



Making Waves Academy

December Board Meeting

Date and Time

Thursday December 10, 2020 at 10:30 AM PST

Location

<https://mwacademy.zoom.us/j/83455604328?pwd=aG1IRThUTIAvSmQaJGVmVsVWE5UT09>

Passcode: 655489

Or iPhone one-tap :

US: +16699006833,,83455604328#,,,,,0#,,655489# or +12532158782,,83455604328#,,,,,0#,,655489#

Or Telephone:

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

US: +1 669 900 6833

Webinar ID: 834 5560 4328

Passcode: 655489

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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.

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. MWA Board accepts resignation of Daryle Morgan from the MWA Board

C. Record Attendance and Guests

Roll call and verification of quorum.

D. Public Comment

E. 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:

- Board Fellows Project/Innovation
- Launch of Parent Council

B. Mission Connection: Video Reflections

Video reflections from students who are currently applying to college.

C. Deep Dive: College Admissions During a Pandemic

Discussion with Jon Siapno, Director of College and Career Counseling, about college admissions during the pandemic.

D. ASB Written Update

- Update from the Associated Student Body (ASB).
- Board members will have the opportunity to engage in discussion with student leaders.

E. Senior School Director Written Report

Items to be covered in report:

- Update on Teaching Vacancies
- Alumni Engagement, Ateris Adams (Associate Director of Alumni Engagement)

- College and Career Counseling and the MWA Strategic Plan, Jon Siapno (Director of College and Career Counseling)
- College and Career Counseling and Advisory Programming, Emilio Ortega (Dean of Students)

F. CEO Report

Topics to be Covered:

- Update on CEO Annual Goals
- Charter school landscape post-election

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

Topics to be Covered:

- COVID-19 Rates at MWA
- General Updates from Human Resources

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

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

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.

C. School Culture and Family Engagement

Director of School Culture and Family Engagement, Raynell Crews-Gamez provides an overview of her role.

D. Board Reading Assignment

The board will read "Caste: The Origins of Our Discontents" by Isabel Wilkerson.

E. Curriculum Review Committee

Summary of highlights from the latest Curriculum Review Committee.

IV. Action Items

A. Board Minutes: October 15, 2020 Board Meeting

B. Accept Minutes for Committees and Advisory Committees

C. Curriculum Review Committee Minutes

Approve minutes for Fall Curriculum Review Committee on October 22, 2020

D. Audit Advisory Committee Minutes

Approve minutes for Audit Committee on November 19, 2020

E. Finance Advisory Committee Minutes

Approve minutes for Finance Advisory Committee on November 19, 2020

F. Budget Overview for Parents

Making Waves Academy requires to adopt and submit the Budget Overview for Parents on or before December 15, 2020 to the CCCOE

G. First Interim Budget (2020-2021)

Making Waves Academy (MWA) must submit the First Interim Budget for review to its charter authorizer, the Contra Costa County Office of Education (CCCOE), by December 15th, 2020. CCCOE reviews and then submits the report to the CDE.

H. Data Classification Policy and Protection Guidelines

The purpose of the Making Waves Academy ("MWA") Data Classification Policy and Protection Guidelines is to establish a framework for generally classifying organizational and educational data based on its level of sensitivity, value, and criticality to MWA.

I. Student Chromebook Fleet Replacement

Due to manufacturing delays across all of the major computer makers, we are looking to purchase the fleet of Chromebooks as part of our 3 year replacement policy.

Fiscal Impact: \$455,031

J. Faculty, Student, and Parent Holistic Support Services

This item continues our SEL support for students and provides new SEL supports for our teachers through mindfulness coaching, peer-group sessions, and professional development. SEL support services and training will also be provided at Parent Academies.

Fiscal Impact: \$14,000

K. Charter SELPA Local Plan Section B & Participation Agreement

The El Dorado Charter SELPA's revised Local Plan Section B and the revised Charter SELPA Participation Agreement were approved at the October 7, 2020, CEO Council meeting. Each partner of the Charter SELPA is required to adopt the Local Plan and the Participation Agreement for each of their respective LEAs/schools between now, October 2020 and February 2021

L. Student Recruitment Postcard Print Job

Production and mailing of student recruitment postcard to support the current lottery cycle.

Fiscal Impact: \$9,294.47

M. Independent Contractor Agreement for Credential Services

Agreement with an independent contractor who specializes in teacher credentials; the contractor will support MWA Human Resources with troubleshooting credential issues, completing credential applications, and submitting credential information to the state.

Fiscal Impact: Not to exceed \$8,000

V. Consent Action Items

Combined Fiscal Impact: \$

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

- January 28, 2021
- March 11, 2021
- May 6, 2021
- June 17, 2021

B. Adjourn Meeting

Coversheet

Compliance to Excellence: Remarks by Board President

Section: II. Standing Reports
Item: A. Compliance to Excellence: Remarks by Board President
Purpose: Discuss
Submitted by:
Related Material: BBF-MWA Innovation Project - Interview Packet.pdf



Berkeley Board of Fellows - Making Waves Academy

Project Overview and Interview Guidelines

Project Overview

Context

- MWA's strategic plan lays out a goal of institutionalizing innovation. An R&D (research & development) function can play this role by codifying current successes as well as evaluating new innovations
- Additionally, innovation was accelerated by COVID-19 as the pandemic forced MWA to rapidly adapt

Objective

- Aim to help MWA identify lessons learned from its experience of adapting to the realities of the pandemic, as well as continue clarifying its vision for a future state R&D function

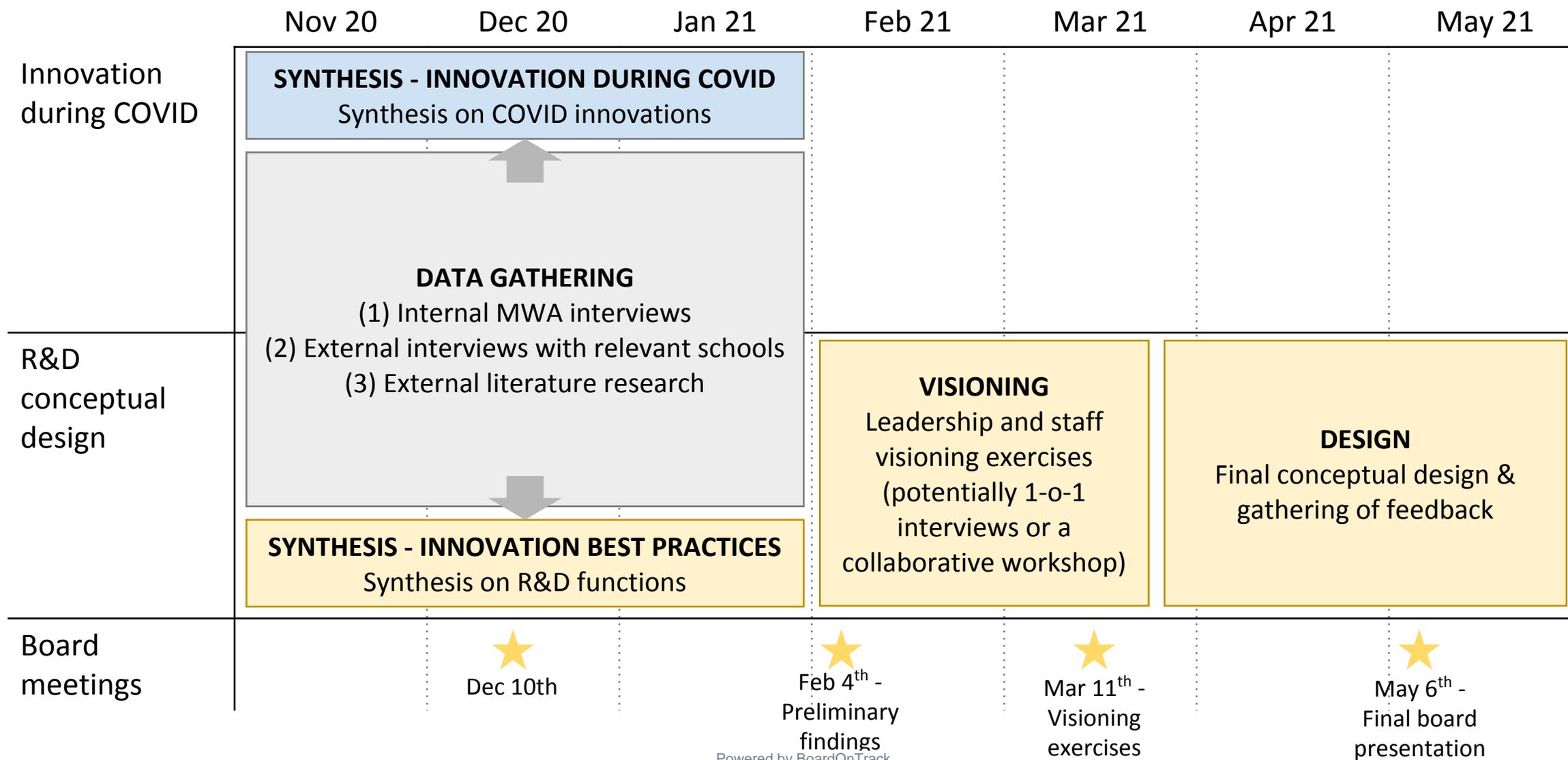
Approach

Two phases of work:

- (1) Analyze innovation and benefits during COVID
- (2) Conceptual design of the future state R&D function



High-level Project Workplan



MWA Interview Groups

Groups

1. **Senior School Director** (Evangelia Ward Jackson)
2. **Chief of Staff / Head of HR** (Liz Martinez); **Director of Data** (Kara Aladeff); **Online Administrator** (Carmen Velarde)
3. **Director of Curriculum and Instruction** (Caitlyn Shelburne); **Directors of Instruction, Math** (Priscilla Mendez) **& Humanities** (Kassandra Harper-Cotton)
4. **Director of Center for Holistic Services** (Brandon Greene); **Director of Community Engagement** (Raynelle Cruz Gamez)
5. **Director of College & Career Readiness** (Jon Siapno)
6. **School Operations Director** (Maria Arechiega)
7. **Director of IT** (Damon Edwards); **Director of Applied Technology** (Michael Williams)

What To Expect

We will largely use the set of questions on slide 5, but we want these interviews to be **conversations** with lots of back and forth

We encourage everyone to be **open and honest** - your perspectives are vital to making the end product of the project impactful for MWA!

Interview Question Preview

Innovation During the Pandemic

- How did you and your team innovate to adapt to the pandemic and the remote learning environment? How were any changes you made tracked and evaluated?
- What were the impacts (i.e. the “so what?”) of those innovations?
- What enabled you to pursue and implement those changes?
- What innovations did you want to see that were not adopted? Why did those not get implemented?
- What innovations do you think should be continued post-COVID, and why?

Innovation More Broadly at MWA

- How were you and your team innovating in real-time prior to COVID? What types of changes were you pursuing, how were they tracked and evaluated, and what were the impacts?
- What data helped you innovate in real-time, and what additional data would have helped?
- What systems, processes, and other factors at MWA enable you and your colleagues to innovate?
- How has your experience adapting to the pandemic differed from innovation prior to COVID?
- Have you observed any successes/lessons learned from how other schools approach innovation?
- Describe your vision for innovation at MWA in the future - what types of changes should be considered? What would the innovation process look like? How would you measure impact?

NOTE: while these are the general questions to expect, exact questions may vary slightly by interview

*Thank you to everyone
participating in these
interviews - we look forward
to meeting you!*

Coversheet

Mission Connection: Video Reflections

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

BACKGROUND:

Four of our Seniors (18th Wave) share their experience with the College and Career Center during distance learning.

Coversheet

Deep Dive: College Admissions During a Pandemic

Section: II. Standing Reports
Item: C. Deep Dive: College Admissions During a Pandemic
Purpose: Discuss
Submitted by: Jon Siapno
Related Material:

MWA College Access Report for 2020-21_MWF Board Mtg_DEC 2020_JSS.pdf
Deep Dive_College Admissions During a Pandemic 12.3.2020 jss.pptx

BACKGROUND:

Because of the pandemic, many students will be applying to colleges this year without standardized tests such as the SAT or ACT, which, prior to this year, were long held as important metrics for gaining admission to competitive institutions. Additionally, as the future of work changes, so must our approach for positioning our students to contribute to the workforce. More than ever, we are committed to meeting this challenge, leveraging our full resources and capabilities to prepare our Wave-Makers for what's now and what's next.

RECOMMENDATION:

Making Waves Academy Board to discuss and share insights and perspectives.

MWA College Access Report for 2020-21

By Jon Siapno

Director of College and Career Counseling

Global Disruptions to College Access and the Future of Work: What It Means for Wave-Makers

Content of the Report

- I. *Pandemic Impact on Overall College Admissions*
- II. *Potential Impact on MWA College Admissions*
- III. *Data*
- IV. *Analysis*
- V. *Next Steps/Pivots*

I. Pandemic Impact on Overall College Admissions

Because of the pandemic, many students will be applying to colleges this year without standardized tests such as the SAT or ACT, which, prior to this year, were long held as important metrics for gaining admission to competitive institutions. We suspect that college-bound students with GPAs of between 2.00 to 2.49 will be most impacted by changes in admissions criteria, leaving them most susceptible to undermatching this year.

When I managed a college admissions consulting firm, our guidance was based on findings from an internal annual regression analysis of admissions results from the most competitive colleges in the country. The regression analysis allowed us to forecast a student's likelihood of admission to a particular college based on fourteen variables, which fell into three broad categories: academics, standardized tests, and extracurricular activities. The weight of each variable would differ from campus to campus and year to year.

Here's what we found:

- We found that on average, approximately 30% of admissions decisions to **highly competitive colleges** could be attributed to variables related to academics and standardized tests, while an estimated 70% could be attributed to variables related to extracurricular activities.
- For **less competitive or non-competitive colleges**, we found the opposite to be true: approximately 70% of admissions decisions could be attributed to academics¹ and standardized tests alone, with extracurricular activities amounting to no more than 30% of admissions decisions or being insignificant altogether.

We see this reflected in actual college applications. Take, for example, the Common Application or University of California application, which allow applicants to include detailed information on extracurricular activities, including the names of clubs and organizations, positions held, duration of involvement, and free-response areas for personalized summaries. The California State University application, by contrast, only asks applicants to provide information on academics and standardized tests, with no option to submit any level of detail on extracurricular activities.

¹ Prior to the pandemic, the California State University system used an eligibility index to determine admission based on minimum GPAs and SAT or ACT scores. Additionally, due to impactation, certain majors place heavier weighting on GPAs in math courses and/or math subsection scores on standardized tests. In CSU parlance, when a campus or major is "impacted," it means that it has reached or surpassed its existing enrollment capacity in terms of its instructional resources and physical size.

Fewer opportunities to highlight achievements² on a college application significantly impact a student’s ability to differentiate themselves from other applicants and to compete for a limited number of available seats at an institution.

II. Potential Impact on MWA College Admissions

Here’s how I believe the pandemic will impact college admissions for different segments of students at Making Waves:

I suspect that for students bound for **less competitive colleges**, the inability to submit standardized test scores due to pandemic-related cancellations would leave them short on a significant variable that would otherwise have allowed them to further compete and differentiate themselves from other applicants. They essentially would only be able to compete on academics alone, consisting of variables like course rigor, grade point average, and trend. I project that students bound for less competitive colleges will be most susceptible to undermatching³ this season.

I suspect that students bound for **highly competitive and competitive colleges** will maintain the most opportunity to compete by differentiating themselves from other applicants based on their extracurricular activities and other significant variables⁴. Their inability to submit standardized tests would have minimal impact on the competitive advantage of these students, due to the demonstrated diminished significance of testing to compete for admission to their target schools in the first place. I project that students bound for highly competitive, competitive, and non-competitive colleges (as you’ll see in the bullet point below) will be least susceptible to undermatching this season.

I suspect that students bound for **non-competitive colleges** will experience minimal impact from pandemic-related disruptions, given that their target schools place few additional requirements, if any, beyond a high school diploma.

To what degree do we suspect that college-bound seniors will be impacted by college access disruptions related to COVID-19?				
Academic Profile of Students	Students Bound for Highly Competitive Colleges	Students Bound for Competitive Colleges	Students Bound for Less Competitive Colleges	Students Bound for Non-competitive Colleges
Degree of Impact	Least Susceptible to Undermatching	Least Susceptible to Undermatching	Most Susceptible to Undermatching	Least Susceptible to Undermatching

² See Table 1: “Comparison of Typical Achievements Requested in College Applications.”

³ According to Bellwether Education Partners, “undermatching” occurs when a student attends a college that is less selective than their credentials would otherwise allow. Students from low-income families are more likely to undermatch when enrolling in college. Less selective institutions often have less financial aid to give, fewer supports for students, and lower graduation rates. Under-matched students face longer odds to complete a post-secondary degree or certificate.

⁴ See Table 1: Comparison of Typical Achievements Requested in College Applications.

III. Data

College Readiness

Approximately 82.7% of students from the Class of 2021 are bound for “highly competitive” or “competitive” colleges, representing an estimated 8% decrease from last year.

Institutional Selectivity	College Competitive			College Ready	Total Students
	Highly Competitive	Competitive	Less Competitive	Non Competitive	
Qualifying GPA	3.0 or higher cum.	2.50-2.99 cum.	2.0-2.49 cum.	1.0-1.99 cum.	
18th Wave	70 (67.3%)	16 (15.4%)	9 (8.7%)	9 (8.7%)	104
17th Wave	60 (69.8%)	18 (20.9%)	7 (8.1%)	1 (1.2%)	86

Post-Secondary Planning

From an initial survey (n=93), approximately 90% of students from this year’s graduating class have a post-secondary plan so far, with about 80% choosing college.

Post-secondary Plan	Percentage of 18th Wave with Interest
Four-year college or university	69.9% (65 students)
Community college	9.7% (9 students)
Military enlistment	0.0% (0 students)
Trade program or apprenticeship	1.1% (1 students)
Gap year program	1.1% (1 students)
Job program	4.3% (4 students)
Full-time employment	3.2% (3 students)
“I’m not sure”	10.8% (10 students)

Estimated College Application Pathways Engagement for Wave 18

% Applying to 4-Year Schools	% Applying to 2-Year Schools	% Alternative Pathways
70%	20-25%	5%-10%

IV. Analysis

We expect that 95% or more of our graduates will have a post-secondary plan, however, we are anticipating that fewer students will choose college, opting for alternative pathways instead.

- Projecting a **10% increase** in students who choose something other than college
- About **90% choosing college**
 - with a potentially a greater share of students choosing community college
 - potentially fewer admits to CSU due to new admissions criteria (increase to 2.5 cumulative GPA minimum)
- Highly competitive students are expected to see admits that are **comparable to last year's class**
- Less desire by students **to venture out of the area**
- Unknown variables connected to students including
 - family members needing them to work and contribute to the household due to unemployment, loss of work hours offered, and lost jobs (5 students, so far, have come forward with this information, some of whom are academically high-achieving and bound for highly competitive colleges)

V. Next Steps/Pivots

Given the context of the pandemic, in addition to our efforts to advance the Strategic Plan of Making Waves, we will make certain enhancements to benefit different segments of our graduating class, with special attention paid to reducing the effects of undermatching among those bound for less competitive colleges so that the Expected College Completion⁵ (ECC) rate of this cohort is as high as its academic profile will allow.

Specifically, here are distinct shifts that will occur this season:

- Based on findings from Bellwether Education Partners related to our Strategic Plan, **we will be helping each student apply to colleges that have the highest Estimated College Completion (ECC) rates** available to them, based on their academic profiles.
- **We will enhance our college list building efforts** for students bound for less competitive colleges by helping them identify institutions⁶ that will allow them to highlight more than just academics and standardized test scores on their applications. For students bound for California State University, we will encourage them to pursue the option of being considered for the Educational Opportunity Program (EOP), which allows for students to submit five short essays⁷.
- We will explore participation in programs such as MicroCollege Honors Pathway Program that target high school seniors who fall into our non-competitive group but are still interested in college.

⁵ See Table 2: "Selectivity Index to Match by Estimated College Completion Rate" and Table 3: "Sample Match by Estimated College Completion Rate."

⁶ While we may succeed in helping students bound for less competitive institutions gain admission, it is worth noting that these institutions are typically not as generous with financial aid. Financial aid may be a competing factor which may cause students bound for less competitive institutions to choose to attend a non-competitive institution due to cost, which is a type of undermatch.

⁷ Based on our findings at Making Waves, it is largely students with an Expected Family Contribution of \$0.00 that are accepted into EOP.

- **We will identify specific students who are bound for less competitive institutions** and encourage them to take an SAT or ACT exam administration if seats become available, even if the administration is out of the area⁸. Students will be identified⁹ if they have a University of California and California State University GPA of between 2.00 and 2.49 and have a 2019 PSAT score that is within competitive range for the colleges they are targeting for admission¹⁰.
- **We will be increasing the amount of available support time** for personal statements, supplemental essays, activities descriptions, letters of recommendation, interview preparation, and demonstrated interest opportunities, such as virtual visits, for students submitting applications that allow for these areas to be highlighted, particularly for those bound for competitive or highly competitive institutions.
- In anticipation of a potential increase in the number of students who are bound for community colleges, **we will be increasing the amount of available support time for exploration and enrollment**. Together with CAP, our college success program, we are embarking on an initiative that ladders-up to our Strategic Plan to better understand the user experience of a community college bound student at Making Waves. It is worth noting that in an initial survey of post-secondary plans, we are seeing that approximately 10% of rising graduates are giving thought to alternative pathways after high school, including trade programs, apprenticeships, gap year programs, job programs, or full-time employment. We suspect that these students may ultimately choose to attend community colleges, but this initial pulse check represents an increase from prior years.

Lastly, a conversation about the future of higher education is not complete without a conversation about the future of work. Work will likely be the main source of income for most Wave-Makers, but as the future of work changes, so must our approach for positioning our students to contribute to the workforce -- failure to do so may perpetuate income inequality for our community, despite our efforts to push back against educational inequality. To that end, as we build a vision for the future of work and what it means for Wave-Makers, we are asking ourselves the following questions, based on insights from McKinsey Global Institute¹¹:

- What training or preparation can we offer so that Wave-Makers can adapt to a workforce characterized by the rise of automation and artificial intelligence?
- What supports and resources can we offer so that Wave-Makers can thrive in changing models of work and work structure, including remote work, gig work, and fissured work?
- What guidance can we offer so that Wave-Makers can attain the financial means to live the lives they want for themselves?

More than ever, we are committed to meeting this challenge, leveraging our full resources and capabilities to prepare our Wave-Makers for what's now and what's next.

⁸ Prior to the recent wildfires, a limited number of seats were available in Fairfield and Sacramento. No seats were available in Berkeley, Oakland, or Richmond -- cities where Wave-Makers have taken the SAT and ACT in previous years.

⁹ We estimate that there are 10 to 15 seniors who fit this criteria.

¹⁰ A University of California and California State University GPA of 2.50 now deems a student eligible for admission to a CSU, meaning that a student with this GPA are essentially guaranteed admission to their local CSU campus, provided that they apply. Prior to the pandemic, the CSU used an eligibility index which specified minimum GPAs and SAT or ACT scores for admission.

¹¹ For further reading, see ""How Will Automation Affect Jobs, Skills, and Wages?" by Peter Gumbel and Michael Chui at McKinsey and Company (2018).

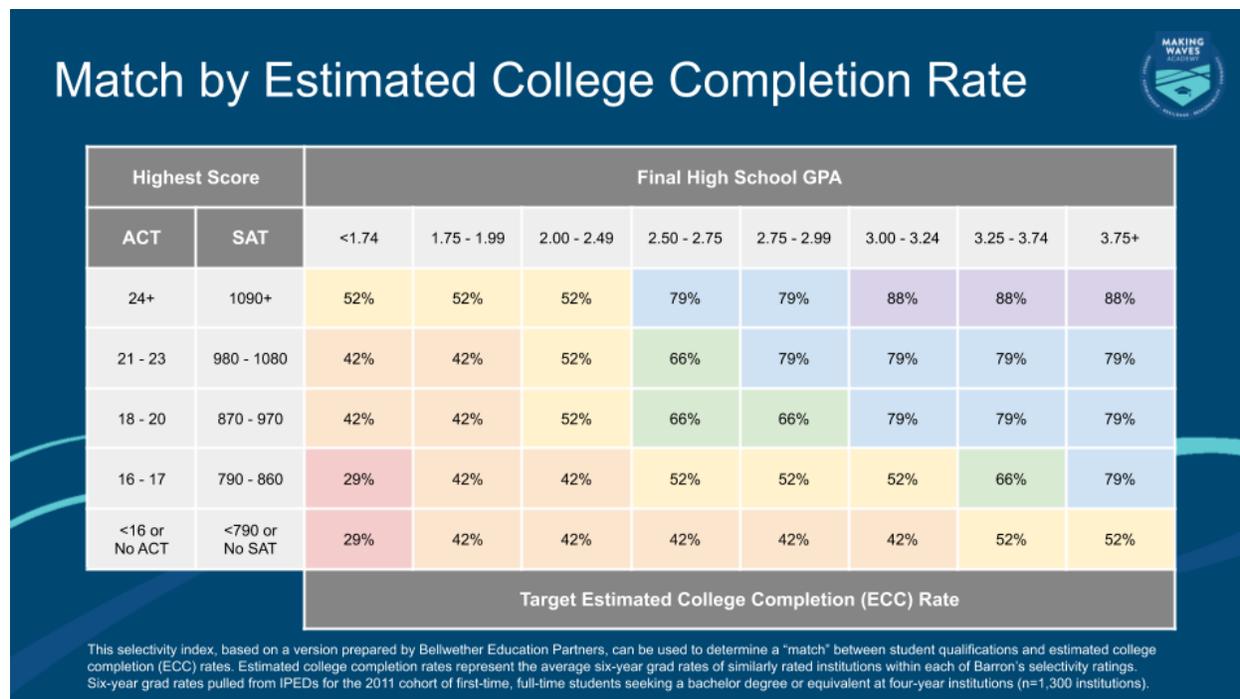
APPENDIX

Table 1. Comparison of Typical Achievements Requested in College Applications. Applications to highly competitive institutions typically allow students to highlight more achievements than applications to less competitive or non-competitive institutions.

	College Competitive		College Ready
	Highly Competitive	Less Competitive	Non Competitive
Academics			
Grade Point Average	✓	✓	✓
Course Rigor	✓	✓	✓
Honors and Advanced Placement (AP) Points	✓	✓	✓
Semesters of College Prep (a-g) Coursework	✓	✓	✓
Trend	✓	✓	✓
Standardized Tests¹²			
SAT / ACT			
SAT Subject Tests			
AP Exams			
Extracurricular Activities			
Community Service	✓		
School Clubs	✓		
Arts	✓		
Athletics	✓		
Paid Work	✓		
Enrichment Programs	✓		
Leadership	✓		
Internship	✓		
Capstone Project	✓		
Harder to Measure Variables			
Personal Statement	✓		
Supplemental Essays	✓		
Letters of Recommendation	✓		
Demonstrated Interest	✓		

¹² Through a personal connection, we have heard that University of California, Berkeley may place heavier weighting on Advanced Placement (AP) exam scores and SAT Subject Test scores as a result of the pandemic-related shifts. A formal statement from University of California is expected this fall.

Table 2. Selectivity Index to Match by Estimated College Completion Rate. Beginning in 2020, this is the index to be used to “match” college-going Wave-Makers to their target ECC when building college lists.



The slide features a blue background with a white title 'Match by Estimated College Completion Rate' and a logo in the top right corner that says 'MAKING WAVES' with a graduation cap icon. Below the title is a table with columns for 'Highest Score' (ACT and SAT) and 'Final High School GPA' (ranging from <1.74 to 3.75+). The table cells contain percentage values representing the 'Target Estimated College Completion (ECC) Rate'. A footer note explains that this index is based on data from Bellwether Education Partners and IPEDs for the 2011 cohort of first-time, full-time students.

Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	79%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	79%	79%	79%	79%
18 - 20	870 - 970	42%	42%	52%	66%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%

Target Estimated College Completion (ECC) Rate

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Footnote to Table 2: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Table 3. Sample Match by Estimated College Completion Rate. A college-going student with a GPA of 2.75 and an SAT Score of 870 should expect to “match” with an institution with an estimated college completion (ECC) rate of 66.0%.

Match by Estimated College Completion Rate



Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	66%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	66%	79%	79%	79%
18 - 20	870 - 970	29%	42%	42%	52%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%

Target Estimated College Completion (ECC) Rate

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Footnote to Table 3: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Table 4. MWA & the ECC. See below for a breakdown of Wave 18 using the ECC framework.

College Matching Index Aggregate Data - 17th Wave, MAY 2020

	Two Year College	Four Year College	Somewhat Competitive	Competitive	Very Competitive	Most Competitive	TOTAL
# of Stus.	2	12	8	11	32	23	88
% of Stus.	2.3%	13.6%	9.1%	12.5%	36.4%	26.1%	100%

	Cumulative GPA - 9th-1st semester 12th Grade							
Highest Score (SAT or ACT)	<1.74	1.75-1.99	2.00-2.49	2.50-2.75	2.75-2.99	3.00-3.24	3.25-3.74	3.75+
1090+ / 24+						(1)	(3)	(19)
980-1080 / 21-23				(2)	(2)	(1)	(5)	(10)
870-970 / 18-20			(1)	(3)	(2)	(4)	(6)	(2)
790-860 / 16-17	(1)		(4)	(1)	(3)	(3)	(4)	(2)
<790 / <16 or no testing	(1)	(2)	(2)	(2)	(1)	(1)		

Making Waves Academy

Deep Dive: College Admissions During a Pandemic

Jon Siapno





Agenda

Agenda Item
Context
Essential Question <i>Strategic Plan</i> <i>Areas Currently Evolving</i> <i>Areas Worth Exploring</i> <i>Near-term Priorities</i>
Discussion and Closing



Context

Job Losses in the New Economy

Within hard-hit industries, young, less educated, workers of color are bearing the worst of job losses. For many of those workers, their old jobs won't be coming back, even as the economy continues to open.

Undermatching in a Changing Admissions Landscape

Given broad cancellations of standardized testing this year, what colleges are looking for in applicants may be changing -- potentially permanently.

Accolades Comparable with High-performing Schools

Our outcomes from the Class of 2020 include: a high rate of students with post-secondary plans, admission to more selective institutions and prestigious honors, and a high commitment rate to four-year institutions among Black and African American students.

Optimized for Access through Differentiation

Our counseling model is optimized for college access. Beginning with early guidance in Grade 9, it maximizes admission to a range of colleges for different segments of students.



Essential Question

Given the backdrop of the Strategic Plan, the unprecedented disruptions to college access, and the abrupt future of work, what areas must we evolve to optimize for positive life outcomes for all Wave-Makers?



Strategic Plan

We have defined a set of initiatives to drive progress within each of Making Waves' overarching priorities.

Priority	Key supporting initiatives
Align programs	<ul style="list-style-type: none"> • Develop shared organization-wide metrics • Develop/codify college and career curriculum across MWA and CAP • Focus internal supports on increasing the impact of high-leverage positions (teachers / instructional coaches / CAP coaches)
Refine existing MWA and CAP programs	<ul style="list-style-type: none"> • Access: improve quality/consistency of advisory period programming • Success: reduce administrative tasks for coaches and FSCs • Success: require MWA students to apply/opt-in to CAP program
Position MWF for sustainability and expansion	<ul style="list-style-type: none"> • Drive down cost structure/cost per student, which includes capping all scholarships at \$5k/year • Clarify organization-wide accountability structures / decision rights • Align the work for functional teams to support access and success programming
Develop culture of continuous improvement	<ul style="list-style-type: none"> • Free staff capacity to codify, evaluate, and improve existing practices... • ...and to design pilots/ innovations, leveraging longitudinal student data



Areas Currently Evolving

- As part of the Program Core Team (PCT) of the Strategic Plan, we are exploring an organization-wide framework for continuous improvement.
- Using MicroCollege as an example, we are continuing to think about better differentiating and supporting multiple post-secondary pathways and options.
- We are building earlier opportunities to experience college and career exploration, including exposure to various post-secondary education and career certification pathways.
- To enable our Wave-Makers to experience a heightened sense of self-agency, we are organizing our counseling activities around life milestones, or choice points, that they can expect to experience throughout their lives.
- An engagement survey is collecting data on the life milestones that our alumni Wave-Makers are currently experiencing, or expect to experience soon, to inform our near-term programmatic offering.



Areas Worth Further Exploration

- What can be learned about our college-going students who are experiencing uneven or less than ideal success rates?
- The current counseling model is resulting in students feeling like “they have no choice,” or the decision to go to college has already been made for them.
- Early guidance from college and career counseling doesn’t yet begin until Grade 9.
- There is still shame associated with picking a post-secondary pathway that isn’t college.
- Family engagement through college and career counseling doesn’t fully leverage the unique position of parents and guardians. Currently, we mainly give updates.



Near-term Priorities

- We are orienting the success of Making Waves Academy in shared organization-wide metrics, particularly Estimated College Completion (ECC) rates, high school completion, college readiness, pathway of choice, student agency, and alumni engagement.
- Through a holistic approach, we are developing and codifying the college and career curriculum across MWA and CAP, and improving the quality and consistency of Advisory.
- Our leaders are focusing internal supports on increasing the impact of high-leverage positions.



Discussion and Closing

Thank you

Coversheet

ASB Written Update

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

BACKGROUND:

Two executive members from ASB will present ASB Update.

Making Waves Academy

ASB Board Report

December 2020





Successes

- ASB videos were sent out via ASM Slides to the Upper School Community
 - Will be shared with larger community - parent website
- ASB Meeting with Mr. Siapno
- Fall Spirit Week
 - Created slides for advisory programming
 - We were able to collect pictures for the yearbook
- Working on Student Portal
 - Collecting information to share with the student community
- Day of Lights planning



Fall Spirit Week



Ms. MacDonald's Advisory on Facemask Day
Upper School Spirit Week Winning Advisory!



Challenges

- Community building while distance learning continues to be a challenge
 - Students not turning their camera on - no access to virtual backgrounds
- Participation and Engagement in general is low
 - Clubs
 - Advisory Activities
- Getting information to the entire student community
 - Finding ways other than emailing



Priorities

- Student Portal - resource webpage
- Finding ways to promote community and togetherness
 - Encouraging students to turn on their cameras and engage with their peers
- Day of Lights programming
 - Happening December 7-11, 2020



Thank You

Coversheet

Senior School Director Written Report

Section: II. Standing Reports
Item: E. Senior School Director Written Report
Purpose: Discuss
Submitted by: Evangelia Ward-Jackson
Related Material: December_School Board Report.pdf

BACKGROUND:

Attached please find our December School Report which highlights the work of our College & Career Center as well as shares an update on teacher vacancies and coverage.



Board Report

School-Wide

Board Report - December 2020

From the Senior School Director's Desk

Dr. E. Ward-Jackson

As we enter the last month of the calendar year, and draw to a close to the first semester of the academic year, I pause to reflect on just how much we have accomplished. Together, as a community (during such unique, unprecedented, and challenging times of heightened unrest on many fronts), we have maintained our commitment to excellence and holistic support through the pandemic. We have persisted in our approaches to maintain a continuity of learning, fulfilling our mission, and maintaining the sustainability and buoyancy of our community. One of my favorite quotes says, "The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails." One of the most rewarding things for me as a leader during this season has been supporting and witnessing our leaders as they rise up, flourish, and adjust sails, when necessary, allowing us not only to weather, but to thrive through challenge, change, and unknown territory.

During the Mission Connection portion of the meeting, we have an opportunity to experience the leadership qualities that are present in the voices of our senior Wave-Makers as they share how they are navigating this very unique, college application season. In this Board Report, I want to highlight the work of our leaders, in College and Career Counseling, who are responsible for the continuity of services, for innovating approaches, and for working to connect our work to the strategic plan. These leaders are taking on the challenge of adjusting the sails and providing our students with a stellar college application experience during distance learning. With more than 450 upper school graduates in our alumni network, we are in a strong position to explore the relationship between the college/career preparation and social-emotional learning students receive at Making Waves Academy and their life outcomes, including professional success and personal fulfillment.

Advisory, being one of many conduits for social-emotional learning at Making Waves Academy, is now led by the Center for Holistic Support Services. This new leadership structure acknowledges that the path to student success in school and in life requires more than just rigorous academics and high standards. The skills learned and practiced through advisory, in general -- but the formulation of a *Life Dream*, in particular -- provide the necessary backdrop that each student needs to build a holistic self-identity that is career-going and, for many, college-going.

Board Report - December 2020

Alumni Engagement

Ateris Adams, Associate Director of Alumni Engagement

What?

As of this year, we have a new program for alumni engagement within the College and Career Counseling office. I am excited to lead this area as the Associate Director of Alumni Engagement, after having served as the College and Career Counseling Coordinator for three years.

When it comes to building a robust alumni engagement program, we feel strongly that it needs to be grounded in the needs of our graduates -- valuing their own ideas, experiences, and perspectives. To that end, one of the first priorities for **alumni engagement** was to conduct a user experience study.

From September to November, I conducted an **initial rapid user experience study**, which consisted of the following:

- Researching best practices to inform the development of alumni engagement metrics
- Launching an alumni survey to learn about their experiences and how we can engage them moving forward
- Induction meetings with leaders across Making Wave (including CAP) to share the aims of alumni engagement
- Establishment of an Alumni Engagement Workgroup
- Feedback sessions with MWA leaders, faculty and staff, to affirm or disconfirm themes and recommendations that emerged from the Alumni Survey

The **goals of the study** were to:

- Capture alumni experiences so we know what to start/stop/continue
- Learn about the life milestones they have experienced, expect to experience, or want to experience in their lives
- Hear feedback on the kinds of programming and communications our alumni prefer

By the close of the alumni survey, 88 of 455 (19%) alumni had responded. The valuable insights they shared will have implications for the near-term, however, there are still many alumni whose needs and experiences are unexplored¹.

In connection to the Strategic Plan, one goal is to set a target for the percentage of Making Waves Academy alumni engaging with our organization at least one time per year. The goal for this year (2020-21) is for 35% of alumni to connect with Making Waves through volunteer, experiential, communication, and philanthropic engagements.

So What?

We are increasingly optimistic about our graduates' life outcomes. We are continuing to surface some lessons learned which could inform programmatic changes at MWA in the near-term. There are still a number of alumni stories and input that is unexplored, partly due to the fact that this type of outreach/attempt to engage is new for us. In the past we have relied on CAP to keep MWA alumni connected through their college success program. Those who opted out of college, or opted out of CAP may not have had any meaningful engagement with Making Waves for 3-5 years.

Within the next two years, we will be able to form deeper relationships with our graduates and learn if our programs at the Academy are paving the way to a life of opportunity and agency for our Wave-Makers. We would like to see both college goers and non-college goers attending community events, working or interning at MWA, and seizing opportunities to support one another and the next generations of Wave-Makers.

¹ See Table 1: Themes from Alumni Survey Results; Table 2: Percentage of Alumni Interested in a Variety of Potential Programs or Events; Table 3: Percentage of Alumni Interested in Different Sources of Communication.

Board Report - December 2020

Now What?

The results of the alumni survey have yielded some initial potential recommendations for programs we can offer in the near future, including the ability to share alumni feedback on MWA programming with functional teams. This could also provide an opportunity for faculty and staff to make meaning of the feedback. We are also looking forward to getting our alumni better connected to student events at the school, like career exploration week, assemblies, or even reunions². In my role, my goal for alumni engagement is to provide opportunities for Making Waves Academy graduates to become valuable contributors to the workforce and their communities, inclusive of different pathways.

Table 1: Themes from Alumni Survey Results

Survey Area	Feedback
<i>Pain Points</i>	<ul style="list-style-type: none"> ● We realized that Alumni are eager to share feedback on the user experience ● Some Alumni feel they were forced to pick college or felt like they had no other option (8 respondents) ● Some students reported that they did not feel supported
<i>Values and Benefits</i>	<ul style="list-style-type: none"> ● Wave-Makers cherish Community ● Students were able to develop positive peer-to-peer relationships and friendships through our “wave system” ● There were many supportive adults ● They valued support with college applications, SAT prep and guidance from Counselors ● Their experiences taught them things about themselves ● They recognize and value the resources of MW compared to other public schools ● CAP has been helpful ● MWA core values and affirmation still resonate
<i>Life Milestones</i>	<ul style="list-style-type: none"> ● Some graduates chose college, while others did not ● Less than half of Wave-Makers who picked a major decided to change their major ● Many Alumni have experienced working their first jobs, but are slowly moving into making longer-term career choices ● The pandemic has affected job loss ● Largely, our Alumni experience a range of typical life milestones including romantic relationships, owning a car and renting or owning their own place
<i>Alumni Programming</i>	<ul style="list-style-type: none"> ● Alumni are interested in social events including Class Reunions, networking opportunities, affinity group mixers and Alumni Day ● Alumni expressed interest in talking to younger Wave-Makers, or hosting virtual job visits ● Many showed interest in opportunities to intern or work at MWA ● Alumni would see benefit in meeting older Wave-Makers in their field ● A handful are interested in sharing their stories for publication
<i>Communication</i>	<ul style="list-style-type: none"> ● Most Alumni prefer an e-newsletter, followed by an Alumni website ● Among social media platforms, Instagram is preferred ● There is opportunity to get more responses from more Alumni

² See Table 4: Potential Recommendations for Alumni Engagement Offerings, Based on Survey Findings.

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Table 2: Percentage of Alumni Interested in a Variety of Potential Programs or Events

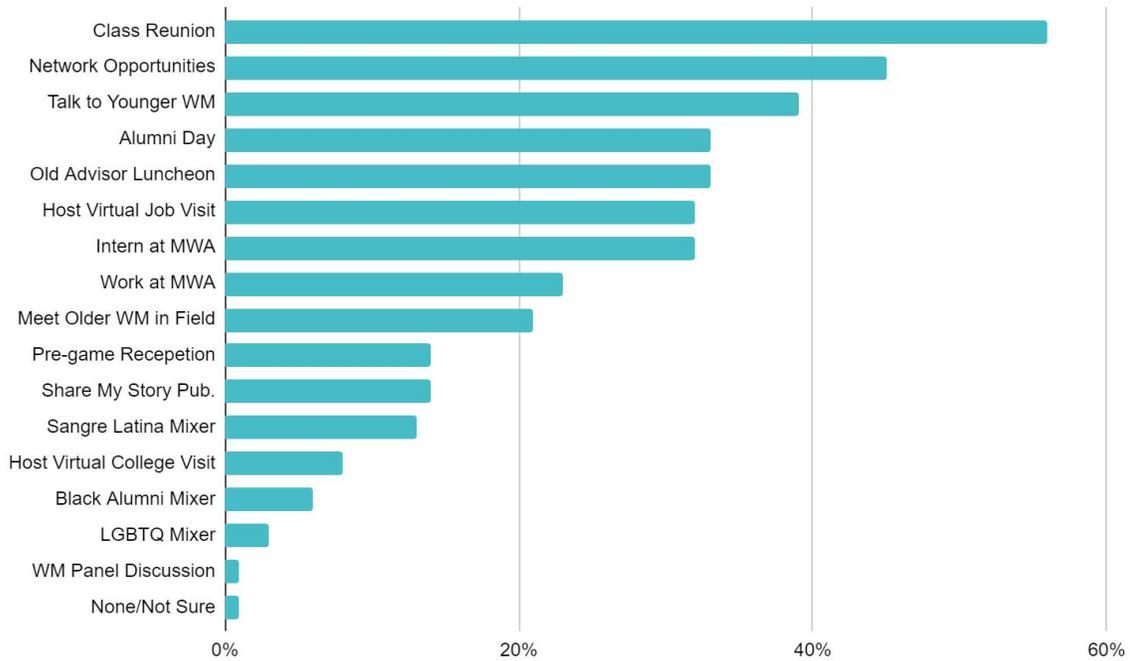
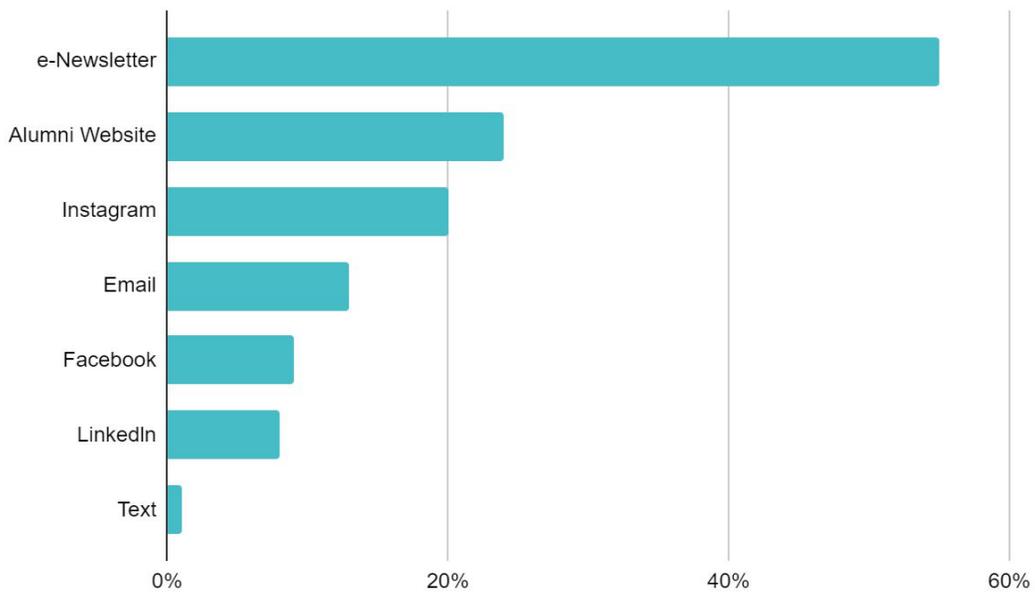


Table 3: Percentage of Alumni Interested in Different Sources of Communication



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Table 4: Potential Recommendations for Alumni Engagement Offerings, Based on Survey Findings

- Share Alumni feedback on MWA programming with functional teams, allowing faculty and staff to make their own meaning of the feedback
- Partner with Career Services Coordinator to support students with interest in alternate career pathways
- Eliminate “shame” associated with alternate pathways
- Develop existing partnerships with Rivet School and Micro College
- Partner with Student Activities Coordinator to help current students explore clubs
- Include Alumni in MWA events like Career Exploration Week and Senior Send-off assemblies
- Have different Alumni speak to Life Milestones having come from a variety of pathways
- Facilitate roundtable discussions for Alumni based on Alumni experiences as indicated by the Life Milestones
- Develop a cadence where Wave-Makers can connect with their fellow advisories or Waves periodically
- Host social events for Alumni to connect
- Increase budget for Alumni events like Alumni Day
- Explore Class Reunion or other special event for 12th Wave (5-year reunion) and 17th Wave (year ended abruptly leaving \$10k in class funds)
- Explore Constant Contact as the primary form of communication with Alumni
- Budget for incentives for completing Alumni surveys to increase participation
- Work with Chief Advancement Officer to publish Voices series to share Alumni stories
- Present feedback and recommendations to a group of Alumni to affirm, disconfirm, and add recommendations
- Engage Black Alumni to understand the experiences of Black students at MWA (part of the existing Black Stakeholder Initiative)
- Integrate PMSC concepts from within the larger organization for programming and career exploration work

The recent outreach to MWA alumni marked a new launch of engagement. I am so inspired and motivated by the initial responses we received. Three of my short-term goals are to provide support for Wave-Makers who choose alternate pathways, design an infrastructure to enhance alumni engagement and continue leading the Black Stakeholder Engagement MOCHA to learn what we can stop/start/continue to allow our students to thrive.

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College and Career Counseling

Jon Siapno, Director of College and Career Counseling

What?

Because of the pandemic, many students will be applying to colleges this year without standardized tests such as the SAT or ACT, which, prior to this year, were long held as important metrics for gaining admission to competitive institutions. We suspect that college-bound students with GPAs of between 2.00 to 2.49 will be most impacted by changes in admissions criteria, leaving them most susceptible to undermatching this year.

When I managed a college admissions consulting firm, our guidance was based on findings from an internal annual regression analysis of admissions results from the most competitive colleges in the country. The regression analysis allowed us to forecast a student's likelihood of admission to a particular college based on fourteen variables, which fell into three broad categories: academics, standardized tests, and extracurricular activities. The weight of each variable would differ from campus to campus and year to year.

Here's what we found:

- We found that on average, approximately 30% of admissions decisions to **highly competitive colleges** could be attributed to variables related to academics and standardized tests, while an estimated 70% could be attributed to variables related to extracurricular activities.
- For **less competitive or non-competitive colleges**, we found the opposite to be true: approximately 70% of admissions decisions could be attributed to academics³ and standardized tests alone, with extracurricular activities amounting to no more than 30% of admissions decisions or being insignificant altogether.

We see this reflected in actual college applications. Take, for example, the Common Application or University of California application, which allow applicants to include detailed information on extracurricular activities, including the names of clubs and organizations, positions held, duration of involvement, and free-response areas for personalized summaries. The California State University application, by contrast, only asks applicants to provide information on academics and standardized tests, with no option to submit any level of detail on extracurricular activities.

Fewer opportunities to highlight achievements⁴ on a college application significantly impact a student's ability to differentiate themselves from other applicants and to compete for a limited number of available seats at an institution.

So What?

Here's how I believe the pandemic will impact college admissions for different segments of students at Making Waves:

- I suspect that for students bound for **less competitive colleges**, the inability to submit standardized test scores due to pandemic-related cancellations would leave them short on a significant variable that would otherwise have allowed them to further compete and differentiate themselves from other applicants. They essentially would only be able to compete on academics alone, consisting of variables like course rigor, grade point

³ Prior to the pandemic, the California State University system used an eligibility index to determine admission based on minimum GPAs and SAT or ACT scores. Additionally, due to impaction, certain majors place heavier weighting on GPAs in math courses and/or math subsection scores on standardized tests. In CSU parlance, when a campus or major is "impacted," it means that it has reached or surpassed its existing enrollment capacity in terms of its instructional resources and physical size.

⁴ See Table 1: "Comparison of Typical Achievements Requested in College Applications."

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average, and trend. I project that students bound for less competitive colleges will be most susceptible to undermatching⁵ this season.

- I suspect that students bound for **highly competitive and competitive colleges** will maintain the most opportunity to compete by differentiating themselves from other applicants based on their extracurricular activities and other significant variables⁶. Their inability to submit standardized tests would have minimal impact on the competitive advantage of these students, due to the demonstrated diminished significance of testing to compete for admission to their target schools in the first place. I project that students bound for highly competitive, competitive, and non-competitive colleges (as you'll see in the bullet point below) will be least susceptible to undermatching this season.
- I suspect that students bound for **non-competitive colleges** will experience minimal impact from pandemic-related disruptions, given that their target schools place few additional requirements, if any, beyond a high school diploma.

To what degree do we suspect that college-bound seniors will be impacted by college access disruptions related to COVID-19?				
Academic Profile of Students	Students Bound for Highly Competitive Colleges	Students Bound for Competitive Colleges	Students Bound for Less Competitive Colleges	Students Bound for Non-competitive Colleges
Degree of Impact	Least Susceptible to Undermatching	Least Susceptible to Undermatching	Most Susceptible to Undermatching	Least Susceptible to Undermatching

College Readiness

Approximately 82.7% of students from the Class of 2021 are bound for “highly competitive” or “competitive” colleges, representing an estimated 8% decrease from last year.

	College Competitive			College Ready	Total Students
	Highly Competitive	Competitive	Less Competitive	Non Competitive	
Institutional Selectivity					
Qualifying GPA	3.0 or higher cum.	2.50-2.99 cum.	2.0-2.49 cum.	1.0-1.99 cum.	
18th Wave	70 (67.3%)	16 (15.4%)	9 (8.7%)	9 (8.7%)	104
17th Wave	60 (69.8%)	18 (20.9%)	7 (8.1%)	1 (1.2%)	86

⁵ According to Bellwether Education Partners, “undermatching” occurs when a student attends a college that is less selective than their credentials would otherwise allow. Students from low-income families are more likely to undermatch when enrolling in college. Less selective institutions often have less financial aid to give, fewer supports for students, and lower graduation rates. Under-matched students face longer odds to complete a post-secondary degree or certificate.

⁶ See Table 1: Comparison of Typical Achievements Requested in College Applications.

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Post-Secondary Planning

From an initial survey (n=93), approximately 90% of students from this year’s graduating class have a post-secondary plan so far, with about 80% choosing college.

Post-secondary Plan	Percentage of 18th Wave with Interest
Four-year college or university	69.9% (65 students)
Community college	9.7% (9 students)
Military enlistment	0.0% (0 students)
Trade program or apprenticeship	1.1% (1 students)
Gap year program	1.1% (1 students)
Job program	4.3% (4 students)
Full-time employment	3.2% (3 students)
“I’m not sure”	10.8% (10 students)

Estimated College Application Pathways Engagement for Wave 18

We expect that 95% or more of our graduates will have a post-secondary plan, however, we are anticipating that fewer students will choose college, opting for alternative pathways instead.

% Applying to 4-Year Schools	% Applying to 2-Year Schools	% Alternative Pathways
70%	20-25%	5%-10%

- Projecting a 10% increase in students who choose something other than college
- About 90% choosing college
 - with a potentially a greater share of students choosing community college
 - potentially fewer admits to CSU due to new admissions criteria (increase to 2.5 cumulative GPA minimum)
- Highly competitive students are expected to see admits that are *comparable to last year’s class*
- Less desire by students *to venture out of the area*
- Unknown variables connected to students including
 - family members needing them to work and contribute to the household due to unemployment, loss of work hours offered, and lost jobs (5 students, so far, have come forward with this information, some of whom are academically high-achieving and bound for highly competitive colleges)

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Now What?

Given the context of the pandemic, in addition to our efforts to advance the Strategic Plan of Making Waves, we will make certain enhancements to benefit different segments of our graduating class, with special attention paid to reducing the effects of undermatching among those bound for less competitive colleges so that the Expected College Completion⁷ (ECC) rate of this cohort is as high as its academic profile will allow.

Specifically, here are distinct shifts that will occur this season:

- Based on findings from Bellwether Education Partners related to our Strategic Plan, we will be helping each student apply to colleges that have the highest Estimated College Completion (ECC) rates available to them, based on their academic profiles.
- We will enhance our college list building efforts for students bound for less competitive colleges by helping them identify institutions⁸ that will allow them to highlight more than just academics and standardized test scores on their applications. For students bound for California State University, we will encourage them to pursue the option of being considered for the Educational Opportunity Program (EOP), which allows for students to submit five short essays⁹.
- We will explore participation in programs such as the MicroCollege Honors Pathway Program that target high school seniors who fall into our non-competitive group but are still interested in college.
- We will identify specific students who are bound for less competitive institutions and encourage them to take an SAT or ACT exam administration if seats become available, even if the administration is out of the area¹⁰. Students will be identified¹¹ if they have a University of California and California State University GPA of between 2.00 and 2.49 and have a 2019 PSAT score that is within competitive range for the colleges they are targeting for admission¹².
- We will be increasing the amount of available support time for personal statements, supplemental essays, activities descriptions, letters of recommendation, interview preparation, and demonstrated interest opportunities, such as virtual visits, for students submitting applications that allow for these areas to be highlighted, particularly for those bound for competitive or highly competitive institutions.
- In anticipation of a potential increase in the number of students who are bound for community colleges, we will be increasing the amount of available support time for exploration and enrollment. Together with CAP, our college success program, we are embarking on an initiative that ladders-up to our Strategic Plan to better understand the user experience of a community college bound student at Making Waves. It is worth noting that in an initial survey of post-secondary plans, we are seeing that approximately 10% of rising graduates are giving thought to alternative pathways after high school, including trade programs, apprenticeships, gap year

⁷ See Table 2: "Selectivity Index to Match by Estimated College Completion Rate" and Table 3: "Sample Match by Estimated College Completion Rate."

⁸ While we may succeed in helping students bound for less competitive institutions gain admission, it is worth noting that these institutions are typically not as generous with financial aid. Financial aid may be a competing factor which may cause students bound for less competitive institutions to choose to attend a non-competitive institution due to cost, which is a type of undermatch.

⁹ Based on our findings at Making Waves, it is largely students with an Expected Family Contribution of \$0.00 that are accepted into EOP.

¹⁰ Prior to the recent wildfires, a limited number of seats were available in Fairfield and Sacramento. No seats were available in Berkeley, Oakland, or Richmond -- cities where Wave-Makers have taken the SAT and ACT in previous years.

¹¹ We estimate that there are 10 to 15 seniors who fit this criteria.

¹² A University of California and California State University GPA of 2.50 now deems a student eligible for admission to a CSU, meaning that a student with this GPA are essentially guaranteed admission to their local CSU campus, provided that they apply. Prior to the pandemic, the CSU used an eligibility index which specified minimum GPAs and SAT or ACT scores for admission.

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programs, job programs, or full-time employment. We suspect that these students may ultimately choose to attend community colleges, but this initial pulse check represents an increase from prior years.

Lastly, a conversation about the future of higher education is not complete without a conversation about the future of work. Work will likely be the main source of income for most Wave-Makers, but as the future of work changes, so must our approach for positioning our students to contribute to the workforce -- failure to do so may perpetuate income inequality for our community, despite our efforts to push back against educational inequality. To that end, as we build a vision for the future of work and what it means for Wave-Makers, we are asking ourselves the following questions, based on insights from McKinsey Global Institute¹³:

- What training or preparation can we offer so that Wave-Makers can adapt to a workforce characterized by the rise of automation and artificial intelligence?
- What supports and resources can we offer so that Wave-Makers can thrive in changing models of work and work structure, including remote work, gig work, and fissured work?
- What guidance can we offer so that Wave-Makers can attain the financial means to live the lives they want for themselves?

More than ever, we are committed to meeting this challenge, leveraging our full resources and capabilities to prepare our Wave-Makers for what's now and what's next.

¹³ For further reading, see ""How Will Automation Affect Jobs, Skills, and Wages?" by Peter Gumbel and Michael Chui at McKinsey and Company (2018).

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Table 1. Comparison of Typical Achievements Requested in College Applications. Applications to highly competitive institutions typically allow students to highlight more achievements than applications to less competitive or non-competitive institutions.

	College Competitive		College Ready
	Highly Competitive	Less Competitive	Non Competitive
Academics			
Grade Point Average	✓	✓	✓
Course Rigor	✓	✓	✓
Honors and Advanced Placement (AP) Points	✓	✓	✓
Semesters of College Prep (a-g) Coursework	✓	✓	✓
Trend	✓	✓	✓
Standardized Tests¹⁴			
SAT / ACT			
SAT Subject Tests			
AP Exams			
Extracurricular Activities			
Community Service	✓		
School Clubs	✓		
Arts	✓		
Athletics	✓		
Paid Work	✓		
Enrichment Programs	✓		
Leadership	✓		
Internship	✓		
Capstone Project	✓		
Harder to Measure Variables			
Personal Statement	✓		
Supplemental Essays	✓		
Letters of Recommendation	✓		
Demonstrated Interest	✓		

¹⁴ Through a personal connection, we have heard that University of California, Berkeley may place heavier weighting on Advanced Placement (AP) exam scores and SAT Subject Test scores as a result of the pandemic-related shifts. A formal statement from University of California is expected this fall.

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Table 2. Selectivity Index to Match by Estimated College Completion Rate. Beginning in 2020, this is the index to be used to “match” college-going Wave-Makers to their target ECC when building college lists.

Match by Estimated College Completion Rate

Highest Score		Final High School GPA							
ACT	SAT	<1.74	1.75 - 1.99	2.00 - 2.49	2.50 - 2.75	2.75 - 2.99	3.00 - 3.24	3.25 - 3.74	3.75+
24+	1090+	52%	52%	52%	79%	79%	88%	88%	88%
21 - 23	980 - 1080	42%	42%	52%	66%	79%	79%	79%	79%
18 - 20	870 - 970	42%	42%	52%	66%	66%	79%	79%	79%
16 - 17	790 - 860	29%	42%	42%	52%	52%	52%	66%	79%
<16 or No ACT	<790 or No SAT	29%	42%	42%	42%	42%	42%	52%	52%

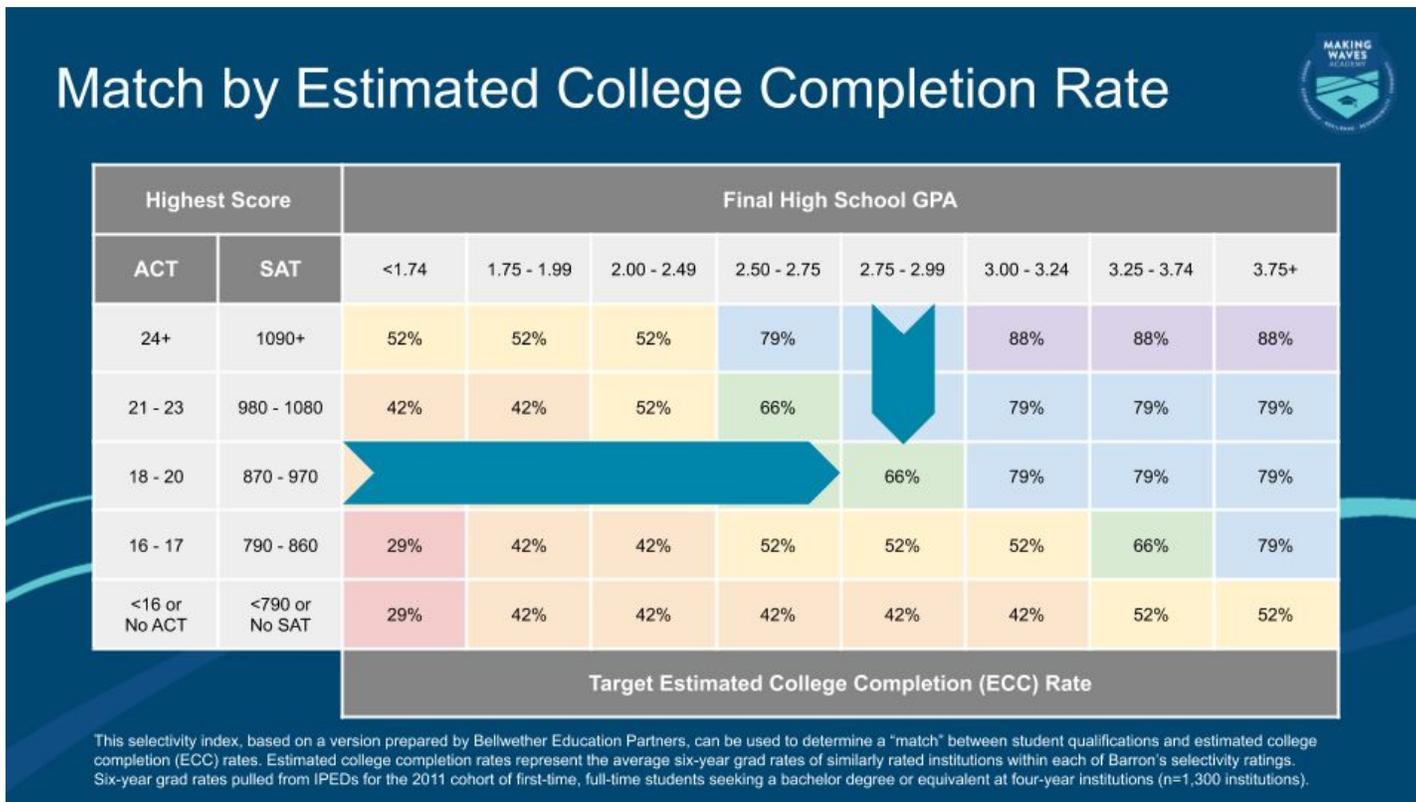
Target Estimated College Completion (ECC) Rate

This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

Footnote to Table 2: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

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Table 3. Sample Match by Estimated College Completion Rate. A college-going student with a GPA of 2.75 and an SAT Score of 870 should expect to “match” with an institution with an estimated college completion (ECC) rate of 66.0%.



Footnote to Table 3: This selectivity index, based on a version prepared by Bellwether Education Partners, can be used to determine a “match” between student qualifications and estimated college completion (ECC) rates. Estimated college completion rates represent the average six-year grad rates of similarly rated institutions within each of Barron’s selectivity ratings. Six-year grad rates pulled from IPEDs for the 2011 cohort of first-time, full-time students seeking a bachelor degree or equivalent at four-year institutions (n=1,300 institutions).

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Table 4. MWA & the ECC. See below for a breakdown of Wave 18 using the ECC framework.

College Matching Index Aggregate Data - 17th Wave, MAY 2020

	Two Year College	Four Year College	Somewhat Competitive	Competitive	Very Competitive	Most Competitive	TOTAL
# of Stus.	2	12	8	11	32	23	88
% of Stus.	2.3%	13.6%	9.1%	12.5%	36.4%	26.1%	100%

	Cumulative GPA - 9th-1st semester 12th Grade							
Highest Score (SAT or ACT)	<1.74	1.75-1.99	2.00-2.49	2.50-2.75	2.75-2.99	3.00-3.24	3.25-3.74	3.75+
1090+ / 24+						(1)	(3)	(19)
980-1080 / 21-23				(2)	(2)	(1)	(5)	(10)
870-970 / 18-20			(1)	(3)	(2)	(4)	(6)	(2)
790-860 / 16-17	(1)		(4)	(1)	(3)	(3)	(4)	(2)
<790 / <16 or no testing	(1)	(2)	(2)	(2)	(1)	(1)		

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Advisory - (Center for Holistic Support Services & College and Career Counseling Partnership)

Emilio Ortega, Dean of Students

What?

This year Making Waves Academy launched an academy-wide advisory model embedded with social-emotional learning (SEL) programming. The aim is that every Wave-Maker feels safe, supported, and equipped with the academic, behavioral, and social-emotional skills needed to formulate a vision for the future that:

1. Inspires hope
2. Supports the exploration and development of their post-secondary aspirations in their chosen career pathway
3. Supports the development and attainment of their self-identified Life Dreams

Advisory occurs daily for 30 minutes of synchronous time and provides advisors and students with time for the following:

- CONNECTION: Advisor and advisees are able to have real connections in real-time around topics and discussion of interest to them.
- CHECK IN: Provides everyone with an opportunity to check-in and express how they are feeling for the day and more insight into who they are.
- DISCUSSION: Opportunities to have discussion around the following topics: digital citizenship, self-care, election season, and even challenges and accomplishments they have achieved.
- SUPPORT/CELEBRATIONS: Advisors and their advisees have an opportunity to support each other with a kind word, or have time to discuss and review their advisory self-care & academic goals. It is also a time for students to learn about various supports that are available to them at MWA.
- FUN & TEAM BUILDING: Every advisory period builds in time for community building and fun and exciting activities that provide an opportunity for the advisory to build connection amongst each other.
- STUDENT VOICE: In addition to Wave-Makers having opportunities to share their thoughts, advisory provides ASB and student clubs with an opportunity to create content and activities for their peers in advisory. (ie. Spirit Week, Kindness Week, etc.)
- COLLEGE & CAREER (LIFE DREAM) AWARENESS: Advisory provides an opportunity to connect what is learned in advisory beyond the classroom or even the topic to their *Life Dream* goals. Advisory has provided opportunities for the College & Career Department to create awareness, discussion and even excitement around College & Careers (ie. Virtual College Tours of Advisor's Alma Mater)

Below is a sample of feedback provided by advisors and advisees on MWA's SEL-focused advisory content:

- ~86% of Faculty advisor respondents shared that advisory discussion and content is helpful.
- ~84% of Wave-Makers respondents agreed/strongly agreed with the statement that Advisory has been helpful.
- ~72% of Faculty advisor respondents shared that advisory content has helped them to facilitate community building/positive interactions with their students.
- ~69% of Wave-Maker respondents agree/strongly agreed with the statement that they like coming to school to because of the school activities (ie. advisory, assemblies)

So What?

Given where the world is currently situated and the potential psychological effects of prolonged physical distancing and isolation, social-emotional well-being has been one of our key pillars of community support and is a critical need. In

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response to remote learning, we needed to be flexible on how to best implement social emotional learning in a way that had a positive impact for our school community. To that end, we have worked diligently to embed SEL concepts, and practices into advisory lesson plans. Our advisory lessons are unique in its approach to holistic development because they allow teachers to build healthy and appropriate relationships with students, while presenting high level concepts and practices that target community, resiliency, emotional regulation, and self-affirming exercises. All of which supports the development of a positive future oriented perspective for our Wave-Makers. It is also important to note that in identifying support modalities, we use a variety of data sets to help inform programmatic supports based on the story that the data is telling us.

For both our teachers and students, feeling connected is integral to relationship building. Our students and teachers need and value the advisory time to connect and check in with one other. Research shows that having supportive peers and **positive and trusted adults can** dramatically improve the outlook for a child suffering from *adverse childhood experiences (ACEs)*.¹⁵

In fall 2020 there was a culture and climate survey to identify the top 5 worries of our Wave-Makers. The results were the following:

- 69% of Wave-Maker respondents are worried or very worried about *getting good grades*
- 56% of Wave-Maker respondents are worried or very worried about *students hurting themselves*
- ~43% of of Wave-Maker respondents are worried or very worried about *students hurting each other*.
- ~41% of Wave-Maker respondents are worried or very worried about *Emotional Health (ex. managing emotions in a healthy way)*
- ~41% of Wave-Maker respondents are worried or very worried about *During distance learning not being able to be with my classmates*

Additionally, in fall 2020, a school-wide culture and climate survey showed that students have expressed the following challenges as a result of stay-at-home orders:

- Balancing home and school work responsibilities
- Missing friends and classmates
- Having limited options for space and movement

Now What?

In an effort to provide ongoing student focused advisory lessons we will continue to collaborate with various departments to ensure that all advisory lessons are holistic in their approach to supporting the social-emotional well-being of our Wave Makers. For example, partnering with College and Career Counseling regarding content and activities that are college and career focused, Applied Technology regarding digital citizenship content, and Academic Intervention Services regarding content that will aid in supporting academic skill development. We will continue to connect with our Advisors to get a pulse check on what's going well, and what needs to be modified in response to any new trends. To stay abreast of best practices and to further develop competency growth we will begin identifying external resources to aid in this capacity. With these proactive and responsive measures and consistent ongoing feedback loops we are certain that we will continue to create advisory lessons that will support advisor and advisee engagement and provide ongoing structures of student support during and after the COVID pandemic.

¹⁵ Bellis, M. A., Hughes, K., Ford, K., Hardcastle, K. A., Sharp, C. A., Wood, S., Homolova, L., & Davies, A. (2018). Adverse childhood experiences and sources of childhood resilience: a retrospective study of their combined relationships with child health and educational attendance. *BMC public health*, 18(1), 792. <https://doi.org/10.1186/s12889-018-5699-8>

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Update on Vacancies and Coverage

Caitlin Shelburne, Senior Director of Academic Instruction

Distance Learning provides a unique opportunity to re-think procedures for coverage while teachers are out to allow for continuity of learning.

What:

We have unique procedures for daily absences and long term absences during Distance Learning.

Daily Absence (Sick Days/Bereavement): When a teacher is absent for a day, we leverage our Learning Management System (LMS), *Canvas*, and the Directors of Academic Instruction (DAI) to address coverage of classes. We also have some flexibility (during the pandemic) around attendance expectations, per the state requirements. When teachers know they will be absent, they post asynchronous work to their Canvas page paired with detailed instructions, which are often in the form of a recorded video lesson. Upon completing work, students submit their assignments to qualify their presence in class. When the teacher returns, they check the work for completion and submit this information to the registrar’s office for attendance purposes. In many ways, this approach has not only allowed for consistency, but supports the flipped classroom model that allows for students to complete work as pre-work for a class discussion.

Long Term Absences & Vacancies: During long term absences or vacancies, we maximize the use of our internal team of In House Substitutes to provide instruction, our Content Lead’s to support with planning and our DAI’s to support with gradebook responsibilities.

So What:

Please see vacancies detailed below and current coverage.

	Middle School	Upper School
Current Vacancies	<p>7th & 8th Grade History Teacher: Covered by our Associate Substitute Coordinator</p> <p>8th Grade History: Covered by our Maker’s Coordinator on a stipend (former MWA History Teacher) Will be covered by a SWING Substitute</p>	<p>9th & 10th Grade English Teacher (Covered by our In House Substitute for the Humanities)</p> <p>Online Learning Course (APEX): Covered by our Math/Science In House Substitute)</p>
Number of Daily Absences	9/36 Teachers have taken day (s) or class period (s) off during this academic year	7/29 Teachers have taken day (s) or class period (s) off during this academic year

Now What:

- In preparation for upcoming planned family leaves, we are looking to re-launch our partnership with SWING Education (a service provider for placement of substitute teachers) to hire long term substitutes.
- Implement broader communication to MWA Leadership with daily coverage details on daily and extended absences and substitute teacher assignments.

Coversheet

CEO Report

Section: II. Standing Reports
Item: F. CEO Report
Purpose: Discuss
Submitted by:
Related Material: Quarterly Reflection Guiding Questions_DEC 2020.pdf
CEO Report_MWA Board Report_DEC 2020_ABN.pdf

BACKGROUND:

There are two attachments for this section. One is the MWA CEO Report. The other is set of quarterly reflection questions I am using with the MWA executive team to informally reflect on, discuss, and review quarterly progress against their quarterly goals, quarterly performance, and areas of success and growth. These reflection questions are part of an effort to make Quarterly OKRs (Objectives & Key Results) more of our collective habit for goal setting and attainment, and it is meant to also provide more opportunities throughout the year for dialogue, calibration, and feedback between annual performance reviews.

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Quarterly Reflection Guiding Questions

The questions listed below are meant to guide a discussion on quarterly performance through thoughtful discussion and self-reflection. These questions are meant to open up a dialogue that can help us level-set on performance, expectations, and general self-awareness.

As part of our Q2 informal evaluations and reflections, please come to the meeting prepared to answer the following questions:

1. What are your reflections on your Q2 OKRs?
 - a. Identify and share a success and a challenge?
 - b. Anything you would do differently the next time?
 - c. On a scale of 1-10, how proficient do you think you are in developing strong OKRs? [We'll compare our ratings on this.]
2. What are your reflections through the first half of the year?
 - a. What have you been pleased with the most in terms of your performance?
 - b. Where are you challenged or wanting to perform differently?
3. What is one area you want to focus your efforts on growing professionally the second half of the year, and particularly Q3?
 - a. Is there any habit or skill you want to work on strengthening?
 - b. Will it require any additional coaching or training?
4. How can I best support you through Q3?
 - a. I will also share what I need from you in Q3.



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MWA Chief Executive Officer Report

Alton B. Nelson, Jr.

WHAT

We are doing our best to make decisions based on our **three areas of optimization**:

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

We are doing our best to minimize the safety risks during **pandemic**, while also optimizing for teaching and learning and social emotional support. In November, the MWA community had a few confirmed COVID cases (students, staff, and parents). The higher rates of infections in Richmond add to the duress our families are experiencing during a time of economic uncertainty. As of now, no area public middle or high schools are open or plan to open soon. Recently, area charter leaders met to discuss the conditions and trade-offs for opening.

The **general conditions and expectations from the state** continue to evolve. MWA leadership is pivoting and adapting to new and different expectations/requirements for instruction, student support, and assessment. For example, there is a chance that state tests will be required of our students in the spring. As of now, it is not clear how the tests will be administered, what subjects will be assessed, and how long the assessments will be.

The overall **well-being of students and staff** are one of my current concerns. The combinations of the elections, the pandemic, and the stresses of working under pandemic restrictions is taking a cumulative toll on the community. I have scheduled meetings to seek input from our Center for Holistic Support Services, faculty, and students to learn more.

Certainly, **post-election**, the local landscape for charter schools has shifted, as board candidates with strong “anti-charter” support have been elected to both the local school board (WCCUSD) and to our charter authorizer’s board (CCCOE). As always, we will engage the new members to help them learn more about MWA first-hand, as well as share our successes and innovations.

SO WHAT

- ***DEI Work***. Our DEI service provider, *CircleUp Education*, led two of three scheduled trainings with the MWA Executive Team in the areas of inclusion, discrimination, and bias. One of my key takeaways is the importance of the institution to do more of the “heavy lifting” on supporting a more inclusive environment. We will resume training in January.



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- **Student Well-Being.** I met with members of the Center for Holistic Services Team to learn more about the challenges of supporting students during this time. There has been an increase in reports of suicidal ideation and suicide attempts. Parents have been offered, and have been more willing to accept, various forms of psychological supports, referrals to counseling providers, and general parent education support. With increased demand, this team is doing its best to strategically triage and serve those it can and refer others where appropriate. A trained psychologist led a workshop for parents in November that was well received. I anticipate that the 2nd Interim budget will include adjustments to account for shifts and additions in services and personnel to meet the demand.

NOW WHAT

- **Q2 Reflections.** As we near the end of Q2 (Dec. 31st), I will be formally engaging with my team (executive leadership) on their Q2 objectives and one area of focus for continuous improvement in Q3. In this way, I am identifying more ways to engage authentically in performance feedback discussions throughout the year as opposed to just the annual performance review in the late spring/early summer.
- **Training & Support.** Some of our new and experienced leaders are/or will receive coaching. I have seen positive results as leaders are learning specific skills and using specific tools to broaden their approach to effective leadership.

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

- **Progress** – Dr. Ward-Jackson and I have met with the MOCHA Owners once and have another meeting scheduled for December. The MOCHA Owners are launching surveys, scheduling interviews, and engaging with MWA leaders, peers, external service providers in moving the work forward. I am encouraged with initial progress.
- **Timelines** – The timeline remains the same with key updates to share out in January (and potentially needing to extend the initial work through the end of January/early February).



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Goal #2

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

Goal #2 Updates

At the November PCT meeting we discussed the recognition of the initial successes of MWA's four-year college Wave-Makers in CAP and the challenges of Wave-Makers pursuing community college pathways or who are not finding as much success in either pathway. Next steps include CAP's Melissa Fries, Dr. Ward-Jackson, and Mr. Siapno engaging in deeper discussions about strategic areas and programmatic shifts to address these items.

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.

Coversheet

Chief of Staff and Acting Director of Human Resources Report

Section: II. Standing Reports
Item: G. Chief of Staff and Acting Director of Human Resources Report
Purpose: Discuss
Submitted by:
Related Material: December 2020_COS Board Report.pdf



Board Report

Chief of Staff and Acting Director of Human Resources

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Elizabeth Martinez

Chief of Staff and Acting Director of Human Resources

COVID -19 Cases

What?

- Since the beginning of the academic year we received 3 reports of confirmed positive cases in employees and 34 confirmed exposures (this number is not duplicated, these are 34 different employees and they do not overlap with the confirmed positive cases)
- Community notifications were disseminated within 24-48 hours from receipt of the initial report to MWA
- Of the 3 cases, 2 had been on campus prompting our notification protocol to individual employees who might have been exposed

So What?

While the number of confirmed cases is relatively low for our community, the number of exposures is significant as they represent approximately 25% of our employees who were exposed at different times. While their results were ultimately negative, current protocols require those exposed to quarantine for a period of time. Our response to incidents of exposure and/or positive cases has been efficient, swift and in compliance with local and state guidelines. To date, none of the confirmed positive cases or the exposures have led to outbreaks or infections on campus. I attribute this to accurate contact tracing, quick notification, and adherence to safety protocols from those who are on campus regularly.

Now What?

With the surge in cases in California, and nationally, it is absolutely critical that we continue to adhere to our safety protocols and that we receive reports from employees quickly when they are exposed to COVID-19 or they have contracted it. Additionally, a lot of the guidelines that we received earlier on in the semester are changing now that health professionals know more about the virus. We will be taking the learnings from 100% remote work as well as the new county and state guidelines and modifying them as needed if and when we move to other phases in our relaunch plan.

HR Leadership Update

Following the staff reductions last academic year, Alton and I worked together to determine the best path forward for staffing in critical areas in the face of budgetary challenges. As you all know, I took on the Acting Director role, formally, this past July but have been overseeing HR for over a year now. When I began my stint as Acting Director it was with the intention that this would be temporary and that I would focus on two goals: retain continuity of critical services and develop Fe's leadership capacity.

I am happy to inform you that Fe will step into the permanent Director role in January 2021, I will remain Fe's supervisor and continue to provide strategic leadership and vision to the HR office but she will be the primary point of contact for all employees. This shift will allow me to step back into the other aspects of my role which are also critically important this year including governance and compliance. I am very confident that Fe will provide focused and full-time leadership to that department with my continued guidance.

Fe's Bio: *"Fe Campbell (she/hers/her) is a proud Bay Area native that has served MWA since joining during the 2017-18 academic year. Prior to MWA, she worked in higher education at University of San Francisco, specializing in strategic HR areas, including but not limited to effective onboarding, orientation, compliance and system developments. Fe studied and earned her BA in Psychology from Pepperdine University, later earning her Master's in Organization Development from USF in 2018. As a lifelong learner, she is most passionate about the human connection with employees, as well as the ongoing assessment of HR strategies in an organization to effectively manage its workforce. Provided this passion, she remains committed to the mission, students, staff and impactful work at MWA. Fe is inspired daily by her husband and one-year old son. In her free time, she likes to fellowship with family and friends,*

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travel, attend comedy shows and hike.”

Coversheet

Q&A on Written Finance Report (CFO)

Section: II. Standing Reports
Item: H. Q&A on Written Finance Report (CFO)
Purpose:
Submitted by:
Related Material: CFO Report_MWA Board Report_DEC 2020.pdf



MWA Board Report

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MWA Chief Financial Officer Report

Wallace Wei

State Budget Update

On September 18, 2020 the Governor signed **Senate Bill (SB) 820**, an Education Trailer Bill, which made several key changes to provisions of the state budget adopted in June. Changes include:

- Growth funding accommodations for eligible LEAs.
 - Only partially eases the growth cap due to the imposition of high statewide absence factor.
 - MWA is eligible for the growth funding and submitted the application on November 5th.
- No ADA collected in 2020-21 for apportionment purposes.
- Extended deadline to spend several Covid-19 relief funds.
- Requirement to update the *Budget Overview for Parents* template to reflect alignment with 2021 *Learning Continuity and Attendance Plan*.

While the Governor still seeks support from the federal government for COVID-19 relief, revenue reductions have been shifted to cross-year cash deferrals beginning in February and are projected to continue through June.

Government Revenues Outlook

The latest news in the Department of Finance (DOF) monthly report on state general fund revenue collections for August indicates that the pandemic's initial impact on California's economy and state revenues peaked in the second quarter of 2020. California has now recovered one-third of the jobs lost in March and April for an unemployment rate of 11.4% in August. While this recovery is good news, it is far from the 4% unemployment rate reported a year ago. It is becoming clearer that COVID-19 will be a multiyear problem affecting all aspects of school operations and finance.

Given this economic outlook, the reliance on one-time funds including reserves, and the magnitude of deferrals required to maintain LCFF funding, we used relatively conservative government revenue assumptions in MWA's first interim budget based on the recommendations from Fiscal Crisis and Management Assistance Team (FCMAT). If the economic recovery continues, MWA could receive up to \$400k more government revenues as compared with the first interim budget estimate.

Funding picture for 2021-22 and beyond is subject to many variables, but some of the known pluses and minuses include:

- *Known Pluses*
 - Economy currently performing better-than-anticipated.
 - 2020 budget legislation calls for boosting K-12 funding from 38% to 40% of state budget, phasing in 2022-24. This will increase MWA's LCFF funding rate by roughly 5%, or \$500/ADA.
- *Known minuses*
 - The state is starting about \$11 billion in the hole to backfill deferrals next year.
 - It is unlikely we will receive additional federal stimulus money in 2021-22 and beyond.
 - CalSTRS employer rates can increase faster than previously projected starting in FY22 because the budget trailer bill redirects funding that previously was allocated to reduce long-term employer contribution rates to state pension systems, instead providing near-term relief in FY21.
 - Prop. 15 was rejected in 2020 California election. Proposition 15 would require reassessing commercial properties every three years at market value. If it were to pass, the change would significantly raise businesses' property taxes and boost K-12 funding rate.
 - Sluggish state revenue growth is expected for the next several years, according to the latest report by the state's Legislative Analyst's Office, while costs are projected to rise significantly for Medi-Cal, prisons, etc.

FY 2019-20 Financial Audit Update

The FY 2019-20 financial audit went smoothly this year despite a much broader audit scope than prior years due to the federal single audit. The federal single audit is triggered when a school received more than \$750,000 federal grant in a year.

On November 19th, the audit partner Ms. Lili Huang from CLA reviewed the draft Independent Auditor's Report and MWA financial statements with the audit committee, noting that (i) she and her team had encountered no difficulties or disagreements in dealing with MWA management while performing and completing the audit of MWA financial statements; that (ii) no deficiencies were found, i.e., there were no findings or questioned costs; and that (iii) the financial statements, in all material respects, fairly present the financial position of MWA.

At the meeting, Ms. Huang also let us know that she cannot issue the final audit report until the compliance supplement addendum is released from the federal government for the CARES ACT Audit. Since many schools are waiting for this compliance supplement addendum to finalize their audit report, the deadline for a charter school to submit FY 2019-20 audit report to its chartering authority is postponed to March 31st, 2021. At the time this report was drafted, the auditor just received the compliance supplement addendum and was in the process of finalizing the audit report. The board will receive the final audit report for approval at the January board meeting.

First Interim Budget

On November 19th, the Finance Advisory Committee reviewed the First Interim Budget for FY21 and recommended they be approved by the board. This topic is more fully covered in a separate report since it is an action item.

CalSTRS External Audit and Internal Review

In October 2019, CalSTRS conducted an external audit to assess the completeness and accuracy of MWA CalSTRS members' creditable compensation reported in FY 2018-19. In July 2020, we received a notification from CalSTRS indicating MWA missed reporting two eligible compensations. While addressing the findings from the external audit in the fall, we also conducted a comprehensive internal review on CalSTRS compliance, based on recommendations from our attorney. Throughout the process, the board president and finance advisory committee had been advised in real time of the issues of and progresses made on both the external audit and internal review.

A key change to CalSTRS eligibility criteria in January 2016 led to the internal finding of not properly classifying a few CalSTRS eligible positions. We had never been notified of the change of the eligibility criteria by CalSTRS or by our authorizer and therefore were acting in good faith throughout.

On October 29th, I shared a memo with the finance advisory committee on the CalSTRS external audit and internal review (attached below) that summarizes the findings, fiscal impact, and action plan to ensure future compliance with CalSTRS:

Findings

We were selected to undergo an **external audit** by CalSTRS in the fall of 2019. During this audit it was determined that the Special Temporary Cost of Living Allowance was initially deemed "creditable compensation". However, we successfully disputed this finding so that this allowance is NOT viewed as creditable compensation. The Content Lead and Grade Level Lead leadership stipends were deemed as creditable. This was not a matter of dispute.

After being selected for an external audit, we made the decision to conduct our own **internal review** to make sure we uncovered any other potentially creditable positions. During the internal review we found some positions were not properly classified as creditable. During this process we learned that the criteria changed in 2016 and allowed for certain non-credentialed, student facing positions to be deemed as creditable.

Fiscal Impact

- Avoided paying about **\$1.1M** in disputing one of the external audit findings
- About **\$500K-\$550K** for all late payments, interest, and penalties (see more details below)
- About **\$95K** additional costs annually moving forward for CalSTRS employer contributions starting from this year

Out of the total fiscal impact, about \$80K are due to late contributions per Education Code section 27007:

A late contribution shall be subject to a penalty equal to 5% of the creditable compensation upon which the contribution was based if that contribution is received after March 1st of the state fiscal year that immediately follows the state fiscal year in which the contribution was due.

I reached out to CalSTRS Employer Helpdesk about the possibility of getting a waiver on the penalties because we were acting in good faith. While the CalSTRS representative said there is no formal waiver (which our attorney confirms), she indicates that disputed matters may be resolved through an informal process before an

executive decision review and/or appeal are necessary. Given this, we have started the process to dispute the penalties through the Contra Costa County Office of Education.

According to our attorney, if that informal process does not work, we can request an Executive Review from CalSTRS within 45 days of a formal decision. Thereafter, we can file an appeal within 90 days if the decision is not set aside. The appeals process is conducted through the Office of Administrative Hearings.

Action Plan

I developed an action plan moving forward that details plans for ongoing review of creditable positions and reporting out to the finance advisory committee on the results of the internal reviews for the next three years.

MAKING WAVES ACADEMY MEMORANDUM

TO: FINANCE ADVISORY COMMITTEE
FROM: WALLACE WEI, MWA CFO
SUBJECT: CALSTRS EXTERNAL AUDIT AND INTERNAL REVIEW
DATE: 10/29/2020
CC: ALTON B. NELSON, JR., MWA CEO

In this Memorandum, I provide an update on:

- The FY 2018-19 CalSTRS Audit
- The findings of our internal review of CalSTRS compliance
- Our plans to ensure future compliance with CalSTRS

CalSTRS Audit

In October 2019, CalSTRS conducted an external audit to assess the completeness and accuracy of MWA CalSTRS members' creditable compensation reported in FY 2018-19. In July 2020, we received a notification from CalSTRS indicating we missed reporting the following two eligible compensations:

- **Special Temporary Cost of Living Allowance (STCOLA) as creditable compensation for CalSTRS members.**
 - This is the \$12K/year allowance every full-time employee receives on top of their base salary or hourly wage. The STCOLA was established three years ago to help our staff offset the increasing cost of living in the Bay Area, to remain competitive in our compensation and benefits for hiring, and to create flexible instrument that could be responsive to the needs of our employees without permanently changing our salary scales for exempt and non-exempt employees.
- **Content Lead and Grade Level Lead Stipend as creditable compensation for CalSTRS members.**
 - These stipends are for teacher leadership positions. These teacher leaders receive their base salary aligned with their Step Scale for MWA along with a stipend that compensates them for some of the additional leadership responsibilities they take on these roles.

We have successfully disputed the first finding about the STCOLA, with the help of our attorney, by citing the following reasons:

- The STCOLA is designed as a cost of living adjustment, or "allowance", that is available to all employees, and is not linked to the performance of creditable service.

- The STCOLA is particularly intended to assist employees with housing expenses associated with the high cost of living in the Bay Area.
- The STCOLA constitutes a fringe benefit rather than salary or remuneration in addition to salary.
- The STCOLA is not 'permanent' and is subject to School discretion.

As a result of the successful dispute, MWA avoided paying about \$1.1M for missed contributions, penalties, and interest.

However, we were not successful in disputing the claim for the Content and Grade Level Lead stipends. CalSTRS continues to maintain that Content Lead and Grade Level Lead Stipends are creditable compensations, even though our attorney suggests that there is some ambiguity regarding the extent of creditability of the stipend, depending on whether the stipend is paid in a lump sum or prorated.

As a result of CalSTRS' insistence on this finding, MWA is liable to CalSTRS for the employee and employer contributions of the stipend that were paid **from 2016 to 2019, plus interest and a penalty equal to 5% of the total stipend upon which the contribution was based**. We are currently working with the CalSTRS county representative to correct the missed contributions.

Estimated Fiscal Impact for the Content and Grade Level Lead Stipend Finding = \$60K

MWA did not interpret these stipends as additional core compensation, and therefore, did not seek an additional opinion about them as creditable services when they were created.

According to Sarah Cassady, the labor law attorney at YM&C, the ambiguity of CalSTRS eligibility issue is that there are several laws, rewrites of the laws, Employer Directives, advice memorandums, and California Code of Regulations (CCRs) that tie together very closely but at times are in conflict. She mentioned it is not a totally sound or clear system in her experience.

Internal Review

Because of the external CalSTRS audit and its findings, the potentially large fiscal impact of non-compliance, as well as the ambiguity and complexities of some of the CalSTRS regulations, we made the decision to conduct a comprehensive internal review on CalSTRS compliance for all MWA positions and types of compensations, based on recommendations from our attorney.

As an overview, Education Code section 47611 states if a charter school makes STRS available, all employees who perform creditable service shall be required to enroll in STRS. In other words, membership is mandatory if an employee is eligible; they cannot opt-in or opt-out. The only exception to this rule is for part-time employees and employees who are coming to the School from a PERS position (but only if the employer offers PERS). In such cases, those employees can choose to enroll in STRS (or for the PERS employee, to remain in PERS).

Eligible members include employees that perform "creditable service" for a charter school employer under the provisions of an approved charter. (Ed. Code § 22119.5) "creditable service" under Education Code section 22119.5 includes "any employee who performs work related to teaching, counseling, planning or evaluating

instructional programs or curriculum, selecting or training teachers, personnel management of staff, supervising persons or administrative duties, and like duties”.

As of January 1, 2016, STRS no longer requires an employee to both possess a credential and work in a position which requires a credential as a condition of membership in STRS. Instead, if an employee is performing creditable service as defined above, whether or not they have a credential or work in a position requiring a credential, the employee would be eligible to participate in STRS.

Historically, however, we were still considering a credential as *necessary* in determining CalSTRS eligibility after 2016, and thus, did not enroll a few positions that would otherwise be eligible for CalSTRS membership. We have no documentation of having received notification of this change in 2016, and we did not, at the time, seek to consult with CalSTRS or our county representative for CalSTRS, to help us determine if any new positions added after 2016 were creditable.

After reviewing with our attorney the full list of MWA positions and types of compensations and verifying directly with CalSTRS Employer Helpdesk, we identified the following positions that shall be eligible for CalSTRS, but we did not report since 2017:

- *Associate Director of College and Career Counseling*
- *Career Services Coordinator*
- *Academic Advising Coordinator*
- *College & Career Counseling Coordinator*
- *Social Worker*
- *Dean of Students*

We provide an estimate of the total fiscal impact of missed contributions, penalties and interest for these six positions below. MWA is liable for both employee and employer contributions dating back to 2017.

Estimated Fiscal Impact for Missed CalSTRS Contributions = \$450K-\$500K

The breakdown of the fiscal impact is summarized in the table below:

Employee Contribution	Employer Contribution	Penalty	Interest*	Total
\$120K	\$200K	\$80K	\$50K-100K	\$450K-500K

****Estimated***

As of October, 2020, we have enrolled all of these eligible employees (a total of eight) into CalSTRS. We estimate that the cost of CalSTRS employer contributions will increase annually due to these newly enrolled positions.

Estimate of Additional Cost for CalSTRS Employer Contributions Moving Forward = \$95K

Future Compliance

To ensure we correctly enroll all eligible employees and comply with all applicable CalSTRS regulations in the future, we plan to take the following actions:

- **Training** – Have both the HR and Business team attend a CalSTRS training by the end of 2020 to gain a solid understanding of current CalSTRS regulations (CalSTRS already offered to provide such a training to MWA). At least one member from both the HR and Business team will attend a CalSTRS training (from CalSTRS directly, or from a reputable law firm) to learn any new regulations every year in the future.
- **Checklist** – Develop a checklist that shows CalSTRS eligibility for all MWA existing positions and types of compensations with the help of our attorney. The checklist will be shared between the HR and Business department.
- **Onboarding** – HR will use the checklist to determine CalSTRS eligibility for any new employees prior to onboarding and enroll those who are eligible upon onboarding.
- **New Positions** – For any new positions, HR will check with CalSTRS Employer Helpdesk to determine the eligibility and update the checklist.
- **Payroll Verification Process** – Payroll will verify CalSTRS eligibility for all new employees based on the checklist when processing the first paycheck.
- **Internal Audits** – The CFO and Director of HR will conduct an internal audit every other year to verify CalSTRS eligibility through random sampling.
- **Report Out to the Finance Advisory Committee** – The CFO will provide updates to the Finance Advisory Committee (via memo or written report to be discussed at a Finance Advisory Committee meeting) the results of the internal audits of CalSTRS eligibility for the next three years. The CFO will also alert the Finance Advisory Committee, annually, of any substantive or material changes for the eligibility criteria for CalSTRS.

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: Reopening Update Slides for Board_2020.12.03.pptx

BACKGROUND:

The attached slides are intended to serve as pre-reading regarding the status of school reopening.

RECOMMENDATION:

Please review the slides as pre-reading, as we would like to dedicate any time spent on this item to associated discussion/questions between the Board, Alton, Liz, and Angel.



Blueprint for a Safer Economy Status

On 11/17 Contra Costa County moved back to the Purple Tier (the most restrictive tier in the Blueprint for Safer Economy)

As of 12/1 Contra Costa County, remains in the purple tier for the 3rd consecutive week

- 12/1 Contra Costa Data
 - Adjusted Case rate = 10.7
 - Positivity rate = 4.1%



Blueprint for a Safer Economy

What impact does this have on schools reopening?

- While in the purple tier, schools that have not reopened yet may not reopen.
- According to state guidelines, Schools may reopen once the county is the red tier for two consecutive weeks.
 - **Note:** MWA is using metrics for West County and not Contra Costa as a whole to determine phase readiness.



Planning for Phase 1B and Beyond

What does this mean for MWA?

- MWA cannot currently move into Phase 1B until Contra Costa, specifically West County, is back in the red tier.
- MWA's reopening workgroup is continuing to move forward with planning in order to make sure that the school is ready once the county moves to a less restrictive tier

Coversheet

School Culture and Family Engagement

Section: III. Non-Action Items
Item: C. School Culture and Family Engagement
Purpose: Discuss
Submitted by: Raynell Crews-Gamez
Related Material: Dir. of School Culture Family Engagement 12.2.2020-rcg.pptx

BACKGROUND:

Discussion of Parent/Guardian engagement from the lens of the MWA Director of School Culture and Family Engagement.

RECOMMENDATION:

Review attached slides.

Making Waves Academy

Parent Education, Empowerment & Engagement

Raynell Crews-Gamez





Parent/Guardian Engagement

Vision

To create a thriving MWA culture, driven by intellectual curiosity, personal responsibility, and interconnected values

Mission

To cultivate habits of mind that lead to personal, professional, and educational growth, and financial stability





2020-21 Parent/Guardian Wave Representatives

Your Representatives Sus Representantes

2020-21

**25TH WAVE
OLA 25**

5

Ms. Danielle Baker
Ms. Teresa Hernandez

**24TH WAVE
OLA 24**

6

Mr. Darius Bright
Ms. Petronila Fernandes

**23RD WAVE
OLA 23**

7

Ms. Lucy Alfaro
Ms. Raquel Sustaita

**22ND WAVE
OLA 22**

8

Ms. Alicia Castro
Ms. Amy Obinyan

**21ST WAVE
OLA 21**

9

Ms. Maria de los Angeles Duarte
Ms. Maria Raya

**20TH WAVE
OLA 22**

10

Ms. Anabel Barron
Ms. Maria Contreras

**19TH WAVE
OLA 19**

11

Ms. Abigail Corral

**18TH WAVE
OLA 18**

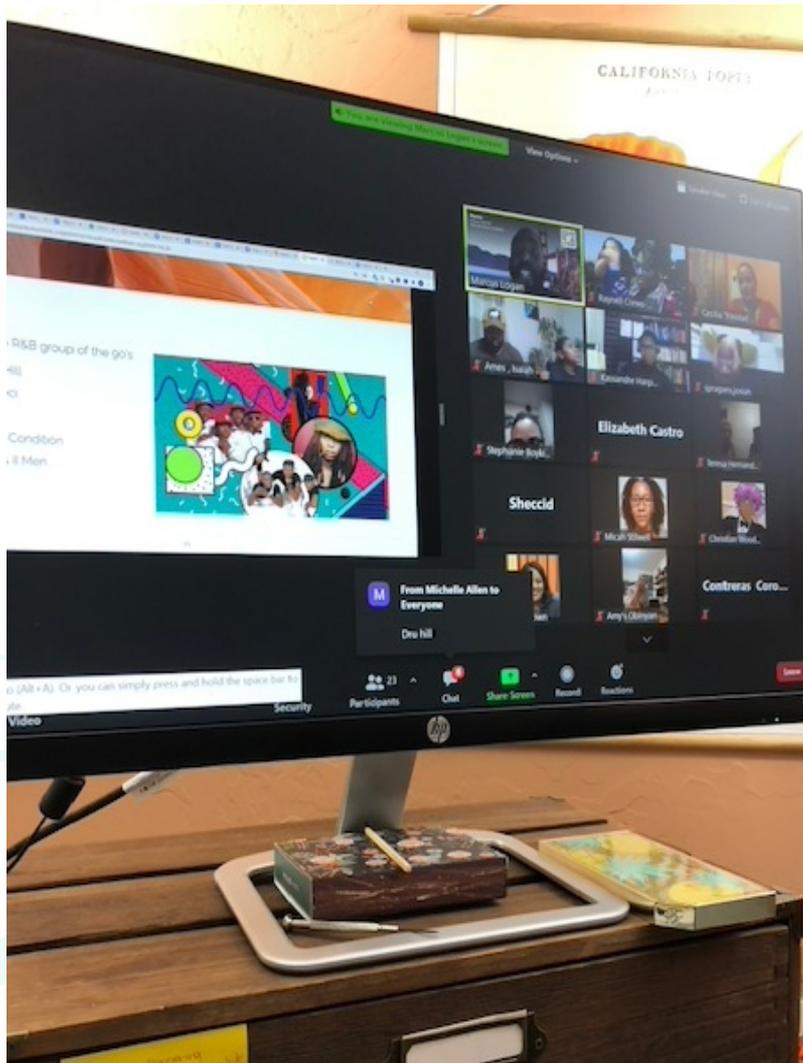
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Ms. Marlen Navarro
Ms. Maricela Navarro





Love in a Time of COVID



- BAASAI (Black/African American Student Achievement Initiative) Family Game Night
- College & Alumni Program Information Session
- Back to School Day – 24th Wave





Parent/Guardian Council

Parent/Guardian *Council*



THURSDAY, DECEMBER 17TH
6-7:30 PM

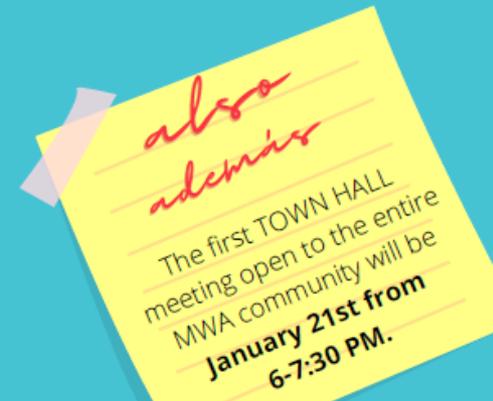
Consejo de Padres/Tutores

JUEVES EL 17 DE DICIEMBRE
6-7:30 PM

Council members will...

- Dialogue with MWA Board Members and school leadership on behalf of parents/ guardians
- Discuss topics relevant to the experience of MWA parents & guardians
- Explore school funding and how it relates to school initiatives and strategic plans
- Increase parent/guardian understanding of school governance

The Parent/Guardian Council will meet three to five times per year, between MWA Board Meetings.





Discussion

- What do you believe about the relationship between parent engagement and our Wave-Makers' ability to live out the MWA mission?
- What life experiences influence your beliefs?



Questions

Raynell Crews-Gamez

Director of School Culture & Family Engagement

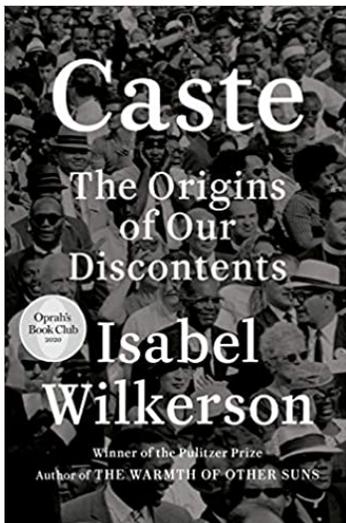
rcrews@mwacademy.org

Coversheet

Board Reading Assignment

Section: III. Non-Action Items
Item: D. Board Reading Assignment
Purpose: FYI
Submitted by:
Related Material: MWA 2020 Board Book_AMK.pdf

2020 Board Book for Discussion at the March Meeting



The Pulitzer Prize-winning, bestselling author of *The Warmth of Other Suns: The Epic Story of America's Great Migration* examines the unspoken caste system that has shaped America and shows how our lives today are still defined by a hierarchy of human divisions.

"This is a brilliant book, well timed in the face of a pandemic and police brutality that cleave along the lines of a caste system."

—Booklist

"Beautifully written, original, and revealing, Caste: The Origins of Our Discontents is an eye-opening story of people and history, and a reexamination of what lies under the surface of ordinary lives and of American life today."—Amazon

Amazon Overview

...Isabel Wilkerson gives us a masterful portrait of an unseen phenomenon in America as she explores, through an immersive, deeply researched narrative and stories about real people, how America today and throughout its history has been shaped by a hidden caste system, a rigid hierarchy of human rankings.

Beyond race, class, or other factors, there is a powerful caste system that influences people's lives and behavior and the nation's fate. Linking the caste systems of America, India, and Nazi Germany, Wilkerson explores eight pillars that underlie caste systems across civilizations, including divine will, bloodlines, stigma, and more. Using riveting stories about people—including Martin Luther King, Jr., baseball's Satchel Paige, a single father and his toddler son, Wilkerson herself, and many others—she shows the ways that the insidious undertow of caste is experienced every day. She documents how the Nazis studied the racial systems in America to plan their out-cast of the Jews; she discusses why the cruel logic of caste requires that there be a bottom rung for those in the middle to measure themselves against; she writes about the surprising health costs of caste, in depression and life expectancy, and the effects of this hierarchy on our culture and politics. Finally, she points forward to ways America can move beyond the artificial and destructive separations of human divisions, toward hope in our common humanity.

"This book has the reverberating and patriotic slap of the best American prose writing...Wilkerson has written a closely argued book that largely avoids the word 'racism,' yet stares it down with more humanity and rigor than nearly all but a few books in our literature...It's a book that changes the weather inside a reader."—Dwight Garner, *The New York Times*

"Ms. Wilkerson has also provided a renewed way of understanding America's longest, fiercest trouble in all its complexity. Her book leaves me both grateful and hopeful. I gulped it down."

—Tracy Kidder, Pulitzer Prize-winning author of *Mountains Beyond Mountains*

Discussion questions will be provided in January.

Please advise if you would like hardcover or audio book and we will deliver to you this month.

Extra Credit

To complement the understandings **Caste** will impart, read ***The Warmth of Other Suns*** as well!

Coversheet

Curriculum Review Committee

Section: III. Non-Action Items
Item: E. Curriculum Review Committee
Purpose: Discuss
Submitted by:
Related Material: Advisory Pages.pdf
MWA CRC Fall 2020.pptx.pdf



Community-Wide Holistic Development Scope and Sequence: 2020-2021

August/ September	October/November <i>LatinX Heritage Month, National Bullying Prevention Month</i>	December/ January	February <i>Black History Month, American Heart Month March</i> <i>National Nutrition Month, Social Work, Celebrating the Arts in Schools, International Women's Day</i> April <i>Alcohol Awareness Month</i>	May <i>Mental Health Awareness, Teacher Appreciation, Asian American Pacific Island Celebration Month</i> June <i>LGBTQ+ PRIDE</i>
Themes: <i>Community & Relationship Building (Distance Learning focus)</i>	Themes: <i>Coping Strategies</i>	Themes: <i>Community & Relationship Building (In-person focus when state reopen requirements are met)</i>	Themes: <i>College & Career Development Building Life Dream/Decision Making</i>	Themes: <i>Community & Relationship Building Decision Making (In-person focus when state reopen requirements are met)</i>
<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Psychological 1st Aid, Epidemiology of COVID-19, Staying Healthy, Reflection/Processing, Accessing Help and Social Support, Practicing REPs, Self-Care Action Plan, Study Skills, time management and organization, utilizing office hours, Digital citizenship, & Processing the Impact Systemic Racial Injustice/Civil Unrest</p> <p>College and Career Counseling: Introduction of Post-secondary Pathways (12); College Application Account Creation (12); Introduction to Naviance (9-12), Introduction to College List Building (10 and 11); Competitive Advantage (11); Introduction to Student Life (9)</p> <p>Primary Objectives:</p> <ul style="list-style-type: none"> All students will create and engage a Self-Care Action Plan All students know how to access a caring adult for help All students can successfully navigate and engage their class schedule 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Life Dream Snapshot, Continuing Self-Care Action Plan, Identifying Emotions, Coping Skills, Strategies to Process, Digital Citizenship, NTA for students, & Restorative Practices, Study Skills, time management and organization, utilizing office hours, Election Season Preparation</p> <p>College and Career Counseling: Advisor/Family Conferences (Academic Credit Standing); Connecting Careers to Majors; Junior College Workshop -- What You Need to Know (11); Match, Reach, and Safety Schools (11); Career Exploration on Naviance; Major Exploration (12)</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> All students will practice self-awareness skills to identify their emotions All students will practice methods to reduce stress and increase resilience All students will know MWA resources for crisis support 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Trauma-informed Communication (Identifying and Meeting Student Psychological Needs), Restorative Conversations, Affective Communication, Accessing Social Support Networks During the Holidays</p> <p>College and Career Counseling: Course Selection for Next Year; Career Exploration; AP/CTE Showcase; Naviance and College Lists for Document Sending (12); A-G Requirements</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> All students will practice self-advocacy conversations (examples: for study support, goal setting with a teacher, etc.) All students will know the elements to a restorative conversation All students will know how to access support as needed during Winter Break (revisit Self-Care Action Plan) 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Life Dream Snapshot (revisit), Career/College Exploration, Identifying Strengths/Skills/Interests, Goal setting, Time management, Organization, Asking for Help, Office Hours, Using Peers for support, Digital Citizenship, Interest and Strength Inventories, Study Skills & Managing Distance Learning</p> <p>College and Career Counseling: Advisor/Family Conferences (Academic Credit Standing); Case Study and College Fair; Summer Activity Planning; College Tours for Waves; Connecting Field of Study, College Majors, and Extracurricular Activities; UC and CSU Eligibility (9-11); Post-secondary Plan Orientation (11); Community College Enrollment (12)</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> All students will be exposed to different post-secondary and career pathways All students will explore their own strengths, skills and interests All students will set goals or next steps for how to continue their own education around a specific post-secondary or career pathway 	<p><u>Student Community Building/Advisory:</u></p> <p>Subtopics: Negotiating healthy relationships, Establishing and holding boundaries, Advocating for needs, Self-care in relationships, Decision making, ATOD education and prevention, <i>Healthy Relationships</i>, PMSC, Alcohol, Tobacco and Drug Education and Prevention, NTA (revisit), Review Channels for Accessing Mental Health Services, Review Community Resources (e.g. emergency hotlines), Psychoeducation on Mental Illness Prevalence, Stigma, and Peer Intervention Roles, Digital Citizenship</p> <p>College and Career Counseling: College Signing Day; Senior Panel "What I Wish I Knew" (11); Senior Transition Week (12); Concurrent Enrollment Registration (9-12); Post-secondary Pathways and Social-Emotional Fit (11)</p> <p>Primary Objectives:</p> <ol style="list-style-type: none"> All students will practice negotiation and decision making skills in relationships Students will know the impacts of ATOD in their bodies Students will know how to access support as needed during Summer (revisit Self-Care Action Plan)
<p><u>Teacher Professional Development:</u></p> <p>Topics: Psychological 1st Aid, Reflection/Processing, Listening & Responding with Compassion, Foundational Protocols and Procedures (Establish REPs, Behavior Management Systems, Notice Talk</p>	<p><u>Teacher Professional Development:</u></p> <p>Training for teachers on how to have difficult conversation on race, and other sensitive topics. This can</p>	<p><u>Teacher Professional Development:</u> December 11th January 8th</p> <p>Topics: Relationship Building: Restorative conversations, trauma-informed classroom/meeting procedures</p>	<p><u>Teacher Professional Development:</u> March 26</p> <p>Topics: Life Dream, Mentorship and coaching, facilitating conversations around goal-setting</p>	<p><u>Teacher Professional Development:</u> May 21</p> <p>Topics: Negotiating healthy relationships, Establishing and holding boundaries, Advocating for needs, Self-care in relationships, Time management, organization, asking for help among colleagues/ supervisors, School-based and</p>



Community-Wide Holistic Development Scope and Sequence: 2020-2021

Act (NTA), SW/Counselor referrals)	include a process and framework.			community resources for teachers
<p>Parent Academy:</p> <p>Topics: Processing impact, Listening and Supporting Students with Compassion, Accessing School-Based and Community Resources, Supporting your students study skills, organization, routines, Powerschool refresher, Google Classroom refresher</p>	<p>Parent Academy:</p> <p>Topics: Life Dream Snapshot, Self-Care Action Plan, Coping Skills, Strategies to support your student with challenging feelings</p>	<p>Parent Academy:</p> <p>Topics: Restorative conversations,, communication styles, "Trauma 101"</p>	<p>Parent Academy:</p> <p>Topics: Life Dream Snapshot, Goal Setting, Supporting your Student in achieving goals</p>	<p>Parent Academy:</p> <p>Topics: Negotiating healthy relationships with your student, talking with your student about their relationships, advocating for your needs, self-care in relationships, Parent goals for their own education</p>

*Note: The following topics will be cyclically revisited early and often throughout the year:a.) study skills, b.) processing the impact of Covid-19 and systemic racial injustice, c.) coping mechanisms

MWA Curriculum Review Committee

Semi-Annual Update

Presented by Dr. Esther Hugo and
Alicia Klein, Board Members

December 10 , 2020

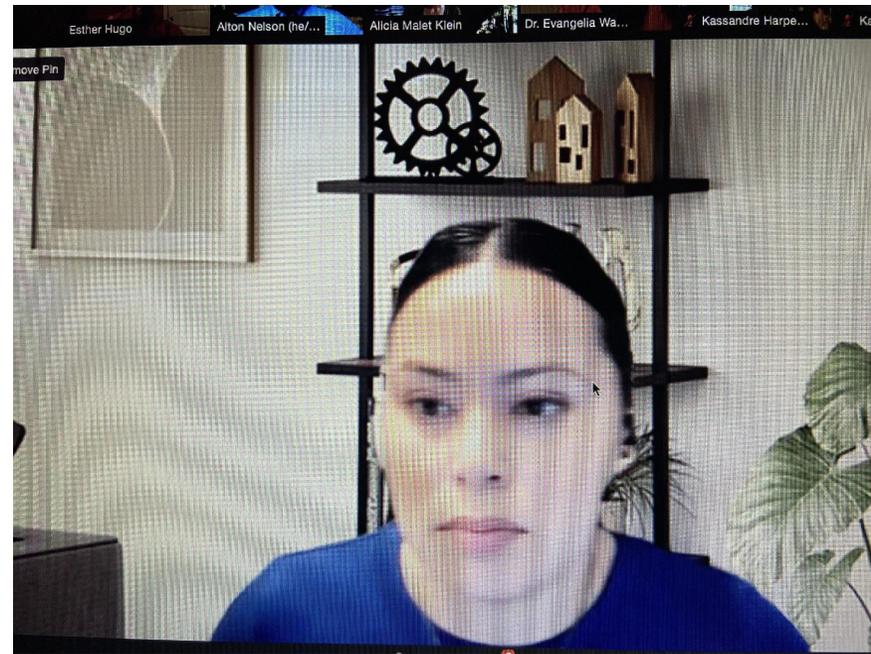


Presentation Overview

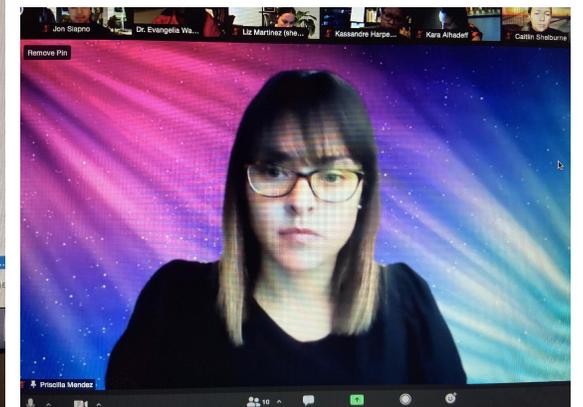
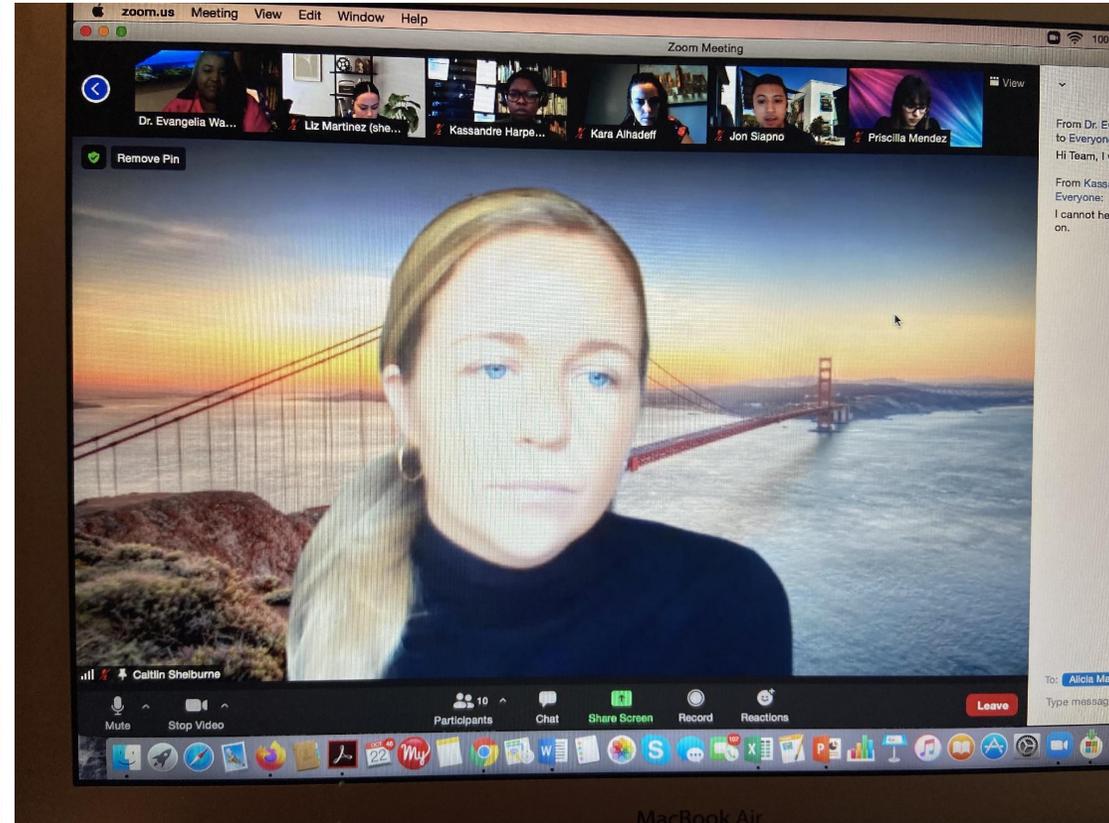
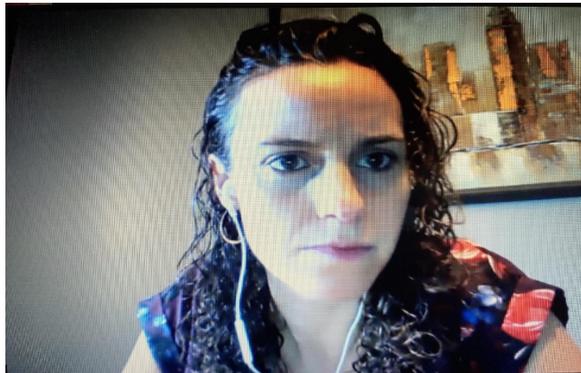
- Voices at the Table:
Leadership Weighs In
- Curriculum More Important
than ever due to COVID
impacts
- Updates on:
 - Math
 - History
 - College and Career
 - Sex Education



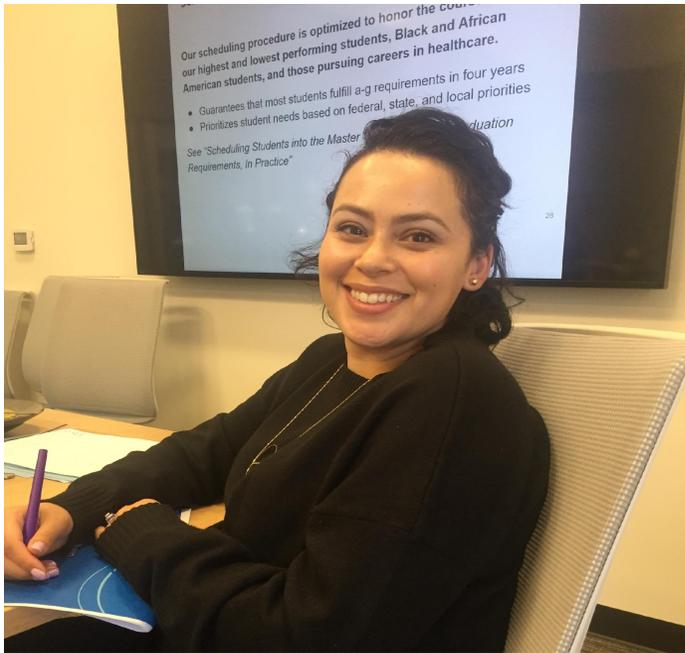
Leadership Weighs In – COVID-era



Leadership: COVID-era



Leadership Before COVID

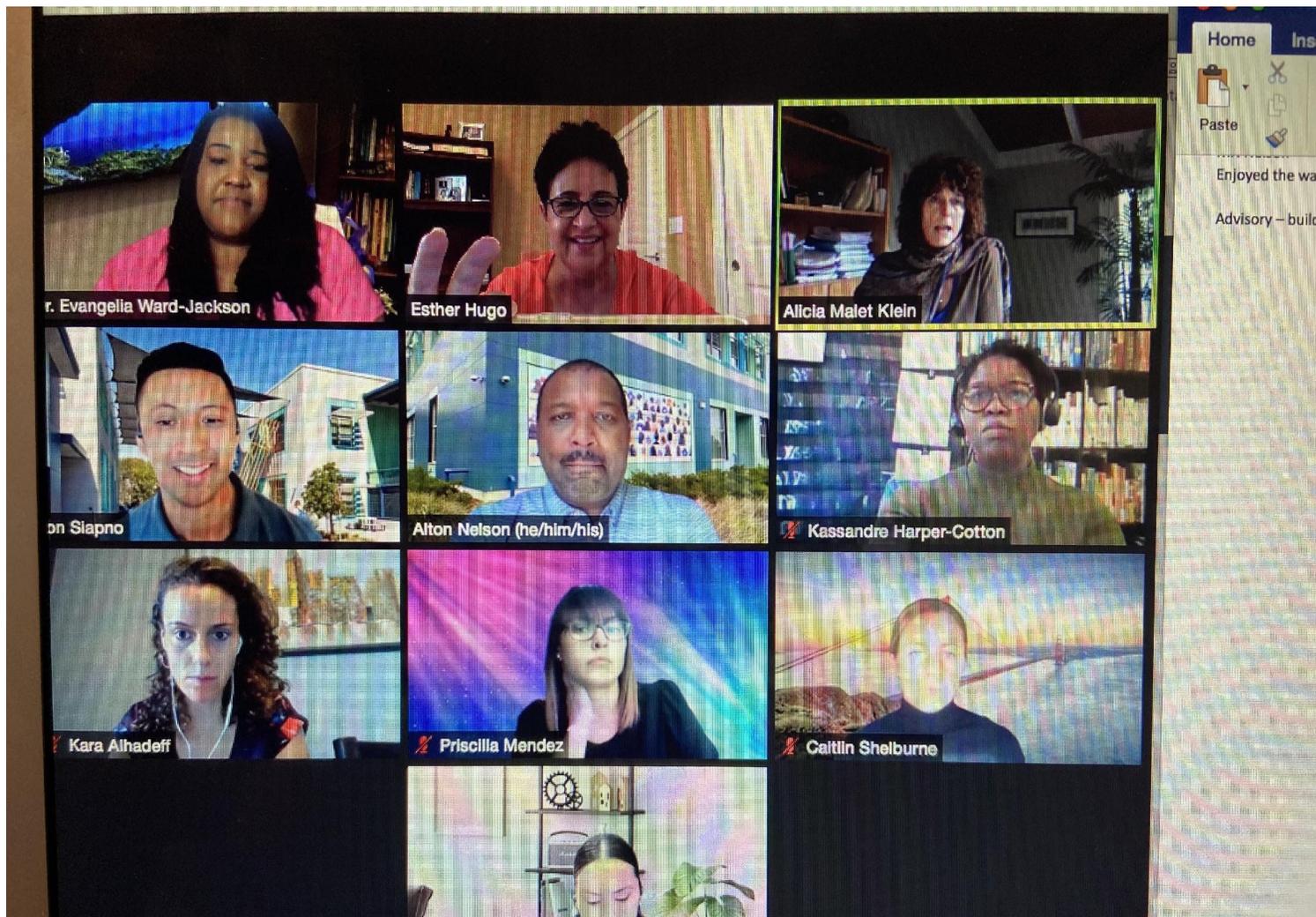




KEY CURRICULUM LEADERS BEFORE COVID



Board Members Represent You



Leadership Team, Assembled!



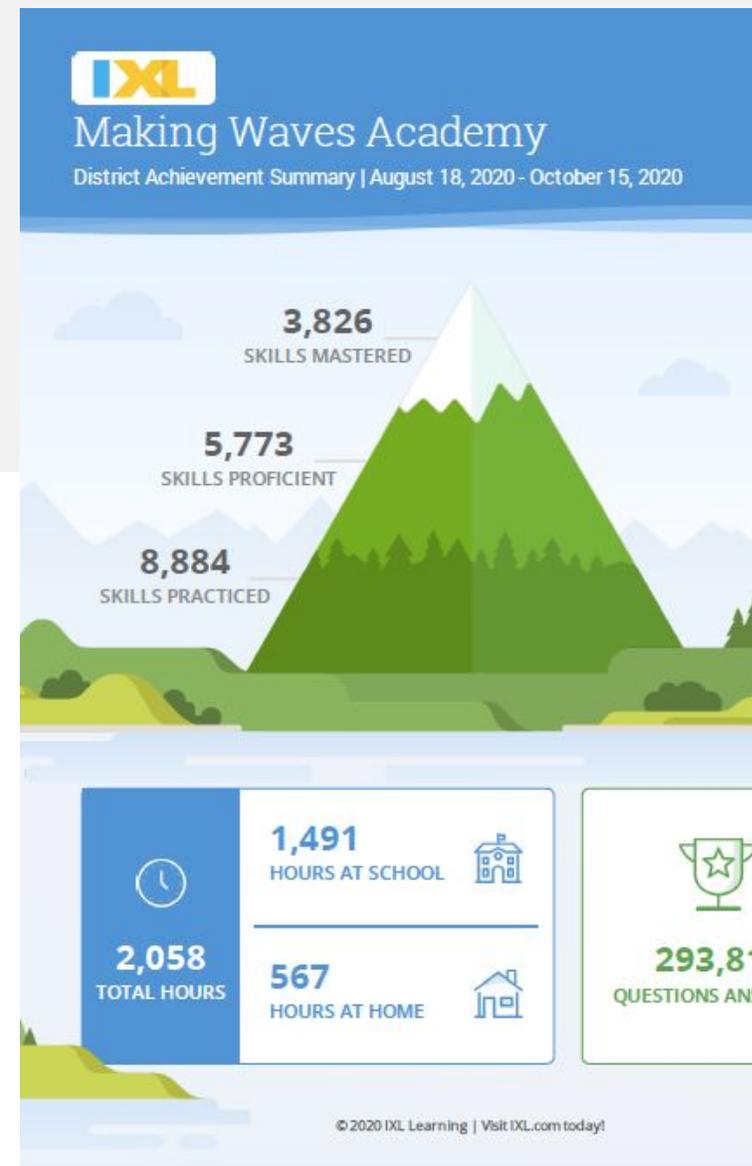
Distance Learning Produces Curricular Benefits: Innovations, Approaches and Products

- Doc Cam Hac
- Science Demo Labs
- Art and Nature “Studios”
- DIY Equipment

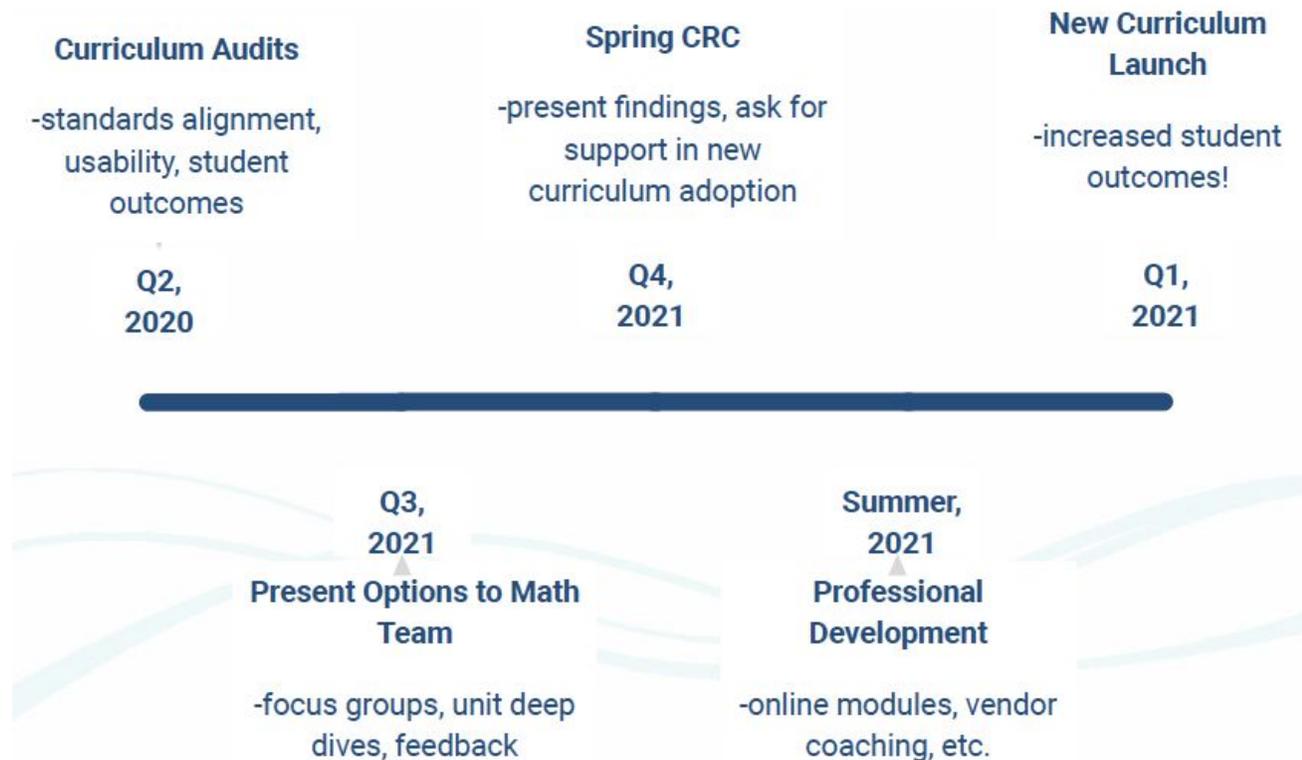


Math Deep Dive: Ensuring that Concepts, Fluency, and Applications are Aligned

- Common Core and Math Standards Emphasis
- User-friendly for faculty, students, and staff
- Relevant to Assessment
- Strong Scores for Latinx Students

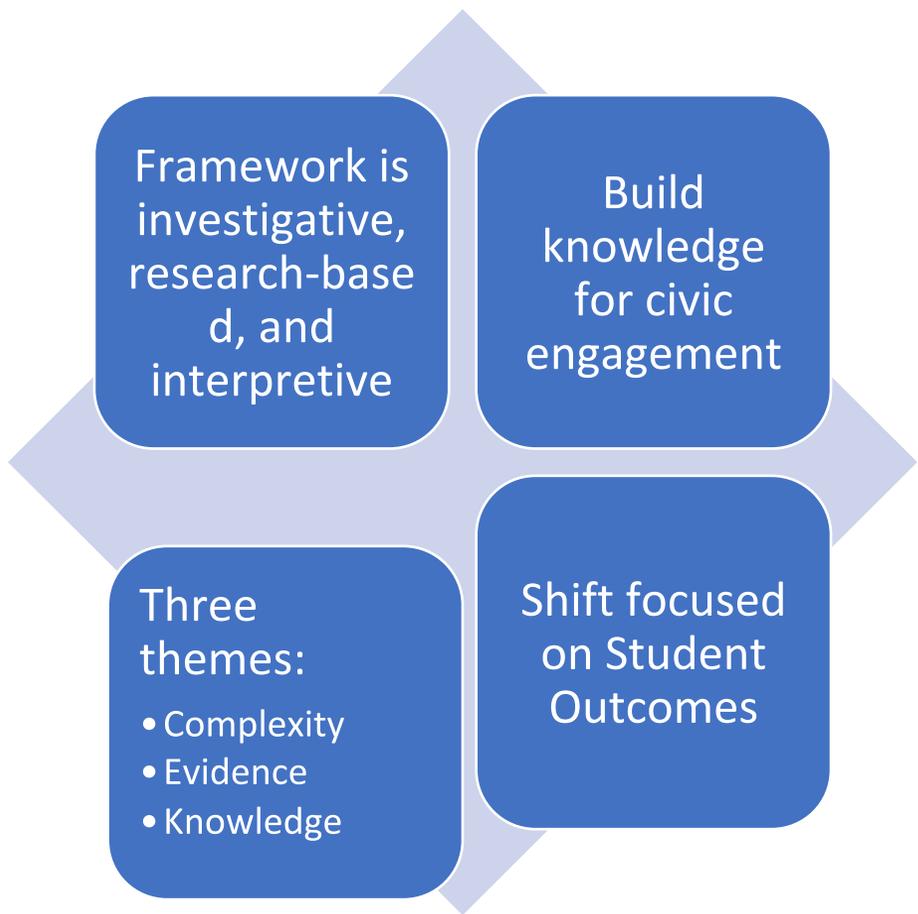


Math Curriculum Adoption Timeline



- Audits
- Options
- Findings,
- Professional Development in Summer
- Launch 2021

History Update: Framework Shift Creates Options in the Humanities



Interventions Needed in Humanities

- Relational and Informational Texts for 5th graders +
- Integration of knowledge and ideas – 50% students struggle school-wide
- Comprehensive, use of historical knowledge an issue
- Alignment to Common Core and culturally relevant



College and Career Update

- Optional Testing for College
- Using 2019 PSAT scores to determine eligibility
- MWA and CAP becoming more aligned – according to Strategic Plan
- CTE Advisory Group Formed
- Advisory Restructured

College and Career Readiness



Advisory Session Revamped & New Courses



- Focus on Relationship building
- Impressive Themes and Schedule
- College and Career “Push-Ins” equals 20-25 days over course of school year
- AP Statistics – 3 Sections!
- No AP Computer Science – no teacher

CAP and MWA Alignment Advances

- Students required to apply to CAP
 - Application promotes accountability and buy-in
- College experiences pushed to 5th grade
- Partnering with Families beyond “updates”



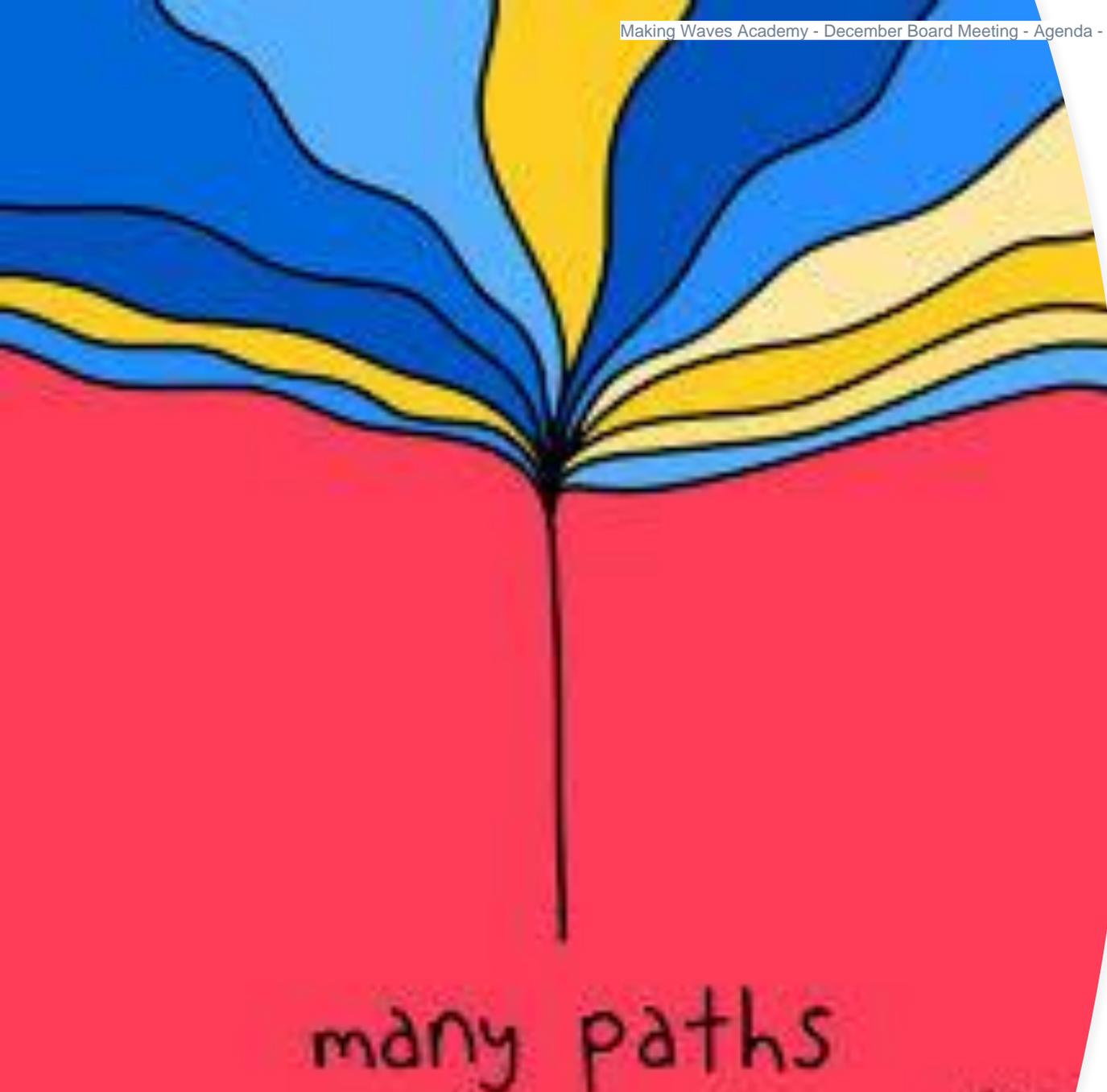
REDEFINING READY

Preparing the Workforce of the Future



College and Career: Areas Evolving

- Supporting multiple post-secondary pathways
- Digging deeper on CTE
- Higher sense of self-agency around "choice points"
- Intentional and structured college experiences
- Reducing the "stigma" of community college choice



College and Career is Further Exploring...

- Examining students who are not as successful
- How to meaningfully involve parents
- Cultivating relationships with college admission officers
- Creating communities of MWA grads on large campuses
- Affirming student choice



LET'S TALK
SEX

**New Sex
Education
Program
Coming
Next
Semester**



SEX EDUCATION
KEEP'S OUR KIDS
SAFE



Questions from our Audience?

Coversheet

Board Minutes: October 15, 2020 Board Meeting

Section: IV. Action Items
Item: A. Board Minutes: October 15, 2020 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for October Board Meeting on October 15, 2020

APPROVED



Making Waves Academy

Minutes

October Board Meeting

Date and Time

Thursday October 15, 2020 at 10:30 AM

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

Passcode: 492776

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

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Public Comment

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- Comment on items not on the agenda
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[CLICK HERE to access agenda in Spanish](#)

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

Directors Present

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

Directors Absent

Daryle Morgan, Maricela Navarro

Guests Present

Alton B. Nelson Jr. (remote), Elizabeth Martinez (remote), Evangelia Ward-Jackson (remote), Gabe Manion (remote), Mathilde de la Calle (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 Oct 15, 2020 at 10:35 AM.

B. Record Attendance and Guests

C. Public Comment

No public comments were made.

D. Closed Session

No action was taken during closed session.

II. Standing Reports

A. Compliance to Excellence: Remarks by Board President

Board President introduced:

- UC Berkeley Board Fellows, Mathilde de la Calle and Gabe Manion who will join the board for this academic year as non-voting members.
- Parent Council for 2020-2021 which will support communication and engagement between parent leaders, the board and the CEO. The council will include the Parent Wave Representatives who are elected and members of other committees such as English Learner Achievement Committee and the Black/African American Student Achievement Initiative.

B. Mission Connection: Video Reflections

Board viewed video reflections from teachers in modern chemistry and physics, music, as well as health and wellness.

C. Deep Dive: Teaching and Learning

Board engaged in 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

Board asked questions regarding the Senior School Director Report regarding math, intervention services, and English Learner Development.

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 HR report.

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

Board asked questions about the Finance Report including questions about state funding deferrals and salary savings from current vacancies.

H. ASB Written Update

ASB President and Vice President engaged in discussion with the board who asked questions about the ASB Written update.

I. School Site Council (SSC) Update

School Site Council President, K. Brown provided an update on the first School Site Council meeting.

III. Non-Action Items

A. Committee and Advisory Committee Updates

Board received an update from:

- The Diversity, Equity and Inclusion Committee
- Culture and Climate Committee

B. Standing School Reopening Update

Senior School Director, E. Ward-Jackson provided an update on school reopening and the new equity index. Due to current COVID-19 rates in Richmond and surrounding areas, the school does not anticipate moving into the next phase before early November.

IV. Action Items

A. Board Minutes: September 10, 2020 Board Meeting

Esther Hugo made a motion to approve the minutes from September Board Meeting on 09-10-20.

Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Accept Minutes for Committees and Advisory Committees

C. Approve Minutes for Special Board Meetings

Burak Gursel made a motion to approve the minutes from Special Board Meeting on 09-24-20.

Layla Naranjo seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Declaration of Need for Certificated Employees

Jessica Laughlin made a motion to designate F. Campbell as an authorized signatory for the Declaration of Need.

Margaret Watson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

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

Esther Hugo made a motion to approve the Consolidated Application and Report System.

Burak Gursel seconded the motion.

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

Roll Call

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

F. MicroCollege Memorandum of Understanding (MOU)

Jessica Laughlin made a motion to approve the MicroCollege MOU.

Burak Gursel seconded the motion.

Board asked questions about MicroCollege program offerings.

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

Roll Call

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

V. Consent Action Items

A. Vote

Esther Hugo made a motion to approve the consent items.

Layla Naranjo seconded the motion.

Updated fiscal impact for FinalSite is \$47,920 given the three-year contract.

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

Roll Call

Jessica Laughlin	Aye
Burak Gursel	Aye
Margaret Watson	Aye
Alicia Klein	Aye
Esther Hugo	Aye

Roll Call

Daryle Morgan Absent
Maricela Navarro Absent
Layla Naranjo Aye

B. Finals site Renewal Contract

C. DocuSign Renewal Contract

D. Lexia Renewal Contract

E. Coaching Agreement Renewal

VI. Discussion Items

A. Appreciations by the Board of Directors

Board shared appreciations for:

- MWA staff and leadership for their work during distance learning;
- quality of reports to the board under the current circumstances;
- continued effort for improvement;
- positivity from presenters featured in the board meetings;
- level of engagement and discussion among the board;
- and the board planning efforts.

VII. Closing Items

A. Schedule of Board of Directors Meetings 2020-2021

- 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 2:09 PM.

Respectfully Submitted,
Elizabeth Martinez

Coversheet

Curriculum Review Committee Minutes

Section: IV. Action Items
Item: C. Curriculum Review Committee Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Fall Curriculum Review Committee on October 22, 2020

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Making Waves Academy

Minutes

Fall Curriculum Review Committee

Date and Time

Thursday October 22, 2020 at 10:00 AM

Location

[https://mwacademy.zoom.us/j/86975258851?](https://mwacademy.zoom.us/j/86975258851?pwd=KzFqb0I2SWIBOctxVTBGdkVNckhmZz09)

[pwd=KzFqb0I2SWIBOctxVTBGdkVNckhmZz09](https://mwacademy.zoom.us/j/86975258851?pwd=KzFqb0I2SWIBOctxVTBGdkVNckhmZz09)

Meeting ID: 869 7525 8851

Passcode: 412403

One tap mobile

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Committee Members Present

Alicia Klein (remote), Alton B. Nelson Jr. (remote), Caitlin Shelburne (remote), Esther Hugo (remote), Evangelia Ward-Jackson (remote), Jon Siapno (remote), Priscilla Mendez (remote)

Committee Members Absent

None

Guests Present

Elizabeth Martinez (remote), Kara Alhadeff (remote), Kassandre Harper-Cotton (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the Curriculum Advisory Committee Committee of Making Waves Academy to order on Thursday Oct 22, 2020 at 10:05 AM.

B. Record Attendance and Guests

C. Public Comment

No public comments were made.

II. Curriculum

A. Introductions, Orientation to the Agenda, and Overview Focus for Spring Meeting

CEO, Alton B. Nelson Jr, and Senior School Director, Dr. Evangelia Ward-Jackson provided an overview of the purpose and agenda.

Dr. Ward-Jackson introduced the Academic Instruction Team:

Senior Director of Academic Instruction, Caitlin Shelburne

Directors of Academic Instruction, Priscilla Mendez (Math/Science) and Kassandre Harper-Cotton (Humanities)

Director of College and Career Counseling, Jon Siapno

B. Rigorous Instruction Presentation & Discussion

- A. Klein and E. Hugo asked questions about the pre-reading materials and engaged in discussion with the Directors of Academic Instruction.
- P. Mendez provided an update on Math:
 - Proposal for a shift in math curriculum including timeline.
- K. Harper-Cotton provided an update on Humanities
 - Proposal for a shift in history curriculum including timeline.
- A. Klein and E. Hugo asked for findings from pilots for the spring Curriculum Review Committee.

C. Lunch Break

D. College and Career Counseling Presentation & Discussion

- A. Klein and E. Hugo asked questions about the pre-reading materials and engaged in discussion with the Director of College and Career Counseling.

E. Day of Slides

III. Closing Items

A. Confirm Action Items, Exit Ticket, & Closing Thoughts

Group reviewed action items to be completed before the spring meeting.

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,
Elizabeth Martinez

Coversheet

Audit Advisory Committee Minutes

Section: IV. Action Items
Item: D. Audit Advisory Committee Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Audit Committee on November 19, 2020

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Making Waves Academy

Minutes

Audit Committee

Date and Time

Thursday November 19, 2020 at 2:00 PM

Location

<https://mwacademy.zoom.us/j/83831265176?pwd=NEZOcU1HdzJ1aVNqZWw3ckJZNU5OQT09>

Meeting ID: 838 3126 5176

Passcode: 434498

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Committee Members Present

Alton B. Nelson Jr. (remote), Burak Gursel (remote), Hung Mai (remote), Wallace Wei (remote)

Committee Members Absent

None

Guests Present

Elizabeth Martinez, Lili Huang (remote), Lori Crawford (remote), Phil Gordon (remote), Ron Cohan (remote)

I. Opening Items

A. Call the Meeting to Order

B. Record Attendance

C. Public Comment

No public comment was made.

II. Audit Committee

A.

Annual Audited Financial Statements for MWA

Ms. Huang reviewed the draft Independent Auditor's Report and MWA financial statements with the Committee, noting that (i) she and her team had encountered no difficulties or disagreements in dealing with MWA management while performing and completing the audit of MWA financial statements; that (ii) no deficiencies were found, i.e., there were no findings or questioned costs; and that (iii) the financial statements, in all material respects, fairly present the financial position of MWA.

Following discussion, the Committee accepted and approved the Independent Auditor's Report and Financial Statements.

B. Executive Session with Independent Auditor

The Committee met in executive session with Ms. Huang, with MWA staff excused from that portion of the meeting.

Future Meetings

The Committee affirmed plans to meet twice yearly with the independent auditors, (i) initially early in the calendar year to define a work plan and schedule for the annual audits, following Board approval /renewal of the outside auditor's engagement; and (ii) later in the calendar year, after annual audits have been completed and draft financial statements circulated to the Committee for review, to discuss the results of the audits - with further, internal meetings of the Committee to be scheduled as needed.

Next meeting: To be scheduled for February 2021.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:45 PM.

Respectfully Submitted,
Elizabeth Martinez

Minutes were submitted by Lori Crawford but uploaded to BoardOnTrack by Elizabeth Martinez post-meeting.

Coversheet

Finance Advisory Committee Minutes

Section: IV. Action Items
Item: E. Finance Advisory Committee Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Finance Advisory Committee on November 19, 2020

APPROVED



Making Waves Academy

Minutes

Finance Advisory Committee

Date and Time

Thursday November 19, 2020 at 11:45 AM

Location

<https://mwacademy.zoom.us/j/86713302671?pwd=VURSOGcvL1VjZnNjRU5Ub2tHTGJnUT09>

Meeting ID: 867 1330 2671

Passcode: 958253

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Committee Members Present

Alicia Klein (remote), Alton B. Nelson Jr. (remote), Hung Mai (remote)

Committee Members Absent

Wallace Wei

Guests Present

Lori Crawford (remote), Patrick O'Donnell (remote), Sid Landman (remote)

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the Finance Committee of Making Waves Academy to order on Thursday Nov 19, 2020 at 11:45 AM.

B. Record Attendance and Guests

C. Public Comment

No public comment was made.

II. MWA Finance

A. Executive Summary on 2020-21 Government Revenues Outlook

The CFO presented the short-term and long-term government revenues outlook and highlighted the changes in assumptions in the First Interim Budget.

B. 2020-21 First Interim Budget

- The CFO presented the 2020-21 First Interim Budget and highlighted the impact of Covid-19 and school closure on the FY21 budget.
- The committee recommended the 2020-21 First Interim Budget to the MWA Board for approval.

C. Executive Summary on CalSTRS Audit and Internal Review

The CFO briefed the committee on the results of the CalSTRS external audit and internal review related to altered employee classification standards, providing an update on the fiscal impact of the changes as well as action plans to ensure future compliance.

D. 2019-20 Financial Audit Update

The CFO briefed the committee on the 2019-20 Financial Audit. MWA is expecting a clean audit for FY20. The board will receive the final audit report for approval at the January board meeting.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:45 AM.

Respectfully Submitted,
Wallace Wei

Coversheet

Budget Overview for Parents

Section: IV. Action Items
Item: F. Budget Overview for Parents
Purpose: Vote
Submitted by:
Related Material:
2020_LCFF_Budget_Overview_for_Parents_Making_Waves_Academy_20201202.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Making Waves Academy

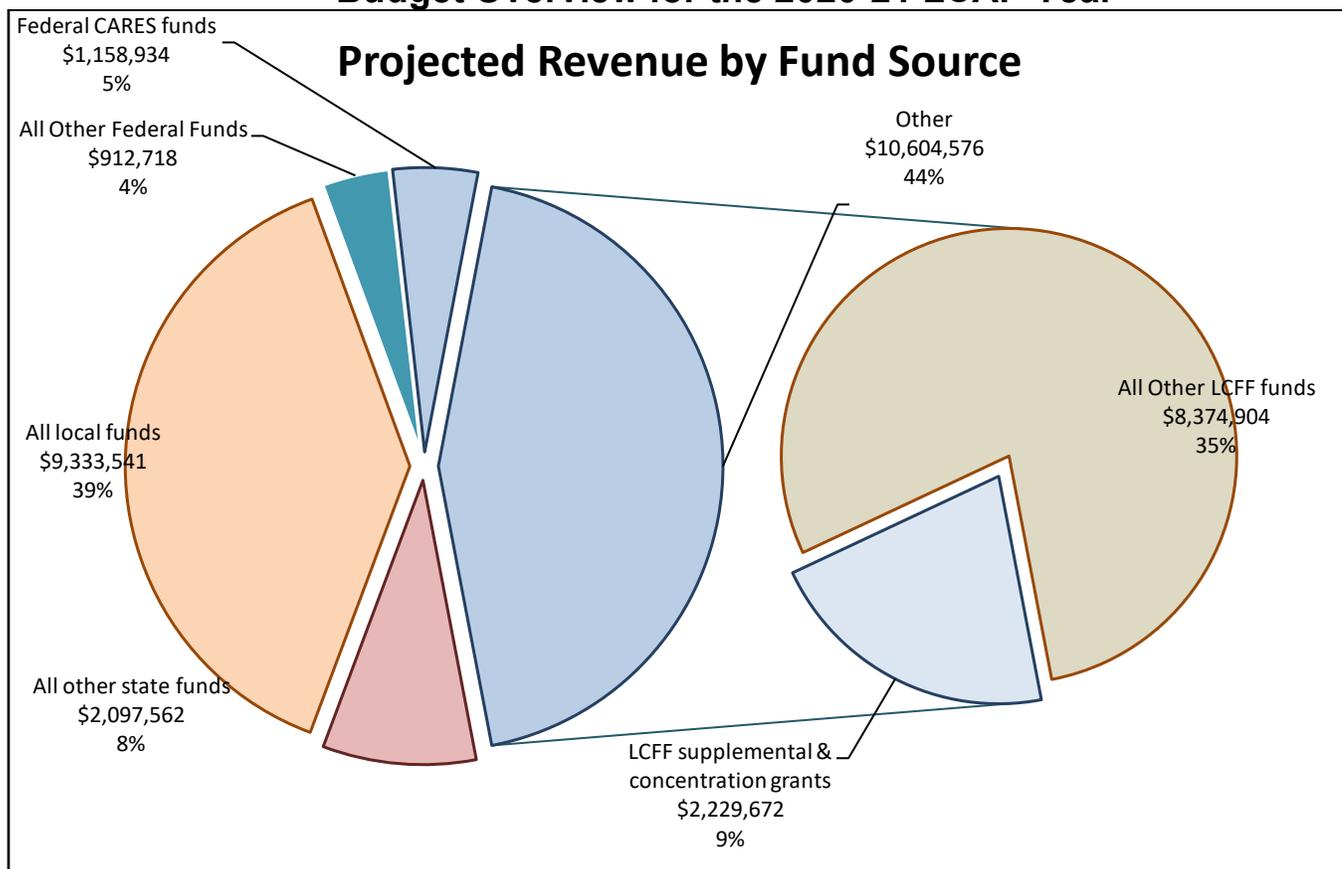
CDS Code: 07100740114470

School Year: 2020-2021

LEA contact information: Elizabeth Martinez, Chief of Staff

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2020-21 LCAP Year

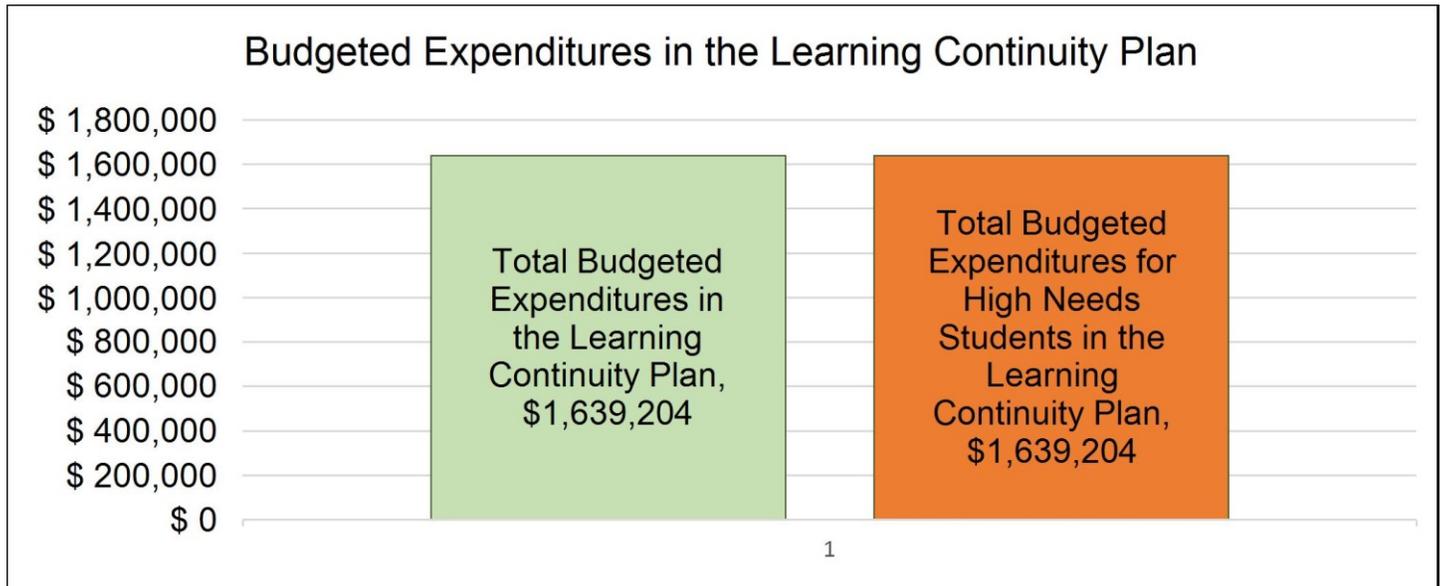


This chart shows the total general purpose revenue Making Waves Academy expects to receive in the coming year from all sources.

The total revenue projected for Making Waves Academy is \$24,107,331, of which \$10,604,576 is Local Control Funding Formula (LCFF), \$2,097,562 is other state funds, \$9,333,541 is local funds, and \$2,071,652 is federal funds. Of the \$2,071,652 in federal funds, \$1,158,934 are federal CARES Act funds. Of the \$10,604,576 in LCFF Funds, \$2,229,672 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

For the 2020-21 school year school districts must work with parents, educators, students, and the community to develop a Learning Continuity and Attendance Plan (Learning Continuity Plan). The Learning Continuity Plan replaces the Local Control and Accountability Plan (LCAP) for the 2020–21 school year and provides school districts with the opportunity to describe how they are planning to provide a high-quality education, social-emotional supports, and nutrition to their students during the COVID-19 pandemic.



This chart provides a quick summary of how much Making Waves Academy plans to spend for planned actions and services in the Learning Continuity Plan for 2020-2021 and how much of the total is tied to increasing or improving services for high needs students.

Making Waves Academy plans to spend \$24,057,331 for the 2020-21 school year. Of that amount, \$1,639,204 is tied to actions/services in the Learning Continuity Plan and \$22,418,127 is not included in the Learning Continuity Plan. The budgeted expenditures that are not included in the Learning Continuity Plan will be used for the following:

General Fund Budget Expenditures not included in the LCP include Information Technology, Operations, Student Food, Facility Rent, Janitorial Contracts, Faculty and Staff Professional Development, Special Education Program, Teacher Salaries, Support Staff, Leadership Salaries and General Instructional Materials.

Increased or Improved Services for High Needs Students in in the Learning Continuity Plan for the 2020-2021 School Year

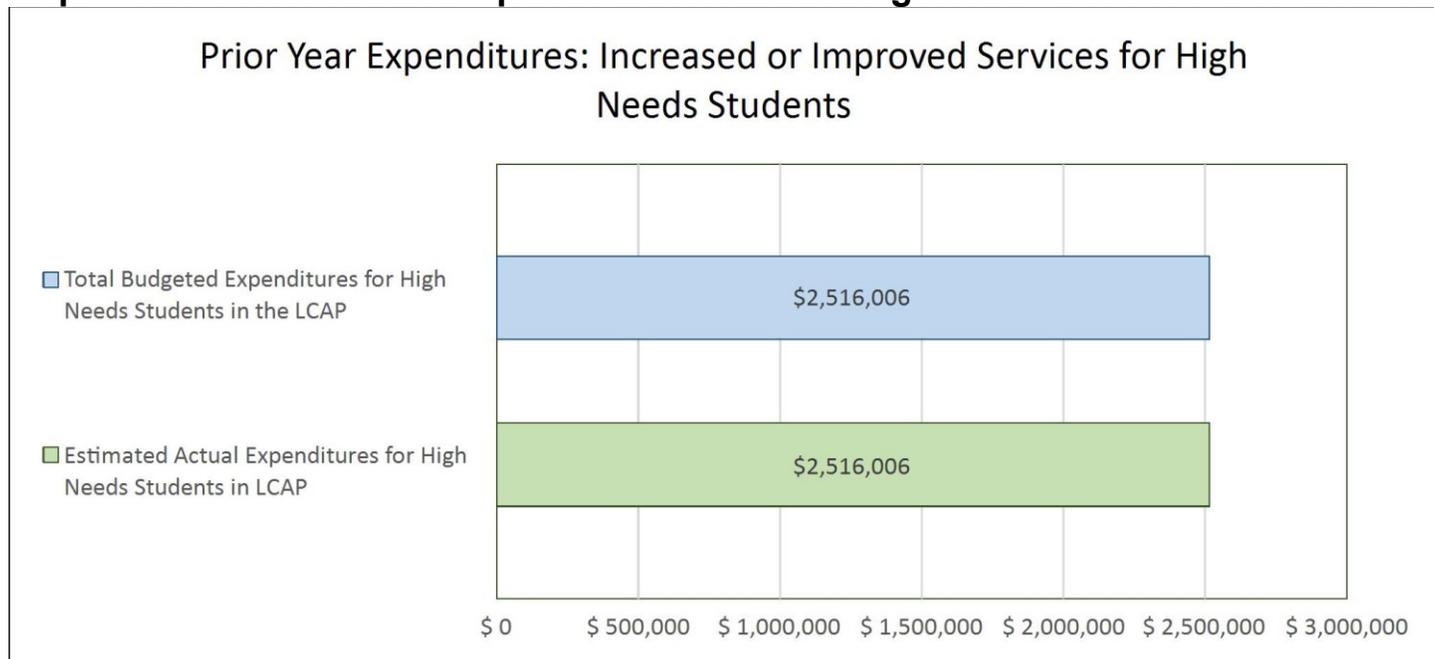
In 2020-21, Making Waves Academy is projecting it will receive \$2,229,672 based on the enrollment of foster youth, English learner, and low-income students. Making Waves Academy must describe how it intends to increase or improve services for high needs students in the Learning Continuity Plan. Making Waves Academy plans to spend \$1,639,204 towards meeting this requirement, as described in the Learning Continuity Plan.

MWA plans to take additional actions to support improved services for high needs students. This includes a targeted professional development plan, hiring additional teachers to support smaller class sizes,

funding an ELD Coordinator, a SPED Director, RSP Teachers, and a Coordinator of Extended Day and Enrichment.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2019-20



This chart compares what Making Waves Academy budgeted in the 2019-20 LCAP for actions and services that contributed to increasing or improving services for high needs students with what Making Waves Academy actually spent on actions and services that contributed to increasing or improving services for high needs students in the 2019-20 school year.

In 2019-20, Making Waves Academy's LCAP budgeted \$2,516,006 for planned actions to increase or improve services for high needs students. Making Waves Academy actually spent \$2,516,006 for actions to increase or improve services for high needs students in 2019-20.

Coversheet

First Interim Budget (2020-2021)

Section: IV. Action Items
Item: G. First Interim Budget (2020-2021)
Purpose: Vote
Submitted by:
Related Material: Executive Summary - FY 2020-21 First Interim Budget.pdf
MWAS (Central Office) 1st Interim Budget - Version 1 - FY2021.pdf
School 1st Interim Budget - 2020-21.pdf



Executive Summary – 1st Interim Report for FY 2020-21

December 10, 2020

Revenues Summary

- Government revenues **increased** by **\$796,549** or **6%**.
- SRE contributions, excluding the 2.5M to pay back the PPP loan and interest, **decreased** by **\$920,030** or **8%**.

Expenses Summary

- The total expenses **decreased** by **\$123,481** or **0.4%**.
 - MWA expenses **increased** by **\$59,475** or **0.2%**.
 - Central Office expenses **decreased** by **\$182,956** or **4%**.

Key Overview for the 1st Interim Budget

The following items highlight the key changes from the FY 2020-21 Original Budget to the First Interim Budget:

1. **Government Revenues increased** by \$796,549 (6%) mainly because we received Elementary and Secondary School Emergency Relief (ESSER) and Learning Loss Mitigation (LLM) Funds as a result of the federal CARES Act (see “*Executive Summary on FY 2020-21 Government Revenues Outlook*” for details).
2. **Staffing Vacancies** – We have not filled all budgeted positions for faculty and staff yet.
3. **Computers and IT Supplies** – We plan to purchase the replacement fleet of Chromebooks that was planned for FY 2021-22 in the spring of 2021 instead, in order to ensure that we have an ample number of spare devices in our inventory to support students this year, as well as to ensure that our order is placed with ample time to receive the replacement fleet in time for next school year.
4. **School Closure Savings** – We saved on contracted services (e.g., janitorial service and transportation), school supplies, and travel (for professional development and students field trip) due to the school closure.
5. **CalSTRS External and Internal Audit** – We estimate the fiscal impact of the audit to be about \$500K (see “*Executive Summary on CalSTRS External Audit and Internal Review*” for details)

Overall Summary

Overall, Making Waves Academy expects to receive more government revenues and spend less than the original budget due to limited levels of campus operations in compliance with pandemic-related precautions and distance learning:

- Added more Government revenues due to the federal CARES Act funding.
- Saved on contracted services, school supplies, and travels.
- Saved on open positions and newly hired salary variances.
- Added student Chromebook replacement.
- Added CalSTRS payments as a result of the CalSTRS external audit and internal review.

Detailed Summary of Changes from the Original to the 1st Interim 2020-21 Budget

MWA – “SCHOOL” EXPENDITURES: **TOTAL CHANGES – INCREASED BY \$59,475 (0.2%)**

- I. **Salaries and Benefits - Decreased by \$33,793 (-0.2%)**
 - Saved on open positions and newly hired salary variances
 - Saved on benefits on open positions
 - Moved teacher residents from Central Office budget to MWA School budget
 - Added California State Teachers’ Retirement System (CalSTRS) payment for missed employer and employee contributions

- II. **Supplies - Increased by \$289,550 (22%)**
 - Added supplies for the Board approved Math & Science pilot program
 - Added Plexi-glass screens for COVID-19
 - Added student Chromebooks replacement

- III. **Contracted Services - Decreased by \$196,282 (-3%)**
 - Saved on conference fees and travels
 - Saved on Janitorial services
 - Saved on student transportation
 - Increased premium for general liability insurance
 - Increased various IT services to support distance learning and remote work

MWA CENTRAL OFFICE EXPENDITURES: **TOTAL CHANGES – DECREASED BY \$182,956 (-4%)**

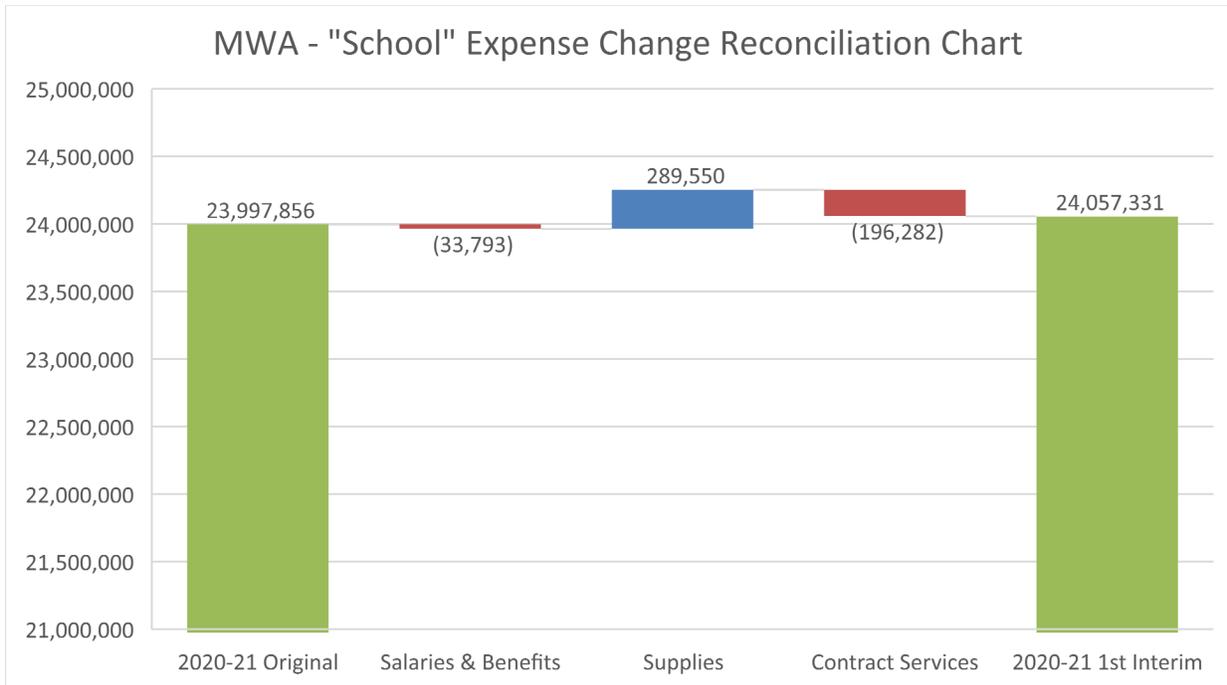
- I. **Salaries and Benefits - Decreased by \$188,577 (-6%)**
 - Saved on open positions
 - Saved on retirement contributions
 - Saved on health benefits
 - Moved teacher residents from Central Office budget to MWA School budget

- II. **Supplies – Decreased by \$62,875 (-37%)**
 - Saved on staff laptops and docking stations upgrades (purchase made in last fiscal year)
 - Saved on contingency

- III. **Contracted Services - Increased by \$68,496 (7%)**
 - Saved on professional development, conference fees, and travels
 - Added California State Teachers’ Retirement System (CalSTRS) payment for penalties and interest
 - Spent more on legal services regarding the school closure, PPP loan, and CalSTRS audit

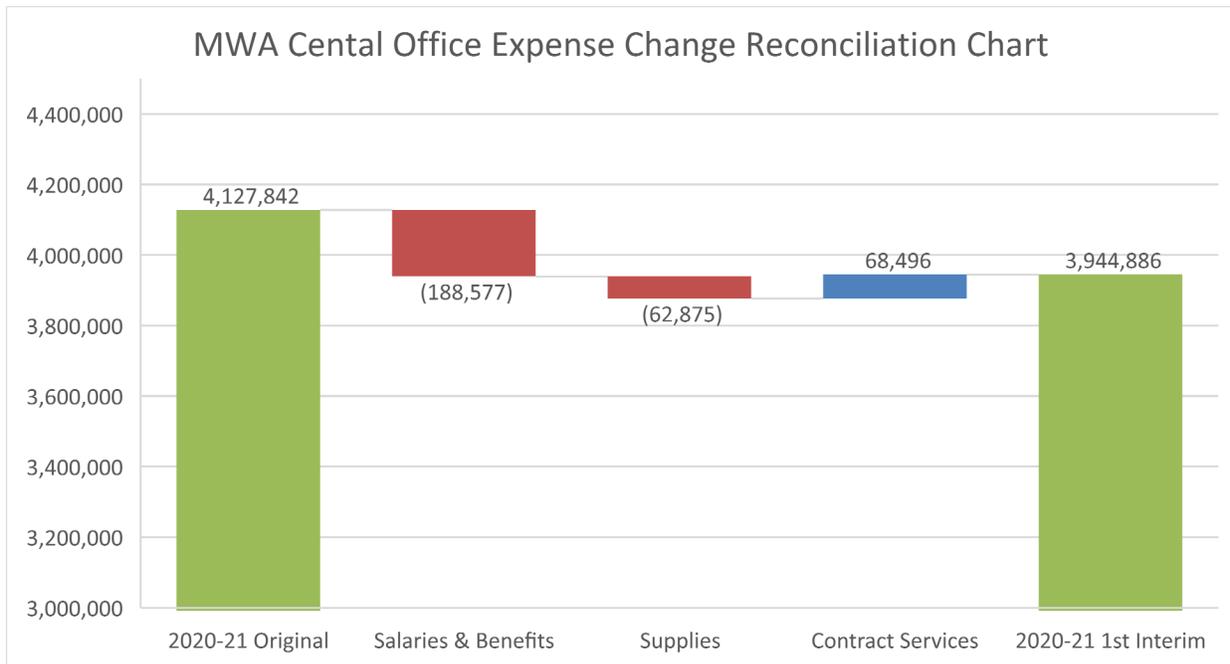
1st Interim FY 2020-21 Summary Financials for MWA – “School”

MWA – “School”				
Location	2020-21 Original Budget	2020-21 1st Interim Budget	\$ Variance	% Variance
Revenues				
Government	\$14,252,588	\$15,049,137	\$796,549	6%
Donation	\$1,315,000	\$1,315,000	0	0%
SRE	\$8,480,268	\$7,743,194	-\$737,074	-9%
Total Revenues	\$24,047,856	\$24,107,331	\$59,475	0.2%
Expenses				
Salaries/Benefits	\$14,992,312	\$14,958,519	-\$33,793	-0.2%
Supplies	\$1,343,199	\$1,632,749	\$289,550	22%
Contracted Services	\$7,662,345	\$7,466,063	-\$196,282	-3%
Total Expenses	\$23,997,856	\$24,057,331	\$59,475	0.2%
Revenues - Government per ADA	\$13,613	\$14,587	\$974	7%
Expenses – Cost per Student (Exclude CO Fees)	\$21,017	\$21,168	\$151	0.7%



1st Interim FY 2020-21 Summary Financials for the MWA Central Office

MWA Central Office				
Location	2020-21 Original Budget	2020-21 First Interim Budget	\$ Variance	% Variance
Revenues				
SRE	\$3,059,127	\$2,876,171	-\$182,956	-6%
SRE – Repayment of PPP Loan & Interest	0	\$2,500,000	\$2,500,000	N/A
Central Office (Shared Services Allocation)	\$1,068,715	\$1,068,715	0	0
Total Revenues	\$4,127,842	\$6,444,886	\$2,317,044	56%
Expenses				
Salaries/Benefits	\$2,957,561	\$2,768,984	-\$188,577	-6%
Supplies	\$169,115	\$106,240	-\$62,875	-37%
Contracted Services	\$1,001,166	\$1,069,662	\$68,496	7%
Total Expenses	\$4,127,842	\$3,944,886	\$182,956	-4%



Annual Budget Cycle

The **1st Interim Report** is required by the California Department of Education (CDE) each year. Making Waves Academy (MWA) must submit the First Interim Report for review to its charter authorizer, the Contra Costa County Office of Education (CCCOE), by December 15th, 2020. CCCOE reviews and then submits the report to the CDE.

Making Waves Academy revenues and expenditures are subject to constant change. MWA budgets are not static documents, but instead are constantly being revised to respond to decisions at the state and federal levels, as well as to the dynamic circumstances at MWA. The first interim report's financial projections have been updated to reflect current conditions and board action taken since the adoption of the original budget. With each financial report, MWA is asked to project revenues and expenditures through year-end, June 30, 2021.

	Adopted Budget	1st Interim Budget	2nd Interim Budget	Unaudited Actuals
Period	July 1st – June 30th	July 1 – October 31st	July 1 – January 31st	July 1 – June 30th
Submission Date	June 30th	December 15	March 15	September 15

**Making Waves Academy
Budget FY2021**

**MWA - "School"
1st Interim
Version 1**

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
3		Income					
4	8011	State Aid - General Apportionment	6,196,834	5,736,493	(460,341)	-7%	We used the actual enrollment and reduced Average Daily Attendance (ADA) rate per state guidance
5	8012	Education Protection Account Entitlement	1,603,576	2,540,030	936,454	58%	
6	8096	In Lieu of Property Taxes	2,947,857	2,328,053	(619,804)	-21%	Also, assumed a 4% cut based on FCMAT's worst-case scenario
7	8181	Special Education - Federal	130,920	130,920	-	0%	
8	8220	Child Nutrition Programs - Fed	388,741	388,741	-	0%	
9	8290	Federal Title I - Basic Grant	303,699	302,813	(886)	0%	
10	8295	Federal Title II - Teacher and Principal Training	43,560	40,930	(2,630)	-6%	
11	8296	Federal Title III - LEP	30,205	27,342	(2,863)	-9%	
12	8297	Federal Title IV - Part A - Student Support	21,972	21,972	-	0%	
13	8299	CARES LLM and ESSER Funding	-	1,158,934	1,158,934		Additional funding to support the school during COVID-19
14	8311	State - Special Education	578,143	654,600	76,457	13%	The special education per pupil base rate increased from \$552 to \$625
15	8520	Child Nutrition Programs - State	25,871	25,871	-	0%	
16	8545	School Fac Lease Rmbmnt SB740	1,264,312	1,006,974	(257,338)	-20%	10% reduction from 2019-20 funding due to the program running at a deficit.
17	8550	Mandate Block Grand Funding CA	28,886	28,242	(644)	-2%	
18	8560	State Lottery	216,804	204,315	(12,489)	-6%	
20	8592	After School Program Grant	177,559	177,559	-	0%	
21	8621	Measure G Parcel Tax	293,650	275,347	(18,303)	-6%	Assumed no funding for additional students
24	8980	Contribution - Unrestricted	1,200,000	1,200,000	-	0%	
25	8981	Scully Related Entity (SRE)	8,480,268	7,743,194	(737,074)	-9%	
26	8986	School Supplies	6,000	6,000	-	0%	
27	8988	In-Kind Donations	9,000	9,000	-	0%	
28	8990	Contribution - Restricted	100,000	100,000	-	0%	
30		Total Income	24,047,856	24,107,331	59,475	0.2%	
31							

**Making Waves Academy
Budget FY2021**

**MWA - "School"
1st Interim
Version 1**

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
36		Expenses					
37	1100	Teacher Salaries	4,605,620	4,522,565	(83,055)	-2%	Savings from vacant positions projected to start from January 2021 and true-up adjustments for MWA staff
38	1103	Substitute Teacher Salaries	98,000	72,250	(25,750)	-26%	
39	1200	Certificated Pupil Support	558,281	604,050	45,769	8%	Reclassify salary for Career Service Coordinator from Account 1900-Certificated Other Salaries to 1200-Certificated Pupil Support
40	1300	Certificated Supervisor & Administrator Salaries	1,253,772	1,259,900	6,128	0%	
41	1409	Certificated Special Temporary COLA Bonus	1,548,000	1,548,500	500	0%	
42	1900	Certificated Other Salaries	475,120	347,359	(127,761)	-27%	Variance from: • Reclassify salary for Career Service Coordinator from Account 1900-Certificated Other Salaries to 1200-Certificated Pupil Support • Savings from vacant positions projected to start from January 2021 and true-up adjustments for MWA staff
43	2100	Classified Instructional Aide Salaries	636,369	706,772	70,403	11%	Variance from: • Savings from vacant positions projected to start from January 2021 and true-up adjustments for MWA staff • Teacher Residents (3) moved from MWAS-CO to MWA School's budget (With true-up salary & benefits)
44	2200	Classified Support Staff Salaries	637,891	621,438	(16,453)	-3%	
45	2300	Classified Supervisor & Administrator Salaries	727,858	680,193	(47,665)	-7%	Savings from vacant positions projected to start from January 2021 and true-up adjustments for MWA staff
46	2400	Classified Clerical and Office Salaries	655,205	591,882	(63,323)	-10%	
47	2900	Classified Other Salaries	132,146	117,403	(14,743)	-11%	
48		Total Salaries	11,328,262	11,072,313	(255,949)	-2%	

**Making Waves Academy
Budget FY2021**

**MWA - "School"
1st Interim
Version 1**

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
49	3101	Certificated STRS	1,171,118	1,512,750	341,632	29%	CalSTRS external & internal audit: missed employee & employer contributions for eligible employees
50	3301	Certificated Social Security/Medicare	420,660	351,857	(68,803)	-16%	Benefits for vacant positions projected to start from January 2021 and true-up adjustments for all MWA staff
51	3401	Certificated Health & Welfare Benefits	1,594,816	1,600,026	5,210	0%	
52	3501	Certificated Unemployment Insurance	56,641	55,362	(1,280)	-2%	
53	3601	Certificated Workers Comp Insurance	147,267	143,940	(3,327)	-2%	
54	3701	Certificated Retirement Match	150,482	99,206	(51,276)	-34%	
55	3999	Accrued Paid Time Off	123,066	123,066	-	0%	Benefits for vacant positions projected to start from January 2021 and true-up adjustments for all MWA staff
56		Total Benefits	3,664,050	3,886,207	222,156	6%	
57		Total Salaries & Benefits	14,992,312	14,958,519	(33,793)	0%	
58							
59	4100	Approved Textbooks and Core Curricula Materials	162,656	222,656	60,000	37%	Increased for Board approved Math & Science pilot program
60	4200	Books and Other Reference Materials	3,000	1,000	(2,000)	-67%	
61	4315	Custodial Supplies	38,000	68,000	30,000	79%	Board approved purchase for Plexi-glass screens
62	4325	Instructional Materials & Supplies	224,125	230,125	6,000	3%	
64	4390	Other Food	9,750	6,750	(3,000)	-31%	
65	4410	Furniture, Equipment & Supplies (non-capitalized)	11,500	9,000	(2,500)	-22%	
66	4420	Computers and IT Supplies (non-capitalized)	394,355	603,405	209,050	53%	Variance from: • Savings from staff laptops and docking stations upgrades (Purchase made in FY20): -219K • Student Chromebook replacement: \$428K
67	4710	Student Food Services	486,852	486,852	-	0%	
68	4910	Emergency Supplies	2,500	2,500	-	0%	
69	4990	Contingency	10,461	2,461	(8,000)	-76%	
70		Total Supplies	1,343,199	1,632,749	289,550	22%	
71	5210	Conference Fees	92,450	80,450	(12,000)	-13%	
72	5215	Travel - Mileage, Parking, Tolls	3,500	1,500	(2,000)	-57%	Savings from school closure
73	5220	Travel - Airfare & Lodging	46,350	4,500	(41,850)	-90%	
74	5225	Travel - Meals & Entertainment	27,600	2,000	(25,600)	-93%	
75	5305	Professional Dues & Memberships	16,458	16,458	-	0%	
76	5421	General Liability Insurance	121,000	175,006	54,006	45%	Ture up amount to match CharterSAFE FY21 amount (For General Liability)
77	5510	Utilities - Gas and Electric	336,000	336,000	-	0%	
78	5515	Janitorial, Gardening Services & Supplies	660,000	373,800	(286,200)	-43%	Janitorial Services savings from school closure
79	5525	Utilities - Waste	48,000	48,000	-	0%	
80	5530	Utilities - Water	47,200	47,200	-	0%	
81	5605	Equipment Leases and Rentals	148,800	148,800	-	0%	
82	5610	Occupancy Rent	1,685,749	1,685,749	-	0%	
83	5612	Additional Facilities Use Fees	28,000	28,000	-	0%	

**Making Waves Academy
Budget FY2021**

**MWA - "School"
1st Interim
Version 1**

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
84	5615	Repairs and Maintenance - Building	100,000	100,000	-	0%	
85	5617	Repairs and Maintenance - Non-computer Equipment	3,000	3,000	-	0%	
86	5618	Repairs & Maintenance - Auto	1,500	1,500	-	0%	
90	5806	County Oversight Fees	107,000	107,000	-	0%	
91	5810	Contracted Services	185,000	184,900	(100)	0%	
92	5810.001	Food Service Administration	1,000	1,000	-	0%	
94	5810.003	Student Transportation	565,970	319,485	(246,485)	-44%	Bus transportation savings from school closure
95	5810.004	Intervention & Consultation	180,599	217,566	36,967	20%	True-up amount to match RTF FY21 contract
96	5810.005	Psychological Services	683,592	688,552	4,960	1%	
97	5810.006	Substitute Teachers	60,000	60,000	-	0%	
98	5810.007	Interscholastic - Coaches	78,000	78,000	-	0%	
99	5810.008	Information Technology	693,362	884,882	191,520	28%	Adjustments to IT Contract Services: <ul style="list-style-type: none"> • Linde Group Projects & Support: \$25K • Cisco Smart Net support: \$5K • Docusign software licenses: \$20K • Asana - Project Management Tool: \$15K • ANET contract increase: \$60K • IT Temp for 6 months: \$66.5K
101	5811	College Application Fees	32,000	32,000	-	0%	
103	5820	Recruiting - Students	1,000	1,000	-	0%	
104	5821	Printing and Reproduction	24,000	24,000	-	0%	
105	5840	Entrance, Admission, & Ticket Fees (not staff conferen	74,400	64,400	(10,000)	-13%	Savings due to school closure
106	5850	Staff Recruitment	2,000	2,000	-	0%	
109	5897	Special Ed Contract Services	400,000	400,000	-	0%	
110	5898	Use Tax	1,000	1,000	-	0%	
111	5905	Company Cell Phones	34,000	76,000	42,000	124%	Increases for staff work from home usage & T-Mobile MiFi devices for students and staff
112	5910	Internet and Wifi	48,000	85,000	37,000	77%	Increased for employee"work from home" internet reimbursement
113	5915	Postage and Delivery	24,300	24,300	-	0%	
114	5920	Landlines and Office Based Phones	7,800	7,800	-	0%	
116	6900	Depreciation and Amortization	25,000	25,000	-	0%	
117	INCO.EXP 5895	Central Office (Shared Services Allocation)	1,068,715	1,068,715	-	0%	
118		Total Contract Services	7,662,345	7,466,063	(196,282)	-3%	
119							
120		Total Salaries & Benefits	14,992,312	14,958,519	(33,793)	-0.2%	
121		Total Supplies	1,343,199	1,632,749	289,550	22%	
122		Total Contract Services	7,662,345	7,466,063	(196,282)	-3%	
123		Total Expenses	23,997,856	24,057,331	59,475	0.2%	
141							
142		Net Income	50,000	50,000			

**Making Waves Academy
Budget FY2021**

**MWA Central Office
1st Interim
Version 1**

	A	B	C	H	K	L	M
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
3		Income					
25	8981	Scully Related Entity (SRE)	3,059,128	5,376,172	2,317,044	76%	Pay back the PPP Loan
29	INCO.INC	Central Office (Revenue from Shared	1,068,715	1,068,715	-	0%	
30		Total Income	4,127,842	6,444,886	2,317,044	56%	
31							
35							
36		Expenses					
41	1409	Certificated Special Temporary COLA	216,000	178,500	(37,500)	-17%	Salary projection and true up adjustments for MWAS-CO staff
43	2100	Classified Instructional Aide Salaries	100,772	-	(100,772)	-100%	Teacher Residents (3) moved from MWAS-CO to MWA School's budget
45	2300	Classified Supervisor & Administrator	1,754,650	1,817,491	62,841	4%	Salary projection and true up adjustments for MWAS-CO staff
46	2400	Classified Clerical and Office Salaries	172,800	131,965	(40,835)	-24%	
48		Total Salaries	2,244,222	2,127,956	(116,266)	-5%	
49	3101	Certificated STRS	109,521	79,908	(29,613)	-27%	Savings from benefits projection and true-up adjustments for MWAS-CO staff
50	3301	Certificated Social Security/Medicare	127,823	125,155	(2,668)	-2%	
51	3401	Certificated Health & Welfare Benefits	274,693	236,110	(38,583)	-14%	Savings from benefits projection and true-up adjustments for MWAS-CO staff
52	3501	Certificated Unemployment Insurance	11,221	10,640	(581)	-5%	
53	3601	Certificated Workers Comp Insurance	29,175	27,663	(1,511)	-5%	
54	3701	Certificated Retirement Match	60,660	61,306	646	1%	
55	3999	Accrued Paid Time Off	100,246	100,246	-	0%	
56		Total Benefits	713,339	641,029	(72,311)	-10%	
57		Total Salaries & Benefits	2,957,561	2,768,984	(188,577)	-6%	
58							

**Making Waves Academy
Budget FY2021**

**MWA Central Office
1st Interim
Version 1**

	A	B	C	H	K	L	M
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
60	4200	Books and Other Reference Materials	3,125	2,500	(625)	-20%	
63	4330	Office Supplies	22,200	15,700	(6,500)	-29%	
64	4390	Other Food	4,500	3,500	(1,000)	-22%	
65	4410	Furniture, Equipment & Supplies (non-	2,000	2,000	-	0%	
66	4420	Computers and IT Supplies (non-capit	37,290	7,540	(29,750)	-80%	Savings from staff laptops and docking stations upgrades (Purchase made in FY20)
69	4990	Contingency	100,000	75,000	(25,000)	-25%	
70		Total Supplies	169,115	106,240	(62,875)	-37%	
71	5210	Conference Fees	79,234	47,845	(31,389)	-40%	Savings due to school closure
72	5215	Travel - Mileage, Parking, Tolls	13,700	8,450	(5,250)	-38%	
73	5220	Travel - Airfare & Lodging	55,750	18,500	(37,250)	-67%	Savings due to school closure
74	5225	Travel - Meals & Entertainment	21,865	8,450	(13,415)	-61%	
75	5305	Professional Dues & Memberships	28,049	25,049	(3,000)	-11%	
81	5605	Equipment Leases and Rentals	6,200	6,200	-	0%	
82	5610	Occupancy Rent	-	-	-		
83	5612	Additional Facilities Use Fees	-	-	-		
87	5803	Accounting Fees	15,000	15,000	-	0%	
88	5804	Legal Fees	56,000	81,000	25,000	45%	Increase for legal services regarding PPP Loan, CalSTRS audit, etc
91	5810	Contracted Services	202,500	417,500	215,000	106%	Variance from: • Penalty & interest for CalSTRS internal & external audit: \$150K • HR Temp (Contract Services): \$40K • Kronos Contract for enhanced HR functionality: \$10K • Management Center Training: \$15K
93	5810.002	Student Information & Assessment	61,500	61,500	-	0%	
95	5810.004	Intervention & Consultation	51,250	21,250	(30,000)	-59%	Savings from school closure
96	5810.005	Psychological Services	21,148	17,148	(4,000)	-19%	
99	5810.008	Information Technology	101,770	109,770	8,000	8%	
103	5820	Recruiting - Students	10,000	10,000	-	0%	
104	5821	Printing and Reproduction	1,500	1,500	-	0%	
106	5850	Staff Recruitment	128,200	128,200	-	0%	
107	5851	Professional Development	101,500	30,000	(71,500)	-70%	Savings from school closure
108	5853	Payroll Processing Fees	30,000	40,000	10,000	33%	Kronos contract correction to match FY21 amount
111	5905	Company Cell Phones	14,000	16,000	2,000	14%	
112	5910	Internet and Wifi	-	4,300	4,300		
113	5915	Postage and Delivery	-	-	-		
115	5992	Bank fees	2,000	2,000	-	0%	
118		Total Contract Services	1,001,166	1,069,662	68,496	7%	
119							

**Making Waves Academy
Budget FY2021**

**MWA Central Office
1st Interim
Version 1**

	A	B	C	H	K	L	M
			FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
2	Account #	Account Title					
120		Total Salaries & Benefits	2,957,561	2,768,984	(188,577)	-6%	
121		Total Supplies	169,115	106,240	(62,875)	-37%	
122		Total Contract Services	1,001,166	1,069,662	68,496	7%	
123		Total Expenses	4,127,842	3,944,886	(182,956)	-4%	
124							
125		Net Income	0	2,500,000			

**Making Waves Academy
Budget FY2021**

**MWA - "School" and MWA Central Office
1st Interim
Version 1**

	A	B	C	H	K	L
1		Summary				
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)
3		Income				
4	8011	State Aid - General Apportionment	6,196,834	5,736,493	(460,341)	-7%
5	8012	Education Protection Account Entitlement	1,603,576	2,540,030	936,454	58%
6	8096	In Lieu of Property Taxes	2,947,857	2,328,053	(619,804)	-21%
7	8181	Special Education - Federal	130,920	130,920	-	0%
8	8220	Child Nutrition Programs - Fed	388,741	388,741	-	0%
9	8290	Federal Title I - Basic Grant	303,699	302,813	(886)	0%
10	8295	Federal Title II - Teacher and Principal Training	43,560	40,930	(2,630)	-6%
11	8296	Federal Title III - LEP	30,205	27,342	(2,863)	-9%
12	8297	Federal Title IV - Part A - Student Support	21,972	21,972	-	0%
13	8299	CARES LLM and ESSER Funding	-	1,158,934	1,158,934	
14	8311	State - Special Education	578,143	654,600	76,457	13%
15	8520	Child Nutrition Programs - State	25,871	25,871	-	0%
16	8545	School Fac Lease Rmbsmnt SB740	1,264,312	1,006,974	(257,338)	-20%
17	8550	Mandate Block Grand Funding CA	28,886	28,242	(644)	-2%
18	8560	State Lottery	216,804	204,315	(12,489)	-6%
20	8592	After School Program Grant	177,559	177,559	-	0%
21	8621	Measure G Parcel Tax	293,650	275,347	(18,303)	-6%
24	8980	Contribution - Unrestricted	1,200,000	1,200,000	-	0%
25	8981	Scully Related Entity (SRE)	11,539,396	13,119,366	1,579,970	14%
26	8986	School Supplies	6,000	6,000	-	0%
27	8988	In-Kind Donations	9,000	9,000	-	0%
28	8990	Contribution - Restricted	100,000	100,000	-	0%
29	INCO.INC	Central Office (Revenue from Shared Services)	1,068,715	1,068,715	-	0%
30		Total Income	28,175,698	30,552,217	2,376,518	8%

Making Waves Academy
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	A	B	C	H	K	L
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)
31						
36		Expenses				
37	1100	Teacher Salaries	4,605,620	4,522,565	(83,055)	-2%
38	1103	Substitute Teacher Salaries	98,000	72,250	(25,750)	-26%
39	1200	Certificated Pupil Support	558,281	604,050	45,769	8%
40	1300	Certificated Supervisor & Administrator Salaries	1,253,772	1,259,900	6,128	0%
41	1409	Certificated Special Temporary COLA Bonus	1,764,000	1,727,000	(37,000)	-2%
42	1900	Certificated Other Salaries	475,120	347,359	(127,761)	-27%
43	2100	Classified Instructional Aide Salaries	737,141	706,772	(30,369)	-4%
44	2200	Classified Support Staff Salaries	637,891	621,438	(16,453)	-3%
45	2300	Classified Supervisor & Administrator Salaries	2,482,508	2,497,684	15,176	1%
46	2400	Classified Clerical and Office Salaries	828,005	723,847	(104,158)	-13%
47	2900	Classified Other Salaries	132,146	117,403	(14,743)	-11%
48		Total Salaries	13,572,484	13,200,268	(372,216)	-3%
49	3101	Certificated STRS	1,280,639	1,592,658	312,020	24%
50	3301	Certificated Social Security/Medicare	548,484	477,012	(71,471)	-13%
51	3401	Certificated Health & Welfare Benefits	1,869,509	1,836,136	(33,373)	-2%
52	3501	Certificated Unemployment Insurance	67,862	66,001	(1,861)	-3%
53	3601	Certificated Workers Comp Insurance	176,442	171,603	(4,839)	-3%
54	3701	Certificated Retirement Match	211,142	160,512	(50,630)	-24%
55	3999	Accrued Paid Time Off	223,312	223,312	-	0%
56		Total Benefits	4,377,390	4,527,235	149,845	3%
57		Total Salaries & Benefits	17,949,874	17,727,503	(222,370)	-1%
58						
59	4100	Approved Textbooks and Core Curricula Materials	162,656	222,656	60,000	37%
60	4200	Books and Other Reference Materials	6,125	3,500	(2,625)	-43%
61	4315	Custodial Supplies	38,000	68,000	30,000	79%
62	4325	Instructional Materials & Supplies	224,125	230,125	6,000	3%
63	4330	Office Supplies	22,200	15,700	(6,500)	-29%
64	4390	Other Food	14,250	10,250	(4,000)	-28%
65	4410	Furniture, Equipment & Supplies (non-capitalized)	13,500	11,000	(2,500)	-19%
66	4420	Computers and IT Supplies (non-capitalized)	431,645	610,945	179,300	42%
67	4710	Student Food Services	486,852	486,852	-	0%
68	4910	Emergency Supplies	2,500	2,500	-	0%
69	4990	Contingency	110,461	77,461	(33,000)	-30%
70		Total Supplies	1,512,314	1,738,989	226,675	15%

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	A	B	C	H	K	L
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)
71	5210	Conference Fees	171,684	128,295	(43,389)	-25%
72	5215	Travel - Mileage, Parking, Tolls	17,200	9,950	(7,250)	-42%
73	5220	Travel - Airfare & Lodging	102,100	23,000	(79,100)	-77%
74	5225	Travel - Meals & Entertainment	49,465	10,450	(39,015)	-79%
75	5305	Professional Dues & Memberships	44,507	41,507	(3,000)	-7%
76	5421	General Liability Insurance	121,000	175,006	54,006	45%
77	5510	Utilities - Gas and Electric	336,000	336,000	-	0%
78	5515	Janitorial, Gardening Services & Supplies	660,000	373,800	(286,200)	-43%
79	5525	Utilities - Waste	48,000	48,000	-	0%
80	5530	Utilities - Water	47,200	47,200	-	0%
81	5605	Equipment Leases and Rentals	155,000	155,000	-	0%
82	5610	Occupancy Rent	1,685,749	1,685,749	-	0%
83	5612	Additional Facilities Use Fees	28,000	28,000	-	0%
84	5615	Repairs and Maintenance - Building	100,000	100,000	-	0%
85	5617	Repairs and Maintenance - Non-computer E	3,000	3,000	-	0%
86	5618	Repairs & Maintenance - Auto	1,500	1,500	-	0%
87	5803	Accounting Fees	15,000	15,000	-	0%
88	5804	Legal Fees	56,000	81,000	25,000	45%
89	5805	External Management and Administrative Fee	-	-	-	
90	5806	County Oversight Fees	107,000	107,000	-	0%
91	5810	Contracted Services	387,500	602,400	214,900	55%
92	5810.001	Food Service Administration	1,000	1,000	-	0%
93	5810.002	Student Information & Assessment	61,500	61,500	-	0%
94	5810.003	Student Transportation	565,970	319,485	(246,485)	-44%
95	5810.004	Intervention & Consultation	231,849	238,816	6,967	3%
96	5810.005	Psychological Services	704,740	705,700	960	0%
97	5810.006	Substitute Teachers	60,000	60,000	-	0%
98	5810.007	Interscholastics - Coaches	78,000	78,000	-	0%
99	5810.008	Information Technology	795,132	994,652	199,520	25%
100	5810.009	Outsourced Teaching	-	-	-	
101	5811	College Application Fees	32,000	32,000	-	0%
102	5812	College Entrance Exams	-	-	-	
103	5820	Recruiting - Students	11,000	11,000	-	0%
104	5821	Printing and Reproduction	25,500	25,500	-	0%
105	5840	Entrance, Admission, & Ticket Fees (not staf	74,400	64,400	(10,000)	-13%

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	A	B	C	H	K	L
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)
106	5850	Staff Recruitment	130,200	130,200	-	0%
107	5851	Professional Development	101,500	91,500	(10,000)	-10%
108	5853	Payroll Processing Fees	30,000	40,000	10,000	33%
109	5897	Special Ed Encroachment WCCUSD	400,000	400,000	-	0%
110	5898	Use Tax	1,000	1,000	-	0%
111	5905	Company Cell Phones	48,000	92,000	44,000	92%
112	5910	Internet and Wifi	48,000	89,300	41,300	86%
113	5915	Postage and Delivery	24,300	24,300	-	0%
114	5920	Landlines and Office Based Phones	7,800	7,800	-	0%
115	5992	Bank fees	2,000	2,000	-	0%
116	6900	Depreciation and Ammortization	25,000	25,000	-	0%
117	INCO.EXP	5895 Central Office (Shared Services Allocat	1,068,715	1,068,715	-	0%
118		Total Contract Services	8,663,511	8,535,725	(127,786)	-1%
119						
120		Total Salaries & Benefits	17,949,874	17,727,503	(222,370)	-1%
121		Total Supplies	1,512,314	1,738,989	226,675	15%
122		Total Contract Services	8,663,511	8,535,725	(127,786)	-1%
123		Total Expenses	28,125,698	28,002,217	(123,481)	0%
124						
125		Net Income	50,000	2,550,000		

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MWA Central Office
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	A	B	C	H	K	L	M
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
3		Income					
25	8981	Scully Related Entity (SRE)	3,059,128	5,376,172	2,317,044	76%	Pay back the PPP Loan
29	INCO.INC	Central Office (Revenue from Shared	1,068,715	1,068,715	-	0%	
30		Total Income	4,127,842	6,444,886	2,317,044	56%	
31							
35							
36		Expenses					
41	1409	Certificated Special Temporary COLA	216,000	178,500	(37,500)	-17%	Salary projection and true up adjustments for MWAS-CO staff
43	2100	Classified Instructional Aide Salaries	100,772	-	(100,772)	-100%	Teacher Residents (3) moved from MWAS-CO to MWA School's budget
45	2300	Classified Supervisor & Administrator	1,754,650	1,817,491	62,841	4%	Salary projection and true up adjustments for MWAS-CO staff
46	2400	Classified Clerical and Office Salaries	172,800	131,965	(40,835)	-24%	
48		Total Salaries	2,244,222	2,127,956	(116,266)	-5%	
49	3101	Certificated STRS	109,521	79,908	(29,613)	-27%	Savings from benefits projection and true-up adjustments for MWAS-CO staff
50	3301	Certificated Social Security/Medicare	127,823	125,155	(2,668)	-2%	
51	3401	Certificated Health & Welfare Benefits	274,693	236,110	(38,583)	-14%	Savings from benefits projection and true-up adjustments for MWAS-CO staff
52	3501	Certificated Unemployment Insurance	11,221	10,640	(581)	-5%	
53	3601	Certificated Workers Comp Insurance	29,175	27,663	(1,511)	-5%	
54	3701	Certificated Retirement Match	60,660	61,306	646	1%	
55	3999	Accrued Paid Time Off	100,246	100,246	-	0%	
56		Total Benefits	713,339	641,029	(72,311)	-10%	
57		Total Salaries & Benefits	2,957,561	2,768,984	(188,577)	-6%	
58							

**Making Waves Academy
Budget FY2021**

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	A	B	C	H	K	L	M
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
60	4200	Books and Other Reference Material	3,125	2,500	(625)	-20%	
63	4330	Office Supplies	22,200	15,700	(6,500)	-29%	
64	4390	Other Food	4,500	3,500	(1,000)	-22%	
65	4410	Furniture, Equipment & Supplies (non-cap)	2,000	2,000	-	0%	
66	4420	Computers and IT Supplies (non-cap)	37,290	7,540	(29,750)	-80%	Savings from staff laptops and docking stations upgrades (Purchase made in FY20)
69	4990	Contingency	100,000	75,000	(25,000)	-25%	
70		Total Supplies	169,115	106,240	(62,875)	-37%	
71	5210	Conference Fees	79,234	47,845	(31,389)	-40%	Savings due to school closure
72	5215	Travel - Mileage, Parking, Tolls	13,700	8,450	(5,250)	-38%	
73	5220	Travel - Airfare & Lodging	55,750	18,500	(37,250)	-67%	Savings due to school closure
74	5225	Travel - Meals & Entertainment	21,865	8,450	(13,415)	-61%	
75	5305	Professional Dues & Memberships	28,049	25,049	(3,000)	-11%	
81	5605	Equipment Leases and Rentals	6,200	6,200	-	0%	
82	5610	Occupancy Rent	-	-	-		
83	5612	Additional Facilities Use Fees	-	-	-		
87	5803	Accounting Fees	15,000	15,000	-	0%	
88	5804	Legal Fees	56,000	81,000	25,000	45%	Increase for legal services regarding PPP Loan, CalSTRS audit, etc
91	5810	Contracted Services	202,500	417,500	215,000	106%	Variance from: <ul style="list-style-type: none"> • Penalty & interest for CalSTRS internal & external audit: \$150K • HR Temp (Contract Services): \$40K • Kronos Contract for enhanced HR functionality: \$10K • Management Center Training: \$15K
93	5810.002	Student Information & Assessment	61,500	61,500	-	0%	
95	5810.004	Intervention & Consultation	51,250	21,250	(30,000)	-59%	Savings from school closure
96	5810.005	Psychological Services	21,148	17,148	(4,000)	-19%	
99	5810.008	Information Technology	101,770	109,770	8,000	8%	
103	5820	Recruiting - Students	10,000	10,000	-	0%	
104	5821	Printing and Reproduction	1,500	1,500	-	0%	
106	5850	Staff Recruitment	128,200	128,200	-	0%	
107	5851	Professional Development	101,500	30,000	(71,500)	-70%	Savings from school closure
108	5853	Payroll Processing Fees	30,000	40,000	10,000	33%	Kronos contract correction to match FY21 amount
111	5905	Company Cell Phones	14,000	16,000	2,000	14%	
112	5910	Internet and Wifi	-	4,300	4,300		
113	5915	Postage and Delivery	-	-	-		
115	5992	Bank fees	2,000	2,000	-	0%	
118		Total Contract Services	1,001,166	1,069,662	68,496	7%	
119							

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	A	B	C	H	K	L	M
2	Account #	Account Title	FY2021 Original Budget (A)	FY2021 1st Interim Budget (C)	Variance FY21 1st Interim vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
120		Total Salaries & Benefits	2,957,561	2,768,984	(188,577)	-6%	
121		Total Supplies	169,115	106,240	(62,875)	-37%	
122		Total Contract Services	1,001,166	1,069,662	68,496	7%	
123		Total Expenses	4,127,842	3,944,886	(182,956)	-4%	
124							
125		Net Income	0	2,500,000			

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report Certification**

Charter School Name: Making Waves Academy
 (continued) _____
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2020-21

To the entity that approved the charter school:

2020-21 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
 Charter School Official
 (Original signature required)
 Print
 Name: Alton B. Nelson, Jr. Title: Chief Executive Officer

To the County Superintendent of Schools:

2020-21 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____
 Authorized Representative of Charter Approving
 Entity
 (Original signature required)
 Print
 Name: _____ Title: _____

For additional information on the First Interim Report, please contact:

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Bill Clark</u>	<u>Hung T. Mai</u>
Name	Name
<u>Associate Superintendent</u>	<u>Director of Finance</u>
Title	Title
<u>925-942-3310</u>	<u>510-779-1401</u>
Phone	Phone
<u>mclark@cccoe.k12.us</u>	<u>hmai@mwacademy.org</u>
E-mail	E-mail

This report has been verified for mathematical accuracy by the County Superintendent of Schools, pursuant to Education Code Section 47604.33.

 District Advisor Date

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Making Waves Academy
 (continued)
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2020-21

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	6,196,834		6,196,834	1,094,568		1,094,568	5,736,493		5,736,493
Education Protection Account State Aid - Current Year	8012	1,603,576		1,603,576	496,753		496,753	2,540,030		2,540,030
State Aid - Prior Years	8019			-			-			-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-			-
County and District Taxes (for rev. limit funded schools)	8040-8079			-			-			-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-			-
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092			-			-			-
Charter Schools Funding in lieu of Property Taxes	8096	2,947,857		2,947,857	512,260		512,260	2,328,053		2,328,053
Other Revenue Limit Transfers	8091, 8097			-			-			-
Total, Revenue Limit Sources		10,748,267	-	10,748,267	2,103,581	-	2,103,581	10,604,576	-	10,604,576
2. Federal Revenues										
No Child Left Behind	8290			-			-			-
Special Education - Federal	8181, 8182		130,920	130,920			-	130,920		130,920
Child Nutrition - Federal	8220		388,741	388,741		36,795	36,795	388,741		388,741
Other Federal Revenues	8110, 8260-8299		399,436	399,436		953,773	953,773	1,551,991		1,551,991
Total, Federal Revenues		-	919,097	919,097	-	990,568	990,568	-	2,071,652	2,071,652
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SBX3-4)	N/A thru 14/15			-			-			-
Special Education - State	StateRevSE	-	578,143	578,143		171,942	171,942		654,600	654,600
All Other State Revenues	StateRevAO	224,009	1,489,422	1,713,431	7	3,071	3,078	212,126	1,230,836	1,442,962
Total, Other State Revenues		224,009	2,067,565	2,291,574	7	175,013	175,020	212,126	1,885,436	2,097,562
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	9,695,268	393,650	10,088,918	5,603,881		5,603,881	8,958,194	375,347	9,333,541
Total, Local Revenues		9,695,268	393,650	10,088,918	5,603,881	-	5,603,881	8,958,194	375,347	9,333,541
5. TOTAL REVENUES		20,667,544	3,380,312	24,047,856	7,707,469	1,165,581	8,873,050	19,774,896	4,332,435	24,107,331
B EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	4,036,698	666,923	4,703,621	1,042,907	171,942	1,214,849	3,851,436	743,380	4,594,816
Certificated Pupil Support Salaries	1200	558,281	0	558,281	184,682		184,682	604,050		604,050
Certificated Supervisors' and Administrators' Salaries	1300	1,253,772	0	1,253,772	401,542		401,542	1,259,900		1,259,900
Other Certificated Salaries	1900	247,511	227,609	475,120	89,003		89,003	123,188	224,170	347,358
Total, Certificated Salaries		6,096,262	894,532	6,990,794	1,718,134	171,942	1,890,076	5,838,574	967,550	6,806,124
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	441,295	195,074	636,369	124,395		124,395	512,008	194,764	706,772
Non-certificated Support Salaries	2200	637,891	0	637,891	185,955		185,955	621,438		621,438
Non-certificated Supervisors' and Administrators' Sal.	2300	727,858	0	727,858	188,137		188,137	680,193		680,193
Clerical and Office Salaries	2400	655,205	0	655,205	177,217		177,217	591,882		591,882
Other Non-certificated Salaries	2900	132,146	0	132,146	23,603		23,603	117,403		117,403
Total, Non-certificated Salaries		2,594,395	195,074	2,789,469	699,307	-	699,307	2,522,924	194,764	2,717,688
3. Employee Benefits										
STRS	3101-3102	1,171,118	-	1,171,118	310,645		310,645	1,512,750		1,512,750
PERS	3201-3202	0	-	-	-		-	-		-
OASDI / Medicare / Alternative	3301-3302	420,660	-	420,660	96,432		96,432	351,857		351,857
Health and Welfare Benefits	3401-3402	1,594,816	-	1,594,816	410,974		410,974	1,600,026		1,600,026
Unemployment Insurance	3501-3502	56,641	-	56,641	29,514		29,514	55,362		55,362
Workers' Compensation Insurance	3601-3602	147,267	-	147,267	48,217		48,217	143,940		143,940
OPEB, Allocated	3701-3702	0	-	-	-		-	-		-
OPEB, Active Employees	3751-3752	0	-	-	-		-	-		-
PERS Reduction (for revenue limit funded schools)	3801-3802	0	-	-	-		-	-		-
Other Employee Benefits	3901-3902	1,821,548	-	1,821,548	484,972		484,972	1,770,772		1,770,772
Total, Employee Benefits		5,212,050	-	5,212,050	1,380,754	-	1,380,754	5,434,707	-	5,434,707
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	162,656	0	162,656	159,667		159,667	222,656		222,656
Books and Other Reference Materials	4200	3,000	0	3,000	-		-	1,000		1,000
Materials and Supplies	4300	250,195	21,680	271,875	28,214	1	28,215	284,444	20,432	304,876
Noncapitalized Equipment	4400	405,855	0	405,855	3,724		3,724	112,405	500,000	612,405
Food and Others	4700	85,201	414,612	499,813	63,174	39,865	103,039	77,201	414,612	491,813
Total, Books and Supplies		906,907	436,292	1,343,199	254,779	39,866	294,645	697,706	935,044	1,632,750
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-	-		-	-		-
Travel and Conferences	5200	126,340	43,560	169,900	-		-	47,520	40,930	88,450
Dues and Memberships	5300	16,458	0	16,458	3,512		3,512	16,458		16,458
Insurance	5400	121,000	0	121,000	60,697		60,697	175,006		175,006
Operations and Housekeeping Services	5500	1,091,200	0	1,091,200	94,743		94,743	805,000		805,000
Rentals, Leases, Repairs, and Noncap. Improvements	5600	698,236	1,264,312	1,962,548	614,873		614,873	955,575	1,006,974	1,962,549
Professional/Consulting Services and Operating Expend.	5800	3,615,596	546,542	4,162,138	457,878	722,462	1,180,340	3,013,326	1,187,173	4,200,499
Communications	5900	114,100	0	114,100	60,941		60,941	193,100		193,100
Total, Services and Other Operating Expenditures		5,782,930	1,854,414	7,637,344	1,292,644	722,462	2,015,106	5,205,985	2,235,077	7,441,062

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Detail**

Charter School Name: Making Waves Academy
 (continued)
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2020-21

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified acc										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	25,000		25,000	6,067		6,067	25,000		25,000
Total, Capital Outlay		25,000	-	25,000	6,067	-	6,067	25,000	-	25,000
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		20,617,544	3,380,312	23,997,856	5,351,685	934,270	6,285,955	19,724,896	4,332,435	24,057,331
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	-	50,000	2,355,784	231,311	2,587,095	50,000	-	50,000
D OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	-	50,000	2,355,784	231,311	2,587,095	50,000	-	50,000
F FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a As of July 1	9791	3,677,834		3,677,834	3,677,834	-	3,677,834	3,677,834	-	3,677,834
b Adjustments to Beginning Balance	9793, 9795			-			-			-
c Adjusted Beginning Balance		3,677,834	-	3,677,834	3,677,834	-	3,677,834	3,677,834	-	3,677,834
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,727,834	-	3,727,834	6,033,618	231,311	6,264,929	3,727,834	-	3,727,834
Components of Ending Fund Balance :										
a Nonspendable				-			-			-
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b Restricted	9740			-			-			-
c Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d Assigned										
Other Assignments	9780			-			-			-
e Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790	3,727,834	-	3,727,834	6,033,618	231,311	6,264,929	3,727,834	-	3,727,834

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Making Waves Academy
 (continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2020-21

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	6,196,834	1,094,568	5,736,493	(460,341)	-7.43%
Education Protection Account State Aid - Current Year	8012	1,603,576	496,753	2,540,030	936,454	58.40%
State Aid - Prior Years	8019	-	-	-	-	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	-	-	-	-	
Charter Schools Funding in Lieu of Property Taxes	8096	2,947,857	512,260	2,328,053	(619,804)	-21.03%
Other Revenue Limit Transfers	8091, 8097	-	-	-	-	
Total, Revenue Limit Sources		10,748,267	2,103,581	10,604,576	(143,691)	-1.34%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	-	-	-	-	
Special Education - Federal	8181, 8182	130,920	-	130,920	-	0.00%
Child Nutrition - Federal	8220	388,741	36,795	388,741	-	0.00%
Other Federal Revenues (Include ARRA)	8110, 8260-8299	399,436	953,773	1,551,991	1,152,555	288.55%
Total, Federal Revenues		919,097	990,568	2,071,652	1,152,555	125.40%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	
Special Education - State	StateRevSE	578,143	171,942	654,600	76,457	13.22%
All Other State Revenues	StateRevAO	1,713,431	3,078	1,442,962	(270,469)	-15.79%
Total, Other State Revenues		2,291,574	175,020	2,097,562	(194,012)	-8.47%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	10,088,918	5,603,881	9,333,541	(755,377)	-7.49%
Total, Local Revenues		10,088,918	5,603,881	9,333,541	(755,377)	-7.49%
5. TOTAL REVENUES						
		24,047,856	8,873,050	24,107,331	59,475	0.25%
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,703,621	1,214,849	4,594,816	(108,805)	-2.31%
Certificated Pupil Support Salaries	1200	558,281	184,682	604,050	45,769	8.20%
Certificated Supervisors' and Administrators' Salaries	1300	1,253,772	401,542	1,259,900	6,128	0.49%
Other Certificated Salaries	1900	475,120	89,003	347,358	(127,762)	-26.89%
Total, Certificated Salaries		6,990,794	1,890,076	6,806,124	(184,670)	-2.64%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	636,369	124,395	706,772	70,403	11.06%
Non-certificated Support Salaries	2200	637,891	185,955	621,438	(16,453)	-2.58%
Non-certificated Supervisors' and Administrators' Sal.	2300	727,858	188,137	680,193	(47,665)	-6.55%
Clerical and Office Salaries	2400	655,205	177,217	591,882	(63,323)	-9.66%
Other Non-certificated Salaries	2900	132,146	23,603	117,403	(14,743)	-11.16%
Total, Non-certificated Salaries		2,789,469	699,307	2,717,688	(71,781)	-2.57%
3. Employee Benefits						
STRS	3101-3102	1,171,118	310,645	1,512,750	341,632	29.17%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	420,660	96,432	351,857	(68,803)	-16.36%
Health and Welfare Benefits	3401-3402	1,594,816	410,974	1,600,026	5,210	0.33%
Unemployment Insurance	3501-3502	56,641	29,514	55,362	(1,279)	-2.26%
Workers' Compensation Insurance	3601-3602	147,267	48,217	143,940	(3,327)	-2.26%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	
Other Employee Benefits	3901-3902	1,821,548	484,972	1,770,772	(50,776)	-2.79%
Total, Employee Benefits		5,212,050	1,380,754	5,434,707	222,657	4.27%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	162,656	159,667	222,656	60,000	36.89%
Books and Other Reference Materials	4200	3,000	-	1,000	(2,000)	-66.67%
Materials and Supplies	4300	271,875	28,215	304,876	33,001	12.14%
Noncapitalized Equipment	4400	405,855	3,724	612,405	206,550	50.89%
Food and Others	4700	499,813	103,039	491,813	(8,000)	-1.60%
Total, Books and Supplies		1,343,199	294,645	1,632,750	289,551	21.56%

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Making Waves Academy
 (continued)
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2020-21

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	169,900	-	88,450	(81,450)	-47.94%
Dues and Memberships	5300	16,458	3,512	16,458	-	0.00%
Insurance	5400	121,000	60,697	175,006	54,006	44.63%
Operations and Housekeeping Services	5500	1,091,200	94,743	805,000	(286,200)	-26.23%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	1,962,548	614,873	1,962,549	1	0.00%
Professional/Consulting Services and Operating Expend.	5800	4,162,138	1,180,340	4,200,499	38,361	0.92%
Communications	5900	114,100	60,941	193,100	79,000	69.24%
Total, Services and Other Operating Expenditures		7,637,344	2,015,106	7,441,062	(196,282)	-2.57%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis or						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	25,000	6,067	25,000	-	0.00%
Total, Capital Outlay		25,000	6,067	25,000	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		23,997,856	6,285,955	24,057,331	59,475	0.25%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	2,587,095	50,000	-	0.00%
D OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	2,587,095	50,000	-	0.00%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,677,834	3,677,834	3,677,834	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		3,677,834	3,677,834	3,677,834		
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,727,834	6,264,929	3,727,834		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						

**CHARTER SCHOOL
INTERIM FINANCIAL REPORT - ALTERNATIVE FORM
First Interim Report - Summary**

Charter School Name: Making Waves Academy
 (continued) _____
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2020-21

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	3,727,834	6,264,929	3,727,834	-	0.00%

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Making Waves Academy
(continued) _____
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2020-21

This charter school uses the following basis of accounting:

- Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities objects are 6900, 7438, 9400-9499, and 9660-9669)**
 Modified Accrual Basis (Applicable Capital Outlay / Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

Description	Object Code	FY2020-21			Totals for FY2021-22	Totals for FY2022-23
		Unrestricted	Restricted	Total		
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	5,736,493	0	5,736,493	6,669,934	7,419,675
Education Protection Account State Aid - Current Year	8012	2,540,030	0	2,540,030	1,859,394	1,953,582
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0	0	0		
County and District Taxes (for rev. limit funded schools)	8040-8079	0	0	0		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0	0	0		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0	0	0		
Charter Schools Funding in lieu of Property Taxes	8096	2,328,053	0	2,328,053	3,093,764	3,250,478
Other Revenue Limit Transfers	8091, 8097	0	0	0		
Total, Revenue Limit Sources		10,604,576	0	10,604,576	11,623,092	12,623,735
2. Federal Revenues						
No Child Left Behind	8290	0	0	0		
Special Education - Federal	8181, 8182	0	130,920	130,920	141,124	152,454
Child Nutrition - Federal	8220	0	388,741	388,741	419,038	452,680
Other Federal Revenues	8110, 8260-8299	0	1,551,991	1,551,991	430,567	465,134
Total, Federal Revenues		0	2,071,652	2,071,652	990,729	1,070,268
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0	654,600	654,600	623,202	673,234
All Other State Revenues	StateRevAO	212,126	1,230,836	1,442,962	1,833,134	1,966,049
Total, Other State Revenues		212,126	1,885,436	2,097,562	2,456,336	2,639,283
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	8,958,194	375,347	9,333,541	9,697,634	9,176,039
Total, Local Revenues		8,958,194	375,347	9,333,541	9,697,634	9,176,039
5. TOTAL REVENUES		19,774,896	4,332,435	24,107,331	24,767,791	25,509,325
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	3,851,436	743,380	4,594,816	4,844,729	4,990,070
Certificated Pupil Support Salaries	1200	604,050	0	604,050	575,029	592,280
Certificated Supervisors' and Administrators' Salaries	1300	1,259,900	0	1,259,900	1,291,385	1,330,127
Other Certificated Salaries	1900	123,188	224,170	347,358	489,374	504,055
Total, Certificated Salaries		5,838,574	967,550	6,806,124	7,200,517	7,416,532
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	512,008	194,764	706,772	655,460	675,124
Non-certificated Support Salaries	2200	621,438	0	621,438	657,028	676,739
Non-certificated Supervisors' and Administrators' Sal.	2300	680,193	0	680,193	749,694	772,185
Clerical and Office Salaries	2400	591,882	0	591,882	674,862	695,106
Other Non-certificated Salaries	2900	117,403	0	117,403	136,110	140,194
Total, Non-certificated Salaries		2,522,924	194,764	2,717,688	2,873,154	2,959,348

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2020-21

Description	Object Code	FY2020-21			Totals for FY2021-22	Totals for FY2022-23
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	1,512,750	0	1,512,750	1,206,251	1,242,439
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	351,857	0	351,857	433,280	446,278
Health and Welfare Benefits	3401-3402	1,600,026	0	1,600,026	1,642,660	1,691,940
Unemployment Insurance	3501-3502	55,362	0	55,362	58,341	60,091
Workers' Compensation Insurance	3601-3602	143,940	0	143,940	151,685	156,236
OPEB, Allocated	3701-3702	0	0	0	0	0
OPEB, Active Employees	3751-3752	0	0	0	0	0
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0	0	0
Other Employee Benefits	3901-3902	1,770,772	0	1,770,772	1,876,194	1,932,480
Total, Employee Benefits		5,434,707	0	5,434,707	5,368,411	5,529,464
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	222,656	0	222,656	167,536	172,562
Books and Other Reference Materials	4200	1,000	0	1,000	3,090	3,183
Materials and Supplies	4300	284,444	20,432	304,876	280,031	288,432
Noncapitalized Equipment	4400	112,405	500,000	612,405	418,031	430,572
Food and Others	4700	77,201	414,612	491,813	514,807	530,252
Total, Books and Supplies		697,706	935,044	1,632,750	1,383,495	1,425,001
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	0	0	0	0
Travel and Conferences	5200	47,520	40,930	88,450	174,997	180,247
Dues and Memberships	5300	16,458	0	16,458	16,952	17,460
Insurance	5400	175,006	0	175,006	124,630	128,369
Operations and Housekeeping Services	5500	805,000	0	805,000	1,123,936	1,157,654
Rentals, Leases, Repairs, and Noncap. Improvements	5600	955,575	1,006,974	1,962,549	2,021,425	2,082,068
Professional/Consulting Services and Operating Expend.	5800	3,013,326	1,187,173	4,200,499	4,287,002	4,415,610
Communications	5900	193,100	0	193,100	117,522	121,049
Total, Services and Other Operating Expenditures		5,205,985	2,235,077	7,441,062	7,866,464	8,102,457
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0	0	0
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
<i>Depreciation Expense (for accrual basis only)</i>	6900	25,000	0	25,000	25,750	26,523
Total, Capital Outlay		25,000	0	25,000	25,750	26,523
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		19,724,896	4,332,435	24,057,331	24,717,791	25,459,325
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	0	50,000	50,000	50,000

**CHARTER SCHOOL
MULTI-YEAR PROJECTION - ALTERNATIVE FORM
First Interim Report - MYP**

Charter School Name: Making Waves Academy
 (continued) _____
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2020-21

Description	Object Code	FY2020-21			Totals for FY2021-22	Totals for FY2022-23
		Unrestricted	Restricted	Total		
D OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	0	50,000	50,000	50,000
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	3,677,834	0	3,677,834	3,727,834	3,777,834
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		3,677,834	0	3,677,834	3,727,834	3,777,834
2. Ending Fund Balance, June 30 (E + F.1.c.)		3,727,834	0	3,727,834	3,777,834	3,827,834
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	3,727,834	0	3,727,834	3,777,834	3,827,834

Coversheet

Data Classification Policy and Protection Guidelines

Section: IV. Action Items
Item: H. Data Classification Policy and Protection Guidelines
Purpose: Vote
Submitted by: Damon Edwards

Related Material:

Making Waves Academy Data Classification Policy and Protection Guidelines.pdf
MWA Data Classification and Protection Guidelines Board Presentation 12-10-20.pdf

BACKGROUND:

The purpose of the Making Waves Academy (“MWA”) Data Classification Policy and Protection Guidelines is to establish a framework for classifying organizational and educational data based on its level of sensitivity, value, and criticality to MWA. We ask that MWA Board review the attached PowerPoint presentation, along with the final draft of the policy, and provide any additional edits.

RECOMMENDATION:

We recommend that following a review the board approves the policy.

Board Policy XX: DRAFT - Data Classification Policy and Protection Guidelines

Adopted:

Approved:



Making Waves Academy Data Classification Policy and Protection Guidelines

Purpose

The purpose of the Making Waves Academy (“MWA”) Data Classification Policy and Protection Guidelines is to establish a framework for generally classifying organizational and educational data based on its level of sensitivity, value, and criticality to MWA. The classification of data will aid in determining baseline security measures and is designed to work in conjunction with related MWA policies and procedures and to ensure only authorized disclosure of confidential and otherwise protected information. Additionally, these guidelines define (1) the requirements for handling and protecting information at each stage of its lifecycle from creation to destruction and (2) the minimum security standards required for any electronic device that may be used to access or store Sensitive or Protected Data owned or used by MWA staff. Generally, Public Data does not require any level of protection from disclosure, but appropriate precautions should be taken to protect original (source) documents from unauthorized modification.

Policy Statement

It is the policy of MWA to comply with state and federal laws regarding the classification, maintenance and use of organizational and educational data, including but not limited to the Family Educational Rights And Privacy Act (20 U.S.C. § 1232g; 34 C.F.R. Part 99), and Education Code Sections 49073.1 and 60607(c)(1). Accordingly, MWA has implemented additional policies and procedures related to data classification that may be applicable and otherwise supersede this policy. MWA’s related policies include:

- Educational Records and Student Information Policy
- Employee Policies and Procedures Handbook
- Fiscal Policies and Procedures
- Digital Programs and Digital Privacy Policy
- Student Technology and Internet Safety Policy
- Document Retention and Destruction Policy
- Other policies: _____

Scope

The Data Classification Policy and Protection Guidelines are applicable to all MWA employees and will be reviewed on an annual basis or more frequently, as needed.

Board Policy XX: Data Classification Policy and Protection Guidelines

Data Classification

MWA classifies data as **Protected**, **Sensitive**, or **Public** data with corresponding policies and procedures for appropriately protecting such data. The Managing Director of Information Technology will make all final determinations on data classifications.

A. Protected Data

Protected Data is information that is protected by statutes, regulations, MWA policies and procedures or other contractual language. An example of Protected Data includes but is not limited to student educational records. This data shall not be disclosed to unauthorized individuals, agencies or external sources except as specifically authorized by law.

B. Sensitive Data

Sensitive Data is highly confidential or personal information which, if breached or disclosed to unauthorized persons, could result in legal liability, fines, penalties, theft and/or fraud. An example of Sensitive Data includes but is not limited to MWA financial and network data, which is information that, in the normal course of MWA operations, is generated by computer systems, voice systems, and network devices and includes but is not limited to login data, source and destination internet protocol (IP) addresses, session times, and file information. This information may be obtained, stored, and reported for legitimate business, compliance and audit purposes but shall not be disclosed to unauthorized individuals except as authorized by law and/or applicable MWA policy.

C. Public Data

Public Data is information that may be disclosed to any person regardless of their affiliation with MWA. The classification is not limited to data that is of public interest or intended to be distributed to the public, but also applies to data that does not require any level of protection from disclosure. Public Data and other low risk data may be shared with a broad audience both within and outside of the MWA community and no steps need be taken to prevent its distribution. Examples of Public Data include press releases, school announcements, directory information, and other data typically distributed on the MWA website.

Data Protection Measures

MWA shall follow industry best practices to protect information and data. In the event of a data breach or inadvertent disclosure of personally identifiable information, MWA shall follow industry best practices as outlined in the MWA Making Waves Academy Data Classification Policy and Protection Guidelines. Additionally, MWA shall follow best practices for notifying affected parties, including students and/or parents and guardians. Concerns about security breaches must be reported immediately to the Managing Director of Information Technology who will collaborate with the MWA Leadership Team to determine whether a security breach has occurred. If MWA determines that one or more employees, volunteers, or

Board Policy XX: Data Classification Policy and Protection Guidelines

vendors have substantially failed to comply with MWA's data-related policies and procedures, MWA will identify appropriate consequences, which may include termination of employment or contract and further legal action. Concerns about security breaches that involve the Managing Director of Information Technology must be reported immediately to the MWA Chief Executive Officer. MWA will provide and periodically update, in keeping with industry best practices, resources for students, families, staff, and volunteers in preparing for and responding to a security breach. MWA will make these resources available on its website.

Additionally, as additional data security, MWA employees will:

- Complete a data confidentiality and security training.
- Consult with MWA data owners when creating or disseminating reports containing data.
- Use password-protected and school-authorized computers when accessing any student or personnel records.
- Refrain from sharing individual passwords for school computers or data systems.
- Log out of any data system and portal and close internet browsers after each use.
- Store sensitive data in appropriately secured locations. Unsecured access and flash drives, DVD, CD-ROM or other removable media, or personally-owned computers or devices are not deemed appropriate for storage of sensitive, confidential or student data.
- Keep printed reports with personally identifiable information in a locked location while unattended and use the secure document destruction service provided at MWA when disposing of such records.
- Refrain from sharing personally identifiable data during public presentations, webinars, etc. If users need to demonstrate student/staff level data, demo records should be used for such presentations.
- Redact any personally identifiable information when sharing sample reports with general audiences.
- Delete files containing sensitive data after use on computers or move them to secured servers or personal folders accessible only by authorized parties.
- Refrain from using email to send screenshots, text, or attachments that contain personally identifiable or other sensitive information. If users receive an email containing such information, they will delete the screenshots/text when forwarding or replying to these messages. If there is any doubt about the sensitivity of any data the Managing Director of Information Technology should be consulted.
- Use secure methods when sharing or transmitting sensitive data. The approved method is sharing within secured server folders for internal file transfer.
- Refrain from transmitting student/staff-level data externally unless expressly authorized in writing by the data owner and only via approved methods.
- Limit use of individual data to the purposes which have been authorized within the scope of job responsibilities.

Data Retention and Destruction

MWA shall retain and dispose of records, including pupil records, in accordance with the MWA Document Retention and Destruction Policy.

Board Policy XX: Data Classification Policy and Protection Guidelines

Conflicts with Other Laws or Regulations

To the extent that any part of this policy may be construed to conflict with applicable state or federal laws and regulations, the applicable laws and regulations shall control.

Requirements for Protection

Each classification of data has different requirements for protection throughout the lifecycle of use. The requirements for each Protected Data and Sensitive Data are detailed below.

Public Data	All Uses	Public Data and other low risk data may be shared with a broad audience both within and outside of the MWA community and no steps need be taken to prevent its distribution. Examples of Public Data include press releases, school announcements, directory information, and other data typically distributed on the MWA website.
Protected Data & Sensitive Data	Collecting Data	Reduce or eliminate collection where not required for school-related or other business function. Collection of some types of Protected/Sensitive Data may require the approval of the appropriate School Administrator.
	Accessing Data	Access to some Protected/Sensitive Data (e.g. FERPA-related data) requires approval of the appropriate School Administrator. Devices used to access Protected/Sensitive Data must meet MWA’s minimum security standards. School Administrators must also ensure that appropriate protocols are in place to immediately remove access to Protected/Sensitive Data upon change in employment status of any individual with access.
	Sharing Data	If you are uncertain if Protected/Sensitive Data should be shared, the request should be escalated to the appropriate School Administrator. As in the case of collecting Protected/Sensitive Data, such information should only be shared if required for school-related or other business functions. Protected/Sensitive Data and information may be shared internally without School Administrator approval if the recipient of the data has a need-to-know basis and is entrusted with the same type of information for their job function. Note: Non-disclosure language or a confidentiality agreement may be appropriate. For example: <ul style="list-style-type: none"> ● MWA teachers may consult with other teachers about a student’s performance, as appropriate. ● Sharing information with vendors and third parties requires the approval of the appropriate School Administrator.
	Printing, Copying & Scanning Data	Printers often store the printed document on a local hard drive, potentially allowing unauthorized access to the information. Avoid printing Protected/Sensitive Data unnecessarily and from common use or public printers.
	Sending Data	Via Paper or Hard Copy: Address to the specific intended party and send in sealed security envelopes. Mark with “For intended recipient only”. If sending outside MWA, paper or hard copies should only be sent via certified mail or with an authorized courier.

Board Policy XX: Data Classification Policy and Protection Guidelines

	<p>Via Electronic Transmission: Particularly sensitive data or large volumes of Protected/Sensitive Data should be encrypted during transmission. It is required that MWA employees use MWA’s secure email and appropriate device. If Protected/Sensitive Data is to be stored on removable media (CD/DVD/USB/External HD) or in the cloud, please see the section below regarding the proper storage.</p> <p>Via Facsimile: Facsimile (fax) machines often store faxed messages in memory, potentially allowing unauthorized access. Facsimile of Protected/Sensitive Data is strictly prohibited.</p> <p>Via Smart Phone and Tablet Devices (e.g., iPads): The use of smart phones to access Protected/Sensitive Data, such as through email, puts that data at higher risk of unintended disclosure. Individuals accessing Protected/Sensitive Data via such a device must ensure that the devices comply with MWA’s minimum security standards.</p>
Storing Data	<p>Paper or Hard Copy: Keep in locked filing cabinets in physically secure areas that are accessible only by authorized individuals. Keep the number of copies of the data to a minimum.</p> <p>Electronic: Encryption of stored data is recommended. Devices used to store Protected/Sensitive Data must meet MWA’s minimum security standards. Cloud services may be used if they have been approved for this purpose by the appropriate School Administrator.</p> <p>Electronic Media (CD, DVD, USB, Etc.: Encryption of stored Protected/Sensitive Data is required. Store media in a secure location when not in use. Media should be erased or destroyed as soon as it is no longer needed.</p>
Auditing	<p>Each school and/or organization department should conduct periodic reviews of where Protected/Sensitive Data is located, who has access to it, the access control mechanisms, encryption protocols, and data destruction protocols. Verify that procedures for removing access are documented and accurate.</p>
Incident Reporting	<p>Any unauthorized disclosure or loss of Protected/Sensitive Data must be reported to the appropriate School Administrator. The School Administrator(s) should report significant unauthorized disclosures or losses of Protected/Sensitive Data to the Executive Director. If a School Administrator or other MWA employee is unsure if an incident is significant, they may contact [insert MWA contact/data point-person] to discuss. (Examples include: A large quantity of information, sensitive personally identifiable information, a stolen/lost laptop known to contain Protected/Sensitive Data, etc.).</p>
Destroying Data	<p>General: Review MWA’s Record Retention and Destruction Policy and the information in this destruction section before disposing of records. Do not destroy records that are the subject of a litigation hold or that must be retained pursuant to the MWA Record Retention Policy. All record destruction me be coordinated with the Managing Director of IT.</p> <p>Paper & Disposable Electronic Media (CDs, DVDs): If consistent with MWA’s Record Retention and Destruction Policy, such media should be physically destroyed using a cross-cut shredder or similar appropriate technology and then recycled or discarded.</p>

Board Policy XX: Data Classification Policy and Protection Guidelines

		<p>Electronic Files (Data) Reusable Electronic Storage Devices (USB keys, disk drives): If consistent with MWA’s Record Retention and Destruction Policy, such media and/or data should be deleted using an approved secure deletion program.</p>
		<p>All Electronic Storage Media at End of Life, including Disk Drives: If consistent with MWA’s Record Retention and Destruction Policy, functional electronic media that can be overwritten using a secure erase tool may be recycled or disposed of. Non-functional electronic media (e.g., damaged disk drives) must be physically destroyed.</p>
		<p>Device End of Lease or End of Life (Printers, Copiers, Multi-function office machines): Devices such as these may contain hard drives which must be properly erased, or “wiped”, prior to leaving MWA control (returned to the vendor, sent to surplus, donated, disposed of, etc.) and must be coordinated with the Managing Director of IT.</p>

Exceptions

MWA’s Managing Director of IT is authorized to grant exceptions to the requirements set forth in this document. Any exception granted will require a thorough review of the situation and will be based on the implementation of appropriate compensating controls.

Important

Failure to comply with these Data Protection Guidelines may result in harm to individuals, organizations and/or MWA. The unauthorized or unacceptable use of Protected and Sensitive Data, including the failure to comply with these guidelines, constitutes a violation of MWA policy and may subject the individual to revocation of the privilege to access or use Protected and/or Sensitive Data or MWA equipment and technology, or disciplinary action, up to and including termination of employment.

Making Waves Academy

Data Classification Policy and Protection Guidelines

December 10, 2020





Objectives

- Provide an overview of the policy to Board members are aware of its purpose
- Gather input from the Board on any areas requiring adjustment and to identify any gaps in the policy
- Provide clarity and information for the Board on any questions they have
- Obtain Board approval for the policy



Purpose

- The purpose of the Data Classification Policy and Protection Guidelines is to establish a framework for generally classifying organizational and educational data based on its level of sensitivity, value, and criticality to MWA. It also sets out how to handle and protect data based on how it is classified.



Overview

- **Compliance:**
 - The policy is aligned with state and federal laws
 - The policy is aligned with other MWA policies
 - The policy was developed and vetted by our attorney
- **Policy Data Classifications:**
 - ***Protected Data*** - Information that is protected by statutes, regulations, MWA policies and procedures or other contractual language, i.e. student records. This data shall not be disclosed to unauthorized individuals, agencies or external sources except as specifically authorized by law.
 - ***Sensitive Data*** - Highly confidential or personal information which, if breached or disclosed to unauthorized persons, could result in legal liability, fines, penalties, theft and/or fraud.
 - ***Public Data*** - Information that may be disclosed to any person regardless of their affiliation with MWA i.e. press releases on our website.



Overview (continued)

- **Requirements for Protection:**

- ***Public Data*** – Can be shared broadly both internally and externally. This data requires little protective measures, except to ensure that it cannot be modified by unauthorized personnel.
- ***Protected Data and Sensitive Data*** – Specific guidelines, outlined in the policy, must be followed and include but are not limited to collecting, accessing, sharing, handling and storing data.



Advantages of Establishing the Policy

- Ensures Faculty and Staff have a clear set of guidelines to reference on how to store and handle data.
- Ensures IT Staff have a clear set of guidelines on how to setup and maintain access to data.
- Ensures Leadership, Managers and Supervisors have a clear sense of how to hold those they lead accountable for managing and handing data specific to their area.



Goals and Next Steps

- **Goals:**

- In January, utilize this policy to inform a project plan to begin utilizing cloud data storage (like Google drive) securely and responsibly.
- Roll out the policy to staff and faculty this Spring, along with communicating a plan around use of Google drive or, other Cloud based data storage solutions.

- **Next Steps:**

- Work with stakeholders to identify data owners to begin classifying data and identify storage and sharing requirements.
- Work with the IT Team to develop systems, processes and technology or services that may be utilized for data storage and sharing.



Key Questions

- Were there any parts of the policy that require further clarification?
- Was anything missing from or, are there any adjustments needed?
- Can the policy be approved as is, or should I present another draft that includes input gathered today?

Coversheet

Student Chromebook Fleet Replacement

Section: IV. Action Items
Item: I. Student Chromebook Fleet Replacement
Purpose: Vote
Submitted by: Damon Edwards
Related Material: CDW Chromebook Quote.pdf

BACKGROUND:

Due to manufacturing delays across all of the major computer makers, we are looking to purchase the fleet of Chromebooks as part of our 3 year replacement policy. This will allow the IT Team to receive the devices in advance of the upcoming school year. It will also enable the IT Team to support students with replacements this school year as the warranty replacement process has slowed to a crawl due to the manufacturing delays. Making this purchase now will also allow MWA to take advantage of Cares Act funds to help pay for the Chromebooks.

Fiscal Impact: \$455,031

RECOMMENDATION:

We recommend that the MWA Board approves the expense to replace our student Chromebook fleet.



QUOTE CONFIRMATION

DEAR DAMON EDWARDS,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
LTMX251	12/1/2020	HP X360 + WGS & ASSET TAGS	12272277	\$455,031.43

IMPORTANT - PLEASE READ
Fees applied to item(s): 5927219

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HP Chromebook x360 11 G3 - Education Edition - 11.6" - Celeron N4020 - 4 GB Mfg. Part#: 1A767UT#ABA Contract: BuyQ National Charter School Contract MV-IT-001 (MV-IT-001)	1135	5927219	\$272.00	\$308,720.00
Electronic HP Care Pack Pick-Up and Return Service with Accidental Damage P Mfg. Part#: UQ996E UNSPSC: 81112307 Electronic distribution - NO MEDIA Contract: BuyQ National Charter School Contract MV-IT-001 (MV-IT-001)	1135	2609742	\$60.00	\$68,100.00
Google Chrome Management Console License - Education Mfg. Part#: CROSSWDISEDU UNSPSC: 43232804 Electronic distribution - NO MEDIA Contract: BuyQ National Charter School Contract MV-IT-001 (MV-IT-001)	1135	3577022	\$25.00	\$28,375.00
NEW ITEM Mfg. Part#: NEW-ITEM White Glove, Asset Tag, and Delivery of Units Contract: MARKET	1135	NEW-ITEM	\$13.50	\$15,322.50

RECYCLING FEE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
RECYCLING FEE 4" TO LESS THAN 15" Fee Applied to Item: 5927219	1135	654809	\$4.00	\$4,540.00

PURCHASER BILLING INFO	SUBTOTAL	AMOUNT
Billing Address: MAKING WAVES ACADEMY ACCTS PAYABLE 4123 LAKESIDE DR RICHMOND, CA 94806-1942 Phone: (510) 262-1511 Payment Terms: NET 30 Days-Govt/Ed	SHIPPING	\$0.00
	RECYCLING FEE	\$4,540.00
	SALES TAX	\$29,973.93
	GRAND TOTAL	\$455,031.43
	DELIVER TO	Please remit payments to:

<p>Shipping Address: MAKING WAVES ACADEMY DAMON EDWARDS 4123 LAKESIDE DR RICHMOND, CA 94806-1942 Phone: (510) 262-1511 Shipping Method: UPS Freight LTL, Special Services</p>	<p>CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515</p>
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Need Assistance? CDW•G SALES CONTACT INFORMATION

	<p>Austin Romero</p>	<p>(877) 283-5780</p>	<p>austrom@cdwg.com</p>
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LEASE OPTIONS

FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$425,057.50	\$11,281.03/Month	\$425,057.50	\$13,062.02/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.
- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
 For more information, contact a CDW account manager

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Coversheet

Faculty, Student, and Parent Holistic Support Services

Section: IV. Action Items
Item: J. Faculty, Student, and Parent Holistic Support Services
Purpose: Vote
Submitted by: Evangelia Ward-Jackson
Related Material:
Making Waves - Seeds Contract Proposal 2020-21 (005) with HSST Amendments.pdf
Social-Emotional Learning Contract Proposal Cover.docx.pdf

BACKGROUND:

Please see attached document for a " what, so what, no what" background on why we are ready to move forward with Seeds of Awareness.

RECOMMENDATION:

We recommend that the Board approve the contract for engagement with Seeds of Awareness.



Contract for Services Rendered

This is a contract entered into by **Seeds of Awareness, Inc** (hereinafter referred to as “the Provider”) and **Making Waves Academy** (hereinafter referred to as “the Client”) on this date, Nov 30, 2020.

The Provider’s place of business is 2501 Harrison St Oakland, CA 94611 and the Client’s place of business is 4123 Lakeside Dr., Richmond CA 94806

The Client hereby engages the Provider to provide the services described herein under “Scope and Manner of Services.” The Provider hereby agrees to provide the Client with such services in exchange for consideration described herein under “Payment for Services Rendered.” *The Client agrees not to hire independently the Seeds staff for any additional services or additional employment without written consent by the Provider.*

Scope and Manner of Services

Mindfulness & Inner Resilience for Educators | Rate: \$8,000

- Professional development/in-service training to support teachers and staff with building their inner capacity and resourcing to navigate stressors, conflict, and intensity for themselves, and to model and share these practices and resources with their students and peers.
 - Six 1-hour monthly workshops (Dec, Jan, Feb, March, April, & May) themed in response to educators’ and school system’s needs, including but not limited to topics listed below:
 - Inner Resilience & Resourcing for Educators
 - Trauma-Informed Classrooms, Vicarious Trauma, & Burnout
 - SEL Skill-building and Experiential Practice
 - Mindful & Restorative Relationship Building
 - Two 2-hour deep dives during PD days for staff with built in time for strengthening practice, experiential exercises, and strategies through small groups.
 - Post-surveys to assess efficacy of sessions and build out further content accordingly and collaboratively between Seeds and MWA
 - Regular consultations (*up to 8 hours*) with MWA’s Holistic Support Services Team.
 - Where possible consultations will be offered in advance of workshops to preview SEEDS materials, otherwise maybe offered afterwards to accommodate facilitator availability. Advanced consultations may not be available for Dec or Jan sessions.
 - Optional: 2-3 of these consultation hours may go toward the student-facing mindful education offering, as the Holistic Services team builds out their advisory session



content. Seeds can provide subject-matter expertise on some of this content if the client chooses to use the time for this component.

- Presentation materials will be shared with MWA’s Holistic Support Services Team for future reference and use with ALL credit and intellectual property given to Seeds of Awareness, including branding and logo on any materials shared. Materials may not be distributed outside of MWA without explicit permission by Seeds of Awareness.

Mindful Educator Group Coaching Sessions | Rate: \$4,500

- Monthly deep dive coaching sessions to reinforce and deepen the learning from the monthly PD’s, with two small groups of up to 6 educators.
 - Two 1.5-hour coaching sessions occurring 1x/month (Jan-May)
 - Pre/Post Survey: a pre and post surveys to assess and evaluate program efficacy

Parent Academy | Rate: \$1,500

- Coinciding and supplemental to the educator PD sessions, Seeds will provide monthly Parent workshops with three 1- hour sessions designed to meet parent/caregiver needs including but not limited to the following topics
 - Mindful Parenting & Restorative Relationships
 - Conflict Resolution Skills
 - Self-Care and Inner Resilience Practices
- Brief post-workshop surveys for attendees to identify the perceived value and usefulness of the offerings, and to identify level of further interest on the topics presented
- Presentation materials will be shared with MWA’s Holistic Support Services Team for future reference and use with all credit and intellectual property given to Seeds of Awareness.

TOTAL RATES

The rate for the full scope of services:

- Mindfulness & Inner Resilience for Educators (\$8,000)
- Mindful Educator Coaching Sessions (\$4,500)
- Parent Academy (\$1,500)

Total \$14,000*

**All rates include administrative time, workshop planning & preparation, coordination of services and access to SEEDS*



proprietary materials. Additional time required/ requested will be charged at a rate of \$200 per hour with notice.

Payment for Services Rendered

The total cost is **\$14,000** for the above comprehensive Mindful Education package. In order to secure terms of this contract, 50 % of service contract should be paid by December 15th, 2020 unless other terms are agreed upon. A deposit of \$1,000 must be received prior to the December workshop.

Signatures

In witness of their agreement to the terms above, the parties or their authorized agents hereby affix their signatures:

Provider: Seeds of Awareness, Inc

By: Sarwang Parikh Title: Director of Schools & Mindful Education

Sign _____

Client: Making Waves Academy

By: _____ Title: _____

Sign _____



Holistic Support Services

Brandon Greene, Director of Holistic Support Services

What?

To optimize for the social-emotional well-being of all stakeholders in a year of extraordinary challenges, the Holistic Support Services Department is proposing the procurement of a wellness partnership with Seeds of Awareness. Seeds of Awareness is a Bay-Area nonprofit organization that serves K-12 schools providing comprehensive social-emotional and mindfulness education to teachers, students and parents. Seeds' mission is to transform schools and communities by cultivating empathy and mindfulness. Seeds provides a 360-degree solution for schools and districts looking to address the social, academic, and emotional challenges of their students and families. Seeds provides comprehensive mindfulness instruction to teachers, students, and parents, utilizing the innovative educational program of Seeds training director Daniel Rechtshaffen, author of "The Way of Mindful Education" and creator of MindfulEducation.com, an online training module for teachers. In addition to mindfulness instruction, Seeds offers counseling and mentoring, social skills instruction, and parent support groups. Seeds approaches are trauma-informed and evidence-based.

Seeds of Awareness was identified as an ideal fit for partnership with MWA by the Director of Holistic Support Services and a MWA Social Worker after jointly researching and conducting a comprehensive comparative analysis of three local social-emotional and mindful education programs. After meeting with respective program executives, reviewing the scope of available support resources, and observing implementation of these programs in local schools with similar demographics to MWA, Seeds of Awareness distinguished itself as the best fit for partnership with MWA. Seeds sets itself apart as the leading choice for a wellness partnership because it offers the strongest leadership structure, provides the largest array of services to support all stakeholders in the school community, has the most competitive pricing structure, and delivers the highest degree of culturally competent personnel. As a result, the Holistic Support Services Department is proposing the development of a formal partnership with Seeds of Awareness at MWA, as itemized in the attached contract proposal below:

[Making Waves - Seeds Contract Proposal 2020-21 with HSST Amendments](#)

So What?

The 2020-21 school year has presented a level and volume of crises and challenges never before seen in our MWA community. With the impact of Covid-19 and sustained social isolation, pervasive incidents resulting from systemic racial injustice, election season stressors and civil unrest, the strain of the economic and mental health impacts of state-wide shut-down orders on family dynamics, and the challenges associated with distance learning for all stakeholders, we know that extraordinary resources will be required to meet the demands of this unprecedented season. In order to optimize for the social-emotional well-being of all stakeholders, the Holistic Support Services Team will need to substantially increase the level of support offerings being made available to our community. Instead of providing *seasonal* community-wide professional development and parent development offerings, our team will need to deliver intensive *monthly* offerings. Instead of focusing on supporting students via strong responsive services for a *limited number* of students, our department has prioritized delivering robust proactive and preventative measures for *all* students, such as with our daily Advisory offerings. A

partnership with Seeds of Awareness will provide our community with the resources necessary to meet the wide-ranging influx of demands we are currently experiencing.

We know that the quality of our students' daily experiences both in the classroom and at home will directly impact their capacity to develop Resilience and to achieve. Our Deans and Social Workers often observe and note that when the adults in childrens' lives are equipped with the skills to manage their own emotions then they can properly teach, model and reinforce the skills and habits that are required for students to overcome adversity and succeed. For this reason, our Seeds partnership proposal prioritizes ongoing training and development for our faculty and parent community in the areas of resilience building, self-care, restorative relationship building, and conflict resolution.

The Holistic Support Services Team understands that in order to optimize for the social-emotional well-being of all stakeholders we need to exemplify professional practices characterizing a balanced and sustainable work environment. This is especially pertinent as we continue working to fully staff our Dean of Students Department and as one of our Social Workers is beginning four months of planned family leave this week. By forging a formal partnership with Seeds of Awareness we will be providing our Deans and Social Workers with the reinforcements needed to allow them to continue prioritizing delivery of critically needed and timely interventions for our students and families in this era of crises.

Now What?

In the event that a formal partnership with Seeds is approved, the Director of Holistic Support Services will engage with the Directors of School Partnerships at Seeds with the intention of developing a three year train-the-trainer model partnership proposal. Ideally, through this proposed ongoing partnership, instructors and leaders will have the opportunity to elect to receive individual mentorship from the Seeds team to become certified as Mindful Educators and qualified to train their colleagues in mindful education. The goal of these next steps will be to create a school environment where all instructors are equipped to teach, model, and reinforce social-emotional learning and mindfulness skills and competencies to students via integrated inter-departmental offerings and Tier 1 lesson planning across content areas.

Coversheet

Charter SELPA Local Plan Section B & Participation Agreement

Section: IV. Action Items
Item: K. Charter SELPA Local Plan Section B & Participation Agreement
Purpose: Vote
Submitted by:
Related Material:
2021-22-participation_agreement_MWA.pdf
2020-Local-Plan-Part-B-Governance-El-Dorado-Charter-SELPA-Adopted-CEO-Council-10-7-20.pdf
Charter-Certification-5_MWA_December 2020.pdf



AGREEMENT FOR PARTICIPATION

EL DORADO CHARTER SELPA

This Agreement for Participation (“Agreement”) is entered into by and between the El Dorado Charter SELPA (“SELPA”), the El Dorado County Office of Education (“EDCOE”), and _____ (“LEA”), a California public charter school, collectively referred to as the “Parties.”

RECITALS

WHEREAS, each special educational local plan area is required to administer local plans submitted pursuant to Education Code section 56205 et seq., administer the allocation of funds pursuant to Education Code section 56836 et seq., and ensure that it has in effect policies, procedures, and programs that are consistent with state laws, regulations, and policies governing certain aspects of special education;

WHEREAS, a charter school that is deemed a local educational agency for purposes of special education is required to participate in an approved local plan pursuant to Education Code section 56195.1(f);

WHEREAS, LEA is a charter school that is deemed a local educational agency for purposes of special education pursuant to Education Code section 47641 and is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and implementing regulations as they relate to local educational agencies;

WHEREAS, the SELPA as authorized by the California State Board of Education serves as the special educational local plan area for California charter schools deemed local educational agencies pursuant to Education Code section 47641 that have successfully completed the SELPA membership process and have signed this Agreement for Participation (“Agreement”);

WHEREAS, EDCOE is designated in the local plan as the “responsible local agency” for the SELPA, which means the administrative entity, the duties of which shall include, but are not limited to, receiving and distributing state and federal special education funds pursuant to the allocation plan, providing administrative support, and coordinating implementation of the plan;

WHEREAS, the actions and decisions of the parties are guided by the values of:

1. Commitment – maintaining high standards for performance in student achievement, operations, governance and finance;
2. Integrity – adherence to moral and ethical principles in all aspects of the work;
3. Fairness – impartial and just treatment of all stakeholders;
4. Partnership – collaborative decision making and accountability;
5. Knowledge – understanding of charter school law and practice; and
6. Transparency- access to the information, decisions, and actions of the organization;

WHEREAS, the purpose of this agreement is to set forth the various responsibilities of LEA, EDCOE, and SELPA to ensure that all charter pupils with exceptional needs within the SELPA receive appropriate special education programs.

NOW, THEREFORE, IT IS HEREBY AGREED between the parties hereto as follows:

1. SHARED COMMITMENTS

- 1.1. Resource Allocation. Parties shall demonstrate commitment to the promises set forth in this Agreement by allocating appropriate resources.
- 1.2. Standard of Conduct. Parties, at all times, shall conduct themselves in such a manner as to act in the best interests of all other SELPA members. The LEA shall not engage in any activity or enterprise which would tend to injure or expose the SELPA or any of its members to any significant risk of harm or injury of any kind.
- 1.3. Compliance. All parties to this agreement shall identify and comply with applicable laws, regulations, policies, procedures and generally accepted standards. Each party will address any identified compliance gaps in a responsible and timely fashion.
- 1.4. Continual Improvement. Parties are expected to continually improve by setting performance objectives, executing plans and taking necessary corrective actions for deficiencies identified by any and all internal and/or external assessments.
- 1.5. Accuracy of Business Records. Parties shall ensure that any and all financial books and records conform to generally accepted accounting principles and state reporting requirements. Records must be accurate in all material respects. Records must be legible, transparent, and reflect actual transactions and payments and be open to inspection by the other party upon a reasonable request.
- 1.6. Accuracy of Student Records. Parties shall ensure that any and all student records conform to prescribed formats. Records must be legible, transparent, reflect actual transactions and payments, and be accurate in all material respects. Records must be open to inspection and review by other parties with legitimate educational interest upon a request.
- 1.7. Documentation. Parties shall maintain documentation necessary to demonstrate compliance with this Agreement and compliance with applicable state and federal statutes and regulations.
- 1.8. Local and Allocation Plans. Parties agree to the provisions of the Local and Allocation Plans as updated and approved by the CEO Council.
- 1.9. Provision of Free and Appropriate Public Education. The LEA is solely responsible for the provision of special education programs and services to eligible students enrolled in the LEA. The Parties understand and agree that the SELPA or EDCOE shall have no responsibility for the operation of any direct educational program or service of any kind, that the SELPA has no duty or authority to provide FAPE to individual students, and that the SELPA has no duty or authority to make decisions regarding the educational programming of students enrolled in the LEA.



2. **LEA/ORGANIZATIONAL PARTNER RESPONSIBILITIES**

- 2.1 **Programs and Services.** The LEA is solely and exclusively responsible for the following mandated activities in order to operate its special education programs and services for students enrolled in the LEA. As such, the LEA shall:
- 2.1.1. Select, employ, compensate, and determine the duties of, or establish appropriate contracts for the provision of, special education teachers, instructional aides, and other personnel as required to conduct the program specified in the Local Plan, and in compliance with state and federal mandates.
 - 2.1.2. Conduct and/or contract those programs operated by the LEA in conformance with the Local Plan and the state and federal mandates.
 - 2.1.3. Organize and administer the activities of the IEP teams, including the selection of the LEA staff and who will serve as members of the IEP team in conformance with Education Code Section 56341 and in compliance with the Local Plan.
 - 2.1.4. Develop and implement program objectives and the evaluation of the program's effectiveness.
 - 2.1.5. Communicate with the parents and/or legal guardians of students in conformance with laws, regulations, and the provisions of the Local Plan.
 - 2.1.6. Provide for the documentation and reporting of assessment procedures used for the placement of individuals and the security thereof.
 - 2.1.7. Provide for the continuous review of placements and the assessment procedures employed to ensure their effectiveness and applicability, and ensure the continued implementation and compliance with eligibility criteria.
 - 2.1.8. Provide for the integration of students with disabilities into the general education school programs and provide for evaluating the results of such integration according to specifications of the Local Plan.
 - 2.1.9. Conduct the review of individual placements requested by the parents and/or legal guardians of the student in accordance with the Local Plan.
 - 2.1.10. Prepare and submit all required reports, including reports on student enrollment, program expenditures, and program evaluation.
- 2.2. **Fiscal Responsibilities.** Receive and expend special education funding in accordance with the Charter SELPA Allocation Plan. Organizational Partners affirm that any financial claim made by the SELPA against an LEA that is part of the Organizational Partner's network of LEAs will be honored by the Organization Partner.
- 2.3. **Restricted Funds.** As a condition of membership and participation in the SELPA, LEA warrants and represents that at no time during the term of this Agreement



and LEA's membership and participation in the SELPA shall the LEA, directly or indirectly, provide special education funding for the benefit of a for-profit entity. Unless altered by law, all funding provided through the Charter SELPA shall be treated as a restricted funding source to be expended only for special education or special education services. Nothing contained herein shall be interpreted as prohibiting any LEA from expending funds to contract with a state-certified nonpublic agency/school for the benefit of children served, in accordance with the approved master contract and individual services agreements as provided for in federal and state law.

- 2.4. Audit Report. Annually provide the SELPA with the LEA's annual, independent financial audit report, on or before December 20th each year, unless an extension has been granted by the State Controller's Office, in which case an extension will be granted to the charter as well. LEA further agrees to provide SELPA copies of any and all State Controller's Office communications regarding audit report corrective actions and a corrected audit report, if applicable. Should an LEA be the subject of an investigation by any federal, state, or local agency, including but not limited to the Fiscal Crisis Management and Assistance Team ("FCMAT") arising out of or related to allegations of fiscal mismanagement, failure to meet generally accepted accounting principles, or any violation of a provision of law, the LEA shall immediately notify SELPA and provide the SELPA with a copy of any written correspondence related thereto.
- 2.5. Membership Responsibilities. Adhere to governance structure within SELPA Local Plan and Policies, including designating appropriate representatives to serve on required councils and committees; ensure appropriate LEA representatives attend and participate in SELPA governance meetings as set forth in the Local Plan, Policies and Procedures.
- 2.6. Management Decisions. Consistent with this Agreement, LEA shall have full and exclusive authority and responsibility for classifying employment positions within their LEA. The managerial prerogatives of any participating LEA member shall not be infringed upon by any other participating LEA member except upon mutual consent of an affected LEA member(s), or unless as otherwise set forth. LEA shall not undertake to independently act on behalf of the SELPA or any of its members without express written authorization of the SELPA.
- 2.7. Participation. Ensure appropriate LEA representatives attend and participate in SELPA governance meetings and committees as set forth in the Local Plan, Policies and Procedures.
- 2.8. Reporting Requirements. Submit all required federal, state and SELPA reports and data requests in the prescribed format and at the specified due date. Upon written request by the SELPA, LEA shall provide any requested information, documents, writings, or information of any sort without delay, except as otherwise prohibited by law.
- 2.9. Indemnification and Hold Harmless. To the fullest extent allowed by law, LEA agrees to defend, indemnify, and hold harmless the SELPA and its individual other

members, EDCOE, the El Dorado County Superintendent of Schools, and each of their respective directors, officers, agents, employees, and volunteers (the Indemnified Parties), from any claim or demand, damages, losses or expenses (including, without limitation, reasonable attorney fees) that arise in any manner from an actual or alleged failure by LEA to fulfill one or more of the LEA member's obligations except to the extent that such suit arises from the SELPA, EDCOE, or the El Dorado County Superintendent of Schools' negligence.

3. **SELPA DUTIES AND RESPONSIBILITIES**

- 3.1 **Services.** In order to accomplish the goals set forth in the Local Plan, SELPA shall provide the following services and activities for the LEA:
- 3.1.1. Receive, compile, and submit required enrollment reports and compute all special education apportionments; receive data from LEA to compile and submit budgets for the programs and monitor the fiscal aspects of the program conducted, and receive the special education apportionments as authorized by applicable law.
 - 3.1.2. Maintain SELPA policies and procedures for referring and placing individuals with exceptional needs who are enrolled in the LEA, including the methods and procedures for communication with the parents and/or guardians of the students according to SELPA Local Plan, Policies and Procedures.
 - 3.1.3. Coordinate the organization and maintenance of the Special Education Community Advisory Committee ("CAC") to coordinate the implementation of the Local Plan and provide for the attendance of designated members of the SELPA's staff at all regularly scheduled CAC meetings as required by law.
 - 3.1.4. Coordinate community resources with those provided by LEA and SELPA, including providing such contractual agreements as may be required.
 - 3.1.5. Coordinate state Special Education Accountability Processes.
 - 3.1.6. Provide alternative dispute resolution supports and services.
 - 3.1.7. Develop interagency referral and placement procedures.
 - 3.1.8. Provide regular personnel development training sessions for LEA staff responsible for administering or delivering special education programs and services.
 - 3.1.9. Provide the method and forms to enable the LEA to report to the SELPA on student enrollment and program expenditures. Establish and maintain a pupil information system.
 - 3.1.10. Provide reasonable and appropriate technical assistance and information to the LEA upon request from LEA administration, including but not limited to:
 - 1. Evidenced Based Practices;
 - 2. Program Development and Improvement;



3. Individual cases;
4. State complaints;
5. Requests for due process mediation and hearing; and
6. Appropriate programs and services for specific pupils.

3.1.11. Perform other services reasonable and necessary to the administration and coordination of the Local Plan.

- 3.2. Governance. Organize and maintain the governance structure of the Local Plan, including various committees and councils to monitor the operations of the SELPA and make recommendations for necessary revisions, including, but not limited to, the Local Plan, Allocation Plan and Policies.
- 3.3. Data Reporting. Establish and maintain methods, timelines and forms to submit required federal, state and SELPA reports.
- 3.4. Public Meetings. Schedule public meetings for purposes of governance activities and adopting the Annual Service Plan and Budget Plan.
- 3.5. Fiscal Responsibilities. Receive, distribute, and oversee the expenditure of special education funds in accordance with federal and state regulations and the SELPA Allocation Plan.
- 3.6. Indemnification and Hold Harmless. The SELPA shall be held harmless and indemnify EDCOE and the El Dorado County Superintendent of Schools for any costs of any kind or nature arising out of or related to this agreement other than as specifically contemplated herein, except to the extent that such cost arises from EDCOE and the El Dorado County Superintendent of Schools' negligence.

4. EDCOE DUTIES AND RESPONSIBILITIES

- 4.1. The Parties understand that EDCOE is designated in the Local Plan as the "responsible local agency" for the SELPA. EDCOE shall receive and distribute state and federal special education funds pursuant to the Allocation Plan, provide administrative support, and coordinate implementation of the Local Plan in accordance with state and federal law.
- 4.2. EDCOE shall not be responsible for any LEA or SELPA obligations or duties of any kind or nature except as explicitly set forth in this agreement.

5. TERMINATION OF THIS AGREEMENT AND PARTICIPATION IN SELPA

- 5.1. LEA may terminate this Agreement and participation in the SELPA in its sole discretion at the end of the fiscal year next occurring after having provided prior written notice to the SELPA, as follows:
 - 5.1.1. Prior initial written notice of intended termination to the SELPA at least twelve (12) months and one (1) day in advance of date of termination; and
 - 5.1.2. Final written notice of termination to the SELPA no more than six (6) months after the LEA's initial notice of intended termination.
- 5.2. The SELPA may initiate and complete termination of this Agreement and LEA's participation in the SELPA in its sole discretion in accordance with the process and



standards in SELPA Policies. The SELPA will provide prior written notice to the LEA at least twelve (12) months as follows:

- 5.2.1. Prior initial written notice of intended termination to the LEA at least twelve (12) months and one (1) day in advance of date of termination, and
 - 5.2.2. Final written notice of termination to the LEA no more than six (6) months after the SELPA's initial notice of intended termination.
- 5.3. Specifically the timeline and process above does not preclude the SELPA from initiating and completing the termination process in less than 12 months or by June 30 of the year immediately preceding the summary termination, if the member demonstrates:
- 5.3.1. Egregious disregard of state and federal requirements to provide services to students; and/or
 - 5.3.2. Demonstrated systemic and material issues that would cause the SELPA to make a finding of "going concern" based on leadership, programmatic and/or fiscal solvency that would cause SELPA to reasonably believe the SELPA may be harmed by the continued membership of the LEA.

The standards and timeline as determined by the SELPA shall, at a minimum, provide the LEA a reasonable opportunity for prior written notice and an opportunity to be heard by the Membership Appeals Committee.

6. DISPUTE RESOLUTION

Should a dispute arise relating to the responsibility for service provision, governance activities, the distribution of funding, if a party believes that an action taken by the CEO Council will create an undue hardship, or that the action taken exceeds the authority granted to the CEO Council within the Local Plan and/or state or federal statute, the aggrieved party may request a review of the action with the appropriate governing body or CDE as appropriate.

7. MUTUAL REPRESENTATIONS

- 7.1. Authority and Capacity. The Parties have the authority and capacity to enter into this agreement.
- 7.2. Full Disclosure. All information heretofore furnished by the Parties for purposes of or in connection with this Agreement or any transaction contemplated hereby or thereby is true and accurate in all material respects on the date as of which such information is stated.
- 7.3. No Conflicts. Neither party is under any restriction or obligation that may affect the performance of its obligations under this agreement.
- 7.4. Enforceability. This Agreement constitutes a legal, valid, and binding obligation, enforceable against the Parties according to its terms.



8. RESERVATION OF RIGHTS

The Parties hereto agree that nothing contained in this Agreement or otherwise shall be deemed to have waived or modified any of their rights or remedies under the law.

This agreement is entered into for the 2021-22 year and, absent a new agreement or termination, continues each year thereafter.

Executed on this ____ day of _____, 20_____.

In accordance with SELPA policy, _____,

[INSERT Charter LEA Name]

certifies that this agreement has been approved by the appropriate local board(s).

LEA

Date

Signature of CEO of Charter LEA

[PRINT CEO Name, Title]

EL DORADO COUNTY OFFICE OF EDUCATION

Date

Ed Manansala, Ed.D., Superintendent
El Dorado County Office of Education

Date

David M. Toston, Associate Superintendent
SELPA Programs
El Dorado County Office of Education

SELPA

Fiscal Year

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

Section B: Governance and Administration

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The El Dorado Charter SELPA is composed of local educational agency charters (LEAs) located inside and outside the geographic boundaries of El Dorado County. The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. It is the intent of the El Dorado Charter SELPA to provide options for charter schools in terms of SELPA membership. While it is always preferable for a charter school to participate with their geographic SELPA, the Charter SELPA has been developed to allow for a viable alternative for SELPA membership within the State of California.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the SELPA governing board (CEO Council) with review from the County Superintendent of Schools for El Dorado County.

Amendments to the Local Plan to revise LEA membership shall be approved through the process as identified in Charter SELPA policies.

The CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan.

As described within the Local Plan and adopted policies of the Charter SELPA, the Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

Section B: Governance and Administration

SELPA

Fiscal Year

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school, may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible to approve Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible to approve the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent

Section B: Governance and Administration

SELPA

Fiscal Year

5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Per CEO Council Policy 22, any charter school may apply to the Charter SELPA to become an LEA member of the SELPA. The Charter SELPA will establish an annual timeline for submission of applications. Once granted membership, the charter LEA will participate in the governance of the SELPA in the same manner as all other charter LEA members in the SELPA. The timeline for submission may be amended by the Charter SELPA RLA/AU Superintendent/designee for unique circumstances, including State Board of Education charter approvals. The applicant, not an expansion of an existing member, will be deemed a member of the SELPA upon approval of the Charter SELPA Selection Committee. The applicant charter LEA board must also take action to approve membership. The Charter SELPA Selection Committee will inform the CEO Council members of their decision. Applications for additional schools of a current Charter SELPA member, shall be approved by the Charter SELPA RLA/AU Designee, pursuant to AR 22, and are not required to be reviewed by the Charter SELPA Selection Committee. Because they are current members, the Charter SELPA RLA/AU Designee has significant documentation available to assess the new charter LEA capacity. The applicant member, an expansion of an existing member, will be deemed a member of the SELPA after approval by the Charter SELPA RLA/AU Designee. The applicant member charter LEA board must also take action to approve membership.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

The Community Advisory Committee shall be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. Terms of CAC participation are outlined in the CAC bylaws.

Because of the geographic diversity within the El Dorado Charter SELPA, meetings may take place through teleconference. For purposes of this section, “teleconference” means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

Section B: Governance and Administration

SELPA

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7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

The purpose of the Community Advisory Committee shall be to act in support of individuals with exceptional needs by representing broad interests in the community and promoting maximum interaction of parents and community members with the the LEA charter schools in accordance with the Education Code and the El Dorado Charter Local Plan. Per the CAC bylaws, the Community Advisory Committee may be composed of parents of individuals with exceptional needs, enrolled in public or private schools, parents of other pupils enrolled in school, pupils and adults with disabilities, regular education teachers, special education teachers and other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs pursuant to EC Section 56193. Through the regularly scheduled CAC meetings, the SELPA will ensure that the development, amendment, and review of the Local Plan pursuant to EC sections 56205(a)(12)(E) and 56194. The CAC will be given at least 30 days to conduct a review. The SELPA shall review and consider comments from the CAC pursuant to EC section 56205(b)(7).

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Superintendent oversees the SELPA administrative staff in the receipt and distribution of funds, provision of administrative support, and the coordination and implementation of the SELPA Allocation and Local Plans.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

As members of the El Dorado Charter Special Education Local Plan Area (SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education. Each charter school, as their own LEA for special education accountability is responsible for the students within their jurisdiction including any and all contractual agreements. There are no additional contractual agreements that supersede education code.

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10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

The Charter SELPA CEO Council membership consists of the CEO or designee of each charter LEA member. Each charter LEA member has one vote. Organization partners that operate more than one charter school may have a single representative for all schools operated, but such representative shall have a number of votes equal to the number of charter LEAs represented.

Charter SELPA CEO Council meetings are subject to California Open Meeting laws, specifically, the Brown Act (Government Code 54950-54963), which requires that CEO Council members conduct business at properly noticed and agendized public meetings.

A majority of the LEAs present at a regularly scheduled and posted CEO Council meeting shall constitute a quorum.

The Charter SELPA CEO Council will meet regularly with the El Dorado County Superintendent of Schools and/or designee to direct and supervise the implementation of the Local Plan. The Council has exclusive authority to make and take all reasonable and appropriate steps to implement all decisions which may have a material effect on any and/or all Charter SELPA policies, practices, operations, organization, services, functions, and any other purpose related to the purpose for which the Charter SELPA is established. A minimum of two meetings per year will be held.

The Charter SELPA CEO Council is responsible for approving Charter SELPA policies and administrative regulations.

The Charter SELPA CEO Council is responsible for approving the Allocation Plan, which is the framework for distribution of funds within the Charter SELPA.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The El Dorado Charter SELPA has designated the El Dorado County Office of Education as the Responsible Local Agency/Administrative Unit (RLA/AU) and the County Superintendent of Schools as the Superintendent of the RLA/AU. The Charter SELPA administrative unit coordinates and implements the local plan under the supervision of the County Superintendent of Schools. Each LEA CEO representative is responsible per the SELPA Participation Agreement for the review and implementation of the local plan.

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- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

Upon entry into the Charter SELPA, the governing board for each LEA charter shall approve the Agreement for Participation and the Local Plan for Special Education. The Charter SELPA Local Plan is approved by the CEO Council and reviewed by the El Dorado County Superintendent of Schools. Each Charter LEA and the COE as the RLA/AU is responsible for the coordination of the administration of the local plan. Adopted policies of the Charter SELPA, the LEAs Boards of Education delegates the ongoing policy-making process, the Allocation Plan process, and administrative procedures for carrying out that responsibility to the governance structure of the Charter SELPA.

- 11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The El Dorado County Office of Education Superintendent of Schools, as the RLA/AU, is responsible for the hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the RLA/AU.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

Funds received by the El Dorado Charter SELPA from Part B of the IDEA shall be expended in accordance with the applicable provisions of the IDEA and shall be used to supplement, and not to supplant State, local and other Federal funds.

State and federal funds received by the RLA/AU and El Dorado Charter SELPA are allocated and distributed among the local educational agencies in the SELPA, according to the El Dorado Charter SELPA adopted Allocation Plan.

- c. The operation of special education programs: education programs:

The Charter LEA shall ensure that the individualized education program team for any student with a disability includes the following members:

1. One or both of the student's parents/guardians, and/or a representative selected by the parent/guardian.
2. If the student is or may be participating in the regular education program, at least one regular education teacher. If more than one regular education teacher is providing instructional services to the student, the Charter LEA may designate one such teacher to represent the others.

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3. At least one special education teacher or, where appropriate, at least one special education provider working with the student
4. A representative of the Charter LEA who is:
 - a. Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities.
 - b. Knowledgeable about the general education curriculum.
 - c. Knowledgeable about the availability of Charter LEA and/or special education local plan area (SELPA) resources.
 - d. Has the authority to commit Charter LEA resources and ensure that whatever services are set out in the IEP will be provided.
5. An individual who can interpret the instructional implications of assessment results This individual may already be a member of the team as described in items 2-4 above or in item 6 below.
 Note: Pursuant to Education Code 56341 and 34 CFR 300.321, the determination as to whether an individual identified in item 6 below has "knowledge or special expertise" must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.
6. At the discretion of the parent/guardian or Charter LEA, other individuals who have knowledge or special expertise regarding the student, including related services personnel, as appropriate (The determination of whether the individual has knowledge or special expertise regarding the student shall be made by the party who invites the individual to be a member of the IEP team. (Ed. Code § 56341)
7. Whenever appropriate, the student with a disability
8. For transition service participants:
 - a. The student, of any age, with a disability if the purpose of the meeting is the consideration of the student's postsecondary goals and the transition services needed to assist the student in reaching those goals. If the student does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the student's preferences and interests are considered.
 - b. To the extent appropriate, and with the consent of the parent/guardian, a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - c. If a representative of a local agency has been invited but does not attend the meeting, the Charter LEA shall take steps to obtain participation of the agency in the planning of any transition services. (Ed. Code § 56341)
9. For students suspected of having a specific learning disability at least one individual who is qualified to conduct individual diagnostic examinations of the student, such as a school psychologist, speech language pathologist, or remedial reading teacher. In addition, at least one team member other than the student's regular education teacher shall observe the student's academic performance in the regular classroom setting. If the student is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age. 34 CFR §§ 300.308, 300.542; Ed Code § 56341);
10. For students who have been placed in a group home by the juvenile court, a representative of the group home
11. If a student with a disability is identified as potentially requiring mental health services, the Charter LEA may request the participation of the county mental health program in the IEP team

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meeting. (Ed. Code § 56331)

(20 USC § 1414(d)(1); 34 CFR § 300.321; Ed. Code §§ 56341, 56341.2, 56341.5)

Excusal of Team Member

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent/guardian consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent/guardian consents in writing to the excusal and the member submits to the parent/guardian and team written input into the development of the IEP prior to the meeting. (20 USC § 1414(d)(1)(C); 34 CFR § 300.321; Ed. Code 56341)

Parent/Guardian Participation and Other Rights

The Charter CEO or designee shall take steps to ensure that one or both of the parents/guardians of the student with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include, at minimum, notifying the parents/guardians of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place. (34 CFR § 300.322; Ed. Code 56341.5)

The Charter CEO or designee shall send parents/guardians a notice of the IEP team meeting that:

1. Indicate the purpose, time, and location of the meeting
2. Indicate who will be in attendance at the meeting
3. For students beginning at age 16 (or younger than 16 if deemed appropriate by the IEP team):
 - a. Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the student as required by 20 USC, section 1414(d)(1)(A)(i)(VIII), 34 CFR, section 300.320(b), and Education Code, section 56345.1
 - b. Indicate that the Charter LEA will invite the student to the IEP team meeting
 - c. Identify any other agency that will be invited to send a representative

At each IEP team meeting convened by the Charter LEA, the Charter LEA administrator or specialist on the team shall provide the parent/guardian and student of the federal and state procedural safeguards (Ed. Code § 56321, 56500.1)

Before any IEP meeting, the parent/guardian shall have the right and opportunity to request to examine all of his/her child's school records. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days. (Ed. Code § 56043)

If neither parent/guardian can attend the meeting, the Charter CEO or designee shall use other methods to ensure parent/guardian participation, including video conferences or individual or conference telephone calls. (20 USC 1414(f); 34 CFR 300.322; Education Code 56341.5)

An IEP team meeting may be conducted without a parent/guardian in attendance if the Charter LEA is unable to convince the parent/guardian that he/she should attend. In such a case, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including, but not limited to: (34 CFR § 300.322; Ed. Code § 56341.5)

1. Detailed records of telephone calls made or attempted and the results of those calls

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- 2. Copies of correspondence sent to the parent/guardian and any responses received
- 3. Detailed records of visits made to the parent/guardian's home or place of employment and the results of those visits. Parents/guardians and the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent/guardian objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Audiotape recordings made by a LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (20 USC § 1232g).

Parents/guardians have the right to:

- 1. Inspect and review the audiotapes
- 2. Request that the audiotapes be amended if the parents/guardians believe they contain information that is inaccurate, misleading, or in violation of the student's privacy rights or other rights
- 3. Challenge, in a hearing, information that the parents/guardians believe is inaccurate, misleading, or in violation of the student's privacy rights or other rights (Education Code 56341.1)

The Charter LEA shall take any action necessary to ensure that the parents/guardians understand the proceedings of the meeting, including arranging for an interpreter for parents/guardians with deafness or whose native language is not English. (34 CFR 300.322; Education Code 56345.1)

The Charter LEA shall provide the parents/guardians of a student with disabilities a copy of his/her child's IEP at no cost. (34 CFR 300.322).

The Charter LEA shall adhere to all Federal (IDEA) and State (Education Code) laws regarding the provision of special education programs and services for students that qualify for special education per the IEP process outlined above.

- d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code Section 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education and the CEO Council approved Allocation Plan. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plans, including development of the Annual Service and Budget Plans.

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12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Specialized equipment and services is provided at the school site associated with the Charter LEA, where the Individualized Education Program (IEP) team has determined is the most appropriate free and appropriate public education in the least restrictive environment.

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each member LEA recognizes the need to actively seek out and evaluate school age Charter LEA residents who have disabilities, in order to provide them with appropriate educational opportunities in accordance with state and federal law.

Charter schools are currently authorized to serve school-aged students (grades K-12). If at any time the authorization changes, the charter schools would follow all state and federal laws regarding children from age 0-2 and Child Find. Charter schools will assist families and make appropriate referrals for any students they find who would be outside the age or area of responsibility of the Charter schools.

The Charter Chief Executive Officer or designee shall follow SELPA procedures to determine when an individual is eligible for special education services and shall implement the SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment. (Education Code 56301) The Charter LEAs' process shall prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

In addition to identifying students with disabilities residing in their district, each districts "Child Find" identification system shall identify highly mobile children with disabilities, such as migrant

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.” The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Governing Board of each participating LEA shall provide educational alternatives that afford students with disabilities full educational opportunities. Students with disabilities shall receive a FAPE in the least restrictive environment as required by law.
 The Charter Chief Executive Officer or designee shall implement the SELPA Procedural Guide. The Procedural Guide outlines the composition of the IEP team, and sets forth procedures regarding the development, review, and revision of the IEP.
 The specifics of the IEP process are set out in CEO Administrative Regulation 3

5. Least Restrictive Environment: USC Section 1412(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and

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services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

In order to protect the rights of students with disabilities, the Charter LEA shall follow all procedural safeguards as required by law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.
 Note: Education Code 56195.8 authorizes the policy to include provisions for involving Charter LEA Board members in any due process hearing procedure activities.

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter CEO or designee shall ensure that the IEP team:
 1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the student are being achieved and the appropriateness of placement

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2. Revises the IEP, as appropriate, to address:
- a. Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate
 - b. The results of any reassessment conducted pursuant to Education Code 56381
 - c. Information about the student provided to or by the parents/guardians regarding review of evaluation data (34 CFR 305(a)(2) and Education Code 56381(b).)
 - d. The student's anticipated needs
 - e. Any other relevant matters

8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

The Charter LEA Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law. Procedures for maintaining the confidentiality of student records shall be consistent with state and federal law.

The Charter CEO or designee shall establish regulations governing the identification, description and security of student records, as well as timely access for authorized persons. These regulations shall ensure parental rights to review, inspect and copy student records. In addition, the regulations will ensure and shall protect the privacy rights of student and the student's family.

The Charter CEO or designee shall designate a certificated employee to serve as custodian of records for student records at the Charter LEA level. At each school, the principal or a certificated designee shall act as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR § 431)

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs.

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California *EC*, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

If "NO," provide a brief description of the SELPA's policy related to the provision of law:

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14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as

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stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to

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comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

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Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

As members of the El Dorado County Charter Special Education Local Plan Area (SELPA), (hereinafter referred to as Charter SELPA), each charter (as identified by the CDS (County, District, School) code issued by the State Board of Education) is considered an LEA (Local Education Agency) for purposes of special education.

The Charter SELPA further recognizes its' members as single charter partners or organization partners. Single Charter Partner is defined as an entity with one charter CDS code. An Organization Partner is an entity with multiple charters (CDS codes) as members of the Charter

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SELPA. An entity is defined as an organization with one governing board or one CEO (Chief Executive Officer) position. The title of CEO may differ by organization, but the intent is that final decision making in the organization is vested in one leadership position.

As members of the Charter SELPA, each Charter SELPA LEA (Local Education Agency) desires to provide a free and appropriate public education (FAPE) to all school aged K-12 individuals with disabilities, who are enrolled in the charter, including children who have been suspended or expelled or placed by the charter LEA in a nonpublic school or agency services. The SELPA will provide technical support to any Charter LEAs identified as the DOR for students age 18 to 21 who are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested.

Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

In order to meet the needs of individuals with disabilities and employ staff with adequate expertise for this purpose, the charter LEA participates as a member of the Special Education Local Plan Area (SELPA).

The Charter SELPA Local Plan is approved by the Charter CEO Council and reviewed by the El Dorado County Superintendent of Schools. Amendments to the Local Plan to revise LEA membership (additions) shall be approved by the Charter SELPA Selection Committee. Prior to Selection Committee approval, new LEA members shall be approved through the selection process as identified in Policy 22 and AR 22. Termination of membership shall be approved through the termination process as identified in Policy 26 or Policy 27. All membership changes shall be communicated with the Charter SELPA CEO Council at the next regularly scheduled meeting.

The Charter CEO Council will hold the required public hearings and approve the Annual Service Plan and the Annual Budget Plan. Notice of the public hearings shall be posted as required by law.

Upon entry into the Charter SELPA, the Governing Board for each LEA charter shall approve the Charter SELPA Local Plan and the Agreement for Participation.

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Material changes to the Local Plan, other than for membership changes, shall be approved by the Charter SELPA CEO Council and reviewed by the El Dorado County Superintendent of Schools.

The Charter Chief Executive Officer or designee of the charter LEA shall extend the charter LEA's full cooperation to the SELPA. The policies and procedures of the Charter SELPA shall be applied as policies and regulations to all participating charter LEAs.

Charter SELPA policies and administrative regulations are approved by the Charter SELPA CEO Council.

The Charter SELPA shall administer a local plan and administer the allocation of funds. (Education Code 56195). The Charter SELPA CEO Council shall approve all allocation plan decisions that impact the allocation of funds.

2. Coordinated system of identification and assessment:

Reference Number:

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A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and used where appropriate. (Education Code 56303) The Charter LEAs shall not determine that a student is eligible for special education if the dominant factor for finding eligibility is lack of appropriate instruction in reading, lack of instruction in mathematics, or limited English Proficiency (20 U.S.C. § 1414(b)(5); Ed. Code, § 56329, subd. (a)(2).) All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the regular program resources that were considered and/or modified for use with the student, and their effect. (5 CCR § 3021.) Within 15 days of a referral for initial assessment the LEA shall provide student's parent/guardian with a notice of parental rights and a written proposed assessment plan. The 15-day period does not include days between the student's regular school session or term, or days of school vacation in excess of five school days from the date of receipt of the referral. The proposed assessment plan shall meet all of the following requirements: (Education Code 56321) 1. Be in a language easily

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understood by the general public 2. Be provided in the native language of the parent/guardian or other mode of communication used by the parent/guardian unless it is clearly not feasible 3. Explain the types of assessment to be conducted 4. State that no individualized education program (IEP) will result from the assessment without parent/guardian consent Upon receiving the proposed assessment plan, the parent/guardian shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEAs. The Charter LEAs shall not interpret parent/guardian consent for initial assessment as consent for initial placement or initial provision of special education services. (Education Code 56321; 34 CFR 300.505) However, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each pupil for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized education program for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the Code of Federal Regulations. (Education Code 56344) If a parent/guardian refuses to consent to the initial evaluation or failed to respond to the request to provide consent, the Charter LEAs may pursue an evaluation by utilizing the mediation and due process procedures found at 20 USC § 1415 and in accordance with Education Code, sections 56501, subd. (a) (3), and 56506, subd. (e). See BP/AR 6159.1 - Procedural Safeguards and Complaints for Special Education) In the event that authorized parent does not consent to an initial evaluation the Charter LEAs shall not be considered in violation of the requirement to provide FAPE. In addition, the Charter LEAs is not required to convene an IEP team meeting or to develop an IEP for that child. (20 USC § 1414(a)(1).) Informed parental consent means that the parent/guardian: 1. Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication 2. Understands and agrees, in writing, to the assessment 3. Understands that the granting of consent is voluntary on his/her part and may be revoked at any time (34 CFR § 300.500) If the student is a ward of the state and is not residing with his/her parents/guardians, the Charter LEAs shall make reasonable efforts to obtain informed consent from the parent/guardian as defined in 20 USC, section 1401 for an initial evaluation to determine whether the student is a student with a disability. (20 USC §

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1414(a)(1)) The Charter LEAs shall not be required to obtain informed consent from the parent/guardian of a student for an initial evaluation to determine whether the student is a student with a disability if any of the following situations exists 1. Despite reasonable efforts to do so, the Charter LEAs cannot discover the whereabouts of the parent/guardian of the student. 2. The rights of the parent/guardian of the student have been terminated in accordance with California law. 3. The rights of the parent/guardian to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the student. (Education Code 56301; 20 USC 1414(a)(1)) As part of the assessment plan, the parent/guardian shall receive written notice that: 1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent/guardian or his/her representative shall be scheduled pursuant to Education Code, section 56341. At this meeting, the team shall determine whether or not the student is a student with disabilities as defined in Education Code, section 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent/guardian. 2. If the parent/guardian disagrees with an assessment obtained by the Charter LEAs, the parent/guardian has the right to obtain, at public expense, an independent educational assessment of the student from qualified specialists, in accordance with 34 CFR §300.502. If the Charter LEAs observed the student in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the student's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding. 3. The Charter LEAs may initiate a due process hearing pursuant to Education Code 56500- 56508 to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent/guardian maintains the right for an independent educational assessment but not at public expense. If the parent/guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEAs with respect to the provision of a free appropriate public education to the student, and may be presented as evidence at a due process hearing regarding the student. If the Charter LEAs observed the student in conducting its assessment, or if its

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assessment procedures make it permissible to have in-class observation of a student, an equivalent opportunity shall apply to an independent educational assessment of the student in the student's current educational placement and setting, if any, proposed by the Charter LEAs, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing. 4. If a parent/guardian proposes a publicly financed placement of the student in a nonpublic school, the Charter LEAs shall have an opportunity to observe the proposed placement and, if the student has already been unilaterally placed in the nonpublic school by the parent/guardian, the student in the proposed placement. Any such observation shall only be of the student who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent/guardian consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code, section 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other student. (Education Code 56329; 34 CFR 300.502) An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days from the date of the receipt of the parent/guardian's consent for assessment, unless the parent/guardian agrees to an extension in writing. The 60-day period does not include any days between the student's regular school sessions/terms, or days of school vacation in excess of five school days. (Ed Code § 56043)

However, when a referral is made within 30 days of the end of the regular school year, an IEP required as a result of an assessment shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar. In the case of school vacations, the 60-day time shall recommence on the date that school reconvenes. (Ed. Code § 56344 (a).) A meeting to develop an initial IEP for the pupil shall be conducted within 30 days of a determination that the pupil needs special education and related services. (Ed. Code §§ 56043(f)(2); 56344 (a).)

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. The IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals. (Ed. Code § 56445)

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3. Coordinated system of procedural safeguards:

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Under California law, due process hearings pursuant to the IDEA (20 USC 1400-et seq) are held only at the state level. Related rights and procedures for due process are set forth in Education Code §§ 56501et. Seq. and 5 CCR §§ 3080 et. seq. When California law provides greater protections to students and parents, it supersedes federal law. Due process hearing rights extend to the student only if he/she is an emancipated student or a ward or dependent of the court with no available parent or surrogate parent. (Ed. Code § 56501; see AR 6159.3 - Appointment of Surrogate Parent for Special Education Students.) Informal ADR Process/Pre-Hearing Mediation Conference Before requesting a due process hearing, the Charter Chief Executive Officer or designee of the Charter LEA and a parent/guardian may agree to meet informally to resolve any dispute relating to the identification, assessment or education and placement of a student with disabilities. The Charter Chief Executive Officer or designee shall have the authority to resolve the dispute through an informal alternative dispute resolution (“ADR”) process. (Ed. Code § 56502) In addition, either party may file a request with the Superintendent of Public Instruction for a Pre- Hearing Mediation Conference (commonly referred to as “mediation only”) to be conducted by a person designated by the California Department of Education. Based on the Pre-Hearing Mediation Conference, the Charter Chief Executive Officer or designee may resolve the issue(s) in any manner that is consistent with state and federal law, and is to the satisfaction of both parties. (Education Code 56500.3) Attorneys may not attend the Informal ADR session or the Prehearing Mediation Conference. Attorneys may attend, or otherwise participate in, only those mediation conferences that are scheduled pursuant to a request for a due process hearing. (Ed. Code §§ 56500.3, 56501) If the parties do not resolve their dispute through Informal ADR and/or a Pre-Hearing Mediation Conference, either party may file a request for a due process hearing. Due Process Complaint Notice and Hearing Procedures Due process hearing procedures may be initiated by a parent/guardian, the Charter LEA, and/or a student who is emancipated or a ward or dependent of the court, under the following circumstances. 1. There is a

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proposal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 2. There is a refusal to initiate or change the identification, assessment or educational placement of the student or the provision of a free, appropriate public education to the student 3. The parent/guardian refuses to consent to an assessment of his/her child; and/ or 4. There is a disagreement between a parent/guardian and the Charter LEA regarding the availability of a program appropriate for the student, including the question of financial responsibility. (20 USC § 1415(b); Education Code 56501) Prior to initiating a due process hearing, the party requesting the hearing, or the party's attorney, must provide the opposing party a confidential due process complaint notice, specifying: 1. The student's name 2. The student's address or, in the case of a student identified as homeless pursuant to the McKinney-Vento Homeless Assistance Act (42 USC 11434a(2)), any available contact information for that student 3. The name of the school the student attends 4. A description of the nature of the student's problem relating to the proposed or refused initiation or change, including facts relating to the problem 5. A proposed resolution to the problem to the extent known and available to the complaining party at the time (20 USC § 1415(b); 34 CFR § 300.508 (b).) Resolution Session When a parent seeks to initiate a request for due process, before their request is filed, they must provide the Charter LEA with the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC § 1415[f][1][B]; 34 CFR § 300.510) The Charter LEA has fifteen (15) days from the date it received the parents' due process hearing request to convene the resolution session. The sessions shall include a representative of the LEA who has decision-making authority and not include an attorney of the school LEA unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request. The resolution session is not required if the parent and the Charter LEA agree in writing to waive the meeting. If the Charter LEA has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC § 1415[f][1][B]; 34 CFR § 300.51) A due process complaint must be filed within two years of the date that the parent/guardian or Charter LEA knew or should have known about the situation that forms the basis of the complaint. Response to the Due Process Hearing Request If the Charter LEA has not sent a prior written notice to the parent/guardian regarding

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the subject matter contained in the parent/guardian's due process complaint notice, the Charter LEA shall send a response to the parent/guardian within 10 days of receipt of the complaint specifying: 1. An explanation of why the Charter LEA proposed or refused to take the action raised in the complaint 2. A description of other options that the individualized education program (IEP) team considered and the reasons that those options were rejected 3. A description of each evaluation procedure, assessment, record, or report the Charter LEA used as the basis for the proposed or refused action 4. A description of the factors that are relevant to the Charter LEA's proposal or refusal (20 USC 1415(c)(1)) If the Charter LEA sent prior written notice to the parent/guardian regarding the subject matter of the parent/guardian's due process complaint, the Charter LEA may, within 10 days of receipt, send a response specifically addressing the issues in the complaint. (20 USC § 1415(c)(1)) Parties requesting a due process hearing shall file their request with the Superintendent of Public Instruction or designated contracted agency and give a copy of the request, at the same time, to the other party. (Ed. Code § 56502) Prior Written Notice The Charter Chief Executive Officer or designee shall send to parents/guardians of any student with a disability a prior written notice within a reasonable time before: 1. The Charter LEA initially refers the student for assessment 2. The Charter LEA proposes to initiate or change the student's identification, evaluation, educational placement or the provision of a free, appropriate public education 3. The Charter LEA refuses to initiate or change the identification, evaluation or educational placement of the student or the provision of a free and appropriate public education 4. The student graduates from high school with a regular diploma (Ed. Code §§ 56500.4, 56500.5; 20 USC § 1415(c); 34 CFR § 300.503) The prior written notice shall include: 1. A description of the action proposed or refused by the Charter LEA 2. An explanation as to why the Charter LEA proposes or refuses to take the action 3. A description of any other options that the IEP team considered and why those options were rejected 4. A description of each evaluation procedure, test, record or report the Charter LEA used as a basis for the proposed or refused action 5. A description of any other factors relevant to the Charter LEA's proposal or refusal 6. A statement that the parents/guardians of the student have protection under procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the description of procedural safeguards can be obtained 7. Any resources for parents/guardians to obtain assistance in understanding these provisions (20 USC § 1415(c); 34 CFR § 300.503) Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or

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other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights set forth in Education Code, section 56341. (Ed. Code §§ 56341, 56506; 34 CFR § 300.503) If the native language or other mode of communication of the parent/guardian is not a written language, the Charter LEA shall take steps to ensure that: 1. The notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication 2. The parent/guardian understands the contents of the notice 3. There is written evidence that items #1 and #2 have been satisfied (34 CFR § 300.503) Notice of Procedural Safeguards A notice of procedural safeguards shall be made available to parents/guardians of students with a disability once a year and upon: 1. Initial referral for evaluation 2. Each notification of an IEP meeting 3. Reevaluation of the student 4. Registration of a complaint 5. Filing for a pre-hearing mediation conference or a due process hearing (Ed. Code § 56301; 20 USC 1415(d)(1)) The notice of procedural safeguards shall include information on the procedures for requesting an informal meeting, pre-hearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the Charter LEA to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (20 USC 1415(d)(2); Ed. Code §§ 56321, 56321.5) In addition, the notice of procedural safeguards shall include a full explanation of the procedural safeguards relating to independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints to initiate due process hearings; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense.(20 USC 1415(d)(2); 34 CFR 300.504)

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

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the Charter LEAs in the El Dorado Charter SELPA ensure that all students who require special education will participate in the California Reading Initiative, just as do all other students in the El Dorado Charter LEAs. In order to facilitate that effort, the Charter LEAs assure that special education instructional personnel will participate in staff development inservice opportunities in the area of literacy, including: a. information about current literacy and learning research; b. state-adopted student content standards and frameworks; and c. research-based instructional strategies for teaching reading to a wide range of diverse learners Each of the Charter LEAs will include special education staff in their curriculum materials selection process, in order to support alignment with State standards. Each will also include all special education staff in all staff development on phonemics and phonics, as well as in any additional state or regional training based on new legislation, e.g., the California Reading and Literature Subject Matter Project, the rollouts on the frameworks, AB466 training. The goals of the Charter LEAs are to increase the participation of students with disabilities in statewide student assessments, to increase the percentage of children with disabilities who are literate, and to assure that students with disabilities attain higher standards in reading. In order to reach these goals, we assure that students with disabilities will have full access to: 1. all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks; and 2. instructional materials and support.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. LEAs/districts are responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child’s IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP (34CFR 300.342 (b)(3)).

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6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

The Charter SELPA is responsible for monitoring all required areas of compliance with federal, state and Charter SELPA policies. The purpose of all monitoring and oversight activities is to ensure legal and effective LEA practices are in place to meet the needs of students with disabilities. This policy outlines areas of oversight and indicators that may cause the initiation of a Charter SELPA review process. Charter SELPA administration will keep the CEO Council informed of SELPA oversight activities and determinations.

If compliance, performance and/or student population data for an LEA in the Charter SELPA varies significantly from expected results or standards, it may be an early warning for the Charter SELPA to initiate contact. In this case, the Charter SELPA will contact the LEA to confirm the data, discuss any underlying issues which may impact the data, and identify how the Charter SELPA can assist the LEA in any necessary corrective action.

The Charter SELPA will monitor special education practices and data continuously to determine whether practices are in line with the LEA’s responsibilities to students with disabilities and SELPA policies. Data will be collected and reviewed by the Charter SELPA. Examples of existing indicators and standards include but are not limited to:

- Identification rate of special education students that is below 4% or greater than 14%
- State Performance Plan Indicators
- Significant swings in enrollment and/or enrollment trends that are not aligned to the LEA’s instructional calendar
- Pattern of compliance complaints or due process hearings
- Evidence of exclusionary practices
- Significant and/or abrupt change in leadership or staff
- No/low participation or engagement in the Charter SELPA (CEO Council, Steering Committee, professional development offerings, etc.)
- Unspent funds greater than 25%
- Annual independent audit which shows serious fiscal solvency issues

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or material findings (e.g. findings related to internal control or program compliance, high debt ratios, deficit spending, going concern findings, adequate reserves, and adequate cash)

SELPA REVIEW PROCESS
 If one or more of the preceding triggers indicates a potential problem, the Charter SELPA may initiate a program and/or fiscal review. Program and fiscal reviews are facilitated by the appropriate Charter SELPA administrator. Charter SELPA’s goal in each review process is to clearly identify the areas of SELPA concern, discuss any underlying issues which may be impacting the findings, and identify how the Charter SELPA can assist the LEA in any necessary corrective action. The Charter SELPA may request additional information as necessary to resolve identified concerns.

When multiple or connected concerns exist, the Charter SELPA may implement an Integrated Review Team (IRT) visit. An Integrated Review Team (IRT) visit consists of Charter SELPA program and business administrators meeting directly with the charter LEA leadership team.

CHARTER SCHOOLS AT-RISK
 Whether through a Charter SELPA review process or other source, or if significant matters arise that are potentially harmful to students, demonstrate negligence, may harm the SELPA, or there is a concern that funds are not being spent appropriately for special education, Charter SELPA administration is empowered to act in the best interests of the SELPA as a whole. Such matters include, but are not limited to:

- Pattern of noncompliance with federal, state or Charter SELPA regulations
- Notice of revocation
- Notice of bankruptcy
- FCMAT extraordinary audit
- Annual audit with material findings and identification of operational issues that cause concern regarding the long-term viability of the organization
- Other circumstances that create a concern that a loss to the SELPA is possible or funds are not being spent appropriately for special education

Charter SELPA administration may make a determination and proceed to:

- Notify appropriate public agencies;
- Notify the LEA’s governing board;
- Withhold state and/or federal funding;
- Move an LEA to reimbursement-based state funding, requiring

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expenditure reporting prior to cash distribution;
 • Require an LEA to submit proof of actual expenditures; and/or
 • Initiate termination of membership pursuant to CEO Policy 26.

7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

8. Coordination of interagency agreements:

Reference Number:

Document Title:

Document Location:

Pursuant to Title 17 of the California Code of Regulations (17 CCR) Section 52140, LEAs must develop and maintain local interagency agreements with Regional Centers. Agreements must include (as applicable to charter LEAs):

1. The responsibilities of each LEA and Regional Center in meeting the terms of the agreement;
2. Procedures for coordination of child find activities with local public agencies and Regional Centers to identify infants and toddlers who may be eligible for early intervention services;
3. Specific procedures for coordination of referrals for evaluation and assessment;
4. Procedures for the assignment of a service coordinator;
5. Interagency procedures for identifying the responsibilities of the regional center and LEA for completing the evaluation and assessment and determining eligibility within the time requirements contained in Section 52086 of these regulations, when an infant or toddler may receive services from both the Regional Center and LEA;
6. Procedures for the timely exchange of information between Regional Centers and LEAs;
7. Mechanisms for ensuring the availability of contacts at Regional

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Centers and LEAs at all times during the year;
 8. Procedures for interagency individualized family service plan (IFSP) development when infants and toddlers may be eligible for early intervention services from the Regional Center and the LEA or other state or local programs or services;
 9. Procedures to ensure the provision of services during periods of school vacations when services are required on the IFSP;
 10. Transition planning procedures which begin at least six months prior to a toddler's third birthday pursuant to EC Section 52112 of these regulations;
 11. Procedures for resolving disputes between regional centers and LEAs;
 12. Procedures for the training and assignment of surrogate parents; and
 13. Procedures for accepting transfers of infants or toddlers with existing IFSPs.
 Local interagency agreements must be dated and signed by representatives of the Regional Center and LEA. Interagency agreements must be reviewed by both parties annually, revised as necessary, dated, and signed by both parties as needed.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

The SELPA Administrator, or designee, will facilitate the coordination of these services by the designated LEAs and provide technical assistance to the medical facilities and LEAs as appropriate. Role of the individual LEAs: Each individual LEA is responsible for students with disabilities who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes when the hospital or facility is located within their boundaries, unless based on education code there is another district of special education accountability which would be responsible.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

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11. Preparation and transmission of required special education local plan area reports:

Reference Number:

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12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

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SELPA, meetings may take place through teleconference. For purposes of this section, "teleconference" means a meeting where the members are in different locations, connected by electronic means, through either audio, video, or both.

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Description:

Legal Requirements Regarding Special Education Transportation
 Education Code Section 56040(a) states: "Every individual with exceptional needs, who is eligible to receive special education instruction and related services under this part, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to him or her." Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education [34 CFR 300.34(a)]. Transportation as a related service includes travel to and from school and between schools, travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability [34 CFR 300.34(c)(16i-iii)]. LEAs/districts should not automatically assign students to transportation based on the students' disability without considering the students individual needs and the continuum of placements [Hopkinton (MA) Pub. Schs., 108 LRP 41626 (OCR 2007)]. For students with medical needs, 34 CFR 300.34(a)(ii) limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school.

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

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Description:

Special education may include each of the following if the services otherwise meet the definition in the above paragraph: (Education Code 56031) 1. Speech language pathology services, or any other designated instruction and service or related service, pursuant to Education Code 56363, if the service is considered special education rather than designated instruction and service or related service under state standards 2. Travel training 3. Career technical education 4. Transition services for students with disabilities in accordance with 34 CFR 300.43 if provided as specially designed instruction, or a related service, if required to assist a student with disabilities to benefit from special education. Specially designed instruction means adapting, as appropriate to the needs of an eligible student, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that the student can meet the educational standards that apply to all students in the charter LEA. (34 CFR 300.39(b)(3))

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

Description:

Full educational opportunities means that students with disabilities have the right to full educational opportunities to meet their unique needs, including access to a variety of educational programs and services available to non-disabled students. The State must have in effect policies and procedures to demonstrate that the State has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. (34 CFR 300.109)

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Section B: Governance and Administration

SELPA

Fiscal Year

Description:

The El Dorado County Office of Education is the Responsible Local Agency/Administrative Unit (RLA/AU) for the Charter SELPA. Pursuant to the provisions of Education Code 56030 et seq., the RLA/AU shall receive and distribute regionalized service funds, provide administrative support and coordinate the implementation of the El Dorado Charter Local Plan for Special Education. The RLA/AU shall perform such services and functions required to accomplish the goals set forth in the plan, including development of the Annual Service and Budget Plan. In addition, pursuant to Education Code 56836.01(a)(b)(c) the SELPA RLA/AU will oversee the fiscal administration of the Annual Budget Plan and the allocation of state and federal funds allocated to the special education local plan area for the provision of special education and related services by those entities, in accordance with the Local and Allocation Plans approved by the CEO Council, and be responsible for the reporting and accounting requirements prescribed by this part.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

CEO Administrative Regulation 10

Document Title:

Personnel Qualifications

Document Location:

<https://charterselpa.org/governance/>

Description:

A program specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions.

(b) A program specialist may do all the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school’s staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

(c) For purposes of Section 41403, a program specialist shall be

Section B: Governance and Administration

SELPA

Fiscal Year

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:	<input type="text" value="CEO Policy 6"/>
Document Title:	<input type="text" value="Part C-Transition"/>
Document Location:	<input type="text" value="https://charterselpa.org/governance/"/>
Description:	<input type="text" value="Charter schools in the El Dorado Charter SELPA currently do not serve students in Part C or preschool students. If students are transitioning from preschool to a Charter LEA and are eligible for Part B services, the Charter LEA will participate to ensure a smooth and effective transition between programs."/>

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:	<input type="text" value="CEO Policy 15"/>
Document Title:	<input type="text" value="Public Participation"/>
Document Location:	<input type="text" value="https://charterselpa.org/governance/"/>
Description:	<input type="text" value="It shall be the policy of the Charter SELPA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with part B of the IDEA. Per the Charter SELPA Local Plan, policies are adopted by the Charter CEO Council. The Charter SELPA RLA/AU may request input from the Executive Committee as policies are developed. Appropriate notice shall be provided prior to adoption of policies by the Charter SELPA CEO Council. Proposed policies will be posted to the El Dorado Charter SELPA website. This will allow for review and comment by the public, parents of children with disabilities, or individuals with disabilities. Charter CEO Council typically meets twice per year and meetings may take place through teleconference. For the purposes of this section, “teleconference” means a meeting where the members are in different"/>

Section B: Governance and Administration

SELPA

Fiscal Year

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

Description:

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Section B: Governance and Administration

SELPA

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Document Location:

Description:

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

master contract cannot give cause for termination unless the parent/guardian agrees to transfer the student to the public program. The master contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in the NPS. This description shall include a method for evaluating whether the student is making appropriate educational progress. (Ed. Code 56366) The Charter CEO or designee of an elementary Charter LEA shall notify a high school district of all students placed in NPS or NPA programs prior to the annual review of the IEP for each student who may transfer to the high school district. (5 CCR § 3069.) When a special education student meets the district requirements for completion of prescribed course of study as designated in the student’s IEP, the district which developed the IEP shall award the diploma. (5 CCR § 3070.)

- 6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA

Fiscal Year

are incarcerated in a county jail and remaining eligible for special education to assist in meeting their obligation. The SELPA may facilitate collaboration with the county jails as requested. Students shall be referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. (Education Code 56303)

Special Education Local Plan Area (SELPA) Local Plan Certification 5

SELPA

Fiscal Year

Certification 5: Participating Local Educational Agency

The SELPA shall include a signed copy of the following local educational agency (LEA) certification for each participating agency when submitting the original, or revised local plan Governance and Administration (Section B).

LEA

The LEA certifies the SELPA local plan has been adopted by the LEA/county local governing board(s) and is the basis for the operation and administration of special education programs. The LEA will meet all applicable requirements of special education state and federal laws and regulations, and state policies and procedures. Be it further resolved, the LEA superintendent shall administer the local implementation of policies, procedures, and practices in accordance with special education state and federal laws, rules, and regulations, which will ensure full compliance. The Superintendent certifies the LEA is participating in a:

- Single LEA SELPA
- Multi-LEA SELPA

This Governance and Administration was:

Adopted on the day of ,

Yeas Nays

The superintendent, or chief administrator of the LEA ensures the current local plan: Governance and Administration (Section B), Annual Budget Plan (Section D), and Annual Services Plan (Section E), including updates or revisions to Sections B, D, E, and/or Attachments, is posted on the LEA web site, is on file at each LEA, and is available to any interested party.

Web address where the SELPA local plan, including all sections, is posted.

LEA Superintendent/Chief Administrator

Date

Coversheet

Student Recruitment Postcard Print Job

Section: IV. Action Items

Item: L. Student Recruitment Postcard Print Job

Purpose: Vote

Submitted by:

Related Material:

Quote 84059,83929,83930,83989 - 12767 Postcards, full-color, one side, 5x7 (and 3 more jobs) - Nov 13 2020_EM.pdf



Synthesis Group Inc.
dba: Minuteman Press Berkeley
1101 Fifth Street
Berkeley, CA 94710
Ph: 510-540-7113 / Fax: 510-540-4838
e-mail: mail@e-minutemanpress.com

Quotation

11/13/2020

Bill to: Making Waves Academy
3220 Blume Drive
Richmond CA 94806

Phone: 510-964-2408

Ship to: [Redacted Address]

THIS IS YOUR QUOTE - IT IS NOT YET AN ORDERED JOB
Please notify us that the quote has been approved.
You order will then be started and proofs will follow shortly after.

Now you can easily pay your deposit online, just go to our website and hit the payments tab
No password or account setup necessary www.e-minutemanpress.com

12767 Postcards, full-color, one side, 5x7 (Job ID 84059) Total: \$1,371.14

12767 Mailing A-7 Envelopes_ 1/S_ PMS 2945 (Job ID 83989) Total: \$2,202.34

12767 Mail Prep - PRSRT STD A7 Inserting and addressing (Job ID 83929) Total: \$1,890.89

12767 Postage - PRSRT STD LTR (Job ID 83930) Total: \$3,830.10

Salesperson: Fred Fassett Order Total: \$9,294.47

Taxes are included. Quote valid for 30 days.
Terms: 50% Deposit, COD

Thank you, Minuteman Press
A 3% service charge will be applied if we process your credit card

Coversheet

Independent Contractor Agreement for Credential Services

Section: IV. Action Items
Item: M. Independent Contractor Agreement for Credential Services
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material:
MWA Independent Contractor Agreement_Credentials Services_12052020_Redacted.pdf

BACKGROUND:

Teacher credentials require a highly-specialized background which we do not currently have on staff. Following the passage of AB 5, credentials compliance is a top priority. To best support our teachers who are on a path towards a clear credential, we looked for a contractor who could support Human Resources with mapping out pathways for current teachers and providing guidance on credentials applications before they are submitted to the Commission on Teacher Credentials in California. The contractor has over 15 years of experience with teacher credentials in California and has experience working with charter schools.

RECOMMENDATION:

We recommend that the board approves this contractor agreement not to exceed \$8,000.

**INDEPENDENT CONTRACTOR AGREEMENT
BETWEEN
MAKING WAVES ACADEMY CHARTER SCHOOL AND [JEANNETTE REIBER]**

This Agreement is made between the Making Waves Academy (“MWA”), a California non-profit corporation with its principal place of business at 4123 Lakeside Dr, Richmond, CA 94806, and [Jeannette Reiber] (“Independent Contractor”).

It is the desire of MWA to engage the services of Independent Contractor. Such services and the relationship between MWA and Independent Contractor shall be governed according to the following terms and conditions:

SECTION 1. SERVICES TO BE PERFORMED. Independent Contractor agrees to perform the services detailed in **Attachment A** on MWA’s behalf.

SECTION 2. PAYMENT. In consideration for the services to be performed by Independent Contractor, MWA agrees to pay Independent Contractor at the rate of \$[100.00] per hour, not to exceed \$[\$8,000] for the term of this Agreement.

SECTION 3. EXPENSES. Independent Contractor shall be responsible for all expenses incurred while performing services under this Agreement. However, MWA shall reimburse Independent Contractor for all reasonable and approved out-of-pocket expenses necessarily incurred in connection with the performance of services under this Agreement. Independent Contractor shall submit an itemized statement of such expenses. MWA shall pay Contractor within thirty (30) days from the date of each statement.

SECTION 4. MATERIALS. Independent Contractor will furnish all materials, equipment and supplies used to provide the services required by this Agreement.

SECTION 5. CONDITIONS OF INDEPENDENT CONTRACTOR SERVICES. As a condition of Independent Contractor being selected to provide the services detailed in **Attachment A**, Independent Contractor shall provide MWA with the following:

- Copy of qualifications, including resume, credential, license(s), or certification for Independent Contractor as they relate to the services provided under **Attachment A**;
- Completion of Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance and Credential Verification (**Attachment B**)
- Proof of insurance as it relates to the services provided under **Attachment A** including an executed Certificate Regarding Workers Compensation in substantially the form attached as **Attachment C** hereto; and
- W-9.

SECTION 6. INTELLECTUAL PROPERTY OWNERSHIP. Independent Contractor assigns to MWA all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for MWA under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Independent Contractor shall help prepare any documents MWA considers necessary to secure any copyright, patent, or other intellectual property rights at no charge to MWA. Independent Contractor agrees to honor the proprietary information of MWA and shall not disclose or circumvent such proprietary information

now or in the future. Upon the conclusion of this Agreement, Independent Contractor shall return all records, files, contacts and other proprietary information of MWA to MWA. However, MWA shall reimburse Independent Contractor for all reasonable actual expenses necessary to carry out the terms of this Section.

SECTION 7. TERM OF AGREEMENT. This agreement will become effective when signed by both parties and will terminate the date either party terminates the Agreement as provided below.

SECTION 8. TERMINATING THE AGREEMENT. During the term of this Agreement, either party may terminate the Agreement without cause or advance notice at any time by providing written notice to the other party.

This Agreement terminates automatically on the occurrence of any of the following events: (a) the bankruptcy or insolvency of either party; (b) sale of business of either party; or (c) the death or permanent disability of either party; (d) material breach of any term or condition of this Agreement; or (e) revocation or nonrenewal of the MWA charter.

SECTION 9. INDEPENDENT CONTRACTOR STATUS. Independent Contractor is an independent contractor, not an employee of MWA. Independent Contractor's employees or subcontractors are not MWA's employees. Independent Contractor and MWA agree to the following rights consistent with an independent contractor relationship:

- (a) Independent Contractor has the right to perform services for others during the term of this Agreement.
- (b) Independent Contractor has the sole right to control and direct the means, manner and method by which the services required by this Agreement will be performed to the extent the provision of Independent Contractor's services are consistent with the responsibilities set forth herein at **Attachment A** as dictated by MWA.
- (c) Independent Contractor has the right to hire assistants as subcontractors, or to use employees to provide the services required by this Agreement.
- (d) Independent Contractor or Independent Contractor's employees or subcontractors shall perform the services required by this Agreement; MWA shall not hire, supervise or pay any assistants to help Independent Contractor.
- (e) Neither Independent Contractor nor Independent Contractor's employees or subcontractors shall receive any training from MWA in the skills necessary to perform the services required by this Agreement.
- (f) MWA shall not require Independent Contractor or Independent Contractor's employees or subcontractors to devote full time to performing the services required by this Agreement.
- (g) Neither Independent Contractor nor Independent Contractor's employees or subcontractors are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of MWA.

SECTION 10. WORKERS' COMPENSATION. MWA shall not obtain workers' compensation insurance on behalf of Independent Contractor or Independent Contractor's employees. If Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law. Prior to the commencement of services, Independent Contractor shall furnish the School with an executed Certificate Regarding Workers Compensation in substantially the form attached as **Attachment C** hereto.

SECTION 11. LOCAL, STATE AND FEDERAL TAXES. Independent Contractor shall pay all income taxes and FICA (Social Security and Medicare taxes) incurred while performing services under this Agreement. MWA will not:

- (a) Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf;
- (b) Make state or federal unemployment compensation contributions on Independent Contractor's behalf; or
- (c) Withhold state or federal income tax from Independent Contractor's payments.

If Independent Contractor is required to pay any federal, state or local sales, use, property, or value added taxes based on the services provided under this Agreement, the taxes shall be separately billed to MWA. Independent Contractor shall not pay any interest or penalties incurred due to late payment or nonpayment of any taxes by MWA.

SECTION 12. CONFIDENTIALITY. Independent Contractor acknowledges that during the engagement it will have access to and become acquainted with various trade secrets, inventions, innovations, processes, information, records and specifications owned or licensed by MWA and/or used by MWA in connection with the operation of its business including, without limitation, MWA's business and product processes, methods, pupil/personnel record information, accounts and procedures. All information regarding students and teachers of MWA will remain confidential to Independent Contractor unless a separate, specific, properly executed consent (including permission from MWA's student and his or her parent) for the release of information is obtained prior to such release. Any information regarding student(s) and teacher(s) received by MWA's personnel or Independent Contractor providing services pursuant to this Agreement shall remain confidential and shall not be communicated to any person or entity other than appropriate MWA personnel.

SECTION 13. EXCLUSIVE AGREEMENT. This is the entire Agreement between Independent Contractor and MWA. All previous agreements between the parties, if any, whether written or oral, are merged herein and superseded hereby.

SECTION 14. MODIFYING THE AGREEMENT. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both parties. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both parties.

SECTION 15. DISPUTE RESOLUTION. If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Contra Costa County. Any costs and fees other than attorneys' fees associated with the mediation shall be

shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to binding arbitration before a mutually agreed-upon arbitrator in Contra Costa County. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.

SECTION 16. LIMITED LIABILITY. This provision allocates the risks under this Agreement between Independent Contractor and MWA. Independent Contractor's pricing reflects the allocation of risk and limitation of liability specified below. However, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or Independent Contractor's employees or agents while on MWA's premises to the extent such actions or omissions were not caused by MWA. NEITHER PARTY TO THIS AGREEMENT SHALL BE LIABLE FOR THE OTHER'S LOST PROFITS, OR SPECIAL, INCIDENTAL OR CONSEQUENTIAL DAMAGES, WHETHER IN AN ACTION IN CONTRACT OR TORT, EVEN IF THE PARTY HAS BEEN ADVISED BY THE OTHER PARTY OF THE POSSIBILITY OF SUCH DAMAGES.

SECTION 17. LIABILITY AND INDEMNIFICATION. With regard to the services to be performed by the Independent Contractor pursuant to the terms of this Agreement, MWA shall not be liable to the Independent Contractor, or to anyone who may claim any right due to any relationship with the Independent Contractor, for any acts or omissions of MWA, except when said acts or omissions of MWA are due to willful misconduct or gross negligence. Independent Contractor shall hold MWA free and harmless from any obligations, costs, claims, judgments, attorneys' fees, and attachments arising from or growing out of the services rendered by Independent Contractor pursuant to the terms of this agreement or in any way connected with the rendering of services, except when the same shall arise due to the willful misconduct or gross negligence of MWA and MWA is adjudged to be guilty of willful misconduct or gross negligence by a court of competent jurisdiction.

SECTION 18. NOTICES. All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:

- (a) When delivered personally to the recipient's address as stated on this Agreement;
- (b) Three days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement, or
- (c) When sent by fax to the last fax number of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

If to Independent Contractor:
Jeannette Reiber

██████████
████████████████████
██████████

If to MWA:
Attn: Fe Campbell
4123 Lakeside Dr.,
Richmond, CA 94806
fcampbell@mwacademy.org
510-426-1765

SECTION 19. NO PARTNERSHIP. This Agreement does not create a partnership relationship. Neither party has authority to enter into contracts on the other's behalf.

SECTION 20. INTERPRETATION AND OPPORTUNITY FOR COUNSEL. In the event of a controversy or dispute between the parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.

SECTION 21. APPLICABLE LAW. This Agreement will be governed by the laws of the State of California.

SIGNATURES:

ON BEHALF OF MWA:

INDEPENDENT CONTRACTOR:

[Alton B. Nelson Jr.]

[Jeannette Reiber]

Title: Chief Executive Officer

[California Teacher Credential Services]

Date: _____

Taxpayer ID Number: _____

Date: _____

Attachment A

Scope of Services

Deliverables

Support Making Waves Academy Human Resources with teacher credential compliance including:

- Complete a teacher credential audit to determine appropriate steps and solutions needed to ensure compliance.
- Gather required documentation for teachers to complete and return for submission to the California Commission on Teacher Credentialing.
- Develop a comprehensive credential tracking sheet for the Human Resources Department to manage.
- Create credential agreement schedules for use and record-keeping.
- Create communication templates and checklists for credentialing process as needed.
- Partner with the MWA HR for alignment on communication and action items for employees.
- Respond and make updates related to reporting requirements (i.e. CALSAAS).
- Additional duties as needed.

Accountabilities

For a successful partnership:

Making Waves Academy

- Makes decisions on time sensitive issues in a time efficient manner
- Provides access to senior management as needed
- Provides information as needed
- Works collaboratively as needed for project completion

Jeannette Reiber

- Is available for consultation beginning December 7th, 2020 until March 1, 2021, as needed. Contract may be subject to extension.
- Is available for consultation and responds in a timely manner during the following hours:
 - Monday through Friday, 9:00am – 5:00pm as needed

Attachment B

Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

This form is to be completed with respect to the Agreement between Making Waves Academy (“MWA”) and [Jeannette Reiber] (“Independent Contractor”).

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:

- A. The Independent Contractor hereby certifies to MWA that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with MWA students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.

- B. The Independent Contractor hereby certifies to MWA that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.

- C. The Independent Contractor hereby certifies to MWA that it has required and verified that all of the Independent Contractor’s employees whose assignment at MWA requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(l).

List below, or attach, the name and other information for each vendor employee for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)

WAIVER JUSTIFICATION:

D. The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s):

The Independent Contractor and its employees will have **NO CONTACT** with pupils. (No school-site Services will be provided.)

The Independent Contractor and its employees will have **LIMITED CONTACT** with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor’s employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.)

The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods:

Check all methods to be used:

1) Installation of a physical barrier at the worksite to limit contact with students.

2) Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ.

3) Surveillance of employees of the **VENDOR** by school personnel

The Services provided by the Independent Contractor are for an “**EMERGENCY OR EXCEPTIONAL SITUATION**” ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor’s sole responsibility to maintain, update, and provide MWA with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature

Printed Name

Title

Date

Attachment C

CERTIFICATE REGARDING WORKERS' COMPENSATION

Labor Code Section 3700

"Every employer except the state shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, either as an individual employer, or as one employer in a group of employers, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his or her employees."

I am aware of the provisions of Section 3700 of the Labor Code which require every employee to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of the code, and I will comply with such provisions before commencing the performance of the work of this contract.

Contractor: _____

Signature: _____

Date: _____