Successful Growth

B. Charter School Governance: Best Practices Presentation by MWA's Attorney, Jerry Simmons

III. Standing Reports

Academic Excellence

A. Mission Connection: School Site Council, the Elected Student Representative Experience

B. Q&A on Division Director Reports

Board members will have an opportunity to ask questions and further discuss contents of the MS and US Division Director written reports.

C. Q&A on CEO Written Report

Board members will have an opportunity to ask questions and further discuss contents of the CEO written report.

D. Q&A on Finance Report

Board members will have an opportunity to ask questions and further discuss the contents of the written finance report.

E. SSC Standing Report

No SSC meeting has taken place since the last MWA Board Meeting in December.

IV. Non-Action Items

CEO Support And Eval

A. Deep Dive: Fruge Psychological Associates, Services and Impact at MWA

B. Board Committee Update: Diversity and Inclusion

C. Board Commitment Form & Form 700 - Overview & 2018 Form

D. Board Recruitment Season

V. Action Items

Development

A. Approve Minutes

Approve minutes for Board Meeting on December 13, 2018

B. Facilitative Leadership Training for MWA Staff

Fiscal Impact: $13,150

C. Compensation Study Consultant Contract

Fiscal Impact: $30,000

D. Athletic Trainer Contract

Fiscal Impact: $34,500*

*Expense for FY18-19 will be prorated to reflect actual time worked. Trainer is scheduled to start in February 2018 and work through the remainder of the NCS season.

E. Lowest Performing Students Block Grant: $27,664

F. Student Accountability Report Card

G. FinalSite Contract for Talent Page Upgrades

Fiscal Impact: $6,000

VI. Consent Action Items

A. Job Vite Contract Renewal

Fiscal Impact: $7,152

B. STAR Reading and Accelerated Reader Semester 2 Renewal

Fiscal Impact: $5,769.50

C. Rev K12 Contract Renewal

Fiscal Impact: $7,500

VII. Discussion Items

Facility

A. Comments of the Board of Directors

This portion of the agenda provides an opportunity for the Board of Directors to make general comments. As provided for in the State of California Open Meeting Act, actions cannot be taken under this agenda item. The only purpose of this agenda item is to provide an opportunity for Board of Directors to make comments.

VIII. Closing Items

A. Schedule of Board of Directors Meetings 2018-2019

- March 14, 2019 11:00 a.m. - 2:00 p.m. Come prepared to discuss the board's reading selection, *How Children Succeed.*
- May 2, 2019 11:00 a.m. - 2:00 p.m.
- June 13, 2019 11:00 a.m. - 2:00 p.m.

Save the Dates

- CAP College Success Institute: May 20, 2019
- Upper School Graduation: June 6, 2019
- Middle School Graduation: June 7, 2019

B. Adjourn Meeting

Coversheet

Q&A on Division Director Reports

Section:	III. Standing Reports
Item:	B. Q&A on Division Director Reports
Purpose:	Discuss
Submitted by:	Evangelia Ward-Jackson
Related Material:	MWA MS Directors Report_01.31.19__ewj_final.docx.pdf MWA US Directors Report_Jan2019.pdf

BACKGROUND:
Attached please find the Middle School Board Report which covers report-out from the Dean's office, our Social Worker, and our Parent Engagement Coordinator.

Division Director Board Report

Middle School

Division Director Board Report - January 31, 2019

From the Director's Desk

Dr. E. Ward-Jackson

The first semester of the academic year has come to a close, and we have accomplished a lot! By way of appreciation, I would like to use this space to acknowledge our Middle School Senior Leaders, Coordinators, Teacher Leaders, Faculty and Staff for their initiative, connectedness, resilience, and commitment as we have successfully managed and balanced many competing priorities alongside a 20% increase in our student population, three major facility moves, and the temporary blending of the two divisions of our Academy while we share space. Our team has demonstrated extreme effort, intentionality, and professionalism in balancing these anticipated items, along with the demands of our Pittsburg expansion tasks, WASC expectations, and intensely rigid focus on teaching and learning amidst major change and transition. They have also stepped up, and in, to support me, each other, and our Wave Makers as we've managed the various maternity and paternity leaves of key leaders and lead teachers. I could not ask for a more committed, supportive, and aligned team.

This report will focus in on our student support services team, as well as parent and guardian engagement. Our Deans, Social Worker, and our Parent Coordinator have shared some insight, analysis, and next steps regarding how we continue to support our Wave Makers in the wrap around services that truly makes our school unique, while also working to enable and support our Wave Makers and families with the tools and engagement that will best set them up for indefinite success.

MWAMS Priority Areas

Key three priority areas of Making Waves Academy Middle School for AY 18-19:

1. Focus on Dynamic Data Driven Instruction
2. Focus on Cultivating 21st Century Teachers & Scholars
3. Focus on Implementing Restorative Practices

School wide Goals

Ongoing WASC Accreditation Work –

Goal #2 Support for All Learners

Develop vertically aligned programs between the Middle School and Upper School that differentiate along a continuum of learners and talents and allow for learning in areas beyond academic program, both in the classroom and the school as a whole.

Division Director Board Report - January 31, 2019

Dean of Students

Eric Mingo, Brandon Greene, Emilio Ortega

What?

Last August, the Deans set an ambitious goal as a Key Performance Indicator to achieve a 35% decrease in disciplinary referrals/EdClick entries during semester 1 of 2018, in comparison to the same time period last year, despite the considerable influx of students being served in this expansion year. In addition to tracking improvement levels with general referral numbers, the Deans are measuring their success and identifying areas for priority intervention based on student Culture and Climate survey results related to student perceptions of safety, support, and connectedness on campus.

Referral Trends

Break out by MONTH			
Month	2018-2019 Totals	2017-2018 Totals	%Difference
August	99	87	14%
September	288	203	42%
October	253	200	27%
November	115	145	-19%
December	45	161	-64%
January	106	167	-37%

Student Survey Results

Safety

- **~60%** of Wavemakers feel Deans keep them safe and make themselves available when they need support. (Figure 1)
- Wave Makers are most worried about self-harm, harm between students and getting good grades.

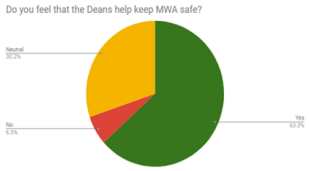


Figure 1

Support

- **75%** of Wave Makers know of a safe person they can talk with if they feel unsafe or have problems. (Figure 2)
- Over **60%** of Wave Makers feel they are supported in resolving issues and/or making things right when conflict has occurred (Restorative Practices).

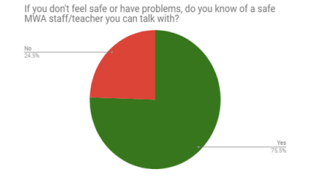


Figure 2

Connectedness

- **~83%** of Wave Makers are proud of MWA (Figure 3)
- **~70%** of Wave Makers would recommend MWA to their friends and family.

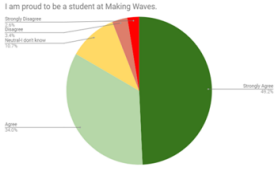


Figure 3

So What?

- The Deans have achieved an overall reduction in referrals of about 6% in S1 of 2018-2019 compared to the prior year. While there was a significant increase in referrals compared to the prior year in the first three months of the school year, as predicted, the bulk these of referrals (over 44% of all referrals) were from incoming 5th grade students. These inflated numbers are the result of the steep MWA enculturation curve where 5th grade students are held to the highest standard of conduct from the very first day they enter the Academy. Incoming students quickly learn MWA's routines, expectations and procedures, while clearly testing the boundaries of acceptable behavior in their new school environment in their first three months as Wave Makers.

Division Director Board Report - January 31, 2019

- By November of 2018, our referral numbers began to meet and exceed our goal of reducing referrals by 35% compared to the prior year, based on month-to-month comparisons, as students learned that they were being held consistently to high behavioral expectations, as Teachers developed confidence in implementing Restorative Practices as a school wide initiative, and as students began to turn to trusted adults for support when conflicts emerged and as harm occurred in the community.
- As a testament to the fact that our students are internalizing MWA's Restorative school culture and buying-in to our school wide expectations that are relationship-centered and rooted in connectedness, support and safety, it should be noted that in the month of December, a month often marked by a spike in referrals around the Holiday season, referral numbers showed historic improvements compared to previous years, and were down a tremendous 64%.
- Even with these impressive gains, areas for intervention emerged from our Culture and Climate survey results that will require further adaptation and intervention on the part of Leadership in the second semester. Most importantly, our MS Wave Makers highlighted that they are most worried about self-harm, harm between students and stress related to getting good grades.

Now What?

- In response to elevated student concerns about self-harm in the community and high levels of stress related to getting good grades, Mr. Greene will be leading the charge with the PMSC Implementation team to develop Social Emotional Learning offerings for teachers and students on the domain of coping mechanisms. This effort will focus on foundational elements of how to best cope with stress by developing the emotional vocabulary of students and enhancing their understanding of the neurophysiology of stress and its underpinnings.

- In response to student anxieties about harm between students, and to increase the percentage of students who feel that they are supported in resolving issues and making things right when conflict has occurred, the Deans will prioritize providing additional professional development offerings to teachers as requested and as referral trends of individual teachers indicate the need for further support and intervention.

- The Deans will partner with the MS Social Worker to identify future student and parent workshop offerings that address student trends (e.g. stress management, social media safety and awareness, Notice,Talk, Act protocol for students, etc.).

- Continue to market Restorative Practices to all stakeholders as a value add framework that improves school climate and culture, increases student safety, and maximizes the impact of instructional minutes on student deportment and academic performance.

Division Director Board Report - January 31, 2019

Middle School Social Worker

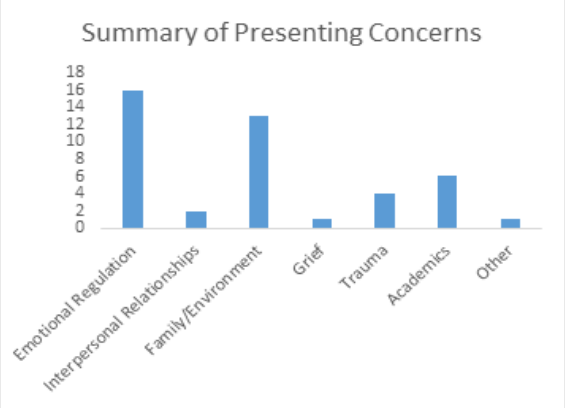
Danilo Garcia, Middle School Social Worker

What?

- In collaboration with MSSL and Parent/Guardian Engagement Coordinator, two parent workshops were conducted prior to the winter break, focusing on stress management, coping skills, and resources, with an average attendance of 27 parent/guardians.
- Monthly grade-level referral and consultation meetings have initiated as of January 2019 with the intention of supporting teaching staff, streamlining referrals, and aligning with stakeholders.
- Standing clinical care meetings with our contracted psychological services provider have been reformatted to enhance efficiency and inclusiveness of stakeholder feedback.

So What?

- DOS, Parent/Guardian, and Teaching staff comprise the top three referral sources, highlighting the importance of continuous collaboration with said stakeholders.
- Of the 36 referrals received during November and December 2018, the top presenting concerns were:
    - Emotional Regulation
        - Feeling stressed, sad, depressed, anxious, or lonely
    - Family/Environment
        - Absent parent(s), family conflict, economic instability



- Social-emotional supports (e.g. safety/risk assessments, individual counseling, group counseling, and case management) are currently provided to 61 students, or 10.9% of the student body. In addition, there are 8 confirmed students, or 1.4%, actively receiving external services such as individual, group or family therapy.
- Although student/self-referrals remained consistent, a recent Culture and Climate Survey, indicated only approximately 75% of wavemakers report that they can identify a supporting adult if they feel unsafe or have problems.

Now What?

The Social Worker office will continue to mobilize in an effort to identify and address student needs and implementation of services.

- Collaborate with DOS, staff and parent/guardians to target 25% of students reporting lack of supporting adult to speak with.
- Continue to educate staff and other stakeholders about the social-emotional referral process, and expectations.
- Assess and monitor for trends across divisions specifically for opportunities of alignment with Upper School Social Worker and Student Support Services personnel.

Division Director Board Report - January 31, 2019

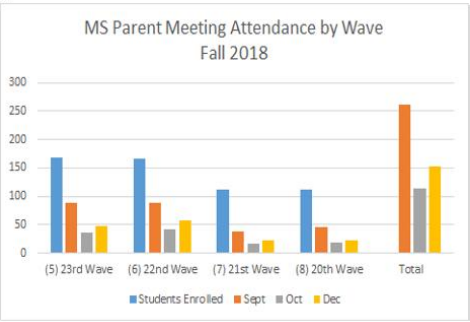
Parent and Guardian Engagement

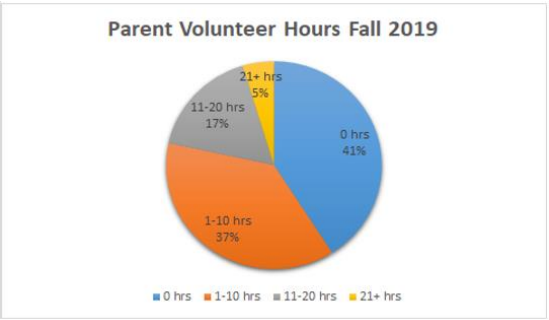
Eva Yabar

What?

- **Successes**:
  - Parents/Guardians of the 5th and 6th grade students had the strongest attendance.
    - Nearly half of families were represented during Back to School Day, and over a quarter of families attend parent meetings, on average.
  - The majority of parents have completed at least one parent volunteer hour.
  - By surveying the needs of parents and collaborating with the Data and Assessment team, we planned and facilitated PowerSchool workshops to support parents in monitoring their students' academic progress.
  - Parents and Guardians were quickly and easily mobilized to address needs as they arise
- **Challenges**:
  - We have not yet disaggregated the data to track the attendance numbers of our newest 6th grade families, as well as the attendance of parents who represent our target group such as English Language Learners, Black/African American Students and SPED students.
  - Increase opportunities for engaging parent workshops to address the topics of English, Technology, Social Emotional Tips, and community building activities for parents.

So What?





High levels of Parent/Guardian involvement are directly correlated to academic progress and healthy social emotional growth. MWA parents are on track to accomplishing their goal of completing 20 hours for this academic year. As we continue to track parent volunteer hours, we have identified that our current system does not yet allow us to easily disaggregate the data to determine which students are represented.

Parents and Guardians were quickly and easily mobilized to address needs as they arise, including participating in the Contra Costa County Office of Education Board meeting to advocate for the expansion of MWA, volunteering to support in the traffic loop as the loop changed during construction, and in providing support on move days by decorating classrooms, arranging classrooms and otherwise helping the community.

Now What?

Parent/Guardian Volunteers

We will continue to create opportunities for authentic and meaningful parent engagement throughout the rest of the academic year so that parents can complete their hours in ways that are beneficial to their children's growth. The election of Parent Wave Representatives will support this effort.

We will identify a more effective method of tracking parent attendance. We will then disaggregate the data to track the attendance numbers of our newest 6th grade families and parents who represent our critical learner subgroups, as a means of identifying how to make our opportunities for parent engagement more relevant.

Division Director Board Report

Upper School

From the Director's Desk

Kimberley Carr

On Monday January 7th, the Upper School Staff and Faculty arrived to set-up shop in the Middle School. We started the day in the Student Commons with a warm welcome and a brief overview. Faculty and Staff departed the space to begin setting up their classrooms and office spaces. Faculty and staff moved quickly and swiftly to prepare our temporary spaces within the eight hour timeframe. We encouraged everyone to think about the messages we send with neatly organized spaces. It signals, "*We are prepared, and ready to engage you! Learning is happening here!*" We attribute our successful Semester 2 start to the significant planning time we dedicated to our established Zones and Core REPs (Routines, Expectations, and Procedures). On January 8th, I led a discussion with our Upper School leaders around leading with excellence. We discussed communication loops, priorities, time, preparation, and working towards excellence. We engaged the Upper School faculty on January 11th by conducting a dot-voting exercise with the USL's ideas for streamlining excellence in Semester 2. As a Upper School community we have decided to devote time and energy towards excellence in the following five domains: Supporting Upper School faculty, planning and looking ahead to the 2019-20 academic year, strong communication across all stakeholders, aligning/syncing with the Middle School, and continuing to build strong Upper School culture. Our Upper School leaders met on January 17th to parcel out the responsibility of making sure we achieve excellence in Semester 2. We had a fruitful conversation around defining the five domains of excellence and working on a game plan to ensure all stakeholders are successful during this time of change and transition.



Zone 1
Hallways and Open Learning

Zone 2
Outside

Zone 3
Student Commons

Zone 4
Arrival and Dismissal

Zone 5
Administrative

"No Go" Zone



RESPECT





re-sil-ience:

Set the **EXAMPLE**	**RESPECT** the space	**Know** your **ZONES**	**I AM** a Wavemaker	Demonstrate **RESILIENCE** through change

Upper School Dean of Students Office

Ahjia Moore, Dean of Students
Dr. Antonio Martinez, Associate Dean of Students

What?

Semester 1 Successes:

- •Hired an Associate Dean of Students in December, 2018.
- •Co-developed and facilitated programming for Black African/American Student Achievement Initiative (BAASAI).
- •10th and 11th grade students met 97% daily attendance goal for all months except December.
- •100% of all off-campus suspensions were because an illegal infraction occurred on campus or under school jurisdiction. I.e. possession/selling of controlled substance, battery/assault, and minor in possession of dangerous object.
  - -All other behavioral infractions were mitigated through use of restorative conversations, restorative actions, and other socio-emotional interventions.

Semester 1 Challenges:

- • Three students transitioned from Making Waves Academy after being recommended for expulsion.
- • Approximately 20% of the Upper School Black/African-American student population served a suspension.
  - -Of these students, 100% participated in restorative practices including but not limited to: parent/guardian meeting, restorative conversation, Harm Circle, counseling, and substance usage education.
- • Due to Semester 1 vacancy in the Dean of Students Office, proactive intervention with students and families to address and prevent chronic absenteeism was limited.
- • Due to Semester 1 vacancy in the Dean of Students Office, quarterly grade-level programming providing preventative education on attendance, academics, behavioral trends, socio-emotional needs, and culturally-relevant current events were put on pause for all grade levels.

So What?

Making Waves Academy Restorative Justice Practices

Making Waves Academy utilizes restorative justice-based practices as an approach to all student behavior management. We are committed to supporting students who *demonstrate an ability and commitment* to restore harm and correct behavior. Though Making Waves Academy utilizes restorative justice-based practices, students who engage in illegal infractions on campus or under school jurisdiction are still subject to suspension (while also receiving socio-emotional support). The impact of marijuana being legalized in California and increase in high amount of drug-related suspensions indicates a need for student and family education on school expectations and state/federal law on controlled substances.

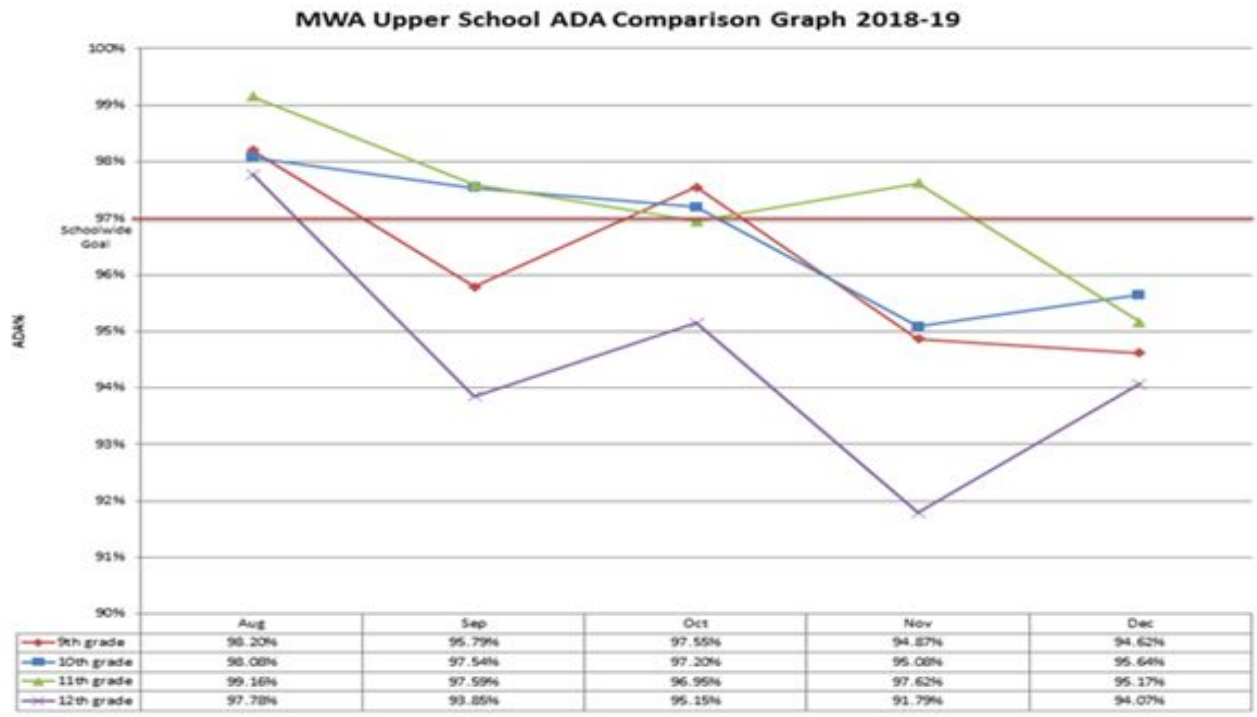
The steady decrease in monthly attendance in grades 9th-12th could indicate students and families are experiencing higher amounts of stress-related concerns and a need for additional education on the impact of daily attendance.

Now What?

Making Waves Academy Stakeholder Awareness and Education

In semester 2, the Dean of Students Office will facilitate programming to create stakeholder awareness on what it means to *demonstrate an ability and commitment* to restoring harm in direct effort to prevent future suspensions. This programming will also spotlight the Black/African-American student suspension rate to create awareness with an intention to improve overall practice, strengthen community relationships, and decrease suspensions.

The Dean of Students Office will also host a series of small group and grade-level specific programming that will provide education and awareness on: vaping/substance usage, healthy relationship dynamics and consent, and the importance of daily attendance.



	Aug	Sep	Oct	Nov	Dec
9th grade	98.20%	95.79%	97.55%	94.87%	94.62%
10th grade	98.08%	97.54%	97.20%	95.08%	95.64%
11th grade	99.16%	97.59%	96.95%	97.62%	95.17%
12th grade	97.78%	93.85%	95.15%	91.79%	94.07%

Social Work Department

Rachel Navarro, Upper School Social Worker

What?

- Successes:
  - 74 unduplicated students received individual counseling or check-ins (total of 4,9446 minutes)
  - 31 Family meetings
  - Partnership and weekly check-ins/ consults with MWAMS social worker
  - Facilitated bi-weekly COST (Coordination of Services) team to pull together key US Departments to provide wraparound support to students in need
  - Presented to parent/families on mental health topics such as bullying and stress management.
- Challenges:
  - Social Worker client capacity vs. number of received referrals for services
  - No longer able to refer students to contracted mental health provider due to their clinicians capacity

So What?

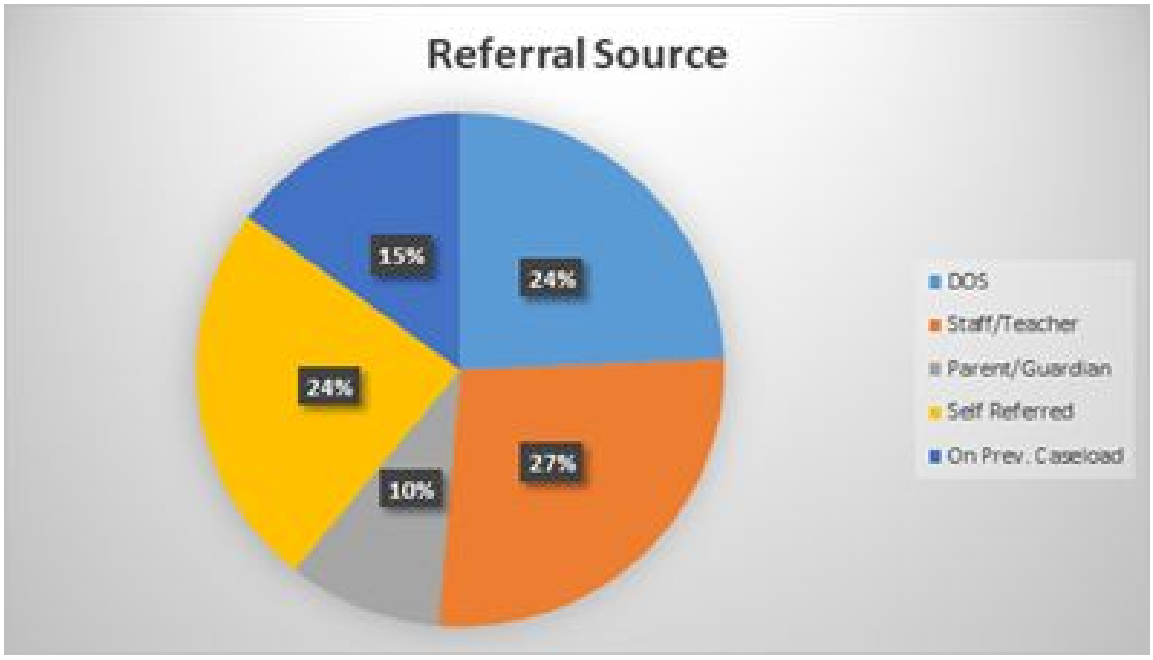
Addressing student needs

In meeting with students the social worker has identified presenting problems as: depressive symptoms, academic stress, anxiety, emotional dysregulation (crying, angry), peer relationships, familial relationships, grief/loss and sexual trauma. In order to best support client needs and develop treatment goals/plans the social worker consults frequently with a clinical supervisor with over 20 years of school social work experience. Parent/Guardian engagement provides opportunities for the social worker to develop relationships within the MWA greater community and increase client buy in when establishing a socio-emotional support plan that fits the clients' needs. In her role, the social worker utilizes strength based approaches that encourages the student to take ownership, develop healthy coping strategies and develop a self reflective internal dialogue that is future thinking and proactive.

Now What?

Collaborative Partners

The social worker to continues explore possible partnerships with community based organizations (CBO's) in order to increase capacity for serving students and families. In identifying student needs, community resources are an opportunity for the client to receive support around a specific area and learn self advocacy skills as they develop into young adults. In order to address crisis protocols and procedures, the social worker will receive training from FPA to align on self-harm risk and threat assessments. The social worker collaborates with MS social worker to best serve MWA's students and their families. Because many of our students have siblings on the opposite campus the social workers have experienced that positive results increase as more members of the family system are involved. They diligently work in alignment to provide a holistic approach in accessing support services.


Referral Source
15%
24%
24%
27%
10%
DOS
Staff/Teacher
Parent/Guardian
Self Referred
On Prev. Caseload

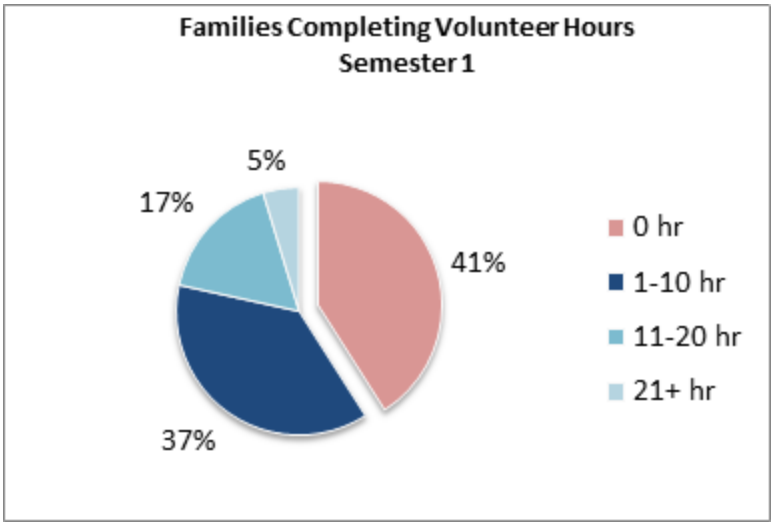
Parent/Guardian Engagement

Eva Yabar, Parent/Guardian Engagement Coordinator
Jessie Weiser, Director of Student Activities

What?

Parent/Guardian Volunteers

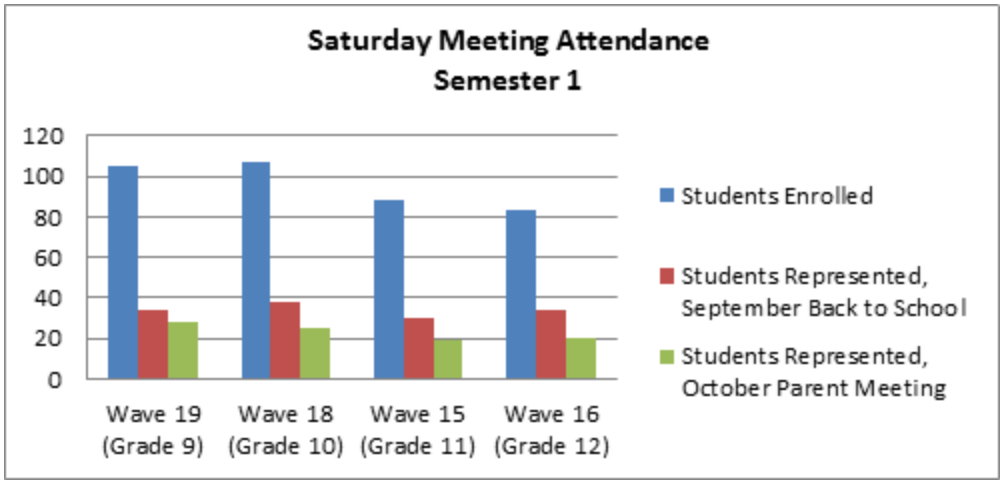
- Success: At the end of Semester 1, MWA families had completed approximately 5,116 total volunteer hours, and 59% of families completed at least one volunteer hour.



- Challenge: There isn't yet a strong system for tracking the diversity of our volunteers.

Parent/Guardian Attendance at Events

- Success: We have continued hosting Saturday Back to School & Parent Meetings to share information and facilitate trainings with parents/guardians.
- Challenge: An average of 114 (30% percent) of Upper School families have been represented at Saturday Meetings this year.



- Success: The Parent/Guardian Engagement Coordinator (PGEC) has hosted monthly “Coffee Talks.”
- Challenge: An average of 4 Upper School Parents/Guardians have attended each “Coffee Talk” (as compared to an average of 18 Middle School Parents/Guardians).
- Success: 53 Parents/Guardians, representing 42 different families, attended the Charter Petition Appeal Hearing on January 26th 2019.

So What?

Parent/Guardian Volunteers

MWA encourages families to be involved on our campus because we know that strong family/school partnerships lead to better outcomes for students, and a stronger community. MWA requests that every family complete 20 volunteer hours yearly. MWA’s PGEC has actively recruited our parents/guardians to give their time or resources to the school. In the 2017-2018 school year, 48% of parents/guardians completed the requested 20 volunteer hours, and an additional 47% volunteered at least one hour. In the summer of 2019, the PGEC created a set of Volunteer Guidelines to clarify what qualifies as a volunteer hour and set a goal to exceed 50% of parents/guardians completing their volunteer hours. As the data above shows, 5% of parent/guardians have completed their hours already this year, and an additional 54% have completed at least one hour. We still have a half of a year to go!

While we are actively tracking parent/guardian volunteer hours, our system does not yet allow us to easily disaggregate the data to determine whether all types of families are volunteering. We want to ensure that all families feel welcome and have opportunities to support our campus, so we hope to find ways to better track diversity soon.

Parent/Guardian Attendance at Events

The Back to School Event and Parent Meetings are a great forum to provide information to families, with Upper School faculty and leadership offering timely and relevant content. Additionally, the “Coffee Talks” provide a casual space for parents/guardians to mingle with each other and to learn from campus and community leaders about issues that impact their families. We are proud to offer these opportunities to our families. However, Upper School family attendance at these events has not been particularly strong. If these meetings are to remain critical channels for communication and community-building, we need to cultivate a stronger culture of attendance.

Now What?

Parent/Guardian Volunteers

We will continue to push toward our goal of having 50% or more families complete their volunteer hours. Accordingly, Semester 2 will involve outreach to the 41% percent of families who have not yet volunteered this year, and targeted follow-up with volunteers who are on-track to complete their hours. The PGEC can also explore how to better track and and increase the diversity of parents/guardians who are volunteering.

Parent/Guardian Attendance at Events

We will continue to provide relevant programming at upcoming Parent Meetings and Coffee Talks. We will publicize these programs more aggressively and seek feedback from parents/guardians on how to attract more Upper School attendance. We are also exploring more streamlined and targeted communication strategies to reach parents more effectively.

Coversheet

Q&A on CEO Written Report

Section:	III. Standing Reports
Item:	C. Q&A on CEO Written Report
Purpose:	Discuss
Submitted by:	
Related Material:	MWA CEO Report for MWA Board II_JAN 2019_abn_em_Final.pdf MWA CEO Report I_MWA Board Mtg_JAN_1-31-19_abn.pptx

Making Waves Academy CEO Report

JANUARY 2019

Mission Connection



Parents, students, faculty, leadership, staff, and Pittsburg residents showed up in numbers to support our petition appeal at the CCCOE Board Meeting on January 16th. Our community respectfully and passionately showed their support for adding an MWA school in the Pittsburg community.

We had about 20 speakers come up and provide 2-minute speeches highlighting the value of what MWA has brought to them or their child. Sentiments shared were that MWA is a "miracle" and that MWA "makes the impossible possible".

Two newly elected board members have been seated on the CCCOE Board, and the newly elected Superintendent. As of Friday, the new Superintendent, key staff, and all five board members will have visited the MWA campus within the last few weeks. On these visits, they are led on tours by students and have been able to engage in conversations with Board President, Alicia Klein, Middle School leadership, and myself.

We feel that we are doing everything we can to achieve a positive outcome for the Pittsburg community and MWA. I have never felt more proud of being a member of this community than I was on the evening of January 16th. We truly have a very special and committed community.

Objectives for Q3 (JAN-MAR)

1. Continue to collect critical stakeholder input on MWA culture and systems to inform adaptations for MWA growth and expansion.
2. Continue to request and encourage marketing plans and actions taken by Division Leadership and MWA and MWAS key leadership.
3. Work with the Director of Finance, Finance Committee, and Budget Managers to seek agreement and input on key budget assumptions and inputs for the budget development process for FY20.

Priorities for the Quarter (JAN-MAR)

Below are some of the key priorities focus areas for the next few months:

- ***Expansion/Replication*** – Support the final stages of the charter petition appeal process to the Contra Costa County Office of Education. This includes preparing for the February 6th hearing (where the vote will occur).
- ***Learning*** – Support the Learning Team in observing, chronicling, and developing frameworks, "guardrails", and high leverage practices to support an instructional approach for expansion and replication.
- ***Operations*** – Monitor facility move progress and morale after the most recent move stage. Work with the COO to look at how to assess campus safety systems moving forward. Make sure key staffing is added to support the operations teams for 2019-20.
- ***Talent Acquisition*** – Monitor hiring progress for open positions, engage in the hiring process for the positions of Chief Learning Officer and Chief Business Officer, and ramp up for the recruiting process for the 2019-20 school year with updates to website.
- ***Human Resources*** – Review staff survey and committee recommendations. Prepare and get out letters of intent followed by offer letters.

"Deep Dive" Report: Chief of Staff (E. Martinez)

Q2 Successes

- ***CEO's Office*** – Increased capacity/reach of the CEO's office by preparing materials and facilitating meetings related to governance, marketing, communications, development, growth, learning, and operations. We were able to establish a workable cadence and routine for meetings that ensured progress in critical areas.
- ***MWAS Culture*** – Operationalized Monthly MWAS All-Hands meetings, Friday Strawberry Talks, and MWAS culture statement development. Organizational culture has a significant impact on outcomes, early on we identified this as an area for growth for MWAS and deployed 3 efforts to establish and re-enforce a positive and collaborative culture. We are close to finalizing a Culture Statement that will guide our efforts as the team continues to grow.
- ***Board Management*** – Completed the transition of MWA board support from previous Chief of Staff (COS). A key part of the COS role is managing governance-related needs including: BoardOnTrack administration, meeting logistics, and board preparation. New COS is now solely managing all aspects of MWA Board Meetings and beginning to plan for next year.

Q2 Challenges

- ***Dance Floor and the Balcony*** – The COS role calls for both precision and nimbleness to move seamlessly between the day-to-day demands and the big picture. This balance is already difficult to achieve and being new to the role added a layer of complexity. In reflection, more time should have been spent asking strategic questions vs. tactical. To get ahead of this, the COS facilitated a Strategic Session with the CEO to review Q2 accomplishments, current and future state of the organization, Q3 priorities, and discuss anticipated challenges. The purpose of the Strategic Session was to create alignment between CEO and COS, discuss and agree to priorities, and consider changes to our approach.

Objectives for Q3 (JAN-MAR)

1. Develop and build onto existing recruiting and onboarding for new MWA Board members by the spring recruitment cycle.
2. Conduct the Student Family Handbook revision cycle and develop the Campus Life Guidebook through March 2019 in preparation for MWA Board approval.

Making Waves Academy

MWA CEO Report

MWA Board Meeting

January 31, 2019

General MWA and MWAS Updates/Highlights

- *Move went well (US staff & students to new MS #2); good spirits despite the disruption*
- *Shift to ending Semester 1 in Dec. went well*
- *FY 20 budget process kick-off started this month*
- *Talent Team made 5 hires in one day before Dec. break!*
- *WASC accreditation process has started*



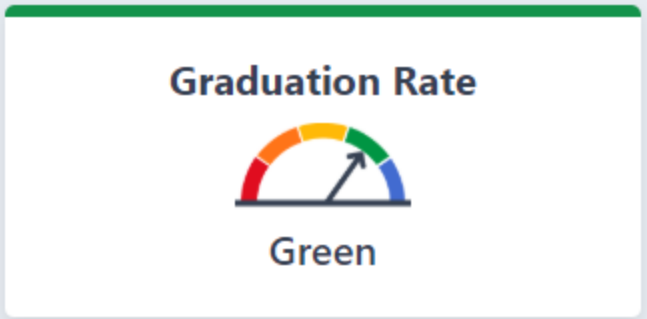
Additional Updates/Highlights

- *Plans in the works to take 11th graders to tour colleges in CA this spring to help them expand their sense possibilities about more than state schools.*
- *Did not receive the New School Venture Fund grant award for expanding charter schools & not quite yet eligible for the federal grant.*
- *Will be eligible for the state grant for CA charter schools for planning and start-up if Pittsburg is approved and the feds fund the state program again.*

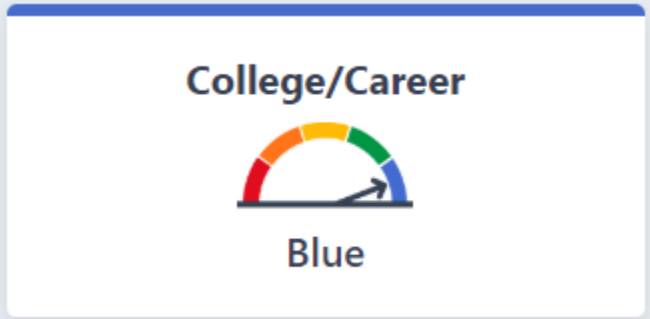


CDE Dashboard Elements to Celebrate for MWA

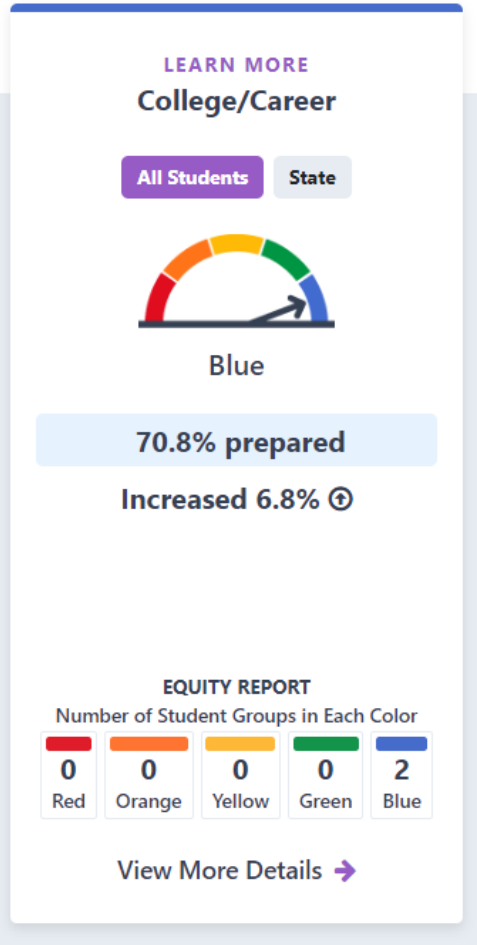
- *Graduation rate is high (GREEN)*

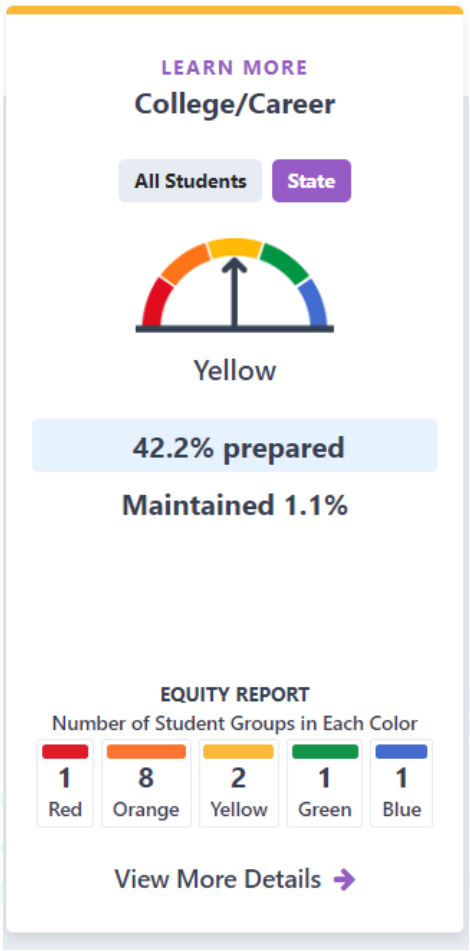


- *The College/Career ranking is in the highest band (BLUE)*



Dashboard College/Career – MWA vs. CA Avg.





Dashboard Graduation Rate – MWA vs. CA Avg.

LEARN MORE

Graduation Rate

All Students | State



Green

94.4% graduated

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	1	1
Red	Orange	Yellow	Green	Blue

View More Details →

LEARN MORE

Graduation Rate

All Students | State



Yellow

83.5% graduated

Maintained -0.7%

EQUITY REPORT

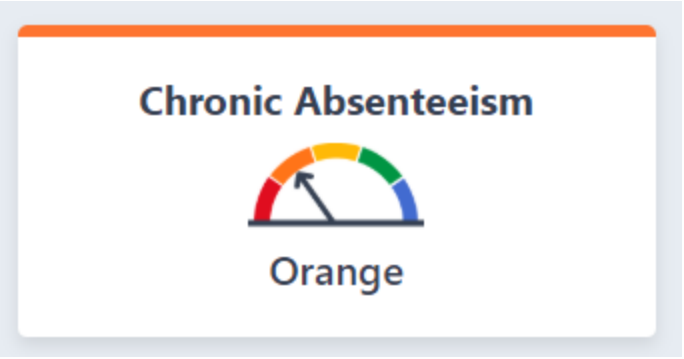
Number of Student Groups in Each Color

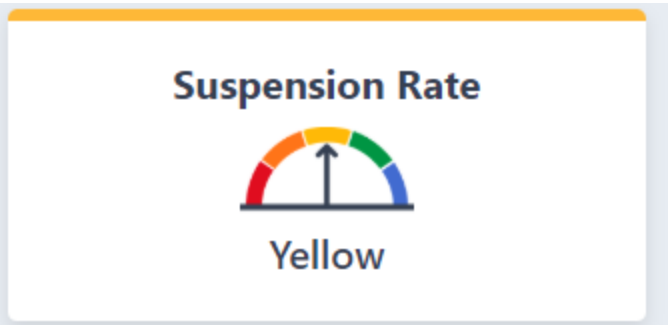
1	7	3	2	0
Red	Orange	Yellow	Green	Blue

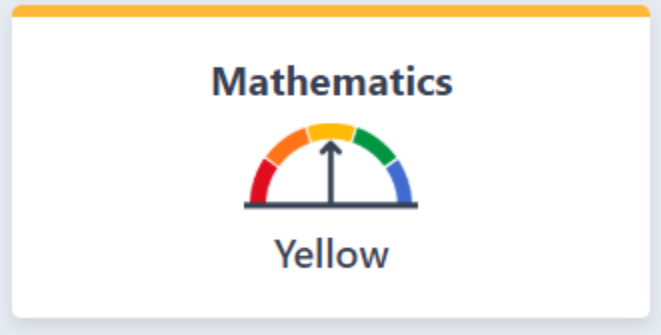
View More Details →

CDE Dashboard Elements Growth Areas

- *Chronic Absenteeism*
- *Suspension Rates*
- *Math Growth*
- *English Growth (not shown because strong overall)*







Dashboard Absenteeism – MWA vs. CA Avg.

(Had a slight increase in chronically absent students; a "Decline" is the goal here)

LEARN MORE

Chronic Absenteeism

All Students | State



Orange

7.8% chronically absent

Increased 1.8%

EQUITY REPORT

Number of Student Groups in Each Color

0	4	0	0	0
Red	Orange	Yellow	Green	Blue

View More Details

LEARN MORE

Chronic Absenteeism

All Students | State



Yellow

9% chronically absent

Maintained 0.3%

EQUITY REPORT

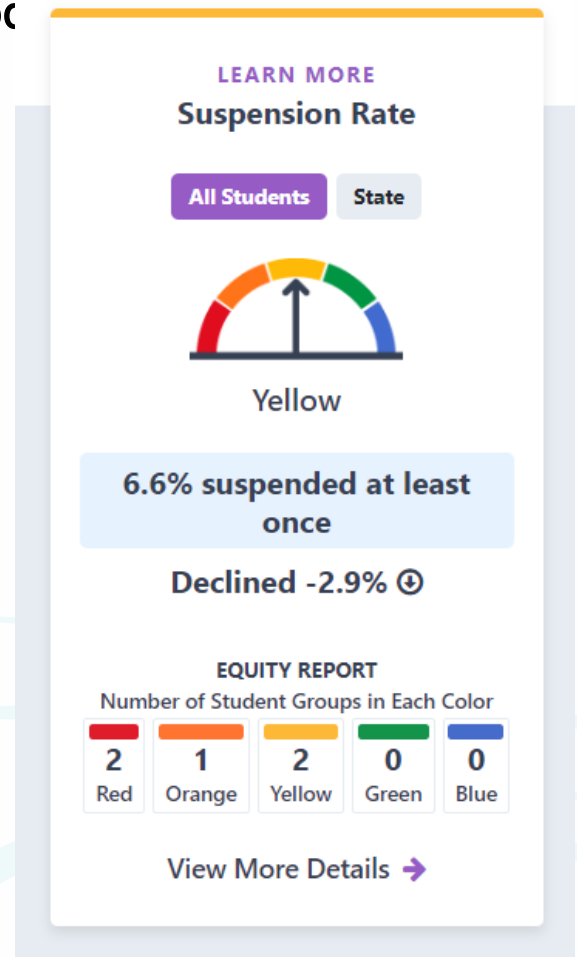
Number of Student Groups in Each Color

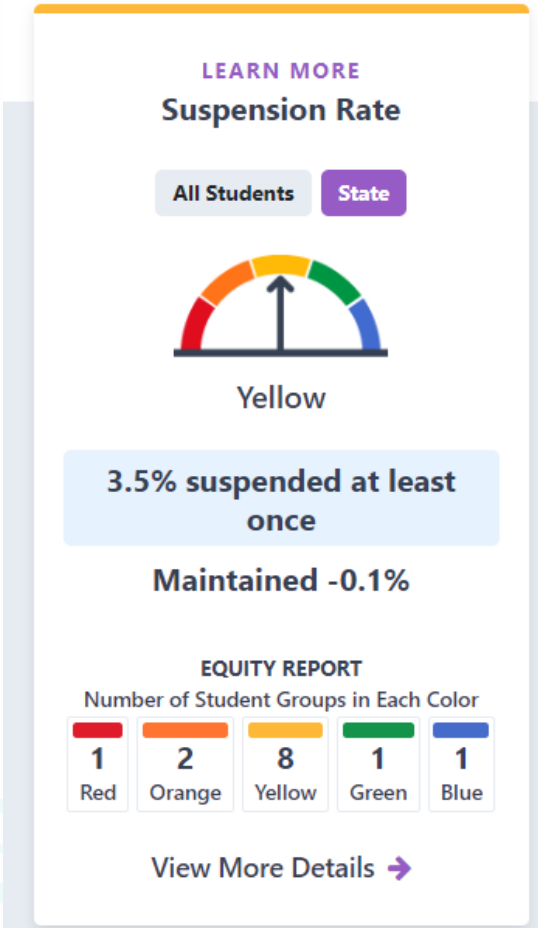
0	8	3	2	0
Red	Orange	Yellow	Green	Blue

View More Details

Dashboard Suspension Rate – MWA vs. CA Avg.

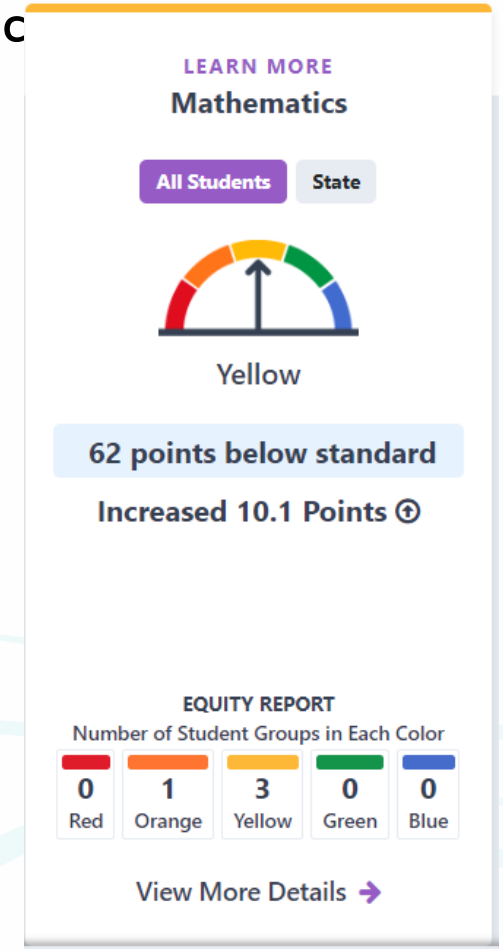
(Comparable to CA and had a “Decline” in suspensions which is good

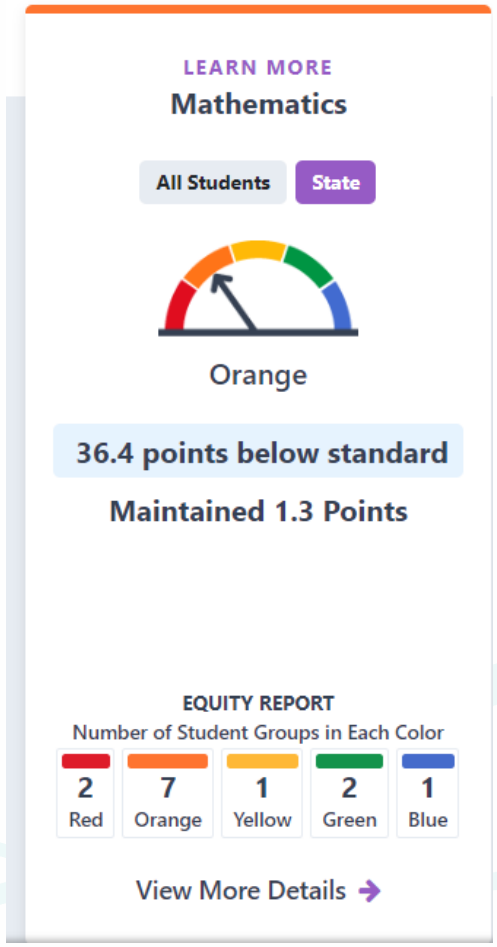




Dashboard Mathematics – MWA vs. CA Avg.

(Higher than CA & with a 10.1 Points increase versus 1.3 Points inc





Demand: MWA Lottery Highlights for 2019-20

Lottery Enrollment Summary (as of 1/22/19):

- ***987 TOTAL*** applications submitted
- ***446 only applied to MWA*** (45.1% of all applications submitted)
- ***80 sibling applications*** (would equal 33.9% of the 5th grade class)
  - This % is less than the historical 50% or more = more spaces for new stus.
- ***2 employee children applications*** (.01% of the incoming class)
- ***765 eligible for Free & Reduced Price Meals (FRPM)*** (77.5%)

Other MWA Lottery Highlights

(101 more students applying than last year through the first 15 weeks of the process)

Applications by Grade (applied to MWA and addition schools): 2019-2020

School Name	5th	6th	7th	8th	Total
Making Waves Academy Middle School	337	289	246	115	987

Applications by Week: 2019-2020 vs. 2018-2019:

2019-2020 applications	Applications Submitted		2018-2019 applications	Applications Submitted
Week 14: 01/15/2019 – 01/21/2019	54		**Week 14:** 02/04/2018 – 02/10/2018	51
Year To Date Total	987		**Year To Date Total**	886

Applicants by Race / Ethnicity:

Race	Targets	Current Results	Targeted Yield
African American	25%	18.8%	19%
Asian	6%	5.9%	3%
Hawaiian or Pacific Islander	6%	0.7%	5%
Hispanic or Latino	50%	57.6%	61%
Multiple	6%	8.8%	2%
White	6%	1.8%	5%
Other	N/A	N/A	5%
Unreported	N/A	6.1%	0%

Coversheet

Q&A on Finance Report

Section: III. Standing Reports
Item: D. Q&A on Finance Report
Purpose: Discuss
Submitted by:
Related Material: MWA December Financials-01.18.19.pdf

BACKGROUND:
Board members will have an opportunity to ask questions and discuss the contents of the finance report.

Making Waves Academy

December 2018 Financial Report

Dear Board of Directors,

On December 31, 2018, Making Waves Academy closed its books with $2.85M in cash. Operations for MWA and MWAS have been under budget for the month and YTD.

Year-To-Date

- MWA finished $186K, or 2% under budget, and MWAS finished $112K, or 4% under budget.
- Government Revenue only – We received $3.22M

MWA

1. We still have three unfilled positions therefore our salaries and benefits are under budget.
2. We made a one-time adjustment of Special Education for WCCUSD
3. We outsourced a math class to Laurel Spring School to be taught online while our math teacher is on maternity leave. We will adjust the budget in the second interim budget.

MWAS

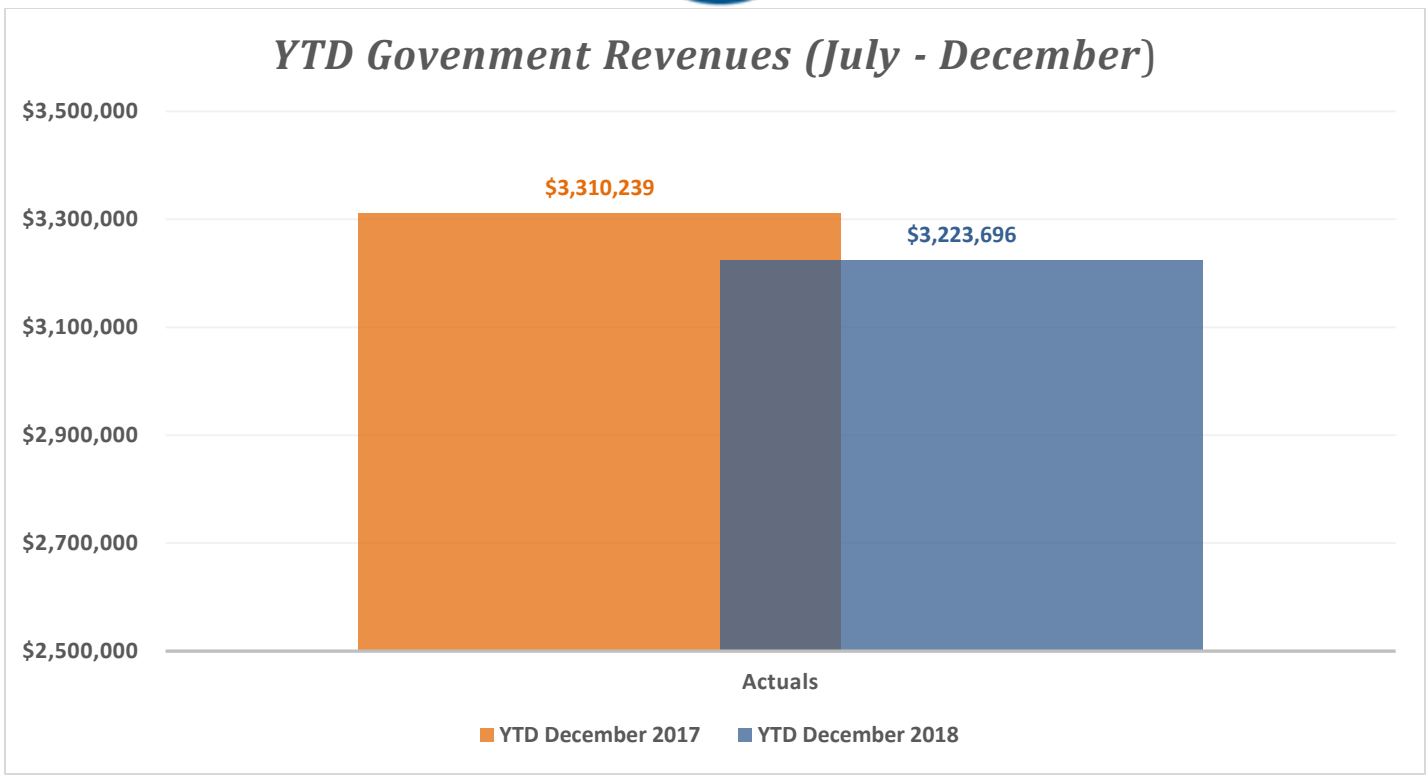
1. We still have six unfilled positions so our salaries and benefits are under budget
2. We hired two temp positions to cover two unfilled talent recruiter positions.

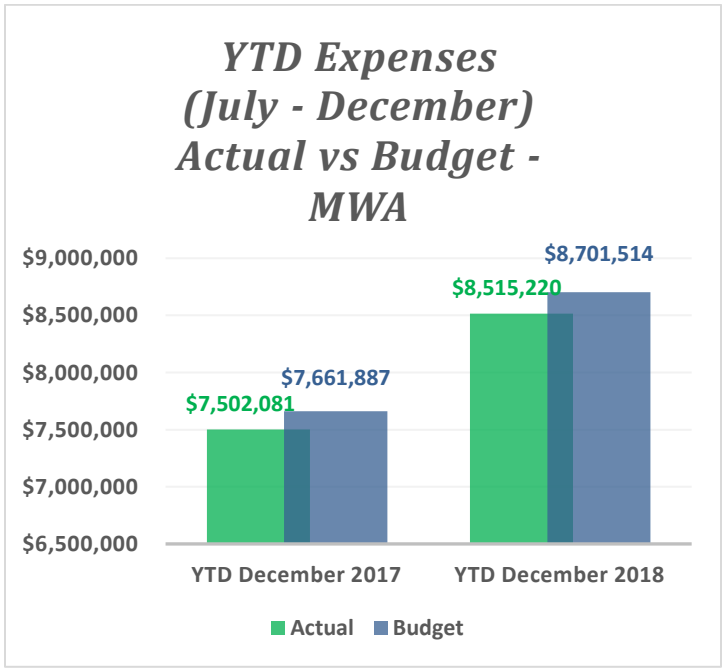
Student enrollment has increased by about 150 students from the last fiscal year, however there will be a delay in receiving the additional cash for the increase in students until we submit the P-1 attendance report to the State in January. The current cash funding from State to MWA is based on last year's student attendance. We will get the additional student funding from the State between February and June. We will need extra cash from the SRE's grant to cover our monthly spending from July to January, before the additional State funding starts arriving in February. We will accrue all the revenues by June 30, 2019.

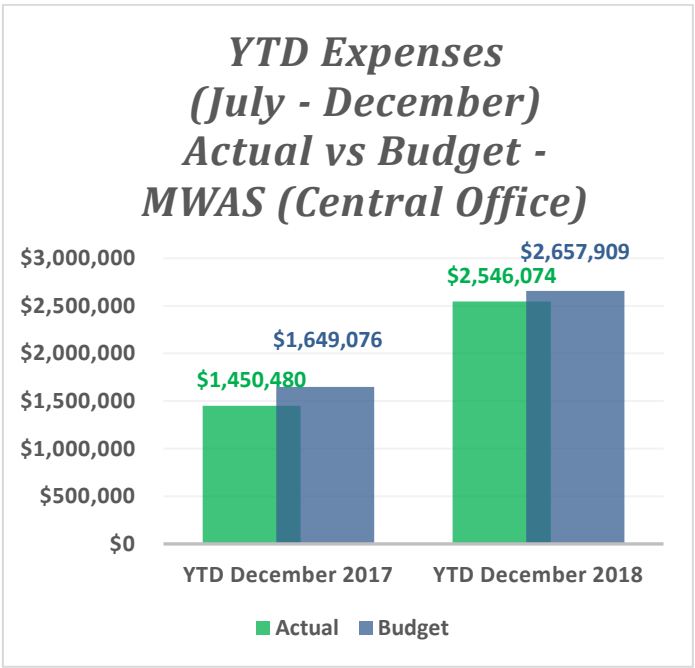
State and Local Payment Schedule:

Month	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
State Aid and LCFF	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%

Chief Business Officer (CBO) search is ongoing.







Powered by BoardOnTrack

Coversheet

Board Committee Update: Diversity and Inclusion

Section: IV. Non-Action Items
Item: B. Board Committee Update: Diversity and Inclusion
Purpose: Discuss
Submitted by: Elizabeth Martinez

RECOMMENDATION:
Board members should complete, sign and return Form 700 and Board Commitment forms to E. Martinez.

Coversheet

Board Commitment Form & Form 700 - Overview & 2018 Form

Section: IV. Non-Action Items
Item: C. Board Commitment Form & Form 700 - Overview & 2018 Form
Purpose: Discuss
Submitted by:
Related Material: Form 700 2018.2019 IA.pdf
MWA Board Commitment Form_6_8_17.docx

2018/2019 Statement of Economic Interests

Form 700

A Public Document

Table of Contents

Quick Start Guide p.2
Who? Where? How? When? p.3
Types of Statements p.4
Cover Page and Schedules
- Cover Page p.5
- Schedule A-1 *(Investments)* p.7
- Schedule A-2 *(Business Entities/Trusts)* p.9
- Schedule B *(Real Property)* p.11
- Schedule C *(Income)* p.13
- Schedule D *(Gifts)* p.15
- Schedule E *(Travel Payments)* p.17

Restrictions and Prohibitions p.19
Q & A p.20

Helpful Resources

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

California Fair Political Practices Commission

1102 Q Street, Suite 3000 • Sacramento, CA 95811
Email Advice: advice@fppc.ca.gov
Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772
Telephone: (916)322-5660 • Website: www.fppc.ca.gov

December 2018

Quick Start Guide

Detailed instructions begin on page 3.

WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 2 – Most other filers

WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Be sure to review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entitites/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

Note: Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

QUESTIONS?

- advice@fppc.ca.gov
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

E-FILING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to form700@fppc.ca.gov.

What's New

Gift Limit Increase

The gift limit increased to $500 for calendar years 2019 and 2020. The gift limit in 2018 was $470.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

  Exception: Candidates for a county central committee are not required to file the Form 700.

  - Members of newly created boards and commissions not yet covered under a conflict of interest code
  - Employees in newly created positions of existing agencies

See Reference Pamphlet, page 3, at *www.fppc.ca.gov.*

Where to file:

87200 Filers

State offices	➲	Your agency
Judicial offices	➲	The clerk of your court
Retired Judges	➲	Directly with FPPC
County offices	➲	Your county filing official
City offices	➲	Your city clerk
Multi-County offices	➲	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest Code: File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies: File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

Candidates: File with your local elections office.

How to file:

The Form 700 is available at *www.fppc.ca.gov*. Form 700 schedules are also available in Excel format. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2.

When to file:

Annual Statements

➲ **March 1, 2019**

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

➲ **April 2, 2019**

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2018, and December 31, 2018, and filed an assuming office statement, you are not required to file an annual statement until March 2, 2020, or April 1, 2020, whichever is applicable. In that case, the annual statement will cover the day after you assumed office through December 31, 2019. (See Reference Pamphlet, page 6, for additional exceptions.)

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

Late Statements

There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at *www.fppc.ca.gov.*

Types of Statements

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position is reportable.

For positions subject to confirmation by the State Senate or the Commission on Judicial Performance, your assuming office date is the date you were appointed or nominated to the position.

Example:
Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment is reportable.

Annual Statement:

Generally, the period covered is January 1, 2018, through December 31, 2018. If the period covered by the statement is different than January 1, 2018, through December 31, 2018, (for example, you assumed office between October 1, 2017, and December 31, 2017 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2018.
- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2018, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2018, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2017, and December 31, 2017, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2018.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at *www.fppc.ca.gov.*

Note that once you file your statement, you may not withdraw it. All changes must be noted on amendment schedules.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

STATEMENT OF ECONOMIC INTERESTS

Date Initial Filing Received
Official Use Only

COVER PAGE

A PUBLIC DOCUMENT

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: Position:

2. Jurisdiction of Office *(Check at least one box)*

☐ State
☐ Multi-County
☐ City of
☐ Judge or Court Commissioner (Statewide Jurisdiction)
☐ County of
☐ Other

3. Type of Statement *(Check at least one box)*

☐ **Annual:** The period covered is January 1, 2018, through December 31, 2018.

-or-

The period covered is _____/_____/_____, through December 31, 2018.

☐ **Assuming Office:** Date assumed _____/_____/_____

☐ **Leaving Office:** Date Left _____/_____/_____ *(Check one circle.)*

◯ The period covered is January 1, 2018, through the date of leaving office.

-or-

◯ The period covered is _____/_____/_____, through the date of leaving office.

☐ **Candidate:** Date of Election and office sought, if different than Part 1:

4. Schedule Summary (must complete) ► *Total number of pages including this cover page:* _____

Schedules attached

☐ **Schedule A-1 -** *Investments* – schedule attached
☐ **Schedule A-2 -** *Investments* – schedule attached
☐ **Schedule B -** *Real Property* – schedule attached
☐ **Schedule C -** *Income, Loans, & Business Positions* – schedule attached
☐ **Schedule D -** *Income – Gifts* – schedule attached
☐ **Schedule E -** *Income – Gifts – Travel Payments* – schedule attached

-or- ☐ ***None*** **-** *No reportable interests on any schedule*

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER ( ) EMAIL ADDRESS

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ *(month, day, year)*

Signature _____ *(File the originally signed paper statement with your filing official.)*

Clear Page Print

Powered by BoardOnTrack

Instructions
Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.
- To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Example:
Brian Bourne is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Brian will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Brian will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.
- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:
This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

1. Office, Agency, or Court
Agency Name *(Do not use acronyms)*: Feather River Irrigation District
Division, Board, Department, District, if applicable: N/A
Your Position: Board Member
► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*
Agency: N/A Position:

2. Jurisdiction of Office *(Check at least one box)*
☐ State
☒ Multi-County Yuba & Sutter Counties
☐ City of
☐ Judge or Court Commissioner (Statewide Jurisdiction)
☐ County of
☐ Other

Part 3. Type of Statement

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2018 annual statement, **do not** change the pre-printed dates to reflect 2019. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2019, through December 31, 2019, will be disclosed on your statement filed in 2020. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

SCHEDULE A-1
Investments
Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)

Investments must be itemized.
Do not attach brokerage or financial statements.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

► NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
☐ $2,000 - $10,000 ☐ $10,001 - $100,000
☐ $100,001 - $1,000,000 ☐ Over $1,000,000

NATURE OF INVESTMENT
☐ Stock ☐ Other _____ (Describe)
☐ Partnership ◯ Income Received of $0 - $499
◯ Income Received of $500 or More *(Report on Schedule C)*

IF APPLICABLE, LIST DATE:
____/____/ 18 ACQUIRED ____/____/ 18 DISPOSED

Comments: _____

Clear Page Print

Powered by BoardOnTrack

Instructions – Schedules A-1 and A-2
Investments

"Investment" means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling $2,000 or more at any time during the reporting period. (See Reference Pamphlet, page 13.)

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse's or registered domestic partner's business (See Reference Pamphlet, page 8, for the definition of "business entity.")
- Your spouse's or registered domestic partner's investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. (See Reference Pamphlet, page 16, for more information on disclosing trusts.)
- Business trusts

You are not required to disclose:

- Government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. (See Reference Pamphlet, page 13.) (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)
- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)
- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. (See second example below.)

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively. (See page 20 for more information.)
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

Frank Byrd holds a state agency position. His conflict of interest code requires full disclosure of investments. Frank must disclose his stock holdings of $2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Alice Lance is a city council member. She has a 4% interest, worth $5,000, in a limited partnership located in the city. Alice must disclose the partnership on Schedule A-1 and income of $500 or more received from the partnership on Schedule C.

Reminders

- Do you know your agency's jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

SCHEDULE A-2
Investments, Income, and Assets of Business Entities/Trusts
(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

▶ 1. BUSINESS ENTITY OR TRUST

Name

Address *(Business Address Acceptable)*

Check one

☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED
__/__/18 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED
__/__/18 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

---

▶ 1. BUSINESS ENTITY OR TRUST

Name

Address *(Business Address Acceptable)*

Check one

☐ Trust, *go to 2* ☐ Business Entity, *complete the box, then go to 2*

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
- ☐ $0 - $1,999
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED
__/__/18 DISPOSED

NATURE OF INVESTMENT
☐ Partnership ☐ Sole Proprietorship ☐ _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF $10,000 OR MORE (Attach a separate sheet if necessary.)

☐ None or ☐ Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:

☐ INVESTMENT ☐ REAL PROPERTY

Name of Business Entity, if Investment, or
Assessor's Parcel Number or Street Address of Real Property

Description of Business Activity or
City or Other Precise Location of Real Property

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED
__/__/18 DISPOSED

NATURE OF INTEREST
☐ Property Ownership/Deed of Trust ☐ Stock ☐ Partnership

☐ Leasehold _____ Yrs. remaining ☐ Other _____

☐ Check box if additional schedules reporting investments or real property are attached

Comments: _____

Clear Page Print

Instructions – Schedule A-2
Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling $2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was $2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was $10,000 or more during the reporting period. (See Reference Pamphlet, page 11, for examples.) Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.
- Disclose each individual or entity that was a source of commission income of $10,000 or more during the reporting period through the business entity identified in Part 1. (See Reference Pamphlet, page 8.)

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of $10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable $10,000 sources of income to disclose. Phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" are not adequate disclosure. (See Reference Pamphlet, page 14, for information on procedures to request an exemption from disclosing privileged information.)

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was $2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

Powered by BoardOnTrack

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE B
Interests in Real Property
(Including Rental Income)

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED __/__/18 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

► ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS

CITY

FAIR MARKET VALUE
- ☐ $2,000 - $10,000
- ☐ $10,001 - $100,000
- ☐ $100,001 - $1,000,000
- ☐ Over $1,000,000

IF APPLICABLE, LIST DATE:
__/__/18 ACQUIRED __/__/18 DISPOSED

NATURE OF INTEREST
- ☐ Ownership/Deed of Trust
- ☐ Easement
- ☐ Leasehold _____ Yrs. remaining
- ☐ _____ Other

IF RENTAL PROPERTY, GROSS INCOME RECEIVED
- ☐ $0 - $499
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
- ☐ None

* You are not required to report loans from a commercial lending institution made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

INTEREST RATE _____% ☐ None

TERM (Months/Years)

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

☐ Guarantor, if applicable

Comments: _____

Clear Page Print

Instructions – Schedule B
Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling $2,000 or more any time during the reporting period. Real property is also considered to be "within the jurisdiction" of a local government agency if the property or any part of it is located within two miles outside the boundaries of the jurisdiction or within two miles of any land owned or used by the local government agency. (See Reference Pamphlet, page 13.)

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are <u>not</u> required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)

  Please note: A non-reportable residence can still be grounds for a conflict of interest and may be disqualifying.
- Interests in real property held through a blind trust (See Reference Pamphlet, page 16.)

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single tenant was $10,000 or more during the reporting period. If you received a total of $10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."
- Loans from a private lender that total $500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

  When reporting a loan:
  - Provide the name and address of the lender.
  - Describe the lender's business activity.
  - Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
  - Check the box indicating the highest balance of the loan during the reporting period.
  - Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Allison Gande is a city planning commissioner. During the reporting period, she received rental income of $12,000, from a single tenant who rented property she owned in the city's jurisdiction. If Allison received $6,000 each from two tenants, the tenants' names would not be required because no single tenant paid her $10,000 or more. A married couple is considered a single tenant.

ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS
4600 24th Street
CITY
Sacramento
FAIR MARKET VALUE
☐ $2,000 - $10,000
☐ $10,001 - $100,000
☒ $100,001 - $1,000,000
☐ Over $1,000,000
IF APPLICABLE, LIST DATE:
___/___/ 18 ACQUIRED ___/___/ 18 DISPOSED
NATURE OF INTEREST
☐ Ownership/Deed of Trust ☐ Easement
☐ Leasehold ____ Yrs. remaining ☐ ____ Other
IF RENTAL PROPERTY, GROSS INCOME RECEIVED
☐ $0 - $499 ☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of $10,000 or more.
☐ None
Henry Wells
NAME OF LENDER*
Sophia Petroillo
ADDRESS (Business Address Acceptable)
2121 Blue Sky Parkway, Sacramento
BUSINESS ACTIVITY, IF ANY, OF LENDER
Restaurant Owner
INTEREST RATE
8 %
☐ None
TERM (Months/Years)
15 Years
HIGHEST BALANCE DURING REPORTING PERIOD
☐ $500 - $1,000 ☐ $1,001 - $10,000
☒ $10,001 - $100,000 ☐ OVER $100,000
☐ Guarantor, if applicable
Comments:

Powered by BoardOnTrack

SCHEDULE C
Income, Loans, & Business Positions
(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED
- ☐ No Income - Business Position Only
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED
- ☐ Salary
- ☐ Spouse's or registered domestic partner's income (For self-employed use Schedule A-2.)
- ☐ Partnership (Less than 10% ownership. For 10% or greater use Schedule A-2.)
- ☐ Sale of _____ *(Real property, car, boat, etc.)*
- ☐ Loan repayment
- ☐ Commission or ☐ Rental Income, *list each source of $10,000 or more*

_____ *(Describe)*

- ☐ Other _____ *(Describe)*

► 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from a commercial lending institution, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF LENDER

HIGHEST BALANCE DURING REPORTING PERIOD
- ☐ $500 - $1,000
- ☐ $1,001 - $10,000
- ☐ $10,001 - $100,000
- ☐ OVER $100,000

INTEREST RATE _____% ☐ None

TERM (Months/Years) _____

SECURITY FOR LOAN
- ☐ None
- ☐ Personal residence
- ☐ Real Property _____ *Street address*

_____ *City*

- ☐ Guarantor _____
- ☐ Other _____ *(Describe)*

Comments: _____

Clear Page Print

Powered by BoardOnTrack

Instructions – Schedule C
Income, Loans, & Business Positions
(Income Other Than Gifts and Travel Payments)

Reporting Income:
Report the source and amount of gross income of $500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. (See Reference Pamphlet, page 11.) You must also report the source of income to your spouse or registered domestic partner if your community property share was $500 or more during the reporting period.

The source and income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. (See Reference Pamphlet, page 13.) Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:
You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:
- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders
- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are <u>not</u> required to report:
- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

(See Reference Pamphlet, page 12.)

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure
- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of $10,000 or more. (See Reference Pamphlet, page 8.) **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period
- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
  - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
  - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

CALIFORNIA FORM 700
FAIR POLITICAL PRACTICES COMMISSION

Name _____

SCHEDULE D
Income – Gifts

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
____/____/____	$_____	_____
____/____/____	$_____	_____
____/____/____	$_____	_____

Comments: _____

Clear Page Print

Powered by BoardOnTrack

Instructions – Schedule D
Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is $50 or more. In addition, multiple gifts totaling $50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over $50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

You are <u>not</u> required to disclose:

Reminders

- Gifts from a single source are subject to a $500 limit in 2019. (See Reference Pamphlet, page 10.)
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without being claimed by you as a charitable contribution for tax purposes
- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other famly members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than $250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

Powered by BoardOnTrack

CALIFORNIA FORM **700**
FAIR POLITICAL PRACTICES COMMISSION

Name

SCHEDULE E
Income – Gifts
Travel Payments, Advances, and Reimbursements

- **Mark either the gift or income box.**
- **Mark the "501(c)(3)" box for a travel payment received from a nonprofit 501(c)(3) organization or the "Speech" box if you made a speech or participated in a panel. Per Government Code Section 89506, these payments may not be subject to the gift limit. However, they may result in a disqualifying conflict of interest.**
- **For gifts of travel, provide the travel destination.**

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

► NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: $_____
(If gift)

► MUST CHECK ONE: ☐ Gift **-or-** ☐ Income

◯ Made a Speech/Participated in a Panel

◯ Other - Provide Description _____

► If Gift, Provide Travel Destination _____

Comments: _____

Clear Page Print

Powered by BoardOnTrack

Instructions – Schedule E
Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. (See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" to read about travel payments under section 89506(a).)

You are <u>not</u> required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a nonprofit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

  Note: Certain travel payments may not be reportable if reported via email on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
  - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling $50 or more from a single source during the period covered by the statement.

    When reporting travel payments that are gifts, you must provide a description of the gift, the **date(s)** received, and the **travel destination.**
  - **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling $500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:
City council member MaryClaire Chandler is the chair of a 501(c)(6) trade association, and the association pays for her travel to attend its meetings. Because MaryClaire is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for MaryClaire to attend other events for which she is not providing services are likely considered gifts. Note that the same payment from a 501(c)3 would NOT be reportable.

► NAME OF SOURCE *(Not an Acronym)*
Health Services Trade Association
ADDRESS *(Business Address Acceptable)*
1230 K Street, Suite 610
CITY AND STATE
Sacramento, CA
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
Association of Healthcare Workers
DATE(S): ___/___/___ - ___/___/___ *(If gift)* AMT: $ 150.00
► MUST CHECK ONE: ☐ Gift **-or-** ☒ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for board meeting.

Example:
Mayor Kim travels to China on a trip organized by China Silicon Valley Business Development, a California nonprofit, 501(c)(6) organization. The Chengdu Municipal People's Government pays for Mayor Kim's airfare and travel costs, as well as his meals and lodging during the trip. The trip's agenda shows that the trip's purpose is to promote job creation and economic activity in China and in Silicon Valley, so the trip is reasonably related to a governmental purpose. Thus, Mayor Kim must report the gift of travel, but the gift is exempt from the gift limit. In this case, the travel payments are not subject to the gift limit because the source is a foreign government and because the travel is reasonably related to a governmental purpose. (Section 89506(a)(2).) Note that Mayor Kim could be disqualified from participating in or making decisions about The Chengdu Municipal People's Government for 12 months. Also note that if China Silicon Valley Business Development (a 501(c)(6) organization) paid for the travel costs rather than the governmental organization, the payments would be subject to the gift limits. (See the FPPC fact sheet, Limitations and Restrictions on Gifts, Honoraria, Travel and Loans, at www.fppc.ca.gov.)

► NAME OF SOURCE *(Not an Acronym)*
Chengdu Municipal People's Government
ADDRESS *(Business Address Acceptable)*
2 Caoshi St, CaoShiJie, Qingyang Qu, Chengdu Shi,
CITY AND STATE
Sichuan Sheng, China, 610000
☐ 501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE
DATE(S): 09/04/XX - 09/08/XX *(If gift)* AMT: $ 3,874.38
► MUST CHECK ONE: ☒ Gift **-or-** ☐ Income
○ Made a Speech/Participated in a Panel
◉ Other - Provide Description Travel reimbursement for trip to China.
► If Gift, Provide Travel Destination Sichuan Sheng, China

Restrictions and Prohibitions

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. In 2017 and 2018, the gift limit was $470 from a single source during a calendar year. In 2019-2020, the gift limit increased to $500 from a single source during a calendar year.

In addition, state officials, state candidates, and certain state employees are subject to a $10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose. For example, a personal residence is often not reportable, but may be grounds for disqualification. Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest at *www.fppc.ca.gov.*

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. (See Reference Pamphlet, page 10.)

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. (See Reference Pamphlet, page 14.)

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is $10 per day up to a maximum of $100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to $5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Questions and Answers

General

Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?

A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?

A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement before signing it, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. Remember to complete separate statements for positions that you leave or assume during the year.

Q. I am a department head who recently began acting as city manager. Should I file as the city manager?

A. Yes. File an assuming office statement as city manager. Persons serving as “acting,” “interim,” or “alternate” must file as if they hold the position because they are or may be performing the duties of the position.

Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse’s income, investments, and interests in real property?

A. Yes. A public official must continue to report a spouse’s economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse’s income may not have to be reported. Contact the FPPC for more information.

Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?

A. Yes. You may also need to file an assuming office statement for the new agency.

Investment Disclosure

Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?

A. Probably. The definition of “doing business in the jurisdiction” is not limited to whether the business has an office or physical location in your jurisdiction. (See Reference Pamphlet, page 13.)

Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?

A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.

Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?

A. Yes. Disclose on Schedule A-1 or A-2 any stock worth $2,000 or more in a business entity located in or doing business in your jurisdiction.

Q. The value of my stock changed during the reporting period. How do I report the value of the stock?

A. You are required to report the highest value that the stock reached during the reporting period. You may use your monthly statements to determine the highest value. You may also use the entity’s website to determine the highest value. You are encouraged to keep a record of where you found the reported value. Note that for an assuming office statement, you must report the value of the stock on the date you assumed office.

Questions and Answers
Continued

Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?

A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.

Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?

A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth $2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.

Q. On last year's filing I reported stock in Encoe valued at $2,000 - $10,000. Late last year the value of this stock fell below and remains at less than $2,000. How should this be reported on this year's statement?

A. You are not required to report an investment if the value was less than $2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below $2,000, you may want to report the stock and note in the "comments" section that the value fell below $2,000. This would be for informational purposes only; it is not a requirement.

Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?

A. If the Section 529 account contains reportable interests (e.g., common stock valued at $2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is $10,000 or more on Schedule A-2, Part 3?

A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.

Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is $10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?

A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at *www.fppc.ca.gov. (*See Reference Pamphlet, page 14.)

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of $10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Questions and Answers
Continued

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. (See Reference Pamphlet, page 8.)

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband's investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband's must be a source of at least $20,000 during the reporting period before the client's name is reported.

Q. How do I disclose my spouse's or registered domestic partner's salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting $10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. (See Reference Pamphlet, page 14.)

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency's jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an "acquired" date?

A. No, you are not required to show an "acquired" date because you previously owned the property. However, you may want to note in the "comments" section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. I am a city manager, and I own a rental property located in an adjacent city, but one mile from the city limit. Do I need to report this property interest?

A. Yes. You are required to report this property because it is located within 2 miles of the boundaries of the city you manage.

Q. Must I report a home that I own as a personal residence for my daughter?

A. You are not required to disclose a home used as a personal residence for a family member unless you receive income from it, such as rental income.

Q. I am a co-signer on a loan for a rental property owned by a friend. Since I am listed on the deed of trust, do I need to report my friend's property as an interest in real property on my Form 700?

A. No. Simply being a co-signer on a loan for property does not create a reportable interest in real property for you.

Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at $100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Powered by BoardOnTrack

Questions and Answers
Continued

Q. Julia and Jared Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?

A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2018 the gift limit was $470, so the Bensons may have given the supervisor artwork valued at no more than $940. The supervisor must identify Jared and Julia Benson as the sources of the gift.

Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought $10 worth of raffle tickets and won a gift basket valued at $120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at $70. The quilt was donated by a coworker. Are these reportable gifts?

A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at $110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.

Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.

A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total $50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?

A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.

MWA Board of Directors' Commitment Form

MWA Mission

Making Waves commits to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities.

Role of Governance

Governance plays an important role in contributing to the overall success of the school and insuring that the goals and mission of Making Waves Academy are met. To this end, it is important that Board Members adhere to the expectations presented below. Board Members are expected to review and sign the Commitment Form annually for the duration of their membership on the Board.

- Board Members will be team players and consider what is best for the school through the lens and framework of achieving the mission and its intended impact.
- Board Members will model appropriate and professional communication and behavior for MWA administration, faculty, and staff.
- Board Members make Making Waves Academy one of their top philanthropic priorities for their length of service on the Board.
- Board Members make an annual financial contribution to MWA based on their individual capacity to give.
- Board members are willing to serve on a Board Committee based on their expertise and availability to participate.
- Board Members attend at least one MWA event over the course of a school year.
- Board Members attend all Board Meetings and communicate directly to the Board Chair if they cannot attend.

Board Member:_____ Date: _____

Signature: _____

Updated 3/16/18

Coversheet

Approve Minutes

Section: V. Action Items
Item: A. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on December 13, 2018

APPROVED

Making Waves Academy

Minutes

Board Meeting

Date and Time
Thursday December 13, 2018 at 11:00 AM

Location
4123 Lakeside Drive, Richmond, CA.

- To dial in for audio: **+1 (872) 240-3311** , Access Code: **666-077-949**
- If you would like to see the Board Meeting live in addition to dialing in, go to the meeting link: **https://global.gotomeeting.com/join/666077949**
    - *MUTE your computer's microphone and sound*
- Sharing your webcam is OPTIONAL, if you want to view the live meeting but not share your camera/screen DO NOT CLICK "SHARE WEBCAM"
- The virtual meeting will be live starting at 10:30 so you can dial/tune in any time after that but preferably before 11 am

You can test your system by visiting : https://link.gotomeeting.com/system-check

Directors Present
Alicia Malet Klein, Burak Gursel, Chad Eatinger, Daryle Morgan, Esther Hugo, Jessica Laughlin (remote)

Directors Absent
Maricela Navarro

Guests Present

Alton B. Nelson Jr., Angela Garay, Athena Draper, Caitlin Shelburne, Carey Hawkins Ash, Darcy Heppenstall, Eleanor Boli, Elizabeth Martinez, Eva Yabar, Evangelia Ward-Jackson, Gabriela Conrique, Hung Mai, Jennifer Pellegrine, Jonathan Wright, Juanita Barrera, Kimberley Carr, LaMario Sales, Lal Jones-Bey, Libby Cole, Marisol Navarro, Micah Stillwell, Michael Delphin, Monica White, Priscilla Mendez, Ray Carbaugh, Raynell Crews-Gamez, Sierra Gomez, Tori Mansfield, Tracey Mansfield, Vanessa Caigoy, Yolanda Lopez

---

I. Opening Items

A. Call the Meeting to Order

Alicia Malet Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Dec 13, 2018 at 11:12 AM.

B. Board Member Appointments

A. Klein announced that per the sole statutory member structure, the MWF board renewed the 3-year term of E. Hugo and reappointed A. Klein as president.

C. Record Attendance and Guests

D. Closed Session

No closed session.

E. Public Comments

No public comments.

F. Senior Varsity Soccer Acknowledgement

CEO and Board Members acknowledged the varsity soccer seniors for taking MWA to the NCS championships for the 5th consecutive year.

II. Opening Remarks from Board President

A. Adjusting for Successful Growth: Transitions

A. Klein shared updates about transitions at MWF and in the life of the founder. The remaining meetings of this academic year will occur across the street at the foundation offices since the US campus will be under construction and the MS campus, where all students will be housed for Semester 2, will have insufficient space. A. Klein also introduced a reading selection for the board, *How Children Succeed* by Paul Tough. Board and staff will discuss at the March meeting.

III. Standing Reports

A.

Mission Connection: ELAC - Perspectives and Experiences

C. Shelburne introduced the English Language Advisory Committee panel of parents. J. Barrera and G. Conrique shared perspectives on the work of the committee, reclassification and parent education about it. Board and parents engaged in Q & A.

B. Q&A on Division Director Reports

E. Ward-Jackson and K. Carr and various members of their teams answered questions related to their written reports. Several questions related to subgroup performance.
US Report, SPED Section: A. Klein noted the dip in GPA for SPED students and asked if we are getting adequate support from WCCUSD. K. Carr explained the US team response to the data.
MS Report, ANet Data Section: E. Hugo acknowledged the notable growth for Black/ African American students in their ANet scores in comparison from last year.

C. Q&A on CEO Report

A. Nelson answered questions related to the written CEO report.

D. Q&A on Finance Report

A. Klein acknowledged overview and key takeaways section as a highlight.

IV. Non-Action Items

A. Curriculum Committee Update

E. Hugo provided a recapitulation of the fall Curriculum Review Committee meeting,highlighting the importance of the relationship between curriculum and college acceptance.

B. Deep Dive: Upper School Online Learning Experience

J. Siapno, T. Mansfield, and P. Mendez presented analysis of various platforms the US used when a suitable instructor cannot be found and spoke to the student learning experience with APEX and Laurel Springs.
Board and staff engaged in Q&A.

C. Committee Updates

J. Wind provided an update on the kick-off meeting for the Diversity and Inclusion Committee. The committee is going to meet at least once in between each board meeting. Next step is to put together draft goals for feedback.

D. Lottery Update

L. Sales, MWA student recruiter, provided updates on the open application process. Board engaged with questions about target areas for recruitment. A. Klein noted that the applicant pool is much more diverse than in years past.

E. Disenrollment Reporting Procedures Update

V. Caigoy, director of compliance, made statement regarding Disenrollment Reporting Procedure.

F. MWF Donation of Financial Planning Tool

Board acknowledged the 3-year donation.

G. New Building Art Installations

A. Klein presented on the art installations that will be placed on the new Middle School campus. The pieces were created in a collaborative process between artists and MWA students. Next phase will take place with Upper School students.

V. Action Items

A. Approve Minutes: October 25, 2018

Burak Gursel made a motion to approve minutes from the October MWA Board Meeting on 10-25-18 October MWA Board Meeting on 10-25-18.
Daryle Morgan seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Sufficiency of Textbooks & Instructional Materials Resolution

E. Martinez provided a summary of discussion that took place at the November School Site Council meeting.
Esther Hugo made a motion to approve.
Burak Gursel seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Audit Report (2017-2018)

C. Eatinger provided an update about the audit process; there were no negative findings. MWA is now entering the RFP process for a new audit contract.
Chad Eatinger made a motion to approve.
Jessica Laughlin seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. First Interim Budget (2018-2019)

H. Mai reviewed the annual cycle, significant changes in revenue and expenses on the first interim and what comes next.
Daryle Morgan made a motion to approve.

Esther Hugo seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. 990 Federal Tax Return & 199 California Tax Return (2017-2018)

Burak Gursel made a motion to approve.
Jessica Laughlin seconded the motion.
The board **VOTED** unanimously to approve the motion.

F. Intacct Accounting Platform

Chad Eatinger made a motion to approve.
Esther Hugo seconded the motion.
The board **VOTED** unanimously to approve the motion.

G. School Closure Waiver

Esther Hugo made a motion to approve.
Jessica Laughlin seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Laurel Springs Contract: Algebra 1, Semester 2

Daryle Morgan made a motion to approve.
Esther Hugo seconded the motion.
The board **VOTED** unanimously to approve the motion.

I. Laptop Purchase

Esther Hugo made a motion to approve.
Daryle Morgan seconded the motion.
The board **VOTED** unanimously to approve the motion.

J. E3 Contract

Board asked questions about intersections between Diversity and Inclusion Committee and E3 contract.
Chad Eatinger made a motion to approve.
Burak Gursel seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Consent Action Items

A. Vendor Invoices (August - October 2018)

Daryle Morgan made a motion to approve.
Esther Hugo seconded the motion.
The board **VOTED** unanimously to approve the motion.

B.

Finalsite Contract

Daryle Morgan made a motion to approve.
Esther Hugo seconded the motion.
The board **VOTED** unanimously to approve the motion.

VII. Closing Items

A. Schedule of Board of Directors Meetings 2018-2019

- January 31, 2019 11:00 a.m. - 2:00 p.m.
- March 14, 2019 11:00 a.m. - 2:00 p.m.
- May 2, 2019 11:00 a.m. - 2:00 p.m.
- June 13, 2019 11:00 a.m. - 2:00 p.m.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:11 PM.

Respectfully Submitted,
Elizabeth Martinez

Coversheet

Facilitative Leadership Training for MWA Staff

Section: V. Action Items
Item: B. Facilitative Leadership Training for MWA Staff
Purpose: Vote
Submitted by: Chrissy Godfrey
Related Material: IA contract for FL training 012319.pdf

BACKGROUND:
Making Waves Academy partners with Interaction Associates (IA) to periodically provide leadership and management training on-site, or at their location in San Francisco.

RECOMMENDATION:
Recommend approval of this two-day, on-site, Facilitative Leadership Training for newly hired managers and leaders across MWA and MWAS. Fiscal impact is $13,150.

Interaction Associates
RETURN ON INVOLVEMENT™

January 16, 2019

Chrissy Godfrey
Managing Director of Human Resources
Making Waves Academy
4123 Lakeside Drive
Richmond, CA 94806
510.480.1128
cgodfrey@mwacademy.org

Re: Letter of Agreement for Professional Services

Dear Chrissy,

This letter of agreement will serve as the contract between Interaction Associates, Inc. and **Making Waves Academy** for the professional services described below.

SERVICES - The services to be provided by Interaction Associates are the following:

- Delivery of a 2-day "*Facilitative Leadership*" program
  - Delivery by 1 IA Senior Consultant
  - Participant Materials & IP for up to 8 participants
  - Paper Chart Set + Supply Care Pack

SERVICE DATE & LOCATION - The services will be provided by Interaction Associates at:

SERVICE	DATE	LOCATION
Facilitative Leadership	February 25-26, 2019	Richmond, CA

**Interaction Associates requests that location be confirmed at least two weeks in advance of domestic sessions and 5 weeks in advance of international sessions.*

PRICING & INVOICE SCHEDULE

The Total Cost of These Services is: **$13,150**. This will be billed as follows:

SERVICE	PRICE	INVOICE SCHEDULE
Facilitative Leadership	$13,150	Upon Completion, February 2019

**Travel and Shipping Expenses are not included and will be billed to the client as a pass-through expense.*

Interaction Associates
RETURN ON INVOLVEMENT™

STANDARD TERMS AND CONDITIONS - Interaction Associates' delivery of the services and this agreement are subject to Interaction Associates' Standard Terms and Conditions for Consulting Services, a copy of which are attached to this letter and incorporated by reference as part of this contract. Please note that the Standard Terms and Conditions include, among other things, provision for payment of cancellation or postponement fees in the event that Client cancels or postpones an engagement with less than 30 days' notice.

APPLICABLE TAXES - Client agrees to pay all sales tax, use tax, value added tax or other governmental impositions assessed on the price of goods or services sold under this contract. The amount of such taxes may be added to Interaction Associates' invoice for fees and costs or may be invoiced separately.

To indicate your acceptance of this contract and receipt of a copy of the Standard Terms and Conditions for Consulting Services please enter your purchase order number in the place indicated above on the enclosed copy of this letter if you require us to have a purchase order number for payment, then sign below. We look forward to working with you on this project.

Very truly yours,

Interaction Associates, Inc.

Signature:	
Name:	Betina Schonberger
Title:	Director, Client Solutions
Date:	January 17, 2019

ACCEPTANCE:

On behalf of Making waves Academy, I acknowledge receipt of the Interaction Associates Standard Terms and Conditions and accept this agreement as our contract for the professional services described above.

Signature:	
Name:	
Title:	
Date:	

PURCHASE ORDER NUMBER - If Company requires a purchase order as a condition of payment of invoices for services under this Agreement, please initial here: _____

Interaction Associates
RETURN ON INVOLVEMENT™

2019 Standard Terms and Conditions for Interaction Associates Services

These Standard Terms and Conditions apply to Client's purchase of all products and/or consulting services purchased by Client from IA under a contract for consulting services and/or sale of associated learning and development or consulting products.

1. Billing and Payment
   Unless otherwise agreed in writing, IA will render invoices for fees, costs and expenses monthly for a project requiring more than one month to complete, or upon completion of the work if the project is to be completed within a single month. Invoices are due and payable upon receipt and will bear interest at the rate of ten per cent (10%) per annum after 30 days from the invoice date. Client agrees that if it has any special requirements concerning payment terms, the form, backup documentation, or manner of presentation of invoices, such requirements will be fully explained in writing to IA at the time of signing the purchase agreement; otherwise, IA's usual form of invoice shall be deemed acceptable to Client. If Client requires that a purchase order number be provided as a condition for payment of invoices, Client shall provide such purchase order number to IA immediately upon the request of IA for commencement of work. If Client fails to provide IA with a purchase order number on a timely basis when requesting IA to commence work, Client shall be deemed to have waived the right to require a purchase order number as condition for payment of IA's invoices. Client will review all invoices received from IA promptly and notify IA in writing within fifteen (15) days of receipt of each invoice if Client questions or disputes any fees, costs or expenses included within the invoice. In the absence of such a timely notice, it shall be presumed that Client approves IA's invoices and agrees to pay the same. IA shall have the right to suspend the delivery of services or products if Client becomes delinquent in payment of IA's fees, costs and expenses.

2. Additional Services
   If additional services or materials are requested by Client through the designated Client contact person, in those instances where the original contract specifies the ability to expand the contract, IA may treat such request as an enlargement of the maximum contract price; however, all requests for additional services or materials are subject to IA's consent and scheduling requirements. IA will not bill for additional services without the prior consent of Client.

3. Intellectual Property Rights
   All written materials, films and documents in any media created or supplied by IA in the course of its services, whether in printed, film, electronic data or other form, are the intellectual property of IA. IA retains all copyrights and other proprietary rights in all such materials unless a separate license agreement is made in writing between Client and IA authorizing Client to make reproductions or modifications. Nothing in the Agreement grants any license or other right to Client to use any IA written materials, films, data or documents for any purpose except as provided under the Agreement.

4. Standard of Care
   IA will perform its services under the Agreement in accordance with the standard of care development profession. IA does not guarantee or warrant the achievement of any particular results or specific improvements in Client's financial or other organizational performance. IA will use reasonable care and diligence to determine the accuracy of information and materials supplied to Client; however, IA does not make any warranty express or implied concerning the completeness or accuracy of such information or materials. It is agreed that IA shall not be subject to liability upon any theory of strict liability or fiduciary duty.

Interaction Associates
RETURN ON INVOLVEMENT.™

5. Responsibilities of Client
Client agrees to provide reasonable facilities at its site or off-site location selected and paid for by Client for the performance of the services to be provided by IA under the Agreement, to cooperate with IA in scheduling, and to provide IA reasonably complete and accurate information and materials concerning Client's business and organizational activities as requested by IA so that IA can perform its services on the basis of reasonable understanding of Client's needs and objectives.

6. Staffing
IA shall have the complete discretion to determine staffing for the performance of its services under the Agreement. Unless set forth in writing there is no agreement that IA will provide any particular individuals for the job. Client acknowledges and agrees that IA is an equal opportunity employer and will not discriminate on the basis of race, religion, national origin, sex or age in the assignment of IA consultants under its agreements.

7. Arbitration
If there is any dispute or controversy pertaining to the Agreement or IA's performance thereof, such dispute or controversy shall, upon the written request of either party, be submitted to binding arbitration in Boston, Massachusetts with the American Arbitration Association under its rules for Commercial Arbitration. In any arbitration or legal proceeding concerning the Agreement, the arbitrator shall have the authority to award the prevailing party its costs and reasonable attorney's fees.

8. Law Governing
The Agreement shall be governed by the laws of the Commonwealth of Massachusetts as a contract which was made and intended to be substantially performed in Massachusetts.

9. Force Majeure
Neither party shall be responsible for costs or damages arising from delay or failure to perform the agreed services if such delay or failure to perform results from travel dislocations, strikes, civil commotion, accident or injury to or illness of consultants, governmental actions, acts of God, severe inclement weather, or other causes beyond the reasonable control of the party who delayed or failed to perform.

10. Cancellation, Postponement, Reduction in Services, etc. Policy
If Client cancels, postpones or re-schedules an event for which IA consultants have been booked for delivery services, the following fees will apply:

- If cancelled, postponed or rescheduled more than two weeks but less than four weeks before the scheduled date, a fee equal to 50% of the contracted fees;
- If cancelled, postponed or rescheduled more than one week but less than two weeks before the scheduled date, a fee equal to 75% of the contracted fees;
- If cancelled, postponed or rescheduled within one week of the scheduled date, 100% of the contracted fees.
- Client acknowledges that when Client cancels, postpones or reschedules an event after IA has booked consultants for delivery, IA will incur significant costs for, among other things, administrative expenses, potential loss of revenue due to inability to place consultants on alternate work on short notice, obligations for compensation to affiliated consultants, and other expenses. The fees payable on postponement, cancellation or rescheduling as listed above are intended to compensate IA for such expenses, the exact amount of which are difficult to determine in advance. The fees listed above are not intended as penalties, but rather as liquidated damages for expenses that are uncertain in amount but certain to occur under the circumstances described.

If Client requests a reduction in size of a scheduled service resulting in a reduced number of IA consultants, the cancellation/postponement fee will be a pro-rata amount based on the reduced number of consultants involved, e.g., reduction in a workshop size from two consultants to one results in a cancellation/postponement fee equal to one half of the cancellation/postponement fee that would otherwise be applicable depending upon the time before the scheduled date in which Client requests the reduction in size.

Interaction Associates
RETURN ON INVOLVEMENT™

11. Rescheduling Due to Homeland Security Issues
If as a result of the Department of US Homeland Security alert level increasing to Code Red, ("severe risk of terrorist attacks") or other national security warning or event that either by law or in the judgment of IA makes air travel unsafe or unduly burdensome on consultants or event participants, then at the request of either Client or IA the event may be re-scheduled to a time when the Code Red has been reduced. If the re-scheduling is done on the Client's request, IA will reschedule in cooperation with Client without charging any postponement fees to Client under the following conditions: 1) the work is rescheduled no later than thirty (30) days after the time in which the applicable security alert level is reduced or other applicable security event is ended; and 2) the work is scheduled for no later than ninety (90) days from the date of the original event. If either of these conditions is not met, then the cancellation policy above shall apply in the case of a Client initiated-re-scheduling.

12. Travel Expense Policy
IA consultants will use best efforts to follow Client's travel expense guidelines provided that a copy of such guidelines has been provided to IA by Client in writing. Unless otherwise agreed in writing, IA consultants will travel coach class. Often air travel arrangements must be booked by IA consultants on a non-refundable basis. Should there be any changes or cancellations initiated by Client which require change or cancellation of previously booked consultant travel arrangements, Client agrees to reimburse all such non-refundable expenses upon receipt of an invoice from IA for such expenses.

In addition, consultants will normally attempt to arrange travel so that they can depart on the last day of a contracted event; however, if due to transportation schedules they cannot arrange reasonable travel arrangements for departure on the last day of an event (for example, departure on the last day of an event would require a consultant to travel for a long period at night arriving home in the early hours of the morning or the next day), Client agrees to pay for the overnight lodging and meal expenses of the consultants involved so that they can depart the following day.

For any event which requires IA consultants to travel overseas (e.g. USA to Europe or Asia or vice versa) the Client agrees to pay for one full day of travel time for each consultant in addition to the fees for the event itself. IA consultants will be allowed to travel and be reimbursed for business class airfare on international deliveries (outside the United States), unless specifically prohibited in the clients travel expense guidelines or agreed otherwise.

13. Confidentiality
"Confidential Information" means all data and information relating to the business and management of Client which, if disclosed to IA in writing, is marked as "confidential" or similarly marked and, if disclosed orally or visually, is identified as confidential at the time of disclosure and such is confirmed in writing within fifteen (15) days after the disclosure. Confidential Information does not include data or information which (a) is in IA's possession at the time of disclosure, (b) is or becomes part of the public knowledge or literature, not as a result of any action or omission of IA, (c) is obtained by IA from another source without a duty of confidentiality, or (d) is independently developed by IA. IA agrees that it will not disclose Confidential Information to any third parties. IA will disclose Confidential Information only to those employees and affiliates of IA who have a need to know such information in order to perform services in fulfillment of IA's obligations to Client under the Agreement and who are bound to retain the confidentiality under agreements which include provisions similar to this Agreement. IA agrees to keep confidential and maintain Client's confidential information with at least the same degree of care it uses to protect its own confidential information of a similar nature or sensitivity, but not less than reasonable care under the circumstances.

14. Taxes on Goods and/or Services
Client is responsible to pay all sales, use, value added and other taxes of any kind assessed on the value of goods or services purchased from IA which are levied or charged by any governmental authority having jurisdiction over the transaction. IA will endeavor to determine the amount of all such taxes and include them in IA's invoice(s) to Client. However, should IA fail to include such taxes in its original invoices due to error or mis-information about the imposition or amount thereof, Client agrees that IA may submit and Client will pay

Interaction Associates
RETURN ON INVOLVEMENT™

a separate invoice for such taxes at any time within one year after completion of the contract for such goods or services.

15. Obligations Regarding Customized Design Work
When the services to be provided to Client include agreed upon customized assessment and/or design work (for example, but without limitation, customized design of learning processes or tailored workshop agendas) and Client has retained any right to terminate IA's services for any reason, Client is obligated to pay for the time and expenses incurred in the performance of such assessment, design or other customization work up to the time of notice of termination whether or not a workshop, facilitation or other consulting services deliverables are completed and delivered.

16. Alteration or Amendment
These Standard Terms and Conditions may only be amended by a writing signed by both parties. No oral amendment or alteration based on conduct or course of dealing may be made.

Coversheet

Compensation Study Consultant Contract

Section: V. Action Items
Item: C. Compensation Study Consultant Contract
Purpose: Vote
Submitted by: Chrissy Godfrey
Related Material: Gallagher Compensation Study Proposal 012419.pdf

BACKGROUND:
Making Waves Academy seeks to partner with a Bay Area Compensation Consulting Practice to conduct a salary study of faculty, staff and administrator salaries.

RECOMMENDATION:
Recommend approval of this proposal to partner with the Gallagher HR & Compensation Consulting Practice, to study Bay Area charter and public school salaries, analyze results and put forward recommendations for competitive salary scales. Fiscal impact $30,000.

Revised Proposal to Develop Base Pay Plans: Administration and Faculty

Ms. Christine Godfrey
Managing Director of Human Resources

Making Waves Academy

4123 Lakeside Drive
Richmond, CA 94806

January 23, 2019

Presented by:
Shari Dunn, Managing Director
Arthur J. Gallagher & Co.
HR & Compensation Consulting Practice
3697 Mt. Diablo Boulevard, Suite 300
Lafayette, CA 94549

shari_dunn@ajg.com
925-298-9233

Gallagher

Insurance | Risk Management | Consulting

© 2018 ARTHUR J. GALLAGHER & CO. | AJG.COM

Table of Contents

Section

Revised Proposal to Develop Base Pay Plans: Administration & Faculty 1
Background & Objectives.....1
Project Approach.....1
Project Steps.....2
Data and Information Collection.....2
External Labor Market Analysis: Administrative Positions 2
Competitive Pay Analysis: Faculty.....3
Base Pay Structure Design and Job Classification Recommendations 3
Preparation of Report.....3
Plan Maintenance 4
Deliverables 4
Project Plan and Timing 4
Consulting Fee 5
Confidentiality.....5
Conclusion 5
Agreement.....6
Consulting Team 7
Shari Dunn, Managing Director and National Practice Leader 7
Yvonne Gardner, Senior Consultant.....8
Aayush Kunwar, Consulting Associate 9
References.....10
Nonprofit Compensation Consulting Experience.....11
Company History.....13
Privacy and Security.....14

©2018 Arthur J. Gallagher & Co. All rights reserved.

Revised Proposal to Develop Base Pay Plans: Administration & Faculty

Background & Objectives

Making Waves Academy (MWA), founded in 2007, is a 5th-12th grade public charter school in Richmond, CA that prepares students academically and social-emotionally to earn their college degree.

Making Waves Academy wishes to determine to what extent its employee compensation levels are fair and competitive, both for its administrative and faculty positions. As with most employers, we assume that the organization's goals for this project are to assess competitive cash compensation and create a pay decision-making tool that will:

- Facilitate the payment of competitive salaries that will support the attraction of the best employees
- Enhance employee morale by assuring internal equity in compensation levels
- Optimize payroll costs
- Prevent the potentially high costs of undesirable turnover by augmenting the organization's ability to retain its best performers
- Avoid costly, time-consuming litigation by assuring that base pay policies and practices are in compliance with all applicable wage and hour and non-discrimination laws, including the 2016 California Fair Pay Act
- Potentially link pay to measures of performance

It is important to note that it is the jobs that will be evaluated, not the employees holding these jobs. The pay plan we propose to develop will apply to all of the organization's jobs, excluding the Chief Executive Officer position. If MWA would like an analysis of the Chief Executive Officer position, we would be pleased to provide a separate proposal for that analysis and report.

Project Approach

Gallagher will take slightly different steps for the administrative positions and the faculty positions, as described in this proposal. While the steps taken for these may differ in approach, they will be done concurrently.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Project Steps

Data and Information Collection

We will ask you to provide us with the following information at the start of the project, some of which we may already have:

- Current detailed organizational chart(s)
- Current pay (salary and most recent incentives paid) by incumbent, job title, location, department and standard work hours (we will provide a spreadsheet for you to complete)
- Current job descriptions
- Research already obtained on faculty compensation

External Labor Market Analysis: Administrative Positions

We will analyze MWA's current, up-to-date job descriptions and identify the most appropriate match of each job to jobs included in multiple legitimate published compensation surveys. It is important to note that these matches will be based on job content, level of responsibility, and job requirements, not solely on job titles.

We will research competitive labor market rates using data sources that reflect, on a job-by-job basis, the salaries paid by other employers with whom MWA competes for talent. Our information sources include our extensive library of well over 250 published compensation surveys, including the Economic Research Institute's database, surveys from large consulting firms, such as Mercer and Towers Watson, and surveys specific to educational organizations. We also expect to utilize any surveys you may be able to provide.

We will select relevant matches, as available, in terms of organization size, type and location. We typically apply data from a minimum of three different surveys plus one to three different data cuts based on relevant scope factors (i.e., geography, annual revenues or operating budget, and/or number of employees). Multiple data sources that report data that are consistent with each other provide the highest degree of confidence that the data, in fact, do reflect the competitive labor market—as opposed to relying on a single data source.

We compile base pay, total cash compensation data (weighted average, median/50th percentile, 25th percentile and 75th percentile), and incentive pay data as reported. Since surveys are conducted at different points during the year, we will mathematically age reported survey data from the effective date of the published surveys to a single, common point in time that you designate, as a means of comparing data from multiple sources and determining a current competitive range of pay.

©2018 Arthur J. Gallagher & Co. All rights reserved.

The fee quotation for this project is based on benchmarking the organization's approximately 40 – 50 administrative jobs. Any positions not found in the survey literature will be classified based on job descriptions and our judgment.

Competitive Pay Analysis: Faculty

We will review and utilize, as relevant, the existing research MWA has already obtained. We will then conduct secondary research to identify additional sources and data on pay levels and practices applicable to Richmond, California public (WCCUSD) and local charter schools, including union contracts for educators at the middle and high school levels.

Where reported, we will research competitive labor market rates from our extensive library of well over 250 published compensation surveys, including the Economic Research Institute's database, surveys from large consulting firms, such as Mercer and Towers Watson, and surveys specific to educational organizations. We also expect to utilize any surveys you may be able to provide.

Base Pay Structure Design and Job Classification Recommendations

We will create three separate pay structures applicable to the administrative, middle, and upper school positions.

For the administrative positions, we will use the results of the external labor market data analysis to create a pay structure specifying recommended salary levels for each job.

For the faculty positions, we will focus on pay information obtained from collective bargaining agreements for school districts within the SF Bay Area as well as data provided by MWA.

Our recommended pay guidelines will indicate the salaries the organization should pay fully competent, fully performing employees holding these jobs in order to be competitive and internally equitable.

Preparation of Report

We will meet with you to review the results of our findings. The report we produce for you will provide data and documentation applicable to all segments of the project.

We will follow up by making any necessary modifications based on additional information you may provide. If necessary, we will also provide you with one updated version of the report based on any changes you wish to make.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Plan Maintenance

All compensation programs require maintenance to assure their continued utility as management tools. As a general rule, the basic pay structure needs to be adjusted each year to reflect labor market inflation. In addition, the organization will need to re-classify significantly changed jobs and classify new jobs as these changes occur during the year. Our charge for this service is currently $500 per job, as needed. Any substantive re-organizations within particular departments and/or different locations will also require adjustments to job classifications. Because we do not know at this time specifically to what extent ongoing services may be needed for the year following completion of the project, we have included fees in this proposal for routine phone support for one year and one update of the MWA's salary structure.

Deliverables

Our project deliverables for the project as described herein will include:

- Competitive pay analysis: faculty positions
- Labor market analysis applicable to approximately 40 – 50 administrative jobs
- Spreadsheets detailing the labor market analysis, including source bibliography
- Recommended salary structures and job classifications for the administrative, middle school faculty, and upper school faculty positions
- Presentation of recommendations

Project Plan and Timing

We understand you would like to begin this project in January and have the plan in place for MWA's fiscal year starting April 1, 2019. We can begin this project upon acceptance of this proposal and estimate the project can be completed within six to eight weeks from the completion of the internal job comparison meetings. Following is our proposed project plan:

Step	Description	Timing
1	Data collection	January 28 - February 1
2	Labor market research: 40 - 50 administrative jobs	February 1 - 20
3	Labor market research: 15 - 20 faculty jobs	February 11- 28
4	Develop base pay structures and job classification recommendations	March 1 - 15
5	Present report	March 18 - 29

©2018 Arthur J. Gallagher & Co. All rights reserved.

Consulting Fee

We will perform the services described in this proposal for a fixed fee of $30,000. Please note that the timing and fees for this project will be contingent on the availability of: (1) data requested, (2) our receipt of job descriptions, and (3) clear, consistent job titles for each individual employee.

Payment is due upon receipt of monthly progress payment invoices. Though we do commit to a fixed fee for this project, the fee is contingent on the project scope being as indicated above, and on all the necessary client information being current, accurate and provided to us in a timely manner. Should additional services be requested by MWA, we will discuss and obtain your approval for them, including any additional fees, prior to incurring any charges.

Our fees include all usual office expenses, including telephone, document reproduction, supplies, and travel to MWA's Richmond location to present the report.

Confidentiality

We fully recognize the sensitivity and need for discretion in all matters of human resources management, especially relative to compensation. Please be assured that we will retain all information associated with this project in strict confidence.

Conclusion

Thank you for the opportunity to provide Making Waves Academy with this proposal.

Gallagher Consulting uniquely combines specialized, locally available compensation expertise with resources to help you break through business barriers that arise from complex regulatory, legislative, financial and organizational issues. We'll be your expert, advocate and guide in developing and managing holistic, cost-effective compensation solutions as your needs and goals change in an evolving marketplace.

We look forward to partnering with you to create a base pay plan that firmly positions you as an employer-of-choice and strengthens your growth potential.

Should you have any questions or concerns, please call Shari Dunn at 925-298-9233. We look forward to working with you on this important project.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Agreement

On behalf of Making Waves Academy, I agree to the terms of this proposal:

Signature: _____

Name: _____

Title: _____

Date: _____

Consulting and insurance brokerage services to be provided by Gallagher Benefit Services, Inc. and/or its affiliate Gallagher Benefit Services (Canada) Group Inc. Gallagher Benefit Services, Inc. is a licensed insurance agency that does business in California as “Gallagher Benefit Services of California Insurance Services” and in Massachusetts as “Gallagher Benefit Insurance Services.” Neither Arthur J. Gallagher & Co., nor its affiliates provide accounting, legal or tax advice.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Consulting Team

Shari Dunn
Managing Director and National Practice Leader

Upon receiving her B.A. degree in psychology from the University of California at Berkeley, Ms. Dunn moved to New York City to take a position in the human resources department of the Marine Midland Bank, and later worked at Nabisco in operations research. Returning to the San Francisco Bay Area, she became a Research Associate for McKinsey & Co. Next, she moved to Deloitte (then Touche Ross) as a consultant.

It was at these two prominent consulting firms that she became knowledgeable about the challenges associated with paying employees effectively, and also gained high-level strategic consulting experience. Recognizing the additional value of applied corporate experience, she then spent the next ten years in compensation management positions with Fibreboard Corporation, Boise Cascade, Bank of America, and Castle & Cooke, where she worked both domestically and internationally.

In 1980, she established CompAnalysis, a consultancy dedicated to helping employers make successful compensation decisions. Prior to being acquired by Gallagher Benefit Services, the firm had grown to become a leading independent San Francisco Bay Area compensation management consulting firm, specializing in broad-based pay plans.

In addition to her management and consulting activities, Ms. Dunn is a well-known speaker and regularly leads seminars and workshops on employee compensation and related issues for a variety of audiences. She has published a number of articles and white papers, and also serves as an expert witness in connection with wage and hour litigation and other compensation matters.

She is the former President of the 5,000 + member Northern California Human Resources Association (NCHRA), previously one of the nations' largest chapters of the Society for Human Resources Management (SHRM). In addition, she maintains active memberships in the Bay Area Compensation Association and WorldatWork (formerly the American Compensation Association). She was formerly a member of the Women Presidents' Organization, the Executive Committee of the Board of Directors of the Oakland Metropolitan Chamber of Commerce, the California Alumni Association Personnel Advisory Committee, the Board of Directors of Easter Seals of the Bay Area, and a Director of the Haas Alumni Network of the School of Business at U.C. Berkeley, where she continues to serve as a guest lecturer.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Yvonne Gardner
Senior Consultant

Upon receiving her B.A. degree in Political Science – Public Service from the University of California at Davis, Ms. Gardner moved to Germany to study German language and culture. She returned to the US to join the HayGroup's San Francisco Bay Area office, where she provided leadership to several of the firm's national compensation, benefits and organization effectiveness surveys. It is during this time that she developed a deep knowledge of best practices in organization design, and compensation & benefits and published several related articles. This experience led Ms. Gardner into Hay's consulting practice, where she provided services to clients across a variety of industries (health care, high-tech, transportation and telecommunications) in the areas of broad based compensation, performance management, incentive design, executive compensation, competency assessment, pre-merger due diligence and post-merger integration.

Ms. Gardner then joined Sutter Health to assist with acquisitions and mergers, including pre-merger due diligence, post-merger integration and strategy development and implementation. Most recently, Ms. Gardner was a Vice President at Sutter Health, where she was the senior most human resources business partner to Sutter's executive team and senior staff to the Compensation Committee of the Board. In this capacity, she facilitated the development of the firm's compensation philosophy, compensation (salary, short and long term incentives) & benefit designs (including SERP design and implementation), senior executive succession planning, organization-wide performance indicators and facilitated the firm's CEO performance review process.

She is also experienced in the area of Board effectiveness, having facilitated the assessment and development of subsidiary boards throughout the firm.

In addition to her management and consulting activities, Ms. Gardner is often called upon as a speaker in the area of performance management and total rewards and has presented for national conference audiences as well as regional and local associations and employers.

Ms. Gardner maintains active memberships in the Bay Area Compensation Association and WorldatWork (formerly the American Compensation Association), the American College of Healthcare Executives & Women Healthcare Executives of Northern California.

Ms. Gardner received her B.A. from the University of California, Davis, and her M.B.A. from Saint Mary's College of California.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Aayush Kunwar
Consulting Associate

Mr. Kunwar's responsibilities at Gallagher Consulting include project research and analysis, report writing, application and use of labor market research statistical data, and interaction with clients concerning job comparisons and related matters. He is especially adept at developing technology solutions for analyzing compensation data.

Prior to joining Gallagher, he conducted research at Prosperity Now (formerly the Corporation for Enterprise Development) and volunteered at the United Way of Sacramento assisting low income households in preparing tax returns.

Mr. Kunwar has a B.A. in Economics from the University of California, Davis. He was recognized as the Under 18 Nepalese Athlete of the year 2012 and is an avid enthusiast and supporter of Nepalese sports, fluent in both Nepali and Hindi.

He is an active volunteer in his community and a member of the Bay Area Compensation Association and WorldatWork.

©2018 Arthur J. Gallagher & Co. All rights reserved.

References

Following is the contact information for selected clients who will be happy to discuss our competencies.

Mr. Ken Stupi
Vice President of Finance & Administration
St. Ignatius College Preparatory
2001 37th Avenue
San Francisco, CA 94116
(415) 731-7500 ext. 202
kstupi@siprep.org

Ms. Mary Haesloop
Executive Director for Human Resources
Notre Dame De Namur University
1500 Ralston Avenue, RH 317
Belmont, CA 94002
(650) 508-3651
mhaesloop@ndnu.edu

©2018 Arthur J. Gallagher & Co. All rights reserved.

Nonprofit Compensation Consulting Experience

Since 1980, we have worked with over 1,200 employers to provide compensation consulting assistance. Following are some of the nonprofit organizations with whom we have worked:

AC Transit
Alameda County Community Food Bank
American Academy of Ophthalmology
Animal Legal Defense Fund
Arden Wood, Inc.
Asian & Pacific Islander American Health Forum
Asian Americans for Community Involvement
Berkeley Student Cooperative
Bethany Home
Buck Institute
Build It Green
California Humanities
California Communications Access Foundation
California Farm Bureau Federation
California HealthCare Foundation
California Institute for Integral Studies
California Pacific Medical Center
California Primary Care Association
California State Parks Foundation
California Water Environment Association
Caminar
Center for Elders' Independence
Community Health Alliance of Pasadena
Charlotte Center City Partners
Chevron Federal Credit Union
Children's Network of Solano County
Chinatown Community Development Center
Christian Church Homes
City CarShare
City of Palo Alto, CA
City of Oakland, CA
Community Child Care Council of Santa Clara County
Continuing Education of the Bar
Dairy Council of California
Developmental Studies Center
Dominican University of California
Downtown Denver Partnership
Drakes Bay Fundraising
Earthjustice
East Bay Municipal Utility District
Easter Seals of the Bay Area
Eden Housing
EdSource
Energy Foundation
Episcopal Senior Communities
ETR Associates
Family Healthcare Network
Family Service Agency of San Francisco
Filoli Center
Foothill–DeAnza Community College District
Fort Mason Foundation
Forward Together
Foundation for the Carolinas
Gardner Family Health Care Corporation
Girls Inc.
GLIDE Foundation
Golden 1 Credit Union
Golden Gate National Parks Conservancy
Golden Rain Foundation (Rossmoor)
Goldman Institute on Aging
Goodwill Industries of the Greater East Bay
Goodwill of San Francisco, San Mateo & Marin
Guide Dogs for the Blind
Hacienda Business Park Owners Association
Health Access Foundation
Health Trust, The
High Sierra Industries
Hispanics in Philanthropy
HomeBase
HopeLab
Hospice Coalition
Hospice of the East Bay

©2018 Arthur J. Gallagher & Co. All rights reserved.

Hospice of Santa Cruz County
Huntington Library, Art Collections & Botanical Gardens
Jewish Senior Living Group
John Muir Health
Koret Foundation
Kuni Foundation
Lakeview Center
Lawrence Berkeley National Laboratory
Lilliput Families
Los Angeles LGBT Center
Marin Agricultural Land Trust
Marin Community Foundation
Marin General Hospital
Marin Humane Society
Marin Institute
Mendocino Community Health Clinic
Mindful Schools
Mission Economic Development Agency
Momentum for Mental Health
Muslim Advocates
National Center for Employee Ownership
National Center for Youth Law
National Council on Crime & Delinquency
Nevada H.A.N.D.
North Island Credit Union
Northern California Cancer Center
Northern California Presbyterian Homes & Services
Notre Dame de Namur University
NovaDebt
Oakland Metropolitan Chamber of Commerce
Oakland Museum of California
Oakland Private Industry Council
O'Connor Woods
OLE Health
On Lok, Inc.
Oregon Shakespeare Festival
Pacific Pension & Investment Institute
Partnership for Children & Youth
Pasadena City College
Pathways Home Health & Hospice
Peninsula Open Space Trust
Pets Unlimited
Police Officers Research Association of California
Project Open Hand
Public Health Institute
Quarryhill Botanical Garden
Resources for Community Development
Ronald McDonald House at Stanford
Room to Read
San Francisco AIDS Foundation
San Francisco Ballet
San Francisco Health Plan
San Francisco SPCA
Save The Bay
Save the Redwoods League
Schools of the Sacred Heart
Sierra Forever Families
Soka Gakkai International – USA
Sonoma Land Trust
Spring Valley Lake Association
St. Ignatius College Preparatory
Stanford Federal Credit Union
Summer Search
Sun City Palm Desert Community Association
Surplus Line Association of California
Sutter Pacific Medical Foundation
Tenderloin Housing Clinic
Tenderloin Neighborhood Development Corporation
Thrive Foundation for Youth
Tides
Tri-City Health Center
University of California, Berkeley
Walden House
Water Emergency Transportation Authority
West Coast Children's Clinic
Whirlwind Wheelchair
Whistlestop
Yerba Buena Center for the Arts
Young People’s Symphony Orchestra

©2018 Arthur J. Gallagher & Co. All rights reserved.

Company History

The Human Resources & Compensation Consulting Practice of Arthur J. Gallagher & Co. (Gallagher Consulting) is the proposer of this project. Arthur J. Gallagher & Co. opened its doors for business in 1927 and is still growing significantly because of a practiced ability to help clients think ahead. Since 1961, we've been helping clients overcome business barriers and create new opportunities to cost-effectively attract, retain and productively engage the best performers in their field. Arthur J. Gallagher & Co. started trading on the NYSE under the symbol AJG in 1984.

Arthur J. Gallagher & Co. has maintained its steady growth through new business development and acquisitions. In recent years Arthur J. Gallagher & Co. has acquired a number of independent employee compensation and benefits consulting firms to complement the benefits services we offer. This strategy continually adds some of the brightest minds to our talent pool, and serves clients through an expanding local presence as well as our national and multinational practice and service groups.

CompAnalysis (now the San Francisco Bay Area branch of Gallagher Consulting) was founded in 1980 by current Managing Director, Shari Dunn. The firm grew gradually over the next 30 years and became a well-known compensation consulting boutique firm serving the middle market. During that period, over 1,000 clients engaged CompAnalysis to perform compensation and/or HR-related services, primarily designing and developing pay plans for all employee categories (executive, sales, broad-based). Clients have been concentrated in Northern California and have been in a wide range of industries.

CompAnalysis was acquired by Arthur J. Gallagher & Co. in 2010. It now serves as the San Francisco Bay Area branch of the Arthur J. Gallagher & Co. Human Resources & Compensation Consulting Practice and specializes in the design and development of strategic base pay plans, performance-based incentive programs, and general human resources consulting for private sector for-profit and non-profit clients throughout the United States.

Gallagher Consulting provides customized strategic compensation management consulting services to companies and non-profit organizations wanting to pay their employees competitively, equitably, cost-effectively, legally and motivationally. We are known for our strategic focus, applying innovative, proven and practical approaches, especially to job evaluation and salary administration. We are also known for developing pay plans that meet the unique needs of each individual client organization, which is accomplished through a participative, transparent process.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Privacy and Security

Arthur J. Gallagher & Co. will diligently protect the privacy and security of your data and will be meticulous about taking extra precautions when handling that information. In compliance with strict security policies and procedures, all Arthur J. Gallagher & Co. employees with access to confidential information are regularly trained on security issues and HIPAA compliance.

All Arthur J. Gallagher & Co. locations have disaster recovery plans. They set contingencies for office space, computers and equipment, and provide detailed communications instructions, including staff contact trees.

All of your data will be stored on secure servers that are backed up each night and stored offsite while standby servers perform online duplication of critical issues. Finally, online access to relevant areas of our website is only possible through a Secure Sockets Layer (SSL) enabled web browser that supports encryption technology.

©2018 Arthur J. Gallagher & Co. All rights reserved.

Coversheet

Athletic Trainer Contract

Section: V. Action Items
Item: D. Athletic Trainer Contract
Purpose: Vote
Submitted by:
Related Material: UCSF Certificate of Coverage.pdf
Executive Summary_Athletic Trainer Contract 01.31.19.docx
UCSF Benioff Childrens Hospital Oakland_COI_070118 - Copy.pdf
Athletic Trainer Contract _ REVISED and Signed.pdf

BACKGROUND:
Making Waves Academy Athletic department would like to contract with UCSF Benioff Children's Hospital (BCHO) for an on-campus athletic trainer to provide services to identify, treat and rehabilitate the sports-related injuries of student athletes under specific terms outlined in sports medicine. The term of agreement is for one year, August 1, 2018, and terminate on the final North Coast Section (NCS) sanctioned event for the academic school year.

BETA HEALTHCARE GROUP
BETA RISK MANAGEMENT AUTHORITY

CERTIFICATE OF COVERAGE

Named Member:
UCSF Benioff Children's Hospital Oakland
747 52nd Street
Oakland, CA 94609-1809

Broker:
James & Gable Insurance Brokers
1660 Olympic Blvd., Suite 325
Walnut Creek, CA 94596

This document certifies that coverage is in force for the Named Member on the Issue Date below, subject to the terms and conditions of the Contract designated. It is issued as a matter of information and does not confer any rights to any Certificate Holder. This Certificate does not amend, extend or alter the coverage afforded under the Contract. If the Contract, or coverage for any Member, is canceled for any reason or if the terms of the Contract are changed, we will notify the Named Member only. Coverage is not in effect unless and until all payments are received when due.

Certificate Number:	Effective Date	Expiration Date	Retroactive Date *
HCL-18-806	7/1/18 at 12:01 a.m.	7/1/19 at 12:01 a.m.	3/27/90 at 12:01 a.m.

Type of Coverage:

X	Professional Liability - Claims made and reported
X	General Liability - Occurrence

Limits of Liability:		Deductible:	
$5,000,000	Per Claim	$50,000	Per Claim
$5,000,000	Aggregate Per Contract Period	NONE	Aggregate Per Contract Period

Description of Coverage:
Evidence of Healthcare Entity Professional and General Liability coverage is extended as pertaining to Agreement for Professional Services, entered into as of July 30, 2018. Evidenced limits include coverage for sexual abuse/molestation. General Liability includes coverage for premises, operations and personal injury liability.

Issue Date: October 22, 2018

Certificate Holder:

Making Waves Academy

3220 Blume Drive, Suite 250
Richmond, CA 94806
Attention: Head of School

Authorized Representative:



R. Corey Grove
Senior Vice President, Insurance Operations

* the retroactive date applies to claims made coverage only

To	Making Waves Academy Board of Directors
From	Vanessa Caigoy, Director of Compliance
Date	January 31, 2019
Subject	Athletic Trainer Contract

Executive Summary:

Making Waves Academy Athletic department would like to contract with UCSF Benioff Children's Hospital (BCHO) for an on-campus athletic trainer. Such partnership with BCHO allows for MWA to obtain additional supports related to injuries for their athletes. The BCHO personnel will provide, when applicable, services to identify, treat and rehabilitate the sports-related injuries of student athletes under specific terms outlined in sports medicine.

The term of agreement is for one year, August 1, 2018, and terminate on the final North Coast Section (NCS) sanctioned event for the academic school year; unless terminated early by either party, by providing written notice of termination by registered mail at least (60) days prior to expiration of this agreement.

The contract in question has been reviewed and updated per recommendations from Charter Safe (MWA's insurance provider). An updated copy of the athletic trainer contract was sent to BCHO for their review and signature. MWA received a signed/ BCHO approved copy of the revised contract on December 7, 2018. Services agreed upon will not commence until board approval has been made at the January MWA Board meeting.

MAKING WAVES ACADEMY
4123 Lakeside Drive
Richmond, CA 94806
510.262.1511
makingwavesacademy.org

ACORD®

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 07/01/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER

James + Gable Insurance Brokers (Walnut Creek)
1660 Olympic Blvd., Ste 325
Walnut Creek, CA 94596

CONTACT NAME:
PHONE (A/C, No, Ext): 9259433264 FAX (A/C, No): 9259324260
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A :	BETA Risk Management Authority	N/A
INSURER B :	Safety National Casualty Corporation	15105
INSURER C :		
INSURER D :		
INSURER E :		
INSURER F :		

INSURED

Children's Hospital & Research Center at Oakland
UCSF Benioff Children's Hospital Oakland
747 Fifty Second Street
Oakland, CA 94609

Phone: 5104283885 Fax:

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ COMMERCIAL GENERAL LIABILITY						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
	☐ CLAIMS-MADE ☐ OCCUR						MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
							GENERAL AGGREGATE	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						PRODUCTS - COMP/OP AGG	$
	☐ POLICY ☐ PRO-JECT ☐ LOC							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ☐ NON-OWNED AUTOS						PROPERTY DAMAGE (Per accident)	$
								$
	☐ **UMBRELLA LIAB** ☐ OCCUR						EACH OCCURRENCE	$
	☐ **EXCESS LIAB** ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y / N **N** **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below	N / A		BETA-WC-8107-2018	07/01/18	07/01/19	☐ WC STATU-TORY LIMITS ☒ OTH-ER	$3,000,000
							E.L. EACH ACCIDENT	$ $2,000,000
							E.L. DISEASE - EA EMPLOYEE	$ $2,000,000
							E.L. DISEASE - POLICY LIMIT	$ $2,000,000
B	Excess Workers' Compensation			SP 4058695	07/01/18	07/01/19	Statutory Limits Excess of $3,000,000	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

Insured's Copy

Phone: Fax:

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Michele Reager

© 1988-2010 ACORD CORPORATION. All rights reserved.

AGREEMENT FOR PROFESSIONAL SERVICES

THIS AGREEMENT made and entered into as of July 30, 2018, by and between Making Waves Academy, a non-profit organization whose principal place of business is 3220 Blume Dr. Ste 250, Richmond, CA 94806, (hereinafter referred to as "SCHOOL"), and CHILDREN'S HOSPITAL & RESEARCH CENTER AT OAKLAND d/b/a UCSF BENIOFF CHILDREN'S HOSPITAL OAKLAND, whose principal place of business is 747 Fifty Second Street, Oakland, California, 94609 (hereinafter referred to as "BCHO").

RECITALS

(a) BCHO personnel have the experience and expertise to identify, care for, and rehabilitate certain sport-related injuries and have developed a program through its Sports Medicine Center for Young Athletes that provides a "team centered" approach to providing such services.

(b) SCHOOL desires to utilize services of BCHO for sports-related injuries of its student athletes.

(c) BCHO desires to provide services to identify, treat, and rehabilitate the sports-related injuries of SCHOOL's student athletes under the terms and conditions described herein.

NOW THEREFORE, THE PARTIES HERETO AGREE AS FOLLOWS:

1. Term of Agreement

This 1 year agreement shall begin on August 1, 2018 and terminate on the final North Coast Section ("NCS") sanctioned event for that academic school year (for 42 weeks); unless

earlier terminated by either party by providing written notice of termination by registered mail at least sixty (60) days prior to expiration of this agreement.

2. BCHO's Duties and Responsibilities

BCHO agrees to:

A. Provide a certified athletic trainer ("ATC") at SCHOOL for the interscholastic athletic program for maximum of 25 hours per week for each week beginning no earlier than August 1, 2018 and through the final NCS sanctioned event of the year. The specific hours the ATC will be present at SCHOOL will be mutually agreed upon in writing in advance by the ATC and the SCHOOL's Athletic Director ("Athletic Director"). The ATC's schedule will follow the approved school calendar. Services will not be provided during school holidays without prior approval.

B. Subject to the foregoing, require ATC to attend home games and other athletic games as agreed between the Athletic Director and BCHO.

C. Require the ATC to:

1. Establish policies for emergency contact with first responders, ambulances, and other health care providers or emergency personnel appropriate to sports-related injuries to student athletes.
2. Provide a regular injury status report to SCHOOL head coach of the team involved, as information is available;
3. As requested, direct the injured SCHOOL athlete to the appropriate team physician, family physician, or health care facility, bearing in mind the requirement of the particular athlete's medical insurance plan to the extent possible;

4. Provide reasonable follow-up care on injured SCHOOL athletes as requested and in accordance with the scope of services provided hereunder;
5. As requested, make reasonable attempts to coordinate and facilitate rehabilitation of SCHOOL's injured athletes with the team physician, therapist and/or family physician;
6. Complete taping and strapping, as necessary, for the SCHOOL Athletes;
7. Give emergency first aid to injured SCHOOL athletes within the scope of the ATC's Certification.
8. Inform the Athletic Director and SCHOOL coach(es) when an athlete is ready to return to practice or competitive arena;
9. Make recommendations to the Athletic Director concerning appropriate training supplies and equipment.

D. Ensure that the ATC maintains qualifications from the National Athletic Training Association and is certified in Cardiopulmonary Resuscitation and Basic First Aid.

E. Ensure personnel supplied by BCHO are required to abide by all applicable rules and regulations of SCHOOL, to the extent permitted by law and to the extent no in conflict with BCHP policies, rules, and regulations, while on SCHOOL's campus or while providing services hereunder, including but not limited to rules pertaining to prohibitions on alcoholic beverages, tobacco or unlawful drugs.

F. BCHO will comply with the fingerprinting and criminal background investigation requirements of Education Code Section 45125.1 with respect to all BCHO's employees who may have contact with SCHOOL's students in the course of providing services pursuant to the Agreement at SCHOOL facilities, ("Employees")

regardless of whether those Employees are paid or unpaid, concurrently employed by SCHOOL. As of the effective date of the contract, BCHO is not aware of any information from the Department of Justice regarding conviction of a felony of any ATC as the term is defined the Education Code Section 451221.1.

G. BCHO ensures that a tuberculosis screening is performed annually on all ATC's.

3. SCHOOL's Duties & Responsibilities

SCHOOL will:

A. Cooperate with the ATC and BCHO in scheduling the hours for the ATC's presence at SCHOOL;

B. Permit BCHO to promote its program with banners at all athletic events and within training facilities with prior approval of SCHOOL administration, which approval shall not be unreasonably withheld or delayed.

C. Provide BCHO with free advertising in programs, sports calendars, as mutually agreed upon and with prior approval of SCHOOL administration, which approval shall not be unreasonably withheld or delayed.

4. Data Access and Security

SCHOOL permits BCHO and its subcontractors access to athlete demographic and contact information for the sole purpose of electronic record keeping in the athletic training room. For the purposes of SCHOOL subcontractor approval, approval may be provided by email.

A. Data ownership: All information , data and other content transmitted by SCHOOL to BCHO, or entered or uploaded under SCHOOL's user accounts, including determining who may access data and how it may be used (e.g., for legitimate

authorized purposes). BCHO and SCHOOL shall establish reasonable procedures by which a parent, legal guardian or eligible student may review personally identifiable information in the student athlete's records, correct erroneous information, and procedures for the transfer of student athlete generated content to a personal account.

B. Data Access: Except as otherwise provided in this section 4, BCHO, and its subcontractors, may access SCHOOL data solely to fulfil its obligations under this agreement

C. Third Party Access: Except in connection with BCHO's pre-approved subcontractor(s), BCHO may not distribute SCHOOL data or content to a third party without SCHOOL's express written consent, unless otherwise required by law. Use of subcontractors and subcontractor access to data must be approved in writing by the SCHOOL. BCHO will ensure that approved subcontractors adhere to all provisions of this Agreement.

D. SCHOOL grants to BCHO, its agents, and SCHOOL- approved subcontractors, a non-exclusive, worldwide, royalty-free right to use, copy, modify, make available, display, and adapt BCHO and User or SCHOOL data to provide certain subscription services to BCHO, SCHOOL and its Users, which may include students and/or parents.

E. Third Party Request: Should a third party contact BCHO with a request for SCHOOL data, including law enforcement and government entities, BCHO shall take reasonable steps to redirect the third party to request the data directly from the SCHOOL, to notify the SCHOOL in advance of compelled discloser to a third party, to the extent legally permissible.

5. Duties

A. SCHOOL: SCHOOL will perform the following duties:

1. Provide Data: Provide data for the purposes of the Agreement in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. section 1232 g. SCHOOL shall comply with all applicable laws, including FERPA, the Children's Outline Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amdendment ("PRA"), and AB 1584 (Education Code section 49073.1).
2. Precautions: Take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted data.
3. Notification: Notify BCHO promptly of any known or suspected unauthorized access.

B. BCHO: BCHO will perform the following duties:

1. Privacy Compliance: Comply with all applicable laws, including FERPA, COPPA, PPRA and AB 1584 (Education Code section 49073.1). These duties shall include the following:
2. Authorized Use: The data shared under the Agreement shall be used for no purpose other than the work stated in this Agreement and or otherwise authorized under the statuses referred to in subsection (a), above.
3. Employees Bound: Require all employees of BCHO, agent of any kind and subcontractors to comply with all applicable provisions of FERPA laws with respect to the data shared under this Agreement.
4. Secure Environment: Maintain all data obtained pursuant to this Agreement in a secure computer environment and not copy, reproduce or transmit data obtained

pursuant to this Agreement except as necessary to fulfill the purpose of the original request, which contemplates use of a pre-approved subcontractor. No Disclosure: Except otherwise permitted in this agreement, not disclose any data obtained under this Agreement in a manner that could identify an individual student to any other entity as authorized by this Agreement. Deidentified information may be used by the vendor for the purposes of development and improvement of educational sites, services and applications.

5. Disposition of Data: Destroy all personally identifiable data obtained under this agreement when it is no longer needed for the purpose for which it was obtained, or transfer said data to the SCHOOL or SCHOOL's designee, according to a schedule and procedure as the Parties may reasonably agree. Nothing in this Agreement authorizes BCHO to maintain personally identifiable data beyond the time period reasonably needed to complete the disposition.
6. Data Breach Notification: Upon becoming aware of any unlawful or unauthorized access to SCHOOL data stored on equipment used by BCHO or in facilities used by BCHO, BCHO will: promptly notify SCHOOL of the suspected or actual incident; promptly investigate the incident and provide SCHOOL with information regarding the incident.

C. Data Request

School Year: BCHO is requesting data for the following school year(s): 2018-2019

6. <u>Compensation</u>

SCHOOL will pay BCHO the sum of $34,500 for the services agreed to be provided hereunder. Said sum shall be paid in two equal payments of $17,250 on or before August

15th of year at issue, and March 15th of year at issue. In the event that this contract is executed after the above stated date, a pro-rated amount will apply. As a courtesy, BCHO will invoice SCHOOL 15 days prior to payment due date. However, SCHOOL's obligation to timely make said payments is not dependent on BCHO submitting said invoices.

7. Mutual Agreements

A. The parties will use reasonable efforts to establish a student athletic trainer education program as mutually agreed upon and to the extent feasible.

B. On information regarding grounds for removal from the SCHOOL, Athletic Director may request that BCHO remove any individual ATC who Athletic Director demonstrates in incompatible with SCHOOL's program goals or staff on the condition that such request is not based on grounds prohibited by state or federal law, including, but not limited to laws prohibiting discrimination based upon race, gender, ethnicity, age, disability, sexual orientation and/or religion. Any such notice shall be given as set forth in Section 6 of this Agreement. BCHO shall promptly comply with any such request, in which event BCHO shall be afforded up to sixty (60) days from the date of such notice to provide an alternative ATC/ Any lapse in services occasioned by such removal/ replacement shall not be deemed a breach of BCHO's obligations under this Agreement.

8. Notices

Any notice required to be given herein shall be in writing and shall be personally delivered or sent by certified mail, return receipt requested, to the appropriate party at the addresses shown below:

For BCHO: Ann Kriozere, Director of Contracting
Children's Hospital & Research Center at Oakland
d/b/a UCSF Benioff Children's Hospital Oakland
747 52nd Street

Oakland, CA 94609
akriozere@mail.cho.org

with a copy to (not constituting notice):
Greta Schnetzler, Chief Campus Counsel
745 Parnassus Ave., 2nd Floor
Box 0986
San Francisco, CA 94143
Greta.schnetzler@ucsf.edu

For SCHOOL: Head of School
Making Waves Academy
3220 Blume Dr., Ste 250
Richmond, CA 94806

9. Insurance

At all times during the performance of this agreement, each party shall maintain in effect the following insurance:

A. BCHO shall provide professional liability insurance for all of its activities arising out of or in connection with this Agreement, professional liability, and personal injury, in an amount no less than one million dollars ($1,000,000) each occurrence, three million dollars ($3,000,000) aggregate.

B. BCHO shall provide Sexual Abuse/Molestation insurance with limits of not less than three million dollars ($3,000,000) per occurrence or claim.

C. BCHO shall provide commercial general liability insurance, including but not limited to, premises and operations, and personal injury insurance in an amount no less than one million dollars ($1,000,000) each occurrence, three million dollars ($3,000,000) aggregate.

D. BCHO shall maintain worker's compensation & employer's liability coverage, with limits of not less than one million dollars ($1,000,000) per accident or disease.

E. BCHO shall provide, as required by the Labor Code of the State of California, Workers' compensation insurance for all employees of BCHO.

F. SCHOOL shall provide general liability insurance, including but not limited to, premises and operations, and personal injury insurance in an amount no less than one million dollars ($1,000,000) each occurrence, three million dollars ($3,000,000) aggregate.

G. Each party shall provide proof of all insurance required herein by providing certificate(s) of such insurance to the other party.

10. Indemnification

Each party shall defend, indemnify, and hold the other party, its officers, employees, agents, affiliates, and subcontractors, harmless from and against any and all liability, loss, expense (including reasonable attorney's fees and consequential damages), or claims for injury or damages, whether to person(s) or property, arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, agents, affiliates and subcontractors.

11. Independent Contractor

This Agreement is by and between two independent contractors and is not intended to and shall not be construed to create the relationship between the parties of agent, servant, employee, partnership, joint venture, or association.

12. Use of SCHOOL's Name

Use of the name "Making Waves Academy" by BCHO in advertising, promotions or publicity, or in any other manner, shall be made only with the prior written consent of the Business Officer.

13. Use of BCHO's Name

Use of any or all of the following by SCHOOL in advertising, promotions or publicity, or in any other manner, shall be made only with the prior written consent of BCHO: Children's Hospital & Research Center at Oakland; Children's Hospital & Research Center Oakland; Children's Hospital Oakland; Oakland Children's Hospital; UCSF Benioff Children's Hospital.

14. Choice of Law

This Agreement and the terms and conditions contained herein shall be governed by the laws of the State of California. Any litigation brought to enforce the terms of this agreement or arising hereunder shall be filed in the Superior Court of the County of Alameda.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

MAKING WAVES ACADEMY	CHILDREN'S HOSPITAL & RESEARCH CENTER AT OAKLAND d/b/a UCSF BENIOFF CHILDREN'S HOSPITAL OAKLAND
By:_____	By: DocuSigned by: Michael Anderson, MD 6959E62AC4E34A7...
Name:	Michael Anderson, MD
Title:	President
Date:_____	Date: 12/5/2018

Coversheet

Lowest Performing Students Block Grant: $27,664

Section:	V. Action Items
Item:	E. Lowest Performing Students Block Grant: $27,664
Purpose:	Vote
Submitted by:	Vanessa Caigoy
Related Material:	2018-07451 Letter LPSBG Reports .docx Executive Summary_LPSBG_01.31.19.docx

BACKGROUND:
On June 27, 2018 Governor Brown signed assembly bill 1808 into law, authorizing the allocation of a $300 million Low-Performing Students Block Grant (LPSBG) during the 2018-19 fiscal year. The purpose of such grant is to provide the State's lowest performing students with additional supports to increase their academic achievement as defined in EC, Section 41570(d). A condition to be recipients of such award is for the school to develop a plan on how they will spend the money as it aligns with the Local Control and Accountability Plan and have such plan adopted by the governing board.

RECOMMENDATION:
Per EC the plan outlined in this executive summary should be discussed and adopted by the school governing board. Public comment allowing for stakeholder feedback can be conducted during the regular scheduled agenda item for public comment.

CALIFORNIA DEPARTMENT OF EDUCATION
TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 5, 2018

Dear County and District Superintendents and Charter School Administrators:

Low-Performing Students Block Grant

Governor Brown signed Assembly Bill 1808 into law on June 27, 2018. AB 1808 authorizes the allocation of a $300 million Low-Performing Students Block Grant (LPSBG) in the 2018–19 fiscal year to provide California's low-performing students with additional supports to increase their academic achievement as defined in the California *Education Code* (*EC*), Section 41570(d).

The purpose of this letter is to notify eligible local educational agencies (LEAs) of the reporting requirements for this grant pursuant to *EC* Section 41570(f)(2). The LEA must submit two reports to the State Superintendent of Public Instruction using the California Department of Education's (CDE's) online reporting tool:

1. **Required Report Number One:** On or before **March 1, 2019**, the LEA is required to report to the State Superintendent regarding the adopted plan to use the grant funds to increase the academic performance of pupils identified, pursuant to *EC* Section 41570(d).

   Note: *All eligible LEAs must complete Required Report Number One.* If an eligible LEA chooses not to receive LPSBG funds, it still must complete Required Report Number One to formally document that choice.

2. **Required Report Number Two:** On or before **November 1, 2021**, all eligible LEAs *that have accepted LPSBG funds* are required to report to the State Superintendent regarding the implementation of the plan, the strategies used, and whether those strategies increased the academic performance of the pupils identified, pursuant to *EC* Section 41570(d).

To access the online reporting tool, please follow the directions in the Reporting Requirements section of the CDE LPSBG web page located at https://www.cde.ca.gov/fg/aa/ca/lpsbgprginfo.asp#reportingreq.

For questions regarding the reporting requirements or the online reporting tool, please contact the School Improvement and Support Office by phone at 916-319-0833 or by email at LPSBG@cde.ca.gov.

Sincerely,

Melanie Greene, Director
Improvement and Accountability Division
California Department of Education

MG:ls
2018-07451

To	Making Waves Academy Board of Directors
From	Vanessa Caigoy, Director of Compliance
Date	January 31, 2019
Subject	Lowest Performing Block Grant (LPSBG)

Executive Summary:

On June 27, 2018 Governor Brown signed assembly bill 1808 into law, authorizing the allocation of a $300 million Low-Performing Students Block Grant (LPSBG) during the 2018-19 fiscal year. The purpose of such grant is to provide the State's lowest performing students with additional supports to increase their academic achievement as defined in EC, Section 41570(d).

The conditions in which a school can receive LPSBG funds are the following:

- Develop a plan that includes information regarding how the services align with and described in the school's Local Control and Accountability Plan (LCAP).

- The plan is discussed and adopted by the governing board in a format that allows for stakeholder feedback in the form of public comment to be made prior to March 1, 2019.

Making Waves Academy has been rewarded a total of $27,664, for fourteen students identified using the calculation provided by the California Department of Education. In alignment with the adopted Local Control and Accountability Plan such funds will be spent overtime, through the 2020-21 academic year. In addition to LPSBG monies, Title I and Title II funds will continue to be used congruently to ensure that the students will get the additional supports needed to improve academic performance.

In alignment with allowable costs and the LCAP, Making Waves Academy plans to address the critical learner needs of the identified lowest performing students with additional supports for pupils and professional development opportunities for certificated staff. Based on the critical learner needs for the identified students MWA will continue to use student data, to inform targeted interventions with our current onsite intervention coordinators and interventionists in the academic areas of Math and English Language Arts. In addition to targeted interventions, Making Waves Academy plans to use some of the allocation to provide targeted professional development for certificated staff that work directly with the students identified. Such professional development ensures that staff is fully equipped and prepared to serve our students academically and provide social-emotional supports, professional development

MAKING WAVES ACADEMY
4123 Lakeside Drive
Richmond, CA 94806
510.262.1511
makingwavesacademy.org

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.

MAKING WAVES ACADEMY
4123 Lakeside Drive
Richmond, CA 94806
510.262.1511
makingwavesacademy.org

Coversheet

Student Accountability Report Card

Section:	V. Action Items
Item:	F. Student Accountability Report Card
Purpose:	Vote
Submitted by:	Vanessa Caigoy
Related Material:	MWA SARC Letter to Parents-1.23.19-cv.docx MWA SARC for 2017-18-1.23.19-cv.pdf Executive Summary_SARC_01.31.19.docx

BACKGROUND:
November 1988, Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act passed. Such ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARC) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. Pursuant of EC Section 35256, the governing board of each school district shall annually prepare a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request.

RECOMMENDATION:
Needs Board Approval

MAKING WAVES ACADEMY
4123 LAKESIDE DRIVE • RICHMOND, CA 94806
510.262.1511 • 510.262.1518 FAX
www.makingwavesacademy.org

February 8, 2019

Dear Wave-Maker Parent(s)/Guardian(s),

Every year since 1998, California state law has mandated that all public schools receiving state funding prepare and distribute a ***School Accountability Report Card (SARC)*** containing:

- Demographic and academic data;
- School safety and learning climate information;
- School completion rates;
- Class sizes;
- Teacher and staff information;
- Curriculum and instruction descriptions;
- Postsecondary preparation information; and
- Fiscal and expenditure data for the preceding academic year.

This letter is to notify you that our annual ***SARC*** for the ***2017-2018*** school year is complete and available. You can access a copy of it on our website at www.makingwavesacademy.org. On the website, look under the "About Us" section and click on the "School Reports" link. The "School Accountability Report Card (SARC)" link can be found there. You can also view SARCs for the last four years on this page. If you would like a paper copy of our 2017-2018 SARC, please visit the Front Office at either the Middle School or the Upper School and request one. The front office staff will gladly print you a copy.

Sincerely,

Alton B. Nelson, Jr.
CEO, Making Waves Academy

MAKING WAVES ACADEMY
4123 LAKESIDE DRIVE • RICHMOND, CA 94806
510.262.1511 • 510.262.1518 FAX
www.makingwavesacademy.org

8 de febrero del 2019

Estimado(s) Padre(s)/Tutor(es),

Empezando en 1998, la ley estatal de California exige que todas las escuelas públicas que reciben fondos estatales preparen y distribuyan un reporte informático anual (**SARC** por sus siglas en ingles) que contiene:

- Datos demográficos y académicos;
- Información sobre la seguridad y el clima para el aprendizaje;
- Tasa de graduación;
- La cantidad de alumnos en cada clase;
- Información sobre los/as maestros/as y personal;
- Descripciones de currículo e instrucción;
- Información sobre la preparación para educación postsecundaria; y
- Datos fiscales y de gasto para el año académico anterior.

Esta carta es para notificarle que nuestro ***SARC*** anual para el año académico ***2017-2018*** está completo y disponible. Puede ver una copia de este reporte en nuestro sitio de red, www.makingwavesacademy.org. Desde la página principal, busque la sección llamada “About Us” en inglés, y haga clic donde dice “School Reports”. El enlace para el “School Accountability Report Card (SARC)” está a mero abajo. En esta página, también puede ver nuestros SARCs de los últimos cuatro años. Si desea una copia en papel de nuestro SARC del 2017-2018, por favor visite la oficina de la escuela media o de la escuela superior, y pida una. Con gusto se le imprimirá una copia.

Sinceramente,

Alton B. Nelson, Jr.
Director Ejecutivo, Academia Making Waves

Making Waves Academy
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Making Waves Academy
Street	4123 Lakeside Dr.
City, State, Zip	Richmond, CA 94806-1942
Phone Number	(510) 262-1511
Principal	Evangelina Ward-Jackson, Kimberly Carr
E-mail Address	ewardjackson@mwacademy.org, kcarr@mwacademy.org
Web Site	http://www.makingwavesacademy.org/
CDS Code	07100740114470

District Contact Information	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
E-mail Address	lmackey@cccoe.k12.ca.us
Web Site	www.cccoe.k12.ca.us/

School Description and Mission Statement (School Year 2018-19)

Making Waves Academy (MWA) is a public charter school authorized by the Contra Costa County Office of Education (CCCOE) and is listed as the "District Contact". MWA is located in Richmond, CA, an area served by the West Contra Costa County Unified School District (WCCUSD). Therefore, WCCUSD data is used throughout the report in charts that compare MWA to the "District" and the State.

In September 2007, MWA opened its middle school to its first class of 5th grade students. In September 2011, MWA opened its high school (Upper School). With roots firmly planted in the Richmond community since the inception of the Making Waves Education Program (MWEP) in 1989, MWA fulfills the promise of public schools with a rigorous, college-preparatory curriculum, small classes, transportation, psychological services, and academic support. The vision is grounded in our five Core Values: Community, Resilience, Respect, Responsibility, and Scholarship. The mission is: "MWA is committed to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities."

MWA is located in Richmond, California. Richmond is a diverse community with a population consisting of 25.9% African American, 39.5% Hispanic or Latino, 17.1% White, 13.3% Asian, 0.2% Native American, 0.4% Native Hawaiian and Other Pacific Islander, and 0.6% other (1). The demographics of Making Waves Academy are comparable to West Contra Costa Unified School District (WCCUSD) which are both different than the overall demographics of Richmond. At MWA 8.6% of the population is African American and 89% is Hispanic or Latino. 83% of students qualify for free and reduced lunch. English Language Learners make up 19.5% of the school's population.

MWA recognizes that schools with higher proportions of students from economically distressed communities require additional resources to compensate for the challenges they face. MWA invests in the future by providing resources to support students' social-emotional well-being and academic development. To support the structure of our core day and enrichment programs, the typical school day is from 8:05am – 6:00pm. The master schedule accommodates student participation in interscholastic athletics, clubs, field lessons, and academic intervention, as well as teacher planning and collaboration time. At MWA, instructional activities are aligned to California Common Core Standards. The MWA curriculum includes language arts, math, science, history/social science, health and wellness, second languages, music, fine and performing arts and social emotional education. MWA Upper School courses in grades nine through twelve follow the California State A-G requirements which emphasize preparing a college focused community of learners. The Upper School also offers Advanced Placement (AP) courses in math, history, and science. For two years in a row, the Upper School has been recognized by Innovate Public Schools as one of the top performing high schools in the Bay Area in the subjects of English and Math.

As part of our comprehensive Response to Intervention (RTI) Program, students receive additional targeted support in core subject areas by attending Saturday Academy. Students are identified to participate in Saturday Academy based on their Tier status, which is determined by their standardized tests and benchmarks scores. Saturday Academy courses compliment and reinforce Core Day coursework concepts.

MWA is a community of learners that value multiple forms of discourse and cultural knowledge and teaches students about the rich educational tradition of our diverse communities. MWA students are taught to think critically about culture and identity and develop the skills necessary to navigate various cultural settings.

At MWA, it is critical that students learn how to access various forms of media and use tools to communicate and enhance learning. To prepare students for a technological world, technology is integrated into several aspects of teaching and learning, including research, classroom presentations, assessment and grading, and professional data analysis.

1. "2010 Census Interactive Population Search: CA - Richmond city". U.S. Census Bureau.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 5	112
Grade 6	112
Grade 7	110
Grade 8	110
Grade 9	113
Grade 10	87
Grade 11	80
Grade 12	71
Total Enrollment	795

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	7.3
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	0.1
Hispanic or Latino	89.2
Native Hawaiian or Pacific Islander	0.1
White	0.5
Two or More Races	0.1
Socioeconomically Disadvantaged	89.7
English Learners	19.5
Students with Disabilities	5.5
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	37	40	35	
Without Full Credential	11	10	18	
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	12	12	10
Total Teacher Misassignments *	14	12	10
Vacant Teacher Positions	1	3	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group,

etc. * Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard Levels 1-6 (College Board) 5th Reading Wonders (Houghton Mifflin) 2017		0.0
Mathematics	Calculus – 4th Edition (Pearson) 2014 Elementary Statistics (Prentice Hall) 2014 Springboard (College Board) Statistics AP (Cengage) 2017 Math Expressions (McGraw Hill) 2017		0.0
Science	Biology (Glencoe Science- McGraw Hill) 2012 Living By Chemistry (Bedford, Freeman, and Worth Publishers) 2013 Conceptual Physics (Pearson) 2012 Meyers AP Psychology (MacMillan Learning) 2016 CA Science (Pearson) CA Focus on Earth Science (Pearson) CA Life Science (Pearson) CA Physical Science (Pearson) Glencoe Earth Science (McGraw Hill) 2017 DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017		0.0
History-Social Science	US Government and Politics (College Board) 2015 Civics in Practice (Holt, Rinehart and Winston) 2014 The Lanahan Readings in the American Polity: Ann G. Serow, Everett 2016 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 The American Democracy 2015 CA The Americans 2013 CA Modern World History (Houghton Mifflin Hardcourt) 2011 Kaplan AP History 2015 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial		0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Foreign Language	Dos Mundos (McGraw Hill) 2016		0.0
Health	Life Time Health Study – Classroom Set Life Skills Health – Classroom Set 2011		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Making Waves Academy constructed two state-of-the-art school buildings in the 2009 school year and opened them in the Fall of 2010. A third state-of-the-art building was constructed in 2011 and opened in the Fall of 2012. Presently we have approximately 780 students.

Making Waves Academy's ground, buildings and restrooms are all in excellent condition. The school participates in regular inspection and maintenance of the facility.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: December 2018				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: December 2018				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	44.0	44.0			48.0	50.0
Mathematics (grades 3-8 and 11)	21.0	25.0			37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	521	520	99.81	44.42
Male	251	251	100.0	43.03
Female	270	269	99.63	45.72

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Black or African American	44	43	97.73	32.56
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	465	465	100.0	44.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	453	452	100.0	43.36
English Learners	313	313	100.0	34.19
Students with Disabilities	32	32	100.0	12.50
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	521	520	99.81	25.19
Male	251	251	100.0	28.29
Female	270	269	99.63	22.30
Black or African American	44	43	97.73	9.30
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	465	465	100.0	25.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	453	452	99.78	25.00
English Learners	313	313	100.0	19.49
Students with Disabilities	32	32	100.0	
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-rested in spring 2018. The CAST will be administered operationally during the 2018-19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and the CAA for Science will be field-tested in 2018-19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA for Science divided by the total number of students who participated in both assessments.

Career Technical Education (CTE) Programs (School Year 2017-18)

Making Waves Academy did not offer a Career Technical Education program in School Year 2016-17. Rather, the academic year was spent engaging in a year-long process of collecting stakeholder input, developing and approving plans, and securing resources for a high-quality CTE program in Health Science and Medical Technology, anticipated for School Year 2017-18. As a result of the process, faculty members from the Science Department developed curriculum for two CTE courses: Introduction to Health Sciences and Anatomy and Physiology. Both courses were aligned to California CTE Model Curriculum Standards and were submitted to the University of California Office of the President for A-G approval. Additionally, a position for a full-time Career Services Coordinator was posted in Spring 2017 and was filled for the start of the 2017-18 school year. In collaboration with the Director of College and Career Counseling, the Career Services Coordinator will ensure the delivery of a robust CTE program that is responsive to community needs and is aligned to the ten eligibility requirements of the Career Technical Education Incentive Grant (CTEIG): (1) quality curriculum and instruction; (2) career exploration; (3) student support; (4) system alignment; (5) industry partnerships; (6) after school and extended day opportunities; (7) regional and local labor market demands; (8) industry certification or employment; (9) skilled faculty; (10) data and evaluation.

In accordance with our WASC goals, the College and Career Center remains committed to developing career pathways which are aligned with academic courses, support academic achievement, and address the needs of all learners -- including those unique to defined special populations of students. A robust Career Technical Education program at Making Waves Academy will be responsive to feedback from all stakeholders, including industry representatives, and its success will be measured and evaluated for effectiveness at regular intervals.

Career Technical Education (CTE) Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	47.8
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	32.7	22.7	4.5
7	25.5	25.5	8.2
9	19.6	33.3	14.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2018-19)

MWA has a strong tradition of parent involvement for event-specific and volunteer-based activities, and continues to develop family and community member participation in key decision making and problem-solving capacities. MWA makes an active effort to involve English and Spanish-speaking parents, the major language constituent groups of the school population. The school demonstrates regular outreach to parents to keep them informed of their student's academic progress, opportunities for involvement, and upcoming events via written and electronic communication, Parent Meetings, and automated telephone messages.

The Making Waves Academy English Learner Advisory Committee (ELAC) provides an opportunity for parents and community members to learn about the experience of English Learners in order to advocate on their behalf. ELAC is led by a leadership cabinet that is comprised of parents of Wave Makers and advised by the ELD Coordinator. ELAC operates under the following framework:
1. Ignite a Drive to Learn
2. Gather Qualitative and Quantitative Data
3. Process Data
4. Advocate

Parents are also invited to attend monthly Saturday meetings throughout the school year that include a Mission Connection. During meetings, parents and guardians discuss and learn about educational opportunities, curriculum, student performance and building a healthy and safe school culture & climate. In addition, Making Waves Academy offers parents opportunities to donate time and perishables to contribute to our community and school events. Donations of any kind can be facilitated by contacting the front office at (510) 262-1511.

Opportunities for parents to be involved include: Chaperoning Study Trips, managing or supporting grade-level or classroom events (e.g. Lunar New celebration, Dia de Los Muertos celebration, 8th grade graduation, etc.), managing or supporting a school-wide event (e.g. My Very Own Library (MVOL) initiative, History and Social Studies fairs, Saturday Parent Meetings, ELAC graduation, Black/African American Student Achievement Initiative, etc.), managing or supporting grade-level or classroom fundraisers (e.g. food or rummage sales), helping to prepare Family Mailings, organizing special events (e.g. a carnival or talent show), assisting with school-sponsored charitable projects (e.g. the annual food bank & toy drives), providing traffic control for Parent Meetings and other events, participating in parent feedback surveys, referring families to the lottery process, participating in Back to School Day orientation events (providing parents and families with an overview of school courses and supplemental program curricula such as the MWA Middle School Enrichment Program, MWA Upper School Academic Support and Learning Center Orientation Presentations), and student led parent-teacher conferences. In addition, parents of EL and Tier 3 students participate in a cadence of meetings with school leadership.

Parents are also employed at the school in a variety of support positions such as our Food Services Coordinator, Office Administrator, Site Supervisor, and Bus Monitor positions.

Studies have shown Parent Involvement is pivotal in a student's academic success. At MWA we encourage our parents to participate in completing completely voluntary parent hours. The school does make clear that such volunteer hours are not mandatory; and failure to complete recommended hours does not result in penalties. Our Parent Volunteer Coordinator directs parents to volunteer opportunities of their choice and tracks their hours of service. Our Parent Volunteer Coordinator can be reached at 510-854-3015 or via email at eyabar@mwacademy.org.

Parents are also involved in school governance as elected members of our MWA Board and School Site Council. MWA regularly convenes School Site Council meetings, which are publicized and open to the public, to provide a platform for all parents and their elected representatives to seek input in the school's decision making process and to address any concerns.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	1.5	3.9	0.0				10.7	9.7	9.1
Graduation Rate	88.8	89.5	94.7				82.3	83.8	82.7

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	97.4		88.7
Black or African American	88.9		82.2
American Indian or Alaska Native	0.0		82.8
Asian	100.0		94.9
Filipino	100.0		93.5
Hispanic or Latino	98.4		86.5
Native Hawaiian/Pacific Islander	0.0		88.6
White	100.0		92.1
Two or More Races	0.0		91.2
Socioeconomically Disadvantaged	96.8		88.6
English Learners	33.3		56.7
Students with Disabilities	85.7		67.1
Foster Youth	0.0		74.1

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	6.2	9.6	6.6				3.7	3.7	3.5
Expulsions	0.0	0.0	0.0				0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Making Waves Academy School Emergency Response Plan (updated August 2018) meets the requirements of the State of California and the County of Contra Costa. This plan identifies MWA responsibilities associated with natural disaster, human caused emergencies, and technological incidents. It includes:

Campus:

- Visitors sign in at the office and wear a visitor identification badge while on campus
- Students are supervised before school, during recesses, and lunch breaks

Classroom:

- Evacuation routes are posted in all classrooms
- Each classroom has a first aid kit
- Each classroom and office has an emergency information folder which includes emergency guides and protocols

Staff:

- The Academy has 3 (three) full time campus supervision positions, 2 (two) full time site monitor positions, 2 (two) part time site monitor positions and 4 (four) part time bus monitor positions
- All staff receive first aid and CPR certification every two years

Additionally:

- Fire drills are held monthly
- Student emergency information cards are completed annually
- We have basic emergency response supplies and 3 days of emergency provisions – water and food for 1000 people

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-22	23-32	33+		1-22	23-32	33+
5	21	6	25		21	5	25		20	8	25	
6	27		28		24	8	24		25	5	24	
Other**	9	1										

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	11	16		21	15	17		22	12	18	
Mathematics	21	16	11		21	12	16		21	17	17	
Science	22	8	15		23	9	9		24	6	14	
Social Science	23	9	11		24	7	15		24	6	15	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	351
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$24,255.0	$3,467.0	$20,788.0	$76,456
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	$6,574	$79,128
Percent Difference: School Site and State	N/A	N/A	103.9	-21.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2017-18)

1. Federal Title I Basic Grant
2. Federal Title II Training
3. Federal Title III English Language Learners
4. National School Lunch Program (NSLP)
5. After School Education and Safety (ASES) Program Grant
6. Prop 30 - Education Protection Account Entitlement
7. SB740 - School Facility Lease Reimbursement
8. State Lottery

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	MWA Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,000	$32,667
Mid-Range Teacher Salary	$59,059	$75,694
Highest Teacher Salary	$92.179	$118,721
Average Principal Salary (Elementary)	N/A	$123,440
Average Principal Salary (Middle)	$140,824	$122,207
Average Principal Salary (High)	$140,608	$118,444
Superintendent Salary	$218,000	$208,222
Percent of Budget for Teacher Salaries	16%	
Percent of Budget for Administrative Salaries	14%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	3	N/A
Science		N/A
Social Science	6	N/A
All courses	9	13.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Powered by BoardOnTrack

Professional Development (Most Recent Three Years)

The Professional Development Program at Making Waves Academy has been developed to target key areas for staff learning in a comprehensive and differentiated way. Both Upper School and Middle School's Professional Development pedagogy for faculty centers on the "4Rs": Relationships, Relevance, Rigor and Results. This year, the Upper School has specifically focused on the implementation of project- based learning and classroom technology within the "4Rs" while the Middle School is focusing on three areas: 1. dynamic, data driven instruction, 2. cultivating 21st century teachers and scholars and 3. implementing restorative practices.

Professional Development and opportunities for faculty to collaborate and share their practice in content and grade level teams, as well as in Professional Learning Communities (PLCs), occurs regularly throughout the school year, during professional development time, common planning time, and after school. The selection of topics and their frequency is determined, in part, through an analysis of student achievement data, observational data, and staff survey results. Professional Development takes place formally in a two hour window each Friday afternoon throughout the school year and for the two weeks before school starts each summer. Additionally, there are three all-day professional development sessions scheduled to align with the beginning of each new quarter. Teachers receive individualized support from their content and grade level leads, Academic Intervention Services Coordinators, as well as from the division director, who observes formally and informally across the year and provides written and verbal feedback with each observation.

Making Waves Academy also provides comprehensive professional development for our mid-level leaders. Examples include Content Leads, Grade Level Leads, Lead Teachers, and Coordinators. They receive ongoing professional development through regularly scheduled Professional Learning Communities (PLCs) meetings. This group also receives ongoing support and training in the areas of social-emotional learning and cultural competency.

Additionally, both faculty and staff are encouraged to attend off-site Professional Development opportunities in the forms of conferences, seminars and external school site visits. Our goal for faculty and staff is to attend at least one off-site Professional Development opportunity each year.

To	Making Waves Academy Board of Directors
From	Vanessa Caigoy, Director of Compliance
Date	January 31, 2019
Subject	School Accountability Report Card 2017-2018

Executive Summary:

November 1988, Proposition 98, also known as The Classroom Instructional Improvement and Accountability Act passed. Such ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARC) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. Most SARC requirements are found in California Education Code (EC) sections 33126 and 33126.1. Similar requirements can be found within federal Elementary and Secondary Education Act (ESEA) legislation.

Pursuant to Chapter 914, Statutes of 2004 (Assembly Bill 1858), all nonpublic, nonsectarian schools are required to prepare a SARC in accordance with EC Section 33126. Pursuant of EC Section 35256, the governing board of each school district shall annually prepare a School Accountability Report Card for each school in the school district, publicize those reports, and notify parents or guardians of pupils that a hard copy will be provided upon request.

MWA's SARC has been updated in accordance to the requirements outlined in statute and is reflective of the 2017-18 school year. It has been noted that the comparable district data is taken from the data files provided by California Department of Education for information pertaining to Contra Costa County Office of Education. At this time County Data has not been made available for the purposes of the SARC.

The SARC will be available to all parents on the school website by February 1, 2019 and a formal letter will go out to parents in the February mailing.

MAKING WAVES ACADEMY
4123 Lakeside Drive
Richmond, CA 94806
510.262.1511
makingwavesacademy.org

Coversheet

FinalSite Contract for Talent Page Upgrades

Section: V. Action Items
Item: G. FinalSite Contract for Talent Page Upgrades
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: FinalSite Contract.pdf

BACKGROUND:
In preparation for recruitment season MWA is refreshing the Join Our Team page.

RECOMMENDATION:
The recommendation is for the board to approve the FinalSite contract in the amount of $6,000.

DocuSign Envelope ID: 1B4AC822-DDA9-4E63-9652-CD52D6AEAD4D

Finalsite
web solutions for schools

Making Waves Academy
Created By: Sergio Villareal
Work Order
1/22/2019
Proposal Valid for 30 days

This Active Internet Technologies, dba Finalsite ("AIT") Order ("Order") by and between AIT and Making Waves Academy ("Client") sets forth the terms of Client's use of the products and services set forth below ("Product and Pricing Summary"). This Order, together with the Master Terms and Conditions for Web Services and other terms and conditions incorporated therein by reference (collectively "Master Terms") located at http://www.finalsite.com/agreements and incorporated by this reference, form the entire agreement between the parties in respect of the products and services set forth below. Notwithstanding anything to the contrary in any purchase order or other document provided by Client, any product or service provided by AIT to Client in connection with a purchase order related to this Order is conditioned upon Client's acceptance of this Order and the Master Terms. Any additional, conflicting or different terms proffered by Client in a purchase order or otherwise shall be deemed null and void. Each of the individuals executing this Order Form represent and warrant that he or she is authorized to execute the Agreement on behalf of Client or AIT, as applicable.

In consideration of the promises set forth herein, and other good and valuable consideration, the receipt of which are hereby acknowledged, the parties hereby agree as follows:

A. Products and Services Pricing Summary

Creative and Deployment Services	
Design Changes	$ 6,000

The above products, to include but not limited to (modules, integration, design and consulting) will be billed upon contract signature.

Special Provisions:
The following special provisions supercede the Master Terms and Agreements referenced above and within this agreement:

Work Order to redesign the 'Join Our Team' page. (https://www.makingwavesacademy.org/careers)

Page structure as follows:

- Hero/banner slideshow (using videos)
- Page Heading/Title with text copy
- Horizontal strip of four infographics
- Life at Making Waves - slideshow display of Posts - open in pop up.
- Our Core Values - slideshow display of videos
- Career Areas - 2x2 grid of videos, used for testimonials, etc for different career areas
- Featured Jobs section - slideshow display of articles, each linked to 3rd party jobs page. (this section to be hidden until client is ready)
- Stay In Touch section - text with form submission for email address.
- Mockup here: https://drive.google.com/file/d/1SbC3Tkq2wdSAR7y-iCu03HTNRJ-LlLwO/view?usp=sharing

Maintain page's 2-column layout: left column for subnav, right column for main content area.
Add the following pages to left nav: (move content from the accordion panels here: makingwavesacademy.org/careers)

- Our Students
- Teaching at Making Waves Academy
- Career Pathways
- Benefits and Compensation

DocuSign Envelope ID: 1B4AC822-DDA9-4E63-9652-CD52D6AEAD4D

Finalsite
web solutions for schools

Making Waves Academy
Created By: Sergio Villareal
Work Order
1/22/2019
Proposal Valid for 30 days

B. Terms

1. **Effective Date: Upon execution of this Order.**
2. **All fees for the initial year of this Order shall be due upon execution of this Order. Unless otherwise specified, all dollars ($) are United States currency. All fees for subsequent years shall be due upon the annual anniversary of the effective date of this Order.**
3. **Sales Tax: If applicable, a copy of your Sales Tax Direct Pay Certificate or your Sales Tax Exemption Certificate must be returned with this Order Form.**

Client Making Waves Academy	**Active Internet Technologies ("AIT")**
Signature	**Signature**
Name (printed) Alton B. Nelson Jr.	**Name (printed)**
Title (printed) Chief Executive Officer	**Title (printed)**
Date	**Date**

DocuSign Envelope ID: 1B4AC822-DDA9-4E63-9652-CD52D6AEAD4D

Finalsite
web solutions for schools

Making Waves Academy
Created By: Sergio Villareal
Work Order
1/22/2019
Proposal Valid for 30 days

C. Client Contact Information

Please fill out the following information, which will be used by our deployment & accounting teams.

Billing Contact
Title
Address 4123 Lakeside Drive
City, State Zip Richmond, CA 94806
Phone
Email

Project Contact
Title
Phone
Email

*Executive Sponsor (Head of School, Business Manager/CFO, etc.)
Title
Email

* The Executive Sponsor should be separate from the client contact and is typically the Head of School, Business Manager/CFO, etc.

Coversheet

Job Vite Contract Renewal

Section: VI. Consent Action Items
Item: A. Job Vite Contract Renewal
Purpose: Vote
Submitted by: Damon Edwards
Related Material: Making Waves Academy_JobVite Renewal 2019.pdf

BACKGROUND:
Jobvite is a web based platform that makes recruiting easier, smarter, and more efficient for employers and candidates. With Jobvite you can increase the speed and quality of hires, provide an excelent candidate experience throughout the entire hiring process, manage interviews, reviews, and collaborate with hiring managers from a web browser or through the mobile app, and improve hiring results with insights from reports and dashboards.

RECOMMENDATION:
Review and approve the attached renewal agreement, with a fiscal impact of $7,152.00.

1300 S. El Camino Real Suite 400 San Mateo CA
94402 650-376-7200 (office) / 415-680-2479 (fax)

Order Form

Pricing Valid Thru:	2/6/2019
Sales Executive:	Angelena David

Customer Information

Customer:	Making Waves Academy
Address:	4123 Lakeside Dr Richmond, CA 94806
Phone:	
Email:	dedwards@mwacademy.org

Required Billing Information

Accounting Contact:	
Accounting Phone:	
Accounting Email:	dedwards@mwacademy.org

Subscription Terms

Effective and Invoiced upon Execution	
Date of Original MSA	2/11/2018

Below fields apply to this Order:

Subscription Start Date (MM/DD/YY)	2/11/19
Subscription End Date (MM/DD/YY)	2/10/20
Invoice Frequency:	Annual
Payment Terms:	Net 30
No.of Employees:	125
No.of Recruiter seats:	NA
No.of Engage seats:	NA

Product	Monthly Price	One Time Price	Net Price
Jobvite Hire eRecruitment Service and Software	$596.00		$7,152.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
			$0.00
Total	**$596.00**	**$0.00**	**$7,152.00**

Additional Information:

Purchase Order Information:

Is a Purchase Order required for the purchase or payment of the product on this order form? Yes / No
If yes, please enter PO number:

Tax Information:

Is your company tax exempt? Yes / No
Yes. If yes, please send exemption certificate to AR@jobvite.com .

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final Invoice. This is not an invoice.

General Terms

1. This Order Form is governed by the Jobvite Terms & Conditions / MSA ("Agreement") with the date shown above, made by and between Jobvite, Inc. ("Jobvite"), and the Customer shown above.
2. All terms of the Agreement not expressly modified by this Order Form remain valid and binding upon the parties.
3. The term of this Order Form is extended as shown above.
4. Payment for Services is in advance. If Service is suspended in accordance with the Terms & Conditions, fees shall continue to accrue.
5. For a description of the implementation services listed shown above, please refer to the corresponding section in following:

Special Terms

The “Special terms” set forth herein shall override the General terms above to the extent of any express inconsistency.
1. Customer will be invoiced upon execution of this order form or 2/11/2019, whichever is later

Signature

The authorized representatives have executed this Order Form by their signatures below:

Jobvite, Inc.	**Making Waves Academy**
Signature:	Signature:
Name:	Name:
Title:	Title:
Date:	Date:

Coversheet

STAR Reading and Accelerated Reader Semester 2 Renewal

Section: VI. Consent Action Items
Item: B. STAR Reading and Accelerated Reader Semester 2 Renewal
Purpose: Vote
Submitted by: Debora Basso
Related Material: Renaissance Quote 18-19 second semester.pdf

BACKGROUND:
Renew licenses for Accelerated Reader and Star reading until the end of June of 2019. Fiscal impact: $5,769.50

RECOMMENDATION:
Approve to renew licenses.

RENAISSANCE®

Quote
2015388

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Making Waves Academy - 2906698
4123 Lakeside Dr
San Pablo, CA 94806-1942
Contact: Damon Edwards - (510) 262-1511
Email: dedwards@mwacademy.org

Reference ID: 322083
Created: 01/11/2019

Quote Summary

School Count: 1

Renaissance Products & Services Total	$5,769.50
Shipping and Processing	$0.00
Sales Tax	$0.00
Grand Total	**USD $5,769.50**

This quote includes: Renaissance Accelerated Reader and Renaissance Star Reading.

This quote and your use of the Applications, the Hosting Services and Services is subject to the terms and conditions you or your state department, district, purchasing cooperative or archdiocese previously agreed to with Renaissance which terms and conditions are incorporated herein. To accept this offer and place an order, please submit your organization's required purchase order with reference to quote number 2015388. An invoice will be sent upon receipt of your purchase order. Payment is due net 30 days from the invoice date. If your organization does not require a purchase order, please contact our order services team at 877-444-3172 for assistance with placing your order.

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive Rachel Lee at (715)424-3636, Thank You.

Use your Prop 98 funding to lock in multi-year discounts on the solutions you need.

RENAISSANCE®

Quote
2015388

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

Quote Details

Making Waves Academy - 2906698

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Applications					
Accelerated Reader Student Subscription Alignment **	01/01/2019 - 06/30/2019	940	$3.45	$0.00	$3,243.00
Star Reading Subscription Alignment **	01/01/2019 - 06/30/2019	940	$2.35	$0.00	$2,209.00
Hosting Services					
Renaissance Place Hosting Alignment **	01/01/2019 - 06/30/2019	1	$317.50	$0.00	$317.50
Professional Services					
Renaissance Smart Start Product Training (included with purchase)		1	$0.00	$0.00	$0.00
	Making Waves Academy Total			**$0.00**	**$5,769.50**

**This item is pro-rated for less than full year subscription period.

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

©Copyright 2019 Renaissance Learning, Inc. All rights reserved.
All logos, designs, and brand names for Renaissance's products and services, including but not limited to Accelerated Math, Accelerated Reader, Accelerated Reader 360, AccelScan, AccelTest, English in a Flash, MathFacts in a Flash, myON, myON Books, myON Reader, myON News, Renaissance, Renaissance Flow 360, Renaissance Learning, Renaissance Place, Renaissance-U, Renaissance Smart Start, Star, Star 360, Star Custom, Star Early Literacy, Star Early Literacy Spanish, Star Math, Star Math Spanish, Star Reading, Star Reading Spanish, and Star Spanish, are trademarks of Renaissance Learning, Inc. All other product and company names should be considered the property of their respective companies and organizations.

Coversheet

Rev K12 Contract Renewal

Section: VI. Consent Action Items
Item: C. Rev K12 Contract Renewal
Purpose: Vote
Submitted by: Jon Siapno
Related Material: Making Waves Academy_Revolution K12 Proposal.pdf

BACKGROUND:
College and Career Counseling is seeking a contract renewal for an 18-hour, on-campus SAT group course, provided by Revolution K12, meant to increase competitive scores of up to 25 of our highest-scoring juniors. This contract renewal will constitute our third year of partnership with Revolution K12 in after school SAT preparation. This six-week, after school course will supplement the year-long SAT preparation juniors have been receiving during Advisory through another vendor, CollegeSpring. Where CollegeSpring provides baseline SAT preparation to all juniors, the Revolution K12 course will target our highest-scoring juniors as a sub-group to increase their competitive advantage in the college admissions market. ACT preparation is part of our school's larger strategy for college admissions exams. In fact, College and Career Counseling has already identified juniors who may score higher on the ACT versus the SAT through a diagnostic exam offered in December 2018. Supplemental ACT preparation, however, will be offered after the junior class completes their first attempt at the SAT this spring. More information on our larger strategy for college admissions exams will be provided in the March 2019 Board Report.

RECOMMENDATION:
We recommend that the MWA Board approve the proposal for the 18-hour on-campus SAT group course to increase competitive scores of up to 25 of our highest-scoring juniors. Fiscal Impact: $7,500.

REVOLUTION K12

MAKING WAVES ACADEMY & REVOLUTION K12

PARTNERSHIP PROPOSAL

Building Pathways to College through:

World Class SAT/ACT Instruction

Increased Student Confidence & Test Results

Parent Involvement and School Partnership

EXECUTIVE SUMMARY

Revolution K12 (RK12) was founded with the goal of creating smarter learning tools, designed to help students build core academic and analytical problem solving skills. At Revolution, we offer a variety of dynamic SAT, ACT and AP test prep programs that match a district's needs and enable them to build upon a standard of academic performance. By understanding that each school, teacher, and student has a distinct set of needs, we strive to develop a comprehensive partnership to achieve your stated goals.

Similar to Making Waves Academy's unwavering commitment to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities, we remain steadfastly dedicated to supporting the educational advancement and college acceptance for the cohort of students with whom we work.

To this end, Revolution K12 offers a unique set of teaching strategies for test prep based on experience, research, and cutting edge technology. Although our goal is to prepare students to achieve higher scores on standardized tests, we also pride ourselves on developing confident learners in both the short and long-term. Revolution K12's courses stress analytical thinking skills that help students not only increase their test score potential, but also excel in their post-graduate careers and professions.

Specifically, our test prep curriculum focuses on long-term critical thinking and problem-solving skills that are applicable far beyond standardized testing. We do not simply teach tips and tricks, rather our curriculum covers strategies for questions in a way that forces students to broaden how they approach a problem and why they select a given answer. Moreover, content that combats testing anxiety, supports active reading, and engages a process for eliminating wrong answers are among the many features in which confident and well-prepared students are ingratiated.

Perhaps our greatest focus, however, is our unwavering commitment to increase college access by offering affordable test preparation courses regardless of a student's ability to pay. Revolution K12 strives to provide an academically rigorous learning environment for under-represented students, eliminating the pressures of insufficient financial aid. With this in mind, RK12 commits itself to a mutually-beneficial partnership to deliver test prep curricula at a cost that ensures each student can graduate high school and go to college.

The following pages describe our test prep programs and shared vision of success of how RK12 intends to support your overall strategic priorities to ensure that extraordinary instruction and deepened learning take place every day.

PARTNERSHIP AGREEMENT

In Partnership with Making Waves Academy (Partner), Revolution Prep agrees to staff and deliver test preparation services under the terms and provisions set forth below.

SAT/ACT PREPARATION PROGRAMS



SAT and ACT test prep fills skill gaps and bolsters math and ELA fundamentals for your college-bound students. Our curriculum not only focuses on the tips and tricks, but also on developing long-term critical thinking and problem solving skills that are applicable far beyond standardized testing. Our holistic curriculum presents strategies and content for each and every question type in a way that forces students to think critically. Methods that combat testing anxiety, improve active reading, and lay out a process for eliminating wrong answers are among the many curriculum features in which confident and well-prepared students are ingratiated. In turn, the program builds comfort and confidence for students to be successful on test day and, more importantly, improve their candidacy for college.

ON-CAMPUS GROUP COURSE:

A comprehensive program solution delivered in-person on your school campus (or other designated location) by a trained Revolution instructor. A standard group course will be anchored by nine (9) 2-hour class sessions totaling 18 hours of direct instruction and up to five (5) full-length practice exams leading up to an official administration. In addition to assigned lessons from our workbook designed by our team of curriculum writers, students have the ability to score their exams online and receive immediate detailed reports on areas of need. Classes contain a maximum of 35 students.

ONLINE GROUP COURSE:

A dynamic test prep program solution taught by a Revolution tutor and delivered online. A custom program will include 24 hours of direct instruction and up to 5 practice exams to be proctored virtually or on-campus by partner site staff. Class sessions are taught by a Revolution faculty member, via a live, interactive platform called Zoom™ through which students see, listen, and speak directly with their instructor during the online session. In addition to guided instruction and assigned lessons, students score exams online and receive immediate detailed score reports on areas of weakness. Online courses consist of 6-10 students per section.

BOOT CAMP:

An abridged strategy session that focuses on basic skill-building and strategies for the most heavily tested concepts. Students take a full-length SAT or ACT practice exam—either self-proctored or administered by Partner staff—followed by two dynamic class sessions (6 total hours of instruction) delivered in-person on your school campus (or other designated location) by a trained Revolution instructor. Boot camp minimum is 30 students and can service up to 100 students.

Course Implementation & Logistics

- **Enrollment:** Revolution will provide flyers, e-blasts and other promotional materials to be sent by Partner Schools to families regarding the on-campus course. Partner is responsible for the collection and management of student enrollments prior to the beginning of the course and will provide a batch enroll form including student and parent information to Revolution 7 days prior to the start of the course.
- **Student Coursework:** Revolution student materials include a physical exam suite containing 5 practice tests and SAT or ACT workbook. Boot Camp materials include one practice exam and boot camp booklet. All materials are shipped directly to Partner site.
- **Practice Exams and Scoring:** Students have the ability to submit their test scores online via the Revolution mobile app after each exam session. Revolution will provide attendance reports, practice exam scores and improvement with Partner. *Note: Regardless of students' baseline score, attending class, completing homework, and taking multiple practice exams are the strongest drivers of score increases.*
- **Course Location and Schedule:** Group Couse schedule will be agreed upon by Revolution and Partner to fit the needs of the school and students. [See attached appendix for sample course schedule.]

Additional Terms & Conditions

- Revolution Prep is not liable for class attendance and/or sessions missed by Partner students.
- Individual student refunds will not be issued by Revolution for any student that drops the class after the start of the program.
- This agreement may be canceled by either Revolution Prep or Partner at any time via written notice up to fourteen (14) days prior to the scheduled start date of the course. Programs canceled within fourteen (14) days are subject to a $500 per course cancellation fee.
- If Partner voluntarily elects to terminate a multi-year agreement before the end of the term, notice must be provided in writing at least 60 days prior to the end of a contract year. Partner agrees to pay, in full, the amount of any discount applied to any previous contract year within 30 days of cancellation or invoice date, whichever occurs earlier.

ACADEMIC ENRICHMENT PROGRAMS

Students tackling challenging course work at the Honors or Advanced Placement level are tasked with learning a wide breadth of material at a deep level of understanding. With a busy school and extra-curricular schedule during the school year, this often leaves students working on homework outside of the classroom with inadequate resources for developing understanding and fluency with the concepts presented.

HOMEWORK HELP

Revolution Prep will leverage our best-in-class faculty of professional tutors to address this need by providing a convenient and effective online tool called Homework Help. Every subscribed student will gain access to:

1. Targeted homework help sessions covering over 36 academic subjects including APs and IBs.
2. SAT/ACT review sessions where students can ask questions and review strategies learned in their prep course with a live tutor.
3. SAT/ACT video course consisting of over 50 videos per test.

Homework Help Program features:

- A **modern online classroom platform,** with two-way webcam and audio for all students and the Revolution Tutor.
- A **shared whiteboard** allows the tutor to load the specific topics needed, and tutors and students will both draw on the screen to facilitate visual explanations of the concept or skill.
- Approximately **5 students** in a single session to ensure that each scholar receives sufficient attention.

Session Availability	For any given academic, AP and IB course, student visiting the scheduling page will see various weekday and weekend Homework Help and SAT/ACT Review sessions available. Revolution Prep dynamically schedules new classes on-demand as sessions fill up, ensuring that there are always sufficient options for any student who accesses the program.
Session Registration	All students enrolled in Homework Help are provided with a login and password for an online dashboard that allows them to view and register for homework help sessions. There is no limit to the number of sessions or subjects that a student can register for, and students can jump into sessions that are running in real-time.

A+ HABITS:

Students today are busier and getting less sleep than ever before, leading to increased levels of stress, depression, and illness. Our students frequently tell us they spend at least five hours per night on homework, while teachers share that what they've assigned should take no more than two. With distractions coming from every direction, students are desperately in need of smart, informed strategies to help them reduce stress and better manage and organize their time. Changing habits is hard, but with time, effort, and expert coaching from Revolution Prep, students can help turn their bad habits into A+ Habits.

Revolution Prep's experience working with over one million students has shown that there are six essential habits that separate the best students from the students who struggle. These six A+ Habits are:

1. Study in ways that maximize your time
2. Plan ahead, write down goals and stay accountable
3. Maintain effective organizational routines
4. Incorporate a Growth Mindset
5. Respond to stress productively
6. Ask for help when you need it

Mastering these six habits is not easy: it takes consistent practice. In our unique program, we assign one of our top coaches to work with your student. Your students' personal coach will quickly learn about your their good (and bad) habits and put a program in place to improve any areas of opportunity. In their weekly one-hour sessions, students will spend time planning ahead, organizing their study materials, and reviewing past successes and failures. Additionally, your students will have access to their personal coach between sessions.

A+ Habits features:

- Weekly coaching sessions with a professional Revolution Prep tutor to build **proactive habits.**
- **Tips and strategies** to study more effectively (Pomodoro technique), set SMART goals and prioritize tasks using the Eisenhower Decision Matrix.
- Students learning from the experiences of their peers in an engaging, **collaborative environment.**

COMMON CORE PROGRAMS

SBAC Intervention is a dynamic, online intervention program that supports a student's ability to meet the demands of Common Core math (Grades 6, 7, 8, Algebra I, Geometry, Algebra II and Integrated Math I-III) and English Language Arts (Grades 6 through 11) requirements. This online software program provides students with basic math and ELA remediation and teachers with a tool that builds and reinforces students' skills. The program integrates a game layer that incorporates motivational and communal aspects so that learning becomes a fun and engaging process. Typically used for lower achieving students, the program strikes a balance between being adaptive—leading students down unique learning pathways—and being teachable—providing real-time reports for teachers to enable data-driven instruction.

Key features:

CONTENT

- Math and ELA curriculum for at- or below-basic learners with content that scaffolds
- Technology-Enhanced Items, including Drag & Drop, Graphing, Highlighting, Listening, and Matching Tables
- Mirrored assessments for each grade level: Grade 6 -11

STUDENT ENGAGEMENT

- Interactive city boosts engagement via collaborative leaderboard, rewarding student effort as they progress
- Builds confidence with targeted practice problems and contemporary, high-interest passages and article topics

TEACHER TOOLS

- Easy implementation that facilitates personalized teaching and hands-on practice
- Simple teacher interface with gradebook giving insight to student strengths and weaknesses by standard

SBAC Math Intervention Demo Link

SBAC ELA Intervention Demo Link

TECHNICAL REQUIREMENTS

Revolution Prep utilizes a videoconferencing platform provided by Zoom™ Video Communications, Inc. to deliver its tutoring. Students will be required to download Zoom™ onto the device they are using to attend the tutoring sections.

A full list of requirements and supported operating systems may be found at Zoom's™ website (https://support.zoom.us), including but not limited to:

- A computer or tablet with a broadband internet connection
- Speakers and a microphone, either built-in to the computer, USB plug-in, or wireless Bluetooth
- A webcam or HD webcam, either built-in to the computer or USB plug-in
- One of the following browsers: Windows Internet Explorer 7+™, Firefox™, Chrome™, or Safari 5+™
- A Single Core 1GHz or higher processor

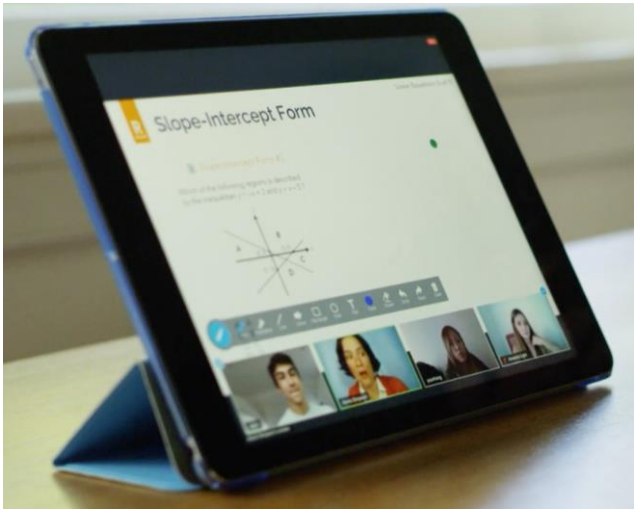
All students enrolled in the program will have full access to Revolution Prep's student dashboard. Students are responsible for all equipment required to utilize the services and ensuring that there is sufficient bandwidth available.

THE ONLINE LEARNING EXPERIENCE

Revolution Prep has worked with over 50,000 students in live online sessions, and parents and students rave about the ease and effectiveness of the method. Our teachers are experts at engaging students via the webcam and audio connection, and bringing concepts to life on the shared whiteboard. Every day students, parents and district will benefit from students having access to high quality homework and study help every evening and weekend from the comfort and convenience of their own homes.
Revolution's results and parent feedback are second-to-none. Tabor Academy students will benefit from a partner who is accountable and driven to provide the best learning experience available outside of the classroom.

My daughter, Anna, had a successful experience with Revolution Prep on so many levels. The ability to use the video conferencing platform allowed a huge deal of flexibility with her schedule over summer and into the school year. Not only did Anna achieve the score and grades she had dreamed of, but Revolution Prep's tutors gave her an even better advantage: a great deal of confidence and 'can do' mindset.
Thank you so much!"

Anne Louise D, *Parent of Sophomore*

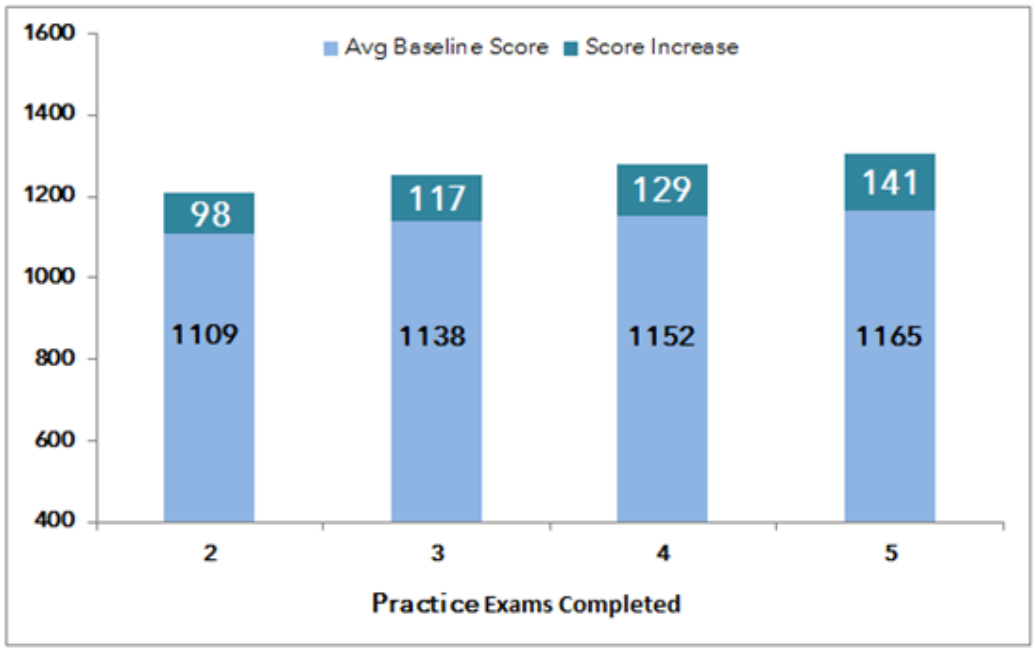


SCORE INCREASE DOCUMENTATION

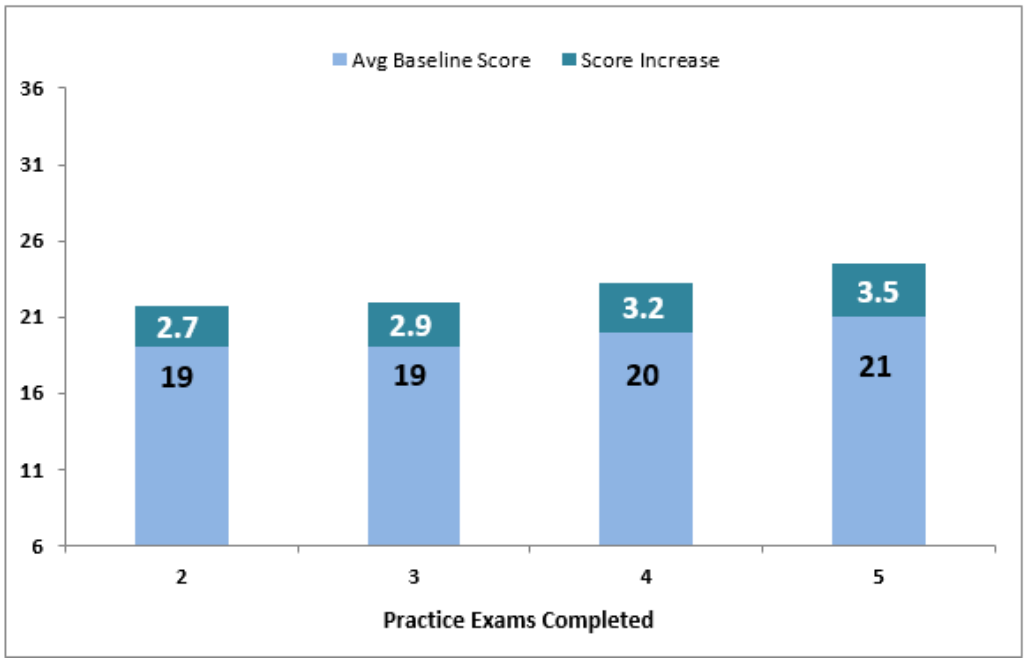
Research has shown that the greatest impact on learning is the quality and experience of the instructor, and the importance of the right instructor has always been key to Revolution Prep's philosophy. To that end, we employ only highly qualified, full-time tutors who receive weekly professional development. Revolution's prescriptive programming for students' grade 9-12 optimizes the learning experience through ease of scheduling and access to top-quality tutors. The quality of our instruction has led to incredible results, as depicted below.

On average, Revolution Prep students see an increase of 141 points on the SAT and 3.5 points on the ACT after taking five practice exams in one of our group courses.

SAT Score Increase



ACT Score Increase



SUCCESSFUL IMPLEMENTATION

At Revolution, we are committed to a partnership focused on increasing student participation and end results by empowering teachers in supporting students' academics and test prep and the scalability of sustainable blended instruction. Our Implementation package includes an array of services designed to provide ample training and support to ensure students are using the Revolution programs with fidelity. Our proposed plan includes:

Trainings and PD

a. In-person trainings are designed to ensure MWA teachers gain a deeper understanding of Revolution Prep's curriculum content, and specialized techniques to maximize students' academics and test scores. Initial set-up trainings can also be conducted online.
b. Ongoing webinar trainings are available by request to support with curriculum retention and strategy.
c. All trainings can be scheduled with flexibility and will not disrupt the school day.

School-wide Access

a. School-wide implementation with greatest number of students creates a culture of preparing, learning and building better habits.
b. Promotional collateral and information sessions for students and parents provided to build awareness about the offering.

Data & Reporting

a. School reporting will indicate usage by student, by course type, and offer insights into the most popular session times and content areas. We are committed to providing the most insightful information, and will work with you to customize this reporting as you see fit.

In our experience offering this type of support through school-wide implementation creates the greatest buy in and significantly increases participation and end results. When an entire school is engaged, we can communicate seamlessly with parents, faculty, students, and community leaders to publicize the program and drive frequent and effective use. As awareness of this vital resource grows, so does utilization and therefore student learning outcomes.

COST PROPOSAL

The table below outlines Revolution's proposed solution for SAT preparation for Making Waves Academy students for the 2019-20 school year. Test prep materials (workbook and practice exams) for each student, shipping costs, reporting per section, and access to additional online test prep resources via a Revolution student account are included in the program cost.

COURSE TYPE	SUBJECT	UNIT	PER UNIT COST	TOTAL COST
18-Hour On-Campus Group Course	SAT	1 section (25 students)	$7,500/section	$7,500
24-Hour Online Group Course	SAT	1 section (6 students)	$349/student	$2,094
Boot Camp	SAT	30 students*	$99/student	$2,970
Homework Help	Grades 9-12	Unlimited	$99/mo $349/yr	$99/mo $349/yr
A+ Habits	Grades 9-12	Unlimited	$99/mo $349/yr	$99/mo $349/yr

APPENDIX

A. Course Schedule

The following is a tentative schedule(s) for an SAT Group Course. All programs are held on-campus at Partner school or other designated location. Course dates will be finalized by RK12 and Partner to fit the needs of the school and its students.

SPRING 2019 GROUP COURSE SAMPLE SCHEDULE			
Day	Date	Time	Session
Saturday	**3/16/2019**	**8:00-12:30 pm**	**Exam 1**
Thursday	3/21/2019	4:00 – 7:00 pm	Class 1
Thursday	3/28/2019	4:00 – 7:00 pm	Class 2
Spring Recess 4/1 – 4/5			
Thursday	4/11/2019	4:00 – 7:00 pm	Class 3
Saturday	**4/13/2019**	**8:00-12:30 pm**	**Exam 2**
Thursday	4/18/2019	4:00 – 7:00 pm	Class 4
Thursday	4/25/2019	4:00 – 7:00 pm	Class 5
Saturday	**4/27/2019**	**8:00-12:30 pm**	**Exam 3**
Thursday	5/2/2019	4:00 – 7:00 pm	Class 6

**Exams dates above are recommended dates only. Practice exams will be scheduled and administered by MWA school staff, faculty, and volunteers.*

B. Homework Help Subject Areas and Availability

HOMEWORK HELP		
General Science • Earth Science • Life Science • Physical Science	**Math** • Pre-Algebra • Algebra I • Algebra II • Geometry • Trigonometry • Pre-Calculus • Calculus • AP Calculus AB	**English Language** • Reading Comprehension • Grammar • Writing • English Language • Honors English • AP English Language • AP English Literature
Biology • Biology • AP Biology		
Chemistry • Chemistry • AP Chemistry		**History** • Social Studies • Geography • Government • U.S. History • AP U.S History • European History • AP European History • World History • AP World History
Physics • Physics • AP Physics	**Spanish** • Spanish • AP Spanish	