



Making Waves Academy

October Board Meeting

Date and Time

Thursday October 15, 2020 at 10:30 AM PDT

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/89148141610?pwd=aGVqVmIHR2ZKTm14L1FEWk1ZdXhmdz09>

Passcode: 492776

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833 or +1 253 215 8782

Webinar ID: 891 4814 1610

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If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Elizabeth Martinez at emartinez@mwacademy.org or 510-227-9856.

In accordance with Executive Order N-25-20 in the State of California, we will be hosting this board meeting via teleconference.

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
 - Under Public Comment, members of the public may
 - Comment on items on the agenda
-

- Comment on items not on the agenda
- **Presentations are limited to two minutes each**, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers must submit a request to speak before 9:00 AM on the day of the board meeting.**
 - **Send your request to speak by email to emartinez@mwacademy.org in English or Spanish.**
 - *Your submission should:*
 - *indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
 - *include your name so that you can be called when it is your turn to speak.*
 - *During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

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Please note that all agenda times are estimates.

[CLICK HERE to access agenda in Spanish](#)

[HAGA CLIC AQUÍ para acceder a la agenda en español](#)

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 regarding attendees.

B. Record Attendance and Guests

Roll call and verification of quorum.

C. Public Comment

D. Closed Session

CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION (Gov. Code section 54956.9(d)(2).): (one matter).

II. Standing Reports

A. Compliance to Excellence: Remarks by Board President

Topics to be Covered:

- Parent Council
- Introduction of Berkeley Board Fellows Mathilde De la Calle and Gabe Manion

B. Mission Connection: Video Reflections

Video reflections from teachers on a typical day in distance learning.

C. Deep Dive: Teaching and Learning

Discussion with: Directors for Academic Instruction, Priscilla Mendez (Math/Science) and Kassandre Harper-Cotton (Humanities) about teaching and learning during distance learning.

D. Senior School Director Written Report

Items to be covered in report:

- Teaching and Learning Update
- Data on major student learner groups and math
- Learning loss
- Updates from Caitlin Shelburne (Senior Director of Academic Instruction), Micah Stilwell (Director of Academic Support Services), and Aurelio Garcia (English Learner Development Coordinator)

E. CEO Report

Topics to be Covered:

- Update on the Strategic Plan for MWA

F. Chief of Staff and Acting Director of Human Resources Report

Topics to be Covered:

- Employee Demographics
- Retention and Turnover Rates

G. Q&A on Written Finance Report (CFO)

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

H. ASB Written Update

- Update from the Associated Student Body (ASB).
- Meet and greet with ASB leaders.

I. School Site Council (SSC) Update

Update from the SSC President, Ka'Dijah Brown.

III. Non-Action Items

A. Committee and Advisory Committee Updates

Committees and Advisory Committees will provide a summary of work-to-date and next steps for the committee.

- Committees
 - WASC Review
 - Curriculum Review
- Advisory Committees
 - Finance
 - Diversity and Inclusion
 - Audit
 - Climate & Culture

B. Standing School Reopening Update

Update from the Senior School Director on phased reopening.

IV. Action Items

A. Board Minutes: September 10, 2020 Board Meeting

B. Accept Minutes for Committees and Advisory Committees

C. Approve Minutes for Special Board Meetings

Approve minutes for Special Board Meeting on September 24, 2020

D. Declaration of Need for Certificated Employees

Board reviews a declaration that there is a need for a Certificate of Completion of Staff Development Waiver for Education for one teacher at Making Waves Academy.

E. 2020-21 Consolidate Application and Report System (CARS) for Funding

The Consolidated Application Report System (CARS) is the vehicle used by the California Department of Education to gather routine school data regarding categorical programs and compliance with Federal requirements

F. MicroCollege Memorandum of Understanding (MOU)

A memorandum of understanding to work with the MicroCollege Honors Pathway program to pilot additional post-secondary programming pathways for our Wave-Makers. The MOU has no fiscal impact.

V. Consent Action Items

Combined Fiscal Impact: \$

A. Finalsite Renewal Contract

Finalsite is the content management system provider that hosts our school website.

Fiscal Impact: 15,500

B. Docusign Renewal Contract

Docusign is a cloud platform that provides digital signature functionality and that allows organizations to manage electronic agreements.

Fiscal Impact: \$11,917

C. Lexia Renewal Contract

Lexia PowerUp Literacy is an online platform, utilized in upper and middle school ELD classes, which is used to help struggling students in grades 6 and above become proficient readers and confident learners.

Fiscal Impact: \$14,540

D. Coaching Agreement Renewal

Coaching agreement for MWA leaders for professional development.

Fiscal Impact: \$48,000

VI. Discussion Items

A. Appreciations by the Board of Directors

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.

VII. Closing Items

A. Schedule of Board of Directors Meetings 2020-2021

Remaining Regular Board Meeting Schedule for 2020-2021

- December 10, 2020
- February 4, 2021
- March 11, 2021
- May 6, 2021
- June 17, 2021

B. Adjourn Meeting

Coversheet

Mission Connection: Video Reflections

Section: II. Standing Reports
Item: B. Mission Connection: Video Reflections
Purpose: FYI
Submitted by: Evangelia Ward-Jackson

BACKGROUND:
Mr. Gordon, Ms. Christensen, and Mr. Paschall share their approach to synchronous and asynchronous instruction in Music, Science, and Health & Wellness education.

Coversheet

Deep Dive: Teaching and Learning

Section: II. Standing Reports
Item: C. Deep Dive: Teaching and Learning
Purpose: Discuss

Submitted by:

Related Material:

August PD & Distance Learning Newsletter.pdf

Board Presentation Math and Science & Humanities Wednesday, October 7, 2020.pptx

Board Data Handout.pdf



August 5-August 14

AUGUST PD PREVIEW

Responsibility | Scholarship | Community | Resilience | Respect

What's in this preview:

SUMMER PD SCHEDULE

SAMPLE TEACHER DISTANCE LEARNING SCHEDULE

STUDENT DISTANCE LEARNING SCHEDULE

*"I am a **powerful** person.
I am **strong, smart, generous, and caring.**
Success is achieved through hard work and perseverance. I am willing."*

Wave-Maker's Affirmation

Welcome Back!

Hello, Phenomenal Making Waves Academy Staff and Faculty!

We are ecstatic to begin another year of growing and learning. The purpose of this newsletter is to give you a glimpse into what to expect during our August professional development series. We have designed it to reflect the three key priorities this year: safety, rigorous instruction, and social-emotional well-being. During Week 1, Mr. Nelson, CEO, our Senior Director, Dr. Ward-Jackson, SSD and Ms. Harper-Cotton, Ms. Mendez and Ms. Shelburne will set the tone for the year. Our Student Support team will host the Social-Emotional Well-Being Summit in which we will explore how our recent reorganization has strengthened, aligned, and integrated our support programming.

Week 2 features a Rigorous Academic Instructional Summit where we will set the foundation for thoughtful planning, introduce exciting updated features in PowerSchool, powerful instructional shifts, and information about our incredible college programming. The Safety, Compliance Summit will ensure that your time at Making Waves Academy is healthy and productive. You will also have opportunities to work with your grade teams, content teams, residents, and interns!

We look forward to seeing all of you on Wednesday!



Instructional Elements

Synchronous Instruction

Asynchronous Instruction

Provide Quality Instruction to All Students

- Check for understanding or misconceptions frequently
- Model instructional strategies in real time
- Focus on grade level standards and skills
- Address gaps using the Criteria for Success (CFS) approach

- Incorporate and monitor independent and group work
- Create space and time for differentiation acceleration, modifications, and accommodation

Set Clear Routines, Expectations, and Procedures (REPs)

- Maximize synchronous learning with a focus on Criteria for Success (CFS)
- Use time and routines intentionally
- Clearly communicate non-negotiables
- Be mindful of oral and written professionalism
- Observe digital citizenship norms at all times

- Connect performance tasks to CFSs and learning targets
- Gather actionable data from asynchronous assignments

Create a Positive and Productive Learning Environment Using Culturally Responsive Practices

- Incorporate materials/manipulatives from home
- Create frequent and structured opportunities for students to engage with the content
- Encourage student voice
- Include opportunities to work independently
- Use school-approved, developmentally appropriate digital platforms and technology tools

- Provide extensions to learning through research, group discussions, critical thinking activities, etc.
- Monitor progress and provide feedback and support
- Include additional instructions or additional entry points to learning

Family Engagement

- Share learning objectives and provide technological support frequently
- Work with your team to connect with 100% of your families one-on-one
- Utilize features in PowerSchool and school-approved Learning Management Systems to provide useful information
- Provide learning opportunities that allow students to highlight their familial and cultural assets

- Ensure families are able to access platforms and provide support when necessary
- Be transparent about accountability measures, feedback, grading, rubrics, etc.

Make Data-Informed Decisions

- Use quality data to differentiate, accelerate, or modify assignments
- Provide daily oral and/or written feedback

- Ensure families are able to access platforms and provide support when necessary
- Be transparent about accountability measures, feedback, grading, rubrics, etc.

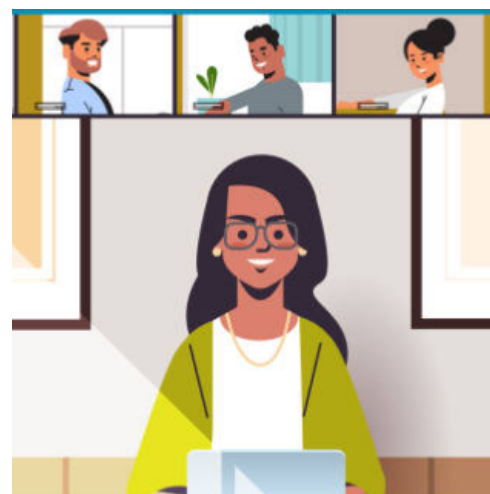
Remote Learning Agendas

Synchronous Classroom Session (45 minutes)

- I. Log in 5 minutes early.
- II. Greet students.
- III. Students sign-in in the chat and begin the Do Now.
- IV. Provide quality instruction utilizing various strategies for engagement, connection, and skill support.
- V. Exit Ticket

Asynchronous Classroom Suggestions (45 minutes)

1. Students work with Interventionists or Educational Specialists
2. Create differentiated groups
3. Reteach
4. Independent work time
5. Group projects
6. Host office hours



Making Waves Academy

Teaching and Learning Deep Dive
Wednesday, October 15, 2020

Priscilla Mendez

Kassandre Harper-Cotton





Visions and Year 1 Focus (Distance Learning)

Our vision is to facilitate the integration cross interdisciplinary practices, rigorous instruction, academy-wide alignment of best instructional practices through leadership development and instructional coaching to ensure that all students can conceptualized and reach their post-secondary college and career goals.

Building the Foundation for Instructional Excellence (Semester 1)

- One School culture
- Communication
- Data Wise
- Establishment of the Academic Instructional Team (AIT)

Establish Practices

- Regular points of contact
- Alignment of instructional practices school-wide
- Weekly observations and debriefs
- Integration of school programs

Teaching and Learning Cycle

- Instruction
- Curriculum
- Reflection



Successes

- Holistic and instructional partnerships to address Social-Emotional Learning needs
- Weekly observations to evaluate school-wide best practices for remote and in-person learning
- Informal office hours for real-time coaching, collaborative dilemma solving, and community-building
- Leadership and content-specific training help DAIs to assess teacher and student instructional needs and provide leadership development
- Content Leaders are paired (5th-12th) to provide a school-wide lens for instructional improvement
- Professional development series shifted and clarified grading and its purpose



Challenges

- Technology
- Instructional transitions
- Staff turnover and transition
- Scheduling
- Mental and emotional fatigue



Opportunities for Innovation

- Masquer's Partnership
- Potential coding partnership
- Makers Coordinator Collaboration
- Professional Learning





Use of Differentiated Asynchronous Time

- Small group or one-on-ones with Interventionists
- Small group or one-on-ones with Resource Specialists
- Individual Grade Conferences
- Building community/Connection
- Processing and brainstorming
- Previewing or reinforcing curriculum
- Parent communication
- Give and implement feedback
- Diagnostic support and make-up work



Window into Break-Out Rooms

- Socratic Seminars
 - Rotating roles
 - Identifying reporters
- Unpacking assessments, assignments, or documents
- Providing real-time feedback
- Alternative assessments
- Additional instruction and reinforcement
- Behavior support

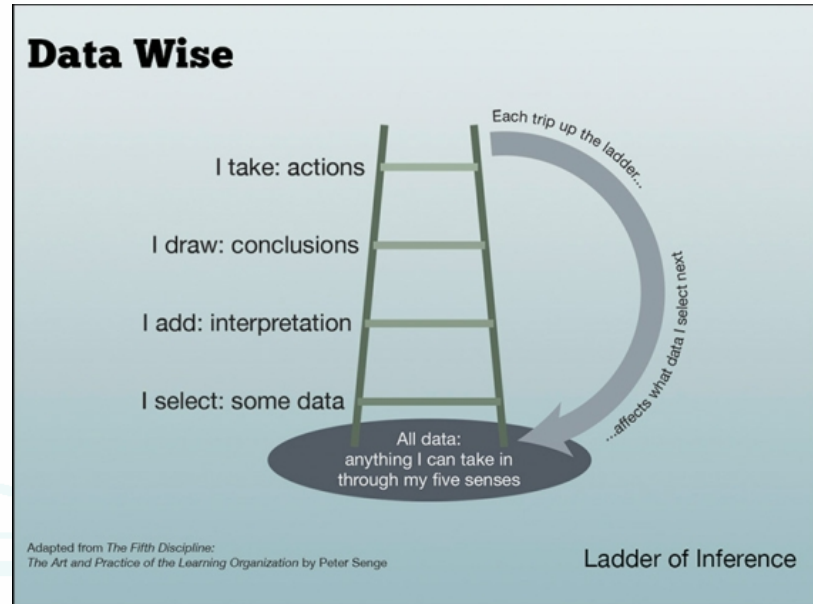


Activity:

You will receive a set of data from IXL (Math) or Star (English). Either in a small group or independently, write three things **you wonder or notice**.

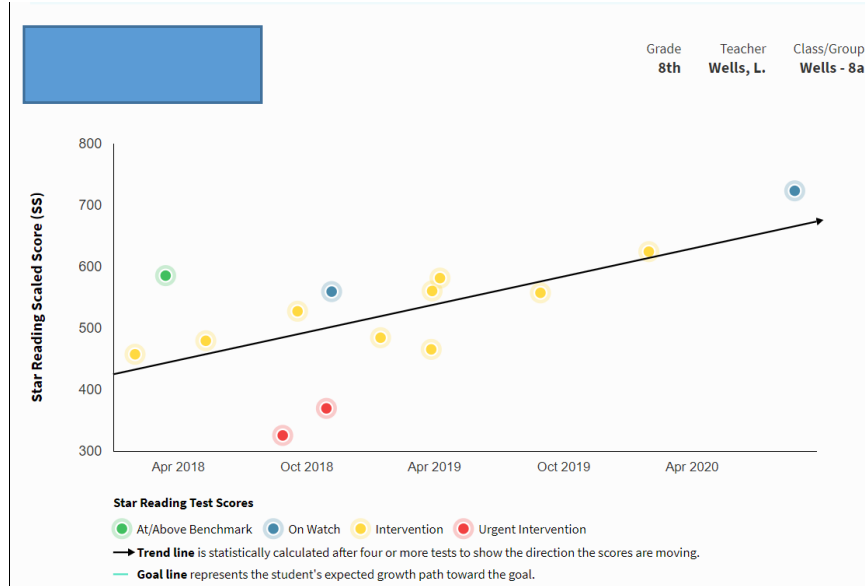
Driving Questions

- Using the questions that you generated, how could you use the tools or practices shared to identify a need?
- How would you leverage asynchronous time to support learning outcomes?

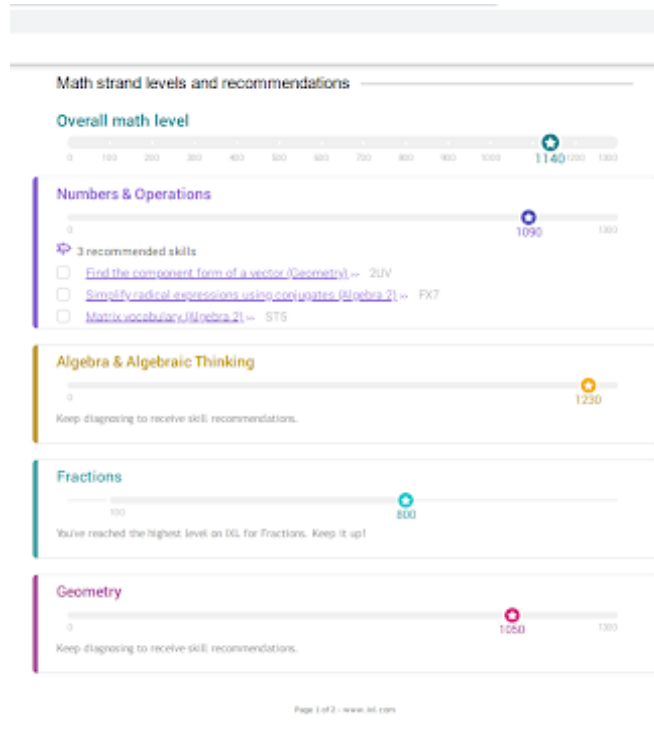




STAR DATA- 8th Grade Student



IXL DATA- 12th Grade Student



Coversheet

Senior School Director Written Report

Section: II. Standing Reports
Item: D. Senior School Director Written Report
Purpose: Discuss
Submitted by: Evangelia Ward-Jackson
Related Material: October_School Board Report (1).pdf

BACKGROUND:

The October Senior School Director report will focus on learning loss, unfinished learning, and acceleration from the lens of math, intervention, and English language development.



Board Report

School-Wide

Board Report - October 2020

From the Senior School Director's Desk

Dr. E. Ward-Jackson

The first quarter of distance learning in the 2020-21 school year is drawing to a close, and the strong remote launch to the school year that we celebrated just weeks ago has been maintained. We have now entered the month of "October." Often Educators call October a "no-no" word, as it is referenced as a month to skate through as quickly as possible. Many who have studied the month of October in Education have coined the season as the "October Slump" or the "October Blues." Extensive research has been done on this phenomenon. Educationalist, Adam Brown, wrote an article for ASCD that proposed a way to avoid the "slump." The first strategy is to set explicit classroom goals, then to provide multiple opportunities for reflection, and finally to give permission for folks to take advantage of weekends for rest and restoration. These three items may seem simple, but the intentional implementation of these strategies over the past several years, in our community, had proven to be highly valuable amidst its simplicity. This year, however, things are different: Around the 2nd week of September, I found myself making a sharp pivot in response to happenings that were bubbling up within the community—it felt like October. Having never experienced the "October Slump" during a pandemic, we did not quite know what to expect. No one can *fully* anticipate the ebbs and flows of a school year's characteristics in such conditions. Nevertheless, what I do know is how to be responsive to the needs of our community, and how to support our community through difficult seasons. Over the past several weeks, response has looked like:

- 1) Having **discussions** with Senior Leaders about self-care and making room for opportunities to share ideas and stories amongst peer leaders.
- 2) Increasing **communication** and reminding our faculty and staff to be kind to themselves, flexible with their colleagues, and to ask for support when needed.
- 3) Supporting **high-level parent meetings**, empathizing with the challenges of supporting distance learning for multiple children at home (and in some cases multiple students with special needs), and working to liaise toward support and resolve.
- 4) Conducting **virtual home visits** with bereaving families.
- 5) **Partnering and collaborating** tightly with teacher leaders and new administrative leadership roles to effectively change-manage challenges that are exacerbated by working remotely.
- 6) Finding ways to **celebrate wins, acknowledge successes and growth**, and be as **present** and available as possible .

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My intent behind explicitly acknowledging the aforementioned is to highlight some of the efforts taken to foster buoyancy, accountability, and excellence within our community when the day-to-day seems heaviest, overwhelming, and tough. Faculty, administration, and staff are admittedly and noticeably exhausted, overwhelmed, and there are also some substantial health and bereavement associated stressors, but those distresses can be, and often are, abated by a strong sense of community, authentic relationships, excitement about the future of our Wave-Makers, and a deep sense of connection and dedication to our organization as a whole. However, in a time of global pandemic, while facing heightened civil unrest and racial injustice, experiencing the October Blues, AND managing change associated with our new school model, it is critically important to make explicit the conditions and opportunities that support building fortitude to weather the challenging season. That is what we are doing. We are building fortitude while scaling deep and cultivating our community, with fervor and intention, knowing that our ability to weather and thrive through these coming weeks will determine how well we pace through the rest of the school year and any unknowns associated with these unprecedented times.

There is a place that brings consistent joy, reminders of our “why,” and confirmation of the value associated with thriving through challenging times, and that place is within the braided resilience, growth and achievement of our Wave-Makers and the fulfillment of our mission. Like the expectations set with our leaders and teachers, today's Board Report will center on our Wave-Makers’ experiences at eight weeks into the virtual school year. Specifically, our Senior Director of Academic Instruction and her team will lead us through what instruction and achievement looks like for some of our most critical student learners, as well as for our most targeted content area for improvement. We will define and explore learning loss, unfinished learning, as well as acceleration in the era of distance learning, from the lens of Math, Intervention, and English Language Development.

Teaching and Learning

Caitlin Shelburne

What?

Education researchers across the country and world are discussing *Learning Loss* due to Distance Learning. School administrators, teachers and curriculum directors are asking: How do we address learning loss in our school community? The state has set guidelines and recommendations that encourage diagnostic testing and strategic intervention to support the district’s approach to this question. Interestingly enough, this conversation is not unlike the conversation we have every year in regards to summer slide. *However, we know that learning during Covid presents a unique set of challenges.* We anticipate the national narrative around learning loss to

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eventually include “unfinished learning” and “acceleration”. At Making Waves, our language around learning loss, unfinished learning and acceleration strategically encourages discussion and planning specific to the challenges experienced in remote learning.

- **Learning Loss:** Standards and skills that were taught, learned and *lost* due to summer vacation, and the strain of remote learning.
- **Unfinished Learning:** Standards and Skills that we intentionally did not teach due to the slower pace of learning during Remote Learning last spring.
- **Acceleration:** Future standards and skills that we expose our students to in order to push their learning forward.

So What?

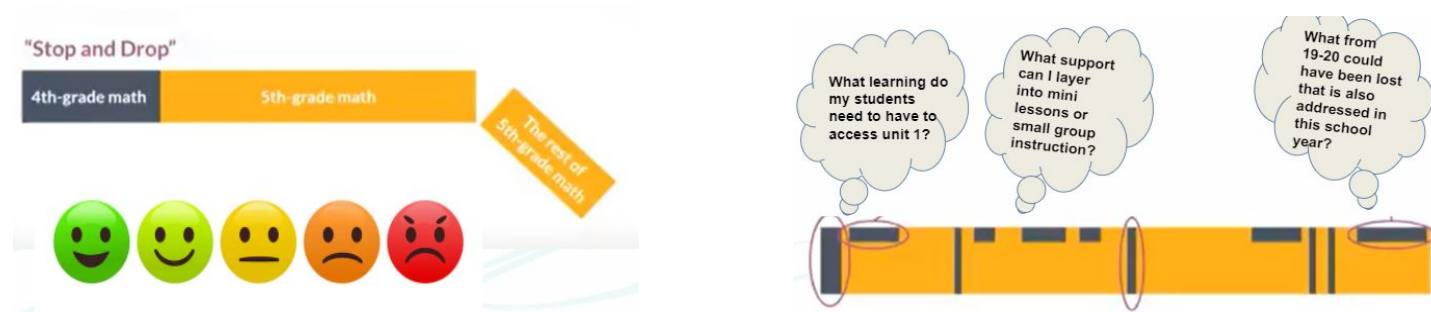
Our team has leveraged our human capital and specific resources to align our practices and programs with the aim of ensuring that our Distance Learning program not only addresses the learning needs of our students but pushes them to deeper understanding. Programmatically, we are utilizing the following internal and external partnerships to inform and guide our work.

Area	Purpose	Participants
Assessments -IXL and STAR -Achievement Network & IAB Testing	Provide diagnostic & interim testing.	Grades 5-12 Teachers and Students
Professional Learning -Achievement Network -Data Wise	Coaching on teacher development, data cycles and instructional leadership	-Directors of Academic Instruction -Director of Academic Support Services -Director of SPED; ELD Coordinator -Director of Applied Technology -Teacher Leaders

Our Academic Instruction Team has worked with our larger community to launch this work starting in August PD. In the seven and a half weeks of school, we have administered Diagnostic Tests in both Math and ELA and have used the data to inform our intervention groups, our Year at a Glance pacing guides and unit/lesson plans. As seen in the diagrams below, we lead with a very specific approach to using Diagnostic Data to inform instruction, rather than drive it. We know that giving our students access to grade level standards is critical for their success in future grade levels and life. As such, we planned our curriculum pacing guides to reflect the scope of grade level standards (orange) and then embedded small or whole group lessons based on what the

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data tells us students still need to master to access grade level content. Moving forward, we plan to share this data with our families during advisory family conferences coming up at the end of the October. Our Academic Instruction Team engages in critical conversations pertaining to our vision, approach and actual implementation. We implement frameworks from professional development facilitated through our Central Office including the Management Center Training and Facilitative Leadership. We have leaders of all functional areas connected to instruction on one team, working towards the same goals.



Now What?

Now that our approach is launched and understood, it is time to monitor fidelity and continue to provide coaching for all community members. We plan to track GPA data and diagnostic data, as well as administer our first interim assessment in November as a checkpoint in grade level standards mastery. Our systems are launched and now it is about teaming to tighten instructional practices across departments and grade levels by honing in to professional learning for interventionists, faculty, coordinators and directors. Our work has just begun.

Math

Priscilla Mendez, Director of Academic Instruction (Math/Science/Visual & Performing Arts)

What?

Math is a focal point across MWA, the state and the nation. As such, we have re-aligned our instructional teams and the work we intend to accomplish in pursuit of math excellence across MWA. The next step in this process was to adopt a diagnostic and instructional tool that allowed us to:

- be **responsive** to student needs
- **build out** support systems
- **enhance relevance** of mathematical concepts
- **promote understanding** of mathematics language
- **strengthen** teacher practices

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During August PD, we leveraged the expertise of an *IXL* representative, who led a professional development session outlining ways to utilize the platform as a diagnostic tool as well as an instructional resource. Before the diagnostic week, during a Friday PD session, we reviewed, as a team, how to launch the *IXL* platform in a cohesive, strong, and unified way with students. During our diagnostic week, students “stepped into the arena” and were able to receive both targeted overall levels as well as individual strand levels of the tool. Each level refers to the grade that most closely aligns with their performance (i.e. 800=8th Grade).



92% of middle school students **have completed the diagnostic**. Another 6% of students are active on the platform and have entered the arena, answered math questions, etc. A remaining 2% of students appear to be inactive on *IXL* with no documented activity as of yet.

87% of upper school students **have completed the diagnostic**. An additional 2% of students are active on the platform and have entered the arena, answered math questions, etc. A remaining 11% of students appear to be inactive on *IXL* with no documented activity as of yet.

For students who were unable to complete the diagnostic during the dedicated testing window for various reasons, supports were put into place:

- phone calls home
- office hours for students to complete diagnostic
- advisory time dedicated to supporting advisees in the completion of the diagnostic
- teachers discussing students during content team meetings to determine additional

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messaging/supports to put in place

We are catching them up in small increments in their math classes.

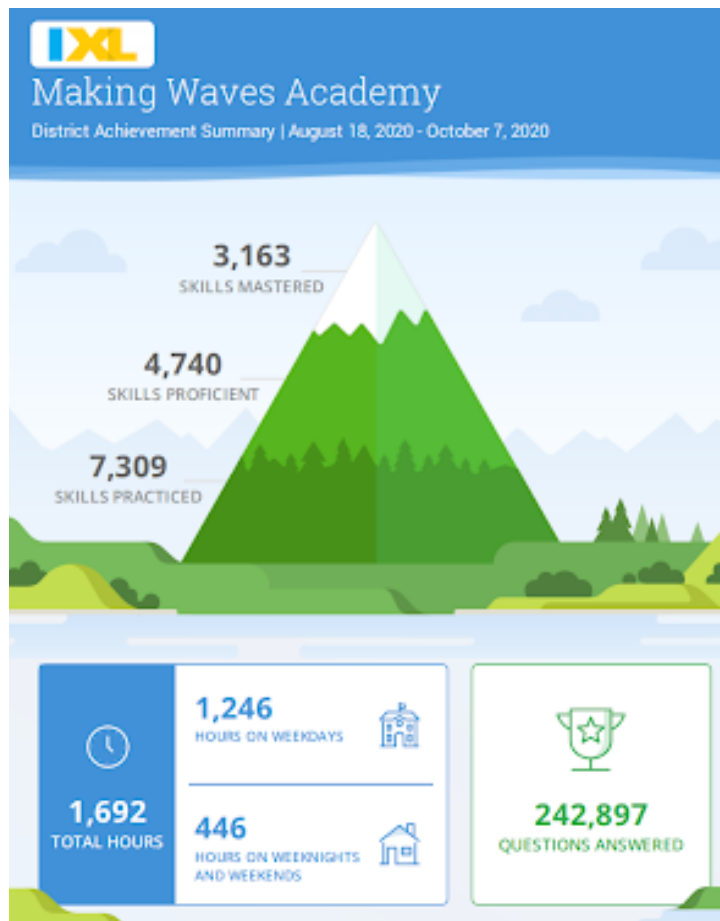
So What?

The diagnostic data received from the *IXL* platform has been integral in data conversations across the math, science, and visual & performing arts departments. Teachers were able to share observations and wonderings with colleagues across departments and grade levels. The discussions then transitioned to content team specific collaboration regarding ways to incorporate *IXL* “trouble spots” into their current unit plans. These were shared out to discuss how targeted and just-in-time interventions can be incorporated in all classrooms, not just math.

In order to ground ourselves in the “all-in” approach, we needed to make agreements regarding curricular and instructional pacing. While the “stop and drop” method of simply re-teaching prior year’s content before starting grade level work may seem appropriate and necessary, especially given the inevitable learning loss and unfinished learning that has occurred during the school closures and pandemic, it has been shown to impede access to current grade level learning.

By planning targeted lessons or supports that are directly connected to the prerequisite skills/knowledge students must have in order to access grade-level content, teachers can plan engaging lessons and units that are rigorous but remain equitable and accessible for all. This approach allows us to address unfinished learning and learning loss, but more importantly, acceleration. In order to ensure students can maximize learning, teachers must be hyper-focused on the coherence mapping of standards. *IXL* is a pivotal tool that can be leveraged in order to identify gaps in student understanding as well as a roadmap for how to sure up those gaps.

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Now What?

In order to ensure the *IXL* platform is utilized to support our approach to learning, there will be a continuation of trainings and “data dives” that occur throughout the school year. Additionally, we have multiple diagnostic weeks embedded in the master calendar to ensure real-time data is continuously collected and acted upon by students, families and faculty.

Additionally, *IXL* triangulated with *PowerSchool*, *ANet* and *IAB* data will lead to ongoing data conversations that reinforce the need for intentional and data-informed shifts in lesson, unit, and yearly plans as well as pacing. Data conversations will continue to center around student performance, unfinished learning, and most importantly grade-level rigor. Coaching on data conversation facilitation will occur for teacher leaders in partnership with our Director of Data & Assessment. My own professional development in data-informed decision making to mitigate existing achievement gaps through the *edX Data Wise* course, as well as targeted *ANet* coaching regarding high-quality math tasks, will work in tandem to ensure I am effectively implementing and assessing the comprehensive vision and plan to improve student outcomes.

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Intervention

Micah Stilwell - Director of Academic Support Services

What?

The academic supports provided to Wave-Makers by the Intervention Services Team are designed to provide supplemental (Tier 2) or targeted and intensive (Tier 3) programming for students requiring academic intervention, *in addition to and beyond* the Tier 1-3 instructional supports provided to Wave-Makers during both synchronous and asynchronous instruction. As such, the Intervention Services team collaborates closely with both content and grade level teams to ensure student groupings and instructional priorities support the real-time and anticipated academic needs of Wave-Makers.

In order to support the team’s ability to effectively engage in such dynamic work, the Intervention Services Team participates in biweekly, intervention-specific, math professional development led by Gail Standiford, RTF, Inc. math coach. The team is scheduled to begin an English Language Arts professional development series, facilitated by Kassandre Harper-Cotton, Director of Academic Instruction for Humanities to correlate with the launch of ELA intervention.

So What?

In response to the increased demand for instructional support in the spring, the Intervention Services Team restructured the way services are provided to students during distance learning. Interventionists shifted from case-managing small groups of students toward co-teaching mini lessons, based on prerequisite skills, during asynchronous learning time and hosting math workshops for high priority students at the end of the school day.

During distance learning, the Intervention Services team will use the following indicators to prioritize students to participate in small group math and ELA workshops.

One outcome of the indicators used to prioritize students for support was the department's ability to explicitly highlight and respond to the increased correlation between our emerging 7th and 8th grade English Language Learners and an increased need for math support (shown below).

Students Prioritized for Intervention Services during DL

English Language Learners
ELD Proficiency Band: Emerging (ELPAC Level 1-2)

Black/African American Students
MS: S2 GPA below a 2.0 GPA (AY19/20)
US: All Black/African American Students

STAR Reading score 3+ years behind current GL (ELA only)

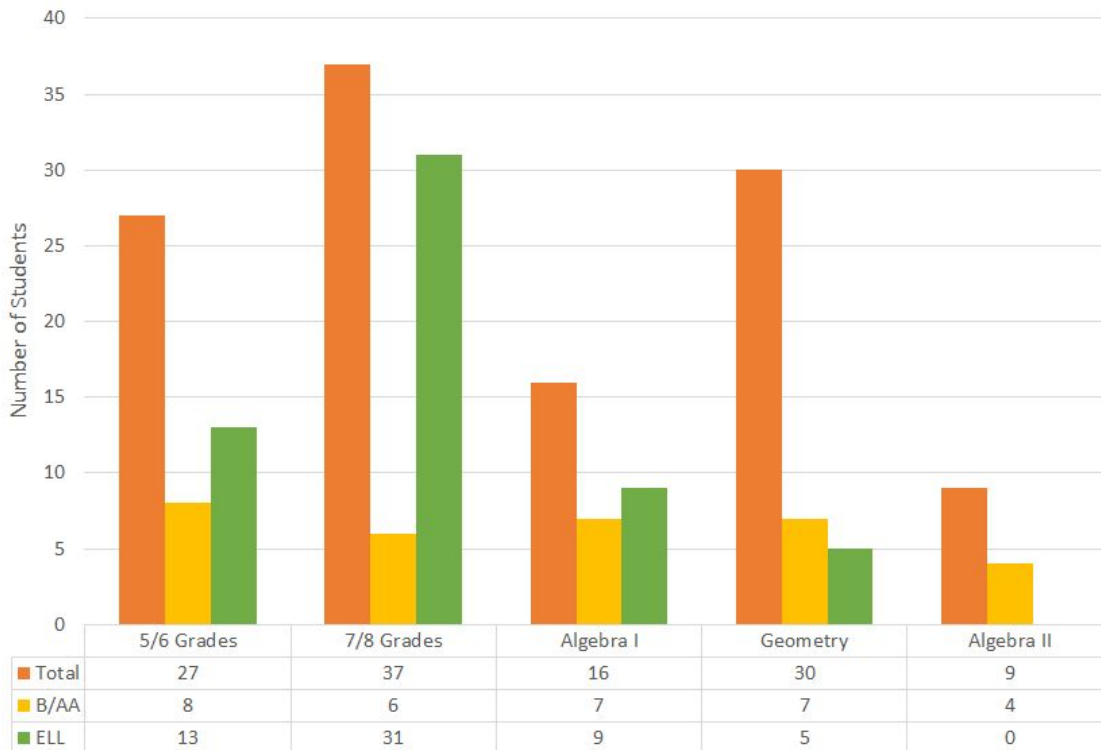
Summer credit recovery* for ELA or math (US only)
*Rising 9th criteria: AY19/20 T3 ELA/math and failed S2

Dual identified for ELA/math intervention AY19/20 (MS only)

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Q1 Math Intervention Workshop Enrollment

Student Demographic Breakdown



The provided graph illustrates the demographic breakdown of students enrolled in Quarter 1 Intervention Services math workshops. The Intervention Services team uses this demographic data to inform our day to day instructional planning and prioritize additional professional development. For example, the middle school Interventionists will work closely with Mr. Garcia, ELD Coordinator, to ensure lessons provide our English Language Learners ample opportunity to unpack and make meaning of content specific vocabulary.

The Intervention Services scope and sequence is designed to provide targeted and timely support to address the *unfinished learning* Wave-Makers have already experienced and to mitigate additional *learning loss* due to the current instructional landscape. Specifically, our instructional priorities for the quarter are based on student diagnostic data, the math/ELA coherence map, and historical student performance trends.

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Now What?

[screenshot of a 7th/8th grade math intervention session in Zoom]

Launch English Language Arts Tier 2 Intervention (Q2)

Targeted mini lessons during the asynchronous block, based on instructional priorities and real-time student data including formative assessments, observations, and teacher requests

Launch English Language Arts Tier 3 Intervention (Q2)

Intensive content based English workshops designed to build the prerequisite skills required to access Grade Level texts.

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Given $m\angle ABC = 50^\circ$
 $m\angle BCA = 42^\circ$

$\angle A + \angle B + \angle C = ? 180^\circ \approx \text{supplementary}$
 $\angle A + 50^\circ + 42^\circ = 180^\circ$

[screenshot of a geometry intervention session in Zoom]

Expanded Math Tier 2 Intervention (Q2)

Targeted mini lessons during the asynchronous block, based on instructional priorities and real-time student data which include formative assessments, observations, and teacher requests.

Refine Math Tier 3 Intervention (Q2)

Intensive content based English workshops designed to build prerequisite skills required to access the priority instructional content.

Continue collaborating with content and grade level teams to ensure tight alignment between our instructional pacing and real-time learning needs. Interventionists will continue to:

- participate in weekly 5th-12th grade observations during synchronous instruction
- attend grade level, math and humanities team meetings
- participate in all data sessions

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English Language Development

Aurelio Garcia- ELD Coordinator

What?

This year the ELD Department works directly under Academic Support Services. This shift has allowed for stronger collaboration, and direct support with our English Learners (EL) school-wide. The aligned system benefits our ELs by providing a comprehensive and holistic support to address academic learning needs. This is especially important to address the *learning loss* and *unfinished learning* during distance learning for our EL students. Looking through the frame of *unfinished learning*, *learning loss* and *acceleration* below is where our current ELs stood on the first day of school:

- **Unfinished Learning** - Our EL students did not receive a full years' worth of designated ELD time. The standards and skills taught during those times were lost due to the constraints of distance learning. ELs did not have an opportunity to learn any content or any ELD standards that were not taught during the spring.
- **Learning Loss** - Prior to distance learning, students were engaged in preparing for the ELPAC and SBAC while continuing to progress on core academic content standards and ELD standards. With the school closure, our ELs lost those opportunities. The support given differed during the school closure and was challenging to check for progress of standards, identify what students learned, or spiral in concepts to their lessons. Summative testing, like the ELPAC and SBAC, were not administered. Due to this, we were not able to accurately assess what our ELs mastered.
- **Acceleration** - For our ELs, it is imperative that they have more opportunities to practice their English development. This means developing our teachers to have a greater understanding of the ELD standards. Teacher collaboration is needed to identify best practices during distance learning. The use and practices of critical skills help our students meet core standards and ELD standards. Progress monitoring while triangulating different data sets and analyzing student work will be instrumental.

So What?

Using the data for this school year, we are adjusting our current practices to ensure our faculty are in a position to boost student learning. Included below is data for demographics, attendance, GPA, *STAR* and *IXL* Assessments, and Current Enrollment of ELs:

- **Enrollment:** We have 228 (about 34%) English Learners in the middle school and 66 (about 16%) English Learners in the upper school. About 27% ELs school-wide.

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● **Attendance and GPA:**

MWA ELD Students	Attendance Rates Monday-Thursday	Attendance Rates Friday	GPA Q1
MS	98.6%	83.0%	1.45
US	95.4%	79.2%	1.58

- **Diagnostic Data:** When reading *IXL* math levels, the leading number indicates grade level. For example 450 means that a student has performed between a 4th and 5th grade level in mathematics.

Diagnostic Data 20/21		
MWA ELD Students	STAR Reading Level Average	IXL Math Level Average
5 th	3.6	310
6 th	3.5	340
7 th	3.6	370
8 th	4.8	450
9 th	4.8	420
10 th	5.2	548
11 th	4.4	580
12 th	5.9	520

The STAR diagnostic data is showing that at the start of this school year our ELs are reading significantly below grade level. This exemplifies the need for additional reading intervention support and confirms the loss of learning that may have taken place during the school closures.

The *IXL* data reflects similar to the STAR data where our ELs math skills have been assessed to be significantly below grade level. Again, the ELs need additional math support and the loss of learning may also have affected math development.

The data shows that our ELs are attending classes. However several areas of challenge have occurred prior to the first day of school that have persisted and may be affecting current academic progress:

- Internet/wifi access
- Technical issues related to online learning(submitting work online and on time)
- Translation barriers

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- Mental and physical health needs
- Student and family engagement with remote learning

We have taken steps to understand the unique challenges our ELs have experienced and we are continuing to support instruction, holistic services and family engagement. We are consistently collaborating with all stakeholders to meet our ELs needs and provide the necessary information to our families for academic success.

Now What?

Looking at the current data, support for our ELs will require a school-wide effort. Our faculty have been providing rigorous lessons, applying ELD standards in tandem with core standards during synchronous times, and additional support during asynchronous time. Further collaboration must occur to accelerate our ELs student learning. This will require grade level and content level collaboration with additional support from the DAIs, Intervention Services Team, and the Academic Support Team. Vertical alignment within both divisions will be valuable in terms of long range support for our LTELS and matriculating ELs to the Upper School. In support of mental health support, collaboration with the holistic team is planned.

The ELD department is working with the Intervention Services Team, to develop a schedule for all ELs to have designated ELD time within our distance-learning model. This is a great opportunity to involve humanities teachers and bring in our STEM teachers to provide additional designated ELD support. Additional PD is planned for all ELD teachers, supporting interventionists and the ELD coordinator. Coaching and observational cycles will take place throughout the year to further support the development of our ELD teachers.

Parent engagement is essential to the success and acceleration of EL learning. Continuing communication with our parents is important for our students to accelerate their learning. Our monthly ELAC meetings have been supportive in providing information and eliciting recommendations and feedback in support of our ELs. Collaboration with teachers and parents will be ongoing to support student advocacy and inform parents how to check student progress.

We understand that this will take a collaborative and holistic effort. We are looking forward to supporting all our ELs.

Coversheet

CEO Report

Section: II. Standing Reports
Item: E. CEO Report
Purpose: Discuss
Submitted by: Alton B. Nelson Jr.
Related Material: CEO Report_MWA Board Report_OCT 2020_ABN.pdf

BACKGROUND:

Provides key updates as well as a running set of updates on progress against my two year-long goals.



MWA Board Report

October 2020

MWA Chief Executive Officer Report

Alton B. Nelson, Jr.

WHAT

To **Re-open the Campus** we are optimizing for the following three areas:

1. *Safety*
2. *Teaching and learning*
3. *Social-emotional development and support*

The **Three Areas of Optimization** above continue to be the focus for the school year. New information, tools, and criteria continue to be shared with us from the state and county related to school opening guidelines.

Our adaptations in **Technology** have been astounding, but not without some fits and starts. MWA faculty have been “Zoom-bombed” a number of times this quarter and recently as within the last couple of weeks. Protocols set up to screen participants has been uneven as people posing as our actual students with their actual names have been infiltrating the virtual classrooms. Our faculty have done a great job of reporting these matters right away, our Deans have led investigations, and the HR office has been alerted to support impacted faculty. Our site-based technology team have worked collaboratively to devise a way to address these incursions and have piloted a fix that, so far, has been effective. The new system started this week (10/13/20). We will continue to monitor how well the new fixes address these very disturbing incidents.

The latest update with respect to the **Phase Shift Planning** is as follows. The Contra Costa County infection rate dropped long enough to move the county from the Purple to the Red, which allows for some minimal opening of businesses and schools. However, our local community of Richmond, San Pablo, and El Sobrante, infection levels remain extraordinarily high in comparison to other surrounding communities in Contra Costa County. As a result, it would not be safe for us to move into Phase 1B until those local indicators for infection rates moved to Red also. Phase 1B will allow for limited onsite work by teachers (delivering their distance lessons from their classrooms) and limited interscholastic athletics activity for some of our sports teams. In the meantime, we will continue to move through the list of items for completion to prepare for an opening of the campus including work on the air ventilation system (that meets the more rigorous standards of moving air out of the building more frequently and using more powerful air filters), ensuring some form of COVID testing is in place, and training on the new contact tracing protocols schools are being asked to follow. At present, it is not likely we could open before the end of October, maybe early November.



MWA Board Report

SO WHAT

- **DEI Work.** Our DEI service provider, *CircleUp Education*, is scheduled to do some trainings on specific DEI topics. One training will be for the Executive Team in developing key skills for supporting and being more responsive to staff needs and requests related to inclusion, discrimination, and bias. A second training will be for DEI Working Groups Leads for ways to support their teams in reviewing the DEI staff survey that will be administered this month. The survey will provide a place to anchor the four working groups in their approaches to their respective areas – staff culture and climate, student culture and climate, teaching and learning, and family and community engagement.
- **Inclusive Community.** I sent out an email to staff with a reminder of our institutional commitment to supporting and maintaining an inclusive and supportive environment for our staff, as well as for our key stakeholders, our students and parents.

NOW WHAT

- **Metrics.** I shared a set of metrics with Dr. Ward-Jackson that provide key areas of focus I would like us to track and discuss this year. She and I will confirm these metrics this week, and I will share them with the Board via an email update or at the December Board meeting. In addition, I have some key questions I will ask of our Instructional leadership as well as our Holistic Support leadership that will help us better understand what we are doing well and where what we are doing is not effective. This could allow us to consider moving away from things that are not effective to make room for things we can try that could work better.
- **Training & Support.** The Business Service Team, under Mr. Wei's leadership, has invested time in ongoing and continuous training to expand their general management and communication skills, that includes being prepared to share more detailed analysis.
- **Strategic Plan.** We meet monthly, along with targeted meetings in between to keep the work moving against the strategic plan and MWF's operating plan.
- **Compliance Requirements.** Ms. Martinez and Mr. Wei co-own this area. There are so many items that have to be continually monitored and updated. They have moved much of this work onto an online tool called, Asana. Asana allows them to not only list out all of the compliance items they need to pay attention to, but also allows them to assign specific tasks to members of the team and track progress against timelines and deadlines.
- **Campus Opening Decisions.** We will continue to keep you updated on any changes in our Phase status as well as our progress towards meeting internal checklist completion of key elements that would support a safe re-opening of parts of the campus, consistent with the Phases the Board approved.



MWA Board Report

Goals & Updates for 2020-21

Goal #1

Discuss, develop, and agree on definitions, goals, and metrics in a set of cascading MOCHAs (a delegation framework – Managers, Owners, Contributors, Helpers, and Approver) in the areas of:

- *a school-wide instructional philosophy*
- *innovation in teaching and learning practices*
- *social emotional development practices*
- *insights into the experiences of our Black stakeholders at MWA* (students, parents, staff, and alumni)

Goal #1 Updates

- **Initiative Leadership** – All of the MOCHAs were launched in September, with Dr. Ward-Jackson as the “Manager”. (Please see the chart below for the MOCHA “Owners”.)
- **Update Cadence** – All “Owners” submitted their initial update reports by the deadline of October 5th. Initial reports indicate that the work has begun in earnest. All Owners will submit written updates every 3-4 weeks.
- **Meetings to Engage** – Ward-Jackson and I will bring together the group of owners twice before the December break to discuss successes, challenges, and questions they have.
- **Timelines** – The initial timeline for reporting out observations, findings, and recommendations is Dec./Jan. We think this timeline allows us to potentially inform budget development decisions for the 2021-22 school year and in time to share findings at the spring meetings of the Curriculum Review Advisory Committee, DEI Advisory Committee, School Culture Advisory Committee, and Staff Culture Advisory Committee (which will all meet likely between February and June). However, I have shared with the “Owners” that it is more important to get good data. With the elections coming and the effects of the pandemic, I acknowledged that it could take more time. Quality and timing are key.

I think more time is needed for the MOCHA Owners to have more clarity on the task. The end result will be a set of findings and recommendations based on observations in the forms of interviews, group meetings, quantitative data, observations, and qualitative analysis.

The work on these initiatives will take the whole school year to complete, in stages. Consider the following as key stages of the process:

- Organizing to launch (FALL)
- Fact finding and engagement (FALL/WINTER)
- Collecting and finalizing findings and recommendations (WINTER/SPRING)
- Planning (informed by findings and recommendations) (SPRING)
- Discussing and collaborating (Throughout the school year)



MWA Board Report

Chart of MOCHA Owners and Key Question(s) to Address

Initiative	MOCHA Manager(s)	MOCHA Owner(s)	Aim/Question
<i>Black Stakeholders (Parents, Students, Staff, & Alumni)</i>	Nelson & Ward-Jackson	Crews-Gamez (Parents) Ortega (Students) Stillwell (Staff) Adams (Alumni)	This MOCHA initiative will be successful if it allows us to ascertain the extent to which MWA was/is affirming and less affirming for our Black stakeholders that could inform institutional changes and adjustments; and if it helps us celebrate and continue to do what has been effective.
<i>Unified Vision for Instruction</i>	Ward-Jackson	Shelburne	The aim of this MOCHA is to arrive at a unified instructional approach that can be articulated and shared with internal and external constituents and stakeholders. It can combine a single statement with specific tenets of the approach or different bullet points. It must make it clear what the universal elements of instruction that should be able to be identified, seen, experienced, understood, and communicated.
<i>Innovation in Instruction</i>	Ward-Jackson	Shelburne	The aim of this MOCHA is to arrive at specific instructional innovations that will be engaged in for the 2020-21 school year. What things can be tried on a trial basis, who should be doing this work, what are they trying to find out, and how will they report out their findings?
<i>Social-Emotional Development & Support</i>	Ward-Jackson	Greene	The aim of this MOCHA is to develop, track, and periodically share out the various measures MWA is engaging in this year to address social-emotional development and support.

Goal #2

Co-lead the Strategic Plan Program Committee, with Patrick, to meet Year 1 milestones and goals of the new strategic plan. Examples include expanding college access education back to earlier grades at MWA (e.g. as early as 5th grade) with targeted programming for parents and students and identifying unique instructional practices and innovations to be able to share with others.



MWA Board Report

Goal #2 Updates

- **MOU** – The Program Committee Team leads (Ward-Jackson, Siapno, and Fries of CAP) are working on the elements of mutually shared services agreement that will inform the development of a Memorandum of Understanding (MOU) between MWA and CAP. The goal is to be able to bring it to the December Board meeting.
- **Differentiated Support** – The MOU will help support the mutual sharing of data that can support ongoing development of a more differentiated set of post-secondary pathways and support structure for our Wave-Makers. The focus of differentiation is to provide more targeted supports to the range of our Wave-Makers (“college competitive”, “college ready”, “college eligible”, and “career ready”) in meeting their needs.
- **Opt-In** – The group is also moving forward with discussing what it would like for CAP to be an “Opt-in” opportunity. In other words, inviting students to “apply” and see this as a proactive opportunity to select this pathway rather than experience it as a reaction to an “entitlement”(?).
- **Pacing** – The group has discussed the impact of the pandemic on the pace at which the work can be done. Different work is emerging, in both of our respective organizations, that is taking up bandwidth. Examples include our deeper engagement in the area of Diversity, Equity, and Inclusion and different forms of social-emotional support for our staffs in response to the pandemic.
- **Pandemic Impact on Higher Education** – The group has also discussed the larger impact the pandemic is having on higher education as a whole. What shifts may need to be made that can be responsive to the changing higher education landscape as well as various certificate programs available for people with a focus that is on specific work skills such as in the technology field.

The use of our social-emotional development framework, Preparing the Mind for Success and Competition (PMSC), informs our approach to post-secondary planning with our Wave-Makers. We use the PMSC DREAM Domain of the framework to ask students what their dreams are for themselves. As a result, our goal is to be responsive to the needs of our students while also working to have as many of our students “college ready” to provide them with multiple options.

Below is a way to think about our students that is also aligned with our strategic plan use of the Estimated College Completion (ECC) metric to inform our college counseling approach.

“College Competitive”	“College Ready”	“College Eligible”	“Career Ready”(?)
<ul style="list-style-type: none"> • GPA over 3.0 • SAT over 1000 • UC & private school competitive 	<ul style="list-style-type: none"> • GPA over 2.5 • SAT over 900 • Competitive for some UC & CSU 	<ul style="list-style-type: none"> • GPA over 1.8 • SAT over 800 • Some CSUs and CCs 	<ul style="list-style-type: none"> • Informed by DREAM, interest in certificate programs, etc.

In order to meet milestones in the strategic plan, MWA and CAP are aligning and working on:

MWA	CAP
<ul style="list-style-type: none"> • Continue to increase the overall % of students who are “college ready” • Shift as many \$ of students from “college eligible” to “college ready” and from “college ready” to “competitive” • Maintain stronger ties with all of our alumni 	<ul style="list-style-type: none"> • Increase the % of students enrolled in 4-year schools to graduate within 6 years • Increase the % of students enrolled in 2-year schools to complete their AA degrees and/or transfer to a four-year college • Deepen expertise in career development

Coversheet

Chief of Staff and Acting Director of Human Resources Report

Section: II. Standing Reports
Item: F. Chief of Staff and Acting Director of Human Resources Report
Purpose: Discuss
Submitted by:
Related Material: October_COS Board Report.pdf



Board Report

Chief of Staff and Acting Director of Human Resources

October 2020

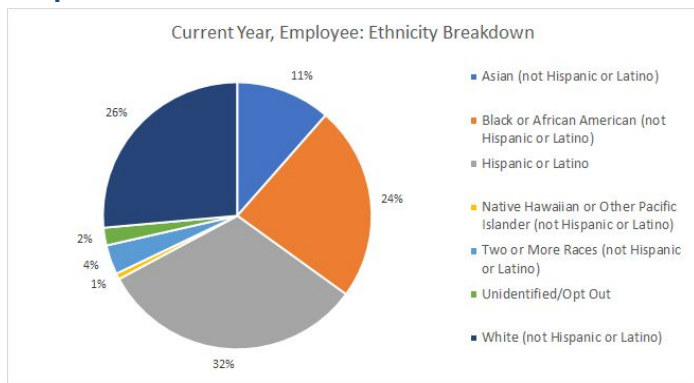
Elizabeth Martinez

Chief of Staff and Acting Director of Human Resources

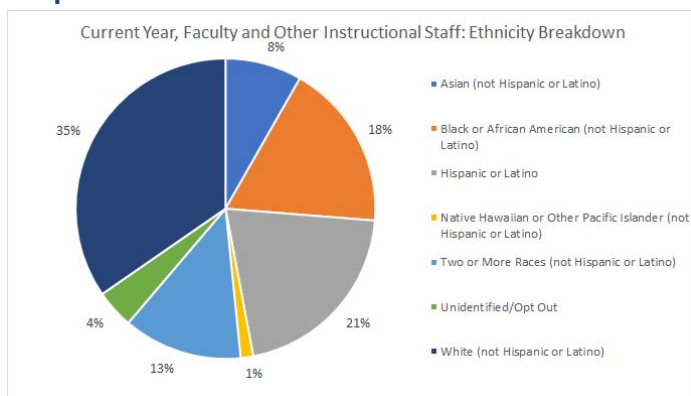
What?

Although we are only a couple of months into the new school year, we are beginning to think about planning for the upcoming school year. Effective workforce planning must start with a deep analysis of what currently exists. This report will focus on my initial analysis in two areas: employee demographics and turnover rates. The analysis was sparked equally by the national conversation and MWA’s internal focus on racial justice and equity. It is my personal belief and professional opinion that this very important work must be rooted in both individual experiences (qualitative data) and institutional metrics (quantitative data). The qualitative aspect will be, in part, addressed through the DEI Working Groups while the quantitative data will be collected through the systems we have available such as our Human Resources Information System (HRIS), Kronos which centrally houses employee information. Below you will find data charts for our current employees and a three-year comparison for retention rates.

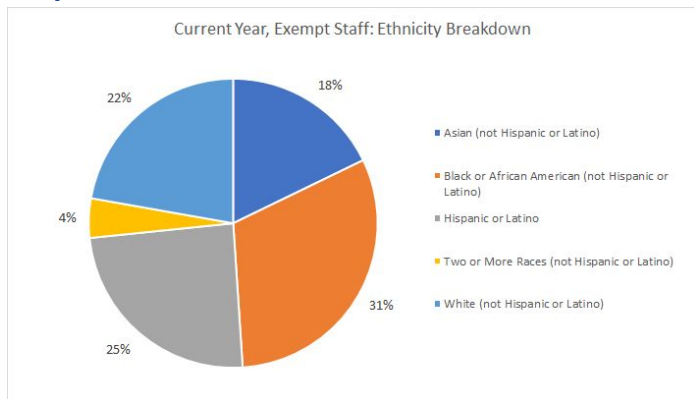
Graph A



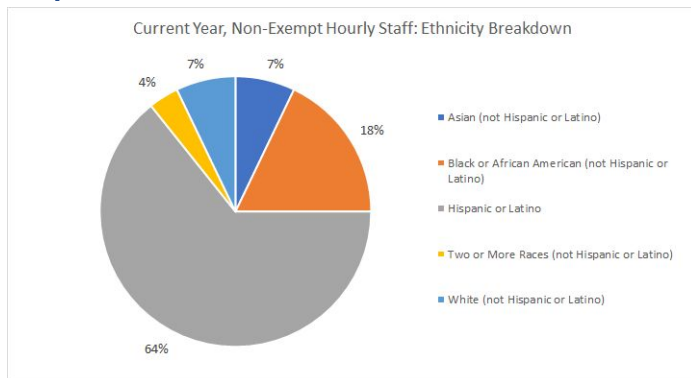
Graph B



Graph C

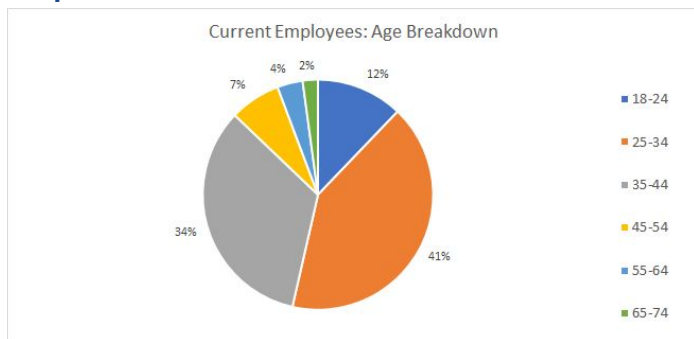


Graph D

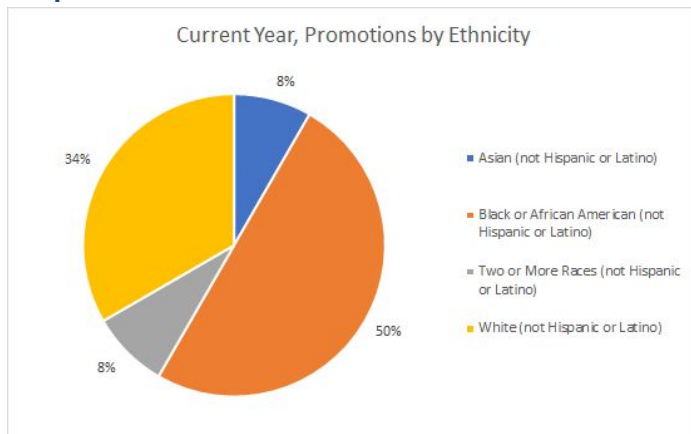


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Graph E

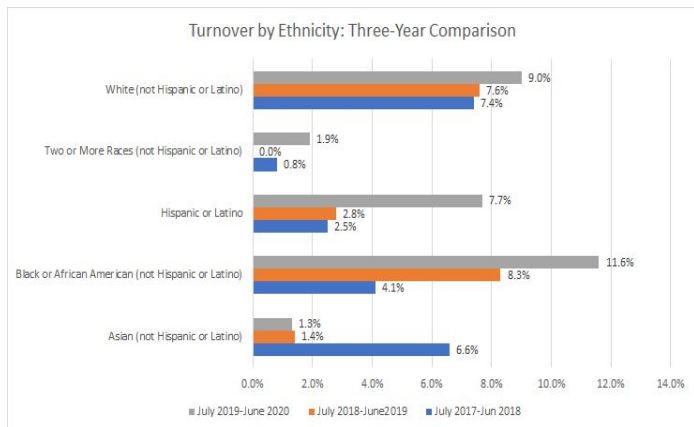


Graph F

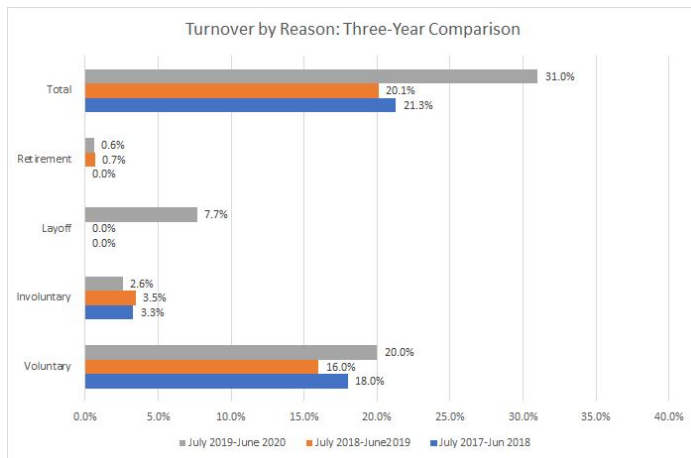


Graph G

Percent of overall turnover.



Graph H



So What?

Since the beginning of my time at MWA (Aug 2016) I've observed a swath of diversity in our employees and leadership. We often tout that there is diversity in our workforce and the data (Graphs A-E) showcase that we are in fact diverse across different layers -- ethnicity overall, ethnicity in different employee classifications, and age. According to the last U.S. Census ([US Census Bureau QuickFacts: United States](https://www.census.gov/quickfacts/US)), people who identified as White constitute 76.3% of the US population, 13.4% as Black/African-American, and 18.5% Hispanic or Latino compared to MWA employees at 26%, 24%, and 32% respectively. Additionally, our data shows that the majority of our exempt staff (Executive Leadership, Leaders, and Coordinators) identify as non-white. This is an important data point to consider when looking at our turnover. As a stand-alone data point, our turnover rates could be interpreted as disproportionately impacting staff who do not identify as White but when considered among the other data points you can begin to see that our rates for turnover are reflective of the overall composition of our staff. Additionally, when you look at our promotion rates (Graph F) you see the same reflection with the majority (66%) of promoted employees identifying as Black/African American, Two or More Races, and Asian.

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Now What?

While our data suggests consistency across our overall ethnic composition, promotions, and turnover there are some areas that will require additional probing.

Voluntary Separations

Data shows that voluntary separations make up the majority of our turnover for the last three years. As a next step, I would like to look at this data in more depth to identify trends/themes that could support MWA in reducing these numbers.

Turnover Growth by Ethnicity

While our turnover rates are reflective of our overall composition, I would like to further analyze the data by position type and department to identify root causes for departures within groups that are showing an upward trend over three years.

You have seen a lot of data related to our demographics and our turnover but I would like to end by offering you the following. While turnover rates are featured in these reports, it is important to note that our turnover rates are *well below* the national average for educational services which hovered around 29.3% in 2019 ([Table 16. Annual total separations rates by industry and region, not seasonally adjusted](#)) in years that do not include layoffs. Our retention rate has remained at or above 80% in years where we did not have layoffs. In the year 2019-2020, we had to administer a couple of rounds of layoffs as a result of the halt in growth and the budget implications related to the pandemic. We have some work to do but I am encouraged to see the immense diversity of our staff who show up for our students at a time when representation matters so much. I look forward to reporting back on future learnings.

Coversheet

Q&A on Written Finance Report (CFO)

Section: II. Standing Reports
Item: G. Q&A on Written Finance Report (CFO)
Purpose:
Submitted by:
Related Material: MWA August Financials.pdf



Making Waves Academy August 2020 Financial Report

Dear Board of Directors,

On August 31, 2020, Making Waves Academy closed its books with \$5.14M in cash. Operations for MWA and MWAS have been under budget for the month. MWA spent about \$1.6M, and MWAS spent about \$267K in August 2020. Compared to year-to-date August of last fiscal year, overall spending was \$307K, or 10% less due to the school closure and the reduction of personnel for right-sizing in FY20.

Year-to-Date

- MWA finished \$392K, or 13% under budget, and MWAS finished \$145K, or 24% under budget.
- Government Revenues only – We received \$520K compared to \$437K last year (adjusted for comparison), representing an increase of 19%. The increased income is from the State Special Education revenue by joining the El Dorado Charter SELPA.
- Although the school has resumed from summer break, there are still 21.5 Full-time Equivalent (FTE) unfilled positions open in August. The unfilled positions comprised 3 Full-time Equivalent (FTE) teachers and 18.5 Full-time Equivalent (FTE) non-teaching staff.
- The continuation of the school closure for the fall semester caused by the pandemic will most likely reduce our spending on non-personnel expenses. We will adjust accordingly during the 1st Interim budget to ensure alignment between the budget and actuals.

MWA

1. The variance of \$307K from salaries and benefits are due to the following:
 - a. Savings from 21.5 Full-time Equivalent (FTE) unfilled positions.
 - b. Part-time After School Program staff and part-time Interventionists are paid based on contracted hours they are supposed to work, which are fewer than their budgeted hours.
 - c. There is no overtime payment for non-exempt staff.
2. More budget savings totaling \$125K are from supply expenses like textbooks and core curricula materials, instructional supplies, and computers/IT supplies.
3. An increase of 40K in contract services are due to being under budget in the following areas:
 - a. General liability insurance.
 - b. Psychological services.
 - c. Intervention and consultation services.
 - d. IT contract services
4. All contracted services that are under budget will be adjusted in the 1st Interim. Net Saving for non-personnel expenses is \$85K.

MWAS

1. The variance of \$37K from salaries and benefits are due to the following:
 - a. Budgeted Teacher Resident positions are posted to MWA's account. The amount will be adjusted in the 1st Interim.
 - b. Savings from the HR Generalist position in July for onboarding in August.
2. Budget savings of \$12K are from supply expenses like office supplies, reference books, and IT supplies.



- 3. More budget savings totaling \$96K are from contracted services like staff professional development and IT contract services. Total saving for non-personnel expenses is \$108K.

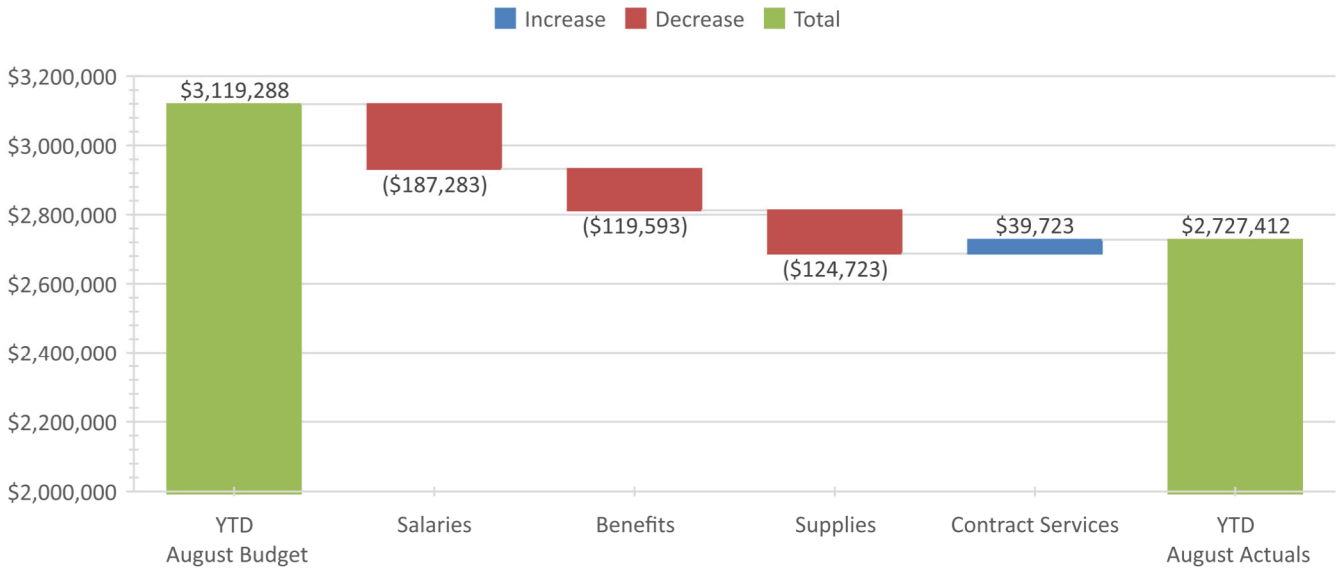
Recently, the California Legislature passed Senate Bill (SB) 820 that would allow schools to receive growth funding for student enrollment increase in the school year 2020-21. The passage of this new bill is great news for us as we will receive additional revenues. However, the budget includes a complex set of large funding deferrals, which are shown in the table below. We have been taking proactive measures to reduce our spending when necessary to counteract the revenue deferrals while not affecting the quality of education that we provide to our students. We will monitor our cash flow closely to ensure we maintain appropriate cash levels and follow the state’s revenue schedule and accrue all revenues by June 30, 2021.

State and Local Payment Schedule:

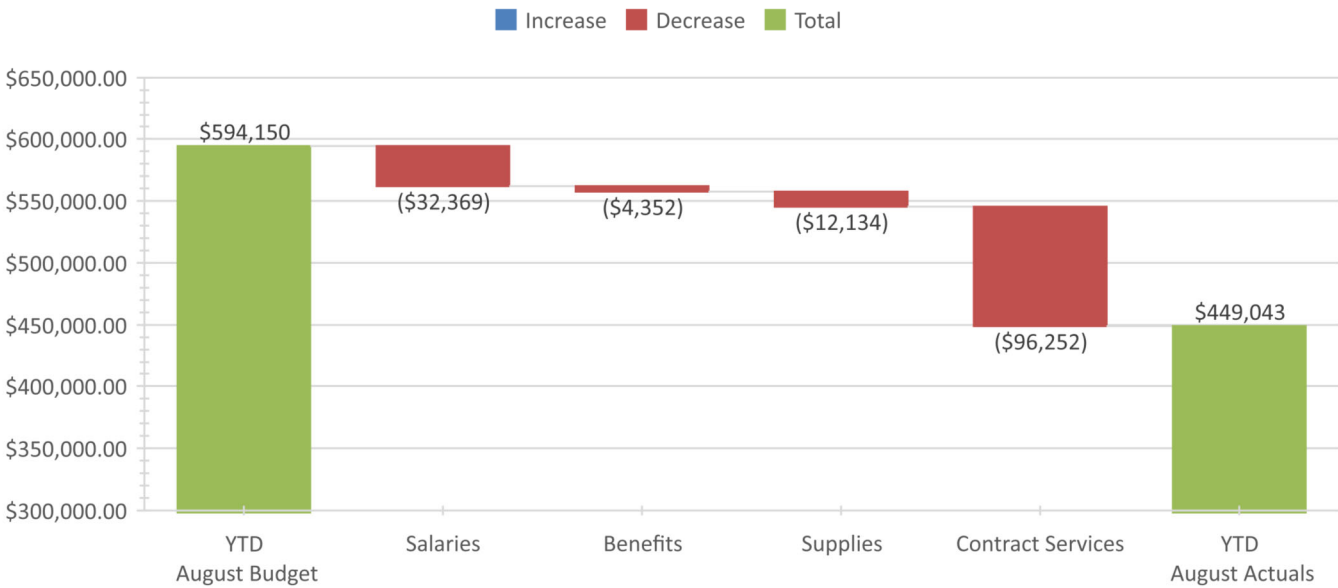
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
State Aid, LCFF, and State SPED	5%	5%	9%	9%	9%	9%	9%	5%	3%	3%	3%	0%
								<i>(4% deferred to Nov 21)</i>	<i>(6% deferred to Oct 21)</i>	<i>(6% deferred to Sep 21)</i>	<i>(6% deferred to Aug 21)</i>	<i>(Balance deferred to Jul 21)</i>
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - August 2020)
Budget to Actual Breakdown - MWA*



*YTD Expenses (July - August 2020)
Budget to Actual Breakdown - MWAS (Central Office)*



**MWA YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
1	MWA FY2021 Spending Budget Tracking Report	Monthly Executive Summary					
2	Actuals vs. Cycled Budget	1. Spending -13% under budget					
3		2. Spending in non-personnel areas might be less in fall due to school closure					
4		3. Budgeted teachers and staff vacancies of 21.5 FTE are not fully filled					
5							
6	MWA Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	4,605,620	380,949	410,885	(29,936)	-7%	Variance from the following: • 3 Teachers vacancies • Budgeted Extra Work Stipends not paid yet, will balance out once it is paid
8	1103 - Substitute Teacher Salaries	98,000	-	8,167	(8,167)	-100%	2 Substitute Teachers vacancies
9	1200 - Certificated Pupil Support	558,281	65,205	70,858	(5,653)	-8%	Savings from Nurse's salary in July for onboarding in August
10	1300 - Certificated Supervisor & Administrator Salaries	1,253,772	165,752	164,729	1,023	1%	
11	1409 - Special Temporary COLA	1,548,000	116,500	129,000	(12,500)	-10%	Savings from vacancies
12	1900 - Certificated Other Salaries	475,120	37,015	60,304	(23,289)	-39%	Variance from the following: • 3 vacant positions: -Math Specialist -Intervention Service Coordinator -Career Service Coordinator • Savings from Maker Space Coordinator's salary in July for going on FMLA
13	2100 - Classified Instructional Aide Salaries	636,369	38,301	80,770	(42,469)	-53%	variance from the following: • 9 vacant positions: -3 Enrichment Instructors -Interventionist -3 SSP Tutors -SPED Instructional Aide -SPED One-on-One Behavioral Aide • Savings from Part Time Afterschool Teacher Assistants not working budgeted hours and OT • Salaries for Teacher Residents - budget currently in MWAS-CO, will adjust in 1st Interim to move into MWA's Budget
14	2200 - Classified Support Staff Salaries	637,891	67,519	80,963	(13,444)	-17%	2 Campus Supervisors vacancies
15	2300 - Classified Supervisor & Administrator Salaries	727,858	71,035	92,382	(21,347)	-23%	Savings from vacant positions: • Director of School Operations • Facilities Manager
16	2400 - Classified Clerical and Office Salaries	655,205	62,355	83,160	(20,805)	-25%	Variance from the following: • Substitute Coordinator vacancy • No overtime due to school closure • Unpaid budgeted Retention Bonus - will be paid in November
17	2900 - Classified Other Salaries	132,146	6,077	16,773	(10,696)	-64%	Variance from the following: • Custodian vacancy • Savings from Athletic Trainer not working budgeted hours
18	Total Salaries	11,328,262	1,010,708	1,197,991	(187,283)	-16%	
19	3101 - State Teachers Retirement System (STRS)	1,171,116	92,318	125,463	(33,145)	-26%	
20	3301 - Social Security and Medicare	420,662	35,762	53,825	(18,063)	-34%	Savings from vacancies

**MWA YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
21	3401 - Health & Welfare Benefits	1,594,815	198,721	265,802	(67,081)	-25%	
22	3501 - Unemployment Insurance	56,642	13,691	14,261	(570)	-4%	
23	3601 - Workers Comp Insurance	147,267	23,262	24,891	(1,629)	-7%	
24	3701 - 403(B) Retirement Match	150,483	6,457	19,099	(12,642)	-66%	Staff not taking advantage of 403B match
25	3999 - Accrued Paid Time Off	123,066	28,921	15,384	13,537	88%	Variance will balance as staff members use their PTO during breaks
26	Total Benefits	3,664,051	399,132	518,725	(119,593)	-23%	
27	Total Salaries & Benefits	14,992,313	1,409,840	1,716,716	(306,876)	-18%	
28							
29	4100 - Approved Textbooks and Core Curricula Mater	162,656	117,824	153,203	(35,379)	-23%	Less books purchased due to school closure
30	4200 - Books and Other Reference (Faculty and Staff)	3,000	-	3,000	(3,000)	-100%	
31	4315 - Custodial Supplies	38,000	4,002	11,477	(7,475)	-65%	Less supplies needed due to school closure
32	4325 - Instructional Materials & Supplies	224,125	12,619	71,968	(59,349)	-82%	
33	4390 - Other Food	9,750	-	-	-	-100%	
34	4410 - Furniture, Equipment & Supplies (non-capitaliz	11,500	-	-	-	-100%	
35	4420 - Computers and IT Supplies (non-capitalized)	394,355	1,846	48,075	(46,229)	-96%	Staff and student laptop upgrades purchased in FY20
36	4710 - Student Food Services	486,852	64,434	35,411	29,023	82%	Continuation of food program during pandemic, will be reimbursed through the Federal and State nutrition program
37	4910 - Emergency Supplies	2,500	-	2,314	(2,314)	-100%	
38	4990 - Contingency	10,461	-	-	-	-100%	
39	Total Supplies	1,343,199	200,725	325,448	(124,723)	-38%	
40	5210 - Conference and Professional Development	92,450	1,153	31,154	(30,001)	-96%	
41	5215 - Travel - Mileage, Parking, Tolls	3,500	-	592	(592)	-100%	
42	5220 - Travel - Airfare & Lodging	46,350	-	7,265	(7,265)	-100%	Less PD taken due to pandemic
43	5225 - Travel - Meals	27,600	-	14,969	(14,969)	-100%	
44	5305 - Professional Dues & Memberships	16,458	245	5,954	(5,709)	-96%	
45	5421 - General Liability Insurance	121,000	31,530	20,166	11,364	56%	Increase in premium for liability insurance due to increase in claims from previous case, will adjust in 1st Interim budget
46	5510 - Utilities - Gas and Electric	336,000	18,281	22,869	(4,588)	-20%	Less gas & electric usage due to school closure
47	5515 - Janitorial and Gardening Services	660,000	14,600	14,600	-	0%	
48	5525 - Utilities - Waste	48,000	3,270	8,473	(5,203)	-61%	Requested for less service pick up due to school closure
49	5530 - Utilities - Water	47,200	14,862	1,588	13,274	836%	Buildings 4123, 4155, and 4399 irrigation water services
50	5605 - Equipment Leases and Rentals	148,800	22,908	13,946	8,962	64%	Variance is from a timing issue, will balance out as fiscal year progresses
51	5610 - Occupancy Rent	1,685,749	280,958	280,958	-	0%	
52	5612 - Facilities Use Fees	28,000	-	2,741	(2,741)	-100%	
53	5615 - Repairs and Maintenance - Building	100,000	5,220	8,892	(3,672)	-41%	

**MWA YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
54	5617 - Repairs and Maintenance - Non-computer Equ	3,000	-	-	-	-100%	
55	5618 - Repairs & Maintenance - Auto	1,500	-	256	(256)	-100%	
56	5806 - County Oversight Fees	107,000	-	-	-	-100%	
57	5810 - Contracted Services	185,000	33,277	28,536	4,741	17%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	565,970	-	-	-	-100%	
60	5810.004 - Intervention & Consultation	180,599	36,261	30,100	6,161	20%	Under budgeted contract amount, will adjust in 1st Interim budget
61	5810.005 - Psychological Services	683,592	167,606	144,916	22,690	16%	Under budgeted contract amount, will adjust in 1st Interim budget and services provided during summer for MS and US
62	5810.006 - Substitute Teachers	60,000	-	-	-	-100%	
63	5810.007 - Interscholastic - Coaches	78,000	(2,001)	3,002	(5,003)	-167%	Contract coach did not cash check from FY20, voided payment in system and still trying to reach out and reissue check
64	5810.008 - Information Technology	693,362	256,055	218,420	37,635	17%	<ul style="list-style-type: none"> Instructure Inc: Web based learning management system - Under budgeted for \$15K, will adjust in 1st Interim Zoom Video Communication - Under budgeted \$7.5K, will adjust in 1st Interim Remaining variance of 15.1K is timing of budgeted IT contracts paid early on the year, will balance out as fiscal year progresses
65	5811 - Applications and Exams Fees	32,000	-	140	(140)	-100%	
66	5820 - Recruiting - Students	1,000	-	-	-	-100%	
67	5821 - Printing and Reproduction	24,000	3,019	11,406	(8,387)	-74%	Less printing due to pandemic
68	5840 - Study Trip - Entrance, Admission, & Ticket Fee	74,400	-	11,602	(11,602)	-100%	No study trips taken in fall due to pandemic
69	5850 - Staff Recruitment	2,000	-	37	(37)	-100%	
70	5851 - Professional Development	-	14,496	-	14,496	-100%	Teacher Resident's tuition payment, budget originally in MWAS-CO but will be moved to MWA in 1st Interim
71	5897 - Special Education	400,000	5,776	-	5,776	-100%	Variance is from a timing issue, will balance out as fiscal year progresses
72	5898 - Use Tax	1,000	-	-	-	-100%	
73	5905 - Company Cell Phones	34,000	5,264	3,547	1,717	48%	
74	5910 - Internet	48,000	19,462	2,223	17,239	775%	Staff reimbursement for work from home internet usage
75	5915 - Postage and Delivery	24,300	2,387	5,266	(2,879)	-55%	
76	5920 - Landlines and Office Based Phones	7,800	1,066	932	134	14%	
77	6900 - Depreciation and Amortization	25,000	3,034	4,455	(1,421)	-32%	
78	INCO.EXP - 5895 MWAS (Central Office) Fees	1,068,714	178,118	178,119	(1)	0%	
79	Total Contract Services	7,662,344	1,116,847	1,077,124	39,723	4%	

**MWA YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
80							
81	Total Salaries & Benefits	14,992,313	1,409,840	1,716,716	(306,876)	-18%	
82	Total Supplies	1,343,199	200,725	325,448	(124,723)	-38%	
83	Total Contract Services	7,662,344	1,116,847	1,077,124	39,723	4%	
84	Total Expenses	23,997,856	2,727,412	3,119,288	(391,876)	-13%	

**MWAS (Central Office) YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
1	MWAS (Central Office) FY2021 Spending Budget Tracking	Monthly Executive Summary					
2	Actuals vs. Cycled Budget	1. Spending -24% under budget					
3		2. Spending in non-personnel areas might be less in fall due to school closure					
4							
5							
6	MWAS (Central Office) Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	216,000	14,500	18,000	(3,500)	-19%	
8	2100 - Classified Instructional Aide Salaries	100,772	-	12,790	(12,790)	-100%	Teacher Residents salaries is moved to MWA, will move budget to MWA in 1st interim
9	2300 - Classified Supervisor & Administrator Salaries	1,754,650	211,796	222,706	(10,910)	-5%	Unpaid budgeted Retention Bonus - will be paid in November
10	2400 - Classified Clerical and Office Salaries	172,800	16,764	21,932	(5,168)	-24%	Savings from HR Generalist salary in July for onboarding in August
11	Total Salaries	2,244,222	243,060	275,428	(32,368)	-12%	
12	3101 - State Teachers Retirement System (STRS)	109,521	8,978	11,186	(2,208)	-20%	
13	3301 - Social Security and Medicare	127,824	14,559	16,223	(1,664)	-10%	
14	3401 - Health & Welfare Benefits	274,695	46,390	45,783	607	1%	
15	3501 - Unemployment Insurance	11,221	5,226	2,805	2,421	86%	
16	3601 - Workers Comp Insurance	29,172	6,576	4,862	1,714	35%	
17	3701 - 403(B) Retirement Match	60,660	6,221	7,699	(1,478)	-19%	
18	3999 - Accrued Paid Time Off	100,245	8,786	12,531	(3,745)	-30%	
19	Total Benefits	713,338	96,736	101,089	(4,353)	-4%	
20	Total Salaries & Benefits	2,957,560	339,796	376,517	(36,721)	-10%	
21							

**MWAS (Central Office) YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
6	MWAS (Central Office) Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
22	4200 - Books and Other Reference (Faculty and Staff)	3,125	-	3,125	(3,125)	-100%	
23	4330 - Office Supplies	22,200	534	5,990	(5,456)	-91%	Less supplies needed due to school closure
24	4390 - Other Food	4,500	-	-	-	-100%	
25	4410 - Furniture, Equipment & Supplies (non-capitaliz	2,000	-	-	-	-100%	
26	4420 - Computers and IT Supplies (non-capitalized)	37,290	993	4,546	(3,553)	-78%	
27	4990 - Contingency	100,000	-	-	-	-100%	
28	Total Supplies	169,115	1,527	13,661	(12,134)	-89%	
29	5210 - Conference and Professional Development	79,234	18,129	26,701	(8,572)	-32%	
30	5215 - Travel - Mileage, Parking, Tolls	13,700	31	2,315	(2,284)	-99%	
31	5220 - Travel - Airfare & Lodging	55,750	-	8,739	(8,739)	-100%	Less PD taken due to pandemic
32	5225 - Travel - Meals	21,865	-	11,858	(11,858)	-100%	
33	5305 - Professional Dues & Memberships	28,049	1,095	10,148	(9,053)	-89%	
34	5605 - Equipment Leases and Rentals	6,200	954	581	373	64%	
35	5803 - Accounting Fees	15,000	-	10,221	(10,221)	-100%	Waiting for 1st Interim billing for audit services
36	5804 - Legal Fees	56,000	13,335	1,043	12,292	1179%	Legal services pertaining to Paycheck Protection Program Loan and CalSTRS audit
37	5810 - Contracted Services	202,500	22,873	31,236	(8,363)	-27%	Less contract services needed during school closure
38	5810.002 - Student Information & Assessment	61,500	32,841	45,310	(12,469)	-28%	Waiting for assessment software renewal billing
39	5810.004 - Intervention & Consultation	51,250	-	8,542	(8,542)	-100%	
40	5810.005 - Psychological Services	21,148	-	4,984	(4,984)	-100%	
41	5810.008 - Information Technology	101,770	3,347	32,060	(28,713)	-90%	Less IT contract services needed during school closure
42	5820 - Recruiting - Students	10,000	-	-	-	-100%	
43	5821 - Printing and Reproduction	1,500	125	712	(587)	-82%	
44	5850 - Staff Recruitment	128,200	4,607	2,378	2,229	94%	
45	5851 - Professional Development	101,500	5,000	3,031	1,969	65%	
46	5853 - Payroll Processing Fees	30,000	3,125	2,517	608	24%	
47	5905 - Company Cell Phones	14,000	551	1,461	(910)	-62%	
48	5910 - Internet	-	1,400	-	1,400	-100%	
49	5915 - Postage and Delivery	-	292	-	292	-100%	
50	5992 - Bank fees (not interest charges)	2,000	15	135	(120)	-89%	
51	Total Contract Services	1,001,166	107,720	203,972	(96,252)	-47%	
52							

**MWAS (Central Office) YTD Actuals vs. Budget
August 2020**

	A	B	C	D	E	F	G
6	MWAS (Central Office) Spending Budget	Budget FY2021	07.01.20 - 08.31.20- Actuals	07.01.20 - 08.31.20- Budget	Variance	% Variance	Notes
53	Total Salaries & Benefits	2,957,560	339,796	376,517	(36,721)	-10%	
54	Total Supplies	169,115	1,527	13,661	(12,134)	-89%	
55	Total Contract Services	1,001,166	107,720	203,972	(96,252)	-47%	
56	Total Expenses	4,127,841	449,043	594,150	(145,107)	-24%	

Making Waves Academy

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6		Year Ending	Month Ending	
7		06/30/2020	08/31/2020	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	3,076,547	4,969,746	(1,893,199)
13	9120.101 - *5882 BB ZBA Payroll	(139,440)	(392)	(139,048)
14	9120.300 - *3822 MWA Chase - Operations Cash	75,255	77,963	(2,708)
15	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	99,936	93,792	6,144
16	Total Cash and Cash Equivalents	3,112,298	5,141,109	(2,028,811)
17	Accounts Receivable, Net			
18	Accounts Receivable			
19	9210 - Accounts Receivable (not grants or pledges)	2,372,895	505,357	1,867,538
20	Total Accounts Receivable	2,372,895	505,357	1,867,538
21	Total Accounts Receivable, Net	2,372,895	505,357	1,867,538
22	Other Current Assets			
23	Prepaid Expenses			
24	9331 - Prepaid and Deposits - Current Portion (non-employee)	289,813	256,202	33,611
25	Total Prepaid Expenses	289,813	256,202	33,611
26	Total Other Current Assets	289,813	256,202	33,611
27	Total Current Assets	5,775,006	5,902,668	(127,662)
28	Long-term Assets			
29	Property & Equipment			
30	9440 - Equipment (over 25k)	83,860	83,860	-
31	9460 - Leasehold Improvements	435,812	435,812	-
32	9470 - Vehicles	22,400	22,400	-
33	9441 - AD - Equipment (over 25k)	(83,860)	(83,860)	-
34	9461 - AD - Leasehold Improvements	(111,716)	(114,750)	3,034
35	9471 - AD - Vehicles	(22,400)	(22,400)	-
36	Total Property & Equipment	324,096	321,063	1,517
37	Total Long-term Assets	324,096	321,063	1,517
38	Total Assets	6,099,102	6,223,731	(124,629)

Making Waves Academy

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6		Year Ending	Month Ending	
7		06/30/2020	08/31/2020	
8		Actual	Actual	Period Diff
39	Liabilities and Net Assets			
40	Liabilities			
41	Short-term Liabilities			
42	Accounts Payable			
43	9500 - Accounts Payable	277,704	74,831	202,873
44	9500.999 - Employee Expense Payables	2,491	-	2,491
45	9520.497 - CC*6315 Chase	6,406	40,407	(34,001)
46	Total Accounts Payable	286,601	115,238	171,363
47	Accrued Liabilities			
48	9601 - Payroll Liabilities	182,675	(8,163)	190,838
49	9602 - Benefits Liabilities	26,493	16,520	9,973
50	9603 - Accrued Paid Time Off Liability	566,539	604,246	(37,707)
51	9620 - Funds Held for Others (Student Groups and Agencies)	23,641	23,641	-
52	9625 - Funds Held for Chromebook	45,652	59,717	(14,065)
53	9630 - Funds Held for Summer Holdback	230,649	25,151	205,498
54	Total Accrued Liabilities	1,075,649	721,113	354,536
55	Notes Payable - Current Portion	2,474,435	-	2,474,435
56	Total Short-term Liabilities	3,836,685	836,351	3,000,334
57	Total Liabilities	3,836,685	836,351	3,000,334
58	Net Assets			
59	Net Assets			
60	9800 - Equity	3,627,835	3,631,165	(3,330)
61	Beginning Net Assets	3,627,835	3,631,165	(3,330)
62	Change In Net Assets	(1,365,418)	1,756,215	(3,121,633)
63	Total Net Assets	2,262,417	5,387,380	(3,124,963)
64	Total Liabilities and Net Assets	6,099,102	6,223,731	(124,629)
65				
66				

MWA Revenue Budget	Budget FY2021	07.01.20 - 08.31.20 - Actuals	07.01.20 - 08.31.20 - Budget	Variance	% Variance	Notes
Revenue						
8011 - State Aid - General Apportionment	6,196,834	288,044	309,842	21,798	7%	
8012 - Prop 30 - Education Protection Account Ent	1,603,576	-	-	-	0%	
8096 - In Lieu of Property Taxes	2,947,857	170,754	223,066	52,312	23%	
8181 - Special Education - Federal	130,920	-	-	-	0%	
8220 - Federal - Child Nutrition Programs	388,741	-	36,833	36,833	100%	
8290 - Federal - Title I - Basic Grant	303,699	-	-	-	0%	
8295 - Federal - Title II - Teacher and Principal Tra	43,560	-	-	-	0%	
8296 - Federal - Title III - LEP	30,205	-	-	-	0%	
8297 - Federal - Title IV, Part A - Student Support	21,972	-	-	-	0%	
8311 - State - Special Education	578,143	61,408	57,814	(3,594)	-6%	
8520 - State - Child Nutrition Programs	25,871	-	3,160	3,160	100%	
8545 - State - School Facilities	1,264,312	-	-	-	0%	
8550 - State - Mandate Block Grant	28,886	-	-	-	0%	
8560 - State - Lottery	216,804	-	-	-	0%	
8590 - State - Other Revenue	-	-	-	-	0%	
8592 - State - After School Program Grant	177,559	-	-	-	0%	
8621 - Local - Parcel Taxes	293,650	-	-	-	0%	
8808 - Realized Gains/Losses on Investments	-	-	-	-	0%	
8809 - Sale of Fixed Assets - Gain or Loss	-	-	-	-	0%	
8810 - Dividend Income	-	-	-	-	0%	
8980 - Contributions - Unrestricted	1,200,000	103,094	6,003	(97,091)	-1617%	\$100K donation from Peter & Suzannah Scully - Unrestricted for FY21
8981 - Scully Related Entity (SRE)	11,539,395	5,500,000	3,000,000	(2,500,000)	-83%	Paycheck Protection Program (PPP) Loan Repayment
8986 - School Supply Fund Donations	6,000	-	-	-	0%	
8988 - In-Kind Donations	9,000	-	-	-	0%	
8990 - Contributions - Restricted	100,000	-	100,000	100,000	100%	Donation went into 8980 - Contribution - Unrestricted
INCO.INC - 8693 CMO Revenue		-	-	-	0%	
Total Revenues	27,106,984	6,123,300	3,736,718	(2,386,582)	-64%	
YTD Revenue Non-SRE						
MWA Non-SRE Revenue						
Total Governmental Revenue	14,252,589	520,206				
Total Grants and non-SRE donations	1,315,000	103,094				
Total external sources of revenue	15,567,589	623,300				
Cumulative Revenues		623,300				
% of FY2021 Annual budget		4%				
Total student count (EOM) - 96% ADA		982				
Governmental revenue/student		\$530				
Grants and non-SRE donations/student		\$105				
Total external revenues per student		\$635				

**Cash Flow Projection
2020-21**

	A	E	F	G	H	I	J	K	L	M	N	O	P
5		Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
6	Descriptions	Jul-20	Aug-20	Sep-20	Oct-19*	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21*	May-21	Jun-21**
40	Beginning Cash	3,112,298	3,220,096	5,141,109	3,529,573	2,316,808	3,756,457	4,250,581	3,305,866	3,038,008	4,141,192	2,617,787	4,048,761
41													
42	Cash In												
43	Government	30,704	489,502	744,472	1,280,063	1,457,202	1,440,799	1,227,752	1,600,357	626,773	811,333	839,550	734,401
44	Donation (Non-SRE)	102,457	637	6,027	86,592	1,330	1,097,484	3,419	3,829	231	788	368	2,370
45	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
46	Making Waves Foundation	-	-	-	-	-	-	-	-	-	-	-	-
47	Request from SRE - Pay Check Protection Program Loan Repayment	2,480,565											
48	SRE	19,435	3,000,000	-	-	2,500,000	-	-	-	2,500,000	-	2,500,000	1,019,960
49	Total Cash In	2,633,161	3,490,139	750,500	1,366,655	3,958,533	2,538,282	1,231,171	1,604,186	3,127,004	812,121	3,339,918	1,756,731
50													
51	Cash Out***												
52	MWA	1,059,342	1,445,915	2,075,590	2,263,825	2,153,229	1,796,427	1,814,452	1,634,828	1,637,999	2,156,477	1,676,682	2,736,298
53	MWAS (Central Office)	179,639	255,127	384,172	447,122	451,914	422,382	432,015	263,780	266,840	267,073	254,261	276,992
54	Pay Check Protection Program Loan Repayment	2,480,565											
55	Total Cash Out	3,719,546	1,701,042	2,459,762	2,710,947	2,605,143	2,218,809	2,246,467	1,898,608	1,904,839	2,423,550	1,930,944	3,013,290
56													
57	Net Change In Cash (In - Out)	(1,086,385)	1,789,097	(1,709,262)	(1,344,292)	1,353,389	319,474	(1,015,295)	(294,422)	1,222,165	(1,611,429)	1,408,974	(1,256,559)
78													
79	Net Change in Cash from Operating Activities	107,798	1,921,013	(1,611,536)	(1,212,764)	1,439,649	494,124	(944,715)	(267,858)	1,103,184	(1,523,406)	1,430,974	(1,234,559)
80													
81	Ending Cash	3,220,096	5,141,109	3,529,573	2,316,808	3,756,457	4,250,581	3,305,866	3,038,008	4,141,192	2,617,787	4,048,761	2,814,202
82													
86													
87													
88	Date Needed		8/26/2020										
89													
90	Notes:												
91	*Three payrolls Funded												
92													
93	** June funding estimate is based on Board approved budget in June 2021 and likely to change according to actuals.												
94													
95	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)												

Coversheet

ASB Written Update

Section: II. Standing Reports
Item: H. ASB Written Update
Purpose: FYI
Submitted by: Melissa Macho
Related Material: ASB Board Report - October 2020.pptx

BACKGROUND:
ASB update from President and Vice President.

Making Waves Academy

ASB Board Report

October 2020





Successes

- ASB videos are now complete for our community
 - All videos are translated - English/Spanish
- ASB Quarterly Meeting with with Mr. Nelson
- Being able to adapt to distance learning and changes that go along with it
- The “Zoom Bombing” that was apparent at the beginning of school seem to be taken care of!



Challenges

- Community building while distance learning
 - Students not turning their camera on - no access to virtual backgrounds
- Student resources - access, feeling empowered to seek them out
 - mental health services
 - tutoring or extra support for all students
- Communication
 - Reminding students the importance of checking their emails
- “Zoom Bombing” at the start of school



Priorities

- Student resource webpage
 - Staff Directory - who should you reach out to and what is their email?
 - Club information
 - Important updates
- Finding ways to promote community and togetherness
- Spirit Week
 - Themes and advisory activities



Thank You

Coversheet

School Site Council (SSC) Update

Section: II. Standing Reports
Item: I. School Site Council (SSC) Update
Purpose: FYI
Submitted by: Evangelia Ward-Jackson

BACKGROUND:
Ms. Brown, President of the School Site Counsel will provide an update on the launch of School Site Counsel priorities and engagement for the 2020-21 school year.

Coversheet

Standing School Reopening Update

Section: III. Non-Action Items
Item: B. Standing School Reopening Update
Purpose: Discuss
Submitted by: Evangelia Ward-Jackson
Related Material: Pre-Reading_Blueprint for Safer Economy and Equity Metric (4).pptx
Markers for Phased-in Approach to On-site Learning_v10.9.20.pdf

BACKGROUND:

The attached documents offer some background information regarding the most updated state requirements and the associated impact on our school relaunch plan. Additionally an adjusted copy of our markers for the phased-in approach is attached.

RECOMMENDATION:

Please consider the attached pre-reading. In our short time on this non-action item, I would like to provide highlights and engage any questions and/or feedback.

Making Waves Academy

School Relaunch Update





Blueprint for a Safer Economy

Blueprint for Safer Economy refers to the states criteria for loosening and tightening restrictions on activities. This is often referred to as “the color tier system.”

Data Points Used to determine tiers:

1. Case Rate
2. Test Positivity
3. Equity Metric (implemented on 10/6/20)



Equity Metric

Starting on October 6, 2020 there is a new health equity metric which will be used, along with the other metrics, to determine the county's tier.

Purpose: To address the significant differences in test positivity among more and less advantaged neighborhoods, with these differences often also overlapping with race and likelihood of employment as essential workers.



Equity Metric

Going forward: In order to move to a less restrictive tier, counties with a population of greater than 106,000, must either:

- **Meet the Equity Metric:** Ensure that the test positivity rates in its most disadvantaged neighborhoods do not significantly lag behind its overall county test positivity rate

OR

- **Have Targeted Investments:** Submit a plan that (1) defines its disproportionately impacted populations, (2) specifies the percent of its COVID-19 cases in these populations, and (3) shows that it plans to invest Epidemiology and Laboratory Capacity for Prevention and Control of Emerging Infectious Diseases



Equity Metric

What does this mean?

- As of 10/6/20, Contra Costa is in the red tier and if on 10/13/20 it remains in the red tier, schools may begin reopening.
- However, when looking at surrounding neighborhoods, specifically Richmond, San Pablo and El Sobrante, the criteria for the red tier is lagging behind other cities within the county.
- Had the equity metric been in place two weeks ago, or if the equity metric was used to move counties backward in the tier system, Contra Costa, as a whole, would actually still be in the purple tier.



Equity Metric

What does this mean for MWA?

- Phase 1b and Phase 2 markers have been updated to reflect West County meeting the criteria for the red tier, rather than using county wide data.

Rationale: If the equity metric was implemented sooner, Contra Costa would still be classified as purple and currently the cities with the greatest cases and positivity rates are the ones where the majority of our community resides.



Markers for Phased-in Approach to On-site Learning

2020-21

MWA's markers toward on-site learning is grounded in the belief that we must be prepared for multiple scenarios for learning and be flexible enough to move between them quickly while optimizing for *safety, rigorous instruction, and social-emotional well-being.*

This document explains the markers and conditions by which Making Waves Academy transitions from one phase of our school relaunch plan to the next.

At any time, we may return to distance learning if the markers of Phase 1 are met.

WIDESPREAD Most non-essential indoor business operations are closed.	More than 7 Daily new cases (per 100k)	More than 8% Positive tests
SUBSTANTIAL Some non-essential indoor business operations are closed.	4-7 Daily new cases (per 100k)	5-8% Positive tests
MODERATE Some business operations are open with modifications.	1-3.9 Daily new cases (per 100k)	2-4.9% Positive tests
MINIMAL Most business operations are open with modifications.	Less than 1 Daily new cases (per 100k)	Less than 2% Positive tests

1

100% DISTANCE LEARNING

- County is in the **PURPLE** category
- There's a student or staff Covid-19 related death
- Insufficient staffing available
- State 5% rule is triggered

1b

LIMITED OUTDOOR ATHLETICS & FACULTY ON-SITE

- West Contra Costa County is in **RED** category or better
- Local equity measures are met
- Completed training & signed agreements on MWA safety protocols & consequences
- Conditions for hosting on-site athletics are in effect

2

LIMITED ON-SITE ENGAGEMENT

- West Contra Costa County is in **RED** category or better
- Internal & external facilities outfitted for safety; sanitation protocols in effect
- Completed safety & emergency training for all staff & students
- Minimum staffing to operate safely is met

3

HYBRID MODEL

- West Contra Costa County is at **ORANGE** or better
- Confident liability risk is not unacceptably high
- Covid-19 testing schedule, and daily questionnaire ready to go
- Parent/ guardian agreements are signed
- Minimum staffing to operate safely is met

4

FULL ON-SITE LEARNING

- State and county clearance met to reopen schools fully
- Academy Board resolution to reopen

Coversheet

Board Minutes: September 10, 2020 Board Meeting

Section: IV. Action Items
Item: A. Board Minutes: September 10, 2020 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for September Board Meeting on September 10, 2020

APPROVED



Making Waves Academy

Minutes

September Board Meeting

Date and Time

Thursday September 10, 2020 at 10:30 AM

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/84775481330?pwd=eExrVXhCNkFiZTlXWTdESGkvTGJVZz09>

Passcode: 637777

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 669 900 6833

Webinar ID: 847 7548 1330

Passcode: 637777

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Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Elizabeth Martinez at emartinez@mwacademy.org or 510-227-9856.

In accordance with Executive Order N-25-20 in the State of California, we will be hosting this board meeting via teleconference.

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment, members of the public may
 - Comment on items on the agenda
 - Comment on items not on the agenda
 - ***Presentations are limited to two minutes each***, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- ***While meetings are held virtually, speakers must submit a request to speak before 9:00 AM on the day of the board meeting.***
 - *To submit your public comment, **send your full public comment in email to emartinez@mwacademy.org** in English or Spanish.*
 - *Your submission should indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).*
 - *All submitted public comments will be read out loud during the board meeting.*
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/legal guardian wishes a name be included, one must inform the board prior to their public comment.

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Please note that all agenda times are estimates.

[CLICK HERE to access agenda in Spanish](#)

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Directors Present

Alicia Klein (remote), Esther Hugo (remote), Jessica Laughlin (remote), Margaret Watson (remote), Maricela Navarro (remote)

Directors Absent

Burak Gursel, Daryle Morgan, Layla Naranjo

Guests Present

Alton B. Nelson Jr. (remote), Elizabeth Martinez (remote), Evangelia Ward-Jackson (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Sep 10, 2020 at 10:38 AM.

B. Record Attendance and Guests

C. Public Comment

Two public comments were made, one comment was made by MWA parent, Petronila Fernandes who requested that her name be reflected in the minutes.

D. Closed Session

Board adjourned to closed session, no action was taken.

II. Standing Reports

A. Compliance to Excellence: Remarks by Board President

Board acknowledged the efforts that MWA put towards perfecting distance learning so that we could do it well.

B. Mission Connection: Insight on Phased School Reopening

Board viewed video reflections from a parent, teacher and students about their experience coming back to school virtually.

C. Deep Dive: School Reopening Plans

Board engaged in a discussion with Discussion with: Alton B. Nelson Jr., Chief Executive Officer, Elizabeth Martinez, Chief of Staff, and Dr. Evangelia Ward-Jackson, Senior School Director about the school relaunch plans and phases. Specific topics covered were:

- Markers that will be used to move in between phases.
- Phased approach towards in-person learning.

Senior School Director reviewed the document titled, Markers for Phased-In Approach to On-Site Learning.

D. Senior School Director Written Report

Board asked questions about the Senior School Director Report which provided an overview of the school year's launch and the Deans' Office approach during distance learning.

E. CEO Report

Board asked questions about the CEO Report.

F. Chief of Staff and Acting Director of Human Resources Report

Board asked questions about the Chief of Staff and Acting Director of Human Resources Report.

G. Q&A on Written Finance Report (CFO)

CFO, Wallace Wei gave an update on the enrollment growth cap which has been lifted after a bill passed last week.

No questions were asked about the CFO report.

H. ASB Written Update

Student Activities Coordinator provided an update on student elections.

III. Non-Action Items

A. Committee and Advisory Committee Updates

Jess Laughlin provided an update on the Diversity, Equity and Inclusion committee.

B. Building a Virtual School: An IT Perspective

Board engaged in discussion with:

- Carmen Velarde, Compliance and Data Systems Administrator
- Athena Draper, Director of IT
- Michael Williams, Director of Applied Technology

Topics covered were new learnings, challenges, and priorities involved in building a virtual school.

C. Learning Continuity and Attendance Plan Public Hearing

- No public comment was made.

- Board engaged in discussion with the Senior School Director, the Senior Director of Academic Instruction, and the Director of the Holistic Support Services Center.

IV. Action Items

A. Board Minutes: June 18, 2020 Board Meeting

Jessica Laughlin made a motion to approve the minutes from June Board Meeting on 06-18-20.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Jessica Laughlin	Aye
Alicia Klein	Aye
Layla Naranjo	Absent
Esther Hugo	Aye
Burak Gursel	Absent
Margaret Watson	Aye
Maricela Navarro	Aye
Daryle Morgan	Absent

B. Accept Minutes for Committees and Advisory Committees

Esther Hugo made a motion to accept the committee and advisory committee minutes.

Maricela Navarro seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Jessica Laughlin	Aye
Maricela Navarro	Aye
Burak Gursel	Absent
Layla Naranjo	Absent
Esther Hugo	Aye
Daryle Morgan	Absent
Margaret Watson	Aye
Alicia Klein	Aye

C. Approve Minutes for Special Board Meetings

Margaret Watson made a motion to approve the minutes from Special Board Meeting on 04-09-20.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Margaret Watson	Aye
Jessica Laughlin	Aye
Esther Hugo	Aye

Roll Call

Alicia Klein Aye
Maricela Navarro Aye
Daryle Morgan Absent
Burak Gursel Absent
Layla Naranjo Absent

D. Approve Minutes for Special Board Meetings

Margaret Watson made a motion to approve the minutes from Special Board Meeting on 04-15-20.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Burak Gursel Absent
Jessica Laughlin Aye
Esther Hugo Aye
Maricela Navarro Aye
Layla Naranjo Absent
Alicia Klein Aye
Daryle Morgan Absent
Margaret Watson Aye

E. Approve Minutes for Special Board Meetings

Margaret Watson made a motion to approve the minutes from Special Board Meeting on 04-29-20.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Layla Naranjo Absent
Alicia Klein Aye
Maricela Navarro Aye
Esther Hugo Aye
Jessica Laughlin Aye
Daryle Morgan Absent
Burak Gursel Absent
Margaret Watson Aye

F. Approve Minutes for Special Board Meetings

Margaret Watson made a motion to approve the minutes from Special Board Meeting on 07-07-20.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Jessica Laughlin Aye
Esther Hugo Aye
Burak Gursel Absent
Margaret Watson Aye
Maricela Navarro Aye
Daryle Morgan Absent
Layla Naranjo Absent
Alicia Klein Aye

G. Approve Minutes for Special Board Meetings

Margaret Watson made a motion to approve the minutes from Special Board Meeting on 07-23-20.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Jessica Laughlin Aye
Daryle Morgan Absent
Maricela Navarro Aye
Layla Naranjo Absent
Esther Hugo Aye
Alicia Klein Aye
Burak Gursel Absent
Margaret Watson Aye

H. Unaudited Actuals

Jessica Laughlin made a motion to approve the unaudited actuals.

Maricela Navarro seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Daryle Morgan Absent
Layla Naranjo Absent
Jessica Laughlin Aye
Alicia Klein Aye
Esther Hugo Aye
Maricela Navarro Aye
Burak Gursel Absent
Margaret Watson Aye

I. Set Special Board Meeting Date: Learning Continuity and Attendance Plan Hearing Part 2

Meeting is set for September 24th, 2020, 12:30-1:00 PM.

J.

Cross Country Ed Contract

Esther Hugo made a motion to approve the Cross Country Ed Contract.

Maricela Navarro seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Maricela Navarro	Aye
Burak Gursel	Absent
Daryle Morgan	Absent
Alicia Klein	Aye
Esther Hugo	Aye
Margaret Watson	Aye
Layla Naranjo	Absent
Jessica Laughlin	Aye

K. Declaration of Need for Certificated Employees

Margaret Watson made a motion to assign E. Martinez as the designee to file the Declaration of Need.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Alicia Klein	Aye
Layla Naranjo	Absent
Jessica Laughlin	Aye
Margaret Watson	Aye
Burak Gursel	Absent
Daryle Morgan	Absent
Esther Hugo	Aye
Maricela Navarro	Aye

L. Education Protection Account (EPA)

Maricela Navarro made a motion to approve the EPA.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Aye
Daryle Morgan	Absent
Maricela Navarro	Aye
Burak Gursel	Absent
Jessica Laughlin	Aye
Margaret Watson	Aye
Layla Naranjo	Absent
Alicia Klein	Aye

M.

T-Mobile Hotspots

Jessica Laughlin made a motion to approve the T-Mobile Hotspots.

Margaret Watson seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Esther Hugo	Aye
Burak Gursel	Absent
Margaret Watson	Aye
Layla Naranjo	Absent
Daryle Morgan	Absent
Jessica Laughlin	Aye
Alicia Klein	Aye
Maricela Navarro	Aye

N. Vendor Invoices (May 2020 – July 2020)

Margaret Watson made a motion to approve vendor invoices.

Maricela Navarro seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Daryle Morgan	Absent
Maricela Navarro	Aye
Jessica Laughlin	Aye
Margaret Watson	Aye
Esther Hugo	Aye
Burak Gursel	Absent
Alicia Klein	Aye
Layla Naranjo	Absent

V. Consent Action Items

A. Consent Item Votes

Jessica Laughlin made a motion to approve consent items with a fiscal impact of \$61,539.

Esther Hugo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Jessica Laughlin	Aye
Margaret Watson	Aye
Burak Gursel	Absent
Maricela Navarro	Aye
Daryle Morgan	Absent
Layla Naranjo	Absent
Esther Hugo	Aye
Alicia Klein	Aye

B. CircleUp Ed Renewal

C. Newsela Renewal

D. Microsoft License Renewal

VI. Discussion Items

A. Appreciations by the Board of Directors

Board and school leaders shared appreciations.

VII. Closing Items

A. Schedule of Board of Directors Meetings 2020-2021

Regular Board Meetings

- October 15, 2020
- December 10, 2020
- February 4, 2021
- March 11, 2021
- May 6, 2021
- June 17, 2021

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:46 PM.

Respectfully Submitted,
Elizabeth Martinez

Coversheet

Approve Minutes for Special Board Meetings

Section: IV. Action Items
Item: C. Approve Minutes for Special Board Meetings
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on September 24, 2020

APPROVED



Making Waves Academy

Minutes

Special Board Meeting

Date and Time

Thursday September 24, 2020 at 12:30 PM

Location

<https://mwacademy.zoom.us/j/83686463392?pwd=cTNUZFcwYWY4NmRDUmRZek5oRXIzZz09>

Passcode: 690454

Or iPhone one-tap :

US: +16699006833,,83686463392#,,,,,0#,,690454# or
+12532158782,,83686463392#,,,,,0#,,690454#

Or Telephone:

US: +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 929 436 2866 or +1 301
715 8592 or +1 312 626 6799

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Directors Present

Alicia Klein (remote), Burak Gursel (remote), Esther Hugo (remote), Layla Naranjo (remote), Margaret Watson (remote)

Directors Absent

Daryle Morgan, Jessica Laughlin, Maricela Navarro

Guests Present

Alton B. Nelson Jr. (remote), Ashley Yarbrough (remote), Evangelia Ward-Jackson (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Sep 24, 2020 at 12:30 PM.

B. Record Attendance and Guests

C. Public Comment

No public comments were made.

II. Non-Action Items

A. Learning Continuity and Attendance Plan Public Hearing

Making Waves Academy CEO (Alton B. Nelson Jr.) and Senior School Director (Evangelia Ward-Jackson) introduce the second hearing for the Learning and Attendance Continuity Plan (LCP).

Senior School Director provided an overview of the edits made following the first hearing on September 10, 2020.

No public comments were made regarding the LCP.

III. Action Items

A. Adoption of the Learning Continuity and Attendance Plan

Esther Hugo made a motion to adopt the Learning and Attendance Continuity Plan.

Burak Gursel seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Alicia Klein	Aye
Jessica Laughlin	Absent
Margaret Watson	Aye
Burak Gursel	Aye
Maricela Navarro	Absent
Layla Naranjo	Aye
Daryle Morgan	Absent
Esther Hugo	Aye

B. Alliant Memorandum of Understanding (MOU)

Margaret Watson made a motion to approve the Alliant MOU.

Layla Naranjo seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

Maricela Navarro Absent

Daryle Morgan Absent

Alicia Klein Aye

Esther Hugo Aye

Burak Gursel Aye

Margaret Watson Aye

Layla Naranjo Aye

Jessica Laughlin Absent

IV. Closing Items

A. Schedule of Board of Directors Meetings 2020-2021

Remaining Regular Board Meeting Schedule for 2020-2021

- October 15, 2020
- December 10, 2020
- February 4, 2021
- March 11, 2021
- May 6, 2021
- June 17, 2021

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:00 PM.

Respectfully Submitted,
Ashley Yarbrough

Coversheet

Declaration of Need for Certificated Employees

Section: IV. Action Items
Item: D. Declaration of Need for Certificated Employees
Purpose: Vote
Submitted by: Elizabeth Martinez

BACKGROUND:

A Certificate of Completion of Staff Development Waiver for Education Code section 44253.3, when held in conjunction with a teaching credential specified in Education Code section 44253.11(a), allows the holder to instruct English Learners via Specially Designed Academic Instruction in English (SDAIE) in the subject and grade authorized by the teacher's credential.

RECOMMENDATION:

We recommend the board designates Fe Campbell, Assistant Director of Human Resources to apply fo a Certificate of Completion of Staff Development Waiver for the 2020-2021 school year for one teacher.

Coversheet

2020-21 Consolidate Application and Report System (CARS) for Funding

Section: IV. Action Items
Item: E. 2020-21 Consolidate Application and Report System (CARS) for Funding
Purpose: Vote
Submitted by: Hung Mai
Related Material: 2020-21 Application for Funding.pdf

BACKGROUND:

The Consolidated Application Report System (CARS) is the vehicle used by the California Department of Education to gather routine school data regarding categorical programs and compliance with Federal requirements. The CARS includes basic information about student demographics which is used to report and calculate state and federal allocations for Title I, Title II, Title III, and Title IV.

RECOMMENDATION:

To review and approve the 2020-21 Application for Funding Fiscal Impact: None

Making Waves Academy (07 10074 0114470)

Status: Certified
 Saved by: Alton Nelson
 Date: 8/12/2020 10:11 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/18/2020
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Aurelio Garcia
DELAC review date	05/03/2020
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.makingwavesacademy.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Making Waves Academy (07 10074 0114470)

Status: Certified
Saved by: Alton Nelson
Date: 8/12/2020 10:11 AM

2020-21 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
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*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

MicroCollege Memorandum of Understanding (MOU)

Section: IV. Action Items
Item: F. MicroCollege Memorandum of Understanding (MOU)
Purpose: Vote
Submitted by:
Related Material: MicroCollege MOU Cover Letter for MWA Board Mtg_OCT 2020.pdf
MicroCollege MOU_MWA_OCT 2020.pdf

Cover Letter

MicroCollege (Honors Pathway) Memorandum of Understanding (MOU)

WHAT

We operate college pathway programs for low-income, college-bound students who are college-capable but not yet college-ready. We enable students to complete up to two years of college classes at no cost and provide them intensive coaching and support until they earn their college degrees and begin professional careers.

Since 2017, we have partnered with public high schools throughout Northern California and are developing a national consortium of sponsor universities to support our expansion. (<https://honorspathway.org/>)

SO WHAT

Data from the CAP program suggests that our Wave-Makers who attend community colleges and some of the CSU campuses are not persisting, transferring (to four-year colleges), and graduating at the same rates as our students attending the UC schools and private colleges.

The MicroCollege Honors Pathway program is an opportunity for us to pilot additional post-secondary programming pathways for our Wave-Makers. It allows them to continue to pursue an appropriately challenging post-secondary pathway that is aligned with the dreams they have for themselves and their career aspirations.

On average, students enrolling in this program have a cumulative GPA of 1.9. This GPA is consistent with less than 10%-15% of our senior classes, historically. In addition, about 15%-25% of our senior classes are on a continuum between “college-eligible” and “college ready”, choosing to attend either a community college, a CSU, or vocational certification program.

This is an opportunity for a small percentage of our senior classes to receive additional support in pursuing and achieving college success.

NOW WHAT

- Signing the MOU has no fiscal impact for MWA.
- In summary, we are asked to make our seniors available to share the details of the program and work with them on their FAFSA and financial aid applications.
- CAP has verbally agreed to amend the entrance requirements to allow MWA alumni who participate in the Honors Pathway program to still be able to participate in the CAP program later on.

MICROCOLLEGE PROGRAM MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (“**MOU**”) is entered into on October 15, 2020 by and between **Making Waves Academy** located at 4123 Lakeside Drive, Richmond, CA 94906 (“**Charter**”) and **Honors Pathway, PBC**, a Delaware Public Benefits Corporation (“**HP**”) located at 1111 Broadway, 3rd Floor, Oakland, CA 94607. HP and Charter are referred to collectively in this MOU as the “**Parties**” and individually as a “**Party**.”

RECITALS

WHEREAS the Parties share the mission of significantly increasing college completion rates for low-income and underprepared high school graduates;

WHEREAS HP entered into a MicroCollege Program Management Agreement dated July 2, 2018 with William Jessup University (“**University**”) pursuant to which University and HP agreed to collaborate to offer University certificate and two-year degree programs that are (a) taught in a small class setting with intensive support, (b) designed to prepare low-income and academically vulnerable students for success in four year college degree programs and professional careers, and (c) have reduced tuition requiring no out-of-pocket cost to low-income students or families (“**MicroCollege Programs**” or “**Programs**”);

WHEREAS HP and University have determined that MicroCollege Programs may only be offered in collaboration with public high schools where high school staff assist HP and University in identifying students who hope to earn a college degree, need additional support to transition successfully college, and will benefit from participation in MicroCollege Programs;

WHEREAS Charter has determined that some of its current students would benefit from the opportunity to participate in MicroCollege Programs after graduating from high school (“**Students**”);

AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises herein set forth and other valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE 1

1. **Program Awareness.** Charter and/or its high schools will use reasonable efforts to ensure that high school seniors enrolled at high schools operated by Charter and their parents or guardians are aware of the Program and its potential benefits. Specifically, Charter agrees that each high school operated by Charter shall (a) host one or more student assemblies for seniors during the fall of the senior year where Program Staff can discuss the benefits of the Program with students and (b) schedule one or more information sessions where Program Staff can discuss the Program with parents and guardians who are interested in learning about the

Program.

2. **Financial Aid Support for High School Seniors.** As part of its admission process, HP conducts mandatory financial aid support workshops and provides financial aid follow up support (as needed) for prospective students and their parents or guardians to assist them with completing the FAFSA (“FAFSA Support”). HP agrees to make FAFSA Support available to all students at high schools operated by Charter. Further, HP agrees that FAFSA Support will be offered at no cost to high schools operated by Charter, students and families.

3. **Program Admission Process.** The Parties further agree that for prospective students to be admitted into the Program, they must (a) complete a short application, (b) have their high school transcript and records reviewed by HP and University, (c) attend a FAFSA workshop, and (d) be recommended for admission to the Program by Charter staff. Charter understands that, unlike traditional college degree and certificate programs, preference for admission to MicroCollege Programs will be given to lower performing high school students who can benefit from Programs. For clarity, to the extent the number of applicants to the Program exceeds the number of available slots, HP and University reserve the right to prioritize for admission students with the greatest academic need and who would benefit most from the Program.

4. **Staff Training and Activities outside of the Regular Workday.** The Parties agree that HP may host MicroCollege-related activities outside of the regular school day that may be attended by Charter personnel (e.g., family information sessions). The Parties acknowledge that Charter personnel are not obligated to participate in these activities and any participation by Charter personnel will be on a voluntary basis. Notwithstanding the foregoing, HP agrees to provide training for Charter personnel on implementing the MicroCollege program at least annually. HP agrees that it shall pay Charter personnel directly for any training that occurs outside of their regular workday. In addition, HP shall pay Charter personnel for any Program-related activities (e.g., attendance at evening and weekend information sessions or other events) that occur outside of the regular workday. In addition, HP agrees that, at least annually, it will offer professional development opportunities for Charter personnel to learn about best practices related to the postsecondary transition of high school students, in general, and to share information, best practices, and learnings with personnel from other high schools that offer MicroCollege to their student.

5. **No Cost to Low-Income Students.** HP acknowledges that low-income students who participate in the Program will have their University tuition reduced to the amount of federal and state aid, grants and scholarships available to the Students (“Program Tuition”). Further, HP acknowledges that Program Tuition includes the cost of all required books and course material along with a laptop computer for use during the Program. Since the mission of the Program is to help low-income students successfully transition to college, HP and University reserve the right to restrict admission to the Program to low-income students eligible for federal and state aid.

6. **No Statement of Faith.** Although University is a faith-based institution, the Parties

acknowledge that MicroCollege Programs are secular, the goal of which are to increase college completion rates for students from traditionally underserved communities regardless of their religious affiliation. Consequently, HP acknowledges that students and faculty may participate in the Program without regard to their religious affiliation and University will not require Students or Faculty to acknowledge or reveal their religious affiliation, including requiring them to sign a statement of faith or community covenant.

7. **Costs and Expenses.** Each Party shall be responsible for its own costs and expenses incurred in connection with the implementation and administration of the Program.

8. **Term and Termination.** Subject to the termination provisions outline below, this agreement shall remain in effect until June 30, 2025.

9. **Notices.** Any notices or other communications required or permitted hereunder shall be sufficiently given if in writing and delivered by mail addressed as follows:

If to Honors Pathway, at:

Eugene V. Wade, Jr.
Honors Pathway, PBC
1111 Broadway, 3rd Fl
Oakland, CA 94607
gene@honorspathway.org

If to Charter, at:

SUPERINTENDENT
CHARTER NAME
ADDRESS
CITY, STATE
EMAIL ADDRESS

10. **Entire Understanding.** This Agreement constitutes the entire agreement of the Parties concerning the subject matter hereof and except as specifically provided herein may not be modified or amended except by written agreement of all of the Parties.

11. **Applicable Law.** The laws of the State of California shall govern the construction, interpretation and enforcement of this Agreement.

12. **Entirety of Agreement.** This Agreement represents the entire Agreement between the Parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

13. **Severability.** Should any portion of this Agreement be judicially determined to be illegal or unenforceable, the remainder of the Agreement shall continue in full force and effect, and either Party may renegotiate the terms affected by the severance.

IN WITNESS WHEREOF, the Parties hereto execute this Agreement effective the day and year first above written.

CHARTER

HONORS PATHWAY, PBC

By: _____
(Signature)

Name: Alton B. Nelson, Jr.
Its: Chief Executive Officer

By: _____
(Signature)

Name: Eugene V. Wade, Jr.
Its: Chief Executive Officer

Coversheet

Finalsite Renewal Contract

Section: V. Consent Action Items
Item: A. Finalsite Renewal Contract
Purpose: Vote
Submitted by:
Related Material: Making Waves Academy - Renewal Finalsite (6).pdf



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

* Indicates products added

[x] Indicates products removed

CMS	
Finalsite Composer	

CMS	
High Performance, Reliable Google Cloud Hosting, Security Services and CDN	

Networking & Hosting	
Cloud Storage 25 GB	Data Uploads (2)

Data Integration	
Integration: PowerSchool	LDAP/Active Directory/ADFS Authentication

Modules	
Athletics Manager	Blogs - Unlimited
Calendar Manager	Forms Manager - Unlimited Forms
Forms Plus	Messages
Page Pops	Posts - 20 Boards
Resources	

Portals & Directories	
Faculty & Staff Role / Portal - Unlimited Users	Parents Role / Portal - Unlimited Users
Student Role / Portal - Unlimited Users	

Training & Support	
Group Webinar Training	On Demand Videos/Knowledge Base
Support Plan - Standard	



The above products, to include but not limited to (modules, integration, design and consulting) will be billed upon contract signature.

Finalsite Support Plan:

Standard

- Standard Ticket Routing for all non-critical tickets
- 24/7 support for critical issues via ticketing system, email ticket, or voicemail ticket
- Phone Support available by scheduled callback request only (24 calls per year)
- Unlimited access to all Knowledgebase articles, help videos, and self-guided training materials
- CommunityVoice user community access

Special Provisions:

The following special provisions supersede the Master Terms and Agreements referenced above and within this agreement:

- Waiving Year 1 % increase

25.01 Master Terms:

25.01 Finalsite shall defend, indemnify and hold Customer and Customer's officers, directors, employees, Authorizer, and agents harmless from and against any and all claims, costs, damages, losses, liabilities and expenses (including reasonable attorneys' fees and costs) arising out of or in connection with (i) any breach of the Finalsite warranties set forth in this Agreement; and/or (ii) any claim by a third party alleging that the Web Services directly infringe a U.S. copyright, a U.S. patent issued as of the Effective Date, or a U.S. registered trademark of a third party; provided that Customer shall (a) promptly give written notice of such claim to Finalsite; (b) give Finalsite sole control of the defense and settlement of such claim; and (c) promptly provide to Finalsite all available information and assistance reasonably requested by Finalsite in defending such claim. Finalsite shall have no indemnification obligation, and Customer shall defend, indemnify and hold Finalsite and its officers, directors, employees, attorneys and agents harmless from and against any and all third party claims arising from any alleged infringement of any third party intellectual property rights arising from the combination of any Web Services with any of Customer's products, service, content, web service, hardware and/or business process(s).



Making Waves Academy
 Created By: Kyle Gresh
 Renewal
 10/8/2020
 Proposal Valid for 30 days

Application Services Subscriptions Costs:

Total Cost/Year during the Initial Term of this Order, subject to adjustment for any renewal term as provided below.

Total Setup Cost (USD)
\$ 0

Prior Year Annual: \$ 15,500
Maintenance Rate Increase: 3%

Schedule	Amount
Period 1 - Nov 02 2020	\$ 15,500
Period 2 - Nov 02 2021	\$ 15,970
Period 3 - Nov 02 2022	\$ 16,450



B. Additional Terms

1. **Initial Term:** Unless otherwise specified in the Special Provisions above, the Initial Term shall be [3] years
2. Unless otherwise specified in the Special Provisions above, this Order Form shall be renewed automatically for successive periods of (3) years (each a “Renewal Term”) after the expiration of the Initial Term and any subsequent Renewal Term, unless Client provides AIT, or AIT provides Client, with a written notice to the contrary thirty (30) days prior to the end of the Initial Term or Renewal Term, as applicable.
3. **Effective Date:** Upon execution of this Order.
4. AIT standard maintenance and support is included in the subscription fees for Application Services set forth in this Order.
5. All Upgrades and Updates to the Application Services are included in the subscription fees for Application Services set forth in this Order.
6. Fees shall be subject to increase upon notice by AIT for any renewal term, provided that any annual increase in fees shall be limited to the greater of 6% or the increase in US CPI.

C. Payment Terms

1. 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.
2. Client shall be invoiced for amounts due in respect of the first year of the Initial Term upon execution of this Order Form.
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
Signature
Name (printed)
Title (printed)
Date

Active Internet Technologies (“AIT”)
Signature
Name (printed)
Title (printed)
Date



D. 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

DocuSign Renewal Contract

Section: V. Consent Action Items
Item: B. DocuSign Renewal Contract
Purpose: Vote
Submitted by:
Related Material: Making Waves Academy - Renewal Order Form.pdf



DocuSign, Inc.
 221 Main Street, Suite 1000
 San Francisco, CA 94105

Offer Valid Through: Oct 25, 2020
Prepared By: Tucker Minor
Quote Number: Q-00494086

ORDER FORM

Address Information

Bill To:

Making Waves Academy
 4123 Lakeside Drive,
 Richmond, CA, 94806
 United States

Ship To:

Making Waves Academy
 4123 Lakeside Drive,
 Richmond, CA, 94806
 United States

Billing Contact Name:

Fe Campbell

Billing Email Address:

fcampbell@mwacademy.org

Billing Phone:

510-779-1423

Shipping Contact Name:

Christine Godfrey

Shipping Email Address:

cgodfrey@mwacademy.org

Shipping Phone:

Order Details

Order Start Date: Sep 27, 2020

Order End Date: Jun 26, 2021

Billing Frequency: Annual

Payment Method: Check

Payment Terms: Net 30

Currency: USD

Products

Product Name	Start Date	End Date	Quantity	Net Price
eSignature Business Pro Edition - Envelope Subs.	Sep 27, 2020	Jun 26, 2021	2,335	\$8,406.08
Premier Support	Sep 27, 2020	Jun 26, 2021	1	\$1,260.92
DocuSign Retrieve	Sep 27, 2020	Jun 26, 2021	1	\$2,250.00

Grand Total: \$11,917.00

Product Details

eSignature Envelope Allowance: 2,335

Overage/Usage Fees

eSignature Business Pro Edition - Envelope Subs. (Per Transaction): \$5.80

Order Special Terms

Terms & Conditions

This Order Form is governed by the terms Master Services Agreement available online at: <https://www.docusign.com/company/terms-and-conditions/msa> and the applicable Service Schedule(s) and Attachments for the DocuSign Services described herein available online at <https://www.docusign.com/company/terms-and-conditions/msa-service-schedules>.

Billing Information

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.

Is the contracting entity exempt from sales tax?

Please select Yes or No:

If yes, please send the required tax exemption documents immediately to taxexempt@docusign.com.

Invoices for this order will be emailed automatically from invoicing@docusign.com. Please make sure this email is on an approved setting or safe senders list so notifications do not go to a junk folder or caught in a spam filter.

Purchase Order Information

Is a Purchase Order (PO) required for the purchase or payment of the products on this Order Form?

Please select Yes or No:

If yes, please complete the following:

PO Number:

PO Amount: \$

By signing this Agreement, I certify that I am authorized to sign on behalf of the Customer and agree to the Terms and Conditions of this Order Form and any documents incorporated herein.

Customer

Signature:

Name:

Job Title:

Date:

**DocuSign,
Inc.**

Signature:

Name:

Job Title:

Date:

Coversheet

Lexia Renewal Contract

Section: V. Consent Action Items
Item: C. Lexia Renewal Contract
Purpose: Vote
Submitted by:
Related Material: Making Waves Academy_Lexia Renewal_10.8.2020.pdf



Lexia Reading Student Seat Renewal for Making Waves Academy - Middle School & Upper School

Site ID: 8980-8653-8792-3298

Site Admin: Damon Edwards; dedwards@mwacademy.org

Pricing valid through **December 15, 2020** | Future pricing subject to change

Your current Lexia Reading Core5 annual renewal is due before 9/30/2020 or your licenses will expire.

~~July 29, 2020~~

revised October 8, 2020

Damon Edwards, IT & Purchasing
Making Waves Middle School
Richmond, CA 94806

MIDDLE SCHOOL - Site License Subscription	Standard	Renewal
<i>Including Site Success Partnership (SSP)</i>		
<input type="checkbox"/> 1-year renewal subscription/site	\$12,500	\$11,900
<input type="checkbox"/> 2-year renewal subscription/site	\$25,000	\$22,000 <i>(\$11,000/site/year*)</i>
<input type="checkbox"/> 3-year renewal subscription/site	\$36,000	\$30,000 <i>(\$10,000/site/year*)</i>

**Multi-year pricing is for up-front purchases only for the full amount. Full payment is due in 2020.*

UPPER SCHOOL Lexia Student Seat Licenses	Standard	Renewal - Waive SSP
<i>WAIVE Site Success Partnership (SSP)</i>		
<input type="checkbox"/> 1-year 66 licenses @\$40 each	\$6,140	\$2,640
<input type="checkbox"/> 2-year 66 licenses @\$74 each	\$11,884	\$4,884 <i>(\$2,442/year*)</i>
<input type="checkbox"/> 3-year 66 licenses @\$102 each	\$17,232	\$6,732 <i>(\$2,244/year*)</i>

**Multi-year pricing is for up-front purchases only for the full amount. Full payment is due in 2020*

Please Confirm Subscription Total Here -- Middle & Upper Schools: \$ _____

Subscriptions start as of receipt of purchase order, will be invoiced for the full subscription period and terminate at the end of the contracted period. All associated services will terminate on the subscription termination date. At the end of the service period there is zero residual value. Services may be renewed at the current prices and student data will be retained. Unless otherwise set forth herein, all product licenses shall have the same start and end dates and all services must be used within the subscription period. **Changes to orders are only permitted within 30 days of receipt of order. Unused or undesired product licenses or services are not eligible for refund or credit. We encourage customers to select a multi-year term to benefit from the best value and also to provide protection from any year-to-year price increases.**

By signing below, I am indicating that I have reviewed and I understand the Subscription Services and Terms and Conditions and I agree to both as stated.

Print Name & Title: _____

Signature: _____ **Date:** _____

Please include a copy of this page with your purchase order!

Please send all purchase orders and payments to:

Greenfield Learning Inc. | Attn: Victoria Paul

PO Box 3024, Half Moon Bay, CA 94019

Phone: 800-363-5547 Fax: 650-726-1156

Email orders: orders@greenfieldlearning.com

Questions about your renewal? Contact Victoria Paul, 831-706-5833, victoria@greenfieldlearning.com



GREENFIELD LEARNING

The Lexia subscription service includes:

- a. Access to Lexia Core5 Reading via approved system requirements (below).
- b. Access to Lexia PowerUp Literacy via approved system requirements (below).
- c. When purchased, access to Lexia's e-learning modules, Lexia Academy, for educators.
- d. Data hosting and reporting functions at www.myLexia.com and the myLexia APP.
See [Technical Setup](#).
- e. Lexia Reading scripted lesson plans, independent student worksheets and instructional connections.
- f. System updates, 800-line tech support, local support & implementation and On-Demand training videos
- g. Please note that Lexia fully adheres to the strictest data privacy requirements.
For details, please see: <https://www.lexialearning.com/website-privacy-policy>

TERMS & CONDITIONS

Subscriptions start as of receipt of purchase order, and will be invoiced for the full subscription period and terminate at the end of the contracted period. All associated services will terminate on the subscription termination date. At the end of the service period there is zero residual value. Services may be renewed at then current prices and student data will be retained. Unless otherwise set forth herein, all Product licenses shall have the same start and end dates and all Services must be used within the Subscription Period or otherwise specified date; **unused or unwanted Product licenses or Services are not eligible for refund or credit. We encourage customers to select a multi-year option to benefit from the best value and also to provide protection from any year-to-year price increases. All prices quoted and payable in USD.**

Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax-exempt status upon request. Pricing is valid 60 days, unless otherwise specified on the quote. Greenfield Learning will invoice the total price set forth above upon Customer's acceptance and receipt of a signed purchase order. **Payment is due in full net 30 days of invoice.** All multiyear orders are fully payable in year 1. No split payment options are available.

TERM

This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates and all Services must be used within the Subscription Period; **unused or unwanted Product licenses or Services are not eligible for refund or credit.** Without prejudice to its other rights, Greenfield Learning may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due. No changes may be made to purchase order after 30 days of receipt.

ORDER PROCESSING:

Please send all purchase orders and payments to:

Greenfield Learning Inc., Attn: <REP NAME>

P.O. Box 3024, Half Moon Bay, CA 94019

Phone: (800) 363-5547 | Fax: (650) 726-1156 | Email: orders@greenfieldlearning.com

Note: Please include a copy of your invoice.



**EXPANDED
21 LEVELS**

Lexia Customer Support

support@lexialearning.com
US: 800-507-2772; Outside US: 978-405-6231

2020-21 School Year

SYSTEM REQUIREMENTS

System Requirements

Web Version: www.lexiacore5.com

Operating Systems and Browsers

Mac

- macOS 10.15 or higher
- Chrome 73 or higher, Safari 13.1 or higher, Edge 81 or higher, Firefox 72 or higher

PC

- Windows 10 or higher
- Chrome 73 or higher, Edge 81 or higher, Firefox 72 or higher

Chromebook (including Touchscreen)

- Chrome OS

For all browsers and platforms

- Headsets (recommended)
- 1024x768 screen resolution (recommended)
- 4 GB RAM (recommended), 2 GB (minimum)
- Javascript must be enabled
- Persistent Internet connection (required)
- Bandwidth: A typical student consumes 10MB of bandwidth per 5-min block (average rate ~0.4 Mbps). A classroom of 25 students consumes 750MB of bandwidth per 30-min session (average rate ~3.33 Mbps). Bandwidth need is typically higher just after students log in and decreases after a few minutes of use. A 15MB download occurs upon logging into the Core5 product.

iPad Version

- iOS 10 or higher
- iPad (4th generation) or newer, iPad mini 3 or newer, iPad Air (all models), iPad Pro (all models)
- 1.9 GB for app (3.8 GB storage space for download)
- Persistent Internet connection (minimal bandwidth is used)

Android Version

- Android 7.1.1 or higher
- Samsung Galaxy Tab A (2017, 2019), Tab S4, Tab S5e, Tab E
- Setting the default browser to Chrome is recommended
- Persistent Internet connection (minimal bandwidth is used)

myLexia.com (the educator website)

Chrome 73 or higher, Edge 81 or higher, Firefox 72 or higher, Safari 13.1 or higher, Safari on iPadOS 13.1 or higher

myLexia App for iOS

- iPhone, iPad, and iPod Touch with iOS 12.0 or higher
- iPad with iPadOS 12.0 or higher
- Apple Watch with watchOS 6.0 or higher

Firewall, Proxies, Content Filtering—Allow Access

https://*.mylexia.com
http://www.lexiacore5.com
.salesforceliveagent.com (required only to use myLexia Support Chat)

Note: Thin clients, Citrix, Terminal Services/Remote Desktop, virtual machines, and other remote access or PC-sharing systems are not supported.

© 2020 Lexia Learning, a Rosetta Stone Company. Lexia®, Core5®, and other trademarks, names, and logos used herein are the property of Rosetta Stone Ltd. and/or its subsidiaries, and are registered and/or used in the United States and other countries. Additional trademarks included herein are the property of their respective owners.





**CLASSIC
18 LEVELS**

Lexia Customer Support

support@lexialearning.com
US: 800-507-2772; Outside US: 978-405-6231

Note: support for the Classic version is limited to school year 2020-21, for current sites and accounts.

SYSTEM REQUIREMENTS

System Requirements

Web Version: www.lexiacore5.com

Operating Systems and Browsers

Mac

- macOS 10.15 or higher
- Chrome 73 or higher, Safari 13.1 or higher, Edge 81 or higher, Firefox 72 or higher

PC

- Windows 10 or higher
- Chrome 73 or higher, Edge 81 or higher, Firefox 72 or higher

Chromebook (including Touchscreen)

- Chrome OS

For all browsers and platforms

- Headsets (recommended)
- 1024x768 screen resolution (recommended)
- 4 GB RAM (recommended), 2 GB (minimum)
- Javascript must be enabled
- Persistent Internet connection (required)
- Bandwidth: A typical student consumes 10MB of bandwidth per 5-min block (average rate ~0.4 Mbps). A classroom of 25 students consumes 750MB of bandwidth per 30-min session (average rate ~3.33 Mbps). Bandwidth need is typically higher just after students log in and decreases after a few minutes of use. A 15MB download occurs upon logging into the Core5 product.

iPad Version (version 4.2 only)

- iOS 10 or higher
- iPad (4th generation) or newer, iPad mini 3 or newer, iPad Air (all models), iPad Pro (all models)
- 1.9 GB for app (3.8 GB storage space for download)

iPad Version (version 2.9 only)

- iOS 9 or later
- iPad (2nd generation) or newer, iPad mini 3 or newer, iPad Air (all models), iPad Pro (all models)
- 1.9 GB for app (1.8 GB storage space for download)

————— Persistent Internet connection required for both iPad versions (minimal bandwidth is used) —————

Android Version

- Android 7.1.1 or higher
- Samsung Galaxy Tab A (2017, 2019), Tab S4, Tab S5e, Tab E
- Setting the default browser to Chrome is recommended
- Persistent Internet connection (minimal bandwidth is used)

myLexia.com (the educator website)

Chrome 73 or higher, Edge 81 or higher, Firefox 72 or higher, Safari 13.1 or higher, Safari on iPadOS 13.1 or higher

myLexia App for iOS

- iPhone, iPad, and iPod Touch with iOS 12.0 or higher
- iPad with iPadOS 12.0 or higher
- Apple Watch with watchOS 6.0 or higher

Firewall, Proxies, Content Filtering—Allow Access

https://*.mylexia.com
<http://www.lexiacore5.com>
[.salesforcrliveagent.com](https://salesforcrliveagent.com) (required only to use myLexia Support Chat)

Note: Thin clients, Citrix, Terminal Services/Remote Desktop, virtual machines, and other remote access or PC-sharing systems are not supported.

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Lexia Customer Support

support@lexialearning.com
 US: 800-507-2772; Outside US: 978-405-6231

2020-21 School Year

System Requirements

SYSTEM REQUIREMENTS

Web Version

URL: www.lexiapowerup.com

Operating Systems

- macOS 10.15 or higher
- Windows 10 or higher
- Google Chrome OS
Chromebooks (including Touchscreen)

Not Supported

- Android mobile operating systems
- Thin clients, Citrix
- Virtual machines
- Remote Desktops

Browsers

- Chrome 73 or higher
- Firefox 72 or higher
- Safari 13.1 or higher
- Edge 81 or higher

Not Supported

- Internet Explorer

iPad Version

iOS 10 or higher

- iPad (4th generation) or newer, iPad mini 3 or newer, iPad Air (all models), iPad Pro (all models)
- 2.4 GB for app (1.2 GB for initial download)

Not Supported

- iOS 9.x

myLexia.com (the educator website)

- Chrome 73 or higher
- Edge 81 or higher
- Firefox 72 or higher
- Safari 13.1 or higher
- Safari on iPadOS 13.1 or higher

myLexia App for iOS

- iPhone and iPod touch with iOS 12.0 or higher
- iPad with iPadOS 12.0 or higher

Other

- **Screen Resolution:** 1024x768 (minimum)
- **Memory:** 2GB RAM (recommended)
- **Javascript:** Must be enabled
- **Initial Download:** 4.7MB

Internet

Persistent internet connection required
 A typical student consumes 11MB of bandwidth per a 5-min block. A classroom of 25 students will consume 1650MB of bandwidth per 30-min session.

List of Trusted Sites

Firewall, Proxies, Content Filtering:

- https://*.mylexia.com
- <http://www.lexiarapid.com>
- <https://content.lexiarapid.com>

www.lexialearning.com



TD-PUP-SYS-1020



Universal Screener for Grades K-12

2020-21 School Year

System Requirements

General Requirements

- The Lexia® RAPID™ Assessment application can be accessed via a web browser on desktop, laptop, Chromebook, or iOS devices that meet the requirements below.
- A persistent internet connection is required.

Note:

Citrix, Terminal Services/Remote Desktop, virtual machines, and other remote access or PC-sharing systems are not supported.

Operating System and Browser Requirements

Mac OS

- 10.9 or higher
- Chrome 64 or higher, Safari 10 or higher, Firefox 62 or higher

Windows

- Windows 10 or higher
- Chrome 64 or higher, Internet Explorer 11 or higher, Edge 44 or higher, Firefox 62 or higher

Google Chrome OS

- 74 or higher
- Chromebook, Chromebook Touchscreen

iPAD

- iPad 2 or higher, iPad Mini 3 or higher, iPad Air or higher, iPad Pro (iOS 9 or higher)
- 200 MB storage space

Bandwidth

- A typical student consumes approximately 6 MB of bandwidth per 30-minute block.
- For a class with 25 students taking Lexia RAPID within the same 30 minute window: 150 MB data transferred

Audio

- Headset (required)

Firewall, Proxies, Content Filtering—Allow Access

https://*.mylexia.com

<http://www.lexiarapid.com>

<https://content.lexiarapid.com>

SYSTEM REQUIREMENTS

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Coversheet

Coaching Agreement Renewal

Section: V. Consent Action Items
Item: D. Coaching Agreement Renewal
Purpose: Vote
Submitted by:
Related Material: SOW for Coaching MWA_Redacted.pdf

October 6, 2020

Alton B. Nelson, Jr.
Chief Executive Officer
Making Waves Academy
4123 Lakeside Drive
Richmond, CA 94806

RE: SOW - Proposal
Leadership Coaching for
3 Leaders of Making Waves Academy
Amount: \$ 48,000
Tax ID: [REDACTED]

LETTER OF AGREEMENT

**Making Waves Academy and Meadowlark Consulting Group, LLC
Executive Coaching for 3 Leaders**

Dear Alton,

It was a pleasure speaking to you about your desire to continue growing the leadership capabilities of your team through professional executive coaching. [REDACTED]

This statement of work is for:

[REDACTED]

[REDACTED]

[REDACTED]

This coaching program includes a customized 360° feedback process using interviews and twelve, 90-minute coaching sessions, to include the identification of specific skills to hone and master as a senior leader, to effectively influence at all levels. Alternatively, an on-line electronic 360 assessment may be used. The specifics of this proposal includes the following coaching services.

1. SCOPE

This letter of agreement represents 6 months of customized Coaching services to be provided by Therese Lenk of Meadowlark Consulting Group, LLC, to [REDACTED]

2. DELIVERABLES

PHASE 1: Months 1 & 2

- Indepth meeting with Coachee (1.5 to 2 hours) via Zoom to understand [REDACTED] business and developmental goals, strengths, challenges, current work environment, career progression and desire, and development activities to-date, as well as Alton's expectations. Agree on the coaching process, initial plan/timing for coaching and roadmap.
- Collection, evaluation and analysis of recent and past performance reviews and other assessments.
- Launch 360° process: identification of stakeholders as raters, communications and timeline. Note: this launch will depend on the timing of other corporate activities.
- Three 1.5 hour (in person/Zoom) one-on-one coaching sessions to provide some immediate coaching tools and models to apply.
- Seven to Ten (7-10) key stakeholder interviews to gain qualitative feedback information. A customized set of interview questions is developed. This assessment is done early in the process of the coaching engagement to identify areas to leverage and develop.
- Complete self-assessment tools: *Work of Leaders Profile*. Discover instinctive mindsets that shape responses and interactions; begin to recognize opportunities to stretch beyond one's comfort zone and take actions to become more agile in influence situations.
- Identification of books, tools, models, and research the coach will use to support the coaching process and help the leader improve the identified skills.

PHASE 2: Months 3 & 4

- Analysis of feedback data, creation of executive feedback report with specific development suggestions.
- An in-depth 360-feedback session and alignment on goals and plan.
- Creation of development plan goals and objectives and alignment with leaders' manager on those goals.
- Creation of communication plan and follow up with key stakeholder raters, to include engaging others and working on specific targeted areas.

- Four 1.5 hour (in person/Zoom) one-on-one coaching sessions to provide coaching tools and models to create wins with new leadership skills deployed.
- Determine whether additional style self-assessments may be needed.

PHASE 3: Months 5 & 6

- Four 1.5 hour (in person/Zoom/phone) one-on one coaching sessions.
- Coaching is available between sessions for critical situations, should they arise.
- A customized scorecard and/or program report to the leader will identify progress and continued development after conclusion of the coaching assignment.
- Identification of books, tools, models, and research the coach will use to support the coaching process and help the leader improve the identified skills.
- End of coaching program plan for ongoing development.

Additional Coaching Options

- Shadow coaching to observe leadership of team and/or interactions with others, as appropriate, and provide feedback.
- Additional assessments, as needed, such as MBTI, DISC, TKI Conflict EQ/EI, etc., to increase self-awareness and style adaptation to those less similar to self.

3. PAYMENT TERMS

- The total fees for 6-months of coaching is as follows:
 - ██████████ \$18,000.
 - ██████████ \$15,000.
 - ██████████ : \$15,000.

Total: \$48,000.
- The targeted start date is October, 2020.
- Six (6) invoices will be sent over the course of the 6-months coaching engagement; the first within 30 days of agreement acceptance.
- Fees are payable within 30 days of receipt.
- Client will provide point of contact for invoicing, PO # and paperwork as required.
- Invoices are made payable to: **Meadowlark Consulting Group, LLC**.
- Invoices will be made through, and payments can also be received through: www.Bill.com, or ACH.

Regards,



Therese L. Lenk
Managing Partner
Meadowlark Consulting Group, LLC

CONTACT INFORMATION

Therese Lenk, Managing Partner

Meadowlark Consulting Group LLC – tlenk@meadowlarkconsulting.com

MEADOWLARK CONSULTING GROUP, LLC

[REDACTED]

[REDACTED]