



Making Waves Academy

October Board Meeting

Date and Time

Thursday October 14, 2021 at 4:00 PM PDT

Location

<https://mwacademy.zoom.us/j/82629096452?pwd=VEdmR1lmRi9waWtSa1BSWFpDaUlyUT09>

Passcode: 174427

Or One tap mobile:

US: +16699006833,,82629096452#,,,,*174427# or +12532158782,,82629096452#,,,,*174427#

Or Telephone:

US: +1 669 900 6833

Webinar ID: 826 2909 6452

Passcode: 174427

COMING SOON (by Wednesday, 10/13)

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

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

[CLICK HERE to access the school board report in Spanish](#)

[HAGA CLIC AQUÍ para acceder el reporte escolar](#)

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 AB 361 in the State of California, we will be hosting this board meeting via teleconference due to the following circumstances:

- The MWA Board of Directors is holding a meeting during a proclaimed state of emergency by the State of California due to the COVID-19 pandemic.

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 may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
 - **If you would like to send your request to speak prior to the meeting, please email your request 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.

De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*

- **Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
 - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a emartinez@mwacademy.org en inglés o español.**
 - **En su solicitud:**
 - **Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.**
 - **indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).**
 - **Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.**
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

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.

Please note that all agenda times are estimates.

Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

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

B. Record Attendance

Roll call and verification of quorum.

C. Board Findings Pursuant to Government Code Section 54953(e)

The MWA Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.

D. Closed Session

- Conference with Legal Counsel – Anticipated Litigation 54956.9(b): (2 cases)

E. Compliance to Excellence: Remarks by Board President

Topics to be Covered:

- Parent Townhall
- Culture and Climate Listening Campaign for MWA Staff
- Board Meetings (now-December)
 - Virtual Meetings
 - Public Comment Expansion

F. 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 may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
 - **If you would like to send your request to speak prior to the meeting, please email your request 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.
- De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:
- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*
 - **Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
 - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a emartinez@mwacademy.org en inglés o español.**
 - *En su solicitud:*

- *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
- *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
- *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

II. Standing Reports

A. Mission Connection: Student Video Reflection, Experience on Campus

Video of students reflecting on their experience being back on campus this fall.

B. ASB Update

C. Deep Dive: 2020-2021 SBAC Results

Overview and discussion about MWA's performance on the 2020-2021 SBAC.

- Micah Stilwell, Senior Director of Academic Instruction
- Molly Moloney, Compliance and Assessment Administrator

D. Senior School Director Written Report

Board members will have the opportunity to discuss the Senior School Director's report on the return to in-person learning and goals for the year. The report will also feature overviews of:

- Learning loss analysis through diagnostic testing and mitigation strategies (Aurelio Garcia, Director of Academic Support Services)
- Newly implemented math diagnostic, MAP (Radhika Kolachina, Director of Academic Instructions for Math & Science)

E. CEO Report

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

F. Q&A on Written Chief Operating Officer Report (COO)

Topics to be Covered:

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

Board members will have an opportunity to ask questions about the contents of the written report.

H. School Site Council (SSC) Update

Update from SSC President, Latiphony Wells.

III. Non-Action Items

A. Public Comment - Section 3, Non-Action Items

B. Committee and Advisory Committee Updates

Board President will provide a refresher on the role of board committees. Committees and Advisory Committees will provide a summary of work-to-date and next steps for the committee.

- Committees:
 - Curriculum Review
- Advisory Committees
 - Finance
 - Diversity, Equity and Inclusion/Audit
 - Culture and Climate
 - WASC

C. MWA COVID-19 Prevention Program Plan

Opportunity for public comment on MWA's COVID-19 Prevention Program Plan.

D. Student Vaccination Policy

Initial discussion about student vaccination policy at MWA.

IV. Action Items

A. Final Public Comment - Sections 4-8

B. Appointment of Anabel Barron as MWA Board Secretary

C. Board Minutes: September 09, 2021 Board Meeting

D. Accept Finance Advisory Committee Minutes

Approve minutes for Special Finance Advisory Committee Meeting on September 2, 2021

E. COVID Bonuses for MWA Employees

Review of the proposed COVID Bonus structure for MWA Employees.

Fiscal Impact: \$418,475

F. ESSER III Expenditure Plan

Review of the ESSER III Expenditure Plan which summarizes how MWA will utilize funds received to:

- support the safe return to in-person instruction
- holistic needs of students, and
- to address the opportunity gap exacerbated by the COVID-19 pandemic.

Fiscal Impact: \$ 2,295,235

G. Independent Study Policy

Review of Independent Study Policy.

No fiscal impact.

H. Master Calendar Update

Review of amended Master Calendar for 2021-2022.

I. Vendor Invoices

Review and approval of vendor invoices for the months of August to September 2021.

J. IT Infrastructure Equipment for Upper School Gym

V. Consent Action Items

Combined Fiscal Impact: \$

A. CircleUp Education Agreement Renewal

Contract renewal for consultant who supports MWA with Diversity, Equity and Inclusion initiatives.

Fiscal Impact: \$48,519.93

VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)

A. Full Slide Deck

B. Documentos traducidos al español/Documents translated to Spanish

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los artículos incluidos en la agenda, así como el informe escolar que será escrito por la directora principal de la escuela y sus líderes escolares.

This year, we will continue to translate the board agenda to Spanish. Additionally, this year we will be translating the coversheets which provide a brief explanation of the items on the agenda as well as the school report which is written by the Senior School Director and her school leaders.

VII. 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.

VIII. Closing Items

A. Adjourn Meeting

B. Schedule of Remaining Board of Directors Meetings 2021-2022

- December 9th, 2020, 10:30am-2:00pm
- January 27th, 2022, 10:30am-2:00pm
- March 10th, 2022, 10:30am-2:00pm
- May 5th, 2022, 4:00pm-7:30pm
- June 16th, 2022, 10:30am-2:00pm

Coversheet

ASB Update

Section: II. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by: Tela Caul
Related Material: ASB Board Report - October 2021.pdf

BACKGROUND:

2-3 current ASB officers to present and discuss



ASB Board Report - October 2021

ASB Members

October 14th, 2021



Learn. Graduate. Give Back.

Table of Contents

- **Successes**
- **Challenges**
- **Priorities**
- **Questions & Conversation**

Successes

Successes

- **Access to the College and Career Counseling Team**
 - CCC team has time back & are able to support students more

- **Student clubs are up and running**
 - Meetings are happening at a regular cadence

- **COVID testing weekly rather than biweekly**

Challenges

Challenges

- **No announcements / daily bulletin**
 - Hard to stay in the loop with student activities (clubs, sports, etc.) and general school announcements
- **Underclassmen involvement in clubs**
 - 9th and 10th grade students may not be aware of when clubs meet / how to join
- **Communication**
 - Specifically school leaders to student community
 - *Example:* School closure information went to families but not to students

Priorities

Priorities

- **Fall Spirit Week & Community Building Activities**
 - Fall event for student community building
 - Prioritizing COVID safety

- **Advisory / Wave Community Building**
 - Getting creative around how to build community within and between waves

Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Deep Dive: 2020-2021 SBAC Results

Section: II. Standing Reports
Item: C. Deep Dive: 2020-2021 SBAC Results
Purpose: Discuss
Submitted by: Molly Moloney and Micah Stilwell
Related Material: Deep Dive SBAC Data Board Report pre-read.pdf

BACKGROUND:

Report covering results data for the Spring 2021 CAASPP (SBAC and CAST) assessments, which were administered virtually. The pre-read report contains many charts and views on this data, and we will focus on a few of these charts in more depth and pose questions for discussion during the Deep Dive presentation.



2020-2021 CAASPP (SBAC) Data for Board Deep Dive

Molly Moloney and Micah Stilwell

October 6, 2021

Special Considerations:

Comparisons to previous years' results should be approached with caution, as there were some important differences in the test and testing conditions.

- This 2021 SBAC used an “**adjusted**” [shorter] **blueprint**, in which the CAT (multiple choice) portion of the test was shortened to about half as long as in previous years. This was done to make it easier to administer virtually. The test covered the same content, but with fewer items. (The Performance Task was still full-length). Students' scores are translated onto the same scale, but we will not receive individual-student claims data (e.g., writing vs. reading vs. listening), and aggregate claims data is not yet released.
- We **administered the 2021 SBAC virtually**, as students were still in distance learning last spring. Students thus experienced varying testing conditions, depending on the resources and atmosphere at their homes.

No comparative data is available yet, and we will remain very limited in the comparative data we will be able to access.

- The SBAC was made optional for districts that deemed it “not viable” to administer in 2021. Making Waves Academy administered the SBAC last spring because we were facing charter renewal this fall (this was before the 2-year charter extension was announced). Schools that opted out of the SBAC administered “locally determined” assessments instead. **Most districts and charters in our local area did NOT take the SBAC last year, so we will not be able to compare our 2021 results to theirs.** The state has not yet released statewide results, and when they do it will be a very different sample than in a previous year (as it will include only those schools that opted in).

This data represents a launchpad for future growth.

- It gives us insights into students' academic levels and unfinished learning after over a year of a pandemic and distance learning. *The data will allow us to explore opportunities for growth moving forward.*
- The data reiterated the importance of the programing prioritized and expanded through the ELO grant and ESSER III grant.

Headlines:

- Mirroring trends in previous years, ***MWA students scored higher in ELA compared to math***. Overall, 38% of students were in the proficient range for ELA and 16% in math.
- **In ELA**, students' scores were highest in higher grade levels (58% proficient in 11th grade) and lowest in lower grade levels (26% proficient in 5th grade)
- **In Math**, 8th grade (wave 22) was the highest performing grade level (25% proficient).
- **In Science**, scores were very comparable to the previous CAST in 2019 (22% proficient in 2019 vs. 20% in 2020, with 8th grade increasing their scores from 2019).
- Looking at **Subgroups**, we see small differences when disaggregated by race/ethnicity, with narrower distance between scores for African American students and Latinx or overall scores than in previous years. In fact, **a greater percentage of African American students were proficient in math 2021 than in prior years** and African American students slightly outscored the overall math proficiency level for the school (17% vs. 16%). However, we see **some significant opportunities for growth/disparities when looking at data for English Learners and for Students with Disabilities/IEPs**, in comparison to overall scores. Very few students in these groups scored in the proficient range, a trend that is not new to this year.
- Overall, this data affirms **the impacts of the pandemic, remote learning, and unfinished learning on student achievement**. As such, we see a noticeable decrease in both math and ELA compared to the last administration of SBAC in 2018-2019, across all grades.

Discussion Questions:

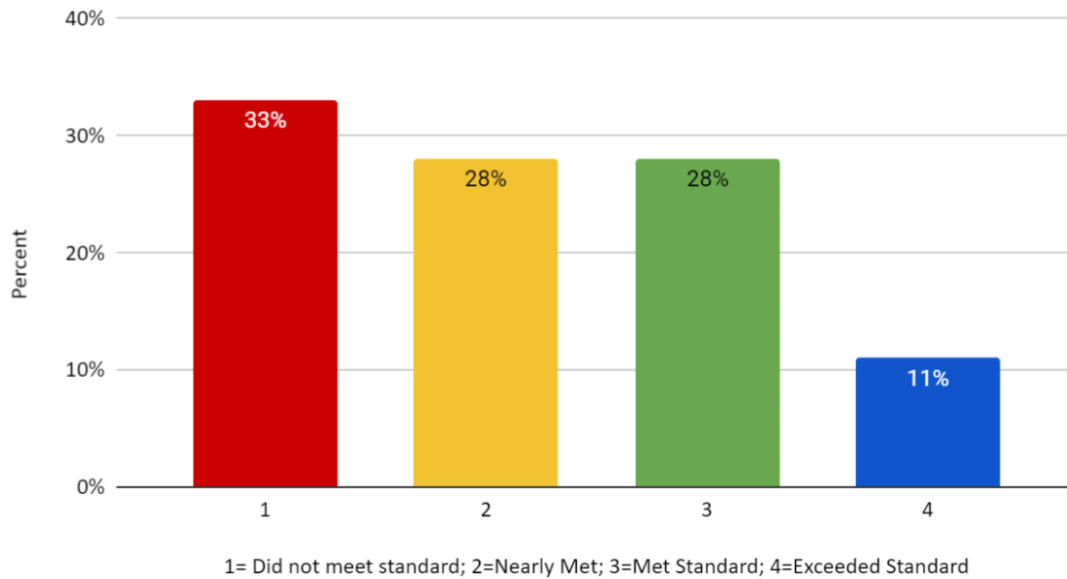
- How do the trends identified in our SBAC data *support or challenge* our approach to addressing the unfinished learning exacerbated by the COVID-19 pandemic?
- How can this data serve as a launch pad for our students' continued and future growth?

ELA SBAC Data (2020-21)

39%

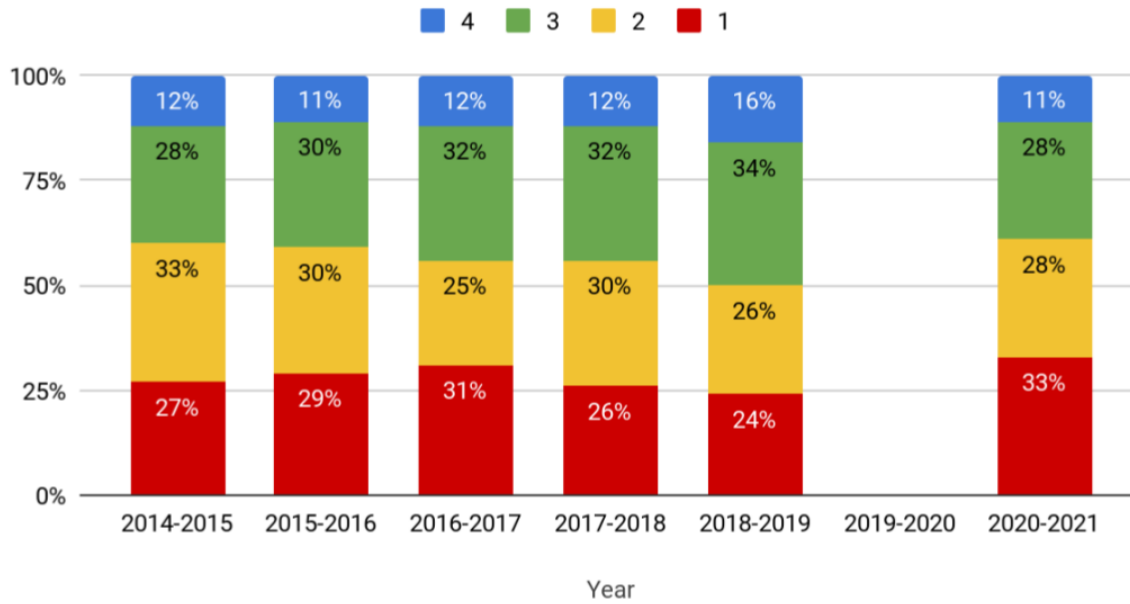
Proficient (level 3 or 4) on ELA SBAC 20-21 (all grades)

ELA SBAC Achievement Levels (all tested grades, MWA 2021)

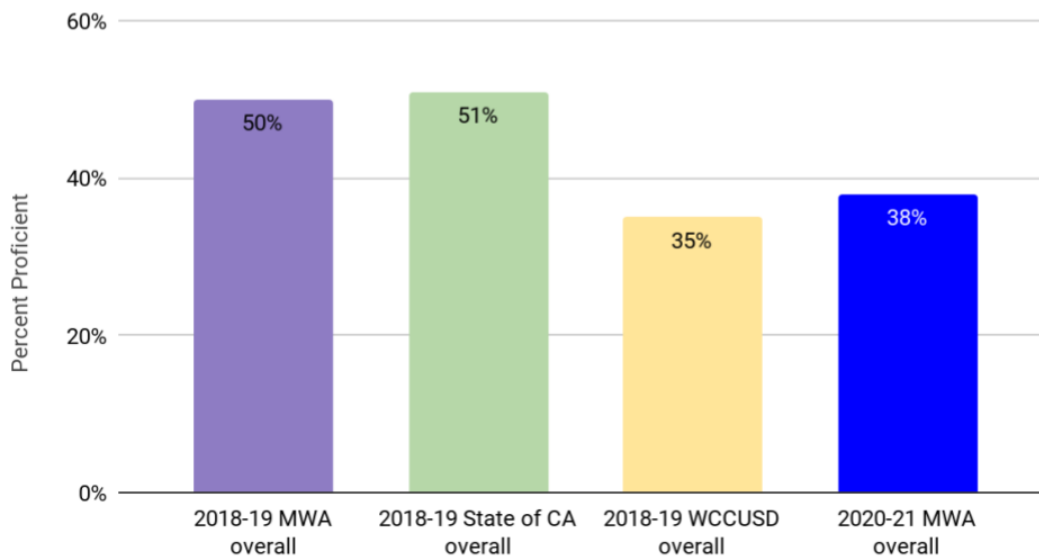


Comparisons to Previous Years (ELA)

ELA SBAC Levels (all tested grades) over time

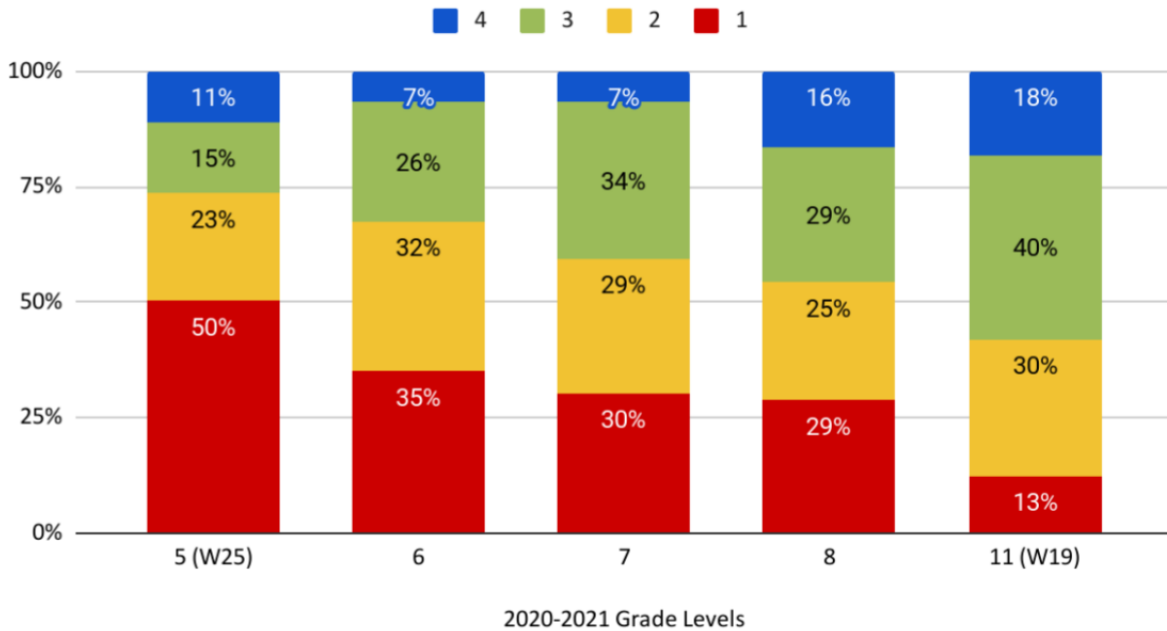


ELA Percent Proficient (Level 3 or 4), compared to 2018-2019

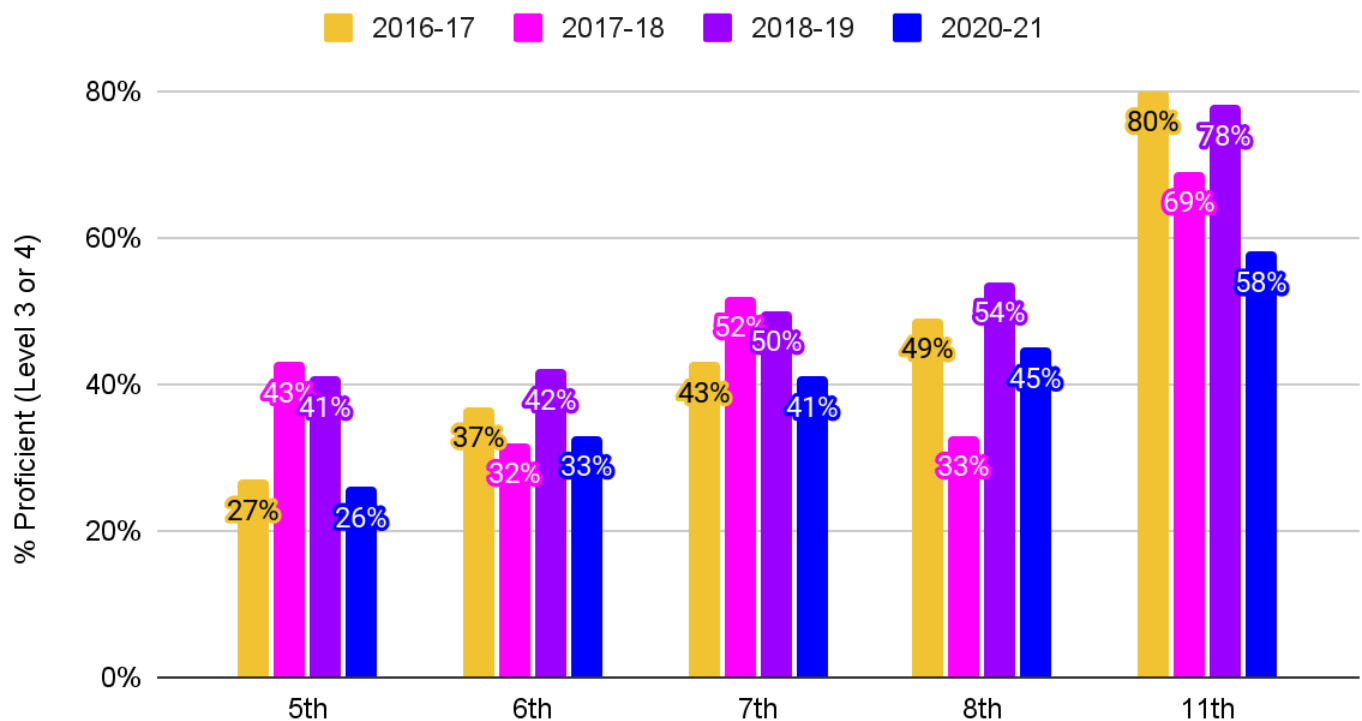


Comparisons by Grade Level (ELA)

ELA SBAC Levels by Grade



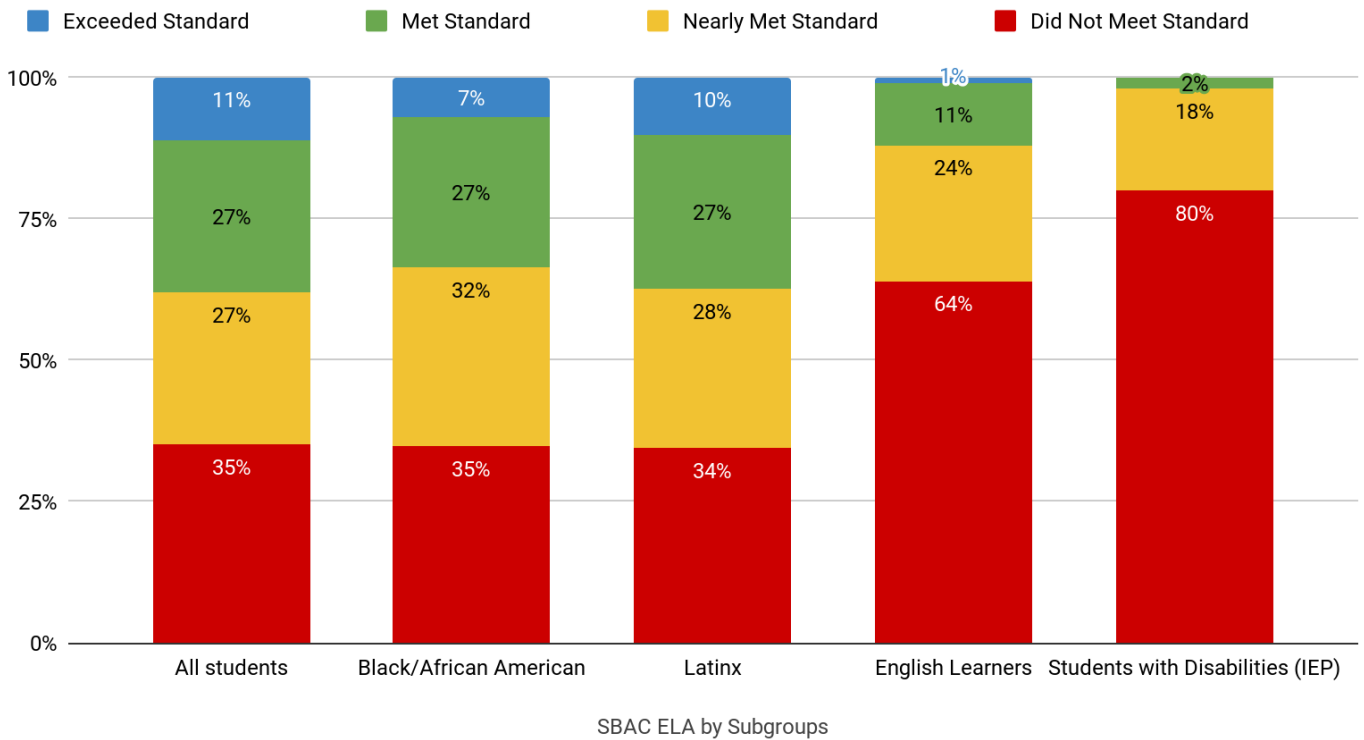
ELA Percent Proficient, by grade level, over time



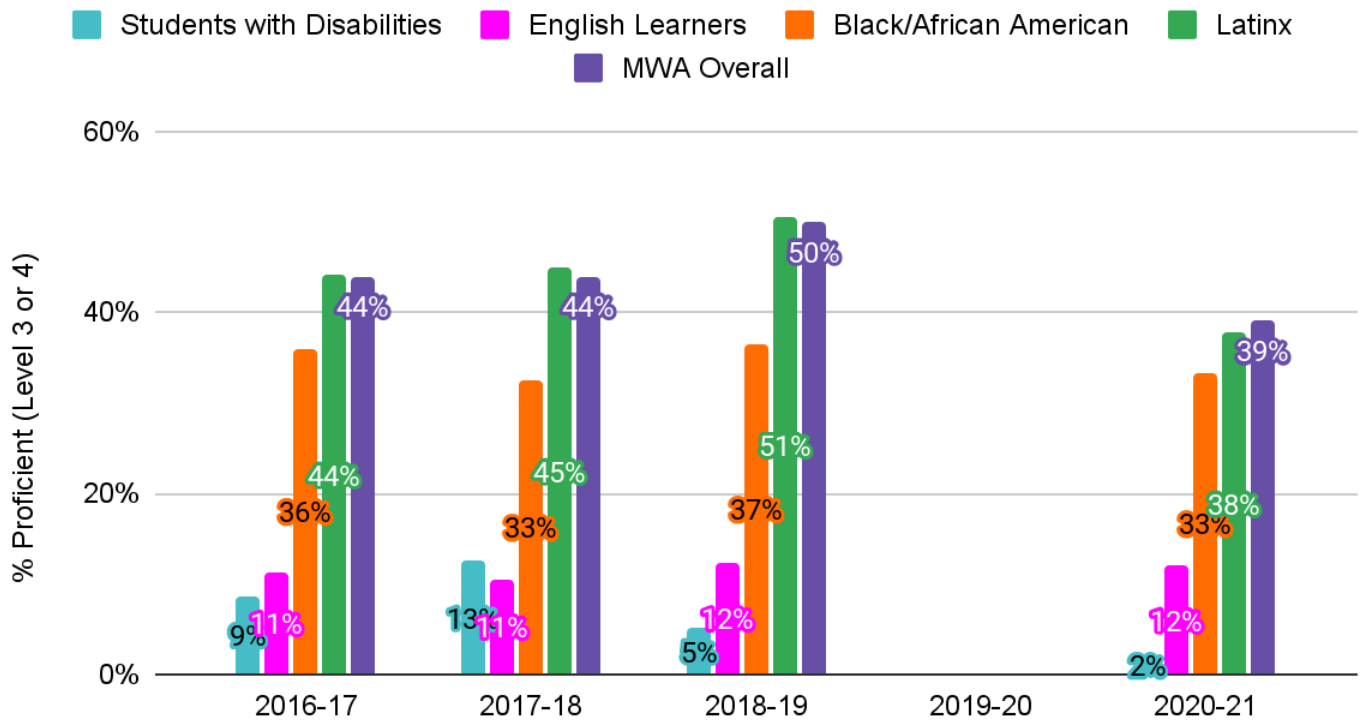
Subgroup Comparisons (ELA)

SBAC ELA by Subgroups	Did Not Meet Standard (Level 1)	Nearly Met Standard (Level 2)	Met Standard (Level 3)	Exceeded Standard (Level 4)
All students	35%	27%	27%	11%
Black/African American	35%	32%	27%	7%
Latinx	34%	28%	27%	10%
English Learners	64%	24%	11%	1%
Students with Disabilities (IEP)	80%	18%	2%	0%

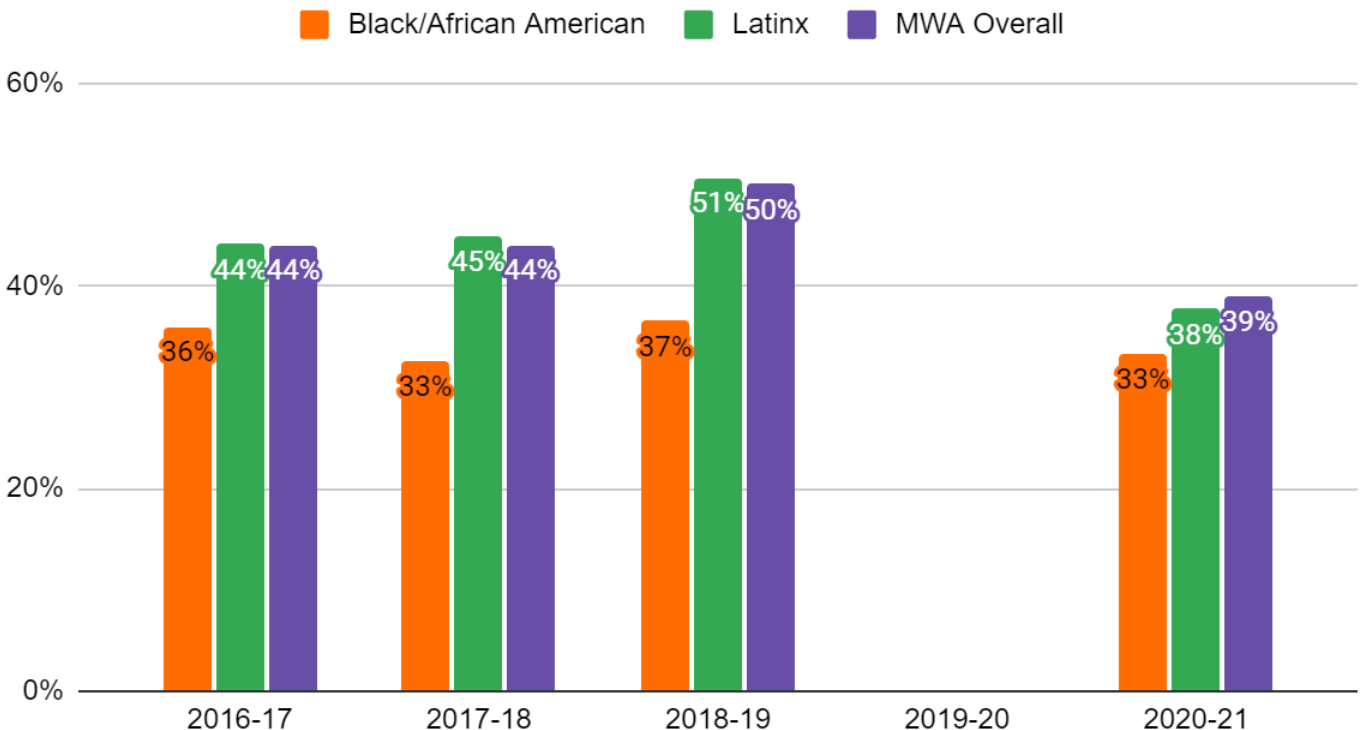
ELA SBAC Levels by Subgroup (All tested grades, MWA 20-21)



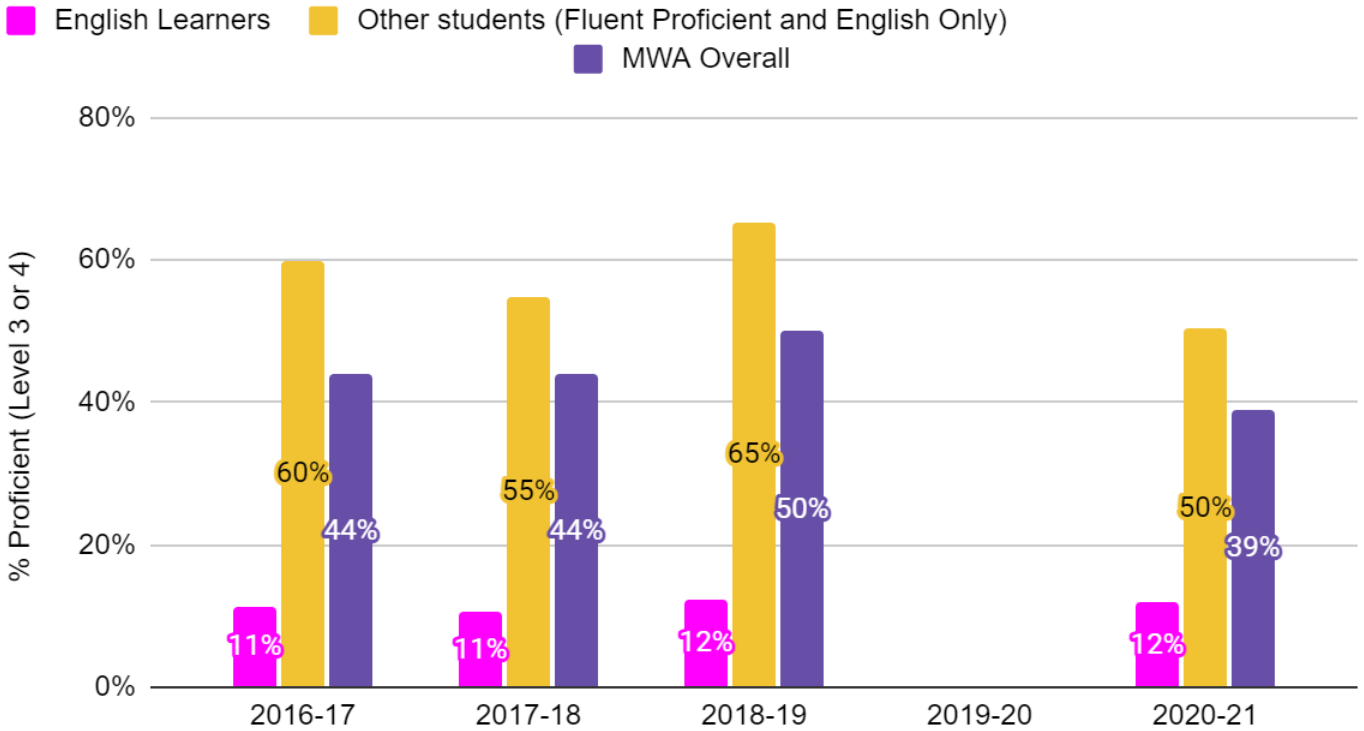
ELA SBAC, % Proficient by subgroups, over time



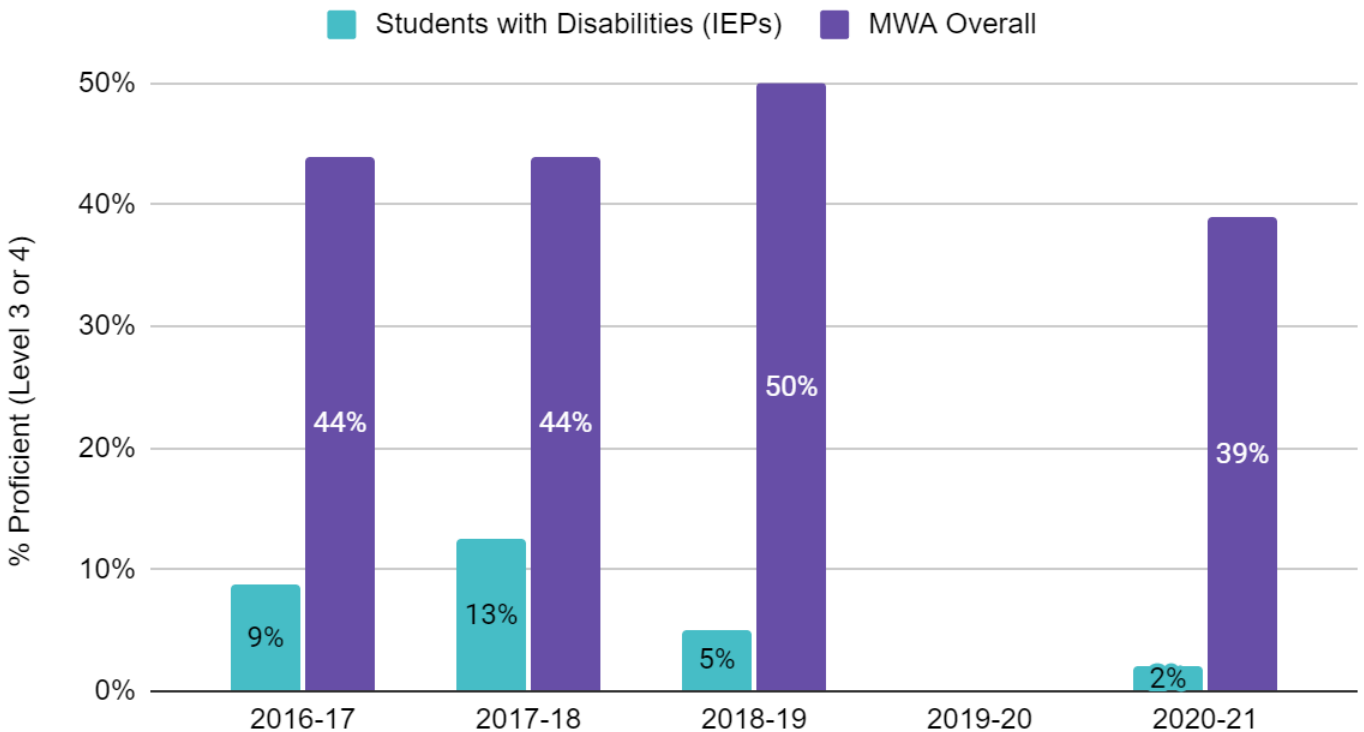
SBAC ELA Proficiency by Ethnicity (2 largest groups) over time



ELA SBAC, % Proficient by language status, over time

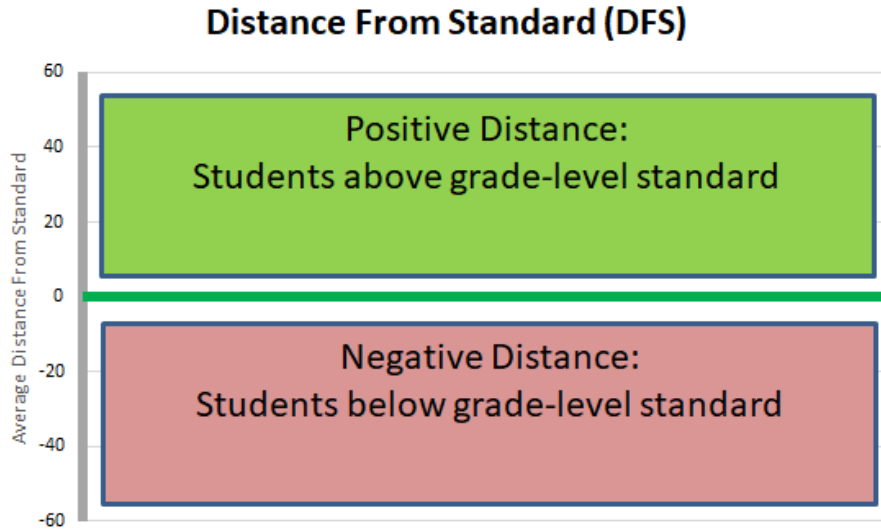


ELA SBAC, % Proficient by disability status, over time

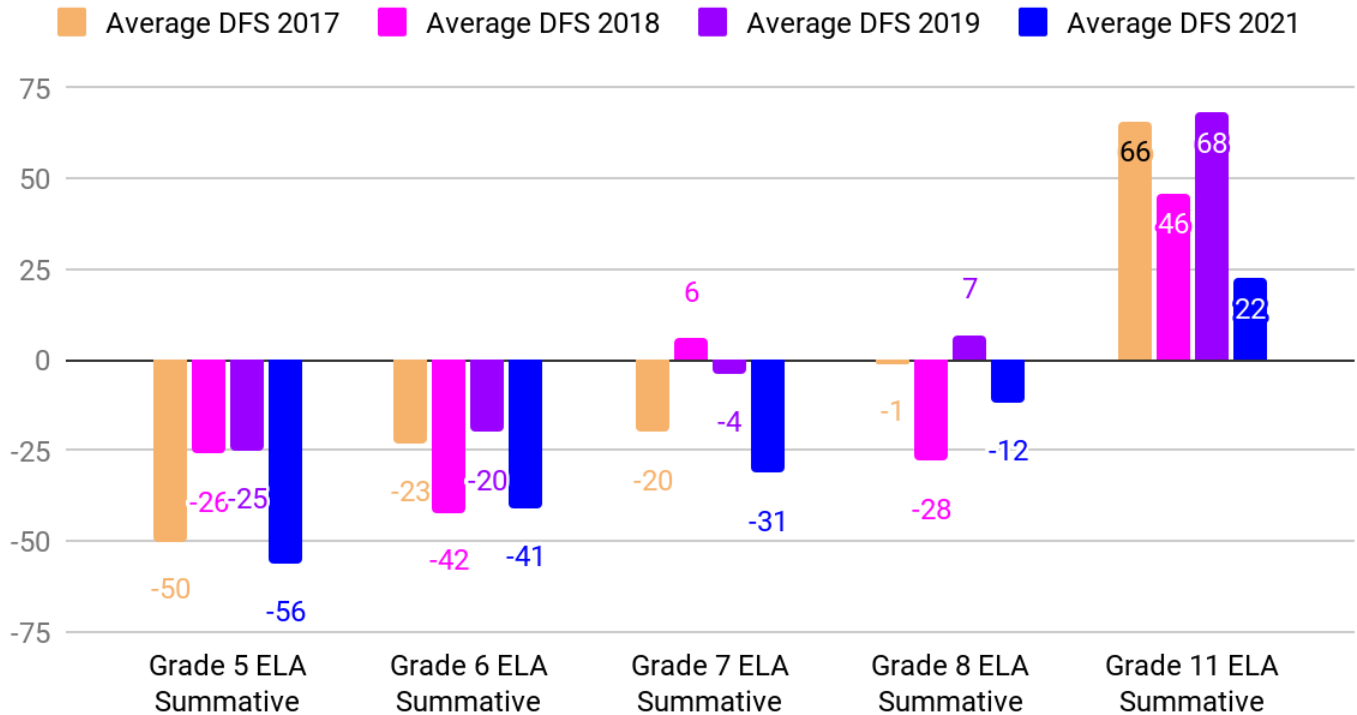


Distance from Standard (ELA)

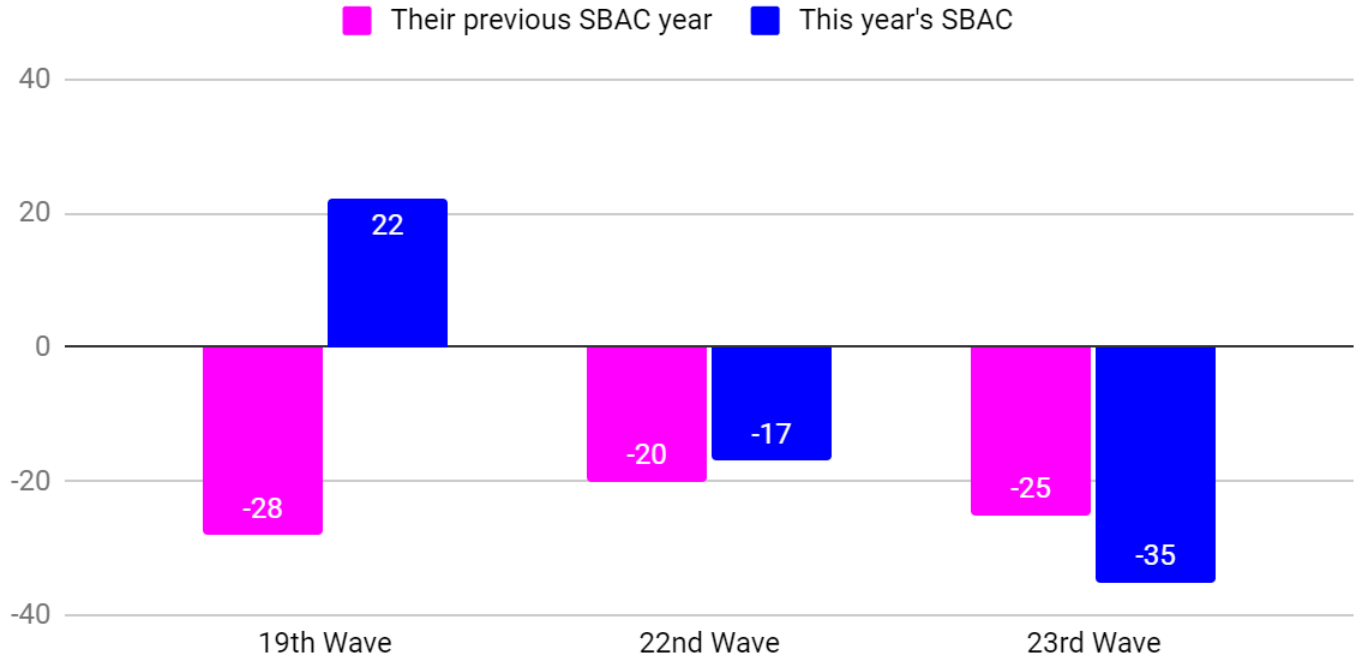
(positive numbers represent average score above the threshold for grade-level standard (level 3), negative numbers represent average score below the threshold for grade-level standard).



ELA SBAC Average Distance from Standard (DFS) by Grade



ELA DFS by Wave (cohort)



ELA DFS by Wave

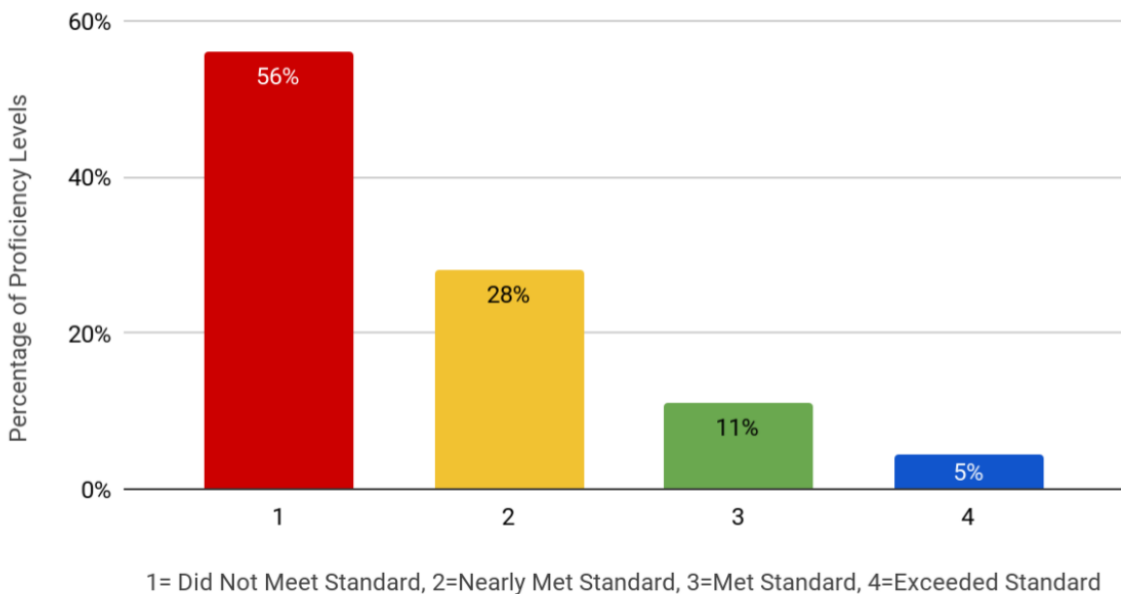
(For Wave 19, the previous SBAC year was in 2018, when they were in 8th grade. For Waves 22 and 23, the previous SBAC year was in 2019, when they were in 8th or 7th grade respectively).

Math SBAC Data (2020-21)

16%

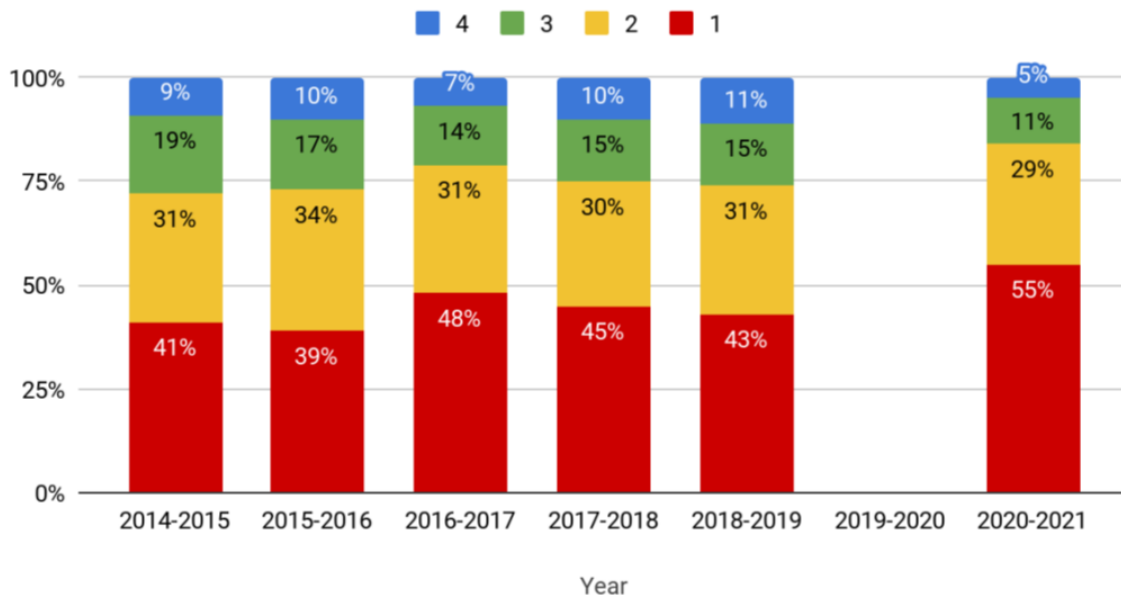
Proficient (level 3 or 4) on Math SBAC 20-21 (all grades)

Math SBAC Proficiency Levels (all tested grades, MWA 2021)

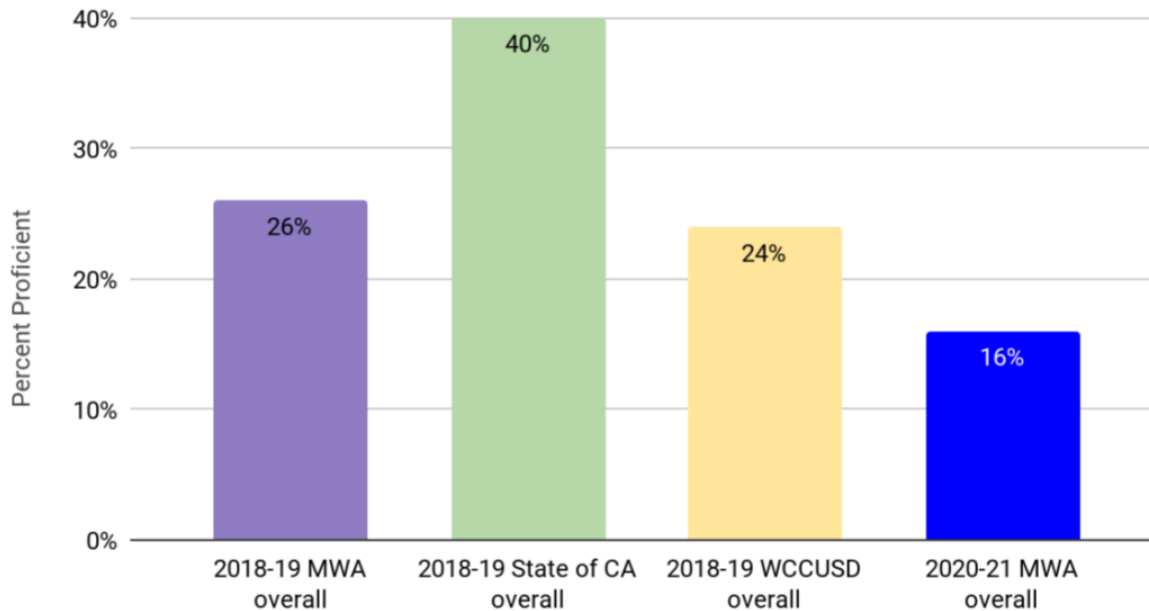


Comparisons to Previous Years (Math)

Math SBAC Levels (all tested grades) over time

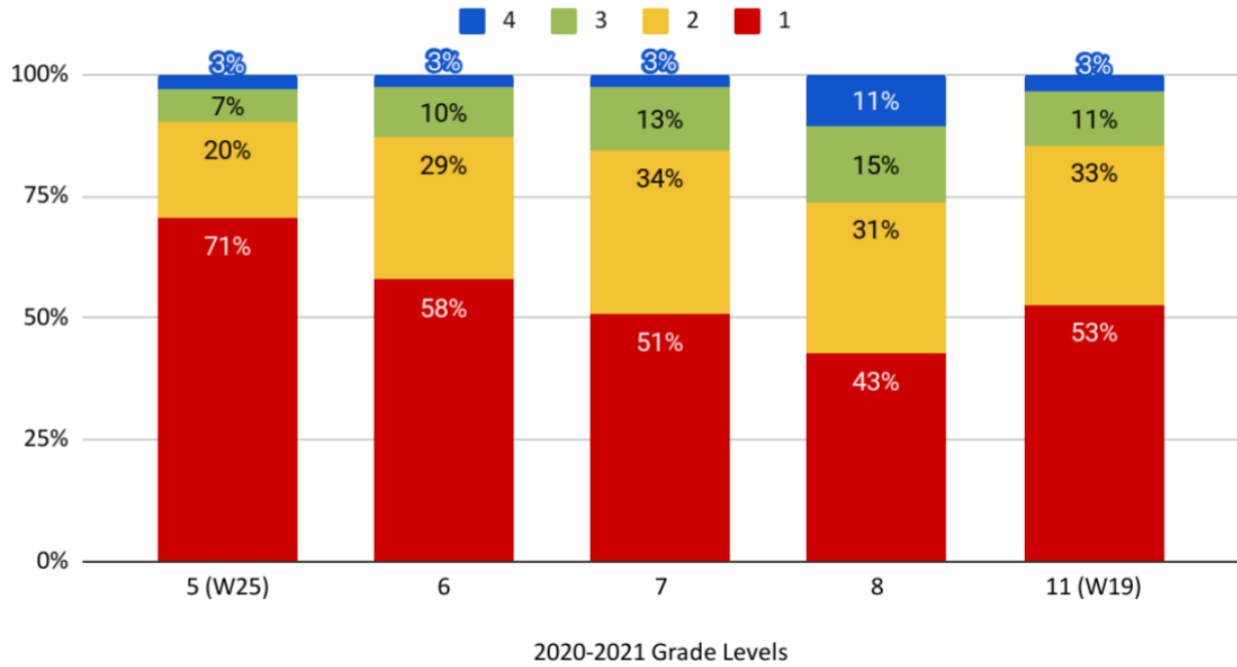


Math Percent Proficient (Level 3 or 4), compared to 2018-2019

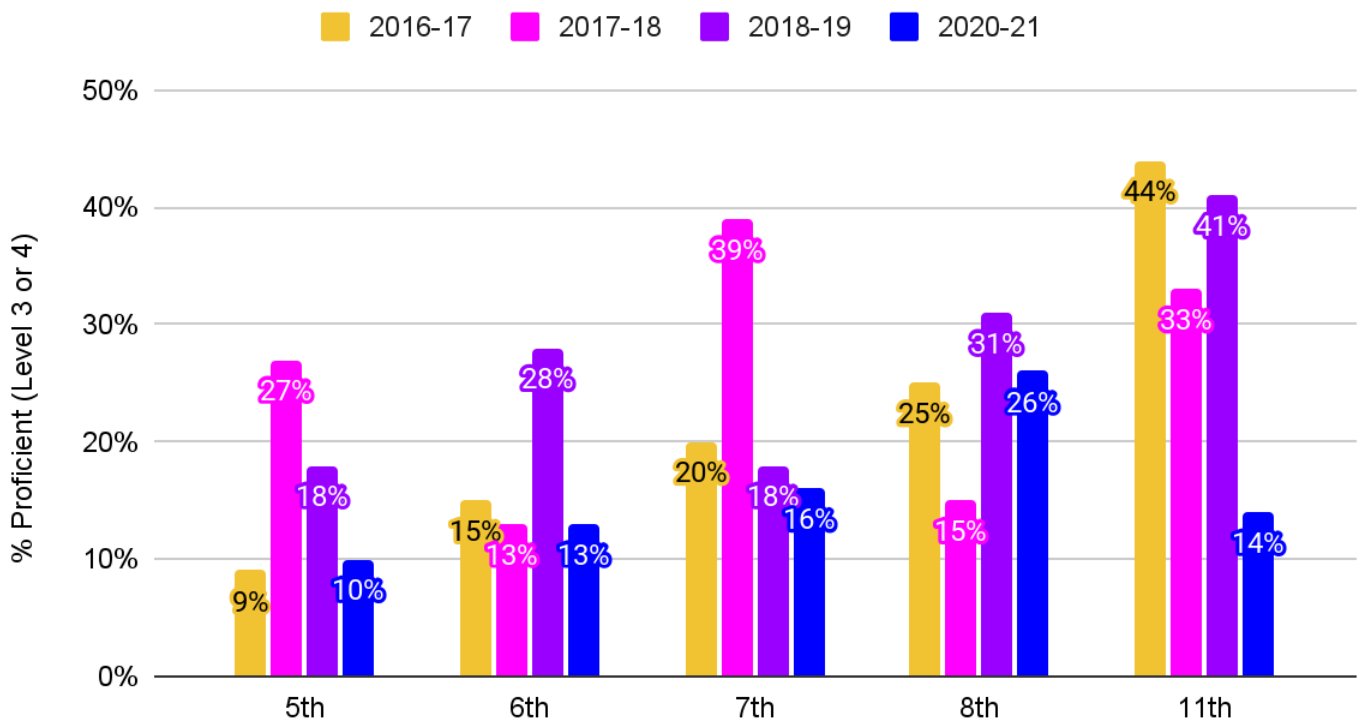


Comparisons by Grade Level (Math)

Math SBAC Levels by Grade



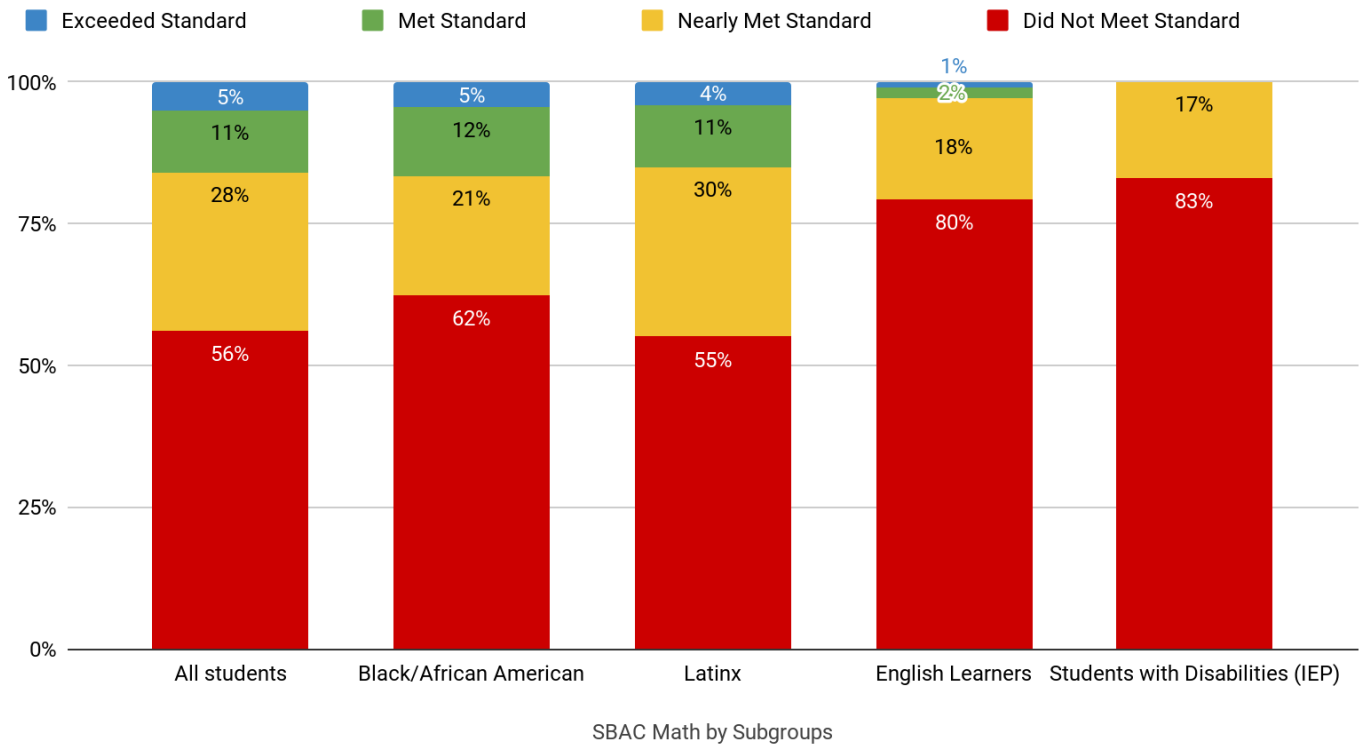
Math Percent Proficient, by grade level, over time



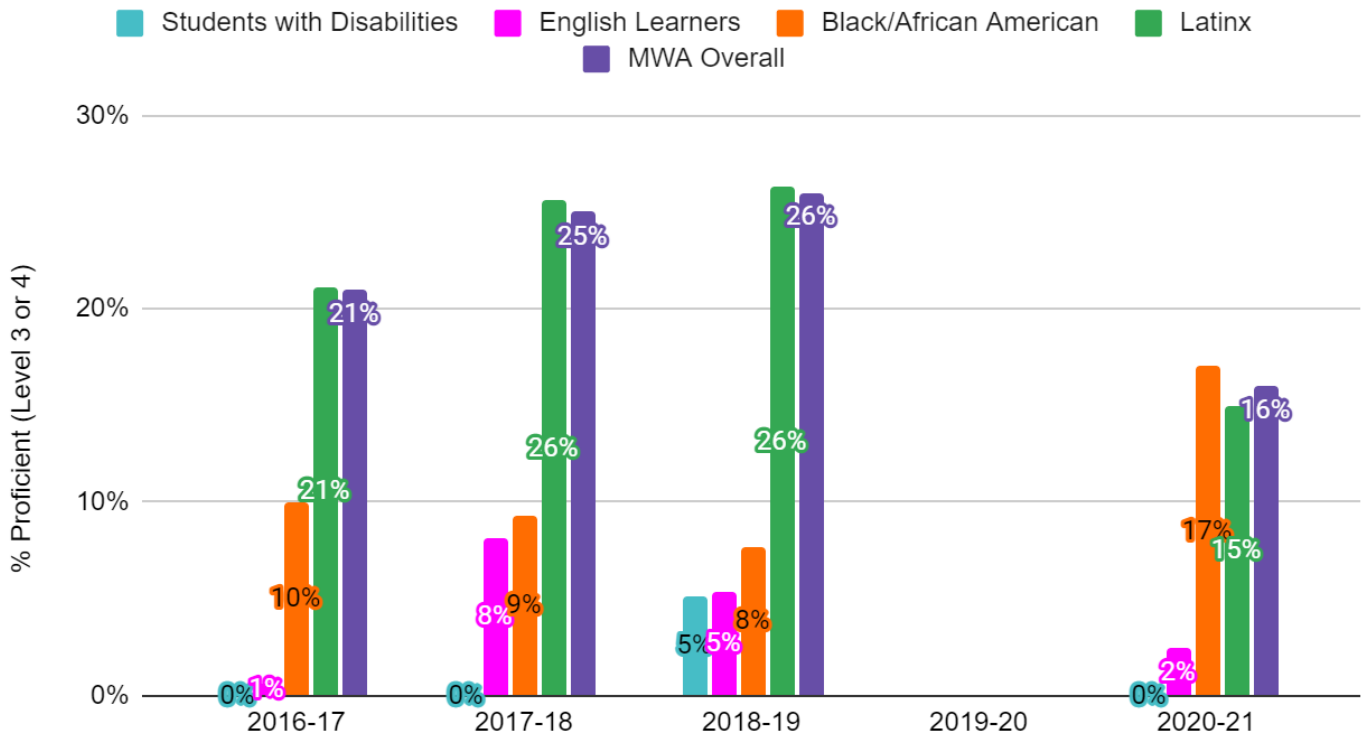
Subgroup Comparisons (Math)

SBAC Math by Subgroups	Did Not Meet Standard (Level 1)	Nearly Met Standard (Level 2)	Met Standard (Level 3)	Exceeded Standard (Level 4)
All students	56%	28%	11%	5%
Black/African American	62%	21%	12%	5%
Latinx	55%	30%	11%	4%
English Learners	80%	18%	2%	1%
Students with Disabilities (IEP)	83%	17%	0%	0%

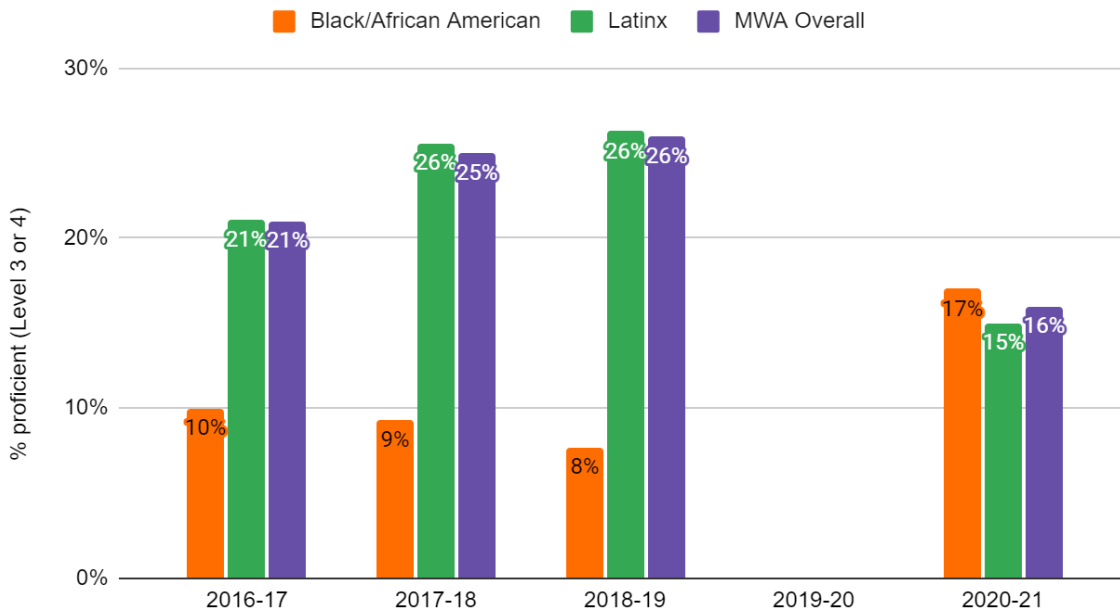
Math SBAC Levels by Subgroup (All tested grades, MWA 20-21)



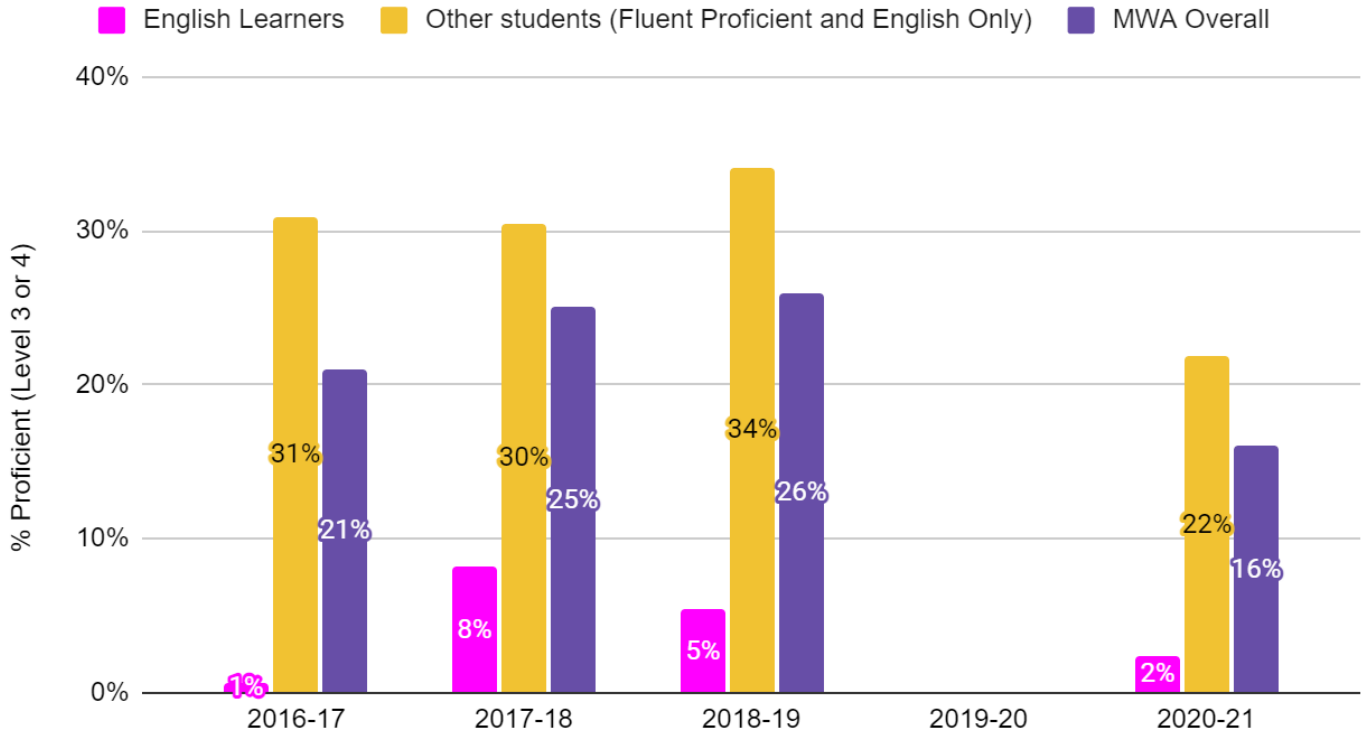
Math SBAC, % Proficient by subgroups, over time



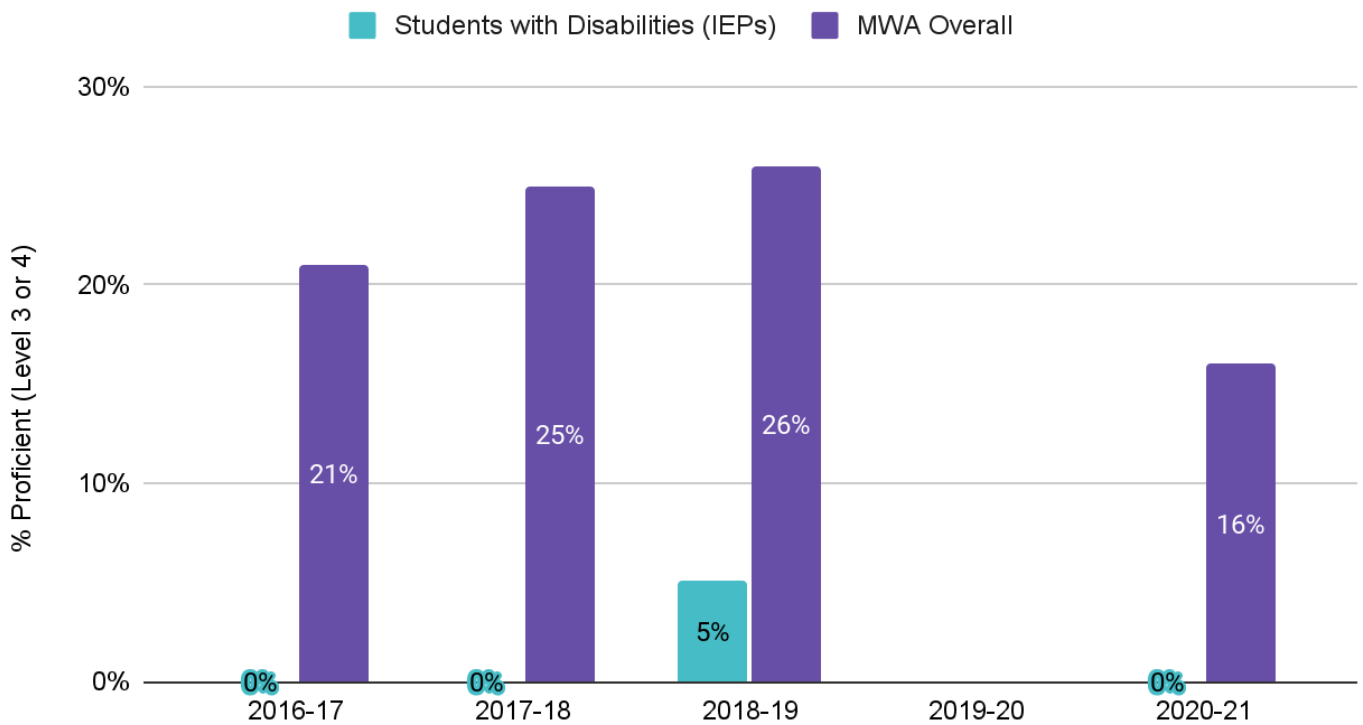
SBAC Math Proficiency by Ethnicity (2 largest groups) over time



Math SBAC, % Proficient by subgroups, over time



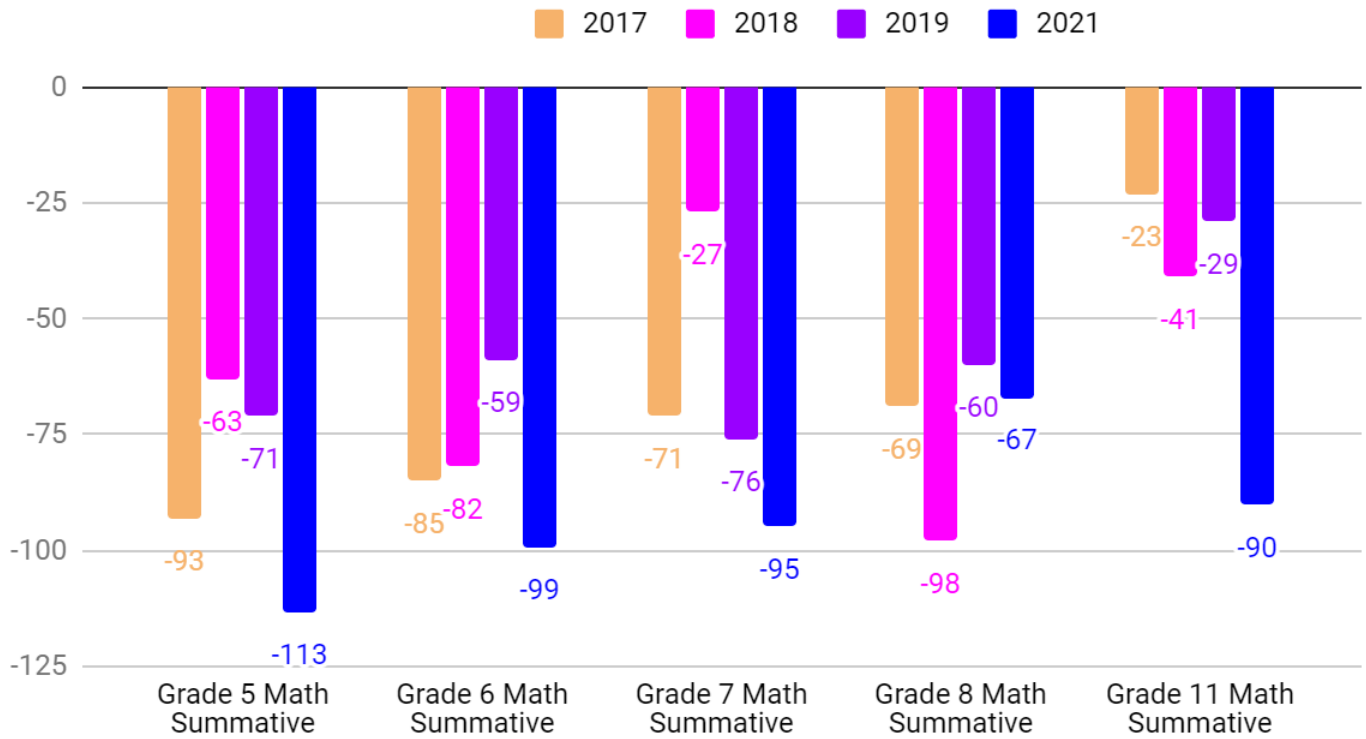
Math SBAC, % Proficient by disability status, over time



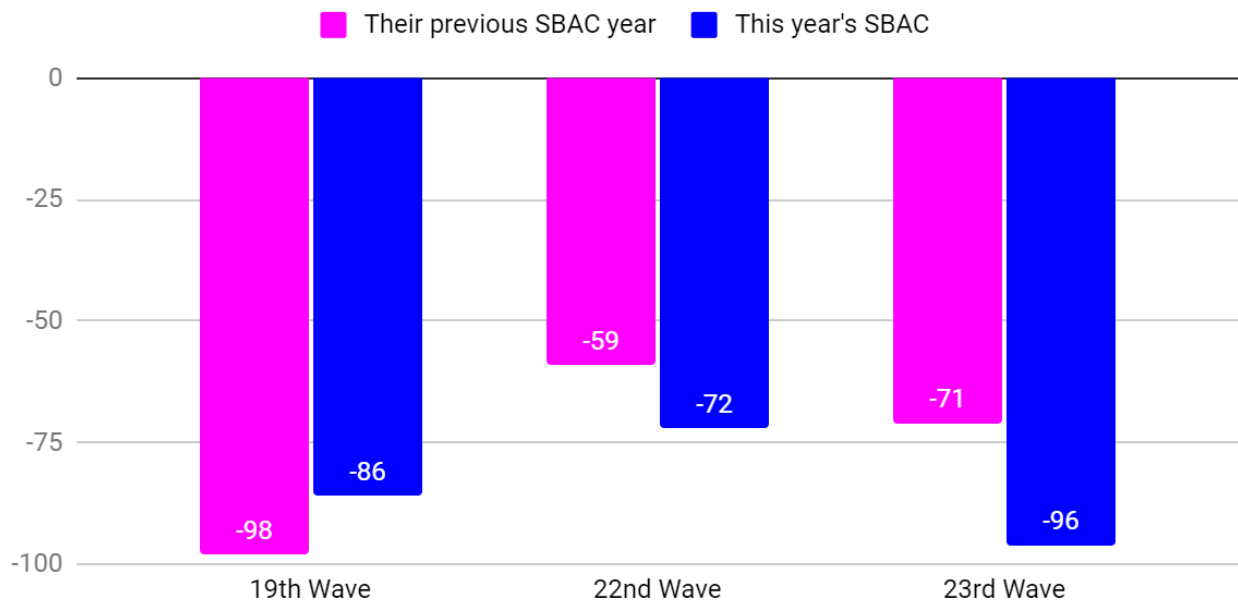
Distance from Standard (Math)

(positive numbers represent average score above the threshold for grade-level standard (level 3), negative numbers represent average score below the threshold for grade-level standard).

Math SBAC Average Distance from Standard (DFS) by Grade



Math DFS by Wave (cohort)



Math DFS by Wave

Science CAST Data (2020-21)

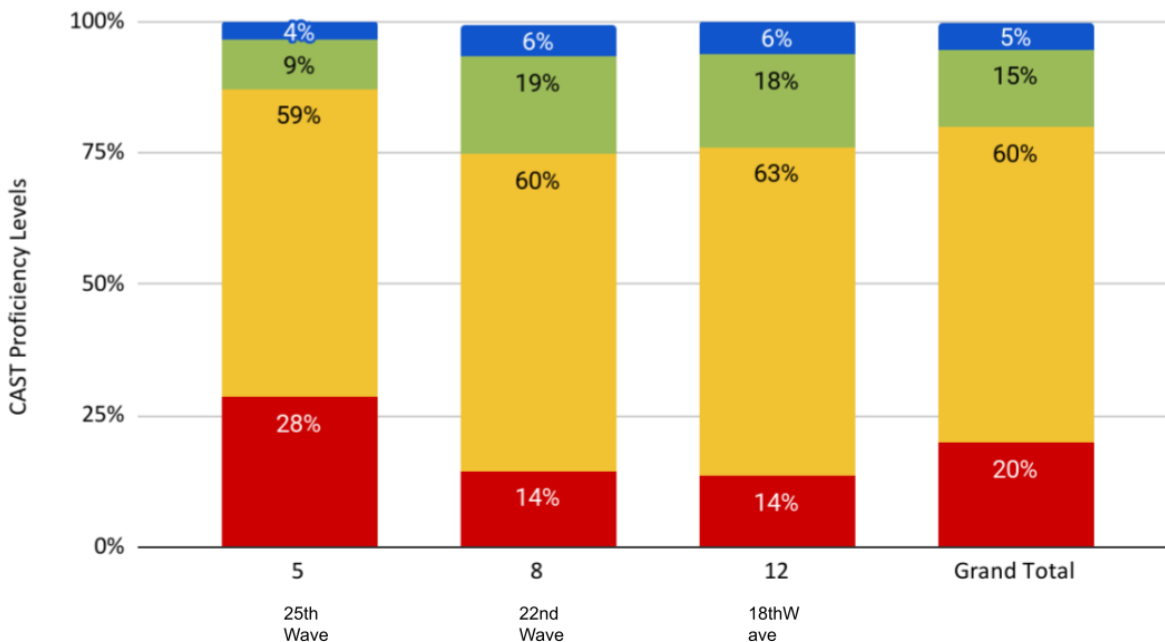
The CAST state Science Assessment is administered in 5th grade, 8th grade, and once in high school. In 2018-19, 11th graders took the CAST at MWA, but in 2020-21 twelfth graders took the CAST (due to the skipped year of assessments in 2019-2020). 2018-19 was the first year that the state released official CAST results. Unlike SBAC, the CAST was not shortened for 2020-21.

20%

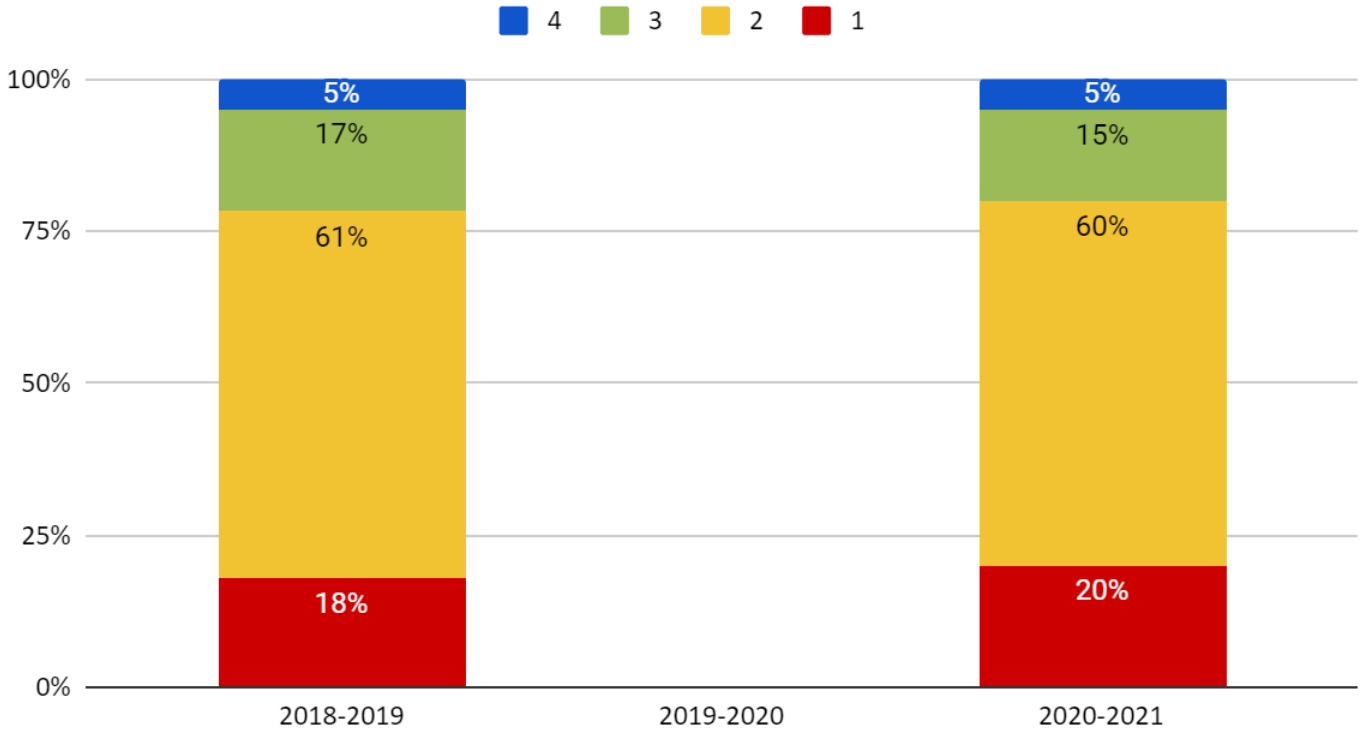
Proficient (level 3 or 4) on Science CAST 20-21 (all tested grades)

MWA CAST by Grade Level

4 3 2 1

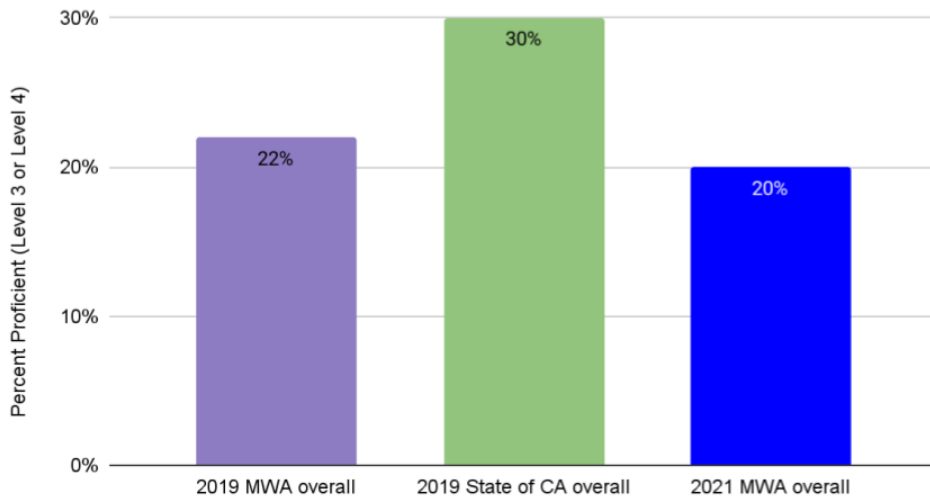


CAST Levels (all tested grades) over time

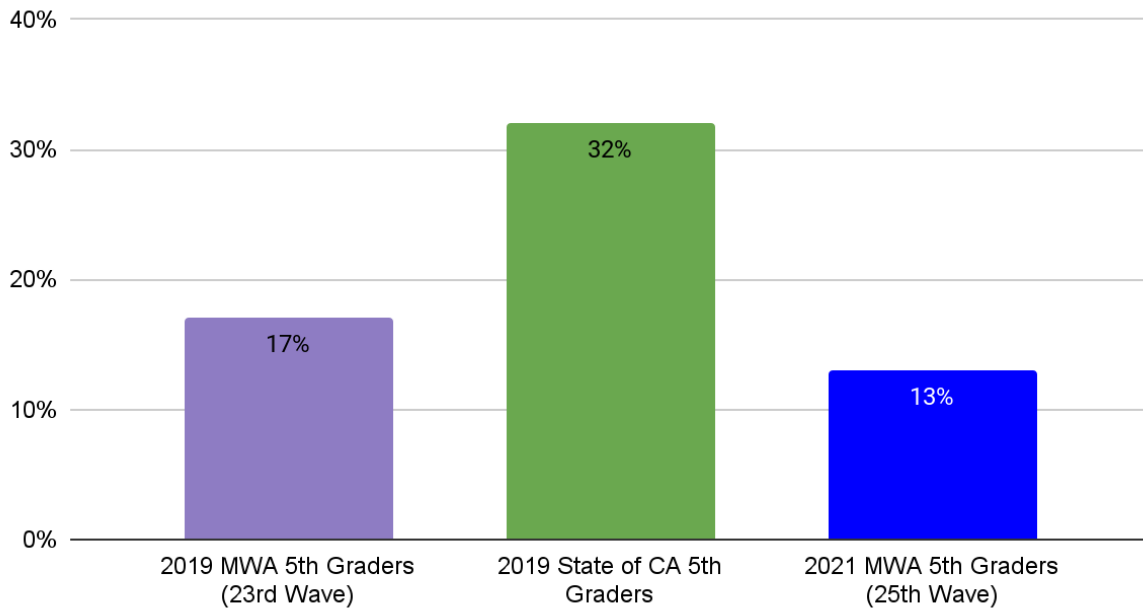


Percent Proficient, Compared to 2018-19

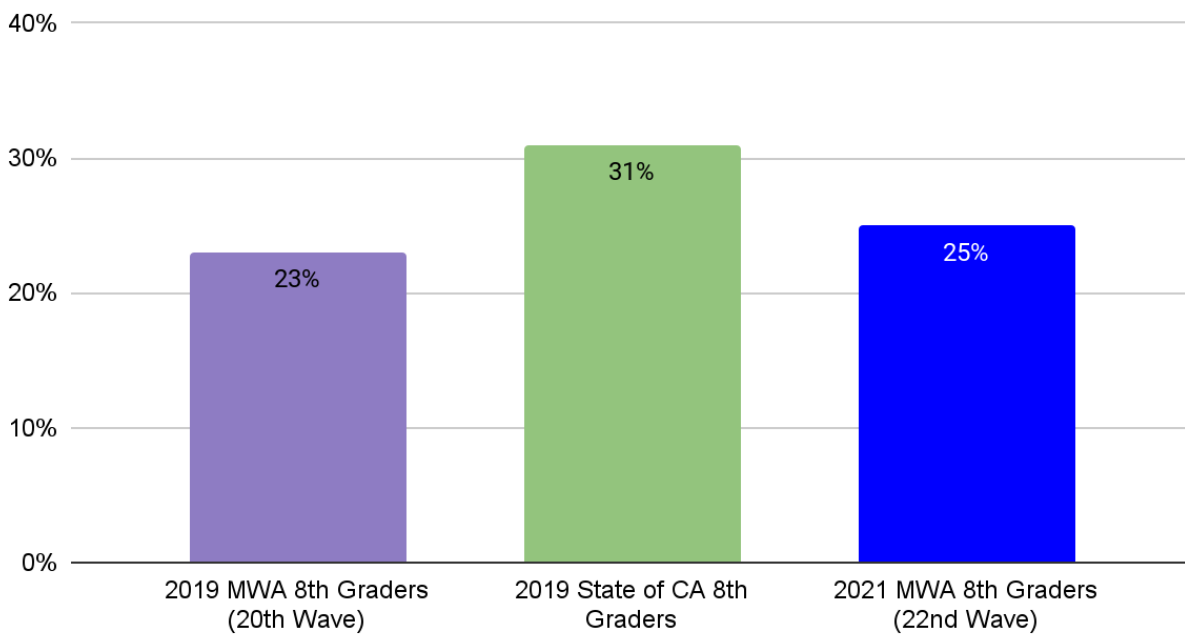
Comparisons to 2019 CAST



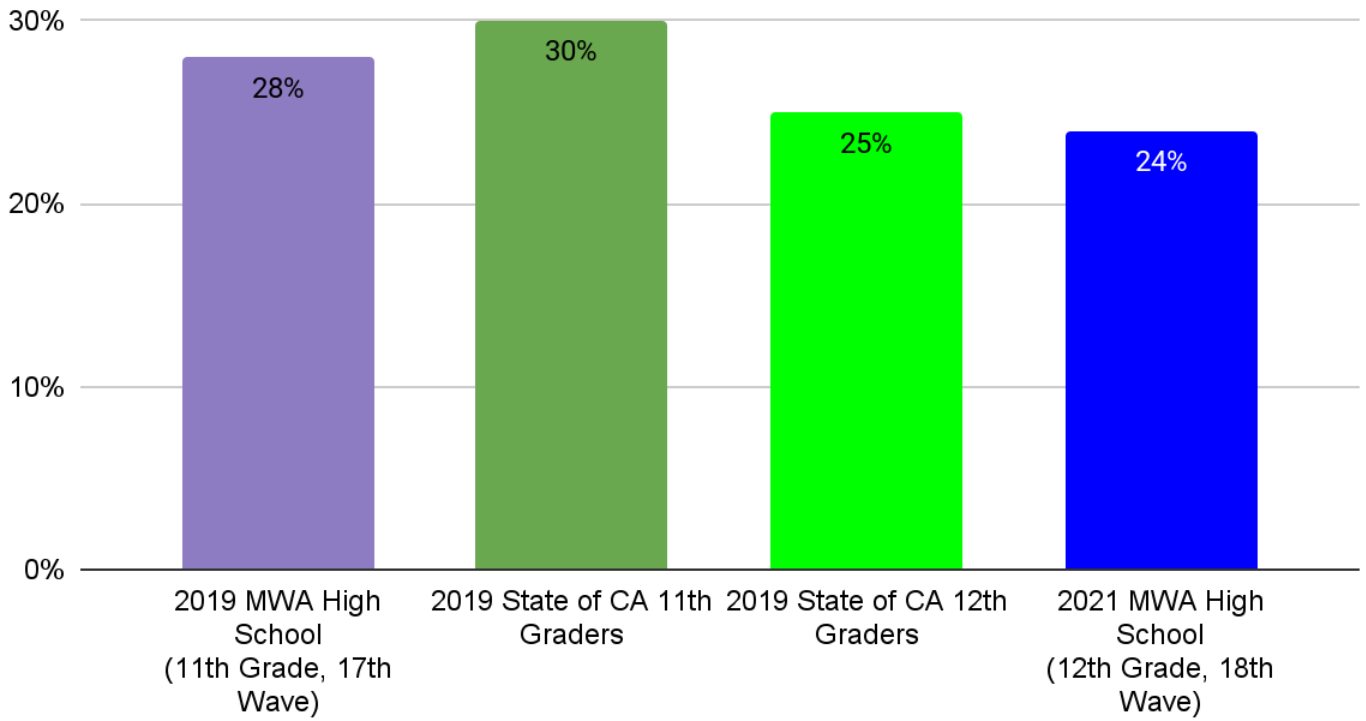
Comparisons to 2019 (5th Grade)



Comparisons to 2019 (8th Grade)



Comparisons to 2019 (High School)

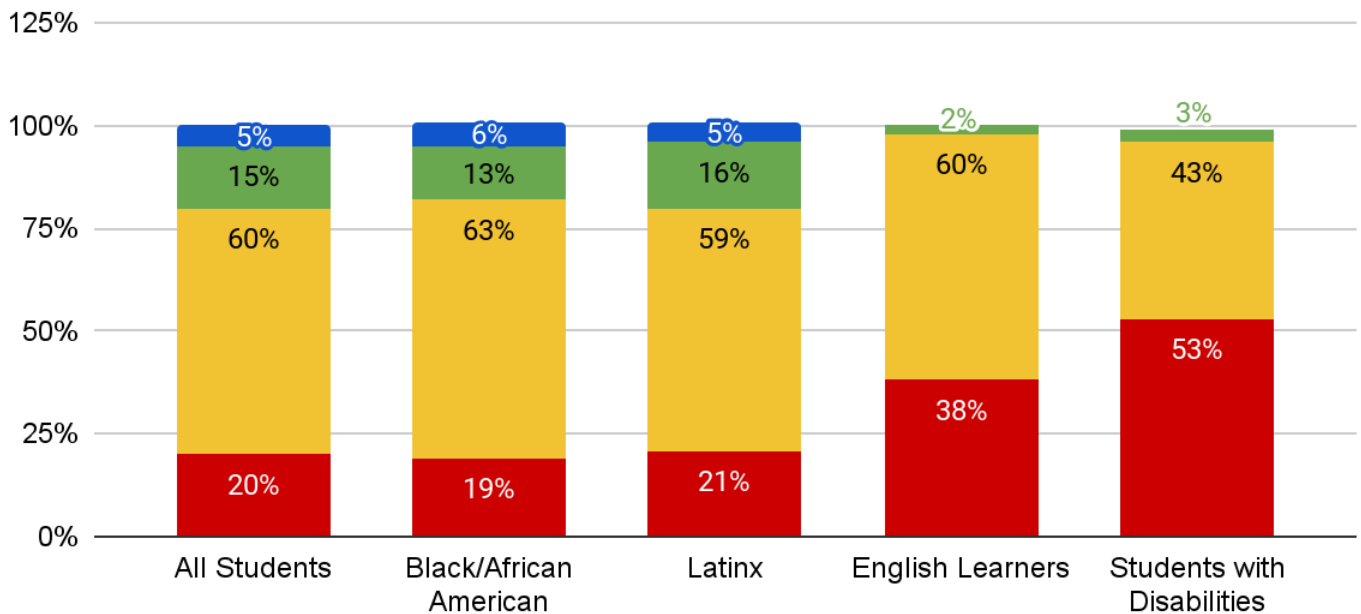


Subgroup comparisons- CAST

	Standard Not Met (Level 1)	Standard Nearly Met (Level 2)	Standard Met (Level 3)	Standard Exceeded (Level 4)
Overall CAST results	20%	60%	15%	5%
Black/African American	19%	63%	13%	6%
Latinx	21%	59%	16%	5%
English Learners	38%	60%	2%	0%
Students with Disabilities	53%	43%	3%	0%

CAST Results by Subgroups

■ Standard Exceeded (Level 4)
 ■ Standard Met (Level 3)
 ■ Standard Nearly Met (Level 2)
 ■ Standard Not Met (Level 1)



Coversheet

Senior School Director Written Report

Section: II. Standing Reports
Item: D. Senior School Director Written Report
Purpose: Discuss
Submitted by: Evangelia Ward-Jackson
Related Material: October 2021_School Board Report (1)final.pdf



Board Report

School-Wide

Board Report - October 2021

From the Senior School Director's Desk

Dr. E. Ward-Jackson

During a “Circle-Up with Dr. Ward-Jackson” meeting, outside at the upper school lanai, I was engaging with a group of our long-standing upper school teachers about school climate, and I had an epiphany. While discussing some of the experiences and social needs of our 9th grade students, coupled with the challenge of decreased Dean availability due coverage needs, we unpacked that the last full year of on-site learning experienced by our 22nd Wavers, was in the 6th grade. Our 9th graders experienced an interrupted 7th grade year due to Covid, and a fully remote 8th grade year. This realization led to reflecting on the fact that our 12 graders’ last full year of traditional learning was their frosh year, and our brand new 5th graders have not had a full year of instruction since they were 2nd graders. What an eye-opening activity. This discussion quickly led to a shift in understanding regarding the maturity, motivation, and mentality-based climate challenges that we have and will continue to experience. It is not “business as usual”...and that is ok. But it is also very uncomfortable, and for many (especially for those who are use to running a tight ship, being “gold star” in classroom management, inheriting students with specific competencies, or those who simply thrive off of rote expectations and predictability) this reality may not only be uncomfortable, but it may also feel unbearable. Combining the aforementioned with the uncharted adult experience, that for some, includes wilted trust and depleted morale, makes for a school community that is hungry for inspiration, nurture, sustainability, and a **REBOOT!**

There is no playbook for how to do school after returning from remote learning and isolation due to a pandemic. Site based educators have never experienced this before. We are all learning and growing and relearning and recovering together. We started the year fast with a focus on safety and engagement, and we’ve learned from the launch that it is time to pace down. It is time to implement Sankofa, to go back to our cultural foundation, to connect to our roots which are our REPs, our core values and our *Affirmation*, and to scale deep for excellence so that we might strengthen our culture and our “why.” We are in desperate need of an attitude adjustment; a mood change...also known as “an improved school climate.” The good news is that everyone is ready for and is anticipating a reboot that will launch on 10/12/21. The better news is that we have been here before, and we have a historical track record of victorious climate resets. Sure, the resets were under different challenging circumstances, and they were under my leadership, while leading the middle school division specifically—but they were successful as they yielded increased student outcomes, staff retention, and revitalized engagement. I am harnessing and bolstering my faith, optimism, and innate servant leader toolbox in preparation for a much-needed reboot that, although different and broader in scope, will yield the same needed outcomes. It is my expectation that we cling together as a community and rise up in anticipation of best serving our Wave-Makers, and it is my expectation that our students will, in turn, walk in the pride of being a Wave-Maker.

Climate Reboot: We are resetting (students and staff) on three very specific areas:

1. **“I am a Wave-Maker”: Reconnecting with the attributes of a Wave-Maker**
 - a. Core Values, Affirmation, Life Dream
 - b. Attendance/Cutting Consequences
 - c. Peer to Peer Engagement
 - d. Routines, Expectations, Procedures (REPs)

2. **Dress Code**
 - a. Hard reset on policy

Board Report - October 2021

3. Belonging/Spatial Ownership

- a. Move-in: Cover the white walls & get rid of boxes
- b. Start back student announcements & daily bulletins
- c. Outside community building opportunities
- d. Implement student-led ideas

In late August, I instated a task force made up of leaders, teacher-leaders, and teachers to support me in thought partnering around contingency and “out-of-the-box” planning and ideas associated with instruction during this very unique time. Our task force quickly morphed into an incredible think tank and work group that engaged in conversations about sustainability and culture, in addition to the instructional task that we’d originally come together to tackle. I have decided to maintain the task force, and to expand our vision. We will now have a three-pronged focus: 1) Instructional contingency and innovation, 2) Sustainability, and 3) School Culture (students and adults). There are 15 members on the team.

- The task force engaged a SWOT (Strengths, Weaknesses, Opportunities, and Threats) process that led to a proposal of several out-of-the-box instructional suggestions. After vetting with Leadership, we obtained agreement to move forward with a few ideas that should have an immediate positive and progressive impact on our community:
 - We will onboard the UC Scout On-Demand program for our Spanish III vacancy. This UC Course includes a virtual teacher.
 - We have an approved job description and will add “Student Success Liaisons” to our team. These Liaisons are mentors who will support student success. That could look like monitoring an online course, providing asynchronous support for an intervention class, or supporting the success of our students in many other ways.
 - We have been approved to hire 5 additional on-site substitute teachers to support vacancies and day to day sub coverage needs.
- The task force proposed several ideas to support staff sustainability. Here are some approvals that the community is very happy about:
 - We will now have one sustainability Friday each month (9 in total)
 - Sustainability Fridays are optimized by being intentionally connected to 3-day weekends or break weeks
 - Starting Friday 9/24/21, adults in the community may wear jeans along with their college Fridays gear.
 - Full Day PD’s will be remote optional. Employees may choose to join PD from home or on campus.
 - We are asking Making Waves Foundation to support us by providing lunch, on some cadence (maybe once a week) to our faculty and staff. This proposal is being considered, and we hope to confirm soon.
 - Saturday Academy days have been decreased from nine to four.

Encouraged by the process and outcomes of the task force, and committed to thought-partnering with me directly, all of the members have decided to stay on board and tackle more problem-finding and problem-solving with me. The task force is currently working on:

- Designing a creative alternative schedule that can be used in lieu of closing school on days that we may be too short staffed to open.

Board Report - October 2021

- Brainstorming scenarios and designing a survey that looks at prioritizing ways to recoup any missed instructional minutes/days in our master calendar
- Climate Reboot: Suggesting topics and groups for “Circle-Up w/ Dr. Ward-Jackson,” and sharing insight, ideas, and recommendations with Ms. Crews-Gamez and the Deans regarding the reset.

While we are getting our bearings, building relationships, and continuing to learn how to “be” and how to be safe around each other, programmatic compliance is still moving forward and learning is still happening!

We launched an amazing stakeholder engagement process for ESSER III funds, planning with our parents and staff, and, in addition to completing that plan, we have also launched work on our LCAP and WASC. We have also had our first School Site Council (SSC) meeting of the year. My biggest take-aways from these initial programmatic compliance activities and from the voices of our families are that safety remains the top area of concern and celebration, with effective academic interventions drawing a very close second. In the remainder of today's report we will dive deeply into how we are assessing and looking at math with our new assessment tool, and we will analyze learning loss through diagnostic testing and mitigation strategies. To draw the lines closer, although hope is not a strategy, it is a necessity when we are learning, building, and recovering while also showing up, performing, and maintaining high expectations. Our hope is in the resilience and fortitude of our Wave-Makers and our teachers. Now is the time to lean into our model of efficacy and continuous growth as we recover academically, strengthen the climate of our culture, and reignite the light of our amazing school community.

Board Report - October 2021

NWEA MAP Growth Assessment, Fall 2021

Radhika Kolachina (Director of Academic Instruction)

What?

MWA has adopted the NorthWest Evaluation Association’s (NWEA) MAP Diagnostic Test this year. MAP stands for “**measures of academic progress.**” MAP Growth Assessment is administered 3 times in a year - fall, winter and spring - to measure students’ learning and growth over time. Unlike criterion referenced tests that ask all students the same questions, MAP Growth Assessment is a computer-adaptive test and every student gets a unique set of test questions based on their responses to previous questions. This allows for an accurate evaluation of an individual student’s needs within each instructional area tested. When students take MAP Growth Assessments, they receive a RIT (**Rasch Unit**) score for each area they are tested in. This score represents a student’s achievement level at any given moment and helps measure their academic growth over time. MAP Growth Assessment generates percentiles that can help us understand where each student fits in relation to how kids are doing nationwide. At MWA, the first round of MAP growth assessment was administered as a diagnostic assessment - that is, what do they know at this point in time. Data from this round of assessments are used to plan instructional support within the classroom setting for whole class instruction as well as instructional needs for individual students. Among various reports, the MAP growth reports such as “Class Report”, “Student Profile Report” and “Learning Continuum Report” are used by teachers to plan instructional next steps.

So What?

We are excited to report the successful implementation of the MAP Diagnostic Assessment for fall 2021, what we have learned, and how this will impact student outcomes.

MAP Diagnostic Assessments: Glows and Grows

Overall

Collaboration, problem-solving, and teamwork are key highlights of the successful round of the fall MAP diagnostic testing round in spite of the many challenges we faced. Teachers were solutions-oriented and patient, the leadership team was strategic and supportive.

Considering the many changes facing the school during testing week (*long-term teacher vacancies; unexpected short term absences; quarantines; administering a new-to-MWA test; general beginning of year challenges*) this was a major accomplishment for the MWA team.

Test Completion Summary:

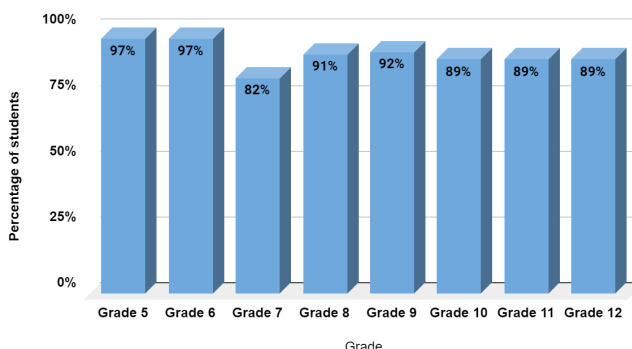
End of Testing week (8/27/21): MAP: 78% *

End of Make-up week (9/3/21): MAP: 84%

Additional Make-up week for MAP (9/10/21): MAP: 91%

**initial MAP completion was lower for a variety of reasons including: it’s a longer test; it’s trickier to administer, which posed challenges with absences/vacancies/subs; quarantining of classes happened right at the start of MAP*

MAP Diagnostic completion rate by grade level



Board Report - October 2021

Glows and Grows by category

Category	Glows	Grows
Testing Schedule and Make-ups	Shifting testing from Week 3 to Week 2 was very helpful, to decrease impact on instructional time and provide sufficient time for planning for intervention supports based on assessment results. The shift proved instrumental in the completion rates of the MAP assessment as well.	<p>Potential opportunities for more time built in for testing and a clear make-up plan for student absences and make-ups after the testing window closes.</p> <p>Once a class reaches a very high threshold of completion, consider pullouts during specified times by admins.</p>
Content Leads	Leveraging teacher-leaders (Delaplaine, and Miller) was <u>very</u> helpful for MAP testing, as collaborators and champions in identifying anticipated challenges beforehand.	Potential opportunities for teacher leaders to be the leaders of training for testing sessions with support from DAI.
Slack Channel And IT support	Slack channel use allowed for real-time support and troubleshooting that was extremely helpful.	Move toward more threaded/direct responses to some questions, to decrease number of notifications, etc.
Accommodations / IEPs	SPED department was proactive and helpful with identifying students for accommodations for MAP testing.	Potential opportunities for clear communication and protocol for securing headsets for students with text to speech needs.

Data Analysis

Following the MAP Diagnostic Test Administration, Math teachers analysed the assessment data with the support of RTF Enterprises (“RTF”), along with Math coaches from the ACCESS team to identify instructional needs for upcoming units. Data from the diagnostic assessment has also been used as an initial indicator to identify Tier 3 intervention supports to address “learning loss” through designated Marlin hour and DTI blocks.

Now What?

As we end Quarter 1, we celebrate the successful implementation of the MAP Diagnostic Assessment but also look for opportunities for improvement. One of the key priorities is to take full advantage of “Learning Continuum Reports” provided by NWEA to train teachers in using the information from the reports to inform instructional planning.

Board Report - October 2021

Academic Support Services

Learning Loss Analysis Through Diagnostic Testing and Mitigation Strategies

Aurelio Garcia, Director of Academic Support Services

What?

We are excited to welcome back our Wave Makers! We understand that after 18 months of Distance Learning our students will need urgent support to help begin learning recovery. Our department is positioned to support learning loss that may have occurred and help our Wave Makers transition to full in person routines, expectations and procedures (REPs) through a coordination of mitigation strategies.

Under the Director of Academic Support Services, we have various key positions and roles that will manage direct services, access and use of educational resources and tools, and provide school wide professional development and coaching opportunities. Various stakeholders are involved in a collaborative process to analyze and respond to learning loss and facilitate mitigation strategies with fidelity.

These positions include:

- Extended day and Enrichment Coordinator -Mr. Hemelberg
- Intervention Coordinator- Ms. Lopez
- ELD Coordinator- Mr. Garcia (temporary)
- Interventionists- Ms. Diaz and Ms. Quevedo
- Student Success Liaisons- Newly created position

We have started the year in the classroom supporting vacancies full time. This has impacted the pace of our work and programming. As we progress towards Semester 2 and transition out of full time classroom support ,we will continue to refine our systems, and continue to focus on our mitigation strategies.

Our First Semester priority is to address possible learning loss. We have used the following diagnostic tools to be the primary measure for in person learning in English Language Arts (ELA) and Mathematics. We have identified the STAR reading assessments and the Measures of Academic Process (MAP) Assessment, for ELA and Math, respectively. This will be our baseline data moving forward to measure student academic growth. ELA and Math are areas that are aligned with our state assessments, college and career indicators, and integral in all core subjects. As we assess our students throughout the school year, we will use the data to monitor intervention, make adjustments to our support and inform planning strategies.

So What?

Regarding MAP diagnostic results, the percentiles are a comparison to other students in the same grade level at the same time of year, based on MAP's extensive normed 2020 data set. We can see that our 5th -10th grade students are below the 40th percentile, while our 11th and 12th grade students are above the 40th percentile. The 50th percentile represents performance at grade level.

Board Report - October 2021

The data below represents the data collected at each grade level academy-wide:

MAP Middle School Diagnostic 8/2021		
Grade	Average Percentile	Average RIT
5th	28	196
6th	25	200
7th	29	207
8th	27	209

MAP Upper School Diagnostic 8/2021		
Grade	Average Percentile	Average RIT
9th	38	218
10th	36	220
11th	42	226
12th	43	228

Our STAR Diagnostic Test results show that our students are at least 1.5 below grade level in their grade equivalent for reading. The need to support this is apparent in both divisions of the school.

STAR Middle School Diagnostic 8/202	
Grade	Grade Equivalent
5th	3.9
6th	4.5
7th	5.3
8th	6.3

STAR Upper School Diagnostic 8/202	
Grade	Grade Equivalent
9th	6.6
10th	7.1
11th	8.3
12th	8.4

Looking at the ELA and Math diagnostic data, there is an immediate need to address both areas school-wide. This aligns with our intervention priorities in giving all our students ELA and Math intervention support and additional academic programming. We are using this data to program our students with tiered support during DTI and MH. The data will also identify and provide appropriate instruction and intervention support.

In addressing learning loss, we are employing a comprehensive approach that includes our current and historical academic support approach, additional academic services and expanded holistic services. This involves direct services, tools for academic support, and professional development for teachers and staff. This effort is in collaboration with the Academic Support Services Team, Holistic Teams, Academic Instruction Team, and teachers. We also recognize that students will need Holistic and SEL support as we have transitioned to in person instruction.

Our mitigation strategies include the following:

Direct Services: We are continuing to provide DTI and MH intervention support periods this school year. All students will receive specific intervention classes programmed in their individual schedule.

- Students that are identified for ELA and/or Math support will be placed in those sections.

Board Report - October 2021

- The academic support team will have an interventionist that will manage students with the most needs.
- Summer Academy will offer services after the completion of the school year.
- Throughout the year, acceleration academy will take place for our ELD students and Tiered Math students.
- Student Success Liaisons support with additional case management services
- FPA Psychological available to students in collaboration with the Holistic team.

Tools: Additional resources will be provided to our students to help with academic needs.

- Students will have access to LEXIA and IXL online tools
- Progress monitoring tools are in place
- STAR reading and MATH IAB will be used to measure student growth
- MAP Diagnostic exams
- Advisory curriculum provided by the Holistic team centered around PMSC

Professional Development: Teachers and staff will receive Professional Development that aligns with the department vision.

- Intervention services Professional development(RTFisher)
- Intervention services (RTFisher)
- ACCESS Math Professional Development
- RTI@Work Institute
- Faculty SEL Professional Development provided by the Holistic team.

Now What?

Our team has continued to adjust to the real time needs of our community and our department. We acknowledge that our teams have been impacted by school and department vacancies and classroom coverage. We are still attending to immediate requests and support as we transition out of classrooms and fully support our Academic Support Services. Below are following areas we are prioritizing through Semester 1:

- Ms. Lopez has worked extensively with RTF to plan and implement Professional Development around Intervention. She has also collaborated with the ACCESS Math team to have a cadence of coaching through semester 1.
- Mr. Hemelberg is facilitating our after school program and beginning to plan for our Summer Academy.
- Mr. Hemelberg has planned out Saturday Academy for the school year and we intend to offer Acceleration Academy workshops.
- In lieu of our ELD Coordinator vacancy, Mr. Garcia is continuing to support ELD students, families and staff.
- Refine our intervention criteria and support for DTI and Marling Hour.
- Target internal group support for our most critical learners in Math and ELA.
- Continue to analyze and identify students data to ensure students receive correct and appropriate intervention placement and services.
- Continue to advise and support teaching faculty with DTI and MH. Ms. Lopez has provided multiple tools to support teachers in planning and implementing targeted support for all our students. On the right is an example of an extensive planning resources:

Board Report - October 2021

DTI/Marlin Hour Lesson Plan Template & Curriculum Resources

Instructional Focus:

- Provide additional time to:
 - recover gaps in learning
 - address misconceptions tied to essential standards
 - support in completing key learning tasks
 - extend/accelerate learning
- Improve Universal Skills (Essential Academic Behaviors)
- Goal Setting & Progress Monitoring

DTI/MH Suggested Lesson Plan Template (60 minutes)

Time	Agenda	Considerations/Recommendations
2 minutes	<p>Welcome & Attendance</p> <p>REPs: How do you want students to enter your classroom?</p> <ul style="list-style-type: none"> • Required Materials • Voice Level <p>Please ensure the correct students are in your section.</p>	
5-10 minutes	<p>Opener</p> <p>Do Now: (options below)</p> <ul style="list-style-type: none"> • Check in question/reflection • Content based question/practice to activate prior knowledge. • Vocabulary Practice (Glossary Term) 	<p>Suggestions:</p> <ul style="list-style-type: none"> • Quick Write • Think, Pair, Share <p>Resources:</p> <p>Vocabulary Frayer Model Portfolio 7-12th Vocabulary Portfolio 5-6th</p>
20 minutes	<p>Content Review/Extension Activity</p> <p>Learning Objectives: (options below)</p> <ul style="list-style-type: none"> • Reintroduce key standards or concepts from core day instruction. • Identify domain/learning target from an assessment. • Introduce a new lesson to extend learning. • Implement a project aligned to core day content or a class theme • Implement inquiry-based projects. • Test taking tips/practice 	<p>Suggestions: Use this time as an extension of your content day. If there is a concept you need more time to cover, this will be a great opportunity to extend that lesson.</p> <p>If you have a long term project aligned to your core day, this would be a great time to continue.</p> <p>Format:</p> <ul style="list-style-type: none"> • Whole Group Activity • Small Group • Stations

With our mitigation systems in place, we are looking forward to supporting all our students through Semester 1. As our students receive in person instruction, we will be able to observe and monitor the learning that is happening and will give us real time feedback and data to monitor closely. We will be looking at our traditional pacing and compare that with distance learning pacing. We hope to see growth in our students' academic achievement and continue to support learning recovery.

Coversheet

CEO Report

Section: II. Standing Reports
Item: E. CEO Report
Purpose: Discuss
Submitted by:
Related Material: CEO Report_MWA Board_OCT 2021.pdf
First Four Weeks Survey Summary of Results_SEP 2021_abn.pdf

BACKGROUND:

There are two attachments. One is the standard report. The other is a summary of the results of the survey I sent out to staff in late September. Participation was around 70%.

October 2021

MWA Chief Executive Officer Report

Alton B. Nelson, Jr.

Core Values Connection

Last week, our 15Five check-in question was “*Which of our core values is being challenged for you right now?*” Of the five core values, the value that was chosen among the executive team is **Community**. While the remaining four core values of *Responsibility, Respect, Resilience, and Scholarship* are all applicable in some way as potential challenges, it is interesting that we chose community.

15Five is a tool that allows us to share the following as individuals and allows supervisors of varying levels to review the following self-reported information:

- **“Pulse checks”** (generally how you are doing on a scale of 1-5)
- **OKR updates** (Objectives and Key Results)
- **Priorities for the week**
- **Questions** – a set of rotating questions we respond to weekly – e.g. *What’s your biggest challenge right now? What accomplishments are you most proud of?*

Currently, maintaining a sense of community is one of the biggest challenges, by far. At Making Waves, I think we see ourselves as “unique” and less susceptible to the various ways schools have shown themselves to be challenged this year. Articles have been shared with the community about what is going in schools with students and teachers, both nationally and locally. Despite evidence that the social-emotional challenges students are facing is a wide-spread issue, as well as the difficulties in hiring and retaining staff, there is belief among some that our retention challenges are mostly self-inflicted issues. We continue to try to learn more about the various external forces and internal challenges that are contributing to staffing challenges and low morale of some.

We all want to be great in showing up for our students and giving them what they need, and it is hard to accept that our best efforts last year, and even two years ago, may be different now. All of the adults are not 100%, for a variety of reasons in “recovering” from the last 18 months, and neither are the students, generally speaking. The duress caused by the current conditions is showing our areas of growth in the areas of supervision, communication, and organization. On the second page, I share some of the things we are doing to address it.

Key Highlights to Start the Year

- Nearly all students and staff are adhering to the masking expectations
- Arrival is going so much better with nearly all families/students adhering to the drop-off expectations
- Dismissal continues to be a challenge with students and parents engaging in unsafe actions to avoid going through the dismissal line (the majority are following pick-up expectations)
- This is the mid-semester point (we are nearly 1/5 of the way through the school year in instructional days)
- Talent continues to make new hires with people joining weekly (avg. of 1-2 each week for past 4 weeks)
- Operations team members continue to try to address various facility issues popping up
- Vandalism increased this year at new levels than in previous years
- We closed the school for three days due to inadequate staffing
- At the time of writing this report I was awaiting a response regarding an Op-Ed I submitted re: K-12 educ.

October 2021

Mitigations & Approaches

Going into this school year, we wanted to do to be more responsive to challenges based on feedback last school year. We are applying some of those lessons while also trying additional approaches. Some of these approaches are successful and others are still not quite having their intended impact, despite the intention.

- Starting during August Training, we had functional areas such as Operations, HR, and IT create “office hours” where staff could come to ask any questions related to these topics.
- I hosted a CEO open session with staff to allow for asking questions and raising concerns.
- I sent out a staff survey asking for feedback and a rating for their sense of the launch of the school year and their sense of safety. I shared the results of the survey back with staff and with the Board Pres.
- Dr. Ward-Jackson created a “task force” to discuss various pain points and provide input on solutions. Those solutions were discussed with Ms. Stillwell, Ms. Martinez, and I. We agreed on which items to move forward with – e.g. sustainability Fridays and a staff barbecue (with mitigations).
- Created staff space during the days school was closed to allow for sharing concerns and suggestions. Once concern that surfaced was the sense of isolation some are feeling in their buildings and classrooms due to the precautions were taking to limit the number of people meeting at one time and in what spaces. In response, I led a staff activity one morning outside on the turf field and we provided new guidelines that allow for more than 2 people to meet with one another indoors and outside.
- Proposed COVID bonuses for all staff to the Finance Advisory Committee and MWA Board.

My Continued Areas of Focus

This year, I am intentionally doing a few things to try to better understand and respond to the experiences of our stakeholders. These activities and priorities include:

- Arrival support for drop-off at the middle school & walking the campus until the start of 1st period
- Reserving time in my schedule to visit classrooms, and check in with staff.
- Requesting and responding to requests for 1:1 meetings with staff
- Reviewing daily data on staff completing the daily screening app questionnaire and signing in
- Meeting with leadership often to discuss staffing vacancies and efforts to mitigate the impact of them
- Reviewing and monitoring average daily attendance for students
- Reviewing and monitoring staff attendance
- Working with MWA and Making Waves Foundation leadership on developing a “scope and sequence” framework for college access education for 5th-12th grades.

Goals & Updates for 2021-22 (Updates shared at DEC meeting)

Goal #1

Develop a core instructional approach that is consistent with the core identity of MWA’s past and provides forward-looking approaches that are responsive to more current and future teaching and learning challenges and opportunities.

Goal #2

Apply some of the recommendations of the Cal Berkeley Board Fellows in the area of further capturing and systemizing program and teaching innovation through a consistent “test and learn” approach.

Goal #3

Assess MWA programs to assess resource allocation levels for the near and medium term to support long term financial sustainability.

First Four Weeks Survey Results (MWA CEO) - SEP 2021

106 responses (*Met our goal of 102 or more*)

What has been the most pleasant surprise or benefits of returning to on-campus learning.

Student-Related

- Relationship with students, collaboration with other teachers
- Seeing and interacting with students, seeing student growth and students happy to be back
- One of the most pleasant surprises for my particular role has been the level of student engagement around post-secondary planning. More than 40 students have scheduled meetings with me to talk about their future.
- Even with the changes with returning back to campus, the students have remained incredibly positive!
- Seeing / being reminded in person how much students want to do well.

Community/Social

- Getting to work with colleagues directly, closer sense of community with coworkers
- a sense of normalcy
- More collaboration among coworkers.

Compliance

- COVID testing
- The COVID protocols in place at the school.
- Staff and students have adapted well to the COVID protocols and appear to be operating safely.

Campus

- The greeneries are growing well, it looks like a seasoned campus
- enjoying the beautiful campus
- Seeing mostly everyone staying healthy
- Having a classroom is nice

Learning

- Learning new technologies and methods
- students excited to exercise
- Students are turning in their work

What have been the biggest challenges to the start of the school year for you personally in your role?

Communication

- Lack of communication from leadership and last-minute communication and requests

COVID-related

- Unsure of policies, COVID protocols, and new procedures
- Lack of firm logistics for following self-designed protocols
- Concerns about getting infected at school and infecting children or family at home
- Impact on class and students when large #s of students are quarantining

Students

- Students needing counseling or behavior support to help ensure their safety
- Supporting students with IEPs with so many subs and online classes

Leadership

- Concerns re: leadership having enough situational awareness and being up to the task
- Not enough opportunities to see and hear from leadership; leadership accessibility
- Last minute adjustments or changes, programmatic choices
- Impact of no grade level leadership for some grade levels
- No one checking on new teachers to the school in terms of an on-site mentor

Program

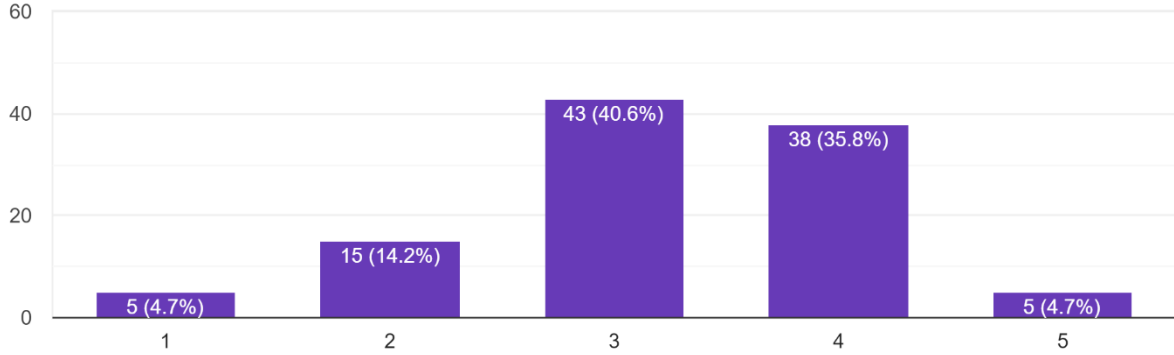
- New block schedule is hard for students and faculty
- DTI planning
- Loss of more prep time
- Advisory/Marlin Hour plans do not seem as solid, planned, and grade appropriate as they could be

General

- Lower morale due to the staffing shortages and balancing subbing and core duties
- Adjusting to the new normal
- Impact of doing core job and substitute teaching
- Enough staffing
- Social-emotional well-being
- Lack of community building amongst staff
- Student discipline issues and better knowing the policies and consequences
- Equipment fixes and turn-around times

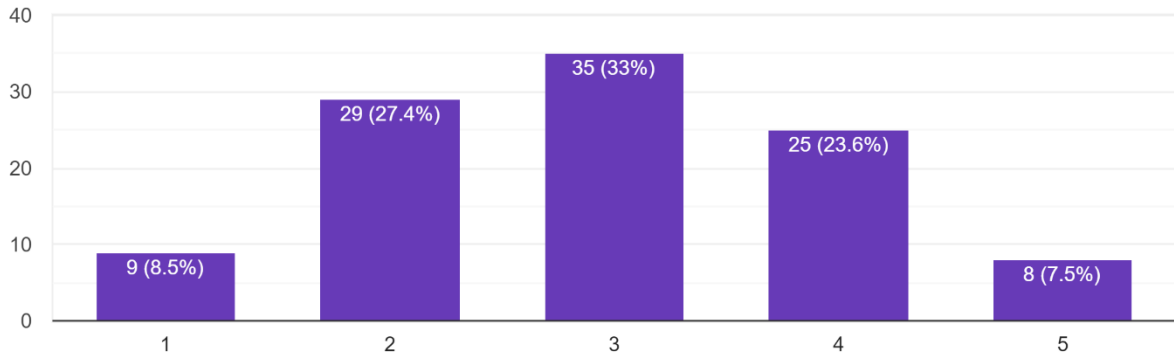
Rate your sense of the launch of the school year for students from what you have experienced or observed?

106 responses



Rate your sense of safety on campus in terms of COVID.

106 responses



Coversheet

Q&A on Written Chief Operating Officer Report (COO)

Section: II. Standing Reports
Item: F. Q&A on Written Chief Operating Officer Report (COO)
Purpose: Discuss
Submitted by:
Related Material: October 2021_COO Board Report.pdf



Board Report

Chief Operating Officer

October 2021

Elizabeth Martinez

Chief Operating Officer

What?

The first eight weeks of school are behind us and they have proven to be the most challenging weeks for us on a number of fronts. **Challenge can be both a trying experience and an invitation for transformation; how leaders navigate the tension space between the two is what matters most.** Following the difficult decision to close the school, due to short-staffing, I facilitated a community conversation where staff openly shared their experiences under the current conditions, conditions that are not unique to MWA and yet, they feel very distinctive to our community. **What is most clear to me now, is that there is in fact a continuum of experiences at MWA ranging from overall job satisfaction to general discontent.** At the same time, **across that continuum there are threads of feedback that remain constant.** Those threads include: **a need for clear, transparent and timely communication, more opportunities for a wide range of input from those closest to the work, and a desire to feel cared for in the workplace.** During the community conversation, I expressed my belief that our community can only move forward to the extent that all members of the community can take responsibility for the change that is needed. Leadership plays a key role in driving that change by listening to the feedback and taking action to respond in a timely manner.

So What?

MWA is a school that has prioritized the success of students who have been shamefully underserved in our country. Our work requires an exceptional commitment from our employees; a commitment that is currently being tested as educators navigate a world that both requires them to be vigilant against COVID while creating normalcy for students in the classroom. On a daily basis, I come across new articles that describe stressors and tensions present in K-12 that are driving teachers out of the classroom and staff out of education post-pandemic. Recent surveys of educators showcase that educators are feeling the pressures of working in schools this year in an overwhelming way. As a result, **there is a growing demand for reassurance from leaders in order to stay in the profession during and beyond this year.** As Chief Operating Officer, I have direct access to departments that can support the employee experience at MWA in a way that is meaningful and impactful.

Now What?

Based on the feedback from staff, **I am taking the following steps to support the organization in moving towards stability.**

- Working with the Operations Team to **begin planning for 2022-2023 during semester one to allow for more teacher and staff input** on key items such as: the master calendar, end of year clearance processes, summer activities, and start of the year processes.
 - This planning typically starts in the Spring semester and the calendar is usually finalized in mid-June, leaving the school only a couple of weeks to launch the new school year in July.
- Supporting my team in **creating institutionalized and consistent systems for accurately tracking, analyzing, and responding to trends and needs across their departments** (HR, Operations, Compliance, Data Systems, Assessments, Attendance, and Marketing) **to minimize unnecessary errors.**
- **Implement and elevate communication systems** that support internal and external communication **including a new parent communication tool** that will provide:
 - integrated translation support in 100+ languages;
 - automated rostering for all teachers;
 - scheduling functions for parent teacher conferences, volunteer opportunities, etc.
- Collaborating with the DEI Working Groups, DEI Advisory Committee, as well as the Culture and Climate Advisory Committee to **continue administering, analyzing, and responding to staff feedback/survey data.**
- **Hosting additional community dialogues** to support employees with having constructive conversations that allow for candid conversations in the spirit of improving our culture.

October 2021

Appendix A

Quarter 2 Priorities for COO Team

Compliance and Data Systems	<p>School Systems</p> <ul style="list-style-type: none"> Semester 1 final grades distribution <p>State Reporting</p> <ul style="list-style-type: none"> CALPADS Fall 1 CA School Dashboard Local Indicators Reporting Student Immunization Reporting
Compliance and Assessments	<p>Assessments & Diagnostics</p> <ul style="list-style-type: none"> Compiling, Analyzing, and Communicating State Assessment Data Setting up and supporting with interim assessments Compile and analyze full state assessment results <p>Compliance Monitoring</p> <ul style="list-style-type: none"> Launching LCAP (monitoring goal/action completion; beginning addendums/updates; facilitating communication in LCAP Team)
Registrar	<p>State Reporting</p> <ul style="list-style-type: none"> Completing student transfers to balance attendance reporting P-1 Attendance Submission <p>Attendance Monitoring</p> <ul style="list-style-type: none"> Attendance training for teachers Daily attendance tracking
Human Resources	<p>Employment</p> <ul style="list-style-type: none"> Summer School Planning (initiate job description reviews) Intent to Return (preparation and planning) <p>Compliance</p> <ul style="list-style-type: none"> CALPADS Reporting Administration of Benefits Open Enrollment <p>Performance</p> <ul style="list-style-type: none"> Supervisor Training--CircleUp Education trainings & Policy implementation
Operations	<p>Systems</p> <ul style="list-style-type: none"> Implement new parent communication tool Refine and standardize the use of SolarWinds to track and respond to Operations request <p>Staffing</p> <ul style="list-style-type: none"> Engaging with Operations team members to evaluate clarity of roles and responsibilities Assessing the organization of the team against the needs of the campus <p>2022-2023 Planning</p> <ul style="list-style-type: none"> Begin master calendar planning 5 months ahead of the previous year's schedule Create standard operating procedures for routine tasks/projects

October 2021

Appendix B

The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered two days prior to the testing date. Students who were not on campus two days prior to testing positive, are designated as “Positive Off Campus”. This is in alignment with the guidance by our local county health department.

Those who are quarantined are required to remain at home for 10 calendar days unless:

- They are asymptomatic and provide proof of full vaccination (at least 14 days have passed since their final dose), if they meet this criteria they can return to school immediately
- They are asymptomatic and test negative for COVID-19 between the 4th and 6th day since their exposure, students can return to school upon receipt of their negative results

COVID Data as of October 8th, 2021

- For two weeks, we saw our COVID numbers drop to 0
- During the week of 9/28, we tested approximately 97% of our students and received no positive results

	On-Campus Week of 8/23	Off-Campus Week of 8/23	On-Campus Week of 9/07	Off-Campus Week of 9/07	On-Campus Week of 9/14	Off-Campus Week of 9/14	On-Campus Week of 9/20	Off-Campus Week of 9/20	On-Campus Week of 9/28	Off-Campus Week of 9/28	On-Campus Week of 10/4	Off-Campus Week of 10/4
5th Grade	2	2	0	0	0	0	0	0	0	0	1	0
6th Grade	0	0	0	1	0	0	0	0	0	0	0	0
7th Grade	1	1	0	0	0	0	0	0	0	0	0	0
8th Grade	2	1	0	1	0	0	0	0	0	0	0	0
9th Grade	0	0	0	1	2	0	0	0	0	0	0	0
10th Grade	1	2	0	0	0	0	0	0	0	0	0	0
11th Grade	0	0	0	0	0	0	0	0	0	0	0	0
12th Grade	0	0	0	0	0	0	0	0	0	0	0	0
Employees	0	0	0	1	0	0	0	0	0	0	0	0
Totals by Week	6	6	0	4	2	0	0	0	0	0	1	0
Totals to Date as of 10/08/21												
	On Campus	Off Campus	5th Grade	6th Grade	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade	Employees	
	9	10	5	1	2	4	3	3	0	0	1	

Coversheet

Q&A on Written Finance Report (CFO)

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



Making Waves Academy August 2021 Financial Report

Dear MWA Board Members,

On August 31, 2021, Making Waves Academy closed its books with \$4.62M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$1.87M, and MWA Central Office spent about \$294K in August 2021. Compared with year-to-date August of last fiscal year, overall spending was \$182K, or 6% more due to school reopening in FY22 versus school being closed in FY21.

Year-to-Date

- MWA - "School" finished \$559K, or 16% under budget, and MWA Central Office finished \$33K, or 7% under budget.
- Government Revenues only - We received \$1.10M compared with \$520K last year. The increased revenue is from one-time Federal and State funding of Elementary and Secondary School Relief Funds II (ESSER II) and Expanded Learning Opportunities (ELO) grants.
- There are 34.5 Full-Time Equivalent (FTE) unfilled positions open in August. The unfilled positions comprised 15 Full-Time Equivalent (FTE) teachers and 19.5 Full-Time Equivalent (FTE) non-teaching staff.

MWA - "School"

1. The savings of \$498K from salaries and benefits are due to 34.5 Full-Time Equivalent (FTE) unfilled positions open in August.
2. Budget savings totaling \$53K are from supplies expenses such as textbooks, core curricula materials, and instructional supplies.
3. A net savings of \$8K for contract services are due to the following:
 - a. Cost of general liability insurance, water for landscape and irrigation, intervention and consultation, and psychological services were higher than the budget. It left a variance overage of \$54K.
 - b. Not providing student transportation for 1st semester and fewer contract services overall gave us a savings of \$55K.
 - c. Additional savings of \$7K came from staff attending fewer professional development events.
4. Total savings for non-personnel expenses are \$61K.

MWA Central Office

1. The \$17K variance for salaries and benefits is mainly due to the accrued paid time off, as more paid time off was taken in July. This variance will improve as staff accumulates more PTO.
2. Budget savings of \$2K are from supplies expenses such as office and IT supplies.
3. Additional savings totaling \$14K for contract services are from staff professional development and contract services.
4. Total savings for non-personnel expenses are \$16K.



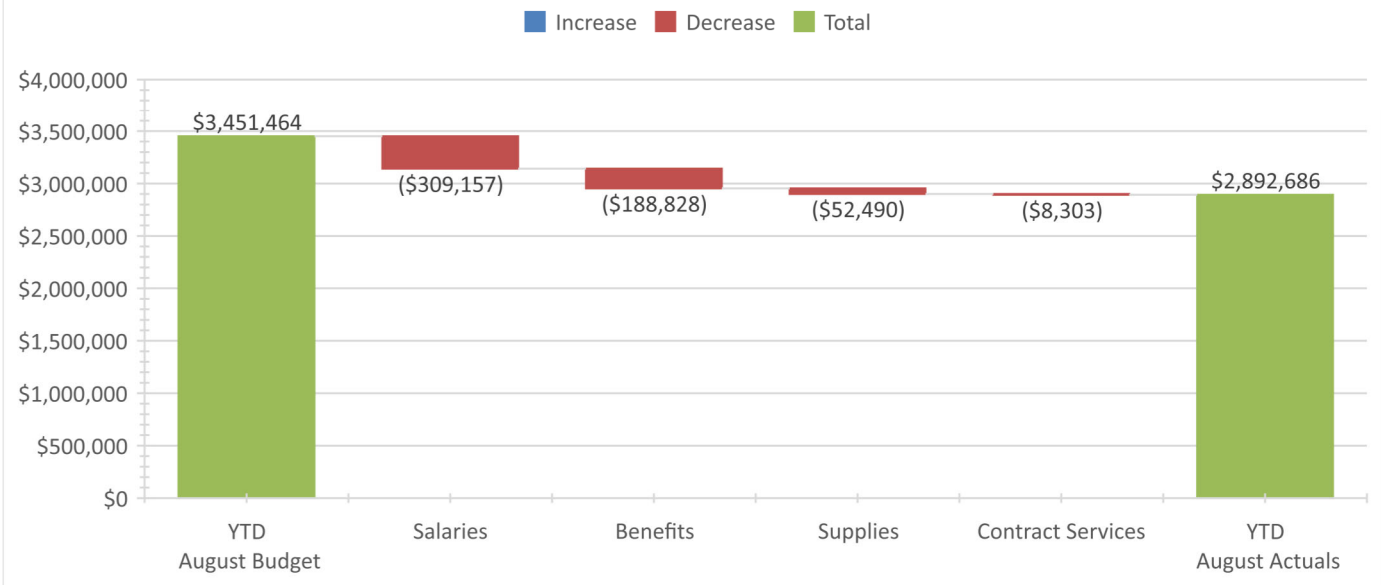
MWA has finally reopened after the year-long pandemic. Although the school has reopened, we face a teacher and substitute teacher shortage. This shortage significantly contributes to our vacancy count, and there is no quick fix. Our Talent Team is working diligently to fill the vacancies, and our instructional leaders are working on some new ideas to alleviate the problem. We will adjust our budget accordingly in the 1st Interim to reflect the teacher shortage challenge. We will also monitor our cash flow closely to maintain appropriate cash levels, follow the state's revenue schedule, and accrue all revenues by June 30, 2022.

State and Local Payment Schedule:

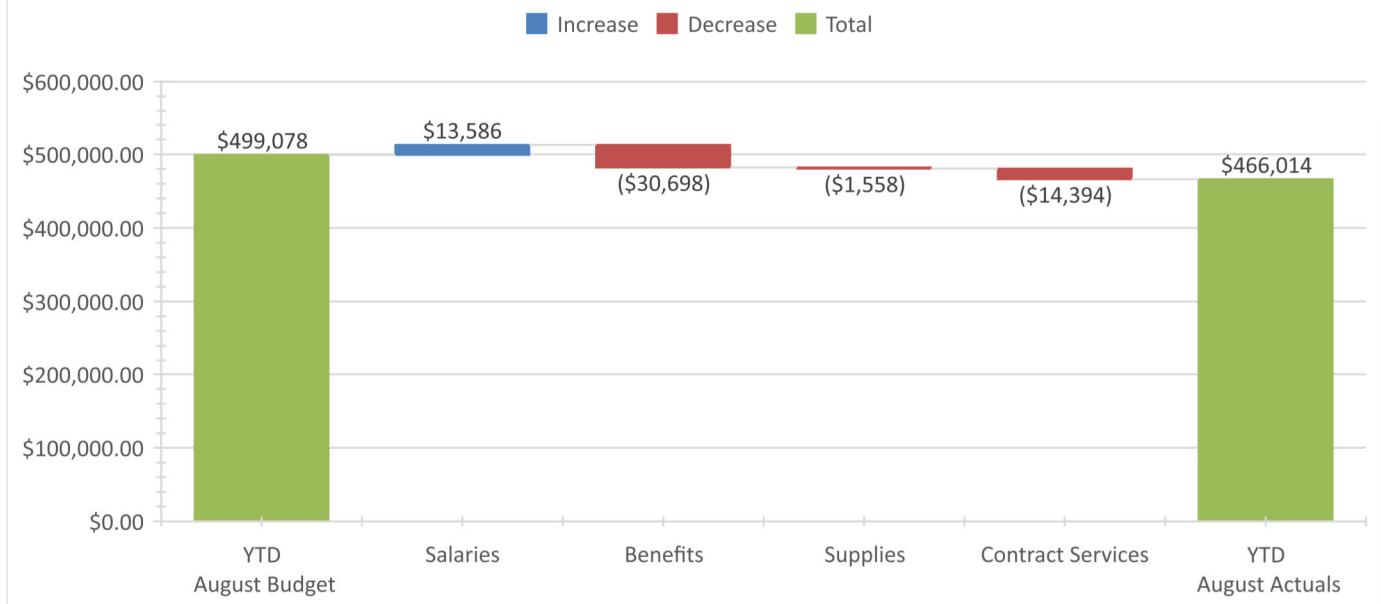
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
State Aid, LCFF, and State SPED	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - August 2021)
Budget to Actual Breakdown - MWA - "School"*



*YTD Expenses (July - August 2021)
Budget to Actual Breakdown - MWA Central Office*



**MWA - "School" YTD Actuals vs. Budget
August 2021**

	A	B	C	D	E	F	G
1	MWA - "School" FY2021 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -16% under budget				
3			2. Spending in non-personnel areas will slowly pick up as school opens				
4			3. Budgeted teachers and staff vacancies of 34.5 FTE are not fully filled				
5							
6	MWA Spending Budget	Budget FY2022	07.01.21 - 08.31.21- Actuals	07.01.21 - 08.31.21- Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	5,348,635	377,628	477,803	(100,175)	-21%	Variance from 15 Teacher vacancies
8	1103 - Substitute Teacher Salaries	86,359	8,290	7,197	1,093	15%	
9	1200 - Certificated Pupil Support	730,784	83,827	92,753	(8,926)	-10%	
10	1300 - Certificated Supervisor & Administrator Salaries	1,313,051	160,467	172,252	(11,785)	-7%	
11	1409 - Special Temporary COLA	1,800,000	119,500	150,000	(30,500)	-20%	Savings from vacancies
12	1900 - Certificated Other Salaries	353,832	36,869	44,910	(8,041)	-18%	
13	2100 - Classified Instructional Aide Salaries	964,744	58,737	122,448	(63,711)	-52%	Variance from the following vacancies: • 5 Interventionist • 3 SPED Instructional Aide • 3 Part Time Enrichment Instructors • 3 Part Time SSP Tutors • 1 Part Time SSP Tutor
14	2200 - Classified Support Staff Salaries	652,921	74,478	82,871	(8,393)	-10%	
15	2300 - Classified Supervisor & Administrator Salaries	742,955	83,787	94,298	(10,511)	-11%	
16	2400 - Classified Clerical and Office Salaries	934,525	48,736	110,613	(61,877)	-56%	Variance from the following vacancies: • Sr. System Administrator • User Application Administrator • Substitute Coordinator • Student Recruitment & Engagement Coordinator • Assistant Substitute Coordinator
17	2900 - Classified Other Salaries	139,293	11,348	17,679	(6,331)	-36%	
18	Total Salaries	13,067,099	1,063,667	1,372,824	(309,157)	-23%	
19	3101 - State Teachers Retirement System (STRS)	1,407,373	111,444	147,958	(36,514)	-25%	
20	3301 - Social Security and Medicare	436,690	34,283	55,859	(21,576)	-39%	Variance from vacancies
21	3401 - Health & Welfare Benefits	1,880,528	240,830	297,421	(56,591)	-19%	
22	3501 - Unemployment Insurance	65,804	15,613	16,551	(938)	-6%	
23	3601 - Workers Comp Insurance	171,091	21,443	28,862	(7,419)	-26%	
24	3701 - 403(B) Retirement Match	134,003	6,692	17,008	(10,316)	-61%	
25	3999 - Accrued Paid Time Off	123,066	(40,091)	15,383	(55,474)	-361%	Variance due to employee terminations and employees taking vacation in July, variance will improve as staff accumulate more PTO
26	Total Benefits	4,218,555	390,214	579,042	(188,828)	-33%	
27	Total Salaries & Benefits	17,285,654	1,453,881	1,951,866	(497,985)	-26%	

MWA - "School" YTD Actuals vs. Budget
August 2021

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2022	07.01.21 - 08.31.21- Actuals	07.01.21 - 08.31.21- Budget	Variance	% Variance	Notes
28							
29	4100 - Approved Textbooks and Core Curricula Mater	169,000	27,766	77,388	(49,622)	-64%	More e-textbooks purchased versus physical textbooks
30	4200 - Books and Other Reference (Faculty and Staff	3,000	-	-	-	-100%	
31	4315 - Custodial Supplies	100,000	7,861	13,913	(6,052)	-43%	
32	4325 - Instructional Materials & Supplies	289,375	37,676	48,849	(11,173)	-23%	
33	4330 - Office Supplies	1,500	-	405	(405)	-100%	
34	4390 - Other Food	9,000	-	-	-	-100%	
35	4410 - Furniture, Equipment & Supplies (non-capitaliz	9,000	-	-	-	-100%	
36	4420 - Computers and IT Supplies (non-capitalized)	221,465	25,635	24,241	1,394	6%	
37	4710 - Student Food Services	486,852	59,429	45,411	14,018	31%	
38	4910 - Emergency Supplies	5,000	-	650	(650)	-100%	
39	4990 - Contingency	10,000	-	-	-	-100%	
40	Total Supplies	1,304,192	158,367	210,857	(52,490)	-25%	
41	5210 - Conference and Professional Development	84,375	1,248	8,547	(7,299)	-85%	
42	5215 - Travel - Mileage, Parking, Tolls	6,625	-	1,119	(1,119)	-100%	
43	5220 - Travel - Airfare & Lodging	21,275	1,008	3,335	(2,327)	-70%	
44	5225 - Travel - Meals	16,050	-	3,256	(3,256)	-100%	
45	5305 - Professional Dues & Memberships	16,000	3,890	2,367	1,523	64%	
46	5421 - General Liability Insurance	193,006	41,343	31,515	9,828	31%	
47	5510 - Utilities - Gas and Electric	336,000	29,333	28,869	464	2%	
48	5515 - Janitorial and Gardening Services	700,000	78,100	91,100	(13,000)	-14%	
49	5525 - Utilities - Waste	48,000	3,335	8,472	(5,137)	-61%	
50	5530 - Utilities - Water	49,500	16,844	1,666	15,178	911%	Actual water usage higher than budgeted for landscaping and irrigation, will adjust during 1st Interim
51	5605 - Equipment Leases and Rentals	148,800	20,011	13,945	6,066	43%	
52	5610 - Occupancy Rent	1,753,179	292,199	292,199	-	0%	
53	5612 - Facilities Use Fees	28,000	358	2,741	(2,383)	-87%	
54	5615 - Repairs and Maintenance - Building	140,000	8,906	8,449	457	5%	
55	5617 - Repairs and Maintenance - Non-computer Equ	3,000	-	-	-	-100%	
56	5618 - Repairs & Maintenance - Auto	1,500	1,669	256	1,413	552%	
57	5806 - County Oversight Fees	107,000	-	-	-	-100%	
58	5810 - Contracted Services	411,267	34,980	49,263	(14,283)	-29%	
59	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
60	5810.003 - Student Transportation	565,970	-	25,983	(25,983)	-100%	Will not provide bus services for 1st semester, will adjust during 1st Interim

**MWA - "School" YTD Actuals vs. Budget
August 2021**

	A	B	C	D	E	F	G
6	MWA Spending Budget	Budget FY2022	07.01.21 - 08.31.21- Actuals	07.01.21 - 08.31.21- Budget	Variance	% Variance	Notes
61	5810.004 - Intervention & Consultation	175,000	34,858	15,909	18,949	119%	Actual contract higher than budget. Will adjust during 1st Interim
62	5810.005 - Psychological Services	565,000	140,998	131,044	9,954	8%	
63	5810.006 - Substitute Teachers	60,000	2,523	-	2,523	-100%	
64	5810.007 - Interscholastic - Coaches	82,000	-	3,155	(3,155)	-100%	
65	5810.008 - Information Technology	832,707	287,795	284,316	3,479	1%	
66	5811 - Student Exams Fees	17,000	-	65	(65)	-100%	
67	5820 - Recruiting - Students	1,000	-	-	-	-100%	
68	5821 - Printing and Reproduction	22,500	5,919	10,693	(4,774)	-45%	
69	5840 - Study Trip - Entrance, Admission, & Ticket Fee	52,400	-	2,489	(2,489)	-100%	
70	5850 - Staff Recruitment	1,000	-	19	(19)	-100%	
71	5851 - Professional Development	97,500	33,481	32,911	570	2%	
72	5897 - Special Education	500,000	11,512	6,000	5,512	92%	
73	5898 - Use Tax	1,000	-	-	-	-100%	
74	5905 - Company Cell Phones	77,200	5,997	8,053	(2,056)	-26%	
75	5910 - Internet	96,600	16,975	10,476	6,499	62%	
76	5915 - Postage and Delivery	20,000	1,236,000	3,401	(2,165)	-64%	
77	5920 - Landlines and Office Based Phones	7,800	1,143	932	211	23%	
78	6900 - Depreciation and Amortization	25,000	3,033	4,454	(1,421)	-32%	
79	INCO.EXP - 5895 MWAS (Central Office) Fees	1,210,457	201,744	201,742	2	0%	
80	Total Contract Services	8,474,711	1,280,438	1,288,741	(8,303)	-1%	
81							
82	Total Salaries & Benefits	17,285,654	1,453,881	1,951,866	(497,985)	-26%	
83	Total Supplies	1,304,192	158,367	210,857	(52,490)	-25%	
84	Total Contract Services	8,474,711	1,280,438	1,288,741	(8,303)	-1%	
85	Total Expenses	27,064,557	2,892,686	3,451,464	(558,778)	-16%	

**MWA Central Office YTD Actuals vs. Budget
August 2021**

	A	B	C	D	E	F	G
1	MWA Central Office FY2021 Spending Budget Tracking Report		Monthly Executive Summary				
2	Actuals vs. Cycled Budget		1. Spending -7% under budget				
3			2. Spending in non-personnel areas will slowly pick up as school opens				
4							
5							
6	MWAS (Central Office) Spending Budget	Budget FY2022	07.01.21 - 08.31.21- Actuals	07.01.21 - 08.31.21- Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	168,000	14,500	14,000	500	4%	
8	2300 - Classified Supervisor & Administrator Salaries	1,687,144	228,103	214,138	13,965	7%	Staff salary increase
9	2400 - Classified Clerical and Office Salaries	136,438	16,437	17,317	(880)	-5%	
10	Total Salaries	1,991,582	259,040	245,455	13,585	6%	
11	3101 - State Teachers Retirement System (STRS)	59,889	6,698	6,066	632	10%	
12	3301 - Social Security and Medicare	121,641	16,685	15,439	1,246	8%	
13	3401 - Health & Welfare Benefits	249,458	44,052	41,576	2,476	6%	
14	3501 - Unemployment Insurance	9,958	5,606	2,490	3,116	125%	
15	3601 - Workers Comp Insurance	25,890	6,043	4,315	1,728	40%	
16	3701 - 403(B) Retirement Match	62,740	7,295	7,963	(668)	-8%	
17	3999 - Accrued Paid Time Off	98,948	(26,857)	12,369	(39,226)	-317%	Variance due to employee terminations and employees taking vacation in July, variance will improve as staff accumulate more PTO
18	Total Benefits	628,524	59,522	90,218	(30,696)	-34%	
19	Total Salaries & Benefits	2,620,106	318,562	335,673	(17,111)	-5%	
20							
21	4200 - Books and Other Reference (Faculty and Staff	2,500	-	-	-	-100%	
22	4330 - Office Supplies	10,150	1,100	2,739	(1,639)	-60%	
23	4390 - Other Food	2,500	-	-	-	-100%	
24	4410 - Furniture, Equipment & Supplies (non-capitaliz	1,500	-	-	-	-100%	
25	4420 - Computers and IT Supplies (non-capitalized)	20,450	4,572	4,493	79	2%	
26	4990 - Contingency	75,000	-	-	-	-100%	
27	Total Supplies	112,100	5,672	7,232	(1,560)	-22%	
28	5210 - Conference and Professional Development	33,500	1,459	8,381	(6,922)	-83%	
29	5215 - Travel - Mileage, Parking, Tolls	6,900	-	1,166	(1,166)	-100%	
30	5220 - Travel - Airfare & Lodging	13,500	464	2,116	(1,652)	-78%	
31	5225 - Travel - Meals	5,450	-	1,510	(1,510)	-100%	
32	5305 - Professional Dues & Memberships	23,500	6,500	4,502	1,998	44%	
33	5605 - Equipment Leases and Rentals	6,200	833	581	252	43%	
34	5803 - Accounting Fees	30,000	7,035	7,110	(75)	-1%	

**MWA Central Office YTD Actuals vs. Budget
August 2021**

	A	B	C	D	E	F	G
6	MWAS (Central Office) Spending Budget	Budget FY2022	07.01.21 - 08.31.21- Actuals	07.01.21 - 08.31.21- Budget	Variance	% Variance	Notes
35	5804 - Legal Fees	70,000	16,510	11,537	4,973	43%	Contracts reviewed by Legal team & Legal research of COVID-19 vaccine accommodations
36	5810 - Contracted Services	268,000	40,079	41,225	(1,146)	-3%	
37	5810.002 - Student Information & Assessment	61,500	31,098	32,310	(1,212)	-4%	
38	5810.004 - Intervention & Consultation	20,000	-	3,636	(3,636)	-100%	
39	5810.005 - Psychological Services	5,000	-	1,160	(1,160)	-100%	
40	5810.008 - Information Technology	101,770	18,840	21,059	(2,219)	-11%	
41	5820 - Recruiting - Students	10,000	-	-	-	-100%	
42	5821 - Printing and Reproduction	1,500	-	713	(713)	-100%	
43	5850 - Staff Recruitment	102,000	7,600	8,892	(1,292)	-15%	
44	5851 - Professional Development	30,000	5,000	5,895	(895)	-15%	
45	5853 - Payroll Processing Fees	38,000	3,846	3,189	657	21%	
46	5905 - Company Cell Phones	7,500	1,518	783	735	94%	
47	5915 - Postage and Delivery	2,000	998	340	658	194%	
48	5992 - Bank fees (not interest charges)	1,000	-	68	(68)	-100%	
49	Total Contract Services	837,320	141,780	156,173	(14,393)	-9%	
50							
51	Total Salaries & Benefits	2,620,106	318,562	335,673	(17,111)	-5%	
52	Total Supplies	112,100	5,672	7,232	(1,560)	-22%	
53	Total Contract Services	837,320	141,780	156,173	(14,393)	-9%	
54	Total Expenses	3,569,526	466,014	499,078	(33,064)	-7%	

Making Waves Academy
FY2022

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2021	08/31/2021	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	2,852,788	4,153,049	(1,300,261)
13	9120.101 - *5882 BB ZBA Payroll	(149,388)	296,231	(445,619)
14	9120.300 - *3822 MWA Chase - Operations Cash	77,963	77,963	-
15	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	94,787	94,787	-
16	Total Cash and Cash Equivalents	2,876,150	4,622,030	(1,745,880)
17	Accounts Receivable, Net			
18	Accounts Receivable			
19	9210 - Accounts Receivable (not grants or pledges)	4,356,802	1,809,303	2,547,499
20	Total Accounts Receivable	4,356,802	1,809,303	2,547,499
21	Total Accounts Receivable, Net	4,356,802	1,809,303	2,547,499
22	Other Current Assets			
23	Prepaid Expenses			
24	9331 - Prepaid and Deposits - Current Portion (non-employee)	352,958	168,253	184,705
25	Total Prepaid Expenses	352,958	168,253	184,705
26	Total Other Current Assets	352,958	168,253	184,705
27	Total Current Assets	7,585,910	6,599,586	986,324
28	Long-term Assets			
29	Property & Equipment			
30	9440 - Equipment (over 25k)	83,860	83,860	-
31	9460 - Leasehold Improvements	435,813	435,813	-
32	9470 - Vehicles	22,400	22,400	-
33	9441 - AD - Equipment (over 25k)	(83,860)	(83,860)	-
34	9461 - AD - Leasehold Improvements	(129,917)	(132,950)	3,033
35	9471 - AD - Vehicles	(22,400)	(22,400)	-
36	Total Property & Equipment	305,896	302,862	3,034
37	Total Long-term Assets	305,896	302,862	3,034
38	Total Assets	7,891,806	6,902,448	989,358

Making Waves Academy
FY2022

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2021	08/31/2021	
8		Actual	Actual	Period Diff
39	Liabilities and Net Assets			
40	Liabilities			
41	Short-term Liabilities			
42	Accounts Payable			
43	9500 - Accounts Payable	314,690	30,404	284,286
44	9500.999 - Employee Expense Payables	76,706	-	76,706
45	9520.497 - CC*6315 Chase	31,300	37,787	(6,487)
46	Total Accounts Payable	422,696	68,191	354,505
47	Accrued Liabilities			
48	9601 - Payroll Liabilities	186,594	(5,759)	192,353
49	9602 - Benefits Liabilities	31,238	12,627	18,611
50	9603 - Accrued Paid Time Off Liability	652,808	585,859	66,949
51	9620 - Funds Held for Others (Student Groups and Agencies)	24,637	24,637	-
52	9625 - Funds Held for Chromebook	49,142	68,626	(19,484)
53	9630 - Funds Held for Summer Holdback	277,700	23,379	254,321
54	Total Accrued Liabilities	1,222,119	709,369	512,750
55	Deferred Revenue	563,157	-	563,157
56	Total Short-term Liabilities	2,207,972	777,560	1,430,412
57	Total Liabilities	2,207,972	777,560	1,430,412
58	Net Assets			
59	Net Assets			
60	9800 - Equity			
61	Beginning Net Assets*	2,262,416	5,683,834	(3,421,418)
62	Change In Net Assets**	3,421,418	441,054	2,980,364
63	Total Net Assets	5,683,834	6,124,888	(441,054)
64	Total Liabilities and Net Assets	7,891,806	6,902,448	989,358
65				
66				
67				
68				
69				
70	* Beginning net assets refer to the net assets on the first day of the fiscal year.			
71	** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date.			

	A	B	S	T	U	V	W
5							
6	MWA Revenue Budget	Budget FY2022	07.01.21 - 08.31.21 - Actuals	07.01.21 - 08.31.21 Budget	Variance	% Variance	Notes
7	Revenue						
8	8011 - State Aid - General Apportionment	7,799,857	300,829	389,993	89,164	23%	
9	8012 - Prop 30 - Education Protection Account Ent	1,148,117	-	-	-	0%	
10	8096 - In Lieu of Property Taxes	3,156,599	46,051	-	(46,051)	0%	
11	8181 - Federal - Special Education	136,200	-	-	-	0%	
12	8220 - Federal - Child Nutrition Programs	388,741	-	-	-	0%	
13	8262 - Federal - Elementary and Secondary Schoo	-	102,406	-	(102,406)	0%	ESSER II Grant
14	8263 - Federal - Elementary and Secondary Schoo	733,333	-	-	-	0%	
15	8290 - Federal - Title I - Basic Grant	294,297	-	-	-	0%	
16	8295 - Federal - Title II - Teacher and Principal Tra	41,472	-	-	-	0%	
17	8296 - Federal - Title III - LEP	34,022	-	-	-	0%	
18	8297 - Federal - Title IV, Part A - Student Support	21,972	-	-	-	0%	
19	8299 - Federal - Other Revenue	1,020,000	-	-	-	0%	
20	8311 - State - Special Education	681,000	73,574	68,100	(5,474)	-8%	
21	8520 - State - Child Nutrition Programs	25,871	-	-	-	0%	
22	8525 - State - Expanded Learning Opportunities G	768,553	563,157	384,277	(178,880)	-47%	Deferred revenue from FY21
23	8545 - State - School Facilities	1,183,396	11,188	-	(11,188)	0%	
24	8550 - State - Mandate Block Grant	29,871	-	-	-	0%	
25	8560 - State - Lottery	216,871	-	-	-	0%	
26	8592 - State - After School Program Grant	177,559	-	-	-	0%	
27	8621 - Local - Parcel Taxes	309,177	-	-	-	0%	
28	8980 - Contributions - Unrestricted	1,200,000	805	637	(168)	-26%	
29	8981 - John Regina Scully (JRS)	9,991,719	2,500,000	2,500,000	-	0%	
30	8986 - School Supply Fund Donations	6,000	-	-	-	0%	
31	8988 - In-Kind Donations	9,000	-	-	-	0%	
32	8990 - Contributions - Restricted	100,000	-	-	-	0%	
33			-	-	-	0%	
34							
35	Total Revenues	29,473,627	3,598,010	3,343,007	(255,003)	-8%	
36							
39	YTD Revenue Non-SRE						
127							
128	MWA Non-SRE Revenue						
129							
130	Total Governmental Revenue	18,166,908	1,097,205				
131	Total Grants and non-SRE donations	1,315,000	805				
132	Total external sources of revenue	19,481,908	1,098,010				
133							
134	Cumulative Revenues		1,098,010				
135	% of FY2021 Annual budget		6%				
136							
137							
138	Total student count (EOM) - 96% ADA		1043				
139							
140	Governmental revenue/student		\$1,052				
141	Grants and non-SRE donations/student		\$1				
142	Total external revenues per student		\$1,053				

**Cash Flow Projection
2020-21**

	A	E	F	G	H	I	J	K	L	M	N	O	P
9		Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
10	Descriptions	Jul-21	Aug-21	Sep-21	Oct-21*	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22*	May-22	Jun-22**
44	Beginning Cash	2,876,150	5,316,440	4,622,030	3,970,475	3,963,916	5,317,236	5,788,073	5,372,777	4,948,081	5,836,866	4,453,310	5,420,620
45													
46	Cash In												
47	Government	702,350	394,855	717,888	2,468,447	1,136,163	1,024,029	1,879,712	1,606,559	391,224	1,253,263	996,688	2,616,472
48	Donation (Non-SRE)	421	385	257	86,592	1,330	863,727	3,667	3,829	231	788	368	353,406
49	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
50	JRSF	2,500,000	-	-	-	2,500,000	-	-	-	2,500,000	-	2,491,719	-
51	Total Cash In	3,202,771	395,240	718,145	2,555,039	3,637,493	1,887,756	1,883,379	1,610,388	2,891,455	1,254,051	3,488,775	2,969,878
52													
53	Cash Out***												
54	MWA	979,576	1,746,791	2,349,470	2,549,154	2,454,781	2,001,177	2,045,678	1,833,966	1,838,565	2,447,213	1,886,984	3,086,368
55	MWAS (Central Office)	214,016	280,491	345,717	388,392	345,159	363,859	359,082	222,086	229,368	226,919	212,532	239,121
56	Total Cash Out	1,193,592	2,027,282	2,695,187	2,937,546	2,799,940	2,365,036	2,404,760	2,056,052	2,067,933	2,674,132	2,099,516	3,325,489
57													
58	Net Change In Cash (In - Out)	2,009,179	(1,632,042)	(1,977,042)	(382,507)	837,553	(477,280)	(521,381)	(445,664)	823,522	(1,420,081)	1,389,259	(355,611)
103													
104	Net Change in Cash from Operating Activities	2,440,290	(694,410)	(651,554)	(6,559)	1,353,320	470,837	(415,296)	(424,695)	888,785	(1,383,556)	967,310	306,303
105													
106	Ending Cash	5,316,440	4,622,030	3,970,475	3,963,916	5,317,236	5,788,073	5,372,777	4,948,081	5,836,866	4,453,310	5,420,620	5,726,923
107													
111													
112													
113	Date Needed	7/30/2021					11/15/2021			3/15/2022		5/15/2022	
114													
115	Notes:												
116	*Three payrolls Funded												
117													
118	** June funding estimate is based on Board approved budget in June 2022 and likely to change according to actuals.												
119													
120	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)												

Coversheet

MWA COVID-19 Prevention Program Plan

Section: III. Non-Action Items
Item: C. MWA COVID-19 Prevention Program Plan
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: CPP Plan_MWA_2021.09.01_Updated (1).pdf
returnplan_MWA_10072021.pdf

BACKGROUND:

Providing an opportunity for public comment on MWA's COVID Prevention Program Plan which was updated in late August 2021.

RECOMMENDATION:

We recommend the board reviews the plan and provides feedback as needed.



Making Waves Academy COVID-19 Prevention Program (CPP)

Last Updated: 08/24/2021

COVID-19 Prevention Program (CPP) for Making Waves Academy

This CPP is designed to control exposures to the SARS-CoV-2 virus that may occur in our workplace.

Date Adopted: 3/11/2021

Date Revised: 08/24/2021

Authority and Responsibility

The Chief Operating Officer or her designee have overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand.

All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

- Conduct workplace-specific evaluations using the **Appendix B: Identification of COVID-19 Hazards** form.
- Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
- Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
- Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
- Conduct periodic inspections using the **Appendix C: COVID-19 Inspections form** as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

Employee Participation

Employees are required to participate in the identification, reporting and evaluation of COVID-19 hazards by:

- Reporting any identified COVID-19 hazards to the School Nurse and/or Office of Human Resources.
- Participating in weekly staff and student updates.
- If experiencing symptoms staying home inform Office of Human Resources

Student and Parent Participation

- Reporting any identified COVID-19 hazards immediately so that they can be addressed
- Following all COVID-19 related safety protocols

Employee Screening

Employees are screened twice as outlined below.

- **Home Screening (Staff).** All employees who report to work (in-person) are required to perform a self-administered wellness check for COVID-19 symptoms before leaving home for work. Active symptom screening shall be conducted at the worksite if required by local order.

- Any employee who has a fever of 100.4 degrees Fahrenheit or higher and/or any of the COVID symptoms is directed to remain home, notify his or her supervisor and await instructions.
- If symptoms are secondary to an underlying condition (i.e., allergies or asthma) and have not worsened, then the employee can report to work and follow hygiene practices.
- **Campus Screening (Staff)**
 - All staff members are required to complete a self-assessment prior to leaving their home. Proof of a clear self-assessment will be required upon arrival.

Student Screening

Students participate in::

- **Home Screening.** Parents shall be instructed to screen their student before leaving the house for school. Before leaving the house, a parent should confirm that the student has a temperature below 100.4 degrees Fahrenheit and does not exhibit any other COVID-19 symptoms.
 - Any student who has a fever or other COVID-19 symptoms must stay home from school for at least 10 days after the onset of symptoms, or such period as required by local health order or directive.
- **Campus Screening.** Staff shall actively monitor students for COVID-19 symptoms when the student enters the school site.
 - If a student appears ill, they will be sent directly to the Nurse’s Station where the School Nurse will complete an in-person wellness check for signs and symptoms of COVID-19.
 - If a student answers “no” to all questions and appears well, the student's temperature will be taken before they are allowed to proceed onto campus.
 - If the student answers “yes” to any question or upon visual check, and the screener feels the student may be exhibiting signs and symptoms of illness, the student’s temperature should be taken, preferably using a touchless infrared thermometer.
 - If the student’s temperature is 100.4 or above or they have verbally confirmed symptoms, have them don a surgical facemask and go to the isolation area; have office staff contact the parent to pick up the student.
- **Bus Screening (if applicable).** A staff member shall conduct a wellness check of each student prior to entering the bus, which should include a temperature check using a no-touch thermometer, if possible. In the event that a temperature or wellness check confirms that a student is exhibiting symptoms of COVID-19, the student shall not be permitted to ride.
- To prevent stigma and discrimination in the school setting, student and employee health screenings should be kept as private as possible to maintain the confidentiality of student and employee medical and student records. Race, nationality, country of origin and other protected characteristics should never be used as a basis for particularized health screening.
- Consult the local county health order to determine whether temperature checks are required.
- To the extent feasible and when required, a no-touch thermometer should be used for temperature checks if possible.
 - If a thermometer requiring a touch method (under the tongue or arm, forehead, etc.) is the only type available, it should only be used when a fever is suspected and caution is taken by temperature screeners such as gloves, eye protection, and mask.
 - Thermometers must be properly cleaned and disinfected after each use.
- The School will not penalize students and families for missing in-person instruction due to COVID-19.

Visitor Screening:

- Each visitor to the school site shall be screened for COVID-19 symptoms before entering the school site.
 - The staff member who greets the visitor at the entrance shall either
 - ask the visitor to complete an online health screening through a web-based application or
 - administer an in-person wellness check prior to escorting the visitor to his or her destination:
 - If the visitor answers “no” to all questions, he or she may enter the school.
 - If the visitor answers “yes” to any of the questions, he or she may not enter the school.

Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented on the **Appendix C: COVID-19 Inspections** form, and corrected in a timely manner based on the severity of the hazards, as follows:

Each COVID-19 hazard will be assessed by the Director of School Operations, Facilities Manager and Director of Human Resources to determine the severity. The correction time frames will be assigned by the Director of School Operations. A follow-up report will be conducted by the Director of School Operations and Facilities Manager with the Director of Human Resources and Chief of Staff to ensure the timely correction.

Control of COVID-19 Hazards

Physical Distancing

While physical distance is not required, we encourage physical distancing of at least 3 feet when possible. Especially when eating indoors. Where possible:

- indoor capacity limits will be capped at 75%
- buses (when applicable) will also be capped at 75% capacity
- students and employees are encouraged to use outdoor facilities for activities that involve food or high-exertion

Material Sharing

Instructional Resources

Protocols have been developed to minimize the need to have multiple students sharing high touch materials to the greatest extent possible. In doing so, the sharing of materials between students will be restricted. These materials include, but are not limited to books, computers, calculators, writing utensils, computer keyboards/headphones, hall passes, art supplies, and learning aids. Single-use disposable materials are encouraged when feasible. Each school will try to supply each student with their own materials when feasible, but if school materials must be used by multiple students, no two individuals may use the same materials on a given day without being cleaned and disinfected between users. Additionally, all school materials used by students will be disinfected between users and at the end of the school day. If a student is assigned a specific cubby or locker to store his or her personal belongings, it can only be accessed while socially distant and within their cohort. Cubbies and lockers may not be shared.

Communication/Paper

General paper flyers and communications to all school communities, parents and students should be digital whenever possible, such as email, text message, or video to limit the distribution of paper materials. If forms are distributed on site, a staff member can place forms on a table or counter as each individual is assisted, to minimize the spread of germs. Do not place forms or flyers stacks for people to help themselves. Equipment, devices, and

completed paperwork should be placed in a collection box. Items should not be handed directly between two people.

Writing Instruments/Tool

Encourage people to use their own writing tools. Do not re-use pens or pencils. Once a provided writing utensil has been used, place it in a collection box to be sanitized for later use. Equipment and devices such as chrome books should be placed in a box on the counter or table with the parent on one side and the employee on the other side. Items should not be handed directly between two people. Visually verify paper signatures and have each person place their forms in a designated collection box. Store boxes of collected items and completed forms in a secure, dry storage area for a minimum of 48 hours and sanitize as necessary.

Face Coverings:

The School will follow CDPH, CDE and CDC guidance and state and local health orders on the use of face coverings. All staff, students and families are encouraged to review the CDPH and CDC guidance on cloth face coverings; face coverings must be used in accordance with CDPH Guidelines and this Policy unless a person is exempt as explained in this Policy, particularly in indoor environments, on school buses, and areas where physical distancing alone is not sufficient to prevent disease transmission.

Until such time as the statewide order is lifted, all adults and students must wear a cloth face covering at all times while on campus including but not limited to:

- o In any indoor spaces (except when in an enclosed space alone, if more than one person is in an enclosed space a mask is required regardless of vaccination status)
- o While waiting to enter the school campus.
- o In any area outside of the classroom (except when eating or drinking)
- o While leaving school
- o While waiting for or riding on a school bus
- o Employees excluded from this requirement are those that require respiratory protection according to Cal/OSHA standards.
- Employees and students should wear a clean face mask to work every day.
- Employees and students should avoid touching the mask and should wash their hands frequently, including after removing the mask.
- Employees are expected to teach and reinforce proper use of face coverings, and in limited circumstances, face shields.
- Teachers may use clear plastic face shields with an appropriate seal (cloth covering extending from the bottom edge of the shield and tucked into the shirt collar) in certain limited situations in the classroom to enable students to see their faces and avoid potential barriers to phonological instruction as long as the wearer maintains physical distance from others, to the extent practicable. Staff must return to wearing a face covering outside of the classroom.
- Proper use of cloth face coverings by employees and students will be strictly enforced. The School will exclude from campus anyone who refuses to wear a face mask.
 - o People excluded from face covering requirements include anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the covering without assistance.
- The School will post signs regarding the proper use, removal, and washing of face coverings.
- The School will post signs to remind employees that the CDC recommends maintaining social distancing of at least six (6) feet, and that the State of California currently requires face masks to be worn at all times in K-12 settings regardless of vaccination status in public settings with certain limited exceptions.

- The School shall educate students, particularly younger elementary school students, on the rationale and proper use of face coverings.
- A cloth face covering or face shield may be removed for meals, snacks, or when it needs to be replaced. When a cloth face covering is temporarily removed, it should be placed in a clean paper bag (marked with the student's name and date) until it needs to be put on again.
- The School will provide face coverings for students and staff who lose their face coverings or forget to bring them to school.

Engineering Controls

We implemented the following measures for situations where we cannot maintain at least six feet between individuals:

- If possible, suspend or modify use of site resources that necessitate sharing or touching items. For example, consider suspending use of drinking fountains and installing hydration stations; encourage the use of reusable water bottles.
- Consider installing additional temporary hand washing stations at all school entrances and near classrooms to minimize movement and congregation in bathrooms.
- Consider installing privacy boards or clear screens to increase and enforce separation between staff and students.

We maximize, to the extent feasible, the quantity of outside air for our buildings with mechanical or natural ventilation systems by:

- Maintenance staff will ensure that ventilation systems and fans operate properly and increase circulation of outdoor air as much as possible by opening windows and doors and other methods.
- Windows and doors should not be opened if doing so poses a safety or health risk by exacerbating seasonal allergies or asthma symptoms.
 - The School will consider alternatives, such as increased central air filtration (targeted filter rating of at least MERV 13) if opening windows poses a safety or health risk to persons using the facility.

Cleaning and Disinfecting

The School will incorporate the CDPH and CDC Guidance for Cleaning, Disinfection and Ventilation as appropriate to maintain a high level of cleanliness throughout the year and reduce the risk of exposure to and spread of COVID-19 at the school site.

- Custodial staff will perform thorough cleaning every school day when students are not present. When cleaning, the space will be aired out before children arrive.
- The School will ensure proper ventilation during cleaning and disinfecting. Staff are encouraged to introduce fresh outdoor air as much as possible, by opening windows where practicable.
- All frequently touched surfaces in the workplace, such as chairs, desks, tables, keyboards, telephones, handrails, light switches, sink handles, bathroom surfaces and door handles, will be routinely cleaned.
- Students and employees are discouraged from sharing desks, computers, books, phones, pens, art supplies, or other work tools and equipment, including playground equipment, when possible. When shared use is allowed, the items and equipment will be cleaned and disinfected between uses.
- Staff will be trained as appropriate in the chemical hazards, manufacturer's directions, and Cal/OSHA requirements for safe and correct application of cleaning and disinfectant agents in accordance with the Healthy Schools Act guidance from the California Department of Pesticide Regulation and Cal/OSHA.
- When choosing disinfecting products, The School will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)- approved list "N" and require staff to follow product instructions.

- o To reduce the risk of asthma and other health effects related to disinfecting, The School will select disinfectant products on list N with asthma-safer ingredients (hydrogen peroxide, citric acid or lactic acid) as recommended by the US EPA Design for Environment program.
- o The School will avoid products that contain peroxyacetic (paracetic) acid, sodium hypochlorite (bleach) or quaternary ammonium compounds, which can cause asthma.
- o Staff shall follow label directions for appropriate dilution rates and contact times.
- o The School will establish a cleaning and disinfecting schedule in order to avoid both under- and over-use of cleaning products.
- Subject to available resources, disposable disinfecting wipes shall be made available so that employees can wipe down commonly used surfaces (e.g., doorknobs, keyboards, remote controls, desks, other work tools and equipment) before each use. Disinfectant wipes and sprays will be kept away from students.
- To the extent feasible, site resources that necessitate sharing or touching items (e.g., drinking fountains) will not be used and replacement items (e.g., reusable water bottles) will be used to the extent practicable.
- Each student’s belongings will be kept in an individually labeled storage container, cubby, or locker. Students are encouraged to take belongings home each day to be cleaned.
- Staff should wait twenty-four (24) hours before cleaning and disinfecting any area that was used by a person who was experiencing COVID-19 symptoms. If it is not possible to wait twenty-four (24) hours, then staff should wait as long as possible.

Hand Sanitizing

- The School will develop routines to ensure that students and staff wash or sanitize hands frequently, including upon arrival to campus, after using the restroom, after playing outside and returning to the classroom, before and after eating, and after coughing or sneezing.
- Sanitation routines will enable students and staff to regularly wash their hands at staggered intervals.
- Staff will teach and reinforce proper handwashing technique, avoiding contact with one’s eyes, nose, and mouth, using a tissue to wipe the nose, and covering coughs and sneezes.
- The School shall make soap, tissues, no-touch trash cans, face coverings, water and paper towels or dryers for hand washing available. Students and staff should wash their hands for 20 seconds with soap, rubbing thoroughly after application. Soap products marketed as “antimicrobial” are not necessary or recommended.
- If soap and water are not readily available, The School shall make available fragrance-free alcohol-based hand sanitizer that is at least sixty percent (60%) ethyl alcohol. (Note: frequent handwashing is more effective than the use of hand sanitizers.)
- Children under age 9 should only use hand sanitizer under adult supervision. Call Poison Control if consumed: 1-800-222-1222.
- The School shall place posters conspicuously that encourage hand hygiene to help stop the spread of COVID-19.
- Employees should visit the CDC’s coughing and sneezing etiquette and clean hands webpage for more information.

Personal Protective Equipment (PPE)

The School requires employees to wear gloves and other Personal Protective Equipment (“PPE”) in accordance with the following standards.

- The School will provide surgical masks, face shields, and disposable gloves for employees engaging in Wellness and Temperature Screenings.
- Workers or other persons handling or serving food must use gloves in addition to cloth face coverings.
- The School will provide a clear plastic barrier or face covering and disposable gloves for front office and food service employees.

- The School will provide equipment and PPE to custodial staff for cleaning and disinfecting, including:
 - For regular surface cleaning, gloves appropriate for all cleaning and disinfecting.
 - For classified staff engaged in deep cleaning and disinfecting, proper PPE for COVID-19 disinfection (disposable gown, gloves, eye protection, and mask or respirator) in addition to PPE as required by product instructions.
 - All cleaning and disinfecting products must be kept out of children's reach and stored in a space with restricted access.
- As required by Cal/OSHA, The School will provide training on the proper use of PPE to protect employees from the hazards of the cleaning products used.
- Employees must wash hands after removing gloves.

Investigating and Responding to COVID-19 Cases

- **If the event of a suspected COVID-19 case(s) on campus:**
 - The School will identify isolation rooms and/or outdoor areas to separate anyone who exhibits COVID-19 symptoms.
 - Any students or staff exhibiting symptoms should continue wearing the required face covering and wait in a separate isolation area until they can be transported home or to a healthcare facility, as soon as practicable. For serious illness, call 9-1-1 without delay.
- **In the event of one or more confirmed COVID-19 case(s) the School will follow the CDPH Framework for Reopening K-12 Schools, including implementation of the following practices:**
 - If the individuals who tested positive have been on campus within 10 days prior to notification, the school shall notify the county public health department immediately (within 24 hours) by visiting <https://www.coronavirus.cchealth.org/> and filling out the reporting form:
 - <https://cdph.force.com/SPOT/s/IntakeForm>
 - If the individuals who tested positive have not been on campus within 14 days prior to notification, the school shall notify the individual of recommended next steps and shall record the notification for tracking purposes only.
 - Notify all staff and families who are identified as close contacts of potential exposure within 24 hours while maintaining confidentiality as required by state and federal laws.
 - Close off areas used by any sick person and prevent use of that space before cleaning and disinfection are completed. Follow cleaning and ventilation procedures outlined in this plan.
 - Investigate the COVID-19 illness and exposures and determine if any work-related factors could have contributed to risk of infection.
 - Update protocols as needed to prevent further cases in accordance with CDPH Guidelines ("Responding to COVID-19 in the Workplace").

- o Implement communication plans for exposure at school and potential school closures to include outreach to students, parents, teachers, staff and the community.
 - o Include information for staff regarding labor laws, information regarding Disability Insurance, Paid Family Leave and Unemployment Insurance, as applicable to schools.
 - o Provide guidance to parents, teachers and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere.
 - o Develop a plan for continuity of education. Consider in that plan how to also continue nutrition and other services provided in the regular school setting to establish alternate mechanisms for these services to continue.
 - o Maintain regular communications with the local public health department.
 - o Where stable classroom cohorts have been maintained: All students and staff should be instructed to get COVID-19 testing and remain quarantined at home for 10 days if not fully vaccinated.
 - o Where stable classroom cohorts have not been maintained: Utilize class seating rosters and consultation with teachers/staff to identify close contacts to the confirmed COVID-19 case in all classrooms and on-campus activities.
 - o For the purposes of this framework, a “close contact” is defined as someone who has been within six feet of the person who tested positive for a prolonged period of time (at least 15 minutes) regardless of face covering use, or someone who had direct physical contact or shared eating or drinking utensils with that person, or if that person sneezed, coughed, or somehow got respiratory droplets on you.
 - A close contact also includes a situation in which a person provided care at home to someone who is sick with COVID-19.
 - o Close contacts should be instructed to get COVID-19 testing and should remain quarantined at home for 10 days from the first day of symptoms or the test date.
 - o In consultation with the local public health department, the appropriate school official may decide whether school closure versus cleaning and quarantine of exposed persons or other intervention is warranted, including the length of time necessary, based on the risk level within the specific community as determined by the local public health officer.
- **Staff Close contacts of confirmed COVID-19 case(s):**
 - o Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing immediately and remain at home for ten (10) days after their last day of exposure to the case. Even if they test negative, they should remain in quarantine for a full 10 days after either
 - the date of last exposure to COVID-19 positive non-household contact or
 - the date that COVID-19 positive household member completes their isolation.
 - o No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - o Fully vaccinated individuals who have had a COVID-19 exposure do not need to quarantine if asymptomatic.
 - o Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
 - **Staff Returning to school after home isolation:**
 - o Symptomatic individuals who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.

- o Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset or test date.
- o Asymptomatic individuals, regardless of vaccination status, who test positive for COVID-19 may return to work after completing their 10 day isolation/quarantine period.
- o The school may request medical verification of health.
- **Student Close contacts of confirmed COVID-19 case(s):**
 - o Close contacts (household or non-household) of confirmed COVID-19 cases should be sent home immediately, instructed to get COVID-19 testing immediately and remain at home for ten (10) days after their last day of exposure to the case. Even if they test negative, they should remain in quarantine for a full 10 days after either
 - the date of last exposure to COVID-19 positive non-household contact or
 - the date that COVID-19 positive household member completes their isolation.
 - o No actions need to be taken for persons who have not had direct contact with a confirmed COVID-19 case, and instead have had close contact with persons who were in direct contact.
 - o Fully vaccinated individuals who have had a COVID-19 exposure do not need to quarantine if asymptomatic.
 - o Those who test positive should not return until they have met county health department criteria to discontinue home isolation.
 - o Modified Quarantine
- **Student Returning to school after home isolation:**
 - o Symptomatic individuals who test negative for COVID-19 can return 3 days after resolution of fever (if any) and improvement in symptoms.
 - o Symptomatic individuals who test positive for COVID-19 can return 10 days after symptom onset or test date.
 - o Asymptomatic individuals, regardless of vaccination status, who test positive for COVID-19 may return to work after completing their 10 day isolation/quarantine period.
 - o The school may request medical verification of health.

Systems for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

- Students and staff should report COVID-19 symptoms and possible hazards to the following people:
 - o **Students:** Luz Becerra, School Nurse at lbecerra@mwacademy.org
 - o **Staff:** Office of Human Resources at humanresources@mwacademy.org
- Staff and students may report symptoms and hazards without fear of reprisal.
- procedures or policies for accommodating staff with medical or other conditions that put them at increased risk of severe COVID-19 illness.
- Staff and students may access COVID-19 testing at the available on campus testing at no-cost, local testing site or health care provider. **See Appendix A: COVID-19 Testing Sites.**
- Any student or staff with COVID-19 symptoms should get tested. Common symptoms include fever, chills, cough, shortness of breath or difficulty breathing, fatigue (feeling tired), muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea. If an individual suspects symptoms, they should contact their doctor or health care provider to arrange for evaluation and testing.
- In the event we are required to provide testing because of a workplace exposure or outbreak, we will

communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.

- Information about COVID-19 hazards students and staff (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

Training and Instruction

We will provide effective training and instruction that includes:

- Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
- Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
- The fact that:
 - COVID-19 is an infectious disease that can be spread through the air.
 - COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
 - An infectious person may have no symptoms.
- Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
- The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
- The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
- Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
- COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.
- **Appendix E: COVID-19 Training Roster** will be used to document this training.

Exclusion of COVID-19 Cases

When we have a COVID-19 case in our workplace, we will limit transmission by:

- Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
- Excluding students and staff with COVID-19 exposure from the workplace for 10 days after the last known COVID-19 exposure to a COVID-19 case.
- For staff, continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by the employer-provided sick leave benefits.
- Providing staff at the time of exclusion with information on available benefits.

Reporting, Recordkeeping, and Access

It is our policy to:

- Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.

- Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
- Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
- Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.
- Employees will be required to get the COVID-19 vaccination in order to return to work on campus once MWA moves from a distance learning and/or hybrid environment. Vaccination updates and resources will be shared weekly through the HR Connect newsletter and HR Staff Portal.
- Employees who have been completely vaccinated are still required to follow the guidelines outlined in this document.
- Use the **Appendix C: Investigating COVID-19 Cases** form to keep a record of and track all COVID-19 cases. For staff, the Office of Human Resources will use a COVID-19 System Tracker to keep a record of and track all cases. The information will be made available to employees, authorized employee representatives, or as otherwise required by law, with personal identifying information removed.

Return-to-Work Criteria

- COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:
 - At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
 - COVID-19 symptoms have improved.
 - At least 10 days have passed since COVID-19 symptoms first appeared.
 - COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
 - A negative COVID-19 test will not be required for an employee to return to work.
 - If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective, or 14 days from the time the order to quarantine was effective.
-

Elizabeth Martinez, Chief Operating Officer

Appendix A: COVID-19 Testing Sites

- **Making Waves Academy**
 - Location: 4123 Lakeside Drive, Richmond, CA
 - No referral or appointments required. Patients are required to pre-register through the online portal with the vendor in person.
 - Photo ID required.

- **Contra Costa Health Services (CCHS) and State sites**
 - You must make an appointment to get tested at a CCHS or State testing site. Only people who live or work in Contra Costa County will be tested at county-operated testing sites. If you have COVID-19 symptoms and would like to get tested, visit <https://www.coronavirus.cchealth.org/get-tested> or call (844) 421-0804.

- **Primary Care Physician**
 - You can get tested for COVID-19 through your primary care physician and submit your results to:
 - **Students:** Luz Becerra, School Nurse at lbecerra@mwacademy.org
 - **Staff:** Office of Human Resources at humanresources@mwacademy.org

Appendix B: Identification of COVID-19 Hazards

All persons, regardless of symptoms or negative COVID-19 test results, will be considered potentially infectious. Particular attention will be paid to areas where people may congregate or come in contact with one another, regardless of whether employees are performing an assigned work task or not. For example: meetings, entrances, bathrooms, hallways, aisles, walkways, elevators, break or eating areas, cool-down areas, and waiting areas.

Evaluation of potential workplace exposure will be to all persons at the workplace or who may enter the workplace, including coworkers, employees of other entities, members of the public, customers or clients, and independent contractors. We will consider how employees and other persons enter, leave, and travel through the workplace, in addition to addressing fixed work locations.

Person conducting the evaluation:

Date:

Name(s) of employee and authorized employee representative that participated:

Interaction, area, activity, work task, process, equipment and material that potentially exposes employees to COVID-19 hazards	Places and times	Potential for COVID-19 exposures and employees affected, including members of the public and employees of other employers	Existing and/or additional COVID-19 prevention controls, including barriers, partitions and ventilation

Appendix C: COVID-19 Inspections

Date:

Name of person conducting the inspection:

Work location evaluated:

Exposure Controls	Status	Person Assigned to Correct	Date Corrected
Engineering			
Ventilation (amount of fresh air and filtration maximized)			
Additional room air filtration			
Administrative			
Physical distancing			
Surface cleaning and disinfection (frequently enough and adequate supplies)			
Hand washing facilities (adequate numbers and supplies)			
Disinfecting and hand sanitizing solutions being used according to manufacturer instructions			
PPE (not shared, available and being worn)			
Face coverings (cleaned sufficiently often)			
Gloves			
Face shields/goggles			
Respiratory protection			

Appendix D: Investigating COVID-19 Cases

All personal identifying information of COVID-19 cases or symptoms will be kept confidential. All COVID-19 testing or related medical services provided by us will be provided in a manner that ensures the confidentiality of employees, with the exception of unredacted information on COVID-19 cases that will be provided immediately upon request to the local health department, CDPH, Cal/OSHA, the National Institute for Occupational Safety and Health (NIOSH), or as otherwise required by law.

All employees' medical records will also be kept confidential and not disclosed or reported without the employee's express written consent to any person within or outside the workplace, with the following exceptions: (1) Unredacted medical records provided to the local health department, CDPH, Cal/OSHA, NIOSH, or as otherwise required by law immediately upon request; and (2) Records that do not contain individually identifiable medical information or from which individually identifiable medical information has been removed.

Date:

Name of person conducting the investigation:

COVID-19 Case Investigation Information

Employee (or non-employee*) name:		Occupation (if non-employee, why they were in the workplace):	
Location where employee worked (or non-employee was present in the workplace):		Date investigation was initiated:	
Was COVID-19 test offered?		Name(s) of staff involved in the investigation:	
Date and time the COVID-19 case was last present in the workplace:		Date of the positive or negative test and/or diagnosis:	
Date the case first had one or more COVID-19 symptoms:		Information received regarding COVID-19 test results and onset of symptoms (attach documentation):	

<p>Results of the evaluation of the COVID-19 case and all locations at the workplace that may have been visited by the COVID-19 case during the high-risk exposure period, and who may have been exposed (attach additional information):</p>	
--	--

Notice given (within one business day, in a way that does not reveal any personal identifying information of the COVID-19 case) of the potential COVID-19 exposure to:			
All employees who may have had COVID-19 exposure and their authorized representatives.	Date:		
	Names of employees that were notified:		
Independent contractors and other employers present at the workplace during the high-risk exposure period.	Date:		
	Names of individuals that were notified:		
What were the workplace conditions that could have contributed to the risk of COVID-19 exposure?		What could be done to reduce exposure to COVID-19?	
Was local health department notified?		Date:	

*Should an employer be made aware of a non-employee infection source COVID-19 status.

Appendix E: COVID-19 Training Roster

Date:

Person that conducted the training:

Employee Name	Signature
Maria Arechiga, Director of School Operations	
Fe Campbell, Director of Human Resources	

California Department of Education
June 2021

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeuseseseinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINAL_b0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances. If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Option for ensuring safe in-person instruction and continuity of services:

has developed a plan

will amend its plan

1. Please choose one:

The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

In addition, the LEA provides the following assurances:

The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- o Please insert link to the plan:

The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

The LEA will periodically review and, as appropriate revise its plan, at least every six months.

The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- The LEA has created its plan in an understandable and uniform format.
- The LEA's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.
- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Coversheet

Board Minutes: September 09, 2021 Board Meeting

Section: IV. Action Items
Item: C. Board Minutes: September 09, 2021 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for September Board Meeting on September 9, 2021

APPROVED



Making Waves Academy

Minutes

September Board Meeting

Date and Time

Thu Sep 9, 2021 at 10:30 AM

Location

<https://mwacademy.zoom.us/j/82757840840?pwd=TUhzY2xSODU0YlluREd0VjF2RE1Kdz09>

Passcode: 401966

Or One tap mobile :

US: [+16699006833](tel:+16699006833),,82757840840#,,,,*401966# or [+12532158782](tel:+12532158782),,82757840840#,,,,*401966#

Or Telephone:

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

US: [+1 669 900 6833](tel:+16699006833) or [+1 253 215 8782](tel:+12532158782) or [+1 346 248 7799](tel:+13462487799) or [+1 312 626 6799](tel:+13126266799) or [+1 929 436 2866](tel:+19294362866) or [+1 301 715 8592](tel:+13017158592)

Webinar ID: 827 5784 0840

Passcode: 401966

International numbers available: <https://mwacademy.zoom.us/j/82757840840?pwd=TUhzY2xSODU0YlluREd0VjF2RE1Kdz09>

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

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

[CLICK HERE to access the school board report in Spanish](#)

[HAGA CLIC AQUÍ para acceder el reporte escolar](#)

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.

De acuerdo con la Orden Ejecutiva N-25-20 del Estado de California, tendremos esta reunión de la junta por teleconferencia.

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*
 - **Las presentaciones están limitadas a dos minutos cada una**, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Aunque las reuniones se celebran virtualmente, los oradores deben presentar una solicitud de palabra antes de las 9:00 de la mañana del día de la reunión de la Junta.**
 - **[Envíe su petición de palabra por correo electrónico a emartinez@mwacademy.org](mailto:emartinez@mwacademy.org) en inglés o español.**
 - Su presentación deberá:
 - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
 - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
 - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

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.

**Please note that all agenda times are estimates.
Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

Directors Present

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

Directors Absent

Ana Barron, Carlos-Manuel Chavarria, Jessica Laughlin

Guests Present

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

I. Opening Items

A. Call the Meeting to Order

Alicia Klein called a meeting of the board of directors of Making Waves Academy to order on Thursday Sep 9, 2021 at 10:32 AM.

B. Record Attendance

C. Closed Session

Board adjourned to closed session to conduct a performance evaluation of the Chief Executive Officer.

- Public Employee Performance Evaluation (§ 54957)
- Title: Chief Executive Officer

No action was taken.

D. Compliance to Excellence: Remarks by Board President

Board President Alicia Klein, thanked the school leaders and staff for their work to open the school even with a significant teacher and substitute shortage. Additionally, she provided an update on:

- Additional financial resources for written translation including translation of the agenda, coversheets and the School Director Board Report
- Board policy on Parent/Guardian Conduct (the policy is out for translation to Spanish)
- Developing Parent/Guardian Survey through the Culture and Climate Committee

E. Public Comment

- MWA Parent, Abadesa Rolon, requested her name be reflected in the minutes per SB1036. Ms. Rolon made a public comment about the need for more resources for Special Education at MWA.

II. Standing Reports

A. Mission Connection: Acknowledgement of Alton B. Nelson Jr.

Board viewed a video acknowledgement for CEO, Alton B. Nelson Jr.

B. ASB Update

- Student Activities Coordinator, Ms. Macho, introduced the ASB Advisor, Ms. Caul and the ASB President, Vice President, and Treasurer.
- Board asked questions about the written ASB update including their success, challenges, and priorities.
- Board requested to meet with ASB leaders two times this year.

C. Deep Dive: Academic Intervention Team Introduction

Senior Director of Academic Instruction, Micah Stilwell, provided an overview of the Academic Instruction Team. Board asked questions about the report as well as sustainability measures for staff who returned to on site learning.

D. Senior School Director Written Report: Start of the Year

Board asked questions regarding the Senior School Director report which included:

- Difference between learning loss and unfinished learning
- Professional development provided by RT Fisher (RTF) during August PD and the remainder of the school year.
- Development of Key Performance Indicators and Goals for RTF in 2021-2022.
- Onboarding of new students and how they acclimated to being back on campus.
- Intervention data for Tier 1-3 services

Board requested an update on quarantine learning.

E. CEO Report

Board made comments and asked questions about the CEO report.

F. Q&A on Written Chief Operating Officer Report (COO)

Board asked questions about the COO report, which included:

- COVID data and vaccination

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

- There were no questions about the written finance report.
- Board President provided an update on COVID bonuses that will be recommended by the Finance Advisory Committee to the board for approval.

H.

School Site Council (SSC) Written Update

School Site Council has not yet met this year.

III. Non-Action Items

A. Committee and Advisory Committee Updates

Board Members, Margaret Watson and Layla Naranjo, provided an update on the plans for the Culture and Climate Committee for 2021-2022 including:

- Staff Survey reflections
- Student survey reflections
- Parent/Guardian survey development

B. Memo Regarding T-Mobile ECF Contract & CDW ECF Quote for Chromebooks

Board reviewed the memo provided by the Managing Director of IT, Damon Edwards.

IV. Action Items

A. Board Minutes: June 17th, 2021 Board Meeting

Burak Gursel made a motion to approve the minutes from June Board Meeting on 06-17-21. Esther Hugo seconded the motion. The board **VOTED** to approve the motion.

Roll Call

Ana Barron	Absent
Esther Hugo	Aye
Alicia Klein	Aye
Janis Glover	Aye
Margaret Watson	Aye
Carlos-Manuel Chavarria	Absent
Burak Gursel	Aye
Jessica Laughlin	Absent
Layla Naranjo	Aye

B. Approve Minutes for Special Board Meeting

Janis Glover made a motion to approve the minutes from Special Board Meeting on 08-11-21. Layla Naranjo seconded the motion. The board **VOTED** to approve the motion.

Roll Call

Janis Glover	Aye
Margaret Watson	Aye
Burak Gursel	Aye
Layla Naranjo	Aye
Esther Hugo	Aye
Alicia Klein	Aye
Jessica Laughlin	Absent
Carlos-Manuel Chavarria	Absent
Ana Barron	Absent

C.

Anchor Counseling Solutions Contract Renewal

Esther Hugo made a motion to approve the Anchor Counseling Solutions Contract.
 Burak Gursel seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Carlos-Manuel Chavarria	Absent
Alicia Klein	Aye
Layla Naranjo	Aye
Jessica Laughlin	Absent
Burak Gursel	Aye
Ana Barron	Absent
Margaret Watson	Aye
Esther Hugo	Aye
Janis Glover	Aye

D. Catalyst Seneca

Layla Naranjo made a motion to approve the fiscal impact for a non-public school placement.
 Burak Gursel seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Burak Gursel	Aye
Ana Barron	Absent
Alicia Klein	Aye
Janis Glover	Aye
Carlos-Manuel Chavarria	Absent
Esther Hugo	Aye
Jessica Laughlin	Absent
Layla Naranjo	Aye
Margaret Watson	Aye

E. FY21 Unaudited Actuals Report

Janis Glover made a motion to approve the FY21 Unaudited Actuals Report.
 Burak Gursel seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Janis Glover	Aye
Ana Barron	Absent
Layla Naranjo	Aye
Jessica Laughlin	Absent
Esther Hugo	Aye
Burak Gursel	Aye
Alicia Klein	Aye
Margaret Watson	Aye
Carlos-Manuel Chavarria	Absent

F. Education Protection Account (EPA)

Esther Hugo made a motion to approve the Education Protection Account (EPA).
 Layla Naranjo seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Layla Naranjo	Aye
---------------	-----

Roll Call

Jessica Laughlin	Absent
Margaret Watson	Aye
Janis Glover	Aye
Ana Barron	Absent
Alicia Klein	Aye
Esther Hugo	Aye
Burak Gursel	Aye
Carlos-Manuel Chavarria	Absent

G. Vendor Invoices

Janis Glover made a motion to approve the Vendor Invoices.
 Layla Naranjo seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Layla Naranjo	Aye
Carlos-Manuel Chavarria	Absent
Jessica Laughlin	Absent
Janis Glover	Aye
Margaret Watson	Aye
Alicia Klein	Aye
Burak Gursel	Aye
Esther Hugo	Aye
Ana Barron	Absent

H. Mindful Educators Contract (2021-2022)

Margaret Watson made a motion to approve the Mindful Educators Contract (2021-2022).
 Layla Naranjo seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Ana Barron	Absent
Esther Hugo	Aye
Alicia Klein	Aye
Janis Glover	Aye
Jessica Laughlin	Absent
Burak Gursel	Aye
Layla Naranjo	Aye
Carlos-Manuel Chavarria	Absent
Margaret Watson	Aye

I. CTC Declaration of Need

Esther Hugo made a motion to approve the CTC Declaration of Need.
 Margaret Watson seconded the motion.
 The board **VOTED** to approve the motion.

Roll Call

Jessica Laughlin	Absent
Burak Gursel	Aye
Janis Glover	Aye
Esther Hugo	Aye
Margaret Watson	Aye
Layla Naranjo	Aye
Ana Barron	Absent
Alicia Klein	Aye

Roll Call

Carlos-Manuel Chavarria Absent

J. The Education Team (New Substitute Vendor)

Burak Gursel made a motion to approve the contract for The Education Team (New Substitute Vendor).

Margaret Watson seconded the motion.

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

Roll Call

Burak Gursel	Aye
Jessica Laughlin	Absent
Margaret Watson	Aye
Esther Hugo	Aye
Layla Naranjo	Aye
Alicia Klein	Aye
Janis Glover	Aye
Carlos-Manuel Chavarria	Absent
Ana Barron	Absent

K. Scoot (New Substitute Staffing Vendor)

Layla Naranjo made a motion to approved the contract with Scoot (New Substitute Staffing Vendor).

Janis Glover seconded the motion.

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

Roll Call

Burak Gursel	Aye
Layla Naranjo	Aye
Alicia Klein	Aye
Esther Hugo	Aye
Jessica Laughlin	Absent
Margaret Watson	Aye
Janis Glover	Aye
Ana Barron	Absent
Carlos-Manuel Chavarria	Absent

L. Swing (Substitute Staffing Vendor)

Margaret Watson made a motion to approve the contract with Swing (Substitute Staffing Vendor).

Esther Hugo seconded the motion.

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

Roll Call

Alicia Klein	Aye
Margaret Watson	Aye
Layla Naranjo	Aye
Carlos-Manuel Chavarria	Absent
Esther Hugo	Aye
Burak Gursel	Aye
Jessica Laughlin	Absent
Janis Glover	Aye
Ana Barron	Absent

M. Board Resolution

Janis Glover made a motion to approve the Board Resolution for Delegation of Emergency Authority to the Chief Executive Officer.

Burak Gursel seconded the motion.

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

Roll Call

Esther Hugo	Aye
Ana Barron	Absent
Layla Naranjo	Aye
Margaret Watson	Aye
Janis Glover	Aye
Burak Gursel	Aye
Alicia Klein	Aye
Jessica Laughlin	Absent
Carlos-Manuel Chavarria	Absent

N. New Board Policy: Parent Code of Conduct

Burak Gursel made a motion to approve the a new board policy, Policy 14: Parent Code of Conduct.

Janis Glover seconded the motion.

- approved with one amendment under the excessive communication point (page, 2). Add in "impeded/disrupt".

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

Roll Call

Alicia Klein	Aye
Jessica Laughlin	Absent
Margaret Watson	Aye
Janis Glover	Aye
Burak Gursel	Aye
Layla Naranjo	Aye
Carlos-Manuel Chavarria	Absent
Ana Barron	Absent
Esther Hugo	Aye

O. RIDS Transportation Expense

Margaret Watson made a motion to approve the agreement with RIDS Transportation.

Layla Naranjo seconded the motion.

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

Roll Call

Burak Gursel	Aye
Esther Hugo	Aye
Alicia Klein	Aye
Margaret Watson	Aye
Janis Glover	Aye
Ana Barron	Absent
Carlos-Manuel Chavarria	Absent
Jessica Laughlin	Absent
Layla Naranjo	Aye

V. Discussion Items

A. Appreciations by the Board of Directors

- Board shared acknowledgements for the reports submitted to the board.
- Board shared congratulatory messages for the CEO who completed 10 years of service with MWA.

VI. 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 1:28 PM.

Respectfully Submitted,
Alicia Klein

B. Schedule of Remaining Board of Directors Meetings 2021-2022

- October 14th, 2021, 4:00pm-7:30pm
- December 9th, 2020, 10:30am-2:00pm
- January 27th, 2022, 10:30am-2:00pm
- March 10th, 2022, 10:30am-2:00pm
- May 5th, 2022, 4:00pm-7:30pm
- June 16th, 2022, 10:30am-2:00pm

Coversheet

Accept Finance Advisory Committee Minutes

Section: IV. Action Items
Item: D. Accept Finance Advisory Committee Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Finance Advisory Committee Meeting on September 2, 2021

APPROVED



Making Waves Academy

Minutes

Special Finance Advisory Committee Meeting

Date and Time

Thu Sep 2, 2021 at 1:00 PM

Location

<https://mwacademy.zoom.us/j/84229677169?pwd=WDh2OE03c09vcTgzNEExKSUNCaEtaZz09>

Passcode: 998111

Or One tap mobile :

US: +16699006833,,84229677169#,,,,*998111# or +13462487799,,84229677169#,,,,*998111#

Or Telephone:

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

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

Webinar ID: 842 2967 7169

Passcode: 998111

International numbers available: <https://mwacademy.zoom.us/j/84229677169?pwd=WDh2OE03c09vcTgzNEExKSUNCaEtaZz09>

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

Si tiene preguntas sobre la agenda y materiales 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 meeting via teleconference.

Public Comment

The public may address the committee 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 one minute each**, or a total of five minutes for all speakers.
-

Speakers should submit a request to speak before 9:00 AM on the day of the meeting.

- To submit your public comment, send your full public comment in email to emartinez@mwacademy.org.
- Your submission should indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).
- All submitted public comments will be read out loud during the meeting.

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.

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. **Please note that all agenda times are estimates.**

Committee Members Present

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

Committee Members Absent

None

Guests Present

Elizabeth Martinez (remote), Jane Choi (remote), Ken Blum (remote), Patrick O'Donnell (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 Sep 2, 2021 at 1:00 PM.

B. Record Attendance and Guests

II. MWA Finance

A. COVID Compensation Proposal

The CEO briefed the committee on the rationale of the proposed Covid compensation. The committee recommended the COVID compensation proposal to the MWA Board for approval.

B. The ARC Fertility Benefit Follow-up

The committee recommended the ARC benefit offering to the MWA Board for approval. The committee requested staff to clarify the benefit guidance regarding annual/lifetime maximum subsidy before distributing it to employees.

C. Budget Presentation for Parents

The CEO and CFO provided an overview of the budget presentation designed for parents that was presented at the June MWA board meeting.

D.

FY'22 State Budget and FY'21 Unaudited Actuals

- The CFO shared highlights of the FY22 state budget and the FY21 unaudited actuals.
- The committee recommended the 2020-21 unaudited actuals report to the MWA Board for approval.

E. Monthly Financial Report Template

The committee made a suggestion on the monthly financial report template, and staff adopted the suggestion.

III. Closing Items

A. Public Comment

No public comment was made.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 2:30 PM.

Respectfully Submitted,
Wallace Wei

Coversheet

COVID Bonuses for MWA Employees

Section: IV. Action Items
Item: E. COVID Bonuses for MWA Employees
Purpose: Vote
Submitted by:
Related Material: MWA Employee Bonus Resolution_OCT 2021.pdf

Board Proposal

FROM: ALTON B. NELSON, JR, MWA CEO

SUBJECT: PROPOSED COVID BONUSES

DATE: October 14, 2021

Proposal

Support a recommendation from the MWA CEO and Finance Advisory Committee to the MWA Board to distribute one-time, COVID bonuses to MWA staff for the 2021-22 school year.

Rationale

It would be helpful to signal to MWA employees and staff how much we particularly value their service. I think it is important that we message appreciation of their commitment to serve during this particularly challenging time. Many public and private schools are challenged to find and retain teachers and staff.

Since the the state has gone back to revenue distribution based on average daily attendance (ADA), this requires that learning occurs on school sites. As a result, the flexibility for remote learning we were able to deploy last school year is no longer an option. With the loss of this flexibility and the ongoing challenges of the pandemic also contribute to the challenges of teachers and staff.

We are confident that money saved by the factors (below) will be more than enough to cover the bonuses.

- Vacant positions (salary and benefit expense)
- No bus service through the 1st semester

Landscape Survey

Our CFO and I engaged with charter school contacts and learned the following:

- Many schools are offering some form of a bonus with a range from \$750/person up to \$7,500.
- More than half of Richmond charter schools offering a bonus of between \$1,500-\$2,000.
- When looking more broadly in the region and state the average was about \$2,000-\$2,500.

Bonus Structure

Because the state sees any money that the school has on-hand (even money that has been donated) as public money, I think the bonuses have to be modest but material to help staff feel seen, valued, and supported. To encourage staff, particularly faculty, to finish the year with us, we would break up the bonus into two distributions. A portion of the bonus would be paid out in January, at the beginning of the 2nd Semester, and the other portion would be paid out in mid to late June after the school year has ended. The bonuses would be considered remuneration in addition to salary and therefore creditable compensation for CalSTRS 2% at 60 members. CalSTRS 2% at 60 members are CalSTRS members who were first hired to perform creditable service before January 1, 2013.

Please see the next page for the COVID Bonus details.

MWA COVID Staff Bonuses

These would be one-time (for the 2021-22 school year) “bonuses” on top of any other bonuses MWA faculty and staff are eligible, for example the “Retention/Loyalty Bonus” (after years 4, 8, 12, and 16) and the Perfect Attendance Bonus.

NON-EXEMPT (Hourly Staff)

	Proposed
Staff (Non-Exempt) – 1 st Semester Bonus (JAN)	\$750
Staff (Non-Exempt) – 2 nd Semester Bonus (JUNE)	\$1,250
TOTAL BONUS	\$2,000
TOTAL ESTIMATED COSTS	\$68,000

EXEMPT STAFF (Salaried Staff)

	Proposed
Staff (Exempt) – 1 st Semester Bonus (JAN)	\$1,200
Staff (Exempt) – 2 nd Semester Bonus (JUNE)	\$2,000
TOTAL BONUS	\$3,200
TOTAL ESTIMATED COSTS	\$134,400

FACULTY

	Proposed
Faculty – 1 st Semester Bonus (JAN)	\$1,500
Faculty – 2 nd Semester Bonus (JUNE)	\$2,500
TOTAL BONUS	\$4,000
TOTAL ESTIMATED COSTS	\$216,000

EXEC LEADERS

	Proposed
Exec Leaders – 1 st Semester Bonus (JAN)	\$5
Exec Leaders – 2 nd Semester Bonus (JUNE)	\$10
TOTAL BONUS	\$15
TOTAL ESTIMATED COSTS	\$75

	Proposed
Total Estimated Cost for All Categories	\$418,475

Coversheet

ESSER III Expenditure Plan

Section: IV. Action Items
Item: F. ESSER III Expenditure Plan
Purpose: Vote
Submitted by: Micah Stilwell
Related Material: MWA ESSER III Expenditure Plan .pdf

BACKGROUND:

This plan is our school's approach to using federal emergency relief funds that are available via the ESSER III grant.

RECOMMENDATION:

I recommend that the board approve the ESSER III Plan for implementation.

California Department of Education
July 2021

ESSER III Expenditure Plan - Working DRAFT Copy

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Making Waves Academy	Dr. Evangelia Ward-Jackson	ewardjackson@mwacademy.org (510) 262-1511

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control Accountability Plan (LCAP)	www.makingwavesacademy.org
Expanded Learning Opportunities Plan	www.makingwavesacademy.org

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$ 2,295,235.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$ 839,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$ 459,047.00
Use of Any Remaining Funds	\$ 997,188.00

Total ESSER III funds included in this plan

\$ 2,295,235.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

This Elementary and Secondary School Emergency Relief Expenditure Plan (ESSER III) was developed with input and/or meaningful consultation with families (including families that speak languages other than English), school and central office administrators (including special education administrators), teachers, school leaders, other educators, and other school staff. Our LEA held a series of engagement meetings and solicited participation via surveys in the 2020-21 school year to provide opportunities for community members to share input for the various components of the LCAP and the ELO grant. During Fall 2021, we provided similar opportunities for community members to gather additional input for the specific purpose of developing this ESSER III. ESSER III Community Engagement meetings occurred on Wednesday, September 22, 2021 as well as Friday, September 24, 2021. For this purpose, community members worked on identifying needs, proposing actions to meet those needs, and determining budgets needed for the actions with projected revenue in mind. In addition to these meetings, surveys were conducted to gather input for our LEA plans from the greater school community. An ESSER III community engagement survey was shared with the school community (families and staff) on Saturday, September 11, 2021, Wednesday, September 22, 2021, and Friday, September 24, 2021.

A description of how the development of the plan was influenced by community input.

The Actions in this ESSER III are materially informed by the input gathered by our community. The gathered input is summarized below under three categories: 1) Implementing Strategies for Continuous and Safe In-Person Learning, 2) Addressing the Academic Impact of Lost Instructional Time, and 3) r Additional Actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps. These Actions from ESSER III describe specific and intentional interventions that are responsive to the academic, social, emotional and mental health needs of students - especially English Learners, socio-economically disadvantaged students, homeless and foster youths, students with disabilities, and other students with unique needs.

Implementing Strategies for Continuous and Safe In-Person Learning

Weekly Covid-19 testing for all students, on-site nurse salaries, contact tracking consultant, and additional sanitation supplies.

Addressing the Academic Impact of Lost Instructional Time:

Summer Academy, Acceleration Academy, Academic Intervention Services (staffing, curriculum, and professional development), individualized student support software licences for English Language Arts and math support (Lexia and IXL)

Using Remaining Funds for Additional Actions

Expanded psychological services consultant, SEL curriculum for advisory instruction, faculty social-emotional learning professional development.

Actions and Expenditures to Address Student Needs

The following is the LEA’s plan for using its ESSER III funds to meet students’ academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

[\$ 839,000.00]

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Vendor Contract: Off-Site Covid Testing (Faculty)	The off-site COVID-19 testing contract allows staff to receive easily accessible testing as needed, as well as those who are identified as having had close contact, to receive same day test results. This helps us optimize for faculty and staff attendance in order to support maintaining a safe in-person learning environment.	\$ 5,000.00
	Contact Tracing Consultant	Partnering with a contact tracing consultant supports Making Waves Academy identifying and notifying all close contacts promptly in order to minimize COVID-19 infections and close contacts in maintaining a safe and continuous in-person learning environment.	\$ 84,000.00
	Mask and Sanitation Supplies	Additional on-site mask and sanitation supplies within each classroom allows students and teachers to maintain a safe and clean learning environment in order to	\$ 5,000.00

		minimize COVID-19 infections and maintain safe and continuous in-person learning.	
	On-Site Nurse	On-site nurses are a critical member of the COVID-19 Response Team, supporting the school to effectively implement the current public health guidelines and quickly and accurately identify student symptoms and monitor them in order to minimize COVID-19 infections and to maintain a safe and continuous in-person learning environment..	\$ 345,000.00
	On-Site Substitute Teachers	Onboarding additional on-site substitutes provides students with a supported, on-site learning environment during a period of increased faculty vacancies due to the COVID-19 pandemic.	\$ 400,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$ 459,047.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Summer Academy	Students identified as needing academic support, as measured by benchmark data and semester grades, will participate in 4-week summer learning acceleration programs in English Language Arts and mathematics.	\$ 150,000.00
	Acceleration Academy	Students identified as needing academic support, as measured by benchmark data and quarter grades, will participate in a 1-week intensive English Language Development or math program that is designed to ensure	\$ 90,000.00

		students master a specific, high-leverage skill or concept in math or English Language Arts..	
	Academic Intervention Services: Staffing	The Director of Academic Support Services works to support students requiring additional English Language Arts or math support (including English Language Development) receive timely support to mitigate additional learning loss due to the effects of school closures and COVID-19.	\$ 219,047.00

Use of Any Remaining Funds

A description of how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$997,188.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
	Social-Emotional Learning Curriculum	Providing students with a prescribed social-emotional learning curriculum for advisory instruction supports all students to have access to tools and skills to support their emotional wellness.	\$ 76,000.00
	Expanded Psychological Services	An expanded contract with the the school's psychological services provider provides additional opportunities for students requiring evaluation, therapy, and clinical services. due to trauma experienced as a result of the pandemic offering real-time support.	\$ 446,188.00

	Academic Intervention Services:Professional Development	Partnership with a service provider to provide the school-site with standards-aligned and targeted intervention material in mathematics, as well as coaching and professional development for math teachers and interventionists. This support directly mitigates learning loss exacerbated by COVID-19.	\$ 400,000.00
	Individualized online learning platforms	Students identified as needing academic support as measured by EPAC levels, benchmark data, and quarterly grades will enroll in a cloud-based adaptive learning system that sets individualized student goals, tracks progress, and adjusts learning supports and targets accordingly as an element of our multi-tiered systems of support (MTSS) framework.	\$ 75,000

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Academy	The LEA will operate a four-week summer school program focused on math and English Language Arts. Student learning acceleration will be monitored through standards-based benchmark assessments.	Quarterly (including an analysis of the 4th quarter and following year 1st quarter in order to measure the specific impact of Summer Academy).
Acceleration Academy	The LEA will operate a one-week intensive Acceleration Academy, focused on math and English Language Development. Student learning acceleration will be monitored through standard-based pre and post assessments	Weekly (including an analysis of pre- and post- assessment student growth).
Academic Intervention Services: Staffing	The Director of Academic Support Services will work to maximize the reclassification of English Language Learners and the number of students	Quarterly (including student progress toward reclassification goals, as well as, student growth on math and ELA diagnostics).

	transitioning out of Tier 3 math and English Language Arts intervention	
Academic Intervention Services: Professional Development	Math teachers and Interventionists will participate in biweekly coaching and monthly professional development designed to maximize real-time Tier 1 preventative intervention as well as Tier 2 and Tier 3 supplemental and targeted intervention.	Quarterly (including student progress on district benchmarks and quarterly grades)..
Individualized online learning platforms	Math and English Language Arts teachers leverage a cloud-based adaptive learning system that sets individualized student goals based on embedded formative assessments, tracks subsequent progress, and adjusts learning supports and targets accordingly.	Monthly monitoring of the support system's disaggregated data outputs.
On-Site Substitute Teachers	The LEA monitors course completion rates for students in classes with on-site substitutes.	Quarterly (including student progress toward course completion as well as quarterly grades) .
Social Emotional Learning Curriculum	The LEA implements universal 5th-12th grade Social Emotional Learning advisory curriculum	Semester (including school-site culture and climate student survey results).
Expanded Psychological Services	The LEA expands contract with psychological services providers	Semester (including school discipline database trends, as well as, culture and climate student survey results).

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
 - For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;

- Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
 - Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;
- Note:** A definition of “underserved students” is provided in the Community Engagement section of the instructions.
- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;

- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA's plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID-19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;

- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).

- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for

continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions’ progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
July 2021

Coversheet

Independent Study Policy

Section: IV. Action Items
Item: G. Independent Study Policy
Purpose: Vote
Submitted by: Alton B. Nelson Jr.
Related Material:
2021 Independent Study Board Policy AB130 and AB167 Compliant_CLEAN.doc

BACKGROUND:

MWA is adopting an independent study policy as a proactive measure; there is no intention to provide independent study at this time. However, due to the unpredictable nature of the pandemic, MWA wants to have a policy ready that will allow us to offer independent study in an emergency situation.

RECOMMENDATION:

We recommend the board reviews and approves MWA's independent study policy.

Board Policy #: 15
 Adopted/Ratified: 10.14.21
 Revision Date:



INDEPENDENT STUDY POLICY

Making Waves Academy (“Charter School”) may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School as follows. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Charter School Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be 10 school days.
2. The Senior School Director or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 50% or more assignments during any period of 10 schooldays.
 - b. In the event Student’s educational progress falls below satisfactory levels as determined by ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered

Board Policy #: 15
Adopted/Ratified:
Revision Date:

by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

4. The Charter School has adopted tiered reengagement strategies for the following pupils:
 - a. All pupils who are not generating attendance for more than three (3) school days or 60 percent of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
 - c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include, but are not necessarily limited to, all of the following:

- d. Verification of current contact information for each enrolled pupil.
 - e. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation.
 - f. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - g. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement, and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.¹
5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction²:
 - a. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows: Charter School will provide opportunity for daily "wellness checks"

¹ The tiered reengagement strategies shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year. The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

² The plan for synchronous instruction and live interaction shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year. The plan for synchronous instruction and live interaction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

Board Policy #: 15

Adopted/Ratified:

Revision Date:

- and progress monitoring with the supervising teacher or certificated staff, and weekly “office hours” for synchronous instruction with the supervising teacher.
- b. For pupils in grades 9-12, inclusive, the plan to provide opportunities for at least weekly synchronous instruction for all pupils throughout the school year by each pupil’s assigned supervising teacher shall be as follows: Charter School will provide opportunity for weekly “office hours” for synchronous instruction with the supervising teacher.
6. The following plan shall be utilized to transition pupils³ whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days: Families who wish to return to in-person instruction from independent may contact the Senior School Director or designee, who shall convene a meeting with parent and student to facilitate transition.
 7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress.
 - b. The objectives and methods of study for the pupil’s work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to subdivisions (a) and (b) of Education Code Section 51747 regarding the maximum length of time allowed between the assignment and the completion of a pupil’s assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the beginning and ending dates for the pupil’s participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.

³ The plan to transition pupils whose families wish to return to in-person instruction shall not apply to pupils that participate in an independent study program for fewer than 15 schooldays in a school year. The plan to transition pupils whose families wish to return to in-person instruction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

Board Policy #: 15

Adopted/Ratified:

Revision Date:

- g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the pupil’s individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
- i. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil’s parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph “caregiver” means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
 - For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Senior School Director may establish regulations to implement these policies in accordance with the law.

Coversheet

Master Calendar Update

Section: IV. Action Items
Item: H. Master Calendar Update
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: 2021-2022 Calendar_Arechiga- Print version_ updated 2021.10.06.pdf

BACKGROUND:

Master calendar was updated to reflect the school closure days (September 22-24) as teacher work days. While instruction was not offered, MWA employees were still working.

RECOMMENDATION:

We recommend the board reviews and approves the amended master calendar.

MWA 2021/22 Calendar

July 2021						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14*	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16*	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					











February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17*	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

	Holidays = 14		
	Recess = 1 17		
	Teacher PD (no school for students) = 1 15	First Quarter	39
	Parent Meetings / Saturday Academies	Second Quarter	38
	First & Last Day of School	Third Quarter	48
	First & Last Day for Teachers / PD Day	Fourth Quarter	+ 52
	State Assessments	Total Instructional Days	177
	# Academy-Wide Early Dismissal (1:00pm) = 6	Total Instructional Days	177
	Summer School	Total PD Days	15
	#* End Quarter / Semester	Saturday Work Days	+ 9
		Total Teacher Workdays	201

Federal holidays 2021/22

Jul 4, 2021	Independence Day	Nov 11, 2021	Veterans Day	Dec 31, 2021	New Year's Day (obs.)	Jan 1, 2022	New Year's Day
Jul 5, 2021	Independence Day (obs.)	Nov 25, 2021	Thanksgiving Day			Jan 17, 2022	Martin L. King Day
Sep 6, 2021	Labor Day	Dec 24, 2021	Christmas Day (obs.)			Feb 21, 2022	Presidents' Day
Oct 11, 2021	Indigenous Peoples' Day	Dec 25, 2021	Christmas Day			May 30, 2022	Memorial Day

Coversheet

Vendor Invoices

Section: IV. Action Items
Item: I. Vendor Invoices
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - August 2021- September 2021.pdf

BACKGROUND:

Vendor invoices from the months of August to September 2021.

Fiscal Impact: \$1,636,339

RECOMMENDATION:

Review and approve the August to September 2021 vendor invoices.

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
8/2/2021	15935	1CARE Medical Diagnostics	\$ 300.00	Contract Services
8/27/2021	Voided - 15894	1CARE Medical Diagnostics	\$ (780.00)	Contract Services
8/30/2021	16001	1CARE Medical Diagnostics	\$ 1,230.00	Contract Services
9/7/2021	16028	5-Star Students	\$ 800.00	Contract Services
8/2/2021	15936	Accrediting Commission for Schools, WASC	\$ 1,100.00	Membership Dues
9/13/2021	16053	Active Internet Technologies, LLC	\$ 3,500.00	IT Contracted Services
8/30/2021	16002	Alba's Glass	\$ 975.00	Contract Services
9/7/2021		Alder Graduate School of Education	\$ 25,145.00	Teacher Resident Program
8/30/2021	16003	Alert Services, Inc	\$ 242.44	Sport Medical Supplies
9/27/2021	16098	Alert Services, Inc	\$ 137.19	Sport Medical Supplies
9/20/2021	16083	Alliant International University	\$ 862.10	Staff Tuition Fee
9/13/2021	16054	Altura Communication Solutions, LLC	\$ 300.00	IT Contracted Services
8/9/2021	15954	Ameriflex LLC	\$ 204.00	FSA Administrative Fee
9/20/2021	16084	Ameriflex LLC	\$ 250.63	FSA Administrative Fee
8/2/2021	15937	Anchor Counseling & Education Solutions, LLC	\$ 1,687.50	SPED Service
9/27/2021	16099	Anchor Counseling & Education Solutions, LLC	\$ 307.04	SPED Service
8/30/2021	16004	Apex Learning Inc.	\$ 22,248.66	Online Learning
9/27/2021	16100	Apex Learning Inc.	\$ 6,400.00	Online Learning
9/27/2021	16101	Armor Locksmith	\$ 308.98	Keys
9/27/2021	16102	Armor Security Systems, Inc.	\$ 10.16	Keys
8/2/2021	15938	Arthur J. Gallagher & Co.	\$ 2,522.78	Student Accident Insurance
8/23/2021	15987	AT&T CALNET	\$ 569.57	Utility
9/20/2021	16085	AT&T CALNET	\$ 570.49	Utility
9/7/2021	16029	Bay Area Charters	\$ 1,289.00	Transportation for Field Trip and Sport
9/20/2021	16086	Bay Area Charters	\$ 6,560.47	Transportation for Field Trip and Sport
9/27/2021	16103	Bay Area Charters	\$ 90.00	Transportation for Field Trip and Sport
9/13/2021		Bloomz Inc	\$ 6,900.00	IT Contract Services
8/2/2021	15939	BrightBytes	\$ 3,960.00	IT Contracted Services
8/9/2021	15955	California Choice Benefit Administrators	\$ 103,647.95	Health Insurance

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
9/7/2021	16030	California Choice Benefit Administrators	\$ 147,568.72	Health Insurance
9/15/2021	16078	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16081	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16077	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16071	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16073	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16076	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16082	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16075	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16074	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16080	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16079	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
9/15/2021	16072	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/16/2021	15971	California Janitorial Supply Corp.	\$ 2,969.47	Janitorial Supplies
8/30/2021	16005	California Janitorial Supply Corp.	\$ 2,167.42	Janitorial Supplies
9/13/2021	16055	California Janitorial Supply Corp.	\$ 1,389.54	Janitorial Supplies
9/27/2021	16104	California Janitorial Supply Corp.	\$ 1,428.37	Janitorial Supplies
8/9/2021		Canon Financial Services, Inc.	\$ 8,337.96	Copier Lease
9/7/2021		Canon Financial Services, Inc.	\$ 8,337.96	Copier Lease
8/9/2021	15956	CDW Government	\$ 45,101.11	IT Supplies
8/30/2021	16006	CDW Government	\$ 440.00	IT Supplies
8/9/2021	15957	Cengage Learning	\$ 13,162.70	Book Supplies
8/16/2021	15972	Charter Safe	\$ 34,003.00	Liability and Worker Comp Insurance
8/23/2021	15988	Charter Schools Development Center	\$ 475.00	Membership Dues
8/30/2021	16007	Charter Schools Development Center	\$ 3,405.00	Membership Dues
8/26/2021		Chase	\$ 21,122.94	Credit Card Payment
9/7/2021	16051	CIF State Office	\$ 409.20	Contracted Services
9/7/2021	16031	College Board	\$ 29,103.94	AP Exam and Book Supplies
8/16/2021	15973	Colonial Life	\$ 364.20	Health Insurance

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
9/20/2021	16087	Colonial Life	\$ 364.20	Health Insurance
8/9/2021		Comcast	\$ 3,794.92	Internet Provider
9/7/2021	16032	Comcast	\$ 3,227.31	Internet Provider
8/9/2021	15958	Concur Technologies, Inc.	\$ 601.78	IT Contracted Services
9/13/2021	16056	Concur Technologies, Inc.	\$ 601.78	IT Contracted Services
8/9/2021	15959	Corodata	\$ 49.64	Storage Fee
9/7/2021	16033	Corodata	\$ 49.64	Storage Fee
8/9/2021	15960	Cross Country Education	\$ 284.62	SPED Service
8/16/2021	15974	Dell Marketing L.P.	\$ 3,155.58	IT Supplies
8/30/2021	16008	Dell Marketing L.P.	\$ 18,112.89	IT Supplies
8/30/2021	16009	Department of Justice	\$ 51.00	Staff Recruitment
9/20/2021	16088	Department of Justice	\$ 119.00	Staff Recruitment
8/9/2021	15961	Dialink Corporation	\$ 2,061.29	IT Contracted Services
9/7/2021	16034	Dialink Corporation	\$ 2,061.29	IT Contracted Services
9/27/2021	16105	Discovery Education, Inc.	\$ 15,035.00	Book Supplies
8/9/2021	15962	Document Tracking Services	\$ 2,384.83	IT Contracted Services
8/23/2021	15989	Document Tracking Services	\$ 37.72	IT Contracted Services
8/23/2021	15990	EBMUD	\$ 13,202.25	Utility
8/30/2021	16010	EBMUD	\$ 3,642.32	Utility
8/2/2021	15940	EdTec Inc	\$ 63.00	School Attendance Service
9/7/2021	16035	EdTec Inc	\$ 525.00	School Attendance Service
9/7/2021	16036	Frontline Technologies Group LLC	\$ 14,380.00	IT Contract Services
8/9/2021		Fruge Psychological Assoc Inc	\$ 45,105.00	Psychologist
8/16/2021		Fruge Psychological Assoc Inc	\$ 16,640.00	Psychologist
9/7/2021		Fruge Psychological Assoc Inc	\$ 45,105.00	Psychologist
9/7/2021	16037	G & C Refrigeration Inc	\$ 893.88	Repairs and Maintenance - Building
9/13/2021	16057	G & C Refrigeration Inc	\$ 3,740.04	Repairs and Maintenance - Building
8/30/2021	16011	Gaggle	\$ 10,150.00	IT Contracted Services
8/16/2021	15975	Hanna Interpreting Services LLC	\$ 7,200.00	Contract Services

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
9/7/2021	16038	Hanna Interpreting Services LLC	\$ 120.00	Contract Services
9/1/2021	16012	Harry Tenna & Assoc. Inc DBA Edclick	\$ 1,763.30	Student Information & Assessment
8/23/2021	15991	Heartland School Solutions	\$ 1,154.00	IT Contracted Services
9/13/2021	16058	Hernandez, Mariateresa	\$ 67.20	Reimbursement
8/30/2021	16013	Intrado Interactive Services Corporation	\$ 2,520.00	IT Contracted Services
8/30/2021	16014	Jostens	\$ 45.61	Graduation Supplies
8/16/2021	15976	Kronos	\$ 3,945.67	Payroll system
9/13/2021	16059	Kronos	\$ 1,000.00	Payroll system
9/20/2021	16089	Kronos	\$ 3,905.92	Payroll system
8/16/2021	15977	Law Offices of Young, Minney & Corr, LLP	\$ 4,082.15	Legal Fees
9/7/2021	16039	Law Offices of Young, Minney & Corr, LLP	\$ 4,927.17	Legal Fees
8/2/2021	15941	LBM, Business Services Inc.	\$ 1,229.17	E-Rate
9/1/2021	16015	LBM, Business Services Inc.	\$ 1,229.17	E-Rate
9/27/2021	16106	LifeSaver CPR	\$ 8,732.00	Contracted Services
8/9/2021	15963	Linde Group	\$ 7,931.25	IT Support
8/16/2021	15978	Linde Group	\$ 2,516.50	IT Support
9/13/2021	16060	Linde Group	\$ 22,908.35	IT Support
9/13/2021	16061	Lozoff, Pamela	\$ 3,000.00	Contract Services
8/23/2021	15992	Macmillan Holdings LLC	\$ 11.27	Book Supplies
8/2/2021	15942	Making Waves Foundation, Inc.	\$ 146,098.00	School Lease
9/7/2021	16040	Making Waves Foundation, Inc.	\$ 146,098.00	School Lease
9/13/2021	16062	Making Waves Foundation, Inc.	\$ 2,793.00	School Lease
8/30/2021	16016	Marcia Brenner Associates	\$ 6,220.42	IT Contract Services
8/2/2021	15943	Maxim Healthcare Services Holdings, Inc.	\$ 4,225.00	Contract Services
8/16/2021	15979	Maxim Healthcare Services Holdings, Inc.	\$ 1,350.00	Contract Services
8/30/2021	16017	Maxim Healthcare Services Holdings, Inc.	\$ 4,293.45	Contract Services
9/20/2021	16090	Maxim Healthcare Services Holdings, Inc.	\$ 2,835.00	Contract Services
9/20/2021	16091	Minuteman Press	\$ 705.24	Office Supplies
9/27/2021	16107	Minuteman Press	\$ 119.57	Office Supplies

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
9/13/2021	16063	Muscardin, Antonio	\$ 600.00	Coach Payment
8/9/2021	15964	Netronix Integration, Inc.	\$ 770.00	Contract Services
9/13/2021	16064	Newsela Inc	\$ 7,600.00	IT Contracted Services
8/23/2021	15993	Nick's Custom Golf Cars and Utility Vehicles	\$ 1,668.83	Building Repairs/Maintenance
8/9/2021	15965	Nob Hill Catering Inc	\$ 29,097.00	Student Food
9/7/2021	16041	Nob Hill Catering Inc	\$ 30,332.00	Student Food
9/7/2021	16052	North Coast Section CIF	\$ 937.00	School Supplies
9/20/2021	16092	North Coast Section CIF	\$ 540.00	School Supplies
8/2/2021	15944	Office Depot	\$ 17,369.43	Office Supplies
8/16/2021	15980	Office Depot	\$ 11,151.63	Office Supplies
8/23/2021	15994	Office Depot	\$ 834.49	Office Supplies
8/30/2021	16018	Office Depot	\$ 127.85	Office Supplies
9/7/2021	16042	Office Depot	\$ 2,429.03	Office Supplies
9/13/2021	16065	Office Depot	\$ 830.94	Office Supplies
9/20/2021	16093	Office Depot	\$ 1,060.03	Office Supplies
9/27/2021	16108	Office Depot	\$ 2,948.30	Office Supplies
8/10/2021	Voided - 15876	OfficeTeam	\$ (4,445.03)	Contracted Services
8/16/2021	15981	OfficeTeam	\$ 10,873.23	Contracted Services
9/7/2021	16043	OfficeTeam	\$ 7,043.67	Contracted Services
9/13/2021	16066	Open Up Resources	\$ 20,596.16	Professional Development
8/23/2021	15995	Orange County Department Education	\$ 400.00	Professional Development
8/16/2021	15982	Orkin Pest Control	\$ 745.00	Building Repairs/Maintenance
8/30/2021	16019	Orkin Pest Control	\$ 64.00	Building Repairs/Maintenance
9/7/2021	16044	Orkin Pest Control	\$ 809.00	Building Repairs/Maintenance
8/23/2021		Pacheco's Cleaning Service	\$ 45,550.00	Janitorial Services
9/20/2021		Pacheco's Cleaning Service	\$ 45,550.00	Janitorial Services
9/13/2021	16067	Parikh, Sarwang	\$ 3,000.00	Contract Services
8/9/2021		PG & E - 0911653377-0	\$ 1,097.09	Utility
8/30/2021		PG & E - 0911653377-0	\$ 1,834.84	Utility

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
8/9/2021		PG & E - 1229161920-8	\$ 1,297.98	Utility
8/30/2021		PG & E - 1229161920-8	\$ 1,322.57	Utility
8/30/2021		PG & E - 2538827590-8	\$ 705.52	Utility
8/9/2021		PG & E - 5344744823-3	\$ 974.99	Utility
8/30/2021		PG & E - 5344744823-3	\$ 1,131.47	Utility
8/9/2021		PG & E - 6293019192-9	\$ 54.94	Utility
8/30/2021		PG & E - 6293019192-9	\$ 20,913.14	Utility
8/2/2021	15945	PLIC - SBD GRAND ISLAND	\$ 17,197.37	Health Insurance
9/1/2021	16020	PLIC - SBD GRAND ISLAND	\$ 20,955.03	Health Insurance
8/2/2021	15946	PowerSchool Group LLC	\$ 16,940.75	Student Information & Assessment
9/13/2021	16068	Priority One Logistics	\$ 2,240.00	Contract Services
8/2/2021	15947	Quadient Finance USA, Inc	\$ 1,000.00	Postage
8/30/2021		Quadient Finance USA, Inc	\$ 39.00	Postage
9/27/2021		Quadient Finance USA, Inc	\$ 5,010.00	Postage
8/30/2021		Quadient Leasing USA, Inc	\$ 1,197.16	Copier Lease
9/7/2021	16045	R&S Erection Of Richmond, Inc	\$ 550.00	Building Repairs/Maintenance
9/27/2021	16109	R&S Erection Of Richmond, Inc	\$ 1,274.00	Building Repairs/Maintenance
8/23/2021	15996	Reach Institute for School Leadership	\$ 5,000.00	Professional Development
8/23/2021		ReadyRefresh by Nestle	\$ 82.87	Drinking Water Supplies
9/20/2021		ReadyRefresh by Nestle	\$ 168.08	Drinking Water Supplies
9/20/2021		ReadyRefresh by Nestle	\$ 63.73	Drinking Water Supplies
8/9/2021		Republic Services #851	\$ 1,667.50	Waste Management
9/7/2021		Republic Services #851	\$ 7,198.94	Waste Management
9/20/2021	16094	RJP Enterprises	\$ 388.04	Supplies
8/2/2021	15948	Robert Half Technology	\$ 4,112.50	IT Contracted Services
8/9/2021	15966	Robert Half Technology	\$ 8,789.00	IT Contracted Services
8/16/2021	15983	Robert Half Technology	\$ 4,747.00	IT Contracted Services
8/23/2021	15997	Robert Half Technology	\$ 5,029.00	IT Contracted Services
9/7/2021	16046	Robert Half Technology	\$ 10,269.50	IT Contracted Services

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
9/13/2021	16069	Robert Half Technology	\$ 4,241.75	IT Contracted Services
9/27/2021	16110	Robert Half Technology	\$ 6,016.00	IT Contracted Services
8/16/2021	15984	Roto-Rooter Services Company	\$ 380.00	Repairs and Maintenance - Building
8/9/2021	15967	RTF Edu Enterprises, Inc.	\$ 34,858.33	Interventionist
9/7/2021	16047	RTF Edu Enterprises, Inc.	\$ 31,839.67	Interventionist
8/25/2021	Voided - 15195	Saavedra, Jorge	\$ (3,800.00)	Psychologist
8/30/2021	16021	Saavedra, Jorge	\$ 3,800.00	Psychologist
9/13/2021	16070	School Services of Ca Inc.	\$ 4,080.00	Membership Dues
8/23/2021	15998	Seneca Family of Agencies	\$ 2,520.00	SPED Service
8/2/2021	15949	Shred-IT USA	\$ 73.12	Contract Services
8/16/2021	15985	Standard Insurance Company	\$ 234.02	Health Insurance
9/1/2021	16022	Standard Insurance Company	\$ 234.02	Health Insurance
8/30/2021	16023	STS Education	\$ 2,479.01	IT Supplies
9/7/2021	16048	Swing Education, Inc	\$ 2,523.50	Substitutes Fee
9/20/2021	16095	Swing Education, Inc	\$ 4,177.25	Substitutes Fee
8/2/2021	15950	TCI	\$ 6,672.06	Book Supplies
8/16/2021	15986	Texthelp Inc.	\$ 1,890.00	IT Contracted Services
9/20/2021		The Education Team	\$ 825.42	Substitutes Fee
9/20/2021		The Education Team	\$ 1,100.56	Substitutes Fee
9/20/2021	16096	The HR Manager LLC	\$ 350.00	Contracted Services
8/23/2021	15999	The Management Center	\$ 4,500.00	Contract Services
8/9/2021	15969	The Office City	\$ 2,596.03	Supplies
8/30/2021	16024	The Office City	\$ 37.32	Supplies
8/30/2021	16025	The Speech Pathology Group	\$ 300.00	SPED Service
9/27/2021	16111	The Speech Pathology Group	\$ 200.00	SPED Service
9/27/2021	16112	The UPS Store	\$ 1,000.00	Fees for Returning Items
8/9/2021	15968	T-Mobile	\$ 5,920.00	Telephone
9/7/2021	16049	T-Mobile	\$ 5,920.00	Telephone
8/2/2021	15951	Trojan Systems, Inc.	\$ 437.50	Fire Alarm System Monitoring

Making Waves Academy				
Bill Payment List				
August 2021 - September 2021				
Date	Num	Vendor	Amount	Descriptions
8/23/2021	16000	Trojan Systems, Inc.	\$ 275.00	Fire Alarm System Monitoring
8/30/2021	16026	Turnitin, LLC	\$ 2,000.00	IT Contracted Services
8/23/2021		Verizon Wireless	\$ 4,588.49	Telephone
9/20/2021		Verizon Wireless	\$ 3,931.66	Telephone
8/2/2021	15952	Vision Service Plan	\$ 1,417.82	Health Insurance
9/1/2021	16027	Vision Service Plan	\$ 1,695.47	Health Insurance
9/13/2021		Zamora, Vicente	\$ 1,500.00	Contracted Services
9/7/2021	16050	Zediker Electric	\$ 3,000.00	Contract Services
		August 2021 - September 2021	\$ 1,636,339.45	
		August 2020 - September 2020	\$ 1,434,498.28	

Coversheet

IT Infrastructure Equipment for Upper School Gym

Section: IV. Action Items
Item: J. IT Infrastructure Equipment for Upper School Gym
Purpose: Vote
Submitted by: Damon Edwards
Related Material: MKMV529.pdf

BACKGROUND:

The attached CDW quote is for the network infrastructure equipment that will be installed in the new Upper School Gym. We are purchasing this equipment now to account for possible manufacturer delays.

RECOMMENDATION:

Please approve the attached CDW quote with a fiscal impact of \$93,900.57



QUOTE CONFIRMATION

DEAR DAMON EDWARDS,

Thank you for considering CDW•G LLC 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
MKMV529	10/6/2021	MKMV529	12272277	\$93,900.57

IMPORTANT - PLEASE READ
<p>Special Instructions: TAX: MULTIPLE TAX JURISDICTIONS APPLY TAX: CONTACT CDW FOR TAX DETAILS</p>

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<p>Cisco Catalyst 3850-48P-S - switch - 48 ports - managed - rack-mountable</p> <p>Mfg. Part#: WS-C3850-48P-S UNSPSC: 43222612 TAX: RICHMOND, CA 9.7500% \$3,514.63 Contract: MARKET</p>	3	2942859	\$12,015.84	\$36,047.52
<p>Cisco SMARTnet Solution Support - extended service agreement</p> <p>Mfg. Part#: CON-SSSNT-WSC388PS UNSPSC: 81111811 Electronic distribution - NO MEDIA TAX: RICHMOND, CA .0000% \$.00 Contract: BuyQ National Charter and Private Schools Contract (MV-IT-001)</p>	3	4717159	\$1,178.01	\$3,534.03
<p>Cisco - expansion module - 2 ports</p> <p>Mfg. Part#: C3850-NM-2-10G UNSPSC: 43201404 TAX: RICHMOND, CA 9.7500% \$2,009.49 Contract: BuyQ National Charter and Private Schools Contract (MV-IT-001)</p>	8	2960163	\$2,576.27	\$20,610.16
<p>Cisco StackWise 480 - stacking cable - 10 ft</p> <p>Mfg. Part#: STACK-T1-3M= UNSPSC: 26121604 TAX: RICHMOND, CA 9.7500% \$52.83 Contract: BuyQ National Charter and Private Schools Contract (MV-IT-001)</p>	2	2944939	\$270.91	\$541.82
<p>Eaton 9PX 9PX3000RTN - UPS - 2700 Watt - 3000 VA</p> <p>Mfg. Part#: 9PX3000RTN UNSPSC: 39121011 TAX: RICHMOND, CA 9.7500% \$583.58 Contract: BuyQ National Charter and Private Schools Contract (MV-IT-001)</p>	2	4169713	\$2,992.70	\$5,985.40
<p>Ruckus R730 - wireless access point</p> <p>Mfg. Part#: 901-R730-US00 UNSPSC: 43223108</p>	14	5244833	\$1,348.20	\$18,874.80

QUOTE DETAILS (CONT.)

TAX: RICHMOND, CA 9.7500% \$1,840.29
 Contract: BuyQ National Charter and Private Schools Contract (MV-IT-001)

PURCHASER BILLING INFO		SUBTOTAL	\$85,593.73
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	\$306.02
		SALES TAX	\$8,000.82
		GRAND TOTAL	\$93,900.57
DELIVER TO		Please remit payments to:	
Shipping Address: MAKING WAVES ACADEMY DAMON EDWARDS 4123 LAKESIDE DR RICHMOND, CA 94806-1942 Phone: (510) 262-1511 Shipping Method: DROP SHIP-GROUND		CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	

Need Assistance? CDW•G LLC SALES CONTACT INFORMATION



Austin Romero

(877) 283-5780

austrom@cdwg.com

LEASE OPTIONS

FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$85,593.73	\$2,294.77/Month	\$85,593.73	\$2,650.84/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

© 2021 CDW•G LLC 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

Coversheet

CircleUp Education Agreement Renewal

Section: V. Consent Action Items
Item: A. CircleUp Education Agreement Renewal
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: Proposal - Making Waves Academy - DEI Services (2021-2022).pdf

BACKGROUND:

Continues our work with Circle Up in supporting the DEI Advisory Committee's work, particularly in supporting not only the work of the DEI Advisory Committee but also the newly formed DEI Working Groups.

RECOMMENDATION:

Approve this support that is essential in supporting the work of our committee, leadership, faculty, and staff who have agreed to take on leading this important work at MWA.



Proposal - Making Waves Academy - DEI Services (2021-2022)

Prepared for:

ElizabethMartinez

Making Waves Academy

emartinez@mwacademy.org

Created by:

Tyrone Botelho

CircleUp Education

tyrone@circleuped.org

510-470-9250

www.circleuped.org

Proposed Services

Click the links in the pricing table for more details.

Name	Price	QTY	Tax	Subtotal
All Staff Training				
<p>CircleUp for Restorative Practices - Relationship Inclusion Strategies - Live Online</p> <p>Participants learn how to facilitate relationship building and inclusion tools to help dispel assumptions about people's identities and feelings, deepen relationships between people in meetings, help people articulate and express the complexity of their feelings, and create meeting/team/conversation agreements that identify and address needs and concerns.</p> <p><u>Logistics</u></p> <ul style="list-style-type: none"> • 2 hours long • Maximum 100 participants • Recommended for the beginning of the year <p>Customizations</p> <ul style="list-style-type: none"> • This service will be tailored for faculty and staff and tailored around the topic of Social Emotional Learning • Staff will learn how to facilitate these practices online with their students in Zoom • This training will be combined with the Relationship Building CUE Cards listed below. 	\$2,900.00	1	\$0.00	\$2,900.00
<p>Relationship Building CUE Cards</p> <p>The Relationship Building Cue Cards™ are a must-have tool for anyone who wants a simple way to build relationships with people in your workplace or classroom. These 52 check-ins and check out's are designed to be used on a regular basis to support inclusive workplace and classroom culture. They are extremely portable and fit perfectly into a purse, briefcase, or backpack. Every Relationship Building Cue Card™ includes either a sentence starter or tips to help guide the process.</p> <p>CLICK HERE FOR MORE DETAILS</p>	\$9.99	75	\$65.56	\$814.81

<p>Race & Racism Conversations Training - Live Online</p> <p>The Race & Racism Conversations training helps your team define and engage in conversations about race and racism. Your team will learn conversation tools and practice them to build proficiency in this training.</p> <p><u>CLICK HERE FOR MORE DETAILS</u></p> <p><u>Logistics</u></p> <ul style="list-style-type: none"> • 2.5 hours • Maximum 75 participants 	\$2,990.00	1	\$0.00	\$2,990.00
<p>CircleUp for Restorative Practices - Circle Design - Live Online - 3 Part Series</p> <p>The CircleUp for Restorative Practices - Circle Design introduces participants to the framework used to design and facilitate restorative circle practices to build trust, establish relationships, explore values, and deepen relationships between people in your community. This training also models a relationship-building circle and then shows participants how to reverse engineer them to reflect a very particular need or pain point that arose and how to problem solve common issues that occur.</p> <p><u>CLICK HERE FOR MORE DETAILS</u></p> <p><u>Logistics</u></p> <ul style="list-style-type: none"> • 2 hours per session • Maximum Participants - 70 people <p><u>Customizations</u></p> <ul style="list-style-type: none"> • Session 1 - Experiential Community Agreements Circle on Talking about DEI Issues • Session 2 - Designing Community Agreement/ Team Building Circles on DEI • Session 3 - Designing Discussion Circles on DEI Topics • These sessions may be designed and facilitated in collaboration with the Holistic Services Team 	\$2,900.00	3	\$0.00	\$8,700.00

<p>Relationship Building Circles Design Guide</p> <p>Learn the art of designing Restorative Circle Practices using the intuitive and color coded Design Guide! The Design Guide provides you with user-friendly instructions to easily design Relationship Building circles that are customized for your classrooms, workplace, or community groups. The Restorative Practices Design Guide: Relationship Building Practices, will easily become your "go-to" resource for creating memorable experiences for any group or occasion.</p> <ul style="list-style-type: none"> • 1/4" Binder format makes it easy to flip through sections, find activities, and prepare handouts before the circle • Three Circle Planning Sheets printed in full color on 100% recycled paper • Simple step-by-step instructions guides that allows you to add your own creativity into the design process <p><u>CLICK HERE TO LEARN MORE</u> This item includes sales tax.</p>	<p>\$54.99</p>	<p>75</p>	<p>\$360.87</p>	<p>\$4,485.12</p>
<p>Holistic Support Services Team</p>				

<p>Restorative Circles/Meetings Bundle - Community Agreement, Team Building, & Discussion Circles/Meetings Facilitation - Live Online</p> <p>The Restorative Circles/Meetings Bundle - Community Agreement, Team Building, & Discussion Circles/Meetings Facilitation is a service that includes a combination of circles that are custom designed for the participants and their community. The Circles/Meetings are designed to engage participants in activities that prepare them to discuss, reflect, and process important topics that impact their day-to-day lives. All of the circles revolve around a core topic or theme that is related to group relationships, trauma, resiliency, the impact of local and global events, race, social-emotional learning skills, or other important topics. These circles are guided by a CircleUp Training Synergist.</p> <p><u>Logistics</u></p> <ul style="list-style-type: none"> • This meeting is 2.5 hours long • This circle/meeting has a maximum of 30 participants per session <p><u>Customizations</u></p> <ul style="list-style-type: none"> • The specific pain point area that will be addressed is creating a safe space for the Holistic Support Services Team to process challenges they are supporting other staff and students with • These circles/meetings will include activities to help with wellness and self-care of the team 	<p>\$1,795.00</p>	<p>5</p>	<p>\$0.00</p>	<p>\$8,975.00</p>
---	--------------------------	-----------------	----------------------	--------------------------

<p>Restorative Infrastructure Review & Development Coaching - Live Online</p> <p>The Restorative Infrastructure Review & Development Coaching Service provides you with expert review and technical support to ensure that policies, practices, and systems are restorative and highly customized to meet your inclusion, equity, conflict resolution needs. This session includes problem-solving, skill development, and best practices that represent your unique needs.</p> <p><u>CLICK HERE FOR MORE DETAILS</u></p> <p>Logistics</p> <ul style="list-style-type: none"> • 60-minute long session • Recommended 3-5 sessions minimum <p>Customizations</p> <ul style="list-style-type: none"> • This coaching session will be customized to include topics or address challenges related to supporting the school with developing a school-wide implementation framework of restorative circles 	<p>\$495.00</p>	<p>4</p>	<p>\$0.00</p>	<p>\$1,980.00</p>
<p>Restorative Practices Coaching - Refining Your Circle Practices - Live Online</p> <p>The Restorative Practices Coaching - Refining Your Circle Practices service provides you with one-on-one or small group coaching designed to identify issues with designing and leading Restorative Practices and provide you with needs-based recommendations, strategies, best practices, and tools to enhance your practice. This coaching is also designed to help problem-solve common and unique challenges that practitioners may experience.</p> <p><u>CLICK HERE FOR MORE DETAILS</u></p> <p>Logistics</p> <ul style="list-style-type: none"> • 1-hour long session • Recommended 3-5 sessions minimum <p>Customizations</p> <ul style="list-style-type: none"> • This coaching session will be provided on an as needed basis to support the Holistic Services Team with addressing school-wide issues, planning circles and lessons for staff and students, and more. 	<p>\$495.00</p>	<p>3</p>	<p>\$0.00</p>	<p>\$1,485.00</p>
<p>Supervisors</p>				

<p>CircleUp for Restorative Justice - Restorative Conversations - Live Online</p> <p>A skill-building training to assess conflicts, process incidents, de-escalate charged situations and provide need-based recommendations.</p> <p>Click HERE for more information!</p> <p>Logistics</p> <ul style="list-style-type: none"> • 3 hours per session • Maximum 30 participants <p>Customizations</p> <ul style="list-style-type: none"> • This training will be tailored for supervisors on skills and best practices for supporting staff when they report incidents of bias and discrimination. 	\$3,350.00	1	\$0.00	\$3,350.00
HR				
<p>DEI Policy & System Review Coaching - Live Online</p> <p>The DEI Policy & Systems Review Coaching and Consulting Service provides you with expert review and technical support to ensure that policies, practices, and systems are equitable, free of discrimination and effectively interrupting oppression.</p> <p>CLICK HERE FOR MORE DETAILS</p> <p>Logistics</p> <ul style="list-style-type: none"> • 50-minute long session • Recommended 3-5 sessions minimum <p>Customizations</p> <ul style="list-style-type: none"> • This coaching session will be customized to include topics or address DEI related challenges, conflicts or policy and system reviews. 	\$495.00	4	\$0.00	\$1,980.00
DEI Working Group				

<p>Workplace Bias & Discrimination Survey - DEI & School Climate Survey</p> <p>The workplace Bias & Discrimination Survey is an assessment tool used to identify relationship, bias, discrimination, and conflict management issues that exist within your organization and coaching support to identify targeted solutions.</p> <p>CLICK HERE FOR MORE DETAILS</p> <p>Logistics</p> <ul style="list-style-type: none"> • Takes 10-15 minutes to complete • We may create separate surveys for different departments, regions, or classifications of staff • The survey is confidential and we administer it to maintain confidentiality • We will help create flyers and reminder email text to support the implementation of the survey 	\$1,100.00	1	\$0.00	\$1,100.00
<p>Starting A DEI or Anti-racism Committee/Task Force Coaching - Live Online</p> <p>A strategizing and planning coaching service that helps organizations set up the foundation for a successful DEI committee including identifying the roles of the committee/task force, helping communicate the DEI initiative to the rest of your staff, and DEI skill development so the committee/task force can drive ongoing work in your organization.</p> <p>CLICK HERE FOR MORE DETAILS</p> <p>Logistics</p> <ul style="list-style-type: none"> • Each Session = 1-hours long • Coaching includes assessing needs, providing recommendations, problem-solving, co-creation of specific materials, and light level document design • A minimum of 4 sessions is recommended to effectively support the initial development of the DEI Committee/taskforce <p>Customizations</p> <ul style="list-style-type: none"> • This service will be customized to include topics related on-boarding new DEI Working Group members, developing the DEI Working Group, and any coaching and consulting for the DEI Working Group chair/ lead. 	\$495.00	8	\$0.00	\$3,960.00
<p>Staff Make Up Trainings</p>				

<p>Diversity Uncovered™ Training - Live Online</p> <p>Diversity Uncovered Online is an awareness-building and skill development training that is designed to uncover conscious and unconscious discrimination and learn tools to interrupt stereotypes, microaggressions, and implicit bias. This training also helps to develop a common language around Diversity, Stereotypes, Bias, and Discrimination, making it easier to talk about uncomfortable, yet important topics in the workplace.</p> <p>CLICK HERE FOR MORE DETAILS</p> <p>Logistics</p> <ul style="list-style-type: none"> • 3 hours long (can be adjusted if needed) • A maximum of 50 participants • This training takes place using the ZOOM video meeting platform 	\$2,900.00	1	\$0.00	\$2,900.00
<p>Conscious Conversations™ Training - Live Online</p> <p>A skill-building training that teaches an effective and proven technique to interrupt unconscious and unintentional discrimination by learning to call people in versus calling them out in the workplace.</p> <p>CLICK HERE FOR MORE DETAILS</p> <p>Logistics</p> <ul style="list-style-type: none"> • 2 hours • Maximum 50 participants 	\$2,900.00	1	\$0.00	\$2,900.00

Tax **\$0.00**

Total \$48,519.93

Summary Of Next Steps

All of the proposed support steps are included in the proposed cost above.

1. **Negotiate Services & Costs**
2. **Sign Service Agreement**
3. **Finalize Logistics & Preparation of Services**

4. **Customize Your Services**
5. **Begin Implementing Your Services**
6. **Evaluate Services and Discuss Next Steps**

Some Of Our Satisfied Clients



City of Oakland



City of Fremont
Human Services &
Police Department



City of San Francisco
Adult Probation
Department



City of Union City



Municipal Management
Association of
Northern California



Fremont Unified
School District



San Jose Unified
School District



Hayward Unified
School District



Jefferson Elementary
School District



University of California
San Francisco



City of Hayward



Oakland Metropolitan
Chamber of
Commerce



University of Arizona



Reading Partners



University of
California, Berkeley



Salesforce



Capital One



Accenture



Zendrive



Grid Alternatives



AI4All



Presence Product
Group



Trilogy Interactive



Pyatok



Elevate Security



City of Fremont



Making Waves
Academy



Apple

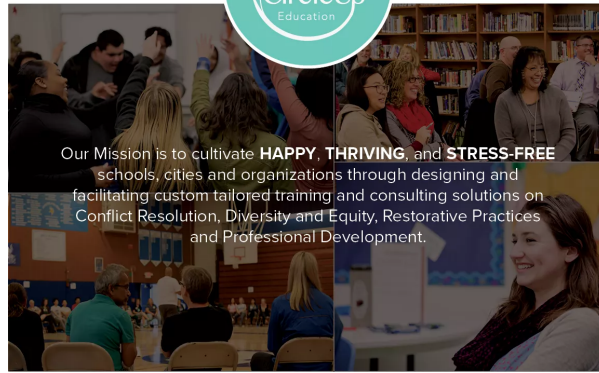


Port Of Oakland



Stanford University

Academy



Our Mission is to cultivate **HAPPY, THRIVING, and STRESS-FREE** schools, cities and organizations through designing and facilitating custom tailored training and consulting solutions on Conflict Resolution, Diversity and Equity, Restorative Practices and Professional Development.

Learn More About Us!



Black Lives Matter @ CircleUp Education



Coversheet

Full Slide Deck

Section: VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item: A. Full Slide Deck
Purpose: FYI
Submitted by:
Related Material: ASB_Board_Report_-_October_2021.pdf
Deep_Dive_SBAC_Data_Slide_Deck__for_presentation_.pptx



ASB Board Report - October 2021

ASB Members

October 14th, 2021



Learn. Graduate. Give Back.

Table of Contents

- **Successes**
- **Challenges**
- **Priorities**
- **Questions & Conversation**

Successes

Successes

- **Access to the College and Career Counseling Team**
 - CCC team has time back & are able to support students more

- **Student clubs are up and running**
 - Meetings are happening at a regular cadence

- **COVID testing weekly rather than biweekly**

Challenges

Challenges

- **No announcements / daily bulletin**
 - Hard to stay in the loop with student activities (clubs, sports, etc.) and general school announcements
- **Underclassmen involvement in clubs**
 - 9th and 10th grade students may not be aware of when clubs meet / how to join
- **Communication**
 - Specifically school leaders to student community
 - *Example:* School closure information went to families but not to students

Priorities

Priorities

- **Fall Spirit Week & Community Building Activities**
 - Fall event for student community building
 - Prioritizing COVID safety

- **Advisory / Wave Community Building**
 - Getting creative around how to build community within and between waves

Questions & Conversation



Learn. Graduate. Give Back.



SBAC Deep Dive

Presenter(s): Micah Stilwell and Molly Moloney

Date: October 14, 2021



Learn. Graduate. Give Back.

Table of Contents

1. Administering the SBAC virtually
2. Special Considerations
3. SBAC Results
4. Response to Data



Administering the CAASPP Virtually





Virtual SBAC Testing Hub

Home CAST and SBAC at MWA Step by Step Instructions Student Supports Techn

STATE TESTING:
RESOURCE HUB

STATE TESTING CALENDAR BY GRADE

Grade Level	ELPAC Dates	CAST Dates	SBAC ELA Dates	SBAC Math Dates
5 th Grade	Mar. 1 st – 5 th	Mar. 24 th – 25 th	May 5 th – 6 th	May 12 th – 13 th
6 th Grade	Mar. 8 th – 12 th	N/A	May 5 th – 6 th	May 12 th – 13 th
7 th Grade	Mar. 15 th – 19 th	N/A	May 5 th – 6 th	May 12 th – 13 th
8 th Grade	Mar. 22 nd – 26 th	Mar. 24 th – 25 th	May 5 th – 6 th	May 12 th – 13 th
9 th Grade	Feb. 8 th – 26 th	N/A	N/A	N/A
10 th Grade	Feb. 8 th – 26 th	N/A	N/A	N/A
11 th Grade	Feb. 8 th – 26 th	N/A	Apr. 14 th – 15 th	Apr. 21 st – 22 nd
12 th Grade	Feb. 8 th – 26 th	Mar. 10 th – 11 th	N/A	N/A

**Please note that CAST is not abbreviated.*

DIFFERENTIATED STATE ASSESSMENT DECK

Virtual Testing: Quick Facts

Completion Goal
95%

Submission Goal
4,948

Total Completed
4,714

Percentage Completed
96%

Total Not Complete
220

Percentage Not Completed
4%

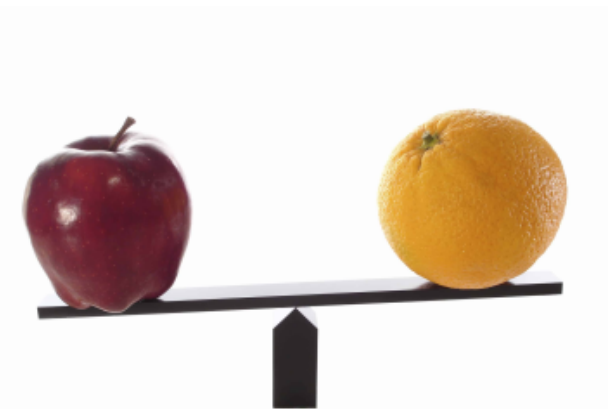
Special Considerations





No “Apples to Apples” comparisons to previous years

- New “adjusted” (shorter) testing blueprint
 - Measured the same content/claims, but with fewer questions (CAT portion of SBAC was cut in half; the Performance Task was still full-length).
 - We do not get “claims” data (for sub-areas) for individual students (and aggregate claims data is not yet released).
- SBAC was administered virtually.
 - Students tested from home in varying testing conditions.
- So, comparisons to previous years’ data should be approached with caution.





Limited ability to make comparisons to state or other schools/districts

- SBAC was made optional in 20-21 if districts deemed it not “viable”
 - most local districts and charters did not take SBAC (instead used “locally determined” assessments)
- The state has not yet released final public data
 - no access to any state-wide or other school/district data yet
- So, we can not yet make ANY direct comparisons of 2020-21 results, and we will remain limited on this front even when final/public results are released.





A new launching pad?

This 20-21 data is like our new **launching pad**-- it gives us insight into students' academic levels and **unfinished learning**, after over a year of the pandemic and distance learning. It is data from which we can launch future **growth**.



The data will allow us to explore **opportunities for growth**.



SBAC Results- ELA

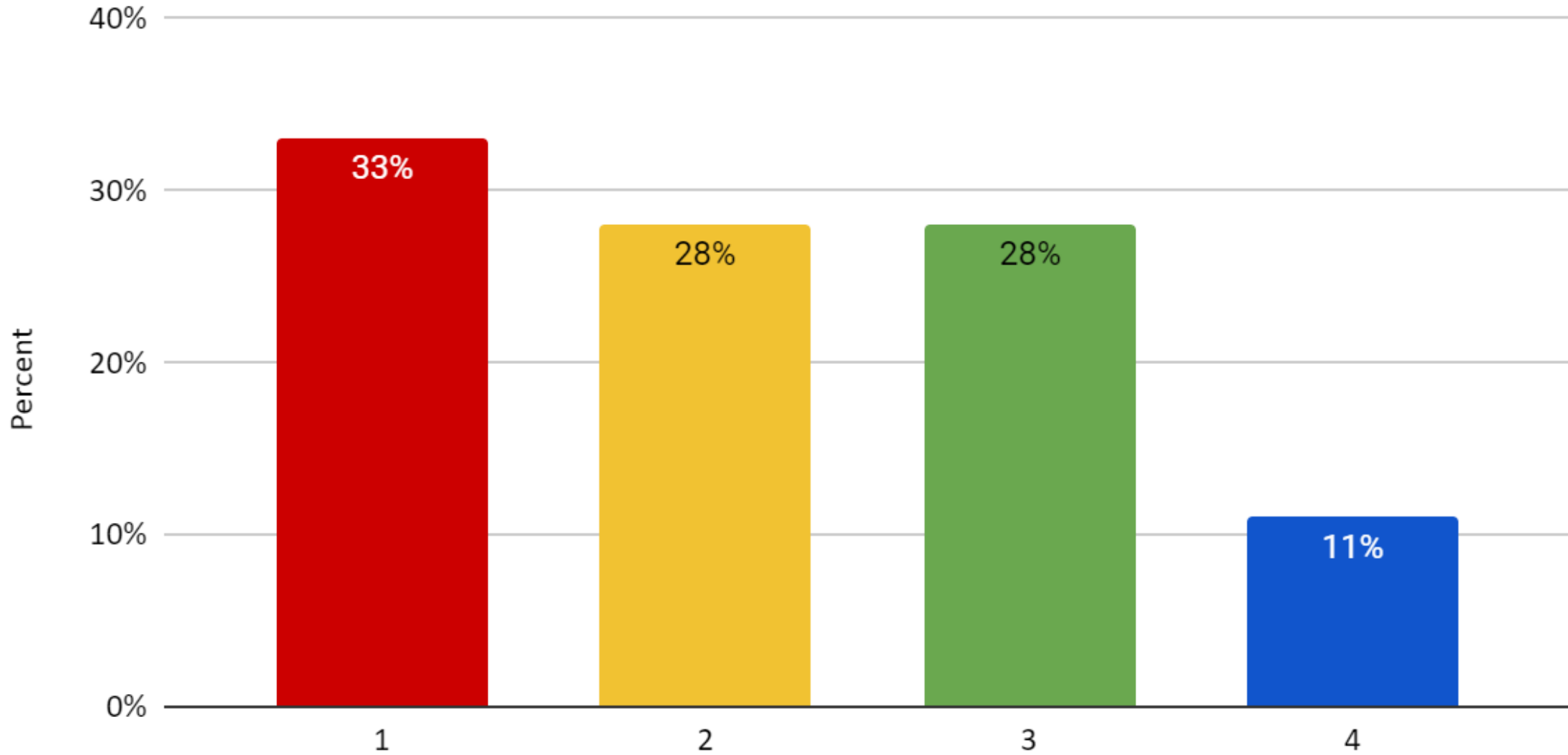




39%

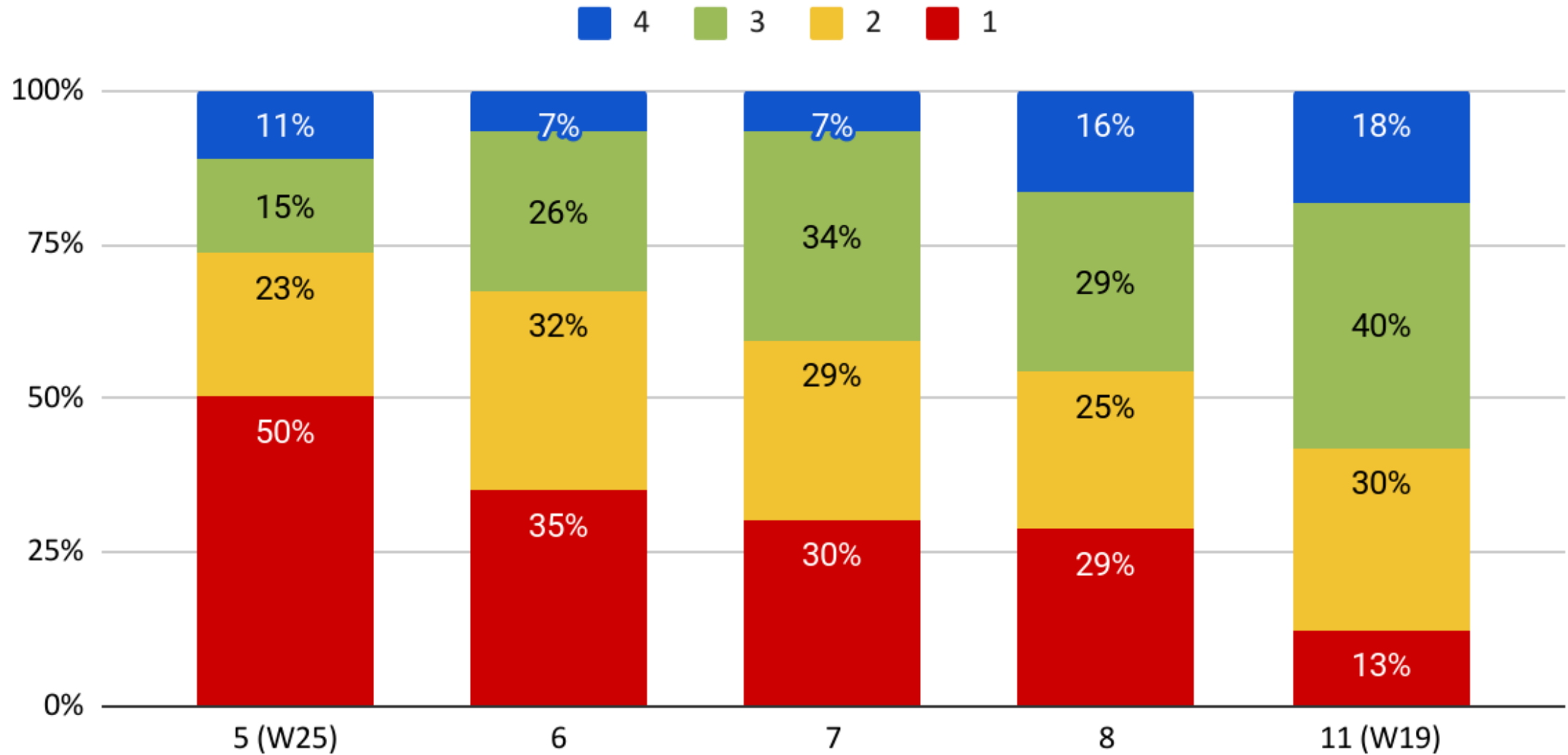
Percent Proficient (level 3 or 4) on ELA SBAC 20-21

ELA SBAC Achievement Levels (all tested grades, MWA 2021)



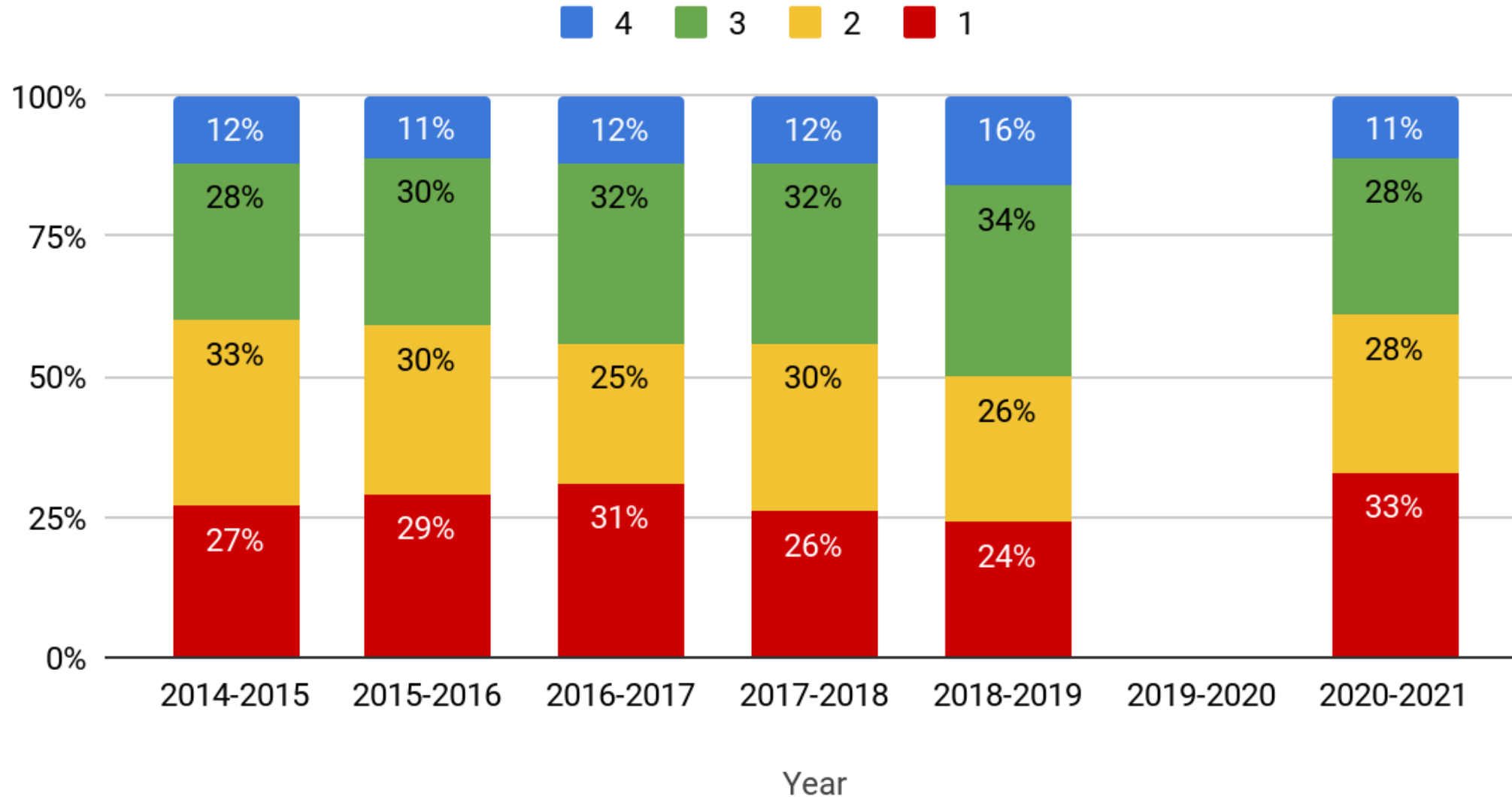
1= Did not meet standard; 2=Nearly Met; 3=Met Standard; 4=Exceeded Standard

ELA SBAC Levels by Grade



2020-2021 Grade Levels

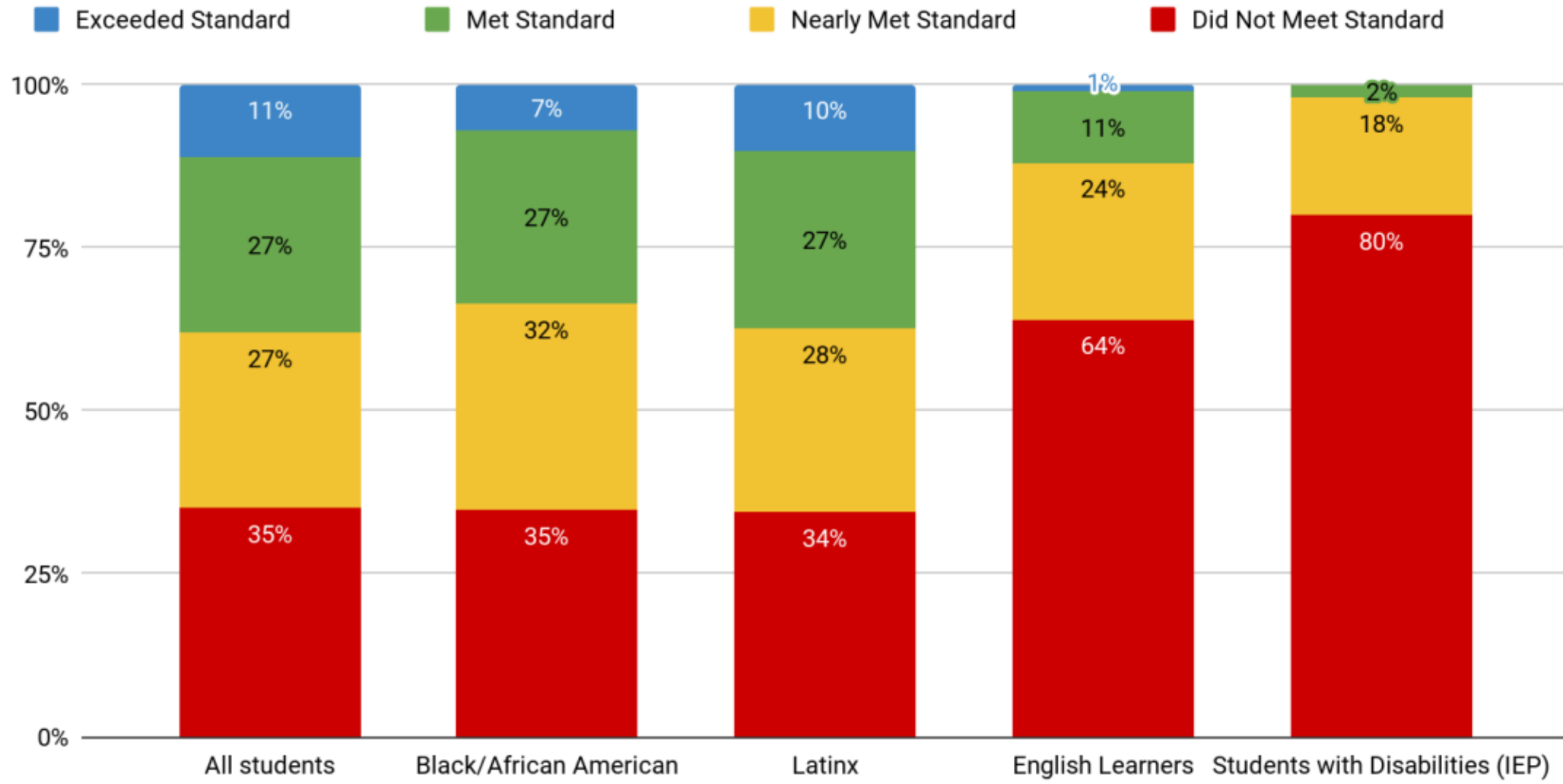
ELA SBAC Levels (all tested grades) over time



SBAC ELA by Subgroup (MWA, all tested grades)

SBAC ELA by Subgroups	Did Not Meet Standard (Level 1)	Nearly Met Standard (Level 2)	Met Standard (Level 3)	Exceeded Standard (Level 4)
All students	35%	27%	27%	11%
Black/African American	35%	32%	27%	7%
Latinx	34%	28%	27%	10%
English Learners	64%	24%	11%	1%
Students with Disabilities (IEP)	80%	18%	2%	0%

ELA SBAC Levels by Subgroup (All tested grades, MWA 20-21)



SBAC ELA by Subgroups

SBAC Results- Math

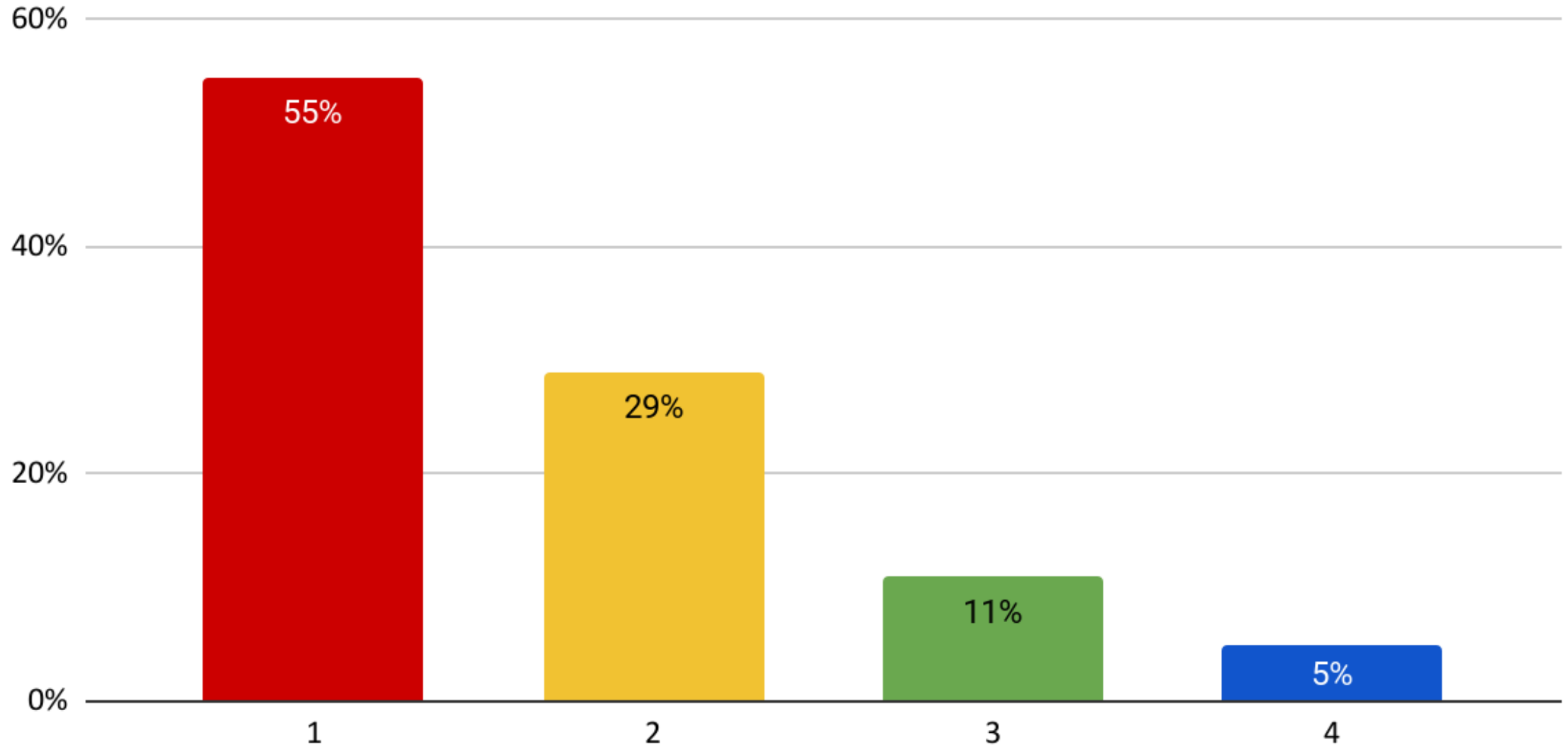




16%

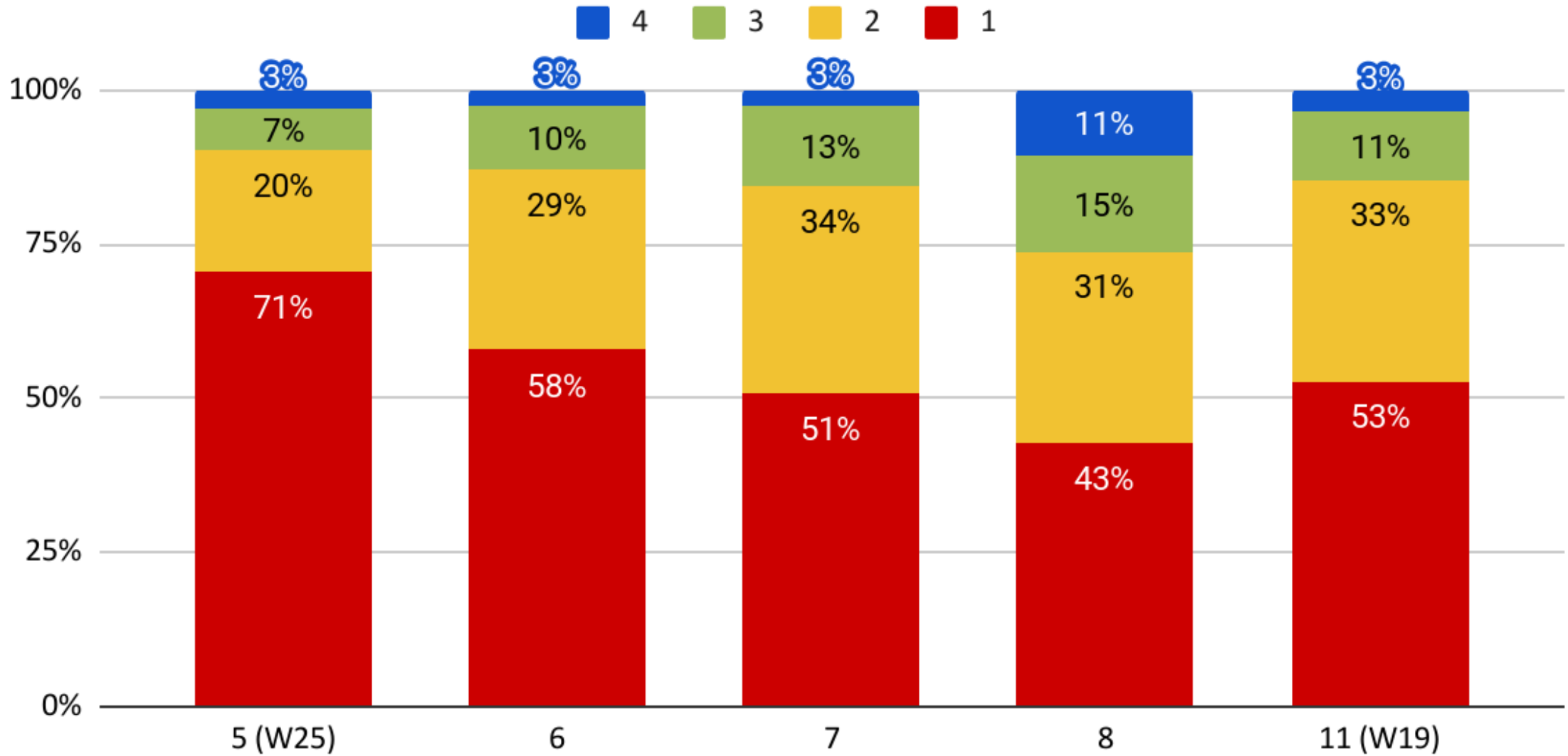
Percent Proficient (level 3 or 4) on Math SBAC 20-21

Math SBAC Levels (all tested grades, MWA 2021)



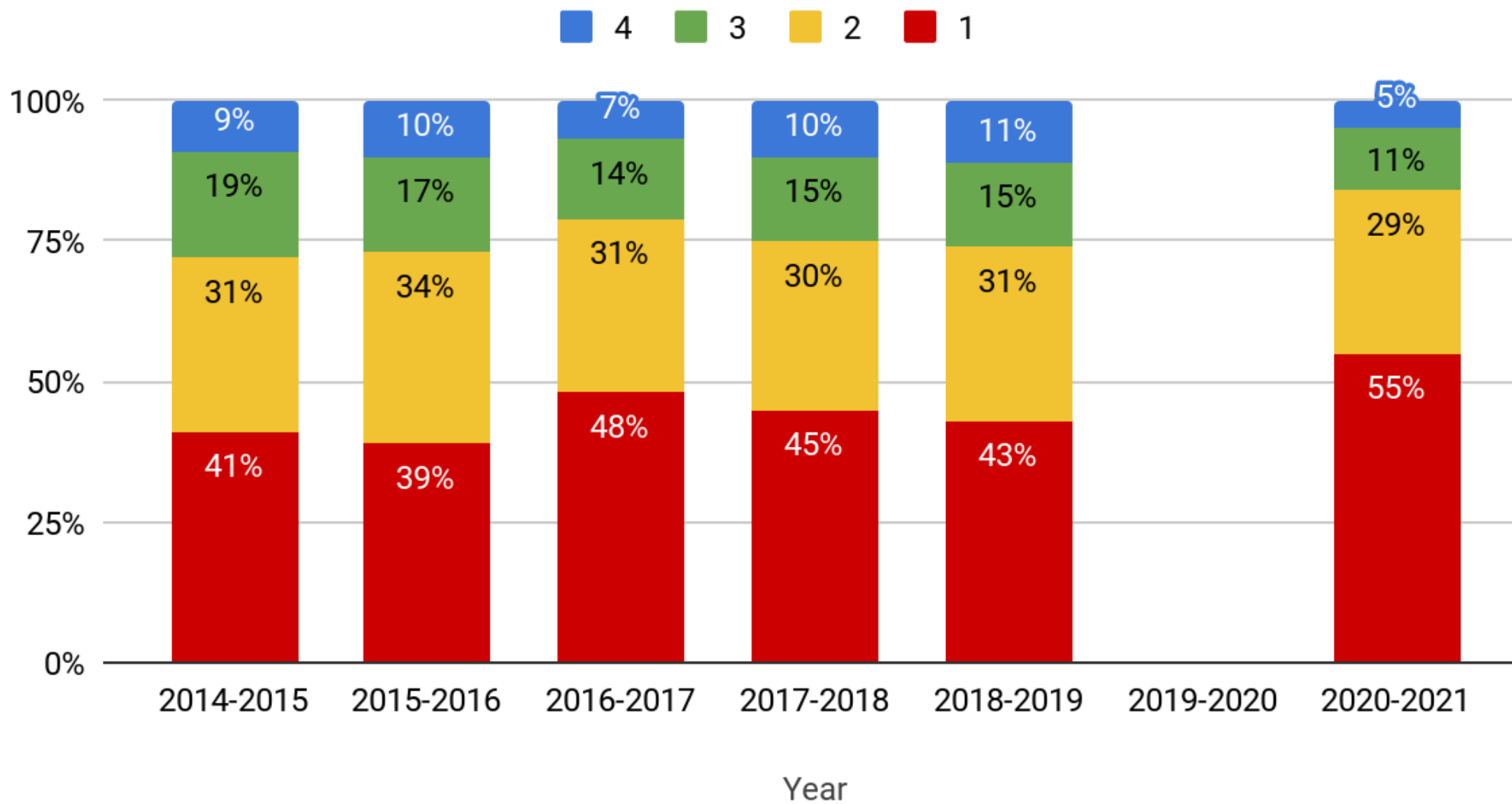
1=Did not meet standard; 2=Nearly Met; 3=Met Standard; 4=Exceeded Standard

Math SBAC Levels by Grade



2020-2021 Grade Levels

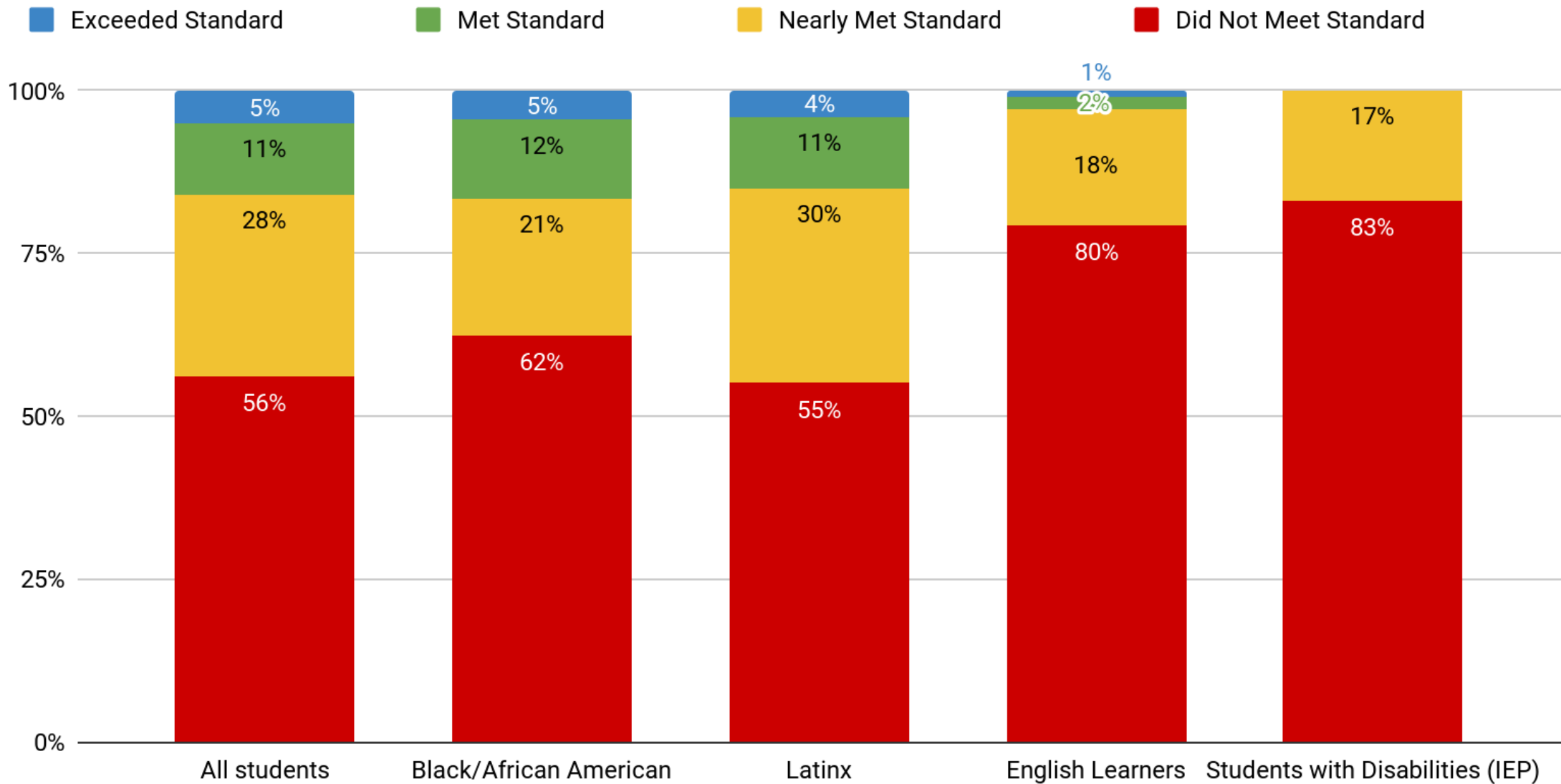
Math SBAC Levels (all tested grades) over time



SBAC Math by Subgroup (MWA, all tested grades)

SBAC Math by Subgroups	Did Not Meet Standard (Level 1)	Nearly Met Standard (Level 2)	Met Standard (Level 3)	Exceeded Standard (Level 4)
All students	56%	28%	11%	5%
Black/African American	62%	21%	12%	5%
Latinx	55%	30%	11%	4%
English Learners	80%	18%	2%	1%
Students with Disabilities (IEP)	83%	17%	0%	0%

Math SBAC Levels by Subgroup (All tested grades, MWA 20-21)



SBAC Math by Subgroups

CAST Results- Science



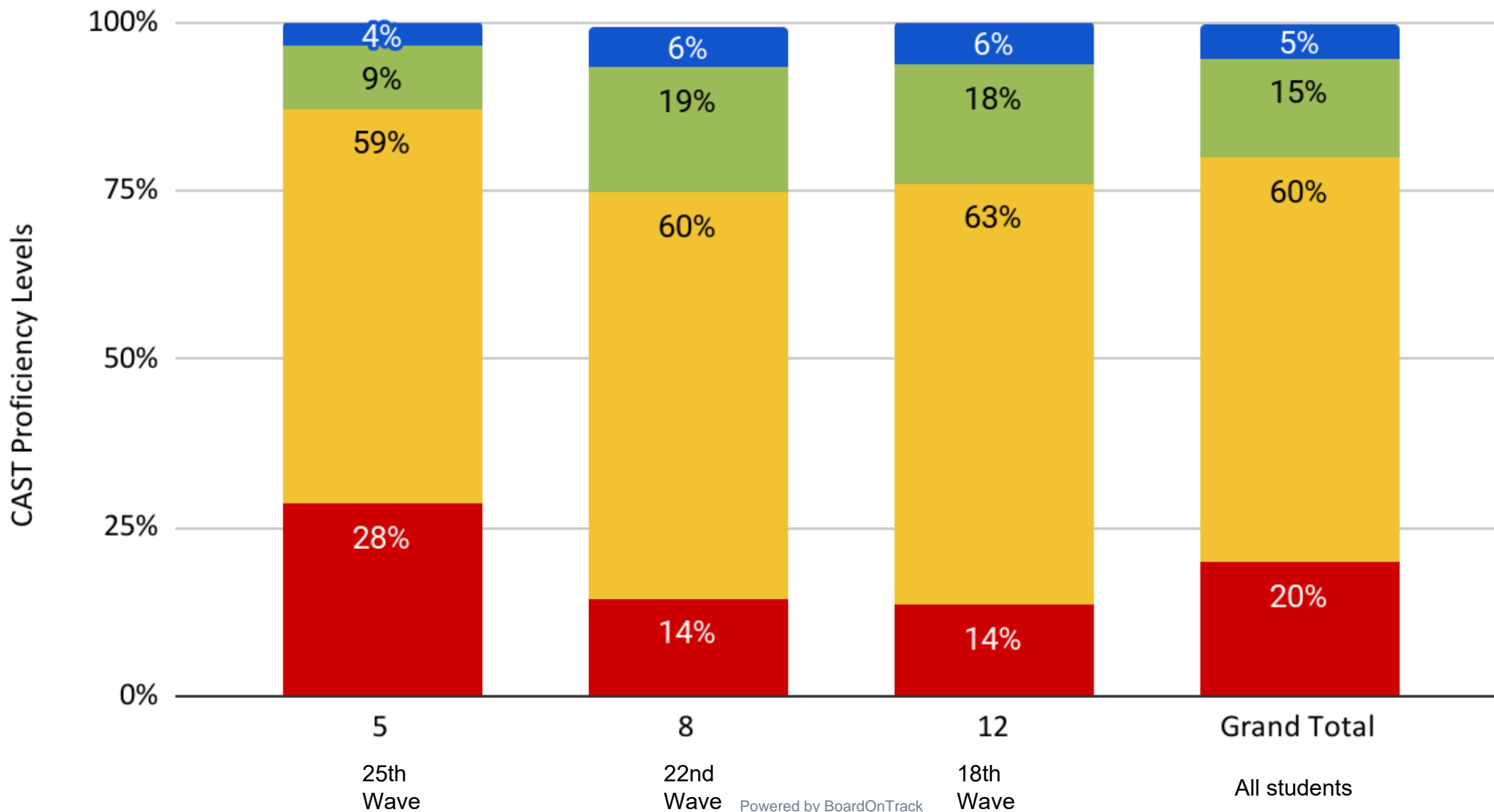


Special Considerations (CAST/Science)

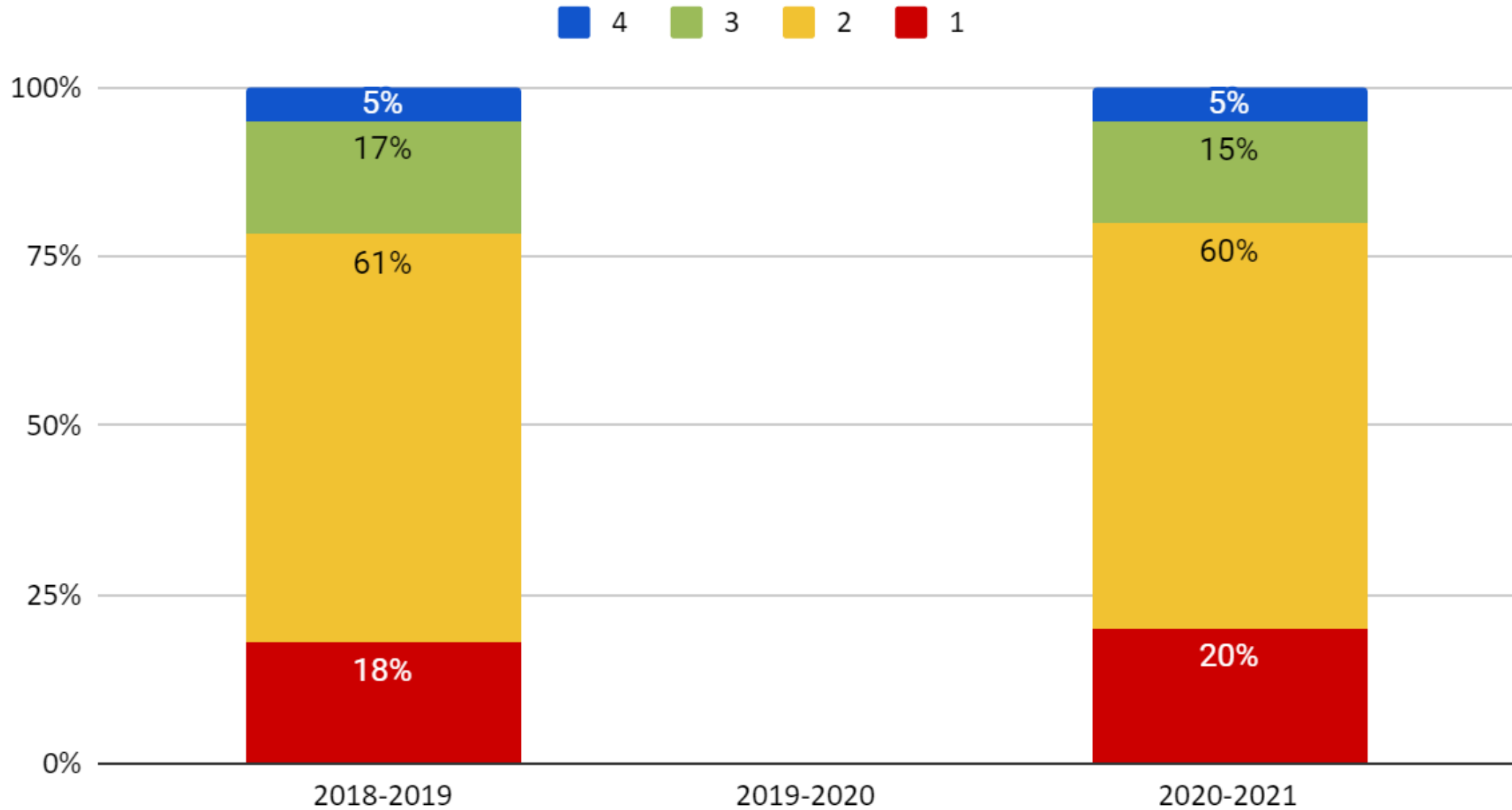
- The first official year of CAST with results was 2018-2019. Students did not take the CAST in 2019-2020 due to COVID closures. Statewide data for 2020-2021 will be released in the fall (for the school that did administer the CAST, which is not all schools). So, we are extremely limited in comparisons we can make at this time.
- The CAST is administered to 5th grade, 8th grade, and once in High School. High School students can take the CAST in 10th, 11th, or 12th grades.
 - In 2018-2019 MWA students took the test in 11th grade (17th Wave cohort), and in 2020-2021, MWA students took the CAST in 12th grade (18th Wave cohort), so there will be additional confounding factors that make comparisons over time difficult at the high school level.

CAST Levels by Grade

4 3 2 1



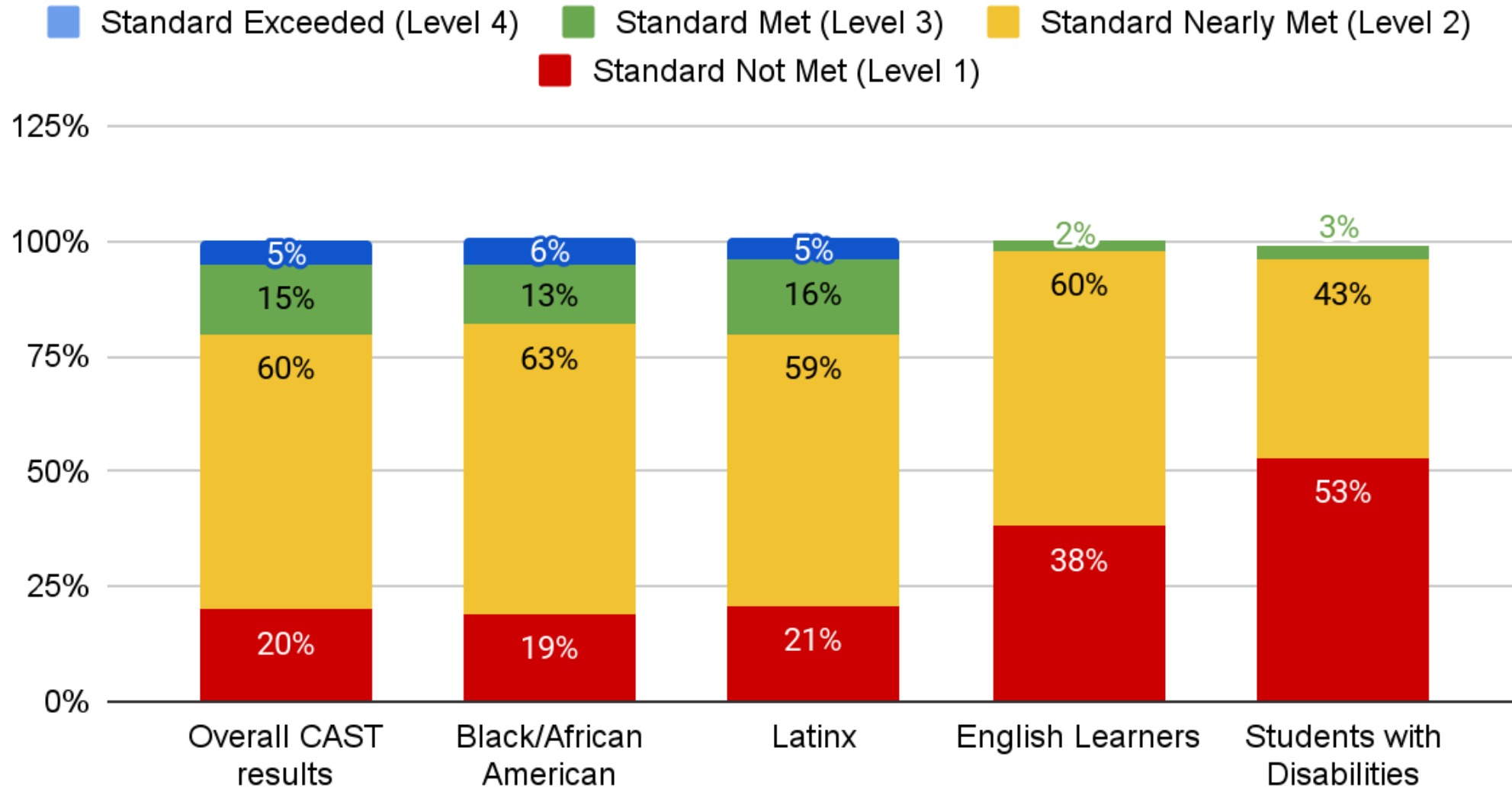
CAST Levels (all tested grades) over time



Subgroup comparisons- CAST

	Standard Not Met (Level 1)	Standard Nearly Met (Level 2)	Standard Met (Level 3)	Standard Exceeded (Level 4)
Overall CAST results	20%	60%	15%	5%
Black/African American	19%	63%	13%	6%
Latinx	21%	59%	16%	5%
English Learners	38%	60%	2%	0%
Students with Disabilities	53%	43%	3%	0%

CAST Results by Subgroups

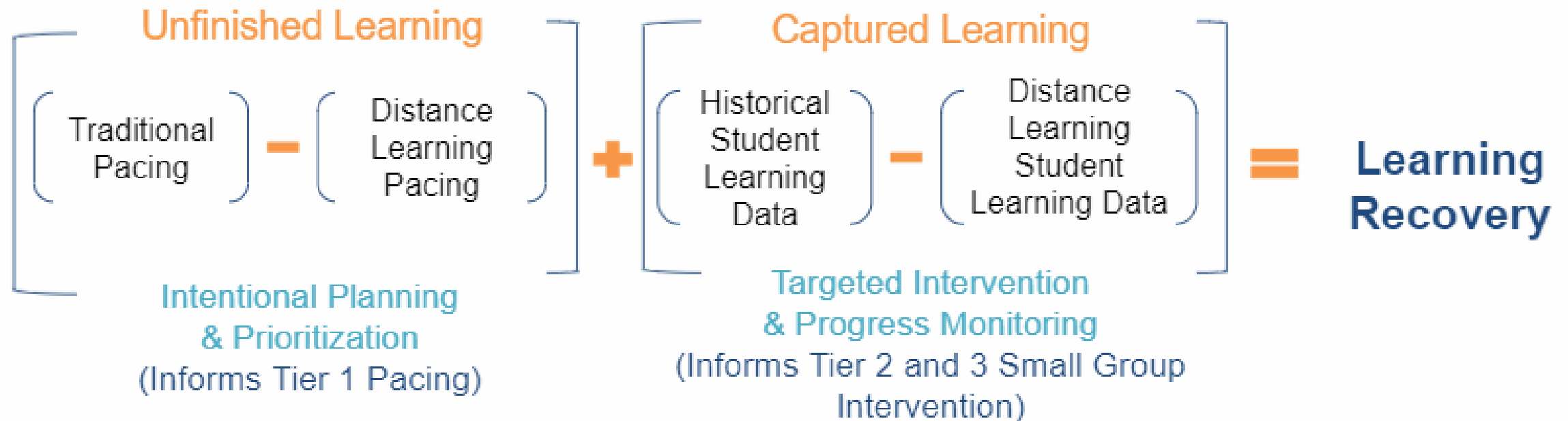


Response to Data-- Questions and Next Steps





How are we using this data to guide instructional programs and planning this year?





How are we using this data to guide instructional programs and planning this year?

	Academic Support Services Historical	Academic Support Services Additional	Holistic Support Services Expanded
Direct Services	Summer Academy DTI/Marlin Hour Interventionists Case Management*	Acceleration Academy (ELD) Acceleration Academy (Math) Student Success Liaisons Case Management	FPA Psychological Services
Tools	Individualized student support: Lexia or IXL Progress Monitoring Tools STAR Reading and Math IAB	Individualized student support: Lexia (expanded licenses) Progress Monitoring Tools MAP Math Diagnostic	Advisory (PMSC) Curriculum
Professional Development	Intervention Services Professional Development (RTFisher) Intervention Services Coaching (RTFisher)	ACCESS Math Professional Development RTI@Work Institute	Faculty SEL Professional Development

Discussion Questions:



How do the trends identified in our SBAC data *support or challenge* our approach to addressing the unfinished learning exacerbated by the COVID-19 pandemic?

How can this data serve as a launch pad for our students' continued and future growth?

Thank you.



Learn. Graduate. Give Back.

Coversheet

Documentos traducidos al español/Documents translated to Spanish

Section: VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item: B. Documentos traducidos al español/Documents translated to Spanish
Purpose: FYI
Submitted by:
Related Material: 2021_10_14_board_meeting_agenda Spanish.pdf
October 2021_School Board Report Spanish.pdf



Making Waves Academy

Reunión de octubre de la Junta

Fecha y hora

Jueves, 14 de octubre de 2021 a las 4:00 PM PDT

Ubicación

[https://mwacademy.zoom.us/j/82629096452?](https://mwacademy.zoom.us/j/82629096452?pwd=VEdmR1lmRi9waWtSa1BSWFpDaUlyUT09)

[pwd=VEdmR1lmRi9waWtSa1BSWFpDaUlyUT09](https://mwacademy.zoom.us/j/82629096452?pwd=VEdmR1lmRi9waWtSa1BSWFpDaUlyUT09)

Código de acceso: 174427

O acceso con un toque con teléfono móvil:

EEUU: +16699006833,,82629096452#,,,,*174427# o

+12532158782,,82629096452#,,,,*174427#

o por teléfono:

EEUU: +1 669 900 6833

ID de seminario web 826 2909 6452

Clave de acceso: 174427

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas a una incapacidad, póngase en contacto con:

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

Elizabeth Martínez a emartinez@mwacademy.org o al 510-227-9856.

De conformidad con el proyecto de ley 361 (AB 361) del Estado de California, daremos a lugar esta reunión de la junta directiva a través de una teleconferencia debido a las siguientes circunstancias:

- La Junta Directiva de MWA dará a lugar una reunión durante un estado de emergencia proclamado por el Estado de California debido a la pandemia del COVID-19.

Comentario público

- El público puede dirigirse a la Junta Directiva de MWA con respecto a cualquier tema dentro de la jurisdicción de referencia de la junta reguladora de MWA.
 - En la sesión de comentarios públicos, los miembros del público pueden
-

- Comentar sobre temas de la agenda
- Comentar sobre temas que no estén en la agenda
- **Las presentaciones están limitadas a dos minutos cada una**, o un total de veinte minutos para todos los hablantes, o se puede acortar el límite de dos minutos.
- De conformidad con la Ley Brown, la Junta Directiva de MWA puede escuchar comentarios, pero no puede discutirlos ni tomar una acción en cuanto a los temas presentados. Los miembros de la junta directiva son muy limitados en cuanto a sus respuestas a declaraciones o preguntas por parte de personas que comenten sobre temas que no estén en la agenda.
- **Mientras las reuniones se dan a lugar virtualmente, los hablantes pueden solicitar hablar antes de las 9:00 AM en el día de la reunión de la junta o utilizar la función para levantar la mano durante las secciones de comentarios del público de la reunión.**
 - **Si desea enviar su solicitud para hablar antes de la reunión, envíe por correo electrónico su solicitud a emartinez@mwacademy.org en inglés o en español.**
 - Su propuesta debe:
 - *indicar si es un comentario público en general para el inicio de la reunión o un comentario para un punto específico de la agenda (incluya el número del punto).*
 - *incluya su nombre, de modo que pueda ser llamado cuando sea su turno para hablar.*
 - *Durante la reunión, lo llamaremos por su nombre y debe utilizar la función para "levantar la mano" para identificarse a sí mismo.*
- De conformidad con el proyecto de ley 1036 (SB1036) las minutas de esta reunión omitirán los nombres de estudiantes y padres y otra información del directorio, excepto según se requiera por una orden judicial o la ley federal. Si un padre/tutor legal desea que se incluya un nombre, uno debe informar a la junta directiva antes de su comentario público.

De acuerdo con el proyecto de ley 361 (AB 361) del Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:

- La Junta Directiva de MWA sea reunirá durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *Hacer comentarios sobre los puntos del orden del día*
 - *Hacer comentarios sobre puntos no incluidos en el orden del día*
 - **Las presentaciones están limitadas a dos minutos cada una**, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**

- **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a emartinez@mwacademy.org en inglés o español.**
- **En su solicitud:**
 - **Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.**
 - **indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).**
 - **Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.**
- **En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.**

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con una incapacidad, póngase en contacto con:

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

Elizabeth Martínez a emartinez@mwacademy.org o al 510-227-9856.

**Tenga presente que todos los horarios de la agenda son estimaciones.
Tenga en cuenta que todos los horarios de la agenda son estimaciones.**

Agenda

	Objetivo	Presentador	Hora
I. Temas iniciales			4:00 PM
Puntos de apertura			
A. Apertura de la sesión de reunión		Alicia Klein	
Alicia Malet Klein convocará a la reunión para ordenar y revisar las normas de reuniones con respecto a asistentes.			
B. Registro de asistencia		Alicia Klein	1 m
Toma de asistencia y verificación de quórum.			
C. Hallazgos de la junta de conformidad con la Sección 54953(e) del Código de Gobierno.	Voto	Elizabeth Martínez	1 m
La Junta Directiva de MWA determina, de conformidad con la Sección 54953(e)(1)(B) del Código de Gobierno, que reunirse en persona podría implicar riesgos inminentes a la salud o seguridad de los asistentes. De conformidad con la Sección 54953(e)(3), la Junta también ha reconsiderado las circunstancias del Estado de Emergencia declarado por el gobernador el 4 de marzo de 2020, y ha determinado que el estado de emergencia continúa impactando de manera directa la capacidad de los directores de reunirse de manera segura en persona y/o que los funcionarios estatales o locales continúen imponiendo o recomendando medidas para promover el distanciamiento social.			

	Objetivo	Presenta	Hora
<p>D. Sesión cerrada</p> <ul style="list-style-type: none"> • Posible litigio: 54956.9(b): (2 casos) 	<p>Discusión</p>	<p>Alicia Klein</p>	<p>45 m</p>
<p>E. Cumplimiento con la excelencia: Comentarios por el presidente de la junta</p> <p>Temas a cubrirse:</p> <ul style="list-style-type: none"> • Ayuntamiento de padres • Campaña de escucha sobre cultura y clima para el personal de MWA • Juntas Directiva (ahora en diciembre) <ul style="list-style-type: none"> ◦ Reuniones virtuales ◦ Extensión de comentarios públicos 	<p>Discusión</p>	<p>Alicia Klein</p>	<p>15 m</p>
<p>F. Comentario público</p> <ul style="list-style-type: none"> • El público puede dirigirse a la Junta Directiva de MWA con respecto a cualquier tema dentro de la jurisdicción de referencia de la junta reguladora de MWA. • En la sesión de comentarios públicos, los miembros del público pueden <ul style="list-style-type: none"> ◦ Comentar sobre temas de la agenda ◦ Comentar sobre temas que no estén en la agenda ◦ Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los hablantes, o se puede acortar el límite de dos minutos. • De conformidad con la Ley Brown, la Junta Directiva de MWA puede escuchar comentarios, pero no puede discutirlos ni tomar una acción en cuanto a los temas presentados. Los miembros de la junta directiva son muy limitados en cuanto a sus respuestas a declaraciones o preguntas por parte de personas que comenten sobre temas que no estén en la agenda. • Mientras las reuniones se dan a lugar virtualmente, los hablantes pueden solicitar hablar antes de las 9:00 AM en el día de la reunión de la junta o utilizar la función para levantar la mano durante las secciones de comentarios del público de la reunión. <ul style="list-style-type: none"> ◦ Si desea enviar su solicitud para hablar antes de la reunión, envíe por correo electrónico su solicitud a emartinez@mwacademy.org en inglés o en español. ◦ Su propuesta debe: <ul style="list-style-type: none"> ▪ <i>indicar si es un comentario público en general para el inicio de la reunión o un comentario para un punto específico de la agenda (incluya el número del punto).</i> ▪ <i>incluya su nombre, de modo que pueda ser llamado cuando sea su turno para hablar.</i> ◦ <i>Durante la reunión, lo llamaremos por su nombre y debe utilizar la función para "levantar la mano" para identificarse a sí mismo.</i> • De conformidad con el proyecto de ley 1036 (SB1036) las minutas de esta reunión omitirán los nombres de estudiantes y padres y otra información del directorio, excepto según se requiera por una orden judicial o la ley federal. Si un padre/tutor legal desea que se incluya un nombre, uno debe informar a la junta directiva antes de su comentario público. • De acuerdo con el proyecto de ley 361 (AB 361) del Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia: <ul style="list-style-type: none"> • La Junta Directiva de MWA sea reunirá durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19. • <i>El público puede dirigirse a la Junta Directiva de MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de MWA.</i> • <i>Bajo comentario público, los miembros del público pueden:</i> <ul style="list-style-type: none"> ◦ <i>Hacer comentarios sobre los puntos del orden del día</i> ◦ <i>Hacer comentarios sobre puntos no incluidos en el orden del día</i> 	<p>Alicia Klein</p>	<p>20 m</p>	

- | | Objetivo | Presenta | Hora |
|---|----------|----------|------|
| <ul style="list-style-type: none"> ◦ Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos. • De acuerdo con la Ley Brown, la Junta Directiva de MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada. • Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión. <ul style="list-style-type: none"> ◦ Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a emartinez@mwacademy.org en inglés o español. ◦ En su solicitud: <ul style="list-style-type: none"> ▪ Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar. ▪ indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo). ▪ Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse. • En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público. | | | |

II. Informes vigentes

5:22 PM

- | | | | |
|--|----------------------------|--|-------------|
| <p>A. Conexión con la misión: Reflexión sobre video estudiantil, Experiencia en el campus</p> <p>Video de estudiantes haciendo una reflexión sobre su experiencia de regreso al campus este otoño.</p> | <p>Para su información</p> | <p>Raynell
Crewz - Gamez y Emilio Ortega</p> | <p>10 m</p> |
| <p>B. Actualización de ASB</p> | <p>Para su información</p> | <p>Tela Caul</p> | <p>5 m</p> |
| <p>C. Análisis a fondo: Resultados de la evaluación SBAC 2020-2021</p> <p>Información general y discusión acerca del desempeño de MWA en la evaluación SBAC 2020-2021.</p> <ul style="list-style-type: none"> • Micah Stilwell, Director Ejecutivo de Enseñanza Académica • Molly Moloney, Administrador de Cumplimiento y Evaluación | <p>Discusión</p> | <p>Micah Stilwell y Molly Moloney</p> | <p>20 m</p> |
| <p>D. Informe escrito del Director Ejecutivo Académico</p> <p>Los miembros de la junta tendrán la oportunidad de discutir el informe del Director Ejecutivo Académico sobre el regreso a un aprendizaje en persona y los objetivos para el año. El informe también presentará información general de:</p> <ul style="list-style-type: none"> • Análisis de pérdida en el aprendizaje a través de pruebas de diagnóstico y estrategias de mitigación (Aurelio García, Director de Servicios de Apoyo Académicos). | <p>Discusión</p> | <p>Evangelia Ward-Jackson</p> | <p>15 m</p> |

	Objetivo	Presenta	Hora
• Diagnóstico de matemáticas recientemente implementado, MAP (Radhika Kolachina, Directora de Enseñanza Académica en Matemáticas y Ciencias)			
E. Informe del Director Ejecutivo	Discusión	Alton B. Nelson Jr.	10 m
Los miembros de la junta directiva tendrán la oportunidad de hacer preguntas y discutir en detalle el contenido de los informes del Director Ejecutivo.			
F. Preguntas y respuestas sobre el informe escrito del Director de Operaciones (COO)	Discusión	Elizabeth Martínez	5 m
Temas a cubrirse:			
G. Preguntas y respuestas sobre el informe financiero escrito (Director Financiero)		Wallace Wei	5 m
Los miembros de la junta directiva tendrán la oportunidad de hacer preguntas acerca del contenido del informe escrito.			
H. SSC (Consejo del Plantel Escolar) Actualización escrita	Para su información	Latiphony Wells	5 m
Actualización escrita de la Presidenta del SSC, Latiphony Wells.			

III. Temas que no requieren de una acción

6:37 PM

A. Comentarios del público - Sección 3	No se requiere una acción	Para su información	6 m
B. Actualizaciones del comité y del comité consultivo	Discusión	Alicia Klein	5 m
El Presidente de la Junta Directiva hará un repaso sobre el papel de los comités de la junta. Los Comités y los Comités Consultivos harán un resumen de lo trabajado hasta la fecha y de los siguientes pasos para el comité.			
<ul style="list-style-type: none"> • Comités: <ul style="list-style-type: none"> ◦ Revisión del plan de estudios • Comités consultivos <ul style="list-style-type: none"> ◦ Finanzas ◦ Diversidad, equidad e inclusión/auditoría ◦ Cultura y clima ◦ WASC 			
C. Plan del programa de prevención de MWA contra el COVID-19	Voto	Elizabeth Martínez	5 m
Oportunidad para comentarios del público sobre el plan del programa de prevención de MWA contra el COVID-19.			
			10 m
D. Política de vacunación de estudiantes	Discusión	Alton B. Nelson Jr. y Elizabeth Martínez	
Discusión inicial acerca de la política de vacunación de estudiantes en MWA			

IV. Temas que requieren de una acción

7:03 PM

A. Comentarios públicos finales - Secciones 4-8			6 m
--	--	--	-----

	Objetivo	Presenta	Hora
B. Designación de Anabel Barron como Secretaria de la Junta de MWA	Voto	Alicia Klein	1 m
C. Minutas de la Junta Directiva: Reunión de la Junta Directiva del 9 de septiembre de 2021	Aprobación de minutas	Alicia Klein	1 m
D. Aceptar las minutas del comité consultivo financiero	Aprobación de minutas	Alicia Klein	1 m
Aprobación de minutas para el comité especial consultivo financiero, 2 de septiembre de 2021			
E. Bonificaciones para empleados de MWA por COVID	Voto	Alton B. Nelson Jr. y Wallace Wei	1 m
Impacto fiscal: \$418,475			
Revisión de la estructura de bonificación por COVID propuesta para los empleados de MWA. Impacto fiscal: \$			
F. Plan de gastos ESSER III	Voto	Micah Stilwell	5 m
Revisión del plan de gastos ESSER III que resume cómo MWA utilizará los fondos recibidos para:			
<ul style="list-style-type: none"> • Apoyar el regreso seguro a una enseñanza en persona • las necesidades holísticas de los estudiantes, y • Tratar la falta de oportunidades exacerbada por la pandemia del COVID-19. 			
Impacto fiscal: \$ 2,295,235			
G. Política de estudios independientes	Voto	Alton B. Nelson Jr.	1 m
Revisión de la política de estudios independientes. No hay impacto fiscal.			
H. Actualización de calendario maestro	Voto	Elizabeth Martínez y Wallace Wei	1 m
Revisión del calendario maestro enmendado para 2021-2022.			
I. Facturas de proveedores	Voto	Hung Mai	1 m
Revisión y aprobación de facturas de proveedores para los meses de agosto a septiembre de 2021.			
J. Equipo de infraestructura de IT para gimnasio de escuela media superior	Voto	Damon Edwards	1 m
Impacto fiscal: \$93,900.57			
V. Temas de acción acordada			7:22 PM
Impacto fiscal combinado: \$			
A. Renovación del acuerdo de educación CircleUp	Voto	Elizabeth Martínez	
Renovación de contrato para consultor el cual apoya a MWA en las iniciativas de diversidad, equidad e inclusión.			
Impacto fiscal: \$48,519.93			

VI. Diapositivas del día de la presentación (Junta de MWA: No lo lea con anticipación)

	Objetivo	Presenta	Hora
A. Grupo completo de diapositivas	para su información	Elizabeth Martínez	
B. Documentos traducidos al español/Documents translated to Spanish	Para su información	Alicia Klein	

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los artículos incluidos en la agenda, así como el informe escolar que será escrito por la directora principal de la escuela y sus líderes escolares.

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los artículos incluidos en la agenda, así como el informe escolar que será escrito por la directora principal de la escuela y sus líderes escolares.

VII. Temas de discusión 7:22 PM

A. Apreciaciones de la Junta de Directores	Para su información	Alicia Klein	5 m
---	---------------------	--------------	-----

Según se estipula en la ley de reuniones abiertas del Estado de California, no se pueden tomar acciones en este tema de la agenda. El único propósito de esta agenda es dar una oportunidad a la Junta de Directores a hacer comentarios.

VIII. Temas de cierre 7:27 PM

A. Se suspende la reunión	Voto	Alicia Klein
B. Calendario del resto de reuniones de la Junta Directiva 2021-2022.	Para su información	Alicia Klein

- 9 de diciembre, 2020, 10:30am-2:00pm
- 27 de enero, 2022, 10-30am-2: 00pm
- 10 de marzo, 2022, 10-30am-2: 00pm
- 5 de mayo, 2022, 4-00pm-7: 30pm
- 16 de junio, 2022, 10-30am-2: 00pm

Hoja de portada

Conexión con la misión: Reflexión sobre video estudiantil, experiencia en el campus

Sección:	II. Informes vigentes
Tema:	A. Conexión con la misión: Reflexión sobre video estudiantil, experiencia en el campus
Objetivo:	Para su información
Presentado por:	
Material relacionado:	Official Back on Campus Reflections_WM.mp4

Hoja de portada

Actualización de ASB

Sección: II. Informes vigentes
Tema: Actualización de ASB
Objetivo: Para su información
Presentado por: Tela Caul
Material relacionado: ASB Board Report - October 2021.pdf

ANTECEDENTES:

2-3 funcionarios actuales del ASB para hacer presentación y discutir

Hoja de portada

Análisis a fondo: Resultados del SBAC 2020-2021

Sección:	II. Informes vigentes
Tema:	C. Análisis a fondo: Resultados del SBAC 2020-2021
Objetivo:	Discusión
Presentado por:	Molly Moloney y Micah Stilwell
Material relacionado:	Deep Dive SBAC Data Board Report pre-read.pdf Deep Dive SBAC Data Slide Deck (for presentation).pptx

ANTECEDENTES:

Reportar la información de resultados de cobertura de las evaluaciones de primavera 2021 CAASPP (SBAC y CAST), las cuales se administraron de manera virtual. El informe de prelectura contiene muchos cuadros y observaciones sobre esta información, y nos enfocaremos en algunos de estos cuadros en mayor profundidad y haremos preguntas para discusión durante la presentación de análisis a fondo.

Hoja de portada

Informe escrito del Director Ejecutivo del Plantel

Sección:	II. Informes vigentes
Tema:	D. Informe escrito del Director Ejecutivo del Plantel
Objetivo:	Discusión
Presentado por:	Evangelia Ward-Jackson
Material relacionado:	October 2021_School Board Report (1)final.pdf

Hoja de portada

Informe del Director Ejecutivo

Sección:	II. Informes vigentes
Tema:	E. Informe del Director Ejecutivo
Objetivo:	Discusión
Presentado por:	
Material relacionado:	CEO Report_MWA Board_OCT 2021.pdf First Four Weeks Survey Summary of Results_SEP 2021_abn.pdf

ANTECEDENTES:

Hay dos archivos adjuntos. Uno es un informe estándar. El otro es un resumen de los resultados de la encuesta que envié al personal a finales de septiembre. La participación fue de un 70%.

Hoja de portada

Preguntas y respuestas sobre el informe financiero escrito (Director Financiero)

Sección: II. Informes vigentes
Tema: G. Preguntas y respuestas sobre el informe financiero escrito (Director Financiero)
Objetivo:
Presentado por:
Material relacionado: MWA August Financials.pdf

Hoja de portada

Minutas de la Junta Directiva: Reunión de la Junta Directiva del jueves, 9 de septiembre de 2021

Sección:	IV. Temas que requieren de una acción:
Tema:	C. Minutas de la Junta Directiva: Reunión de Junta Directiva de jueves, 9 septiembre/2021
Objetivo:	Aprobar minutas
Presentado por:	
Material relacionado:	Minutas para la reunión de la junta directiva de la de septiembre el 9 de septiembre de 2021

Hoja de portada

Aceptar las minutas del comité consultivo financiero

Sección: IV. Temas que requieren de una acción:
Tema: D. Aceptar las minutas del comité consultivo financiero
Objetivo: Aprobar minutas
Presentado por:
Material relacionado:
Minutas para la reunión del comité especial consultivo financiero el 2 de septiembre de 2021

Hoja de portada

Bonificaciones por el COVID para empleados de MWA

Sección:	IV. Temas que requieren de una acción:
Tema:	E. Bonificaciones por el COVID para empleados de MWA
Objetivo:	Voto
Presentado por:	
Material relacionado:	MWA Employee Bonus Resolution_OCT 2021.pdf

Hoja de portada

Plan de gastos ESSER III

Sección:	IV. Temas que requieren de una acción:
Tema:	F. Plan de gastos ESSER III
Objetivo:	Voto
Presentado por:	Micah Stilwell
Material relacionado:	MWA ESSER III Expenditure Plan .pdf

ANTECEDENTES:

Este plan es el método de nuestra escuela para el uso de fondos federales de ayuda en emergencias que están disponibles a través de la subvención ESSER III.

RECOMENDACIÓN:

Recomiendo que la Junta Directiva apruebe la implementación del plan ESSER III.

Hoja de portada

Política de estudios independientes

Sección: IV. Temas que requieren de una acción:
Tema: G. Política de estudios independientes
Objetivo: Voto
Presentado por:
Material relacionado:
2021 Independent Study Board Policy AB130 and AB167 Compliant_CLEAN.doc

Hoja de portada

Actualización de calendario maestro

Sección:	IV. Temas que requieren de una acción:
Tema:	H. Actualización de calendario maestro
Objetivo:	Voto
Presentado por:	Elizabeth Martínez
Material relacionado:	2021-2022 Calendar_Arechiga- Print version_ updated 2021.10.06.pdf

ANTECEDENTES:

El calendario maestro se actualizó para reflejar los días de cierre escolar (septiembre 22-24) como días laborales de profesores. Aunque no se ofreció una enseñanza, los empleados de MWA continuaron trabajando.

RECOMENDACIÓN:

Recomendamos que la junta directiva revise y apruebe el calendario maestro enmendado.

Hoja de portada

Facturas de proveedores

Sección:	IV. Temas que requieren de una acción:
Tema:	I. Facturas de proveedores
Objetivo:	Voto
Presentado por:	Hung Mai
Material relacionado:	Bill Payment List - August 2021- September 2021.pdf

ANTECEDENTES:

Facturas de proveedores de los meses de agosto a septiembre de 2021 Impacto fiscal: \$1,636,339

RECOMENDACIÓN:

Revisar y aprobar las facturas de proveedores de agosto a septiembre de 2021.

Hoja de portada

Equipo de infraestructura de IT para gimnasio escuela media superior

Sección: IV. Temas que requieren de una acción:
Tema: J. Equipo de infraestructura de IT para gimnasio de escuela media superior
Objetivo: Voto
Presentado por: Damon Edwards
Material relacionado: MKMV529.pdf

ANTECEDENTES:

La cotización de CDW adjunta es para el equipo de infraestructura de red que se instalará en el nuevo gimnasio de la escuela media superior. Estamos adquiriendo este equipo ahora debido a posibles retrasos del fabricante.

RECOMENDACIÓN:

Pedimos que se apruebe la cotización de CDW adjunta con un impacto fiscal de \$ 93,900.57.

Hoja de portada

Renovación del acuerdo de educación CircleUp

Sección: V. Temas de consentimiento de acciones
Tema: A. Renovación del acuerdo de educación CircleUp
Objetivo: Voto
Presentado por: Elizabeth Martínez

ANTECEDENTES:

Continúa nuestro trabajo con CircleUp para apoyar el trabajo del Comité Consultivo DEI, específicamente en apoyar no solo el trabajo del Comité Consultivo de DEI sino también el de los grupos de trabajo de DEI recientemente formados.

RECOMENDACIÓN:

Aprobar este apoyo el cual es esencial para ayudar el trabajo de nuestro comité, el liderazgo, la facultad y del personal que ha acordado asumir el liderazgo de este trabajo importante en MWA.



Informe de la Junta Directiva

A nivel de escuela

Informe de la Junta Directiva - octubre de 2021

Del escritorio del Director Ejecutivo del Plantel

Dr. E. Ward-Jackson

Durante una reunión de “Circle-Up con el Dr. Ward-Jackson”, afuera en la veranda de la escuela media superior, me encontraba participando con un grupo de nuestros antiguos profesores de la escuela media superior en relación al clima escolar, tuve una epifanía. Mientras discutíamos algunas de las experiencias y necesidades sociales de nuestros estudiantes del 9eno grado, junto con el desafío de la poca disponibilidad del decano debido a necesidades de cobertura, dedujimos que el último año completo de aprendizaje en el plantel experimentado por nuestros alumnos de la promoción 22, fue en el 6to grado. Nuestros estudiantes del 9eno grado experimentaron un año de 7mo grado interrumpido debido al COVID, y un año de 8avo grado totalmente remoto. Este descubrimiento condujo a una reflexión sobre el hecho de que el último año aprendizaje tradicional de nuestros alumnos del 12avo grado fue su año como estudiantes de primer año, y nuestros nuevos estudiantes del 5to grado no han tenido un año completo de enseñanza desde que eran estudiantes del 2do grado. Fue una actividad que nos abrió los ojos. Esta discusión condujo rápidamente a un cambio en la comprensión relacionada a la madurez, motivación y desafíos del entorno basados en la mentalidad que hemos experimentado y que continuaremos experimentando. No es algo “regular”...y está bien. Pero es también muy incómodo, y para muchos (especialmente para aquellos que están acostumbrados a ser ordenados, ser “estrellas” en administrar el salón de clases, en legar a los estudiantes competencias específicas o para aquellos que simplemente progresan de expectativas y previsibilidad rutinaria) esta realidad quizás no solo sea incómoda, sino que también sea insostenible. Al combinar lo anterior con una experiencia inexplorada para los adultos, lo cual ha implicado para algunos una marchitez de la confianza y un agotamiento de la moral, resulta en una comunidad que está deseosa de inspiración, prosperidad, sostenibilidad y un **REINICIO**.

No existe un instructivo sobre cómo continuar con la educación después de volver de un aprendizaje remoto y aislamiento debido a la pandemia. Los educadores de base en el plante nunca habían experimentado esto antes. Todos estamos aprendiendo, creciendo y volviendo a aprender juntos. Comenzamos rápido el año con un enfoque en la seguridad y el compromiso, y hemos aprendido desde el principio que ha llegado el momento de bajar la marcha. Es el momento de implementar Sankofa, de volver a nuestros fundamentos culturales, de conectarnos con nuestras raíces que son nuestros principios rectores, nuestros valores fundamentales y nuestra Afirmación, y escalar hacia la excelencia de modo que podamos fortalecer nuestra cultura y nuestro “por qué”. Necesitamos desesperadamente un ajuste de actitud; un cambio de estado de ánimo...también conocido como “un entorno escolar mejorado”. La buena noticia es que todos están listos y están en espera de un reinicio que se lanzará el 12/10/2021. Las mejores noticias son que hemos estado aquí antes, y tenemos un registro histórico de reinicios victoriosos del entorno. Por supuesto, los reinicios ocurrieron bajo otras circunstancias desafiantes, y se dieron bajo mi liderazgo, específicamente mientras dirigía la división de la escuela intermedia, pero tuvieron éxito ya que resultaron en mayores resultados de los estudiantes, retención del personal y un compromiso revitalizado. Estoy aprovechando y reafirmando mi fe, optimismo y mis habilidades innatas de liderazgo y servidor en la preparación de un reinicio muy necesario el cual, aunque es distinto y más amplio en alcance, rendirá los mismos resultados necesarios. Espero que podamos unirnos como comunidad y reaccionemos anticipadamente para servir mejor a nuestros alumnos, y espero que al mismo tiempo nuestros estudiantes, se sientan orgullosos de ser alumnos de Make Waves Academy.

Un reinicio del entorno: Estamos haciendo un reinicio (de estudiantes y personal) en tres áreas muy específicas:

1. **“Soy alumno de Make Waves Academy”: Reconectarse con los atributos de un alumno de Make Waves Academy**
 - a. Valores fundamentales, afirmación, sueño de vida
 - b. Consecuencias de asistencia/cortes
 - c. Compromiso entre compañeros
 - d. REP (rutinas, expectativas y procedimientos)
2. **Código de vestimenta**

Informe de la Junta Directiva - octubre de 2021

- a. Restablecimiento duro de la política
- 3. Sentido de pertenencia/propiedad con un lugar**
 - a. Instalarse: Cubrir las paredes blancas y deshacerse de las cajas
 - b. Restablecer la cartelera de anuncios a los estudiantes y los boletines diarios
 - c. Oportunidades de desarrollo de la comunidad externa
 - d. Implementación de ideas lideradas por los estudiantes

A finales de agosto, instauré un grupo de trabajo compuesto de líderes, profesores líderes y profesores como apoyo en una sesión de trabajo compartido en torno a esta contingencia y para una planificación “fuera de lo establecido” e ideas asociadas con la enseñanza durante estos momentos realmente únicos. Nuestro grupo de trabajo se transformó rápidamente en un catalizador de ideas increíble y en un equipo de trabajo que se involucró en conversaciones relacionadas a la sostenibilidad y cultura, además de las tareas de enseñanza por las cuales nos habíamos reunido originalmente para tratar. He decidido mantener el grupo de trabajo, y expandir nuestra visión. Ahora tenemos un enfoque basado en tres aspectos: 1) Contingencia e innovación instructiva, 2) Sostenibilidad y 3) Cultura de la escuela (estudiantes y adultos). Hay 15 miembros en el equipo.

- La fuerza laboral adoptó un proceso FODA (fortalezas, oportunidades, debilidades y amenazas) el cual condujo a la propuesta de algunas sugerencias en la enseñanza fuera de lo establecido. Luego de evaluarlo con el liderazgo, logramos el acuerdo para seguir adelante con unas cuantas ideas que deberían tener un impacto positivo y progresivo inmediato en nuestra comunidad:
 - Abordaremos el programa UC Scout On-Demand para nuestra vacante de español III. El curso de UC incluye a un profesor virtual.
 - Tenemos una descripción laboral aprobada y agregaremos “coordinadores de éxito estudiantil” a nuestro equipo. Estos coordinadores serán mentores que apoyarán el éxito de nuestros estudiantes. Esto podría ser como la supervisión de un curso en línea, brindando un soporte asíncrono para una clase de intervención o apoyando el éxito de nuestros estudiantes en muchas otras maneras.
 - Hemos aprobado la contratación de 5 profesores sustitutos de planta adicionales para cubrir las vacantes y las necesidades de cobertura del día a día.
- El grupo de trabajo propuso algunas ideas para apoyar la sostenibilidad del personal. A continuación, tenemos algunos puntos aprobados con los cuales la comunidad se siente contenta:
 - Ahora tendremos un viernes de sostenibilidad cada mes (9 en total)
 - Los viernes de sostenibilidad se han optimizado para que estén intencionalmente conectados a fines de semana de 3 días o semanas de vacaciones.
 - Comenzando desde el viernes 24/09/2021 los adultos en la comunidad podrán utilizar jeans junto con su atuendo universitario de los viernes.
 - Los PD de días completo tendrán la opción de ser remotos. Los empleados pueden optar por unirse al PD desde casa o en el campus.
 - Hemos pedido a la Fundación Making Waves que nos apoye ofreciendo un almuerzo, durante cierta cadencia (puede ser una vez a la semana) a nuestra facultad y a los miembros del personal. Se está considerando esta propuesta, y esperamos confirmar pronto.
 - Se han disminuido de nueve a cuatro los días de la academia los sábados.

Motivados por el proceso y resultados del grupo de trabajo, y comprometidos conmigo directamente a hacer un trabajo compartido, todos los miembros han decidido quedarse y tratar de encontrar soluciones y solucionar problemas conmigo. Actualmente el grupo de trabajo se encuentra trabajando en lo siguiente:

Informe de la Junta Directiva - octubre de 2021

- Diseñar un calendario alternativo creativo que se pueda utilizar en lugar de cerrar la escuela en días en los cuales tengamos muy poco personal para abrir.
- Sesiones de tormentas de ideas y diseño de una encuesta que busque priorizar las maneras de recuperar cualquier tiempo/días de enseñanza perdidos en nuestro calendario maestro.
- Un reinicio del entorno: Sugerir temas y grupos para “analizar con el Dr. Ward-Jackson” y compartir conocimientos, ideas y recomendaciones con la Sra. Crews-Gamez y los Decanos con respecto al reinicio.

Al mismo tiempo que logramos nuestro apoyo, desarrollo de relaciones y continuamos aprendiendo cómo “estar” y mantenernos seguros el uno con el otro, el cumplimiento programático continúa avanzando y aún se logra un aprendizaje.

Lanzamos un increíble proceso de participación de las partes involucradas para los fondos ESSER III, haciendo una planificación con nuestros padres de familia y personal, además de culminar ese plan, lanzamos proyectos de trabajo en nuestro LCAP y WASC. También tuvimos la primera reunión del año de nuestro SSC (Consejo del Plantel Escolar por sus siglas en inglés). La conclusión más importante que saco de estas actividades iniciales de cumplimiento programático y de los comentarios de nuestras familias es que la seguridad sigue siendo la mayor área de preocupación y celebración, ocupando el segundo lugar las intervenciones académicas efectivas. En el informe del resto del día profundizaremos en cómo estamos evaluando y tomando en cuenta las matemáticas con nuestra nueva herramienta de evaluación y analizaremos la pérdida de aprendizaje a través de una prueba de diagnóstico y estrategias de mitigación. Para facilitar las cosas, aunque la esperanza no es una estrategia, es una necesidad cuando estamos aprendiendo, construyendo y recuperándonos y al mismo tiempo demostrando, logrando y manteniendo expectativas altas. Nuestra esperanza se encuentra en la resiliencia y fortaleza de nuestros alumnos de Wave-Makers y nuestros profesores. Ha llegado el momento de apoyarnos en nuestro modelo de eficacia y crecimiento continuo mientras nos recuperamos académicamente, fortalecemos el entorno de nuestra cultura y volvemos a encender la luz de nuestra increíble comunidad escolar.

Informe de la Junta Directiva - octubre de 2021

Evaluación de crecimiento NWEA MAP, otoño de 2021

Radhika Kolachina (Directora de enseñanza académica)

¿Qué?

MWA ha adoptado este año la prueba de diagnóstico NWEA (Northwest Evaluation Association) MAP. MAP significa “**medidas de avances académicos**” por sus siglas en inglés. La evaluación de crecimiento MAP se administra tres veces al año, en otoño, invierno y primavera, para medir el aprendizaje y el crecimiento del estudiante en el tiempo. A diferencia de pruebas que hacen referencia a un criterio que hacen las mismas preguntas a todos los estudiantes, la evaluación de crecimiento MAP es una prueba adaptada a la computadora y se administra a cada estudiante un grupo de preguntas de prueba basadas en sus respuestas a preguntas previas. Esto permite una evaluación precisa de las necesidades individuales de un estudiante dentro de cada área de enseñanza evaluada. Cuando los estudiantes toman las evaluaciones de crecimiento MAP, reciben un puntaje RIT (unidad Rasch) por cada área en la cual se los evalúa. Este puntaje representa el nivel de logros de un estudiante en cualquier momento dado y ayuda a medir su crecimiento académico con el tiempo. La evaluación de crecimiento MAP genera percentiles que pueden ayudarnos a entender en dónde encaja cada estudiante en relación al rendimiento de los chicos a nivel nacional. En MWA, se administró una primera ronda de evaluaciones de crecimiento MAP como una evaluación de diagnóstico, esto es, lo que saben en este punto del tiempo. La información de esta ronda de evaluaciones se utiliza para planificar un apoyo a la enseñanza dentro del entorno del salón de clases para una enseñanza de toda la clase, así como también las necesidades de enseñanza para estudiantes individuales. Entre los varios informes, los informes de crecimiento MAP como el “informe de clase”, “informe de perfil del estudiante” e “informe continuo de aprendizaje” se utilizan por los profesores para planificar los siguientes pasos de enseñanza.

¿y entonces qué?

Nos complace informar la implementación exitosa de la evaluación de diagnóstico MAP para el otoño de 2021, lo que hemos aprendido y cómo esto tendrá un impacto en los resultados de los estudiantes.

Evaluaciones de diagnóstico MAP: Puntos destacados y mejoras

Información general

La cooperación, resolución de problemas y el trabajo en equipo son puntos clave de la exitosa ronda de la prueba de diagnóstico MAP a pesar de los muchos desafíos que enfrentamos. Los profesores fueron pacientes y estuvieron orientados a las soluciones, el equipo de liderazgo fue estratégico y colaborador.

Considerando los muchos cambios que ha enfrentado la escuela durante la semana de pruebas (*vacantes de largo plazo de profesores, ausencias inesperadas de corto plazo, cuarentenas, administrar una nueva prueba de MWA, inicio general de los desafíos del año*) este fue un logro importante para el equipo de MWA.

Resumen de culminación de pruebas:

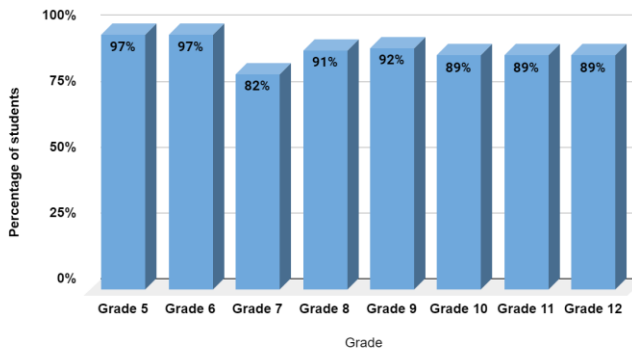
Semana de finalización de pruebas (27/08/2021) MAP: 78% *

Semana de finalización de pruebas de recuperación (03/09/2021): MAP: 84%

Semana adicional de pruebas de recuperación para MAP (10/09/2021): MAP: 91%

**La culminación inicial de MAP fue más baja por algunas razones incluyendo el hecho de que es una prueba más larga, es difícil de administrar, lo cual implicó los desafíos de ausencias/vacantes/suplentes, la cuarentena de clases ocurrió justo al inicio del MAP.*

MAP Diagnostic completion rate by grade level



Informe de la Junta Directiva - octubre de 2021

Puntos destacados y mejoras por categoría

Categoría	Puntos destacados	Mejoras
Horario de pruebas y pruebas de recuperación	Fue muy útil cambiar las pruebas de la semana 3 a la semana 2, para disminuir el impacto sobre el tiempo de enseñanza y tener tiempo suficiente para una planificación de apoyos de intervención basados en los resultados de la evaluación. El cambio también fue fundamental en las tasas de culminación de la evaluación MAP.	Posibles oportunidades para una mayor adaptación de tiempo y un plan de recuperación claro por las ausencias de estudiantes y recuperación luego de que se cierre la ventana de pruebas. Una vez que la clase llegue a un límite de ocupación muy alto, considere retirar alumnos durante horas específicas.
Pistas de contenido	Fue muy útil apalancar la experiencia de los profesores-líderes (Delaplaine y Miller) para la prueba MAP, como colaboradores y defensores en la identificación anticipada de desafíos.	Posibles oportunidades para que los profesores líderes sean líderes de capacitación para sesiones de prueba con el apoyo de DAI.
Slack Channel y soporte de IT	El uso de Slack Channel permitió un soporte y solución de problemas en tiempo real lo cual fue extremadamente útil.	Avanzar con respuestas más entrecruzadas/directas a algunas preguntas, disminuir el número de notificaciones, etc.
Adaptaciones / IEP	El departamento de SPED fue proactivo y útil al identificar a estudiantes con adaptaciones para la prueba MAP.	Posibles oportunidades de una comunicación clara y protocolo para asegurar auriculares para los estudiantes con necesidades de texto a voz.

Análisis de datos

Luego de la administración de la prueba de diagnóstico MAP, los profesores de matemáticas analizaron la información de la evaluación con el apoyo de RTF Enterprises (“RTF”), junto con asistentes de matemáticas del equipo ACCESS para identificar las necesidades de enseñanza de las próximas unidades. La información de la evaluación de diagnóstico también se ha utilizado como un indicador inicial para identificar soportes de intervención de nivel 3 para tratar las “pérdidas de aprendizaje” a través de los bloques de Marling Hour y DTI designados.

¿Y ahora qué?

Al finalizar el 1er trimestre, celebramos la implementación exitosa de la evaluación de diagnóstico MAP, pero también buscamos oportunidades de mejora. Una de las prioridades clave es aprovechar al máximo los “informes de continuidad en el aprendizaje” facilitados por NWEA para capacitar a los profesores en el uso de información de los reportes para informar la planificación de enseñanza.

Informe de la Junta Directiva - octubre de 2021

Servicios de soporte académico

Análisis de pérdida de aprendizaje por medio de una prueba de diagnóstico y estrategias de mitigación
Aurelio García, director de servicios de soporte académico

¿Qué?

Estamos muy emocionados de nuevamente dar la bienvenida a nuestros alumnos. Entendemos que después de 18 meses de aprendizaje a distancia nuestros estudiantes necesitarán un apoyo completo para ayudar en el inicio de recuperación de aprendizaje. Nuestro departamento está en posición de apoyar una pérdida de aprendizaje que haya podido ocurrir y ayudar a nuestros alumnos de MWA a trasladarse completamente a rutinas, expectativas y procedimientos (REPs) en persona a través de una coordinación de estrategias de mitigación.

Bajo el director de servicios de soporte académico, tenemos varios puestos y funciones clave que gestionarán los servicios directos, acceso y uso de los recursos y herramientas de educación, y brindarán a toda la escuela oportunidades de desarrollo y apoyo profesional. Varias partes interesadas están involucradas en un proceso de colaboración para analizar y responder a la pérdida de aprendizaje y facilitar fielmente las estrategias de mitigación.

Estos puestos incluyen a:

- Coordinador de día extendido y enriquecimiento - Sr. Hemelberg
- Coordinador de intervención - Sra. López
- Coordinador ELD - Sr. García (temporal)
- Intervencionistas - Sra. Díaz y Sra. Quevedo
- Coordinador de éxito estudiantil - Puesto recientemente creado

Hemos comenzado el año en el salón de clases cubriendo las vacantes a tiempo completo. Esto ha tenido un impacto en la marcha de nuestro trabajo y programación. A medida que avancemos al 2do semestre y pasemos a un apoyo a tiempo completo en el salón de clases, continuaremos refinando nuestros sistemas y continuando el enfoque en nuestras estrategias de mitigación.

Nuestra prioridad del primer semestre es tratar posibles pérdidas de aprendizaje. Hemos utilizado las siguientes herramientas de diagnóstico como la medida principal para un aprendizaje en persona en ELA (lengua y literatura en inglés) y matemáticas. Hemos identificado las evaluaciones de lectura STAR y la evaluación MAP (métricas de avances académicos), para ELA y matemáticas, respectivamente. Esta será nuestra información de base para avanzar en la medición del crecimiento académico estudiantil. ELA y matemáticas son áreas que están alineadas con nuestras evaluaciones estatales, indicadores universitarios y de carrera y son integrales en todas las materias principales. Mientras evaluamos a nuestros estudiantes a lo largo del año escolar, utilizaremos la información para llevar un control de intervención, hacer ajustes a nuestro apoyo e informar las estrategias de planificación.

¿y entonces qué?

Con respecto a los resultados de diagnóstico de MAP, los percentiles son una comparación con otros estudiantes en el mismo grado en la misma época del año, basado en un conjunto de datos extensivos regularizados de 2020 de MAP. Podemos ver que nuestros estudiantes del 5to al 10mo grado están por debajo del 40avo percentil, mientras que nuestros estudiantes del 11avo y 12avo grado están sobre el 40avo percentil. El 50avo percentil representa un desempeño a nivel de grado.

Informe de la Junta Directiva - octubre de 2021

La información a continuación representa la información compilada en cada nivel de grado a nivel de la academia:

MAP Middle School Diagnostic 8/2021		
Grade	Average Percentile	Average RIT
5th	28	196
6th	25	200
7th	29	207
8th	27	209

MAP Upper School Diagnostic 8/2021		
Grade	Average Percentile	Average RIT
9th	38	218
10th	36	220
11th	42	226
12th	43	228

Nuestros resultados de la prueba de diagnóstico STAR muestran que nuestros estudiantes están por lo menos en un nivel 1.5 más bajo de su equivalente de calificación en lectura. Aparentemente existe una necesidad de apoyo en ambas divisiones de la escuela.

STAR Middle School Diagnostic 8/202	
Grade	Grade Equivalent
5th	3.9
6th	4.5
7th	5.3
8th	6.3

STAR Upper School Diagnostic 8/202	
Grade	Grade Equivalent
9th	6.6
10th	7.1
11th	8.3
12th	8.4

Observando la información de diagnóstico de ELA y matemáticas, existe una necesidad inmediata de tratar ambas áreas a nivel de la escuela. Esto se alinea con nuestras prioridades de intervención en dar un apoyo y programación académica adicional en ELA y matemáticas a todos nuestros estudiantes. Estamos utilizando esta información para programar a nuestros estudiantes con un apoyo por niveles durante el DTI y MH. La información también identificará y proporcionará el soporte de enseñanza y de intervención apropiado.

Al tratar la pérdida de aprendizaje, estamos utilizando una metodología integral que incluye nuestro método actual e histórico de soporte académico, servicios académicos adicionales y servicios holísticos expandidos. Esto involucra servicios directos, herramientas para soporte académico y desarrollo profesional para profesores y el personal. Este esfuerzo en colaboración con el equipo de servicios de soporte académico, equipos holísticos, equipo de instrucción académica y profesores. Reconocemos además que los estudiantes necesitarán un apoyo holístico y de SEL ya que hemos pasado a una enseñanza en persona.

Nuestras estrategias de mitigación incluyen lo siguiente:

Servicios directos: Continuamos prestando periodos de apoyo de intervención de DTI y MH en este año escolar. Todos los estudiantes recibirán clases de intervención específica programadas en su horario individual.

- Los estudiantes que sean identificados para un apoyo en ELA y/o matemáticas se colocarán en estas secciones.
- El equipo de soporte académico tendrá un intervencionista que manejará a los estudiantes con mayores necesidades.

Informe de la Junta Directiva - octubre de 2021

- Summer Academy ofrecerá servicios luego de culminar el año escolar.
- A lo largo del año, Acceleration Academy tomará el lugar para nuestros estudiantes de ELD y estudiantes de matemáticas por niveles.
- El coordinador de éxito estudiantil dará un soporte con servicios adicionales de manejo de casos.
- FPA psicológica disponible para los estudiantes en cooperación con el equipo holístico.

Herramientas: Se ofrecerán a nuestros estudiantes recursos adicionales para ayudar con las necesidades académicas.

- Los estudiantes tendrán acceso a las herramientas en línea LEXIA e IXL.
- Hay herramientas de control de avances en regla
- Se utilizarán las pruebas STAR de lectura y MATH IAB para medir el crecimiento de los estudiantes
- Exámenes de diagnóstico MAP
- Programa de estudios recomendado facilitado por el equipo holístico centrado en torno a PMSC

Desarrollo profesional: Los profesores y el personal recibirán un desarrollo profesional que esté alineado con la visión del departamento.

- Desarrollo profesional en servicios de intervención (RTFisher)
- Servicios de intervención (RTFisher)
- Desarrollo profesional en prueba de matemáticas ACCESS
- RTI@Work Institute
- Desarrollo profesional en programa SEL de la facultad ofrecido por el equipo holístico.

¿Y ahora qué?

Nuestro equipo ha continuado ajustándose a las necesidades en tiempo real de nuestra comunidad y de nuestro departamento. Reconocemos que nuestros equipos han sufrido un impacto por las vacantes en la escuela y el departamento y la cobertura de los salones de clases. Todavía nos encontramos cubriendo solicitudes y apoyo inmediatos al trasladarnos fuera de los salones de clases y dar un apoyo completo a nuestros servicios de apoyo académicos. A continuación, detallamos las áreas que estamos priorizando hasta el 1er semestre:

- La Srta. López ha trabajado de manera extensiva con RTF para planificar e implementar un desarrollo profesional en torno a la intervención. Además, ha colaborado con el equipo de matemáticas ACCESS para tener una cadencia de enseñanza hasta el 1er semestre.
- El Sr. Hemelberg está apoyando nuestro programa extracurricular y comenzando la planificación para nuestra academia de verano.
- El Sr. Hemelberg ha planificado una academia los sábados durante el año escolar y tenemos pensado ofrecer talleres de Acceleration Academy.
- Debido a nuestra vacante de coordinador de ELD, el Sr. García continúa dando soporte a los estudiantes de ELD, sus familias y el personal.
- Refinar nuestro criterio de intervención y soporte para DTI y Marling Hour.
- Dirigir un soporte grupal interno para nuestros aprendices más críticos en matemáticas y ELA.
- Continuar analizando e identificando la información de los estudiantes para asegurar que los estudiantes reciban una colocación de intervención y servicios correctos y apropiados.
- Continuar asesorando y dando soporte a la facultad de enseñanza con DTI y MH. La Sra. López ha facilitado varias herramientas para dar soporte a los profesores en un soporte dirigido de planificación e implementación para todos nuestros estudiantes. A la derecha tenemos un ejemplo de un recurso de planificación extensivo:

Informe de la Junta Directiva - octubre de 2021

DTI/Marlin Hour Lesson Plan Template & Curriculum Resources

Instructional Focus:

- Provide additional time to:
 - recover gaps in learning
 - address misconceptions tied to essential standards
 - support in completing key learning tasks
 - extend/accelerate learning
- Improve Universal Skills (Essential Academic Behaviors)
- Goal Setting & Progress Monitoring

DTI/MH Suggested Lesson Plan Template (60 minutes)		
Time	Agenda	Considerations/Recommendations
2 minutes	<p>Welcome & Attendance</p> <p>REPs: How do you want students to enter your classroom?</p> <ul style="list-style-type: none"> • Required Materials • Voice Level <p>Please ensure the correct students are in your section.</p>	
5-10 minutes	<p>Opener</p> <p>Do Now: (options below)</p> <ul style="list-style-type: none"> • Check in question/reflection • Content based question/practice to activate prior knowledge. • Vocabulary Practice (Glossary Term) 	<p>Suggestions:</p> <ul style="list-style-type: none"> • Quick Write • Think, Pair, Share <p>Resources:</p> <p>Vocabulary Frayer Model Portfolio 7-12th Vocabulary Portfolio 5-6th</p>
20 minutes	<p>Content Review/Extension Activity</p> <p>Learning Objectives: (options below)</p> <ul style="list-style-type: none"> • Reintroduce key standards or concepts from core day instruction. • Identify domain/learning target from an assessment. • Introduce a new lesson to extend learning. • Implement a project aligned to core day content or a class theme • Implement inquiry-based projects. • Test taking tips/practice 	<p>Suggestions: Use this time as an extension of your content day. If there is a concept you need more time to cover, this will be a great opportunity to extend that lesson.</p> <p>If you have a long term project aligned to your core day, this would be a great time to continue.</p> <p>Format:</p> <ul style="list-style-type: none"> • Whole Group Activity • Small Group • Stations

Con nuestros sistemas de mitigación en regla, esperamos poder brindar un soporte a todos nuestros estudiantes hasta el 1er semestre. A medida que nuestros estudiantes comiencen a recibir una enseñanza en persona, podremos observar y supervisar cómo se dé a lugar el aprendizaje y nos dará una retroalimentación e información en tiempo real para un control de cerca. Observaremos nuestro modo de trabajo tradicional y lo compararemos con el modo de trabajo del aprendizaje a distancia. Esperamos ver un crecimiento en los logros académicos de nuestros estudiantes y continuar dando un soporte para la recuperación de aprendizaje.