



Making Waves Academy

December Board Meeting

Date and Time

Thu Dec 9, 2021 at 10:30 AM PST

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/82833387811?pwd=OGVld2ZrYWxzRkkzS0tIZ2xFcmJlQT09>

Passcode: 550912

Or One tap mobile :

US: +16699006833,,82833387811#,,,,*550912# or +13462487799,,82833387811#,,,,*550912#

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: 828 3338 7811

Passcode: 550912

COMING SOON (Update: translation delayed, will post as soon as it is available)

- [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:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

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 ayarbrough@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.*

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 - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a ayarbrough@mwacademy.org en inglés o español.***
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 - *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).*
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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. Accept the Resignations of Burak Gursel & Carlos-Manuel Chavarria

C. Record Attendance

Roll call and verification of quorum.

D. 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.

E. Closed Session

- Public Employee Discipline/Dismissal/Release

F. Compliance to Excellence: Remarks by Board President

Topics to be Covered:

- Staff Listening Session/Continuous Improvement and Growth Mindset
- Plan for Mediated Discussion with Small Group of Parents
- Board Book: Most Likely to Succeed, Preparing Our Kids for the Innovation Era

G. Public Comment

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II. Standing Reports

A. Mission Connection: ELAC Parents and Students

Video of ELAC Parents and Students

B. ASB Update

C. NCS Championship: Acknowledgement of Soccer Team

D. Deep Dive: English Learners

Overview and discussion about MWA's English Learners.

- Aurelio Garcia, Director of Academic Support Services

E. Senior School Director Written Report

Board members will have the opportunity to discuss the Senior School Director's report. The report will feature:

- The Black and African American Student Achievement Initiative "B/AASAI" (Ka'Dijah Brown, B/AASAI Coordinator)
- Special Education (Karen Snider, Director of Special Education)

F. CEO Report

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

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

Board reviews and asks questions about the COO's written report.

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

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

I. School Site Council (SSC) Update

Update from SSC President, Latiphony Wells.

J. Break

III. Non-Action Items

A. Public Comment - Non-Action Items & 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. ESSER III Plan - Amendment

Review of the amended 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.

D. Educator Effectiveness Grant - Public Hearing/Public Comment

Review of the Educator Effectiveness Grant which summarizes how MWA will utilize funds received to:

- Support teacher induction,
- Increase teacher and leader professional development, and
- Provide coaching and mentoring to support teacher retention

Fiscal Impact: \$241,580

IV. Action Items

A. Board Minutes: October 14, 2021 Board Meeting

B. Accept Finance Advisory Committee Minutes

C. Accept Audit Advisory Committee Minutes

Approve minutes for Audit Committee Meeting on November 16, 2021

D. Community Advisory Council (CAC) MWA Parent Representative Board Approval

Every Charter School in the El Dorado Charter SELPA is entitled to have one CAC representative. A CAC representative must be appointed and approved by their Charter School's governing board. Community Advisory Committee is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities. The CAC is designed to be a dynamic collaborative partnership of educators, parents, and community members. The CAC holds three business meetings annually to address topics of interest to families of children with disabilities and gather information to advise our Special Education Local Plan.

E. First Interim Budget (2021-2022)

Making Waves Academy (MWA) must submit the First Interim Budget for review to its charter authorizer, the Contra Costa County Office of Education (CCCOE), by December 15th, 2021. CCCOE reviews and then submits the report to the CDE.

F. 2020-21 Audit Report

Review and approve the 2020-21 Audit Report.

G. Vendor Invoices

Review and approval of vendor invoices for the months of October to November 2021

H. Teach for America Memorandum of Understanding (MOU)

MOU between Making Waves Academy and TFA. The MOU outlines MWA's partnership with MWA to:

- recruit and select teachers
- source teacher candidates
- place full-time teachers at MWA

V. Consent Action Items

Combined Fiscal Impact: \$

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

A. Slides Presented at Board Meeting

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. Tome en cuenta que no todos los artículos incluyen una hoja de portada; las hojas de portada se crean principalmente para artículos que requieren explicación más allá de la breve descripción del artículo.

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. Please note that not all items include a coversheet - coversheets are mostly created for items that require more explanation beyond the brief item description.

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.

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

- 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

VIII. Closing Items

- A.** Adjourn Meeting

Coversheet

ASB Update

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



ASB Board Report - December 2021

ASB Members

December 9th, 2021



Learn. Graduate. Give Back.

Table of Contents

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

Successes

Successes

- **Student Activities & School Culture**

- *Fall Festival*
 - Getting students more involved with clubs (in place of a club fair)
- *Spirit Week*
 - Had middle and upper school participation
- *Kindness Week*
 - Focus on mental health and spreading kindness
- *Morning Announcements*
 - Full school

- **Meeting with Mr. Nelson and with the MWA Board**

- Productive spaces for ASB to give direct feedback

Challenges

Challenges

- **Communication**

- Specifically school leaders to student community
- *Example:* Confusion around grading system changes at the quarter

- **COVID Safety**

- No testing required following “close contact”
 - Students can be on campus with only proof of vaccination
- Curiosity around contact tracing protocol not in class or clubs (lunch, hallways, etc.)

Priorities

Priorities

- **Day of Lights - End of Semester 1 Celebration**
 - Winter potlocks, door decorations, and advisory community building

- **Assemblies and Pep Rallies - Semester 2**
 - Prioritizing COVID safety and upper school community building
 - Starting with wave-wide community building (smaller pep rallies)

Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Deep Dive: English Learners

Section: II. Standing Reports
Item: D. Deep Dive: English Learners
Purpose: Discuss
Submitted by: Aurelio Garcia

RECOMMENDATION:

Please consider the following discussion prompts:

1. How can we continue to keep a sense of urgency in our support of English Learners?
2. What additional factors must we consider to make sure our English Learners are given the appropriate support towards reclassification and beyond?

Coversheet

Senior School Director Written Report

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

RECOMMENDATION:

We recommend that the Board review the attached report in preparation for a Q&A on the shared topics. We look forward to engaging the Board in discussion regarding some of our Critical Learner groups.



Board Report

School-Wide

Board Report - December 2021

From the Senior School Director's Desk

Dr. E. Ward-Jackson

“Life is like riding a bicycle. To keep your balance, you must keep moving.” —Albert Einstein

Challenges (ranging from the effects of key staffing vacancies and early term resignations to increased behavioral infractions and high-volume student support needs) have tested the buoyancy of our community and have unveiled the vulnerabilities and stressors of individuals and of teams as our community fights to maintain balance and to keep moving. Nevertheless, as we near the close of our first semester of on-site learning, after having weathered distance learning and the associated impacts and residual impacts of the pandemic, I think it is important to share that we are still moving...forward.

The rapidity with which I have had to craft contingency plans and, in some cases, contingency plans for the contingency plans has been unparalleled, and has been an indicator of how the return to on-site schooling after remote learning has fundamentally shifted many facets of our work. While ingrained in the work of helping families, staff, students, and myself, learn how to effectively “do school” during a highly uncertain time and in an ever-changing environment has been one of the greatest and most rewarding challenges of my career. Particularly, grappling with creating safe spaces to examine and explore underlying assumptions about theory and practice, and to generate opportunities for new epistemologies, new methods, and new approaches has been quite the task. Research tells us that it is in times of heightened ambiguity and uncertainty that school leaders must be oriented toward learning and developing structures and systems for creative problem solving and innovation. Toward that end, my continued aim is to offer a learning environment that is “psychologically safe,” where teachers and staff can feel open and invited to take risks, to make mistakes, and to learn.

This sense of “psychological safety” (Edmondson, 1999), defined as the degree to which people view the environment as conducive to interpersonally risky behaviors like speaking up or asking for help, impacts the degree to which individual and organizational learning can occur. Research shows that even when people want (and like educators now, perhaps need) to change their practice, the perceived risks of such change may inhibit their ability to do so (e.g., Wanless et al., 2013). Research applying psychological safety to schools paints a complex portrait in which traditional professional norms, mixed leader effectiveness, and the high stakes nature of the work make creating a culture of psychological safety both critically important and extremely challenging to achieve (Edmondson et al., 2016; Weiner, 2016).¹

Today’s Board meeting has a focus on three major Critical Learner student groups, 1) English Language Learners, 2) Black/African American Learners, and 3) identified “Different” Learners who are designated to receive Special Education services. When I think of the challenges we are weathering as a school community, at this juncture in the school year, and the steps that we must take to impede stagnancy and paralyzation, I view our approach to Critical Learners as an exemplar model for parsing out growth in a way that is motivating, and that moves us quickly and intentionally toward indicators of success and morale boosting, realistic outcomes.

¹Edmondson, A. C. (1999). Psychological safety and learning behavior in work teams. *Adm. Sci. Q.* 44, 350–383.

Edmondson, A. C., Higgins, M., Singer, S., and Weiner, J. (2016). Understanding psychological safety in health care and education organizations: a comparative perspective. *Res. Human Dev.* 13, 65–83.

Wanless, S. B., Patton, C. L., Rimm-Kaufman, S. E., and Deutsch, N. L. (2013). Setting-level influences on implementation of the responsive classroom approach. *Prevent. Sci.* 14, 40–51.

Weiner, J. M. (2016). Under my thumb: principals' difficulty releasing decision-making to their instructional leadership team. *J. School Leadership* 26, 334–364.

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Like our Critical Learner groups, in this season, our school community is “at promise” in many ways, and is in need of some specialized and intentional, differentiated intervention to propel us toward a strong and successful second semester and future. Like our Critical Learners there are new growth goals and milestones that will need to be set at the semester turn, and like our Critical Learners, there are high expectations for growth and progressive movement toward the ultimate goal that will be designed and refined in alignment with dynamic data. I am dedicating strategic thinking time to this work, and will share updated goals with the Board in an upcoming report. In the next pages of this report you will learn more about the progress, challenges, and next steps associated with our Black/African American student intervention programming and with our Special Education programming. When engaging the text, please keep in mind the connection to our larger programming and approach to learning.

One of my favorite quotes says: *“The pessimist complains about the wind. The optimist expects it to change. The leader adjusts the sails.”* One of the most rewarding things for me as a leader during this season has been supporting and witnessing our leaders as they rise up, flourish, and adjust sails, when necessary, allowing us not only to weather, but to thrive through challenge, change, and unknown territory. In addition to stepping in to teach, stepping in to be an acting Dean, and stepping in to manage and facilitate family engagement, with the support of my remaining and highly committed Senior School Leaders and their teams, I have been able to support the accomplishment of some major milestones and programmatic compliance deliverables that I am proud to share with the Board:

Programmatic Compliance:

- ESSER III plan and refinements completed
- Educator Effectiveness Block Grant Spending Plan completed
- Educational Partners (formerly termed “Stakeholder”) Engagement for all Plans
- LCAP milestones toward annual goals on track
- CCCOE LCAP Presentation completed
- College Applications completed
- Civil Rights compliance tasks on track
- WASC compliance tasks on track

Family Engagement

- Launched and facilitated Coffee Talks & Chat and Chews at start of Q2
- Launched Family PMSC training
- Held ESSER III Family engagement workshops
- Launched Parent Academy certification program
- Hosted Nominations for SSC parent representatives
- Launched parent advisory committee meetings for ELAC and BAAPAC
- Started 3-month at a glance calendars for families

Academic Instruction & Support

- Updated grading system
- Updated PD calendar to support content and grade level collaboration
- Launched Grade Level Leaders in Q2
- Instituted Support Clusters meetings for Grade Level Leaders and Holistic Support Services Team members
- Re-launched My Very Own Library participation
- Re-launched National History Day participation
- Launched Academic Mentoring with BAASAI

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Student Engagement & Support

- Re-established Crisis Prevention and Response Team (CPRT) meetings
- Instituted contingency plans for leadership gaps on the Holistic Support Services Team and the College and Career Counseling team
- Revamped the Director of School Culture position
- Hosted our first outside student event: Fall Festival
- Hosted our first outside Rally: Honoring Men's Soccer NCS Championship win
- Launched first school-wide Day of Lights plans

Black/African American Student Achievement Initiative (B/AASAI)

Ka'Dijah Brown, B/AASAI Coordinator

Introduction

The **Black and African American Student Achievement Initiative (B/AASAI)** is an initiative that came to pass as a response to:

- Black student achievement data
- the CA Department of Education's accountability measures that put MWA in Program Improvement some years ago (due to African American students not showing academic gains aligned with their Latinx, Asian, and white peers)
- our school's responsibility to better serve and support that specific subgroup of students as critical learners.

B/AASAI, as a program, is led under the umbrella of the **Academic Support Services Team (ASST)**, and it reports out to **Academic Intervention Services (AIS)** which is a group of teachers, leaders, and consultants who monitor, assess, and provide recommendations for our schools **Response to Instruction and Intervention (RTI²)** and **Multiple Tier Support Services (MTSS)** with the intent of increasing assessment performance and learning outcomes for critical student learner subgroups. In regards to the aforementioned, B/AASAI is a service initiative in likeness to **English Language Development (ELD)**, **Gifted and Talented Education (GATE)**, **Special Education (SPED)**, and **Major Student Learners for Math/ELA (Tier 3)**. Each of these various intervention-based subgroups have specific programming that is targeted at best serving the learners involved. Sometimes that includes culturally relevant and responsive pedagogical and curricular approaches, and sometimes it includes unique and alternative methods for engagement. No matter the approach, it is researched, vetted, and approved for implementation.

What?

On behalf of the Black/African American Student Achievement Initiative (B/AASAI) committee, it is a great privilege to provide the MWA Board of Directors with an update regarding the progress of the initiative. During last year's presentation to the Board, two critical goals were shared: 1) launching academic mentoring and 2) establishing a family advisory committee. This year, we are proud to update the Board on the progress of these goals and share our current goals for the academic year 2021-2022.

Returning to campus after the extended period of remote learning (intensified by the intersecting impacts of COVID-19, continued Shelter-In-Place orders, and the amplified demands for racial justice), the urgency of the initiative has never felt greater. As such, the Black/African American Student Achievement Initiative (B/AASAI), continues to prioritize providing our Black/African American students with supplemental academic support and opportunities to deepen their

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sense of community at Making Waves Academy. In order to accomplish this, B/AASAI has developed three critical goals for the 2021-2022 academic year:

- 1) Implement a holistic approach to educating our Black and African-American scholars.
- 2) Increase educational and engagement opportunities for families.
- 3) Expand professional development offerings for faculty and staff.

So What?

Goal 1: Implement a holistic approach to educating our Black and African-American scholars.

B/AASAI Mentorship Program

Last school year B/AASAI launched an opt-in, academy-wide academic mentoring program for Black/African American Wave-Makers. The B/AASAI mentor program is asset-based, reflective, and grounded in the Preparing the Mind for Success and Competition (PMSC) framework, aligning with MWA's broader Social-Emotional Learning program. Last year, nine (9) wave-makers participated in the mentorship program. Students ranged from the 5th grade to the 10th grade, with the bulk of participation in the 7th and 8th grade. While participating in the mentorship program, students attended individualized mentoring sessions that occurred weekly for approximately 45 minutes. During mentoring sessions, mentors and mentees explored student's strengths, examples of resilience, fueled and focused Wave-Maker's Life Dreams, and problem-solved current academic challenges. Last year B/AASAI's goal was to expand student participation, and ensure the mentorship program is marketed to our full Black/African American student body, not just students requiring Tier 3 intervention, as initially proposed. We envisioned a model that could support upward of 50-60 students. We are excited to announce that we have met and exceeded this goal. This year, participation in the mentorship program has increased by 611%. Currently, sixty-four (64) Wave-Makers have been matched with a mentor for the mentorship program. These students range from the 5th to the 12th grade. We also experienced expansion in the number of mentors in the program, with mentors comprised of both faculty and staff. The outpouring of support from MWA faculty, staff and leadership allowed this goal to become a reality.

Because so much was accomplished for the nine students who participated in the mentorship program last year, the expansion of the program was vital this year, and urgency of our work is clearly reflected in the mid-semester Black/African American student data. The three data points below demonstrate the impact chronic absenteeism has on student academic success and highlight the pivots B/AASAI plans to make as we develop differentiated pathways for support tailored to specific students needs.

- **Current Student Enrollment** - Black/African American students account for 8.66% (97/1,119) of the academy's student enrollment.
- **Current Chronic Absenteeism** - 67% (65/97) of our Black/African American students are chronically absent during S1. Black/African American students experienced a chronically absent rate 10.3% higher than the academy average (21.3%). Chronic absence is defined as the percent of students absent 10% or more days enrolled. (Schoolzilla)
- **Current Course Failure by Grading Period** - 62.9% (61/97) of our Black/African American students failed one or more of their core courses during S1. Black/African American students experienced a higher course failure rate than the academy average (50.4%).

Upon review of our Black/African American students' current data, there is a throughline between each of the above data sets. Many of our Black/African American students are experiencing continued barriers to attending class regularly. As

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such, these students missed cohesension in their instruction, making it very challenging for them to demonstrate the content mastery required to successfully pass their core courses.

Now What

As the B/AASAI committee continues to modify current academic supports and engagement opportunities provided to Black/African American Wave-Makers and their families, we are mindful of impacts to the student experience. These include, but are not limited to both the short-term and long-term impacts of the pandemic, the ongoing adaptation and adjustment brought forth by the return to campus, as well as experiences of social and cultural isolation. As such, It is critical that our current supports and services are visible and easily accessible to students, families, and faculty. We will continue to:

- **Expand** outreach for students to participate in the B/AASAI Academic Mentoring program
- **Increase** professional development opportunities for faculty and staff
- **Continue** our partnership with the academy's Black Student Union
- **Launch** intentional professional development opportunities for faculty and staff
- **Recommend** a full-time B/AASAI coordinator to maximize student support and program development

Goal 1: Implement a Holistic Approach to Educating our Black and African-American scholars.

Black Student Union

The B/AASAI committee continues to be mindful of both the short-term and long-term social impacts of the COVID-19 pandemic, coupled with pre-pandemic reports of social and cultural isolation here on campus. As such, the B/AASAI committee has increased engagement opportunities for Black/African American Wave-Makers through the Black Student Union. Under the direction of Ms. Glenn (MS), Mr. Gordon (MS), Mr. Amey (MS) and Ms. Muhammad (US), the Black Student Union serves as a safe space where Black and African-American students can build community, develop pride in oneself, and discuss topics on race and other areas of social justice.

Goal 2: Increase Education and Engagement Opportunities for Families.

Over the last few years, the academy has experienced a continued increase in the representation of Black/African American parent leadership as well as an ongoing need to educate the broader community regarding the purpose and expectations of the initiative, to this end we have expanded our education and engagement opportunities for our families.

Learning Sessions

The B/AASAI committee understands the importance of continued education and engagement for stakeholders and have launched learning sessions for our Black and African-American families. We began the school year by hosting an orientation for families on Back To School Day. During the family meeting, we were able to gauge family concerns, share our calendar and programming for the year, and most importantly, ensure families left with contact information for each B/AASAI committee member. In response to real-time family feedback and the continued goals of the initiative.

Listening Circles

The B/AASAI committee has launched monthly listening circles for our Black and African-American families. The family listening circles are designed to deepen relationships within our Black/African American family community, learn more about the experience of both families and students on campus, and nurture the partnership required for families to feel

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comfortable making critical recommendations via our School Site Council. Additionally, listening circles also serve as a space to build community and strong communication between families with shared experiences.

Family Game Nights

In an effort to foster community during this period of extended isolation and prolonged stress, the B/AASAI committee will continue to host game nights beginning in Semester 2 for Black/African American students and their families. These events provide an opportunity for families to informally connect with members of the B/AASAI committee, relate with each other, and have some virtual fun. Many families have expressed an appreciation for the opportunity to have fun with the community and ask questions of school leaders.

Goal 3: Increase Professional Development Opportunities for Faculty and Staff.

The B/AASAI committee understands the importance of ongoing professional development for our faculty and staff. In Semester 2 we plan to continue our partnership with the African-American Regional Educational Alliances by attending the 13th annual AAREA Professional Development Summit. Additionally, the B/AASAI committee plans to host three onsite professional development training sessions to MWA faculty and staff focusing on black student achievement, cultivating genius, and addressing implicit bias.

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Special Education

Karen Snider, Director of Special Education

What?

Return to In Person Learning

Due to anticipated COVID learning loss, the middle school (MS) division Special Education Department made a schedule change to allow for increased support service minutes. Under the new MS block schedule, MS division resource teachers (RSP) were able to increase their service minutes from 140 minutes per week (pre-pandemic) to 240 minutes of RSP Differentiated Tiered Instruction (DTI) time per week. Once we returned to school, teachers found that overall students with IEPs have made significant improvement in grades, work production, and engagement. Being back on campus has enabled RSP teachers to have more teacher to teacher interaction time to train faculty on accommodations and explain students qualifying disabilities and how best to support student needs. In RSP there has been a concerted effort to focus on building a student's growth mindset through positive affirmations.

Increased Staffing

Since becoming our own LEA and leaving WCCUSD in 2019, MWA has grown it's in-house special education staff from 5 faculty/staff members (2019-20) to 11 faculty/staff members (2021-22). In the 2021-22 AY, SPED onboarded their first Special Education Teacher Resident in the Middle School. MWA has increased the number of special education teachers to 2 per division (4 total- 2 MS, 2 US) as well as increasing the number of instructional aides supporting RSP teachers, small group support, and individual student support.

Staffing Challenges

Unfortunately, the pandemic staffing challenges have impacted the special education department similarly to the staffing challenges impacting schools and special education departments in the Bay Area. SPED had an upper school (US) RSP teacher vacancy in 11th/12th grade for semester 1. This was covered by the Director of Special Education. Additionally, the MS teacher team had hoped to expand from 2 teachers to 3 in order to meet the growing MS SPED population and increased number of students in the MS with significant learning needs. The 11th/12th grade teacher vacancy has been filled for S2, however the MS 3rd teacher position remains unfilled. The SPED department has also been impacted by staffing challenges with our outside occupational therapist provider. MWA's contract Non Public Agency (NPA) partners suffer from staffing shortages similar to the one's the education world is facing at large. MWA is still trying to staff outside reading and math specialist partners to provide specialized academic interventions for students with significant modified learning needs (5 grade levels behind or more).

Covid Learning Impact

- Increased retention of students with IEPs in the upper school (5 students retained from 2020-21 .
- Decreased graduation rates from pre-pandemic rates (100% of students with IEPs graduated in 2017, 2018, 2019, 2020) to 33% of students with IEPs graduating in June 2021.)
 - 2 additional students with IEPs are anticipated to graduate at the end of semester 1 (December 2021) following a semester of credit recovery.
- Students are further behind than before the pandemic. On average, pre-pandemic students with IEPs were 2-3 grade levels behind their general education peers entering MWA in 5th grade. Now, many students with IEPs are 3-5 + years behind.
- Increased Special Education evaluations due to students potentially not being identified in 3rd and 4th grade during COVID.

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Semester 1 Data

Attendance			
<i>General Education</i>		<i>Special Education</i>	
All Students	87.3% ADA		
Middle School Students	84.7% ADA	MS Students with IEPs	83.4% ADA
Upper School Students	90.6% ADA	US Students with IEPs	86.1% ADA

Chronic Absenteeism (*Impacted by COVID quarantines)			
<i>General Education</i>		<i>Special Education</i>	
All Students	53.6%		
Middle School Students	67.5%	MS Students with IEPs	71.7%
Upper School Students	33.0%	US Students with IEPs	44.4%

NWEA Math MAP August 2021 Baseline			
<i>General Education</i> MAP at or above 50th percentile		<i>Special Education</i> MAP at or above 50th percentile	
All Students	20.5%		
Middle School Students	14.3%	MS Students with IEPs	5.4%
Upper School Students	31.3%	US Students with IEPs	16.1%

Academic Achievement Baseline Data			
Special Education MAP Math August 2021 Baseline Data *5th and 7th grade baseline data impacted by quarantines.		Special Education STAR August 2021 Baseline Data	
		5th-12th Grade Stus with IEPs	86% are reading 3+ grade levels behind
6th Grade Students with IEPs	91% of students are 3+ grade levels behind in math	6th Grade Students with IEPs	82% are reading 3+ grade levels behind
8th Grade Students with IEPs	83.3% of students are 3+ grade levels behind in math	8th Grade Students with IEPs	75% are reading 3+ grade levels behind
9th and 10th Grade Students with IEPs	95% of students are 3+ grade levels behind in math	9th & 10th Grade Stus. w/ IEPs	95% of students are reading 3+ grade levels behind
11th & 12th Gr. Status. w/ IEPs	94% of students are 3+ grade levels behind in math	11th & 12th Gr. Stus. w/ IEPs	94% of students are reading 3+ grade levels behind

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So What?

Reading and Math Intervention

The SPED department has focused on **increased reading and math intervention** during RSP support period time to combat covid learning loss. Reading interventions in the 5th grade include phonics for reading, Mobymax, vocabulary practice and EL programs that have support from Teachers pay teachers. 7th grade reading interventions have increased and STAR data is being collected more frequently. Math interventions have increased as well as push in support with Math teachers in 7th grade. Also more collaboration with 7th grade teachers for modifications.

6th and 8th Grade reading intervention is focused on small group station work. At stations, students engage in direct homogeneous small group 1:1 reading intervention with their RSP teacher, read independently working on Reading A-Z goals, and get support with general education reading and writing work with their instructional aide.

US Reading Intervention in RSP is literature based for Semester 1, with the additional tools of Lexia Power Up (online reading platform). Students in 9th and 10th grade have been reading Burro; while students in 11th and 12th grade have been reading Maus. Students are reading novels and graphic novels during RSP to engage in reading, practicing reading comprehension, vocabulary acquisition, and verbal/written discussion. RSP has been utilizing IXL math platform to target remediation skills, and remediating US math course work and Algebra remediation.

General Education Collaboration

SPED works with general education teachers to provide push-in support in classes needed and to provide support with classes with behavior issues. SPED has provided consistent support for classes with substitutes (ex:9th grade English/Spanish) and close monitoring of students' progress in online S1 courses (Biology, Physics, Government) . In 5th grade, SPED Content Lead and behavior specialist has provided behavior management training professional development to support GE teachers with in person behavior management and classroom behavior trends. Once the SPED department knows about behavior concerns, the team is able to create proactive support for teachers.

MWA's SELPA has recommended new **transition compliance guidelines** in response to new legal proceedings surrounding students with IEPs transition plans. US RSP attended multiple professional development compliance training to learn about the changes to transition plans. Based on the changes, US SPED has begun to implement changes. Additionally, US RSP is working with the CCC (US-monthly check-in starting in January 2022.) to increase SPED/CCC collaboration with IEP transition plan forms and increasing students with IEPs college and career awareness services.

Semester 1 Challenges

- **Increased student need:** There has been a significant increase in students with diverse learning disabilities, behaviors, and modified learning plans. There is a large gap in learning levels in the RSP classroom with students qualifying with significant learning challenges mixed with low average student needs. Behavior response processes are inadequate for immediate support needs (slow response times). SPED teachers have seen an increase in IEP paperwork, students requiring assessments that were not done previously during covid from the previous school/district.
- **Student Absences:** While attendance has improved dramatically compared to distance learning levels, we are not at a pre pandemic attendance level due to quarantine learning and additional family absences. This has led to a disruption in students' academic progress and outside services (ex: speech therapy, occupational therapy, physical therapy, adaptive PE, and counseling sessions).

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- **General Education Teacher Collaboration:** A lack of grade level meetings negatively impacted SPED's ability to address special education student concerns and collaborate consistently with general education teachers in a dedicated time and space. Teacher burnout has frequently led to teacher no shows at IEP meetings and many teachers are not providing information on student performance before IEP meetings.
- **Behavioral Challenges:** Semester 1 saw an increase in all student behavioral challenges and a lack of consistent school wide behavior expectations. This has led to disruptions in the learning environment.
- **General Education Intervention:** A lack of consistent, targeted and effective general education interventions (Tier 3, SSTs, 504 plans) to support struggling students following the pandemic is leading to an increase of SPED referrals and SPED led interventions for general education students.

Now What?

Semester 2 Pivots

- **US Schedule Change:** US RSP restructure to decrease support for students who need a less restrictive environment and increasing support minutes through SPED Marlin Hours. This will allow for increased support with general education course work AND increased reading and math intervention during RSP time. US RSP is going to be doing weekly *Transmath* remediation lessons to focus on building foundational skills and problem solving strategies. *Transmath* is designed for students who are two or more years below grade level on standardized assessments and lacking the foundational skills necessary to be successful in Algebra 1, Algebra 2, and Geometry.
- **Modified Curriculum:** SPED is focusing on providing General Education teachers with additional opportunities to collaborate on modifying curriculum for qualifying students.
- **MS SPED:** Implement reading and math specialist for incoming students with significant learning needs and purchase additional reading and math resources to support students with higher needs.
- **Reading Intervention:** SPED collaboration with DAIs and Intervention to look into reading assessment tools to provide the school with increased tools to assess students reading ability, measure reading growth, and monitor reading intervention effectiveness.
- **Quarantine Learning:** Continue to support students with IEPs with education access, learning support, and other IEP services during quarantines to minimize impact of student absences on academic progress.

Coversheet

CEO Report

Section: II. Standing Reports
Item: F. CEO Report
Purpose: Discuss
Submitted by:
Related Material: MWA CEO Report to the MWA Board_DEC 2021_ABN.pdf



MWA CEO Report to the Making Waves Academy Board of Directors

December 2021

Fall 2021 Updates

This fall we experienced a variety of challenges in the form of Murphy's Law – what can happen will happen. Below are examples of some of the challenges that have really tested us thus far this year:

AUG/SEP

- Last-minute teacher resignations right at the start of the year
- Short on teachers & substitute teachers some days, leaders and staff stepped in to teach classes
- School closure for a few days when short on teachers and staff for class coverage & supervision
- Campus vandalism due to pandemic effects & national social media craze posting vandalism acts

OCT/NOV

- Additional mid-year resignations from staff (can provide verbal context)
- A couple of the heating units stopped working in a couple of the buildings
- A natural gas leak was found on and just outside the campus
- Staff concerns raised about resignations, campus safety, and morale

Since October, as we added more on-site substitute teachers and have begun to negotiate a sort of “new-normal”, we are feeling less stressed about having enough coverage for classes, but continue to be concerned about the following areas:

- Academic learning and cultural continuity in some grade levels and classes due to the conditions
- In-person community building (for students and staff) is difficult due to ongoing Pandemic safety measures (we are trying to make some shifts to accommodate this need)
- Student discipline and restorative practices for students (less Deans and more student issues)
- Teacher and staff retention – for the remainder of the school year and for next year
- Enough Deans, Social Workers, and clinicians to handle the increased case loads
- Student and staff social-emotional well-being in response to pandemic conditions
- Parent concerns and frustrations

Some of the **mitigations** (supported by budget shifts and changes) we are engaging in are:

- Hiring more on-site substitute teachers
- Approval to hire more deans and staff in critical need areas (temporary and ongoing positions)
- Offering a “stay bonuses” at mid-year (JAN) and end-of-year (JUN)
- Engaging staff about what it would take for them to stay

Community items to celebrate and acknowledge have included:

- Consistent and high frequency COVID testing resulting in early detection of very few cases
- “Fall Fest” student event (held outside) and open to upper school and middle school students
- Fall sports for all of our high school teams – men’s soccer and women’s volleyball, & cross-country
- Launch of middle school winter sports
- The men’s soccer team winning the school’s first ever North Coast Section championship
- Successful presentation to our charter authorizer (Contra Costa County Board of Education)

MWA Board Engagement with MWA Staff

As the concerns and areas of frustration began to rise in the early fall (and after hosting a few different listening sessions and having some one-on-one meetings with various staff), I spoke with the MWA Board President, Alicia Klein, about forming a small group of MWA board members to engage with various staff groups directly to ask them questions about what is working well, what are pain points, and anything else they would like to share. Alicia and three other MWA Board Members hosted seven sessions with various staff groups. Examples include the operations staff, teachers, leaders, etc. Next steps include:

- sharing out key themes heard in the engagement with the whole staff
- sharing a detailed summary with executive MWA leadership
- a debrief with myself and the participating board members in the group
- a report out to the full MWA board
- a plan to take on tactical items that came up and a plan to grapple with the bigger themes raised

I think it was important for staff to be able to share pain points and things that are working well with an objective but interested and important member of the MWA community, our governance team. I think this engagement and insight will be helpful to us moving forward.

College Admissions Update

MWA continues to prepare and expect all of our students to be college-ready and college-eligible. To this end, new features of our approach includes 1) the “Opt-In” process to receive support from Making Waves Foundation’s CAP (college success program) and 2) engaging our seniors about their interests and plans after graduating from MWA. Given these two evolutions in our approach, we are encouraged see that interests in pursuing college as a next step persists. Here are some highlights:

- We think about 78 students (of 84 seniors) are interested in pursuing four-year colleges
- As of 11/19/21, 56 (70%) had submitted four-year college applications at this point

Given the level of anxiety some seniors have expressed (e.g. returning to class, getting use to the workload, or the stresses of applying to college when they do not feel as academically prepared), we are happy that most are choosing to move forward with college as their choice as a next step post-MWA.

Strategic Plan Updates

We are making progress on a scope and sequence framework and outline for “college access” Advisory programming. We have a little more work to do, and then we can decide what elements of the framework we want to choose to implement to “test and learn” next semester. It is clear to us that the framework will be a useful tool to make sure we are addressing the core principles and experiences we want students and families to have before they reach the 12th grade at MWA. We will continue to iterate on the content, with the core principles of the framework largely remaining the same. We can share the framework with the Board in the spring.

My Areas of Focus

- Starting to look ahead at the budget for 2022-23
- Meeting with functional area leaders and staff to gain more insight into progress and challenges
- Support efforts to shore up campus safety and operations
- Identify ways to help support filling leadership gaps
- Prepare for tough conversations with staff and service providers about the 2022-23 school year
- Working in various places on campus in different locations on different days and times to help provide more visible leadership presence
- Supporting Patrick and the Program Core Team (PCT) on moving the strategic plan work forward

Progress to Goals for 2021-22

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.

Update: Deprioritized for now given other concerns. I hope to pick up this work in the new calendar year.

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.

Update: Deprioritized with the exception of the college access scope and sequence work. Hoping to learn about areas for innovation in my meetings with MWA functional area leaders and staff.

Goal #3 – Assess MWA programs to assess resource allocation levels for the near and medium term to support long term financial sustainability.

Update: Wallace Wei (MWA CFO) and I (along with our Dir. of Finance and COO) are in agreement about an approach that would allow us to receive some feedback from budget managers over the next couple of months.

Coversheet

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

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



Board Report

Chief Operating Officer

December 2021

Elizabeth Martinez

Chief Operating Officer

What?

Since the October MWA Board Meeting:

- ***We quarantined all middle school students for 4 school days*** (October 26-29) due to a spike in the number of COVID student cases over the course of a week.
- ***Hosted a Parent Townhall*** with the Board President, Senior School Director, Chief Executive Officer, and Chief Operation Officer.
- ***Students held their first in-person, large-scale outdoor event*** post-distance learning with no spike in COVID cases afterwards.
- ***Evacuated the entire school due to a natural gas leak.***
- ***Conducted our annual LCAP Presentation to our authorizer***, the Contra Costa County Office of Education.
- Members of the ***board hosted 7 hours of listening sessions*** with approximately 50% of MWA employees
- ***Largely stabilized our HVAC systems with no mechanical malfunctions in the last 5 weeks***, issues we experienced were due to the electronic management system.
- ***Piloted our first parent volunteer for traffic duty!***

So What?

The list above is not all inclusive but it is largely representative of the reality of our day-to-day operations. What you can also see in ***this list is a mixture of challenges and glimmers of stability.*** While the year continues to throw surprises at us, I sense that we are beginning to settle into the school year in a way that allows us to start preparing for a better and stronger start next school year. This sense has been affirmed through direct conversations with staff, feedback from the listening sessions, and staff engagement with solutions. ***Over the course of the last 7 weeks, I gained a clearer sense of the areas where we can immediately effect some change and where we can effectively stage for the upcoming school year.***

Now What?

Based on the key happenings and feedback from staff, ***here are my areas of focus for the next two months.***

- ***Developing master calendars for two school years*** - the planning is entering its input stage prior to the Winter Break.
- ***Hiring for additional Campus Supervisors (1-2)*** in addition to providing additional professional development to the current employees in this role.
- ***Expanding our parent volunteer program to reduce supervision duties for our staff (prioritizing teachers).***
- ***Implement Bloomz, the new parent communication tool, and phasing out ineffective communication systems by the end of January.*** Content and Grade-Level Leads expressed a lot of excitement about the tool.
- Kicking off with the DEI Working Groups, collaborating with the DEI Advisory Committee as well as the Culture and Climate Advisory Committee to ***continue administering, analysing, and responding to staff feedback/survey data.***

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Appendix A

Quarter 3 Priorities for COO Team

Compliance and Data Systems	<p>School Systems</p> <ul style="list-style-type: none"> ● Student Attendance Review Board Process ● Student-Parent/Guardian Handbook <p>State Reporting</p> <ul style="list-style-type: none"> ● CALPADS Fall 2 ● Student Accountability Report Card
Compliance and Assessments	<p>Assessments & Diagnostics</p> <ul style="list-style-type: none"> ● Support training for state assessments ● Support launch of ELPAC assessment <p>Compliance Monitoring</p> <ul style="list-style-type: none"> ● Support the submission of the LCAP Addendum ● Support the submission of the LCAP mid-year update ● Begin planning for the 2022-2023 LCAP cycle
Registrar	<p>State Reporting</p> <ul style="list-style-type: none"> ● Prepare for P-2 attendance submission in Q4 <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"> ● Collaborate with CFO on budget development with emphasis on compensation statements for the new academic year ● Stage offboarding logistics in preparation for Q4 ● Extend new employment offers for the new school year <p>Compliance</p> <ul style="list-style-type: none"> ● Conduct annual review of the employee handbook ● Confirm teacher assignments for 2022-2023 <p>Performance</p> <ul style="list-style-type: none"> ● Prepare annual performance evaluation materials 3
Operations	<p>Systems</p> <ul style="list-style-type: none"> ● Formally launch new parent communication tool and sunset old processes ● Refine and standardize the use of SolarWinds to track and respond to Operations request ● Finalize master calendar for two school years <p>Staffing</p> <ul style="list-style-type: none"> ● Engaging with Operations team members to evaluate clarity of roles and responsibilities for the 2022-2023 school year

December 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 11th-November 29th, 2021

- From October 25-November 12th, we had 0 cases on campus
- Overall, our numbers remain relatively low
- We have consistently tested 97-98% of our students on a weekly basis since the end of September

	On-Campus Week of 10/11	Off-Campus Week of 10/11	On-Campus Week of 10/18	Off-Campus Week of 10/18	On-Campus Week of 10/25	Off-Campus Week of 10/25	On-Campus Week of 11/1	Off-Campus Week of 11/1	On-Campus Week of 11/8	Off-Campus Week of 11/8	On-Campus Week of 11/15	Off-Campus Week of 11/15	Week of 11/22	On-Campus Week of 11/29	Off-Campus Week of 11/29
5th Grade	0	1	1	0	0	1	0	1	0	0	0	0	Fall Break	1	0
6th Grade	0	0	2	0	0	0	0	0	1	1	0	0		0	0
7th Grade	0	0	0	0	0	0	0	0	0	0	0	0		0	0
8th Grade	1	0	1	0	0	0	0	0	0	0	0	0		0	0
9th Grade	0	0	0	0	0	0	0	0	0	0	0	0		0	0
10th Grade	0	0	1	0	0	0	0	0	0	0	0	0		0	0
11th Grade	0	0	0	0	0	0	0	0	0	0	0	0		0	0
12th Grade	0	0	0	0	0	0	0	0	0	1	0	0		0	0
Employees	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
Totals by Week	1	1	5	0	0	1	0	1	0	1	3	0		1	0

Coversheet

Q&A on Written Finance Report (CFO)

Section: II. Standing Reports
Item: H. Q&A on Written Finance Report (CFO)
Purpose:
Submitted by:
Related Material: 01 Executive Summary - 2021-22 1st Interim.pdf



Executive Summary for FY 2021-22 1st Interim Report

November 18th, 2021

Revenues Summary (Compared with the FY'22 Original Budget):

- Government revenues **decreased** by **\$563,329** or **3%**.
- JRSF estimated contribution **increased** by **\$1,197,934** or **12%**.

Expenses Summary (Compared with the FY'22 Original Budget):

- The total expenses **increased** by **\$634,605** or **2%**.
 - MWA – “School” expenses **increased** by **\$504,774** or **2%**.
 - Central Office expenses **increased** by **\$129,831** or **4%**.

Key Overview for the FY'22 1st Interim Budget

The following items highlight the **key changes** from the **FY'22 Original Budget** to the **FY'22 1st Interim Budget**:

1. Government Revenues

- a. Decreased by **\$860,092** as we assumed Average Daily Attendance (ADA) rate would decrease from 96% to 89% due to the COVID quarantine. This estimate could change for the 2nd Interim with more ADA data.
- b. Increased by **\$296,763** due to higher Cost of Living Adjustment (COLA) factor for LCFF, as well as additional LCFF Concentration Grant and Special Education Funding.
- c. We did not count several **one-time government grants**, including a). *Expanded Learning Opportunity Grant*, b). *A through G Completion Improving Grant*, c). *Educator Effectiveness Grant*, d). *Homeless Children and Youth Grant*, and e). Two-thirds of the *ESSER III Grant* with a total value of about **\$2,384,077** in this budget because:
 - i. All these grants can be spent over the next 3-5 years, and the detailed application and compliance requirements are not yet available for some of these grants.
 - ii. Due to the staffing challenge, we find it difficult to identify enough eligible expenses (especially salaries and benefits) to match those grants in the current fiscal year.

2. Personnel Expense

- a. We have not filled all budgeted positions, especially for faculty.
- b. Added ten On-site Substitute Teachers for coverage due to the teacher shortage.
- c. Added substitute coverage stipend and extra-work stipend to cover vacant teaching positions.
- d. Added COVID bonus for faculty and staff.

3. Contract Services

- a. Increased support for academic intervention (RTF, Inc.) and psychological services (FPA) to support students to mitigate effects of the pandemic.
- b. Added temp positions to support the school's effort to deal with the pandemic and the staff shortage.
- c. Added IT contract services to support online learning.

Detailed Summary of Changes (FY'22 Original Budget to the FY'22 1st Interim Budget)

MWA – “SCHOOL” EXPENDITURES: TOTAL CHANGES – Increased BY \$504,774 (2%)

- I. **Salaries and Benefits – Decreased by \$39,830 (0%)**
 - Saved on open positions and newly hired salary variances
 - Saved from not hiring the following three positions until FY'23:
 1. Humanities Teacher
 2. Student Activities Coordinator
 3. Director of Holistic Support Services
 - Saved from eliminating the SSP department for the Upper School
 - Saved on unemployment insurance contributions
 - Added 10 On-site Substitute Teachers
 - Added COVID Bonuses
 - Added Student Success Liaison position

- II. **Contracted Services – Increased by \$544,604 (6%)**
 - Saved on Janitorial Services contract
 - Saved on Transportation Services contract (no bus services offered in the 1st semester)
 - Added eight temp positions
 1. Nurse
 2. Contact Tracing Administrator
 3. Online Grading & Data Entry Support (APEX)
 4. Bilingual Parent Engagement Receptionist
 5. 504 Plan Entry & Coordination
 6. Attendance Officer
 7. IT Desktop Support
 8. IT Desktop Support
 - Added RT Fisher (RTF) Intervention and Consultation Services
 - Added Fruge Psychological Associates (FPA)

CENTRAL OFFICE EXPENDITURES: TOTAL CHANGES – Increased BY \$129,831 (4%)

- I. **Salaries and Benefits – Increased by \$167,847 (6%)**
 - Reallocated Outreach and Marketing Coordinator from “School” to “Central Office” budget
 - Salary adjustment for executive leaders since the original budget adoption

- II. **Supplies – Decreased by \$16,200 (14%)**
 - Saved on contingency

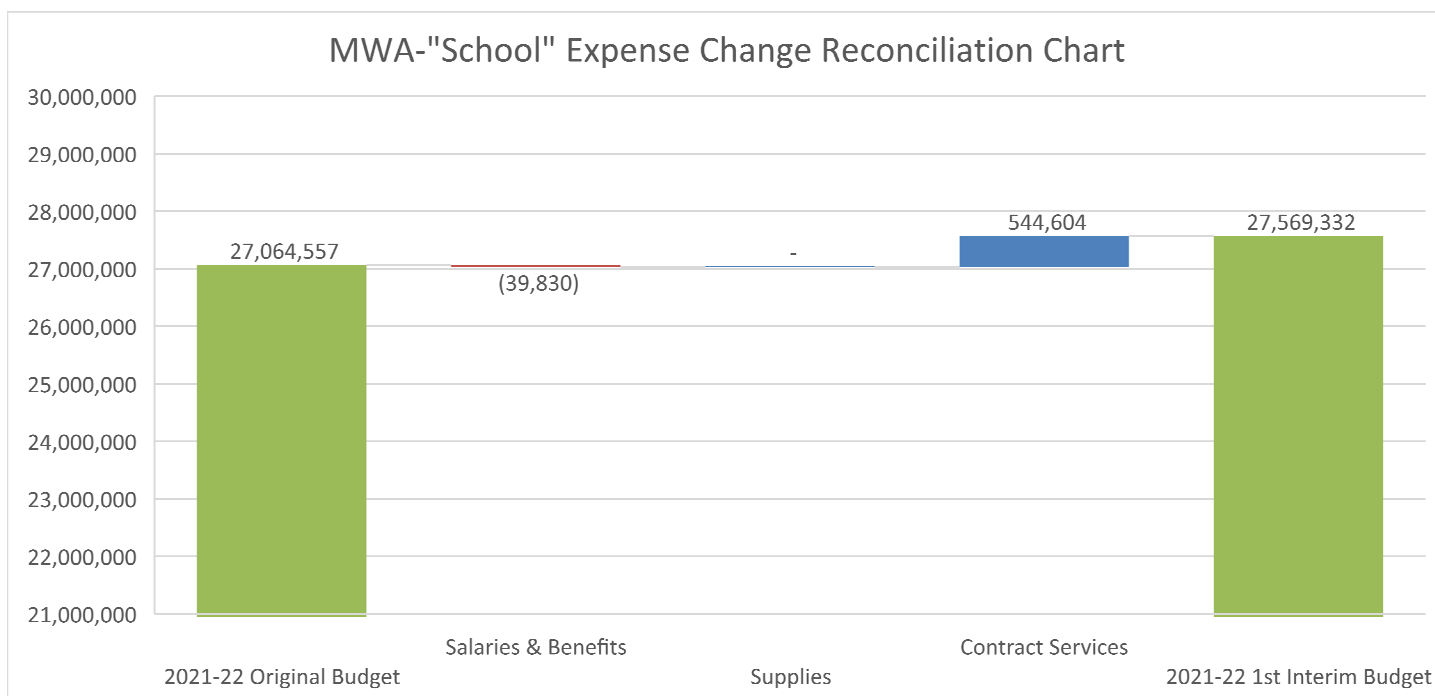
- III. **Contracted Services – Decreased by \$21,816 (3%)**
 - Saved on conference fees and travel
 - Saved on student recruitment expenses by eliminating the Growth & Expansion department (i.e., Dr. Ash)

Appendix A – Summary Financials

FY'22 1st Interim Budget Summary Financials for MWA – “School”

MWA – “School” – Compare FY'22 Original Budget to FY'22 1st Interim Budget

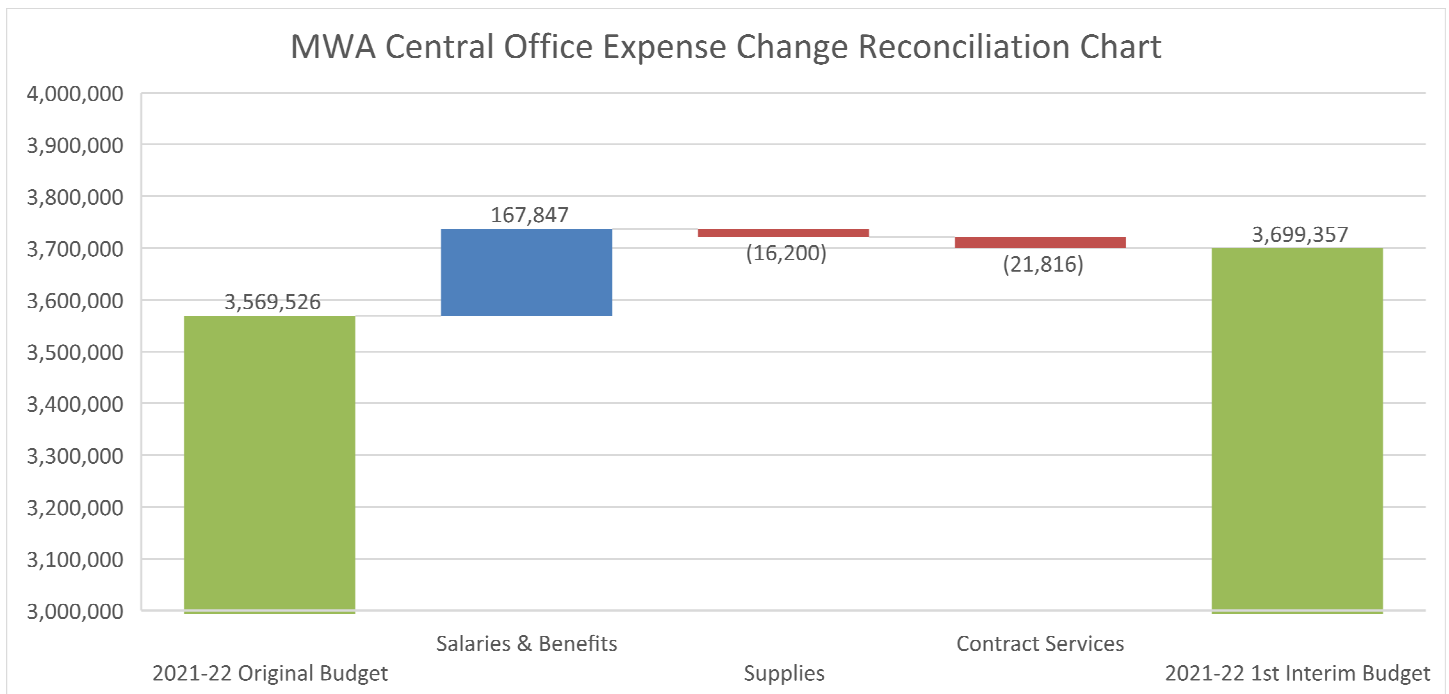
Location	2021-22 Original Budget	2021-22 1 st Interim Budget	\$ Variance	% Variance
Revenues				
Government	\$18,166,907	\$17,603,578	-\$563,329	-3%
Donation	\$1,315,000	\$1,315,000	0	0%
JRSF	\$7,632,650	\$8,700,753	\$1,068,103	14%
Total Revenues	\$27,114,557	\$27,619,331	\$504,774	2%
Expenses				
Salaries/Benefits	\$17,285,654	\$17,245,825	-\$39,830	0%
Supplies	\$1,304,192	\$1,304,192	0	0%
Contracted Services	\$8,474,711	\$9,019,315	\$544,604	6%
Total Expenses	\$27,064,557	\$27,569,332	\$504,774	2%
Revenues – Government per ADA	\$16,667	\$17,429	\$762	5%
Expenses – Cost per Student (Exclude CO Fees)	\$22,779	\$23,224	\$445	2%



FY'21 Unaudited Actuals Summary Financials for MWA – “Central Office”

MWA Central Office – Compare FY'22 Original Budget to FY'22 1st Interim Budget

Location	2021-22 Original Budget	2021-22 1 st Interim Budget	\$ Variance	% Variance
Revenues				
JRSF	\$2,359,069	\$2,488,900	\$129,831	6%
Central Office (Shared Services Allocation)	\$1,210,457	\$1,210,457	\$0	0%
Total Revenues	\$3,569,526	\$3,699,357	\$129,831	4%
Expenses				
Salaries/Benefits	\$2,620,106	\$2,787,953	\$167,847	6%
Supplies	\$112,100	\$95,900	-\$16,200	-14%
Contracted Services	\$837,320	\$815,504	-\$21,816	-3%
Total Expenses	\$3,569,526	\$3,699,357	\$129,831	4%



Appendix B – Vacant Positions

Vacant Positions as of October 31, 2021:

1. Art Teacher
2. Assistant Substitute Coordinator
3. Director of Teacher Residency
4. ELD Coordinator
5. Encore - Online Learning Teacher (Credit Recovery & Advancement)
6. English Teacher
7. Enrichment Instructor
8. Enrichment Instructor
9. Enrichment Instructor
10. Extra Teacher
11. History Teacher
12. History Teacher
13. Interventionist
14. Interventionist
15. Interventionist
16. Interventionist
17. Interventionist
18. Outreach and Marketing Coordinator
19. Science Teacher
20. Science Teacher
21. Science Teacher
22. Senior System Administrator
23. Spanish Teacher
24. SPED Instructional AIDE
25. SPED Resource Teacher
26. Student Support Services Assistant
27. US Earth and Space Teacher
28. User Application Administrator
29. On-Site Substitute Teacher
30. On-Site Substitute Teacher
31. On-Site Substitute Teacher
32. Student Success Liaison

**Making Waves Academy
Budget FY2022**

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

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
3		Income					
4	8011	State Aid - General Apportionment	7,799,857	5,915,170	(1,884,687)	-24%	
5	8012	Education Protection Account Entitlement	1,148,117	2,445,507	1,297,390	113%	ADA reduced from 96% to 89%
6	8096	In Lieu of Property Taxes	3,156,599	3,156,599	-	0%	
7	8181	Special Education - Federal	136,200	133,602	(2,598)	-2%	
8	8220	Child Nutrition Programs - Fed	388,741	388,741	-	0%	
9	8290	Federal Title I - Basic Grant	294,297	311,795	17,498	6%	
10	8295	Federal Title II - Teacher and Principal Training	41,472	46,245	4,773	12%	
11	8296	Federal Title III - LEP	34,022	34,052	30	0%	
12	8297	Federal Title IV - Part A - Student Support	21,972	21,972	-	0%	
13	8299	CARES LLM and ESSER Funding	1,020,000	1,021,253	1,253	0%	
14	8305	ESSER Funding III	733,333	765,078	31,745	4%	More funding than the initial projection
15	8311	State - Special Education	681,000	722,257	41,257	6%	Revenue increased from \$625/ADA to \$715/ADA
16	8520	Child Nutrition Programs - State	25,871	25,871	-	0%	
17	8525	Expanded Learning Opportunity Grant	768,553	768,553	-	0%	
18	8545	School Facilities Lease Rmbsmnt SB740	1,183,396	1,100,963	(82,433)	-7%	ADA reduced from 96% to 89%
19	8550	Mandate Block Grand Funding CA	29,871	28,827	(1,045)	-3%	
20	8560	State Lottery	216,871	230,357	13,486	6%	
22	8592	After School Program Grant	177,559	177,559	-	0%	
23	8621	Measure G Parcel Tax	309,177	309,177	-	0%	
26	8980	Contribution - Unrestricted	1,200,000	1,200,000	-	0%	
27	8981	John Regina Scully (JRS)	7,632,650	8,700,753	1,068,103	14%	
28	8986	School Supplies	6,000	6,000	-	0%	
29	8988	In-Kind Donations	9,000	9,000	-	0%	
30	8990	Contribution - Restricted	100,000	100,000	-	0%	
32		Total Income	27,114,557	27,619,331	504,774	2%	
33							

**Making Waves Academy
Budget FY2022**

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

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
38		Expenses					
39	1100	Teacher Salaries	5,348,635	5,262,306	(86,329)	-2%	Overall net variance is due to: • Increase from the COVID Bonus Stipend • Savings from vacant positions projected to start from Nov/Dec 2021 Added 10 additional Substitute Teachers for coverage due to shortage of teachers Salary true-up adjustments Savings from vacant positions projected to start from Nov/Dec 2021 Added position: Student Success Liaison Variance from: • Eliminated SSP Department for the Upper School • Savings from vacant positions projected to start from Nov/Dec 2021 Increased for overtime and extra work stipend payments due to staff shortage Delay hiring position: Director of Holistic Support Services until FY23 Variance from: • Savings from vacant positions projected to start from Nov/Dec 2021 • Eliminated On-Site Translator position
40	1103	Substitute Teacher Salaries	86,359	557,909	471,550	546%	
41	1200	Certificated Pupil Support	730,784	721,652	(9,132)	-1%	
42	1300	Certificated Supervisor & Administrator Salaries	1,313,051	1,396,082	83,031	6%	
43	1409	Certificated Special Temporary COLA Bonus	1,800,000	1,734,500	(65,500)	-4%	
44	1900	Certificated Other Salaries	353,832	390,234	36,402	10%	
45	2100	Classified Instructional Aide Salaries	964,744	748,961	(215,783)	-22%	
46	2200	Classified Support Staff Salaries	652,921	707,865	54,944	8%	
47	2300	Classified Supervisor & Administrator Salaries	742,955	680,962	(61,993)	-8%	
48	2400	Classified Clerical and Office Salaries	934,525	746,173	(188,352)	-20%	
49	2900	Classified Other Salaries	139,293	153,424	14,131	10%	
50		Total Salaries	13,067,099	13,100,067	32,968	0%	

**Making Waves Academy
Budget FY2022**

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

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
51	3101	Certificated STRS	1,407,373	1,485,054	77,681	6%	Variance from adding 10 additional Substitute Teachers and CalSTRS matching for COVID bonuses
52	3301	Certificated Social Security/Medicare	436,689	411,937	(24,752)	-6%	Savings from vacant positions projected to start from November 2021
53	3401	Certificated Health & Welfare Benefits	1,880,525	1,824,297	(56,228)	-3%	Health insurance projection adjustment based on the new premium for 2022
54	3501	Certificated Unemployment Insurance	65,805	15,613	(50,193)	-76%	No Unemployment contribution for FY22 - Enough money in reserve, do not have to contribute in FY22
55	3601	Certificated Workers Comp Insurance	171,094	170,951	(143)	0%	
56	3701	Certificated Retirement Match	134,003	114,840	(19,163)	-14%	
57	3999	Accrued Paid Time Off	123,066	123,066	-	0%	
58		Total Benefits	4,218,555	4,145,757	(72,798)	-2%	
59		Total Salaries & Benefits	17,285,654	17,245,825	(39,830)	0%	
60							
61	4100	Approved Textbooks and Core Curricula Materials	169,000	161,000	(8,000)	-5%	
62	4200	Books and Other Reference Materials	3,000	3,000	-	0%	
63	4315	Custodial Supplies	100,000	100,000	-	0%	
64	4325	Instructional Materials & Supplies	289,375	301,375	12,000	4%	
65	4330	Office Supplies	1,500	1,500	-	0%	
66	4390	Other Food	9,000	5,000	(4,000)	-44%	
67	4410	Furniture, Equipment & Supplies (non-capitalized)	9,000	9,000	-	0%	
68	4420	Computers and IT Supplies (non-capitalized)	221,465	221,465	-	0%	
69	4710	Student Food Services	486,852	486,852	-	0%	
70	4910	Emergency Supplies	5,000	5,000	-	0%	
71	4990	Contingency	10,000	10,000	-	0%	
72		Total Supplies	1,304,192	1,304,192	-	0%	
73	5210	Conference Fees	84,375	104,375	20,000	24%	Approved PD for the Director of Operations
74	5215	Travel - Mileage, Parking, Tolls	6,625	8,625	2,000	30%	
75	5220	Travel - Airfare & Lodging	21,275	21,275	-	0%	
76	5225	Travel - Meals & Entertainment	16,050	16,050	-	0%	
77	5305	Professional Dues & Memberships	16,000	15,000	(1,000)	-6%	
78	5421	General Liability Insurance	193,006	205,949	12,943	7%	
79	5510	Utilities - Gas and Electric	336,000	336,000	-	0%	
80	5515	Janitorial & Gardening Services	700,000	546,600	(153,400)	-22%	Fees in actual contract are less than budgeted
81	5525	Utilities - Waste	48,000	48,000	-	0%	
82	5530	Utilities - Water	49,500	56,000	6,500	13%	
83	5605	Equipment Leases and Rentals	148,800	148,800	-	0%	
84	5610	Occupancy Rent	1,753,179	1,753,179	-	0%	
85	5612	Additional Facilities Use Fees	28,000	27,000	(1,000)	-4%	
86	5615	Repairs and Maintenance - Building	140,000	160,000	20,000	14%	Warranty expired for the MWA buildings
87	5617	Repairs and Maintenance - Non-computer Equipment	3,000	3,000	-	0%	

**Making Waves Academy
Budget FY2022**

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

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
88	5618	Repairs & Maintenance - Auto	1,500	6,500	5,000	333%	
92	5806	County Oversight Fees	107,000	107,000	-	0%	
93	5810	Contracted Services	411,267	702,317	291,050	71%	Variance from: • Add 6 temp positions: \$255K - Nurse - Contact Tracing Admin - Online Grading & Data Entry Support (APEX) - Bilingual Parent Engagement Receptionist - 504 Plan Entry & Coordination - Attendance Officer • Increase for the translation services: \$50K • Reduction in Contract Services from College & Career Dept: -\$14K
94	5810.001	Food Service Administration	1,000	1,000	-	0%	
96	5810.003	Student Transportation	565,970	437,180	(128,790)	-23%	Overall net variance due to: • Bus transportation savings - no bus services offered in semester one of FY22 • Reallocated amount from SPED contract services into Student Transportation for SPED students
97	5810.004	Intervention & Consultation	175,000	400,183	225,183	129%	True up to match the amount approved by the Board for RTF
98	5810.005	Psychological Services	565,000	689,566	124,566	22%	True up to match the amount approved by the Board for Fruge
99	5810.006	Substitute Teachers	60,000	75,000	15,000	25%	
100	5810.007	Interscholastic - Coaches	82,000	86,000	4,000	5%	
101	5810.008	Information Technology	832,707	967,969	135,262	16%	Net increase in IT contract services due to: • Online learning licenses and software to cover teacher shortage: \$97K • Temporary IT help due to staff going on medical leave: \$54K • Savings from renewal contracts coming in lower than the budget: -\$16K
103	5811	Student Exam Fees	17,000	17,000	-	0%	
105	5820	Recruiting - Students	1,000	1,000	-	0%	
106	5821	Printing and Reproduction	22,500	26,500	4,000	18%	
107	5840	Entrance, Admission, & Ticket Fees (not staff conference)	52,400	52,400	-	0%	
108	5850	Staff Recruitment	1,000	1,000	-	0%	
109	5851	Continuing Education Support	97,500	97,500	-	0%	
111	5897	Special Ed Contract Services	500,000	461,290	(38,710)	-8%	Reallocated amount into Student Transportation account for SPED students
112	5898	Use Tax	1,000	1,000	-	0%	
113	5905	Company Cell Phones	77,200	77,200	-	0%	
114	5910	Internet and Wifi	96,600	96,600	-	0%	
115	5915	Postage and Delivery	20,000	22,000	2,000	10%	
116	5920	Landlines and Office Based Phones	7,800	7,800	-	0%	
118	6900	Depreciation and Amortization	25,000	25,000	-	0%	
119	INCO.EXP	5895 Central Office (Shared Services Allocation)	1,210,457	1,210,457	-	0%	
120		Total Contract Services	8,474,711	9,019,315	544,604	6%	
121							

**Making Waves Academy
Budget FY2022**

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

	A	B	C	H	K	L	M
2	Acct #	Account/Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
		Total Salaries & Benefits	17,285,654	17,245,825	(39,830)	0%	
123		Total Supplies	1,304,192	1,304,192	-	0%	
124		Total Contract Services	8,474,711	9,019,315	544,604	6%	
125		Total Expenses	27,064,557	27,569,332	504,774	2%	
143							
144		Net Income	50,000	50,000			

**Making Waves Academy
Budget FY2022**

**MWA Central Office
1st Interim Budget**

	A	B	C	H	K	L	M
	Account #	Account Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
3		Income					
27	8981	John Regina Scully (JRS)	2,359,069	2,488,900	129,831	6%	
31	INCO.INC	Central Office (Revenue from Shared Services Allocation)	1,210,457	1,210,457	-	0%	
32		Total Income	3,569,526	3,699,357	129,831	4%	
33							
37							
38		Expenses					
43	1409	Certificated Special Temporary COLA Bonus	168,000	176,000	8,000	5%	
45	2100	Classified Instructional Aide Salaries	-	-	-		
47	2300	Classified Supervisor & Administrator Salaries	1,687,144	1,781,659	94,515	6%	Salary adjustments since the original budget adoption
48	2400	Classified Clerical and Office Salaries	136,438	188,322	51,884	38%	Reallocated Outreach and Marketing Coordinator from school to Central Office
50		Total Salaries	1,991,582	2,145,981	154,399	8%	
51	3101	Certificated STRS	59,889	62,286	2,397	4%	
52	3301	Certificated Social Security/Medicare	121,642	131,108	9,467	8%	
53	3401	Certificated Health & Welfare Benefits	249,457	247,435	(2,021)	-1%	Health insurance projection adjustment based on the new premium for 2022
54	3501	Certificated Unemployment Insurance	9,958	5,606	(4,351)	-44%	
55	3601	Certificated Workers Comp Insurance	25,891	27,898	2,007	8%	
56	3701	Certificated Retirement Match	62,740	68,690	5,950	9%	
57	3999	Accrued Paid Time Off	98,948	98,948	-	0%	
58		Total Benefits	628,524	641,972	13,448	2%	
59		Total Salaries & Benefits	2,620,106	2,787,953	167,847	6%	
60							

**Making Waves Academy
Budget FY2022**

**MWA Central Office
1st Interim Budget**

	A	B	C	H	K	L	M
					Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	
2	Account #	Account Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)			Notes
62	4200	Books and Other Reference Materials	2,500	2,050	(450)	-18%	
65	4330	Office Supplies	10,150	9,400	(750)	-7%	
66	4390	Other Food	2,500	2,500	-	0%	
67	4410	Furniture, Equipment & Supplies (non-capitalized)	1,500	1,500	-	0%	
68	4420	Computers and IT Supplies (non-capitalized)	20,450	20,450	-	0%	
71	4990	Contingency	75,000	60,000	(15,000)	-20%	
72		Total Supplies	112,100	95,900	(16,200)	-14%	
73	5210	Conference Fees	33,500	27,500	(6,000)	-18%	
74	5215	Travel - Mileage, Parking, Tolls	6,900	4,150	(2,750)	-40%	
75	5220	Travel - Airfare & Lodging	13,500	12,500	(1,000)	-7%	
76	5225	Travel - Meals & Entertainment	5,450	4,700	(750)	-14%	
77	5305	Professional Dues & Memberships	23,500	18,000	(5,500)	-23%	
83	5605	Equipment Leases and Rentals	6,200	6,200	-	0%	
89	5803	Accounting Fees	30,000	30,000	-	0%	
90	5804	Legal Fees	70,000	70,000	-	0%	
93	5810	Contracted Services	268,000	270,650	2,650	1%	
95	5810.002	Student Information & Assessment	61,500	63,247	1,747	3%	
97	5810.004	Intervention & Consultation	20,000	20,000	-	0%	
98	5810.005	Psychological Services	5,000	5,000	-	0%	
101	5810.008	Information Technology	101,770	99,308	(2,463)	-2%	
105	5820	Recruiting - Students	10,000	-	(10,000)	-100%	Reduced due to eliminating the Growth & Expansion Department
106	5821	Printing and Reproduction	1,500	2,500	1,000	67%	
108	5850	Staff Recruitment	102,000	102,250	250	0%	
109	5851	Continuing Education Support	30,000	25,000	(5,000)	-17%	
110	5853	Payroll Processing Fees	38,000	43,000	5,000	13%	
113	5905	Company Cell Phones	7,500	7,500	-	0%	
114	5910	Internet and Wifi	-	-	-		
115	5915	Postage and Delivery	2,000	3,000	1,000	50%	
117	5992	Bank fees	1,000	1,000	-	0%	
120		Total Contract Services	837,320	815,504	(21,816)	-3%	
121							

**Making Waves Academy
Budget FY2022**

**MWA Central Office
1st Interim Budget**

	A	B	C	H	K	L	M
			FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	
2	Account #	Account Title					Notes
122		Total Salaries & Benefits	2,620,106	2,787,953	167,847	6%	
123		Total Supplies	112,100	95,900	(16,200)	-14%	
124		Total Contract Services	837,320	815,504	(21,816)	-3%	
125		Total Expenses	3,569,526	3,699,357	129,831	4%	
126							
127		Net Income	0	0			

Making Waves Academy
Budget FY2022

MWA-"School" and MWA Central Office
1st Interim Budget

	A	B	C	H	K	L
1		Summary				
2	Account #	Account Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)
3		Income				
4	8011	State Aid - General Apportionment	7,799,857	5,915,170	(1,884,687)	-24%
5	8012	Education Protection Account Entitlement	1,148,117	2,445,507	1,297,390	113%
6	8096	In Lieu of Property Taxes	3,156,599	3,156,599	-	0%
7	8181	Special Education - Federal	136,200	133,602	(2,598)	-2%
8	8220	Child Nutrition Programs - Fed	388,741	388,741	-	0%
9	8290	Federal Title I - Basic Grant	294,297	311,795	17,498	6%
10	8295	Federal Title II - Teacher and Principal Training	41,472	46,245	4,773	12%
11	8296	Federal Title III - LEP	34,022	34,052	30	0%
12	8297	Federal Title IV - Part A - Student Support	21,972	21,972	-	0%
13	8299	CARES LLM and ESSER Funding	1,020,000	1,021,253	1,253	0%
14	8305	ESSER Funding III	733,333	765,078	31,745	4%
15	8311	State - Special Education	681,000	722,257	41,257	6%
16	8520	Child Nutrition Programs - State	25,871	25,871	-	0%
17	8525	Expanded Learning Opportunity Grant	768,553	768,553	-	0%
18	8545	School Fac Lease Rmbsmnt SB740	1,183,396	1,100,963	(82,433)	-7%
19	8550	Mandate Block Grand Funding CA	29,871	28,827	(1,045)	-3%
20	8560	State Lottery	216,871	230,357	13,486	6%
22	8592	After School Program Grant	177,559	177,559	-	0%
23	8621	Measure G Parcel Tax	309,177	309,177	-	0%
26	8980	Contribution - Unrestricted	1,200,000	1,200,000	-	0%
27	8981	John Regina Scully (JRS)	9,991,719	11,189,653	1,197,934	12%
28	8986	School Supplies	6,000	6,000	-	0%
29	8988	In-Kind Donations	9,000	9,000	-	0%
30	8990	Contribution - Restricted	100,000	100,000	-	0%
31	INCO.INC	Central Office (Revenue from Shared Services)	1,210,457	1,210,457	-	0%
32		Total Income	30,684,083	31,318,688	634,605	2%

Making Waves Academy
Budget FY2022

MWA-"School" and MWA Central Office
1st Interim Budget

	A	B	C	H	K	L
2	Account #	Account Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)
33						
38		Expenses				
39	1100	Teacher Salaries	5,348,635	5,262,306	(86,329)	-2%
40	1103	Substitute Teacher Salaries	86,359	557,909	471,550	546%
41	1200	Certificated Pupil Support	730,784	721,652	(9,132)	-1%
42	1300	Certificated Supervisor & Administrator Salaries	1,313,051	1,396,082	83,031	6%
43	1409	Certificated Special Temporary COLA Bonus	1,968,000	1,910,500	(57,500)	-3%
44	1900	Certificated Other Salaries	353,832	390,234	36,402	10%
45	2100	Classified Instructional Aide Salaries	964,744	748,961	(215,783)	-22%
46	2200	Classified Support Staff Salaries	652,921	707,865	54,944	8%
47	2300	Classified Supervisor & Administrator Salaries	2,430,099	2,462,621	32,522	1%
48	2400	Classified Clerical and Office Salaries	1,070,963	934,495	(136,468)	-13%
49	2900	Classified Other Salaries	139,293	153,424	14,131	10%
50		Total Salaries	15,058,681	15,246,048	187,367	1%
51	3101	Certificated STRS	1,467,262	1,547,340	80,078	5%
52	3301	Certificated Social Security/Medicare	558,331	543,046	(15,285)	-3%
53	3401	Certificated Health & Welfare Benefits	2,129,982	2,071,732	(58,250)	-3%
54	3501	Certificated Unemployment Insurance	75,763	21,219	(54,544)	-72%
55	3601	Certificated Workers Comp Insurance	196,985	198,849	1,864	1%
56	3701	Certificated Retirement Match	196,743	183,530	(13,212)	-7%
57	3999	Accrued Paid Time Off	222,014	222,014	-	0%
58		Total Benefits	4,847,079	4,787,730	(59,350)	-1%
59		Total Salaries & Benefits	19,905,760	20,033,778	128,017	1%
60						
61	4100	Approved Textbooks and Core Curricula Materials	169,000	161,000	(8,000)	-5%
62	4200	Books and Other Reference Materials	5,500	5,050	(450)	-8%
63	4315	Custodial Supplies	100,000	100,000	-	0%
64	4325	Instructional Materials & Supplies	289,375	301,375	12,000	4%
65	4330	Office Supplies	11,650	10,900	(750)	-6%
66	4390	Other Food	11,500	7,500	(4,000)	-35%
67	4410	Furniture, Equipment & Supplies (non-capitalized)	10,500	10,500	-	0%
68	4420	Computers and IT Supplies (non-capitalized)	241,915	241,915	-	0%
69	4710	Student Food Services	486,852	486,852	-	0%
70	4910	Emergency Supplies	5,000	5,000	-	0%
71	4990	Contingency	85,000	70,000	(15,000)	-18%
72		Total Supplies	1,416,292	1,400,092	(16,200)	-1%

Making Waves Academy
Budget FY2022

MWA-"School" and MWA Central Office
1st Interim Budget

	A	B	C	H	K	L
			FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)
2	Account #	Account Title				
73	5210	Conference Fees	117,875	131,875	14,000	12%
74	5215	Travel - Mileage, Parking, Tolls	13,525	12,775	(750)	-6%
75	5220	Travel - Airfare & Lodging	34,775	33,775	(1,000)	-3%
76	5225	Travel - Meals & Entertainment	21,500	20,750	(750)	-3%
77	5305	Professional Dues & Memberships	39,500	33,000	(6,500)	-16%
78	5421	General Liability Insurance	193,006	205,949	12,943	7%
79	5510	Utilities - Gas and Electric	336,000	336,000	-	0%
80	5515	Janitorial & Gardening Services	700,000	546,600	(153,400)	-22%
81	5525	Utilities - Waste	48,000	48,000	-	0%
82	5530	Utilities - Water	49,500	56,000	6,500	13%
83	5605	Equipment Leases and Rentals	155,000	155,000	-	0%
84	5610	Occupancy Rent	1,753,179	1,753,179	-	0%
85	5612	Additional Facilities Use Fees	28,000	27,000	(1,000)	-4%
86	5615	Repairs and Maintenance - Building	140,000	160,000	20,000	14%
87	5617	Repairs and Maintenance - Non-computer Equ	3,000	3,000	-	0%
88	5618	Repairs & Maintenance - Auto	1,500	6,500	5,000	333%
89	5803	Accounting Fees	30,000	30,000	-	0%
90	5804	Legal Fees	70,000	70,000	-	0%
91	5805	External Management and Administrative Fees	-	-	-	-
92	5806	County Oversight Fees	107,000	107,000	-	0%
93	5810	Contracted Services	679,267	972,967	293,700	43%
94	5810.001	Food Service Administration	1,000	1,000	-	0%
95	5810.002	Student Information & Assessment	61,500	63,247	1,747	3%
96	5810.003	Student Transportation	565,970	437,180	(128,790)	-23%
97	5810.004	Intervention & Consultation	195,000	420,183	225,183	115%
98	5810.005	Psychological Services	570,000	694,566	124,566	22%
99	5810.006	Substitute Teachers	60,000	75,000	15,000	25%
100	5810.007	Interscholastics - Coaches	82,000	86,000	4,000	5%
101	5810.008	Information Technology	934,477	1,067,276	132,799	14%
102	5810.009	Outsourced Teaching	-	-	-	-
103	5811	Student Exam Fees	17,000	17,000	-	0%
104	5812	College Entrance Exams	-	-	-	-
105	5820	Recruiting - Students	11,000	1,000	(10,000)	-91%
106	5821	Printing and Reproduction	24,000	29,000	5,000	21%
107	5840	Entrance, Admission, & Ticket Fees (not staff	52,400	52,400	-	0%

Making Waves Academy
Budget FY2022

MWA-"School" and MWA Central Office
1st Interim Budget

	A	B	C	H	K	L
			FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)
2	Account #	Account Title				
108	5850	Staff Recruitment	103,000	103,250	250	0%
109	5851	Continuing Education Support	127,500	122,500	(5,000)	-4%
110	5853	Payroll Processing Fees	38,000	43,000	5,000	13%
111	5897	Special Ed Encroachment WCCUSD	500,000	461,290	(38,710)	-8%
112	5898	Use Tax	1,000	1,000	-	0%
113	5905	Company Cell Phones	84,700	84,700	-	0%
114	5910	Internet and Wifi	96,600	96,600	-	0%
115	5915	Postage and Delivery	22,000	25,000	3,000	14%
116	5920	Landlines and Office Based Phones	7,800	7,800	-	0%
117	5992	Bank fees	1,000	1,000	-	0%
118	6900	Depreciation and Amortization	25,000	25,000	-	0%
119	INCO.EXP	5895 Central Office (Shared Services Allocati	1,210,457	1,210,457	-	0%
120		Total Contract Services	9,312,031	9,834,819	522,788	6%
121						
122		Total Salaries & Benefits	19,905,760	20,033,778	128,017	1%
123		Total Supplies	1,416,292	1,400,092	(16,200)	-1%
124		Total Contract Services	9,312,031	9,834,819	522,788	6%
125		Total Expenses	30,634,083	31,268,689	634,605	2%
126						
127		Net Income	50,000	50,000		

Coversheet

ESSER III Plan - Amendment

Section: III. Non-Action Items
Item: C. ESSER III Plan - Amendment
Purpose: FYI
Submitted by: Micah Stilwell
Related Material: MWA ESSER III Expenditure Plan_Amended.1.docx

BACKGROUND:

Based on the recommendation from the CCCOE, the following modifications are included in the amended ESSER III Plan:

- 1 Update Plan Alignment column based on LCAP and ECO alignment. Add N/A where alignment does not occur between ESSER III and ELO or LCAP.
- 2 Include community engagement sentence stating all subgroups not applicable within our community.
- 3 Remove items not related to Addressing the Impact of Lost Instructional Time from the Ensuring Interventions are Addressing Student Needs chart.

California Department of Education
July 2021

ESSER III Expenditure Plan

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
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. Currently, tribes are not an applicable subgroup for our community. 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
- 3) 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, online supplemental academic remediation, acceleration, and enrichment programs)

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Vendor Contract: Off-Site Covid Testing (Faculty)	We have contracted with a COVID-19 testing service provider that is conveniently located across the street and provides same-day results. This allows us to support as-needed and accessible staff testing and supports the testing of those who are identified as having had “close contact”. This helps us optimize for faculty and staff attendance in order to support maintaining a safe in-person learning environment.	\$ 5,000
N/A	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
N/A	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 minimize COVID-19 infections and maintain safe and continuous in-person learning.	\$ 5,000
N/A	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 the spread and impact of COVID-	\$ 345,000

		19 infections and to maintain a safe and continuous in-person learning environment.	
N/A	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 and absences due to the COVID-19 pandemic.	\$ 400,000

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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Expanded Learning Opportunities Plan	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
Expanded Learning Opportunities Plan	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 students master a specific, high-leverage skill or concept in math or English Language Arts.	\$ 90,000
N/A	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	\$ 219,047

		Development) receive timely support to mitigate additional learning loss due to the effects of school closures and COVID-19.	
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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

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
N/A	Social-Emotional Learning Curriculum	Providing students with a proscribed social-emotional learning curriculum for advisory instruction supports all students to have access to tools and skills to support their social-emotional wellness.	\$ 76,000
N/A	Expanded Psychological Services	An expanded contract with the school's psychological services provider is an additional opportunity for students requiring evaluation, health risk assessments, and therapy due to trauma experienced as a result of the pandemic.	\$ 446,188
N/A	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
N/A	Individualized online learning platforms	Students identified as needing academic support as measured by EPAC levels, benchmark data, and quarterly	\$ 75,000

		<p>grades will enroll in a cloud-based adaptive learning system that sets individualized student goals, tracks progress, adjusts learning supports, and adjusts targets accordingly as an element of our multi-tiered systems of support (MTSS) framework.</p>	
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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 transitioning out of Tier 3 math and English Language Arts intervention	Quarterly (including student progress toward reclassification goals, as well as, student growth on math and ELA diagnostics).

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/fg/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
July 2021

Department

of

Education

Coversheet

Educator Effectiveness Grant - Public Hearing/Public Comment

Section: III. Non-Action Items
Item: D. Educator Effectiveness Grant - Public Hearing/Public Comment
Purpose: Discuss
Submitted by: Micah Stilwell
Related Material: Educator Effectiveness Block Grant 2021.docx

RECOMMENDATION:

Please prepare to share recommendations and ask questions based on themes shared with the board during listening sessions and during previous board meetings.



Making Waves Academy
Educator Effectiveness Block Grant 2021
 Spending Plan for AY21-22 through AY25-26

Background

The enacted State Budget for 2021-22 appropriated \$1.5 billion in one-time funds to be disbursed to local educational agencies for purposes of enhancing the effectiveness of teachers and administrators. Funds are allocated on the basis of an equal amount per certificated FTE as reported in CALPADS for the 2021-22 fiscal year. There are a number of activities that we have already undertaken, and continue to undertake, to improve teacher and administrator effectiveness. This new funding is provided specifically to support these activities:

- ***Beginning teacher and leader support and mentoring***, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on teacher retention.
- ***Professional development*** for teachers and leaders that is aligned to the common core state standards
- ***Professional development*** for teachers and leaders to implement social-emotional learning, trauma-informed practices, and other approaches that improve pupil well-being.
- To ***promote educator quality and effectiveness***, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Conditions for approval of use of the funds:

1. The funds must be **utilized by July 1, 2026**.
2. A spending plan for the funds must be **presented at a public meeting of the governing board**
3. And, then **approved at a subsequent public meeting of the governing board**.

Funding

The estimated amount of one-time funds to be received for this purpose is **\$241,580** to be used through AY25-26.

Uses

We plan to use the funds **beginning AY22-23 through AY25-26** for:

- **Beginning Teacher Support:** Support and mentoring, including but not limited to, programs to meet Resident Teacher and Teacher Induction Program requirements.
- **Content Standards:** Professional development, coaching, and support for teachers and administrators that are aligned with the Common Core State Standards.
- **Social-Emotional Practices:** Professional development, coaching, and support for teachers and leaders to refine implementation of social-emotional learning, trauma-informed practices, and other approaches that improve pupil well-being.
- **Coaching and Training:** To promote educator quality and success, including, but not limited to, professional development for administrators on mentoring and coaching faculty and staff to support effective teaching and learning, as well as teacher retention.

Coversheet

Board Minutes: October 14, 2021 Board Meeting

Section: IV. Action Items
Item: A. Board Minutes: October 14, 2021 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for October Board Meeting on October 14, 2021

APPROVED



Making Waves Academy

Minutes

October Board Meeting

Date and Time

Thu Oct 14, 2021 at 4:00 PM

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.**

Directors Present

Alicia Klein (remote), Ana Barron (remote), Burak Gursel (remote), Esther Hugo (remote), Janis Glover (remote), Jessica Laughlin (remote), Margaret Watson (remote)

Directors Absent

Carlos-Manuel Chavarria, Layla Naranjo

Directors who arrived after the meeting opened

Ana Barron

Guests Present

Alton B. Nelson Jr. (remote), Ashley Yarbrough (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 Oct 14, 2021 at 4:05 PM.

B. Record Attendance

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

Esther Hugo made a motion to approve the Board Findings Pursuant to Government Code Section 54953(e).

Jessica Laughlin seconded the motion.

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

Roll Call

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

D. Closed Session

Closed session was pulled from the agenda.

E. Compliance to Excellence: Remarks by Board President

Board President provided remarks on the following:

- Culture and Climate Follow Up
 - Listening Campaign for MWA Staff with MWA Board
 - Senior School Director Taskforce
 - Recommendation for COVID Bonuses
- Parent Townhall
 - Thoughts on the return to school
 - COVID prevention
 - Staffing challenges faced by MWA and schools across the state
- Board Meetings (now-December)
 - Virtual Meetings
 - Public Comment Expansion

F. Public Comment

- Parent, Abadesa Rolon provided a public comment regarding parent involvement and behavior management.
- Parent provided a public comment regarding the great COVID testing and safety. She also provided some suggestions about substitute teachers.

II. Standing Reports

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

Board viewed a reflection video from students on their return to campus.

B. ASB Update

Board asked questions about the written ASB update including their success, challenges, and priorities.

Ana Barron arrived at 4:35 PM.

C. Deep Dive: 2020-2021 SBAC Results

Micah Stilwell, Senior Director of Academic Instruction and Molly Moloney, Compliance and Assessment Administrator provided an overview and facilitated a discussion about MWA's performance on the 2020-2021 SBAC.

- CEO requested that Dr. Moloney and Ms. Stilwell provide an assessment of the gap between standards taught and the standards that they were tested on for the spring Curriculum Review Advisory Committee.

D. Senior School Director Written Report

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

- An overview of the current culture at MWA post-pandemic
- Newly implemented math diagnostic, NWEA MAP and how the data will be used to inform instructional approach for math this year
 - Radhika Kolachina, Director of Academic Instructions for Math & Science
- Learning loss analysis through diagnostic testing and mitigation strategies (Aurelio Garcia, Director of Academic Support Services)

E. CEO Report

Board made comments and asked questions about the CEO report which covered:

- Key highlights to start of the year
- Mitigations and approaches to challenges
- Continued areas of focus

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

Board asked questions about the COO report, which included:

- State of the culture for employees
- Key initiatives for the current and new school year
- COVID cases

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

There were no questions about the written finance report.

H. School Site Council (SSC) Update

- First meeting of the year took place where they covered:
- LCAP plans for the years
- Upcoming elections
- Tutorial on how to access governance materials

III. Non-Action Items

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

- Parent provided public comment on SBAC results.
- Parent provided comments of on vaccination requirements and achievement data (how to utilize it and replicate it across all subgroups)
- Parent provided public comment on supervision duty, parent communications, and behavior management.

B.

Committee and Advisory Committee Updates

Board President provided a reminder that board committees look to the school for recommendations on the subject matters that the committees oversee.

C. MWA COVID-19 Prevention Program Plan

Board asked questions regarding the COVID Prevention Program Plan which was update in August 2021.

D. Student Vaccination Policy

COO, Elizabeth Martinez and CEO, Alton B. Nelson Jr. provided an overview of the approach to student vaccination policy.

IV. Action Items

A. Final Public Comment - Sections 4-8

- Parent provided public comment regarding opportunities for public comment,.
- Parent provided public comment regarding coversheets and compliance with AB361.

B. Appointment of Anabel Barron as MWA Board Secretary

Burak Gursel made a motion to approve the appointment of Anabel Barron as MWA Board Secretary.

Margaret Watson seconded the motion.

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

Roll Call

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

C. Board Minutes: September 09, 2021 Board Meeting

Janis Glover made a motion to approve the minutes from September Board Meeting on 09-09-21.

Esther Hugo seconded the motion.

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

Roll Call

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

D.

Accept Finance Advisory Committee Minutes

Burak Gursel made a motion to accept the minutes from Special Finance Advisory Committee Meeting on 09-02-21.

Jessica Laughlin seconded the motion.

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

Roll Call

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

E. COVID Bonuses for MWA Employees

Esther Hugo made a motion to approve the COVID Bonuses for MWA Employees.

Margaret Watson seconded the motion.

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

Roll Call

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

F. ESSER III Expenditure Plan

Burak Gursel made a motion to approve the ESSER III Expenditure Plan.

Margaret Watson seconded the motion.

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

Roll Call

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

G. Independent Study Policy

Jessica Laughlin made a motion to conditionally approve MWA's Independent Study Policy.

Margaret Watson seconded the motion.

Board requested an amendment to the policy that describes the conditions under which we would use the policy.

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

Roll Call

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

H. Master Calendar Update

Esther Hugo made a motion to amend the Master Calendar for 2021-2022.

Burak Gursel seconded the motion.

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

Roll Call

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

I. Vendor Invoices

Esther Hugo made a motion to approve the vendor invoices.

Janis Glover seconded the motion.

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

Roll Call

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

J. IT Infrastructure Equipment for Upper School Gym

Jessica Laughlin made a motion to approve the expense for the IT Infrastructure Equipment for the new Upper School Gym.

Ana Barron seconded the motion.

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

Roll Call

Alicia Klein	Aye
Carlos-Manuel Chavarria	Absent
Burak Gursel	Aye
Layla Naranjo	Absent

Roll Call

Margaret Watson	Aye
Jessica Laughlin	Aye
Janis Glover	Aye
Ana Barron	Aye
Esther Hugo	Aye

V. Consent Action Items

A. Vote

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

Roll Call

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

B. CircleUp Education Agreement Renewal

VI. Discussion Items

A. Appreciations by the Board of Directors

Board shared appreciations for the board members, leadership, staff, and parents who participated.

VII. 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 7:05 PM.

Respectfully Submitted,
Elizabeth Martinez

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

- December 9th, 2021, 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: B. Accept Finance Advisory Committee Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: MWA Finance Advisory Committee Meeting Minutes-11.18.2021.pdf



Finance Advisory Committee Meeting Minutes

Date and Time: November 18th, 2021, at 10:30 AM

Location: Zoom Meeting

ATTENDING:

Committee Members: Alicia Malet Klein, Lori Crawford, and Sid Landman

MWA Staff: CEO Alton B. Nelson, Jr., CFO Wallace Wei, and Director of Finance Hung Mai

Guest: Ken Blum

- **FY'21 MWA Audit Update**
 - The CFO briefed the committee on the FY'21 audit report:
 - i. MWA received a clean audit
 - ii. MWA will be classified as “low risk” auditee for the FY'22 federal single audit
 - iii. Starting from FY'23, a new accounting standard change would require MWA to recognize the assets and liabilities arising from all leases on the balance sheet

- **FY'22 1st Interim Budget**
 - The CFO highlighted the major changes from the FY'22 Original Budget to the FY'22 1st Interim Budget.
 - The committee recommended the FY'22 First Interim Budget to the MWA Board for approval.

- **FY'22 Finance Advisory Committee Meeting Dates**
 - The committee agreed with the CFO's recommendation to hold the last committee meeting in FY'22 on June 2, 2022 to review the final draft of the FY'23 original budget. The committee also recommended adding another meeting in late March or early April to review the 1st draft of the FY'23 original budget.

Coversheet

Accept Audit Advisory Committee Minutes

Section: IV. Action Items
Item: C. Accept Audit Advisory Committee Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Audit Committee Meeting on November 16, 2021

APPROVED



Making Waves Academy

Minutes

Audit Committee Meeting

Date and Time

Tue Nov 16, 2021 at 9:30 AM

Location

<https://mwacademy.zoom.us/j/81350137278?pwd=Y1I4VWZVS1hiU1YzZHhOenB4dWZ2dz09>

Passcode: 163505

Or One tap mobile :

US: +16699006833,,81350137278#,,,,*163505# or +12532158782,,81350137278#,,,,*163505#

Or Telephone:

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

US: +1 669 900 6833

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:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

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 six 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 ayarbrough@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 seis 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:

Ashley Yarbrough at ayarbrough@mwacademy.org or 510-779-1427.

Please note that all agenda times are estimates.

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

Committee Members Present

Burak Gursel (remote), Hung Mai (remote), Wallace Wei (remote)

Committee Members Absent

Alton B. Nelson Jr.

Guests Present

Lili Huang (remote), Lori Kulvan Crawford (remote), Phil Gordon (remote), Ron Cohan (remote), Victoria Sprague (remote)

I. Opening Items

A. Call the Meeting to Order

Burak Gursel called a meeting of the Audit Committee Committee of Making Waves Academy to order on Tuesday Nov 16, 2021 at 9:30 AM.

B. Record Attendance

II. Audit Committee

A. Presentation / discussion of Annual Audited Financial Statements for MWA

The auditors reviewed the Governance Communication Letter and the draft Independent Auditor's Report and MWA financial statements with the Committee. Following discussion, the Committee accepted and approved the Independent Auditor's Report and Financial Statements.

B. Executive Session with Auditor

There was no Executive Session this year.

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 10:15 AM.

Respectfully Submitted,
Wallace Wei

C. Audit Committee Documents

Coversheet

Community Advisory Council (CAC) MWA Parent Representative Board Approval

Section: IV. Action Items
Item: D. Community Advisory Council (CAC) MWA Parent Representative
Board Approval
Purpose: Vote
Submitted by: Karen Snider

BACKGROUND:

Every Charter School in the El Dorado Charter SELPA is entitled to have one CAC representative. A CAC representative must be appointed and approved by their Charter School's governing board. Community Advisory Committee is a group formed to advise the Charter SELPA about the Special Education Local Plan, annual priorities, parent education, and other special education related activities. The CAC is designed to be a dynamic collaborative partnership of educators, parents, and community members. The CAC holds three business meetings annually to address topics of interest to families of children with disabilities and gather information to advise our Special Education Local Plan.

Coversheet

First Interim Budget (2021-2022)

Section: IV. Action Items
Item: E. First Interim Budget (2021-2022)
Purpose: Vote
Submitted by: Wallace Wei
Related Material: MWA School 2021-22 1st Interim Budget-State Format.pdf
MWA Central Office 2021-22 1st Interim Budget.pdf

BACKGROUND:

First Interim financial report is routinely required by the California Department of Education (CDE) each year. Making Waves Academy (MWA) must submit the report to the Contra Costa County Office of Education by December 15, 2021. The Finance Advisory Committee has reviewed the 2021-22 first interim and recommended the Board to approve it.

RECOMMENDATION:

To review and approve 2021-22 first interim budget

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

Charter School Name: Making Waves Academy
 (continued) _____
CDS #: 07-10074-0114470 _____
Charter Approving Entity: Contra Costa County _____
County: Contra Costa _____
Charter #: 0868 _____
Fiscal Year: 2021-22 _____

To the entity that approved the charter school:
 2021-22 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

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

To the County Superintendent of Schools:
 2021-22 CHARTER SCHOOL FIRST INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

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

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

<u>For Approving Entity:</u>	<u>For Charter School:</u>
<u>Denise Porterfield</u>	<u>Hung T. Mai</u>
Name	Name
<u>Deputy Superintendent, Business & Admin</u>	<u>Director of Finance</u>
Title	Title
<u>925-942-3418</u>	<u>510-779-1401</u>
Phone	Phone
<u>dporterfield@cccocoe.k12.us</u>	<u>hmai@mwacademy.org</u>
E-mail	E-mail

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

 District Advisor Date

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	7,799,857		7,799,857	1,143,151		1,143,151	5,915,170		5,915,170
Education Protection Account State Aid - Current Year	8012	1,148,117		1,148,117	651,928		651,928	2,445,507		2,445,507
State Aid - Prior Years	8019			-			-			-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-			-
County and District Taxes (for rev. limit funded schools)	8040-8079			-			-			-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-			-
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092			-			-			-
Charter Schools Funding in lieu of Property Taxes	8096	3,156,599		3,156,599	603,668		603,668	3,156,599		3,156,599
Other Revenue Limit Transfers	8091, 8097			-			-			-
Total, Revenue Limit Sources		12,104,573		12,104,573	2,398,747		2,398,747	11,517,276		11,517,276
2. Federal Revenues										
No Child Left Behind	8290			-			-			-
Special Education - Federal	8181, 8182		136,200	136,200				133,602		133,602
Child Nutrition - Federal	8220		388,741	388,741				388,741		388,741
Other Federal Revenues	8110, 8280-8299		2,145,096	2,145,096		272,324	272,324	2,200,395		2,200,395
Total, Federal Revenues			2,670,037	2,670,037		304,489	304,489	2,722,738		2,722,738
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SB3-4)	N/A thru 14/15			-			-			-
Special Education - State	StateRevSE		681,000	681,000		206,006	206,006		722,257	722,257
All Other State Revenues	StateRevAO	225,054	2,177,066	2,402,120		397,825	397,825	236,148	2,095,982	2,332,130
Total, Other State Revenues		225,054	2,858,066	3,083,120		603,831	603,831	236,148	2,818,239	3,054,387
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	8,847,650	409,177	9,256,827	2,604,597		2,604,597	9,915,753	409,177	10,324,930
Total, Local Revenues		8,847,650	409,177	9,256,827	2,604,597		2,604,597	9,915,753	409,177	10,324,930
5. TOTAL REVENUES		21,177,277	5,937,280	27,114,557	5,003,344	908,320	5,911,664	21,669,177	5,950,154	27,619,331
B EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	3,896,662	1,538,333	5,434,995	704,908	590,283	1,295,191	4,240,625	1,579,590	5,820,215
Certificated Pupil Support Salaries	1200	730,784	0	730,784	234,676		234,676	721,652		721,652
Certificated Supervisors' and Administrators' Salaries	1300	1,313,051	0	1,313,051	425,923		425,923	1,396,082		1,396,082
Other Certificated Salaries	1900	128,517	225,315	353,832	110,809		110,809	153,515	236,719	390,234
Total, Certificated Salaries		6,069,014	1,763,648	7,832,662	1,476,316	590,283	2,066,599	6,511,874	1,816,309	8,328,183
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	772,961	191,783	964,744	159,960		159,960	551,053	197,908	748,961
Non-certificated Support Salaries	2200	652,921	0	652,921	201,413		201,413	707,865		707,865
Non-certificated Supervisors' and Administrators' Sal.	2300	742,955	0	742,955	246,701		246,701	680,962		680,962
Clerical and Office Salaries	2400	934,525	0	934,525	143,789		143,789	746,173		746,173
Other Non-certificated Salaries	2900	139,293	0	139,293	43,661		43,661	153,424		153,424
Total, Non-certificated Salaries		3,242,655	191,783	3,434,438	795,524		795,524	2,839,477	197,908	3,037,385
3. Employee Benefits										
STRS	3101-3102	1,407,373	-	1,407,373	314,490		314,490	1,485,054		1,485,054
PERS	3201-3202	0	-	-			-			-
OASDI / Medicare / Alternative	3301-3302	436,689	-	436,689	102,429		102,429	411,937		411,937
Health and Welfare Benefits	3401-3402	1,880,525	-	1,880,525	466,502		466,502	1,824,297		1,824,297
Unemployment Insurance	3501-3502	65,805	-	65,805	15,613		15,613	15,613		15,613
Workers' Compensation Insurance	3601-3602	171,094	-	171,094	45,458		45,458	170,951		170,951
OPEB, Allocated	3701-3702	0	-	-			-			-
OPEB, Active Employees	3751-3752	0	-	-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802	0	-	-			-			-
Other Employee Benefits	3901-3902	2,057,069	-	2,057,069	435,815		435,815	1,972,406		1,972,406
Total, Employee Benefits		6,018,555	-	6,018,555	1,380,307		1,380,307	5,880,258		5,880,258
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	169,000	0	169,000	97,575		97,575	161,000		161,000
Books and Other Reference Materials	4200	3,000	0	3,000			-	3,000		3,000
Materials and Supplies	4300	378,188	21,687	399,875	89,800		89,800	384,839	23,036	407,875
Noncapitalized Equipment	4400	10,465	220,000	230,465	41,361		41,361	110,465	120,000	230,465
Food and Others	4700	87,240	414,612	501,852	83,967	34,524	118,491	87,240	414,612	501,852
Total, Books and Supplies		647,893	656,299	1,304,192	312,703	34,524	347,227	746,544	557,648	1,304,192
5. Services and Other Operating Expenditures										
Subagreements for Services	5100	-	-	-			-			-
Travel and Conferences	5200	86,853	41,472	128,325	6,308		6,308	104,080	46,245	150,325
Dues and Memberships	5300	16,000	0	16,000	5,776		5,776	15,000		15,000
Insurance	5400	193,006	0	193,006	81,159		81,159	205,949		205,949
Operations and Housekeeping Services	5500	1,133,500	0	1,133,500	290,171		290,171	986,600		986,600
Rentals, Leases, Repairs, and Noncap. Improvements	5600	153,250	1,916,729	2,069,979	470,167	181,085	651,252	222,938	1,866,040	2,088,978
Professional/Consulting Services and Operating Expend.	5800	3,339,951	1,367,349	4,707,300	1,364,364	102,428	1,466,792	3,877,857	1,466,004	5,343,861
Communications	5900	201,600	0	201,600	61,014		61,014	203,600		203,600
Total, Services and Other Operating Expenditures		5,124,160	3,325,550	8,449,710	2,278,959	283,513	2,562,472	5,616,024	3,378,289	8,994,313

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

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

Description	Object Code	Adopted Budget - July 1			Actuals thru 10/31			1st Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified acc										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	25,000		25,000	6,067		6,067	25,000		25,000
Total, Capital Outlay		25,000	-	25,000	6,067	-	6,067	25,000	-	25,000
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		21,127,277	5,937,280	27,064,557	6,249,876	908,320	7,158,196	21,619,177	5,950,154	27,569,331
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	-	50,000	(1,246,532)	-	(1,246,532)	50,000	-	50,000
D OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	-	50,000	(1,246,532)	-	(1,246,532)	50,000	-	50,000
F FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a As of July 1	9791	5,683,834		5,683,834	5,683,834	-	5,683,834	5,683,834	-	5,683,834
b Adjustments to Beginning Balance	9793, 9795			-			-			-
c Adjusted Beginning Balance		5,683,834	-	5,683,834	5,683,834	-	5,683,834	5,683,834	-	5,683,834
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,733,834	-	5,733,834	4,437,302	-	4,437,302	5,733,834	-	5,733,834
Components of Ending Fund Balance :										
a Nonspendable				-			-			-
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b Restricted	9740			-			-			-
c Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d Assigned										
Other Assignments	9780			-			-			-
e Unassigned/Unappropriated										
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790	5,733,834	-	5,733,834	4,437,302	-	4,437,302	5,733,834	-	5,733,834

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

Charter School Name: Making Waves Academy
 (continued)
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2021-22

Description	Object Code	1st Interim vs. Adopted				
		7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	7,799,857	1,143,151	5,915,170	(1,884,687)	-24.16%
Education Protection Account State Aid - Current Year	8012	1,148,117	651,928	2,445,507	1,297,390	113.00%
State Aid - Prior Years	8019	-	-	-	-	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	-	-	-	-	
Charter Schools Funding in Lieu of Property Taxes	8096	3,156,599	603,668	3,156,599	-	0.00%
Other Revenue Limit Transfers	8091, 8097	-	-	-	-	
Total, Revenue Limit Sources		12,104,573	2,398,747	11,517,276	(587,297)	-4.85%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	-	-	-	-	
Special Education - Federal	8181, 8182	136,200	-	133,602	(2,598)	-1.91%
Child Nutrition - Federal	8220	388,741	32,165	388,741	-	0.00%
Other Federal Revenues (Include ARRA)	8110, 8260-8299	2,145,096	272,324	2,200,395	55,299	2.58%
Total, Federal Revenues		2,670,037	304,489	2,722,738	52,701	1.97%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	
Special Education - State	StateRevSE	681,000	206,006	722,257	41,257	6.06%
All Other State Revenues	StateRevAO	2,402,120	397,825	2,332,130	(69,990)	-2.91%
Total, Other State Revenues		3,083,120	603,831	3,054,387	(28,733)	-0.93%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	9,256,827	2,604,597	10,324,930	1,068,103	11.54%
Total, Local Revenues		9,256,827	2,604,597	10,324,930	1,068,103	11.54%
5. TOTAL REVENUES		27,114,557	5,911,664	27,619,331	504,774	1.86%
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	5,434,995	1,295,191	5,820,215	385,220	7.09%
Certificated Pupil Support Salaries	1200	730,784	234,676	721,652	(9,132)	-1.25%
Certificated Supervisors' and Administrators' Salaries	1300	1,313,051	425,923	1,396,082	83,031	6.32%
Other Certificated Salaries	1900	353,832	110,809	390,234	36,402	10.29%
Total, Certificated Salaries		7,832,662	2,066,599	8,328,183	495,521	6.33%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	964,744	159,960	748,961	(215,783)	-22.37%
Non-certificated Support Salaries	2200	652,921	201,413	707,865	54,944	8.42%
Non-certificated Supervisors' and Administrators' Sal.	2300	742,955	246,701	680,962	(61,993)	-8.34%
Clerical and Office Salaries	2400	934,525	143,789	746,173	(188,352)	-20.15%
Other Non-certificated Salaries	2900	139,293	43,661	153,424	14,131	10.14%
Total, Non-certificated Salaries		3,434,438	795,524	3,037,385	(397,053)	-11.56%
3. Employee Benefits						
STRS	3101-3102	1,407,373	314,490	1,485,054	77,681	5.52%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	436,689	102,429	411,937	(24,752)	-5.67%
Health and Welfare Benefits	3401-3402	1,880,525	466,502	1,824,297	(56,228)	-2.99%
Unemployment Insurance	3501-3502	65,805	15,613	15,613	(50,192)	-76.27%
Workers' Compensation Insurance	3601-3602	171,094	45,458	170,951	(143)	-0.08%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	
Other Employee Benefits	3901-3902	2,057,069	435,815	1,972,406	(84,663)	-4.12%
Total, Employee Benefits		6,018,555	1,380,307	5,880,258	(138,297)	-2.30%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	169,000	97,575	161,000	(8,000)	-4.73%
Books and Other Reference Materials	4200	3,000	-	3,000	-	0.00%
Materials and Supplies	4300	399,875	89,800	407,875	8,000	2.00%
Noncapitalized Equipment	4400	230,465	41,361	230,465	-	0.00%
Food and Others	4700	501,852	118,491	501,852	-	0.00%
Total, Books and Supplies		1,304,192	347,227	1,304,192	-	0.00%
5. Services and Other Operating Expenditures						

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

Charter School Name: Making Waves Academy
 (continued) _____
 CDS #: 07-10074-0114470 _____
 Charter Approving Entity: Contra Costa County _____
 County: Contra Costa _____
 Charter #: 0868 _____
 Fiscal Year: 2021-22 _____

Description	Object Code	7/1 Adopted Budget (X)	Actuals thru 10/31 (Y)	1st Interim Budget (Z)	1st Interim vs. Adopted	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
Subagreements for Services	5100	-	-	-	-	-
Travel and Conferences	5200	128,325	6,308	150,325	22,000	17.14%
Dues and Memberships	5300	16,000	5,776	15,000	(1,000)	-6.25%
Insurance	5400	193,006	81,159	205,949	12,943	6.71%
Operations and Housekeeping Services	5500	1,133,500	290,171	986,600	(146,900)	-12.96%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	2,069,979	651,252	2,088,978	18,999	0.92%
Professional/Consulting Services and Operating Expend.	5800	4,707,300	1,466,792	5,343,861	636,561	13.52%
Communications	5900	201,600	61,014	203,600	2,000	0.99%
Total, Services and Other Operating Expenditures		8,449,710	2,562,472	8,994,313	544,603	6.45%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis of accounting)						
Land and Land Improvements	6100-6170	-	-	-	-	-
Buildings and Improvements of Buildings	6200	-	-	-	-	-
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	-
Equipment	6400	-	-	-	-	-
Equipment Replacement	6500	-	-	-	-	-
Depreciation Expense (for accrual basis only)	6900	25,000	6,067	25,000	-	0.00%
Total, Capital Outlay		25,000	6,067	25,000	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	-
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	-
All Other Transfers	7281-7299	-	-	-	-	-
Debt Service:						
Interest	7438	-	-	-	-	-
Principal (for modified accrual basis only)	7439	-	-	-	-	-
Total, Other Outgo		-	-	-	-	-
8. TOTAL EXPENDITURES		27,064,557	7,158,196	27,569,331	504,774	1.87%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	(1,246,532)	50,000	-	0.00%
D OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	-
2. Less: Other Uses	7630-7699	-	-	-	-	-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	(1,246,532)	50,000	-	0.00%
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	5,683,834	5,683,834	5,683,834	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	-
c. Adjusted Beginning Balance		5,683,834	5,683,834	5,683,834		
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,733,834	4,437,302	5,733,834		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	-
Stores (equals object 9320)	9712	-	-	-	-	-
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	-
All Others	9719	-	-	-	-	-
b. Restricted	9740	-	-	-	-	-
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	-
Other Commitments	9760	-	-	-	-	-
d. Assigned						
Other Assignments	9780	-	-	-	-	-
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	-
Unassigned/Unappropriated Amount	9790	5,733,834	4,437,302	5,733,834	-	0.00%

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

Charter School Name: Making Waves Academy
 (continued) _____
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2021-22

This charter school uses the following basis of accounting:

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

Description	Object Code	FY2021-22			Totals for FY2022-23	Totals for FY2023-24
		Unrestricted	Restricted	Total		
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	5,915,170	0	5,915,170	8,548,012	8,804,452
Education Protection Account State Aid - Current Year	8012	2,445,507	0	2,445,507	1,198,041	1,233,982
State Aid - Prior Years	8019	0	0	0	0	0
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0	0	0		
County and District Taxes (for rev. limit funded schools)	8040-8079	0	0	0		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0	0	0		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0	0	0		
Charter Schools Funding in lieu of Property Taxes	8096	3,156,599	0	3,156,599	3,293,858	3,392,674
Other Revenue Limit Transfers	8091, 8097	0	0	0		
Total, Revenue Limit Sources		11,517,276	0	11,517,276	13,039,911	13,431,108
2. Federal Revenues						
No Child Left Behind	8290	0	0	0		
Special Education - Federal	8181, 8182	0	133,602	133,602	140,286	144,495
Child Nutrition - Federal	8220	0	388,741	388,741	400,403	412,415
Other Federal Revenues	8110, 8260-8299	0	2,200,395	2,200,395	1,153,736	1,166,349
Total, Federal Revenues		0	2,722,738	2,722,738	1,694,425	1,723,259
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0	722,257	722,257	701,430	722,473
All Other State Revenues	StateRevAO	236,148	2,095,982	2,332,130	1,682,538	1,733,013
Total, Other State Revenues		236,148	2,818,239	3,054,387	2,383,968	2,455,486
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	9,915,753	409,177	10,324,930	10,808,190	11,152,936
Total, Local Revenues		9,915,753	409,177	10,324,930	10,808,190	11,152,936
5. TOTAL REVENUES		21,669,177	5,950,154	27,619,331	27,926,494	28,762,789
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	4,240,625	1,579,590	5,820,215	5,598,044	5,765,985
Certificated Pupil Support Salaries	1200	721,652	0	721,652	752,708	775,289
Certificated Supervisors' and Administrators' Salaries	1300	1,396,082	0	1,396,082	1,352,443	1,393,016
Other Certificated Salaries	1900	153,515	236,719	390,234	364,447	375,380
Total, Certificated Salaries		6,511,874	1,816,309	8,328,183	8,067,642	8,309,670
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	551,053	197,908	748,961	993,686	1,023,497
Non-certificated Support Salaries	2200	707,865	0	707,865	672,509	692,684
Non-certificated Supervisors' and Administrators' Sal.	2300	680,962	0	680,962	765,244	788,201
Clerical and Office Salaries	2400	746,173	0	746,173	962,561	991,438
Other Non-certificated Salaries	2900	153,424	0	153,424	143,472	147,776
Total, Non-certificated Salaries		2,839,477	197,908	3,037,385	3,537,472	3,643,596

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

Charter School Name: Making Waves Academy
 (continued)
 CDS #: 07-10074-0114470
 Charter Approving Entity: Contra Costa County
 County: Contra Costa
 Charter #: 0868
 Fiscal Year: 2021-22

Description	Object Code	FY2021-22			Totals for FY2022-23	Totals for FY2023-24
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	1,485,054	0	1,485,054	1,449,594	1,493,082
PERS	3201-3202	0	0	0		0
OASDI / Medicare / Alternative	3301-3302	411,937	0	411,937	449,789	463,283
Health and Welfare Benefits	3401-3402	1,824,297	0	1,824,297	1,936,941	1,995,049
Unemployment Insurance	3501-3502	15,613	0	15,613	67,780	69,813
Workers' Compensation Insurance	3601-3602	170,951	0	170,951	176,225	181,514
OPEB, Allocated	3701-3702	0	0	0		
OPEB, Active Employees	3751-3752	0	0	0		
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
Other Employee Benefits	3901-3902	1,972,406	0	1,972,406	2,118,781	2,182,344
Total, Employee Benefits		5,880,258	0	5,880,258	6,199,110	6,385,085
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	161,000	0	161,000	174,070	179,292
Books and Other Reference Materials	4200	3,000	0	3,000	3,090	3,183
Materials and Supplies	4300	384,839	23,036	407,875	411,871	424,227
Noncapitalized Equipment	4400	110,465	120,000	230,465	237,379	244,500
Food and Others	4700	87,240	414,612	501,852	516,908	532,415
Total, Books and Supplies		746,544	557,648	1,304,192	1,343,318	1,383,617
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	0	0	0	0
Travel and Conferences	5200	104,080	46,245	150,325	132,175	136,140
Dues and Memberships	5300	15,000	0	15,000	16,480	16,974
Insurance	5400	205,949	0	205,949	198,796	204,760
Operations and Housekeeping Services	5500	986,600	0	986,600	1,167,505	1,202,530
Rentals, Leases, Repairs, and Noncap. Improvements	5600	222,938	1,866,040	2,088,978	2,132,078	2,196,041
Professional/Consulting Services and Operating Expend.	5800	3,877,857	1,466,004	5,343,861	4,848,520	4,993,976
Communications	5900	203,600	0	203,600	207,648	213,877
Total, Services and Other Operating Expenditures		5,616,024	3,378,289	8,994,313	8,703,202	8,964,298
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis only)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	0	0	0		
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	25,000	0	25,000	25,750	26,523
Total, Capital Outlay		25,000	0	25,000	25,750	26,523
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		21,619,177	5,950,154	27,569,331	27,876,494	28,712,789
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	0	50,000	50,000	50,000

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

Charter School Name: Making Waves Academy
 (continued) _____
 CDS #: 07-10074-0114470 _____
 Charter Approving Entity: Contra Costa County _____
 County: Contra Costa _____
 Charter #: 0868 _____
 Fiscal Year: 2021-22 _____

Description	Object Code	FY2021-22			Totals for FY2022-23	Totals for FY2023-24
		Unrestricted	Restricted	Total		
D OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	0	50,000	50,000	50,000
F. FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	5,683,834	0	5,683,834	5,733,834	5,783,834
b. Adjustments to Beginning Balance	9793, 9795	0	0	0		
c. Adjusted Beginning Balance		5,683,834	0	5,683,834	5,733,834	5,783,834
2. Ending Fund Balance, June 30 (E + F.1.c.)		5,733,834	0	5,733,834	5,783,834	5,833,834
Components of Ending Fund Balance:						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c. Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	5,733,834	0	5,733,834	5,783,834	5,833,834

**Making Waves Academy
Budget FY2022**

**MWA Central Office
1st Interim Budget**

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	A	B	C	H	K	L	M
	Account #	Account Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
2							
3		Income					
27	8981	John Regina Scully (JRS)	2,359,069	2,488,900	129,831	6%	
31	INCO.INC	Central Office (Revenue from Shared Services Allocation)	1,210,457	1,210,457	-	0%	
32		Total Income	3,569,526	3,699,357	129,831	4%	
33							
37							
38		Expenses					
43	1409	Certificated Special Temporary COLA Bonus	168,000	176,000	8,000	5%	
47	2300	Classified Supervisor & Administrator Salaries	1,687,144	1,781,659	94,515	6%	Salary adjustments since the original budget adoption
48	2400	Classified Clerical and Office Salaries	136,438	188,322	51,884	38%	Reallocated Outreach and Marketing Coordinator from school to Central Office
50		Total Salaries	1,991,582	2,145,981	154,399	8%	
51	3101	Certificated STRS	59,889	62,286	2,397	4%	
52	3301	Certificated Social Security/Medicare	121,642	131,108	9,467	8%	
53	3401	Certificated Health & Welfare Benefits	249,457	247,435	(2,021)	-1%	Health insurance projection adjustment based on the new premium for 2022
54	3501	Certificated Unemployment Insurance	9,958	5,606	(4,351)	-44%	
55	3601	Certificated Workers Comp Insurance	25,891	27,898	2,007	8%	
56	3701	Certificated Retirement Match	62,740	68,690	5,950	9%	
57	3999	Accrued Paid Time Off	98,948	98,948	-	0%	
58		Total Benefits	628,524	641,972	13,448	2%	
59		Total Salaries & Benefits	2,620,106	2,787,953	167,847	6%	
60							

**Making Waves Academy
Budget FY2022**

**MWA Central Office
1st Interim Budget**

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	A	B	C	H	K	L	M
2	Account #	Account Title	FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	Notes
62	4200	Books and Other Reference Materials	2,500	2,050	(450)	-18%	
65	4330	Office Supplies	10,150	9,400	(750)	-7%	
66	4390	Other Food	2,500	2,500	-	0%	
67	4410	Furniture, Equipment & Supplies (non-capitalized)	1,500	1,500	-	0%	
68	4420	Computers and IT Supplies (non-capitalized)	20,450	20,450	-	0%	
71	4990	Contingency	75,000	60,000	(15,000)	-20%	
72		Total Supplies	112,100	95,900	(16,200)	-14%	
73	5210	Conference Fees	33,500	27,500	(6,000)	-18%	
74	5215	Travel - Mileage, Parking, Tolls	6,900	4,150	(2,750)	-40%	
75	5220	Travel - Airfare & Lodging	13,500	12,500	(1,000)	-7%	
76	5225	Travel - Meals & Entertainment	5,450	4,700	(750)	-14%	
77	5305	Professional Dues & Memberships	23,500	18,000	(5,500)	-23%	
83	5605	Equipment Leases and Rentals	6,200	6,200	-	0%	
89	5803	Accounting Fees	30,000	30,000	-	0%	
90	5804	Legal Fees	70,000	70,000	-	0%	
93	5810	Contracted Services	268,000	270,650	2,650	1%	
95	5810.002	Student Information & Assessment	61,500	63,247	1,747	3%	
97	5810.004	Intervention & Consultation	20,000	20,000	-	0%	
98	5810.005	Psychological Services	5,000	5,000	-	0%	
101	5810.008	Information Technology	101,770	99,308	(2,463)	-2%	
105	5820	Recruiting - Students	10,000	-	(10,000)	-100%	Reduced due to eliminating the Growth & Expansion Department
106	5821	Printing and Reproduction	1,500	2,500	1,000	67%	
108	5850	Staff Recruitment	102,000	102,250	250	0%	
109	5851	Continuing Education Support	30,000	25,000	(5,000)	-17%	
110	5853	Payroll Processing Fees	38,000	43,000	5,000	13%	
113	5905	Company Cell Phones	7,500	7,500	-	0%	
115	5915	Postage and Delivery	2,000	3,000	1,000	50%	
117	5992	Bank fees	1,000	1,000	-	0%	
120		Total Contract Services	837,320	815,504	(21,816)	-3%	
121							

Making Waves Academy
Budget FY2022

MWA Central Office
1st Interim Budget

Printed on: 11/30/2021
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	A	B	C	H	K	L	M
			FY2022 Original Budget (A)	FY2022 1st Interim Budget (C)	Variance FY22 Original vs. FY21 Original (C-A)	% Variance (C) vs. (A)	
2	Account #	Account Title					Notes
122		Total Salaries & Benefits	2,620,106	2,787,953	167,847	6%	
123		Total Supplies	112,100	95,900	(16,200)	-14%	
124		Total Contract Services	837,320	815,504	(21,816)	-3%	
125		Total Expenses	3,569,526	3,699,357	129,831	4%	
126							
127		Net Income	0	0			

Coversheet

2020-21 Audit Report

Section: IV. Action Items
Item: F. 2020-21 Audit Report
Purpose: Vote
Submitted by: Wallace Wei
Related Material: Governance Draft v10-12.pdf
FS Draft v11-03 10 am.pdf

BACKGROUND:

The 2020-21 audit was completed on time without findings or adjustments. We received a clean audit report and there are no issues in the management letter.

RECOMMENDATION:

Review and approve the 2020-21 Audit Report.

Board of Directors
Making Waves Academy
Richmond, California

We have audited the financial statements of Making Waves Academy as of and for the year ended June 30, 2021, and have issued our report thereon dated REPORT DATE. We have previously communicated to you information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards*, and Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and *Government Auditing Standards, and the 2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Appeals Panel*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Significant audit findings

Qualitative aspects of accounting practices

Accounting policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Making Waves Academy are described in Note 1 to the financial statements.

No new accounting policies were adopted and the application of existing policies was not changed during the year ended June 30, 2021.

We noted no transactions entered into by the entity during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no accounting estimates affecting the financial statements which were particularly sensitive or required substantial judgments by management.

Financial statement disclosures

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no particularly sensitive financial statement disclosures.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties encountered in performing the audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management did not identify and we did not notify them of any uncorrected financial statement misstatements.

Corrected misstatements

Management did not identify and we did not notify them of any financial statement misstatements detected as a result of audit procedures.

Disagreements with management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. No such disagreements arose during our audit.

Management representations

We have requested certain representations from management that are included in the management representation letter dated REPORT DATE.

Management consultations with other independent accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the entity's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Significant issues discussed with management prior to engagement

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to engagement as the entity's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our engagement.

Other information in documents containing audited financial statements

With respect to the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the SEFA to determine that the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period or the reasons for such changes, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

Board of Directors
Making Waves Academy
Page 3

With respect to the Local Education Agency Organization Structure, Schedule of Instructional Time, Schedule of Average Daily Attendance, and Reconciliation of Annual Financial Report with Audited Financial Statements (collectively, the supplementary information) accompanying the financial statements, on which we were engaged to report in relation to the financial statements as a whole, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period or the reasons for such changes, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves. We have issued our report thereon dated REPORT DATE.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document.

* * *

Recent accounting standards

Our promise is to get to know you and help you. For your consideration, we provided recent accounting standards applicable to your entity.

Leases –

- Effective for fiscal years beginning after December 15, 2018 for public entities and December 15, 2021 for nonpublic entities. For your entity – June 30, 2023's financial statements.
- Requires lessees to recognize the assets and liabilities arising from all leases on the statement of financial position.
- A lessee should recognize the liability to make lease payments (the lease liability) and a right-of-use asset representing its right to use the underlying asset for the lease term.
- Continued differentiation between finance and operating leases.

* * *

This communication is intended solely for the information and use of the board of directors and management of Making Waves Academy and is not intended to be, and should not be, used by anyone other than these specified parties.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**MAKING WAVES ACADEMY
CHARTER SCHOOL NUMBER: 0868**

**FINANCIAL STATEMENTS AND
SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2021

Draft - For Discussion Only

**MAKING WAVES ACADEMY
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INDEPENDENT AUDITORS' REPORT

Board of Directors
Making Waves Academy
Richmond, California

Report on the Financial Statements

We have audited the accompanying financial statements of Making Waves Academy (the School), a California nonprofit public benefit corporation, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, cash flows, and functional expenses for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Board of Directors
Making Waves Academy

Opinion

In our opinion, the financial statements referred to on page 1 present fairly, in all material respects, the financial position of the School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the School's financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*. The accompanying supplementary schedules as identified in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued a report dated REPORT DATE on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness on the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

**MAKING WAVES ACADEMY
STATEMENT OF FINANCIAL POSITION
JUNE 30, 2021**

ASSETS

CURRENT ASSETS

Cash and Cash Equivalents	\$ 2,876,150
Accounts Receivable - Federal and State	4,356,802
Prepaid Expenses and Other Assets	352,959
Total Current Assets	7,585,911

LONG-TERM ASSETS

Property, Plant, and Equipment, Net	305,896
Total Long-Term Assets	305,896

Total Assets	\$ 7,891,807
--------------	--------------

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES

Accounts Payable and Accrued Liabilities	\$ 1,644,814
Deferred Revenue	563,157
Total Current Liabilities	2,207,971

NET ASSETS

Without Donor Restrictions	5,683,836
Total Net Assets	5,683,836

Total Liabilities and Net Assets	\$ 7,891,807
----------------------------------	--------------

Draft - For Discussion Only

See accompanying Notes to Financial Statements.

**MAKING WAVES ACADEMY
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2021**

	Total
REVENUES, WITHOUT DONOR RESTRICTIONS	
State Revenue:	
Principal Apportionment	\$ 7,884,439
Other State Revenue	2,567,678
Federal Revenue:	
Grants and Entitlements	1,975,925
Local Revenue:	
In-Lieu Property Tax Revenue	3,097,877
Contributions	10,623,001
In-Kind Contributions	24,000
Total Revenues	26,172,920
EXPENSES	
Program Services	20,708,221
Management and General	2,043,279
Total Expenses	22,751,500
CHANGE IN NET ASSETS	3,421,420
Net Assets Without Donor Restrictions, Beginning of Year	2,262,416
NET ASSETS WITHOUT DONOR RESTRICTIONS, END OF YEAR	\$ 5,683,836

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See accompanying Notes to Financial Statements.

**MAKING WAVES ACADEMY
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2021**

CASH FLOWS FROM OPERATING ACTIVITIES

Change in Net Assets	\$ 3,421,420
Adjustments to Reconcile Change in Net Assets to Net Cash	
Provided by Operating Activities:	
Depreciation	18,200
Change in Operating Assets:	
Accounts Receivable - Federal and State	(2,046,084)
Accounts Receivable - Other	62,177
Prepaid Expenses and Other Assets	(63,147)
Change in Operating Liabilities:	
Accounts Payable and Accrued Liabilities	282,565
Deferred Revenue	563,157
Net Cash Provided by Operating Activities	2,238,288

CASH FLOWS FROM FINANCING ACTIVITIES

Repayments of Debt	(2,474,435)
Net Cash Used by Financing Activities	(2,474,435)

NET CHANGE IN CASH AND CASH EQUIVALENTS

(236,147)

Cash and Cash Equivalents - Beginning of Year

3,112,297

CASH AND CASH EQUIVALENTS - END OF YEAR

\$ 2,876,150

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See accompanying Notes to Financial Statements.

**MAKING WAVES ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2021**

	<u>Program Services</u>	<u>Management and General</u>	<u>Total Expenses</u>
Salaries and Wages	\$ 10,826,555	\$ 1,238,023	\$ 12,064,578
Pension and Retirement Plan	1,423,046	83,782	1,506,828
Other Employee Benefits	1,716,507	185,761	1,902,268
Payroll Taxes	366,246	62,619	428,865
Oversight Fees	105,938	-	105,938
Legal Expenses	85,051	9,450	94,501
Accounting Expenses	26,130	2,903	29,033
Other Fees for Services	1,988,048	145,520	2,133,568
Office Expenses	766,370	77,750	844,120
Information Technology Expenses	661,638	73,515	735,153
Occupancy Expenses	2,020,053	128,619	2,148,672
Advertising and Promotion	-	10,356	10,356
Travel Expenses	159	18	177
Conference and Meeting Expenses	49,791	5,532	55,323
Depreciation Expense	18,200	-	18,200
Insurance Expense	159,754	17,751	177,505
Instructional Materials	314,482	-	314,482
Student Transportation	13,861	-	13,861
Other Expenses	166,392	1,680	168,072
Total	<u>\$ 20,708,221</u>	<u>\$ 2,043,279</u>	<u>\$ 22,751,500</u>

Draft - For Discussion Only

See accompanying Notes to Financial Statements.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Activities

Making Waves Academy (the School) is a nonprofit public benefit corporation. The School was approved by the Contra Costa County Board of Education for a five-year charter and was approved as a public charter school by the State of California Department of Education on May 9, 2007 (charter #868). On February 15, 2017, the Contra Costa County Board of Education renewed the School's charter through June 30, 2022. In July 2021, Governor Gavin Newsom signed into law a requirement to extend most charter school petition terms by two years. The extensions apply to all charters that would otherwise expire on or between January 1, 2022 and June 30, 2025. Therefore, the School's charter term is extended to June 30, 2024.

The School started in August 2007, and currently serves approximately 1,086 students in grades 5 through 12.

The charter may be revoked by the Contra Costa County Board of Education for material violations of the charter, failure to meet pupil outcomes identified in the charter, failure to meet generally accepted standards of fiscal management, or violation of any provision of the law.

Mission

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

Basis of Accounting

The financial statements have been prepared on the accrual method of accounting and accordingly reflect all significant receivables and liabilities.

Basis of Presentation

The accompanying financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the Financial Accounting Standards Board.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and disclosures. Accordingly, actual results could differ from those estimates.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Functional Allocation of Expenses

Costs of providing the School's programs and other activities have been presented in the statement of functional expenses. During the year, such costs are accumulated into separate groupings as either direct or indirect. Indirect or shared costs are allocated among program and support services by a method that best measures the relative degree of benefit. The expenses that are allocated include salaries and wages, pension expense, other employee benefits, payroll taxes, other fees for services, office expenses, printing and postage, information technology, and other expenses, which are allocated on the basis of estimates of time and effort.

Cash and Cash Equivalents

The School defines its cash and cash equivalents to include only cash on hand, demand deposits, and liquid investments with original maturities of three months or less.

Net Asset Classes

Net assets, revenues, gains, and losses are classified based on the existence or absence of donor or grantor imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions – Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions.

Net Assets With Donor Restrictions – Net assets subject to donor- (or certain grantor-) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Gifts of long-lived assets and gifts of cash restricted for the acquisition of long-lived assets are recognized as restricted revenue when received and released from restrictions when the assets are placed in service. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. There were no net assets with donor restrictions at June 30, 2021.

Accounts Receivable

Accounts receivable – other represents amounts due from private persons, firms, or corporations based on contractual agreements or amounts billed but not received as of June 30, 2021. Accounts receivable – federal and state represents amounts due from federal and state governments as of June 30, 2021. Management believes that all receivables are fully collectible; therefore, no provisions for uncollectible accounts were recorded.

Property, Plant, and Equipment

Property, plant, and equipment are stated at cost, if purchased, or at estimated fair value, if donated. Depreciation is provided on a straight-line basis over the estimated useful life of the asset. Useful lives range between 5 years for equipment to 39 years for certain leasehold improvements. The School capitalizes all expenditures for land, buildings, and equipment in excess of \$25,000.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Contributed Assets and Services

Contributions of donated noncash assets are recorded at fair value in the period received. Contributions of donated services that create or enhance nonfinancial assets or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received. Total contributed assets and services was \$24,000 for a golf cart and psychologist services rendered during the year ended June 30, 2021.

Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as a liability of the School. The current portion of the liability, if material, is recognized at year-end. The entire compensated absences liability is reported on the statement of financial position. Employees of the School are paid for days or hours worked based upon board-approved schedules which include vacation. Sick leave is accumulated without limit for each employee at the equivalent rate of two-thirds of a day for each full month of service. Sick leave with pay is provided when employees are absent for health reasons.

Revenue Recognition

Amounts received from the California Department of Education are conditional and recognized as revenue by the School based on the average daily attendance (ADA) of students. Revenue that is restricted is recorded as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the revenue is recognized. All other restricted revenues are reported as increases in net assets with donor restrictions. Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. As of June 30, 2021, all amounts have been expended and recognized as revenue.

Contributions

All contributions are considered to be available for use unless specifically restricted by the donor. Amounts received that are restricted to specific use or future periods are reported as contributions with donor restrictions. Restricted contributions that are received and released in the same period are reported as promises to give without donor restrictions. Unconditional promises to give expected to be received in one year or less are recorded at net realizable value. Unconditional promises to give expected to be received in more than one year are recorded at fair value at the date of the promise. Conditional promises to give are not recognized until they become unconditional, that is, when the conditions on which they depend are substantially met.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Conditional Grants

Grants and contracts that are conditioned upon the performance of certain requirements or the incurrence of allowable qualifying expenses (barriers) are recognized as revenues in the period in which the conditions are met. Amounts received are recognized as revenue when the School has incurred expenditures in compliance with specific contract or grant provisions. Amounts received prior to incurring qualifying expenditures are reported as deferred revenues in the statement of financial position. As of June 30, 2021, the School has conditional grants from government agencies of \$3,521,884 that have not been recognized as revenue in the statement of activities because conditions have not been met. As of June 30, 2021, the School has received conditional grants of \$563,157 that are recognized as deferred revenue in the statement of financial position because conditions have not yet been met.

Property Taxes

Secured property taxes attach as an enforceable lien on property as of January 1. Taxes are levied on September 1 and are payable in two installments on or before November 1 and February 1. Unsecured property taxes are not a lien against real property and are payable in one installment on or before August 31. The County bills and collects property taxes for all taxing agencies within the County and distributes these collections to the various agencies. The sponsor agency of the School is required by law to provide in lieu property tax payments on a monthly basis, from August through July. The amount paid per month is based upon an allocation per student, with a specific percentage to be paid each month.

Income Taxes

The School is a nonprofit entity exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701d. Accordingly, no provision has been made for income taxes. Management has determined that all income tax positions are more likely than not of being sustained upon potential audit or examination; therefore, no disclosures of uncertain income tax positions are required. The School is subject to income tax on net income that is derived from business activities that are unrelated to the exempt purposes. The School files an exempt School return and applicable unrelated business income tax return in the U.S. federal jurisdiction and with the California Franchise Tax Board.

Evaluation of Subsequent Events

The School has evaluated subsequent events through REPORT DATE, the date these financial statements were available to be issued.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 2 LIQUIDITY AND AVAILABILITY

Financial assets available for general expenditure are those without donor or other restrictions limiting their use within one year of the statement of financial position date. Financial assets available for general expenditures comprise cash and cash equivalents and accounts receivable for the total amount of \$7,232,952.

As part of its liquidity management plan, the School monitors liquidity required and cash flows to meet operating needs on a monthly basis. The School structures its financial assets to be available as general expenditures, liabilities and other obligations come due.

NOTE 3 CONCENTRATION OF CREDIT RISK

The School maintains cash balances held in banks which are insured up to \$250,000 by the Federal Depository Insurance Corporation (FDIC). At times, cash in these accounts exceeds the insured amounts. The School has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on its cash and cash equivalents.

During the year ended June 30, 2021, approximately 35% of the School's total revenue was derived from one major donor. There was no related accounts receivable balance as of June 30, 2021.

NOTE 4 PROPERTY, PLANT, AND EQUIPMENT

The School's property, plant, and equipment consisted of the following as of June 30, 2021:

Leasehold Improvements	\$	435,813
Equipment, Furniture and Fixtures		83,860
Vehicles		22,400
Total		542,073
Less: Accumulated Amortization		(236,177)
Total Property, Plant, and Equipment		\$ 305,896

Depreciation expense for the year ended June 30, 2021 was \$18,200.

NOTE 5 NOTES PAYABLE

In April 2020 the School obtained a Small Business Administration Paycheck Protection Program loan from a local financial institution in the amount of \$2,474,435. The loan carried an interest rate of 1%. The School paid the loan in full in July 2020.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 6 EMPLOYEE RETIREMENT

Multiemployer Defined Benefit Pension Plans

Qualified employees are covered under multiemployer defined benefit pension plans maintained by agencies of the state of California.

The risks of participating in these multiemployer defined benefit pension plans are different from single-employer plans because: (a) assets contributed to the multiemployer plan by one employer may be used to provide benefits to employees of other participating employers, (b) the required member, employer, and state contribution rates are set by the California Legislature, and (c) if the School chooses to stop participating in the multiemployer plan, it may be required to pay a withdrawal liability to the plan. The School has no plans to withdraw from these multiemployer plans.

Plan Description

The School contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiemployer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. According to the most recently available Comprehensive Annual Financial Report and Actuarial Valuation Report for the year ended June 30, 2020 total STRS plan net assets are \$283 billion, the total actuarial present value of accumulated plan benefits is \$405 billion, contributions from all employers totaled \$6.1 billion, and the plan is 67.1% funded. The School did not contribute more than 5% of the total contributions to the plan.

Copies of the STRS annual financial reports may be obtained from STRS, 7667 Folsom Boulevard, Sacramento, CA 95826 and www.calstrs.com.

Funding Policy

Active plan members hired before January 1, 2013 are required to contribute 10.25% of their salary and those hired after are required to contribute 10.21% of their salary. The School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for year ended June 30, 2021 was 16.15% of annual payroll. The contribution requirements of the plan members are established and may be amended by state statute.

<u>Year Ending June 30,</u>	<u>Required Contribution</u>	<u>Percent Contributed</u>
2019	\$ 842,843	100%
2020	\$ 958,196	100%
2021	\$ 1,402,076	100%

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 6 EMPLOYEE RETIREMENT (CONTINUED)

Defined Contribution 403(b) Retirement Plan

The School offers an Internal Revenue Code Section 403(b) retirement plan to each of its qualifying employees. Employees may contribute their own amounts to the plan at any time. The employer will match noninstructional staff contributions on the following schedule: after six months of service 3%; after three years of service 4%; after five years of service 5% and after ten years of service 6%. Employees are fully vested at the time contributions are made. The amount of employer contributions used to purchase annuity contracts for the year ended June 30, 2021 was \$104,752.

NOTE 7 OPERATING LEASES

The School leases its facilities from a related party (see Note 8) under a lease agreement expiring in June 2021, which was renewed through June 2022. Lease expense under these agreements for the year ended June 30, 2021 was \$1,685,749.

Future minimum lease payments are as follows:

<u>Year Ending June 30,</u>	<u>Amount</u>
2022	\$ 1,753,179

NOTE 8 RELATED PARTY TRANSACTIONS

The School has a related party nonprofit organization named Making Waves Foundation, Inc. (MWF). The School leases facility from MWF (see Note 7).

NOTE 9 JOINT POWERS AGREEMENT

The School entered into a Joint Powers Agreement (JPA) known as the California Charter School Association Joint Powers Authority (CCSA-JPA): a self-insurance plan for workers' compensation, property/casualty, and school board liability insurance. The CCSA-JPA is governed by a board of five members, two of which represent member organizations. The board controls the operation of the CCSAJPA including selection of management and approval of operating budgets independent of any influence by the member organizations beyond their representation on the board. Each member organization pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the CCSA-JPA. The CCSA-JPA is a 501(c) agency trust, which is audited by an independent accounting firm.

**MAKING WAVES ACADEMY
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021**

NOTE 10 CONDITIONAL PROMISE TO GIVE FROM PRIVATE DONOR

The School has a conditional promise to give from a private donor, The Artemis Rising Foundation, which has legally and irrevocably committed \$25 million for the purpose of supplementing the School's operating and capital needs to the extent where these funds cannot be raised elsewhere. This commitment is for five years of the School's operations beginning with the 2018 fiscal year. The School did not receive or record any amounts under this conditional promise to give at June 30, 2021.

NOTE 11 CONTINGENCIES, RISKS AND UNCERTAINTIES

The School has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate disallowances under terms of the grants, it is believed that any required reimbursement would not be material.

In prior fiscal year, the World Health Organization declared the spread of Coronavirus Disease (COVID-19) a worldwide pandemic. Subsequent to year-end, the COVID-19 pandemic continues to have significant effects on global markets, supply chains, businesses, and communities. Specific to the School, COVID-19 may impact various parts of its 2022 operations and financial results, including, but not limited to, loss of revenues, additional bad debts, costs for increased use of technology, or potential shortages of personnel. Management believes the School is taking appropriate actions to mitigate the negative impact. However, the full impact of COVID-19 is unknown and cannot be reasonably estimated as these events are still developing.

SUPPLEMENTARY INFORMATION

Draft - For Discussion Only

**MAKING WAVES ACADEMY
LOCAL EDUCATION AGENCY ORGANIZATION STRUCTURE
YEAR ENDED JUNE 30, 2021**

Making Waves Academy (the School) was approved by the Contra Costa County Board of Education for a five-year charter and was approved as a public charter school by the State of California Department of Education on May 9, 2007 (charter #868). On February 15, 2017, the Contra Costa County Board of Education renewed the School’s charter through June 30, 2022. In July 2021, Governor Gavin Newsom signed into law a requirement to extend most charter school petition terms by two years. The extensions apply to all charters that would otherwise expire on or between January 1, 2022 and June 30, 2025. Therefore, the School’s charter term is extended to June 30, 2024.

The board of directors and the administrator as of the year ended June 30, 2021 were as follows:

BOARD OF DIRECTORS

<u>Member</u>	<u>Office</u>	<u>Term Expires (3 year term)</u>
Alicia Klein	Board Chair	December 31, 2021
Maricela Navarro	Board Secretary	December 31, 2021
Dr. Esther Hugo	Board Member	December 31, 2021
Carlos-Manuel Chavarria	Board Member	December 31, 2023
Margaret Watson	Board Member	December 31, 2023
Burak Gursel	Board Member	December 31, 2023
Jessica Laughlin	Board Member	December 31, 2023
Layla Narajon	Board Member	December 31, 2021
Janis Glover	Board Member	December 31, 2023

ADMINISTRATOR

Alton B. Nelson, Jr.	Chief Executive Officer
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**MAKING WAVES ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2021**

	Traditional Calendar Days	Status
Grade 5	180	In compliance
Grade 6	180	In compliance
Grade 7	180	In compliance
Grade 8	180	In compliance
Grade 9	180	In compliance
Grade 10	180	In compliance
Grade 11	180	In compliance
Grade 12	180	In compliance

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See accompanying Notes to Supplementary Information.

**MAKING WAVES ACADEMY
RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH
AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2021**

There were no reclassifications or adjustments for the year ended June 30, 2021.

Draft - For Discussion Only

See accompanying Notes to Supplementary Information.

(17)

**MAKING WAVES ACADEMY
WCCUSD MEASURE G PARCEL TAX REVENUE AND EXPENSES
YEAR ENDED JUNE 30, 2021**

The Measure “G” was authorized by an election of the registered voters of West Contra Costa Unified School District (WCCUSD). Measure “G” was approved to protect core academics reading, writing, math, and science, attract and retain qualified teachers, prepare students for college and workforce, provide smaller class sizes for the youngest children, provide classroom computers and technology, improve safety on and around campuses, support after-school programs to keep kids away from gangs and drugs, support science laboratories, materials and activities, and support libraries for WCCUSD and its sponsored charter schools by collecting taxes of 7.2 cents per square foot of total building area on each parcel of taxable real property with the District or a tax of \$7.00 per unimproved parcel of taxable real property.

	Year Ended		
	June 30, 2019	June 30, 2020	June 30, 2021
REVENUES			
Program Revenue	\$ 193,208	\$ 275,348	\$ 298,408
EXPENSES			
Salaries and Wages	172,911	227,202	277,885
Other Employee Benefits	20,297	48,146	20,523
Total Expenses	<u>193,208</u>	<u>275,348</u>	<u>298,408</u>
EXCESS OF REVENUE OVER EXPENSES	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

The charter school spent these funds on salaries, wages, and other employee benefits to improve safety on and around campus.

See accompanying Notes to Supplementary Information.

**MAKING WAVES ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2021**

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Total
U.S. Department of Education			
Pass-Through Program From California Department of Education:			
Every Student Succeeds Act Title I, Part A, Basic Grants:			
Low-Income and Neglected	84.010	03797	\$ 323,603
Title II, Part A, Teacher Quality	84.367	14341	42,935
Title III, Limited English Proficiency	84.365	10084	29,668
Title IV, Student Support	84.424	N/A	<u>22,897</u>
Total			419,103
Elementary and Secondary School Emergency Relief Fund	84.425D	N/A	247,985
Governor's Emergency Education Relief Fund	84.425C	N/A	<u>29,441</u>
Total Elementary and Secondary Education Cluster			277,426
Special Education Cluster: Special Education - IDEA	84.027	13379	<u>135,040</u>
Total Special Education Cluster			<u>135,040</u>
Total U.S Department of Education			831,569
U.S. Department of Agriculture			
Pass-Through Program From California Department of Education:			
Child Nutrition Cluster:			
School Breakfast Program Especially Needy Breakfast	10.553	13526	118,210
National School Lunch Program	10.555	13396	223,306
Meal Supplements	10.555	13396	933
Child Nutrition Cluster Subtotal			<u>342,449</u>
Total U.S Department of Agriculture			342,449
U.S. Department of Treasury			
Pass-Through Program From California Department of Education:			
Coronavirus Relief Fund	21.019	15536	<u>801,907</u>
Total U.S Department of Treasury			801,907
Total Federal Expenditures			<u>\$ 1,975,925</u>

N/A - Pass-through entity number not readily available or not applicable.

See accompanying Notes to Supplementary Information.

**MAKING WAVES ACADEMY
NOTES TO SUPPLEMENTARY INFORMATION
YEAR ENDED JUNE 30, 2021**

PURPOSE OF SCHEDULES

NOTE 1 SCHEDULE OF INSTRUCTIONAL TIME

This schedule presents information on the amount of instructional time offered by the School and whether the School complied with the provisions of California Education Code.

NOTE 2 RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

This schedule provides the information necessary to reconcile the net assets of the charter schools as reported on the Annual Financial Report form to the audited financial statements.

NOTE 3 WCCUSD MEASURE G PARCEL TAX REVENUE AND EXPENSES

This schedule provides the revenues and expenditures for Measure G Parcel Tax for the past three years.

NOTE 4 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards (the Schedule) includes the federal award activity of the School under programs of the federal governmental for the year ended June 30, 2021. The information in this Schedule is presented in accordance with the requirements of the Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein, certain types of expenditures are not allowable or are limited as to reimbursement. Because the Schedule presents only a selected portion of operations of the School, it is not intended to and does not present the financial position, changes in net assets, or cash flows of the School

NOTE 5 INDIRECT COST RATE

The School has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS
BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Board of Directors
Making Waves Academy
Richmond, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Making Waves Academy (the School), a nonprofit California public benefit corporation, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, cash flows, and functional expenses for the year then ended, the related notes to the financial statements, and have issued our report thereon dated REPORT DATE.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency or a combination of deficiencies in internal control such that there is a reasonable possibility that a material misstatement of the financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Board of Directors
Making Waves Academy

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM, AND REPORT ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDE**

Board of Directors
Making Waves Academy
Richmond, California

Report on Compliance for Each Major Federal Program

We have audited the compliance of Making Waves Academy (the School) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and terms and conditions of federal awards applicable to its federal program.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2021.

Board of Directors
Making Waves Academy

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance, for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance such that there is a reasonable possibility, that material noncompliance with a type of compliance requirement of a federal program will not be prevented or detected and corrected on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

INDEPENDENT AUDITORS' REPORT ON STATE COMPLIANCE

Board of Directors
 Making Waves Academy
 Richmond, California

We have audited Making Waves Academy's (the School) compliance with the types of compliance requirements described in the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel for the year ended June 30, 2021. The School's state compliance requirements are identified in the table below.

Management's Responsibility

Management is responsible for the compliance with the state laws and regulations as identified below.

Auditor's Responsibility

Our responsibility is to express an opinion on the School's compliance based on our audit of the types of compliance requirements referred to below. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the specific areas listed below has occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion on state compliance. Our audit does not provide a legal determination of the School's compliance.

Compliance Requirements Tested

In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures Performed</u>
Local Education Agencies:	
Attendance and Distance Learning	Yes
Instructional Time	Yes
School Districts, County Offices of Education, and Charter Schools:	
California Clean Energy Jobs Act	Not applicable
Proper Expenditure of Education Protection Account Funds	Yes

Board of Directors
Making Waves Academy

<u>Description</u>	<u>Procedures Performed</u>
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Charter Schools:	
Attendance	Yes
Mode of Instruction	Yes
Nonclassroom-based instructional/independent study	Not applicable
Determination of funding for nonclassroom-based instruction	Not applicable
Charter School Facility Grant Program	Yes

Opinion on State Compliance

In our opinion, the School complied with the laws and regulations of the state programs referred to above in all material respects for the year ended June 30, 2021.

Purpose of this Report

The purpose of this report on state compliance is solely to describe the results of testing based on the requirements of the *2020-2021 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel. Accordingly, this report is not suitable for any other purpose.

CliftonLarsonAllen LLP

Glendora, California
REPORT DATE

Draft - For Discussion Only

**MAKING WAVES ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021**

Section I – Summary of Auditors’ Results

Financial Statements

- 1. Type of auditors’ report issued: Unmodified
- 2. Internal control over financial reporting:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
- 3. Noncompliance material to financial statements noted? _____ yes x no

Federal Awards

- 1. Internal control over major federal programs:
 - Material weakness(es) identified? _____ yes x no
 - Significant deficiency(ies) identified? _____ yes x none reported
- 2. Type of auditors’ report issued on compliance for major federal programs: Unmodified
- 3. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? _____ yes x no

Identification of Major Federal Programs

CFDA Number(s)

21.019

Name of Federal Program or Cluster

Coronavirus Relief Fund

Dollar threshold used to distinguish between Type A and Type B programs:

\$ 750,000

Auditee qualified as low-risk auditee?

_____ yes x no

**MAKING WAVES ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2021**

All audit findings must be identified as one or more of the following categories:

<u>Five Digit Code</u>	<u>Finding Types</u>
10000	Attendance
20000	Inventory of Equipment
30000	Internal Control
40000	State Compliance
42000	Charter School Facilities Program
43000	Apprenticeship: Related and Supplemental Instruction
50000	Federal Compliance
60000	Miscellaneous
61000	Classroom Teacher Salaries
62000	Local Control Accountability Plan
70000	Instructional Materials
71000	Teacher Misassignments
72000	School Accountability Report Card

There were no findings and questioned costs related to the basic financial statements, federal awards, or state awards for June 30, 2021.

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**MAKING WAVES ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
YEAR ENDED JUNE 30, 2021**

There were no findings and questioned costs related to the basic financial statements or state awards for June 30, 2020.

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Coversheet

Vendor Invoices

Section: IV. Action Items
Item: G. Vendor Invoices
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - October 2021- November 2021.pdf

BACKGROUND:

Vendor invoices from the months of October to November 2021.

Fiscal Impact: \$1,689,849

RECOMMENDATION:

Review and approve the October to November 2021 vendor invoices.

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
10/18/2021	16157	1CARE Medical Diagnostics	\$ 560.00	Contract Services
10/25/2021	16172	1CARE Medical Diagnostics	\$ 2,400.00	Contract Services
11/19/2021	16243	Active Internet Technologies, LLC	\$ 17,470.00	IT Contracted Services
10/25/2021	16173	Alba's Glass	\$ 1,275.00	Contract Services
11/8/2021	16208	Alliant International University	\$ 862.10	Staff Tuition Fee
10/12/2021	16133	Altura Communication Solutions, LLC	\$ 420.00	IT Contracted Services
11/19/2021	16244	Ameriflex LLC	\$ 468.00	FSA Administrative Fee
11/19/2021	16245	Anchor Counseling & Education Solutions, LLC	\$ 49,792.20	SPED Service
11/29/2021		Argueta, Renato	\$ 2,500.00	Coach Payment
10/18/2021	16158	AT&T CALNET	\$ 562.98	Utility
11/29/2021	16259	AT&T CALNET	\$ 555.50	Utility
10/12/2021	16134	Bay Area Charters	\$ 3,576.51	Transportation for Field Trip and Sport
10/25/2021	16174	Bay Area Charters	\$ 7,120.51	Transportation for Field Trip and Sport
11/8/2021	16209	Bay Area Charters	\$ 4,167.51	Transportation for Field Trip and Sport
11/29/2021	16260	Bay Area Charters	\$ 6,961.00	Transportation for Field Trip and Sport
11/19/2021	16246	BrainPOP LLC	\$ 2,395.00	IT Contracted Services
10/18/2021	16159	BSNSports	\$ 1,923.53	Sport Supplies
11/8/2021	16210	California Charter Schools Association	\$ 10,810.00	Membership Dues
10/12/2021	16135	California Choice Benefit Administrators	\$ 139,874.76	Health Insurance
11/8/2021	16211	California Choice Benefit Administrators	\$ 144,290.35	Health Insurance
10/28/2021	16187	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
10/28/2021	16185	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
10/28/2021	16188	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
10/28/2021	16186	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
11/3/2021	16207	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
10/4/2021	16114	California Janitorial Supply Corp.	\$ 72.98	Janitorial Supplies
10/12/2021	16136	California Janitorial Supply Corp.	\$ 1,140.97	Janitorial Supplies
10/18/2021	16160	California Janitorial Supply Corp.	\$ 360.39	Janitorial Supplies
10/25/2021	16175	California Janitorial Supply Corp.	\$ 1,501.36	Janitorial Supplies

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
11/8/2021	16212	California Janitorial Supply Corp.	\$ 1,501.36	Janitorial Supplies
11/19/2021	16247	California Janitorial Supply Corp.	\$ 1,717.28	Janitorial Supplies
10/4/2021		Canon Financial Services, Inc.	\$ 9,933.14	Copier Lease
11/8/2021		Canon Financial Services, Inc.	\$ 8,337.96	Copier Lease
10/4/2021	16115	CDW Government	\$ 307.19	IT Supplies
10/12/2021	16137	CDW Government	\$ 15,484.00	IT Supplies
10/18/2021	16161	CDW Government	\$ 3,200.00	IT Supplies
11/1/2021	16189	CDW Government	\$ 737.24	IT Supplies
11/15/2021	16228	CDW Government	\$ 16,465.10	IT Supplies
10/4/2021	16116	Charter Safe	\$ 34,003.00	Liability and Worker Comp Insurance
11/1/2021	16190	Charter Safe	\$ 68,006.00	Liability and Worker Comp Insurance
10/27/2021		Chase	\$ 29,140.05	Credit Card Payment
11/1/2021	16191	CliftonLarsonAllen LLP	\$ 6,142.50	Legal Fees
10/12/2021	16138	Colonial Life	\$ 364.20	Health Insurance
11/19/2021	16248	Colonial Life	\$ 364.20	Health Insurance
10/12/2021		Comcast	\$ 3,284.96	Internet Provider
10/12/2021		Comcast	\$ (3,716.96)	Internet Provider
10/12/2021		Comcast	\$ 3,716.96	Internet Provider
11/8/2021		Comcast	\$ 3,284.96	Internet Provider
10/12/2021	16139	Concur Technologies, Inc.	\$ 601.78	IT Contracted Services
11/15/2021	16229	Contra Costa Co Office of Ed	\$ 31,087.50	Teacher Induction
10/12/2021	16140	Corodata	\$ 49.64	Storage Fee
11/8/2021	16213	Corodata	\$ 49.64	Storage Fee
10/12/2021	16141	Cross Country Education	\$ 2,117.50	SPED Service
11/15/2021	16230	Cross Country Education	\$ 2,062.50	SPED Service
11/29/2021	16261	Dell Marketing L.P.	\$ 546.33	IT Supplies
10/18/2021	16162	Department of Justice	\$ 270.00	Staff Recruitment
11/19/2021	16249	Department of Justice	\$ 168.00	Staff Recruitment
10/12/2021	16142	Dialink Corporation	\$ 2,061.29	IT Contracted Services

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
11/8/2021	16214	Dialink Corporation	\$ 2,061.29	IT Contracted Services
10/25/2021	16176	EBMUD	\$ 14,098.68	Utility
10/12/2021	16143	EdTec Inc	\$ 750.00	School Attendance Service
11/1/2021	16192	EdTec Inc	\$ 262.50	School Attendance Service
10/18/2021	16163	Enome, Inc.	\$ 551.00	IT Contract Services
10/4/2021		Fruge Psychological Assoc Inc	\$ 45,105.00	Psychologist
11/1/2021		Fruge Psychological Assoc Inc	\$ 45,105.00	Psychologist
10/12/2021	16144	G & C Refrigeration Inc	\$ 781.70	Repairs and Maintenance - Building
10/25/2021	16177	Hanna Interpreting Services LLC	\$ 6,051.75	Contract Services
10/18/2021	16164	Heartland School Solutions	\$ 225.00	IT Contracted Services
11/15/2021	16231	Jostens	\$ 1,154.61	Graduation Supplies
10/12/2021	16145	Kronos	\$ 4,118.03	Payroll system
11/15/2021	16232	Kronos	\$ 4,280.43	Payroll system
10/12/2021	16146	Law Offices of Young, Minney & Corr, LLP	\$ 4,393.75	Legal Fees
11/8/2021	16215	Law Offices of Young, Minney & Corr, LLP	\$ 6,289.95	Legal Fees
10/4/2021	16117	LBM, Business Services Inc.	\$ 1,229.17	E-Rate
11/1/2021	16193	LBM, Business Services Inc.	\$ 1,229.17	E-Rate
10/12/2021	16147	Linde Group	\$ 23,581.00	IT Support
11/8/2021	16216	Linde Group	\$ 18,368.65	IT Support
10/25/2021	16178	Lloyd F. McKinney Associates Incorporated	\$ 3,944.60	IT Contracted Services
11/15/2021	16233	Lloyd F. McKinney Associates Incorporated	\$ 495.00	IT Contracted Services
11/1/2021	16194	Lozoff, Pamela	\$ 330.00	Contract Services
10/12/2021	16148	Macmillan Holdings LLC	\$ 8,208.37	Book Supplies
10/4/2021	16118	Making Waves Foundation, Inc.	\$ 146,098.00	School Lease
11/8/2021	16217	Making Waves Foundation, Inc.	\$ 146,699.78	School Lease
10/4/2021	16119	Maxim Healthcare Services Holdings, Inc.	\$ 7,605.00	Contract Services
10/18/2021	16165	Maxim Healthcare Services Holdings, Inc.	\$ 2,700.00	Contract Services
11/1/2021	16195	Maxim Healthcare Services Holdings, Inc.	\$ 5,147.30	Contract Services
10/4/2021		Meadowlark Consulting Group	\$ 5,500.00	Contract Services

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
11/15/2021		Meadowlark Consulting Group	\$ 5,500.00	Contract Services
11/8/2021	16218	Mid-County Officials Network	\$ 7,259.50	Sport Game Fees
11/1/2021	16196	Motown Mechanical	\$ 165.00	Building Repairs/Maintenance
10/18/2021	16166	Nearpod Inc	\$ 1,733.33	IT Contracted Services
11/19/2021	16250	Nelson	\$ 370.40	Staff Recruitment
10/12/2021	16149	Netronix Integration, Inc.	\$ 2,370.60	Contract Services
10/18/2021	16167	Netronix Integration, Inc.	\$ 760.00	Contract Services
10/12/2021	16150	Nob Hill Catering Inc	\$ 32,054.10	Student Food
11/8/2021	16219	Nob Hill Catering Inc	\$ 46,291.20	Student Food
10/4/2021	16120	Office Depot	\$ 1,207.03	Office Supplies
10/18/2021	16168	Office Depot	\$ 1,445.31	Office Supplies
10/25/2021	16179	Office Depot	\$ 1,098.22	Office Supplies
11/8/2021	16220	Office Depot	\$ 1,192.81	Office Supplies
11/19/2021	16251	Office Depot	\$ 604.41	Office Supplies
10/4/2021	16121	OfficeTeam	\$ 783.85	Contracted Services
10/12/2021	16151	Orkin Pest Control	\$ 809.00	Building Repairs/Maintenance
11/19/2021	16252	Orkin Pest Control	\$ 809.00	Building Repairs/Maintenance
10/25/2021		Pacheco's Cleaning Service	\$ 45,550.00	Janitorial Services
11/19/2021		Pacheco's Cleaning Service	\$ 45,550.00	Janitorial Services
11/1/2021	16197	Parikh, Sarwang	\$ 330.00	Contract Services
10/4/2021	16122	Pear Deck, Inc.	\$ 2,016.00	Contract Services
10/4/2021		PG & E - 0911653377-0	\$ 1,511.11	Utility
11/15/2021		PG & E - 0911653377-0	\$ 1,664.69	Utility
10/4/2021		PG & E - 1229161920-8	\$ 2,044.28	Utility
11/15/2021		PG & E - 1229161920-8	\$ 6,183.35	Utility
10/4/2021		PG & E - 2538827590-8	\$ 2,079.94	Utility
11/15/2021		PG & E - 2538827590-8	\$ 6,002.75	Utility
10/4/2021		PG & E - 5344744823-3	\$ 1,533.15	Utility
11/15/2021		PG & E - 5344744823-3	\$ 1,307.02	Utility

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
10/4/2021		PG & E - 6293019192-9	\$ 12,073.72	Utility
11/15/2021		PG & E - 6293019192-9	\$ 11,123.21	Utility
10/22/2021		PlanSource Benefits Administration, Inc.	\$ (1,323.00)	Contract Services
10/22/2021		PlanSource Benefits Administration, Inc.	\$ 1,323.00	Contract Services
10/4/2021	16123	PLIC - SBD GRAND ISLAND	\$ 19,430.45	Health Insurance
11/1/2021	16198	PLIC - SBD GRAND ISLAND	\$ 21,974.40	Health Insurance
11/19/2021	16253	PowerSchool Group LLC	\$ 3,859.07	Student Information & Assessment
10/25/2021	16180	R&S Erection Of Richmond, Inc	\$ 225.00	Building Repairs/Maintenance
11/19/2021	16254	R&S Erection Of Richmond, Inc	\$ 195.00	Building Repairs/Maintenance
10/25/2021		ReadyRefresh by Nestle	\$ 100.76	Drinking Water Supplies
10/25/2021		ReadyRefresh by Nestle	\$ 228.03	Drinking Water Supplies
11/19/2021		ReadyRefresh by Nestle	\$ 124.63	Drinking Water Supplies
11/19/2021		ReadyRefresh by Nestle	\$ 139.39	Drinking Water Supplies
10/12/2021		Republic Services #851	\$ 4,637.28	Waste Management
11/15/2021		Republic Services #851	\$ 4,637.28	Waste Management
10/12/2021		Rids Brother Company Inc	\$ 7,208.40	SPED Transportation Service
11/8/2021		Rids Brother Company Inc	\$ 8,052.00	SPED Transportation Service
10/12/2021	16152	Robert Half Technology	\$ 7,520.00	IT Contracted Services
10/25/2021	16181	Robert Half Technology	\$ 7,520.00	IT Contracted Services
11/1/2021	16199	Robert Half Technology	\$ 3,760.00	IT Contracted Services
11/8/2021	16221	Robert Half Technology	\$ 6,260.00	IT Contracted Services
11/19/2021	16255	Robert Half Technology	\$ 26,826.00	IT Contracted Services
10/4/2021	16132	RTF Edu Enterprises, Inc.	\$ 33,348.50	Interventionist
10/4/2021		RTF Edu Enterprises, Inc.	\$ (33,348.50)	Interventionist
10/4/2021		RTF Edu Enterprises, Inc.	\$ 33,348.50	Interventionist
11/1/2021	16200	RTF Edu Enterprises, Inc.	\$ 33,348.50	Interventionist
10/4/2021	16124	School Datebooks	\$ 6,880.62	Printing and Production
11/1/2021	16201	Scoot Education Inc	\$ 1,545.00	Substitutes Fee
11/8/2021	16222	Scoot Education Inc	\$ 309.00	Substitutes Fee

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
11/15/2021	16234	Scout	\$ 9,177.00	IT Contract Services
11/1/2021	16202	Seneca Family of Agencies	\$ 630.00	SPED Service
11/29/2021	16262	Seneca Family of Agencies	\$ 2,730.00	SPED Service
10/4/2021	16125	Standard Insurance Company	\$ 234.02	Health Insurance
11/1/2021	16203	Standard Insurance Company	\$ 234.02	Health Insurance
10/18/2021	16169	Stericycle, Inc.	\$ 220.83	Contract Services
11/8/2021	16223	Sterling	\$ 778.70	Background Check
10/12/2021	16153	STS Education	\$ 900.00	IT Supplies
11/1/2021	16204	STS Education	\$ 4,176.51	IT Supplies
10/4/2021	16126	Swing Education, Inc	\$ 5,696.25	Substitutes Fee
10/18/2021	16170	Swing Education, Inc	\$ 7,974.75	Substitutes Fee
11/1/2021	16205	Swing Education, Inc	\$ 7,595.00	Substitutes Fee
11/8/2021	16224	Swing Education, Inc	\$ 3,797.50	Substitutes Fee
11/15/2021	16235	Swing Education, Inc	\$ 1,898.75	Substitutes Fee
11/19/2021	16256	Swing Education, Inc	\$ 1,139.25	Substitutes Fee
10/12/2021	16154	Tableau Software, Inc	\$ 4,200.00	IT Contracted Services
10/4/2021	16128	TCI	\$ 4,082.00	Book Supplies
11/19/2021	16257	Teachers on Reserve	\$ 3,448.63	Substitutes Fee
10/4/2021		The Education Team	\$ 275.14	Substitutes Fee
11/8/2021		The Education Team	\$ 1,432.62	Substitutes Fee
11/19/2021		The Education Team	\$ 1,391.50	Substitutes Fee
11/19/2021		The Education Team	\$ 1,206.18	Substitutes Fee
10/25/2021	16182	The HR Manager LLC	\$ 717.50	Contracted Services
11/15/2021	16236	The HR Manager LLC	\$ 590.00	Contracted Services
10/4/2021	16129	The New York Times	\$ 1,222.00	Subscription Fee
11/8/2021	16226	The Office City	\$ 599.54	Supplies
10/25/2021	16183	The Speech Pathology Group	\$ 700.00	SPED Service
11/19/2021	16258	The Speech Pathology Group	\$ 2,300.00	SPED Service
10/4/2021	16127	T-Mobile	\$ 5,920.00	Telephone

Making Waves Academy				
Bill Payment List				
October 2021 - November 2021				
Date	Num	Vendor	Amount	Descriptions
11/8/2021	16225	T-Mobile	\$ 5,920.00	Telephone
10/4/2021	16130	Trojan Systems, Inc.	\$ 125.00	Fire Alarm System Monitoring
10/18/2021	16171	Trojan Systems, Inc.	\$ 900.00	Fire Alarm System Monitoring
11/8/2021	16227	Trojan Systems, Inc.	\$ 437.50	Fire Alarm System Monitoring
10/12/2021		Verizon Wireless	\$ 5,166.04	Telephone
11/15/2021		Verizon Wireless	\$ 3,393.09	Telephone
10/4/2021	16131	Vision Service Plan	\$ 1,590.89	Health Insurance
11/1/2021	16206	Vision Service Plan	\$ 1,783.40	Health Insurance
11/29/2021		Wright, Daniel	\$ 3,000.00	Coach Payment
10/25/2021		Zamora, Vicente	\$ 1,500.00	Contracted Services
		October 2021 - November 2021	\$ 1,689,848.60	
		October 2020 - November 2020	\$ 1,603,120.19	

Coversheet

Teach for America Memorandum of Understanding (MOU)

Section: IV. Action Items
Item: H. Teach for America Memorandum of Understanding (MOU)
Purpose: Vote
Submitted by: Alton B. Nelson Jr.
Related Material: Making Waves Academy MOU FY22.pdf

BACKGROUND:

MOU between Making Waves Academy and TFA. The MOU outlines MWA's partnership with MWA to:

- recruit and select teachers
- source teacher candidates
- place full-time teachers at MWA

RECOMMENDATION:

We recommend the board reviews and approves the MOU between TFA and MWA.

**CHARTER EDUCATIONAL PROFESSIONAL SERVICES AGREEMENT
BETWEEN
TEACH FOR AMERICA, INC AND
MAKING WAVES ACADEMY**

This educational professional services agreement (“Agreement”) is dated October 20, 2021 and is between Teach For America, Inc. (“Teach For America”), a Connecticut non-profit with regional office located at 401 Grand Ave Suite 400, Oakland, CA, 94610 and Making Waves Academy located at 4123 Lakeside Dr, Richmond, CA, 94806 (each, a “Party” and collectively “the Parties”).

RECITALS

WHEREAS, Teach For America is a national leader in recruiting, selecting, training and providing ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems.

WHEREAS, Charter School seeks to recruit new teachers who are trained to lead students to academic achievement and to equip said teachers with ongoing professional development and support to further develop and sustain their professional practice.

NOW THEREFORE, Charter School and Teach For America agree to be bound by the terms and conditions of this Agreement:

AGREEMENT

I. TEACHER CANDIDATE RECRUITMENT, SELECTION AND HIRING

Charter School Responsibilities:

- A. Charter School agrees to hire the following numbers of Teachers from the Teach For America program (the “Agreed Number”):

- (i.) 0-4 Teachers for academic school years 2022-2023 and
 - (ii.) 0-4 Teachers for academic school years 2023-2024 and
 - (iii.) 0-4 Teachers for academic school years 2024-2025
 - (iv.) In the event that Teach For America supplies the Charter School with any Teachers above the Agreed Number, Charter School agrees to pay the fee for each additional Teacher.
- B. Charter School and Teach For America will collaborate to facilitate the hiring of individual Teachers, in accordance with Charter School’s established hiring practices.
- C. Charter School agrees that Teach For America Teachers will not provide any religious instruction; Charter School attests that it is not a for-profit school.

Teach For America Responsibilities:

- D. Candidate Recruitment and Selection. Teach For America agrees to provide Charter School with the Agreed Number of Teachers, as defined in paragraph D below. While Teach For America will use reasonable efforts to supply the Agreed Number of Teachers, Teach For America does not guarantee its ability to do so.
- E. Teacher Sourcing. Teach For America warrants that it will recruit, select, and present to the Charter School for hire teacher candidates who meet applicable federal, state and/or local educational standards and requirements for teacher licensure (herein referred to as “Teachers”) and who hold (or in the process of obtaining) appropriate certification. For the purposes of this Section, only those requirements in effect at the time that the Teacher is offered employment by Charter will be applicable.

II. TEACHER PLACEMENT AND PROFESSIONAL DEVELOPMENT

Charter School Responsibilities:

- A. Charter School acknowledges that there is an expectation that it will employ Teachers hired under this Agreement for a minimum of two (2) years, provided that the Teacher remains an employee in good standing within Charter School's sole discretion. Charter School may also continue to employ individual Teachers beyond the two year commitment by mutual agreement between Charter School and such Teacher.
- (i.) Charter School agrees that Teachers hired under this Agreement will function as full-time classroom teachers and will not serve as aides, assistants, or in another adjunct capacity.
 - (ii.) Charter School will provide Teachers the same salary and benefits as it provides for other similarly-situated teachers employed by Charter School. This obligation extends to providing Teachers returning for their second year of service with at least the same seniority rights and salary as are provided to other full-time alternatively certified second-year teachers. Notwithstanding the above, Teach For America acknowledges it exercises no control of the salary and benefits offered to Teachers by Charter School per this Agreement.
 - (iii.) During the term of this Agreement, and to the fullest extent permitted by applicable law and regulation, Charter School will maintain employment practices liability insurance in amounts sufficient to protect its interests.
 - (iv.) To the fullest extent permitted by law, Charter School agrees to share Teacher performance data in a timely manner so that Teach For America may provide on targeted professional development. Both Parties acknowledge that sharing this data does not create a joint employment relationship between the Parties.
 - (v.) Subject to any obligations under pre-existing labor agreements and applicable municipal and state laws and regulations, Charter School shall use reasonable efforts not to terminate any employed Teacher from their teaching position in the event of a reduction in force (RIF), layoffs, "leveling" or other elimination or

consolidation of teaching positions within Charter School. Charter School shall treat any Teacher employed in connection with this Agreement whose teaching position is eliminated at least as favorably as other teachers with the same job classification, certification status, and/or seniority rights.

- (vi.) Nothing in this Agreement shall be construed to grant additional employment rights to individual Teachers.
- (vii.) Nothing in this Agreement shall be construed to make Teach For America party to any Teacher employment agreement or permit Teach For America to interfere in the employment relationship between Charter School and an employed Teacher.
- (viii.) Nothing in this Agreement shall be construed to imply that an employer-employee relationship exists between Teach For America and any individual Teacher.

B. Compliance with Anti-Harassment and Non-Discrimination Regulations. Teach For America believes all Teachers should be able to work in a safe, inclusive and equitable environment free from all forms of unlawful discrimination based on a characteristic or a protected status. To that end, Charter School will provide a copy of their internal harassment policies and/or procedures prior to signing this Agreement. Charter School acknowledges that not consistently enforcing their policies and procedures constitutes a breach of this Agreement, and that such judgment is at the sole discretion of Teach For America.

C. Prohibited Activities and AmeriCorps Service Requirements. Charter School acknowledges that Teachers serving at district schools may be serving as members of AmeriCorps, and as such, are subject to the rules and requirements of AmeriCorps and the Serve America Act and are required to refrain from engaging, directly or indirectly in certain activities while teaching, accumulating service hours towards an education award or otherwise engaging in activities supported by the AmeriCorps program (45 CFR § 2520.65). These restrictions pertain to when Teachers are enrolled in the AmeriCorps program and are on the clock at their school, including teaching time, passing and planning periods and professional development sessions. A full list of prohibited activities can be

found in attached **Attachment A** but in general, Teachers may not (1) attempt to influence legislation or (2) participate in or endorse political events or activities.

- a. Charter School will not require Teachers to engage in any Prohibited Activities and shall post a list of Prohibited Activities in all locations where Teachers serve, when possible.
- b. Charter School acknowledges they may be asked to complete AmeriCorps Service Verification forms for Teachers.
- c. For the avoidance of doubt, Teachers may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non- CNCS funds.

Teach For America Responsibilities

- D. Services. Prior to entering the classroom, all Teacher candidates will undergo pre-service training designed and delivered by Teach For America and/or a qualified educator preparation program. During the course of the academic year, Teach For America will provide professional development services and activities for Teachers. These services may include periodic classroom observations by regional program staff, videotaping of instruction with review of instructional technique, co-investigative discussions to facilitate Teacher capacity for self-reflection and evaluation of instructional practice using student achievement data, and content area/grade-level workshops facilitated by veteran teachers. If professional development services must be provided virtually, at Teach For America's discretion, Teach For America shall provide equivalent services to the extent possible.
- E. Resources. Teach For America will facilitate teacher access to an assortment of resources including sample lesson plans, assessments, grade tracking systems, and content area/grade level instructional materials. Professional development services will be available to all Teachers during their first two years in the classroom.

F. Data Access

- (i.) During the course of the academic year, Teach For America shall provide on behalf of School District various professional development services and activities for participating Teachers as well as on-line data storage services to facilitate such professional development services (the “Professional Development and Data Storage Services”). In addition, these professional development services will be available to all Teachers during their first two years in the classroom. To facilitate provision of these professional development services, Teach For America may provide on-line data storage services, including transfer and storage of identifiable student information on Teach For America’s software and servers.
- (ii.) To facilitate provision of the Professional Development and Data Storage Services, Charter School may disclose to Teach For America student-related records and personally identifiable information contained in such records (collectively, “Student Records”). Pursuant to its obligations under the Family Educational Rights and Privacy Act, 20 USC §1232g, and its implementing regulations, 34 CFR pt. 99, as each may be amended from time to time (“FERPA”), Charter School hereby acknowledges that, in the course of providing the Professional Development and Data Storage Services, Teach For America is a school official with legitimate educational interests in the Student Records disclosed to Teach For America, pursuant to 34 CFR §99.31(a)(1).
- (iii.) Teach For America agrees to use, maintain, and redisclose Student Records only in accordance with the requirements of FERPA, as permitted by this Agreement and/or otherwise authorized by the Charter School and in compliance with the student data privacy requirements contained in the Data Sharing Agreement, a form of which is attached and incorporated hereto as, **Attachment B** to this Agreement, or by law, and only for the purposes for which the disclosure was made.
- (iv.) Teach For America may re-disclose Student Records to third parties pursuant to Teach For America’s provision of the Professional Development and Data Storage Services, as provided in 34 C.F.R. § 99.33(b), provided that Teach For

America shall, in advance, provide to Charter School the names of such parties and a brief description of such parties' legitimate educational interest in receiving such information.

- G. Certification. Teach For America will ensure that Teachers are enrolled in an alternative certification/licensure program that enables Teachers to obtain appropriate credentials to be a classroom teacher of record, according to the requirements of the Every Student Succeeds Act and applicable state regulations in existence at the time of signature of this Agreement.
- H. Credentialing. Individual Teachers are responsible for completing all credential requirements. Teach For America is not responsible, and shall not be in breach of any provision of this Agreement, in the event of any failure by an individual Teacher to fulfill obligations to maintain their teaching credentials [or obtain necessary waiver(s) to remain a classroom teacher of record].

III. GENERAL PROVISIONS

- A. Fees-for-Service. In recognition of the costs incurred by Teach For America for the recruitment, selection, training, and professional development support of Teachers, Charter School agrees to pay Teach For America an annual fee of \$ 5,000 for each year that each Teacher is employed with Charter School under this Agreement.
- B. Invoice and Payment. Teach For America will invoice Charter School for all amounts due under this Agreement and payment will be made no later than January 31st of each calendar year. A failure to provide an invoice does not constitute a breach on behalf of Teach For America nor does negate the Charter School's responsibility to pay.
- C. Non-Refund Policy. Teach For America has no obligation to refund to Charter School any amount paid by Charter School regarding any Teacher for any reason whatsoever.

D. Term. The term of this Agreement will cover all Teachers whose employment begins with the Charter School during the 2022 – 2023, 2023-2024, 2024-2025 academic years. This Agreement will expire on the last day of the 2025-2026 academic year.

E. Termination. This Agreement may be terminated as follows:

- (i.) at any time by mutual written agreement of the Parties;
- (ii.) by either party, upon thirty (30) days prior written notice to the other Party, provided that the terminating Party provides notice no later than 120 days prior to the end of the current academic year; or
- (iii.) by either Party upon written notice to other Party in the event of a material breach of this Agreement that is incapable of being cured or, if capable of being cured, is not cured within thirty (30) days following receipt by the breaching party of written notice of such breach from the non-breaching Party.

In the event of termination, Teach For America will be entitled to all outstanding amounts due up to the date of termination.

F. Survivability and Effect of Termination. Except as otherwise specifically provided, if this Agreement expires or is terminated by either party, it shall become void. In the event of the expiration or termination of this Agreement, Sections IIA, IIB and IIC (Charter School Responsibilities) shall survive and will remain in effect until such time as there are no Agreed Number of Teachers in their second year of employment with the Charter School. In addition, Sections IIIF (Survivability and Effect of Termination), IIIG (No Warranty), and IIIH (Mutual Indemnification) and III.I (Limitation of Liability) shall survive the expiration or termination of this Agreement indefinitely.

G. No Warranty. Charter School hereby agrees and acknowledges that Teach For America does not make and has not made any representation and warranty (express or implied) as to the fitness of any Teacher presented or provided by Teach For America and Charter School shall indemnify and hold harmless the TFA Indemnities (as defined below in the

Section related to Mutual Indemnification) from and against any Losses (also defined below in the same Section below) resulting from any claim related to the services provided by Teach For America, including, but not limited to, claims that any Teacher presented or provided by Teach For America was unfit for the position for which he or she was hired by Charter School.

H. Mutual Indemnification

- (i.) To the extent permitted by applicable state laws and regulations, each Party will indemnify and hold harmless the other Party and its officers, directors, employees and agents (the " Indemnitees") from and against any and all losses, liabilities, claims, damages, costs and expenses (including reasonable attorneys' fees) ("Losses") to which such Indemnitee may become a breach of this Agreement by the indemnifying party, (including without limitation the designation of Teachers), except to the extent such Losses result from the willful misconduct or gross negligence of such Indemnitee.

I. Limitation of Liability.

- (i.) Neither Party nor any of its officers, directors, employees or agents shall be liable to the other Party in connection with the matters to which this Agreement relates, except for a loss resulting from willful misconduct or gross negligence on the part of such Party; provided that in no event shall any such liability be in excess of the aggregate amount of the value of this Agreement.
- (ii.) To the extent permitted by applicable state laws and regulations, neither Party shall have any liability to the other Party for Losses asserted after 6 months of the expiration or termination of this Agreement, whichever is earliest.

J. Employment Status. Teach For America and Charter School agree that none of the Teachers assigned to Charter School under this Agreement is an agent or employee of

Teach For America, and no such Teacher has any right or authority to create or assume any obligation, express or implied, on behalf of Teach For America or to bind Teach For America in any respect whatsoever.

- K. Surveys. Charter School acknowledges that Teach For America may survey individual constituents, teachers, etc. at the school site regarding its programming and professional development of Teachers in the classroom.
- L. Amendment/Modification/Extension. No amendment or modification of this Agreement, and no waiver hereunder, will be valid or binding unless set forth in writing and signed by each Party.
- M. Counterparts. This Agreement may be executed in any number of counterparts (including by electronic transmission).
- N. Governing Law. This Agreement and all matters relating hereto shall be governed by, construed and interpreted in accordance with the laws of the State of California.
- O. Severability. If any term or provision of this Agreement is determined to be illegal, unenforceable or invalid in whole or in part for any reason, such provisions or part thereof shall be stricken from this Agreement, and such provision shall not affect the legality, enforceability or validity of the remainder of this Agreement. Such stricken provision shall be replaced, to the extent possible, with a legal, enforceable and valid provision that is as similar in tenor to the stricken provision as is legally possible.
- P. Notices. Any notices to either Party under this Agreement shall be in writing and delivered by hand or sent by nationally recognized messenger service, or by registered or certified mail, return receipt requested, to the addresses set forth below or to such other address as that Party may hereafter designate by notice.

**CHARTER SCHOOL
CONTACT**

Name: _____
Title: _____
Address: _____
Email: _____

**TEACH FOR
AMERICA:**

***With an electronic copy to:**

Name: Beatrice Viramontes
Title: Executive Director
Address: 401 Grand Avenue, Suite
400
Oakland, CA, 94610
Email: beatrice.viramontes@teach
foramerica.org

Name: TFA Legal Affairs
Email: LegalAffairs@teachforamerica.org

**Send only notices related to breach of contract and indemnity.*

- Q. Waiver. A waiver or a breach or default under this Agreement shall not be a waiver of any other subsequent breach or default. The failure or delay in enforcing compliance with any term or condition of this Agreement shall not constitute a waiver unless expressly waived in writing.

- R. Authority. This Agreement supersedes all communications between the parties related to the subject matter of this Agreement.


[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, each of Charter School and Teach For America has caused its duly authorized representative to sign this Agreement in the space provided below.

Making Waves Academy

Teach For America

By: _____
Name: _____
Address : _____

By: 

Name: Beatrice Viramontes

Title: Executive Director

Address: 401 Grand Ave, Suite 400

Oakland, CA, 94610

Teach For America

Contract Owner Attestation:

This contract required legal changes to the required terms and was reviewed/approved by TFA Legal Affairs in this final form.

This contract did not require legal changes and was not reviewed by TFA Legal Affairs.

Name: Chelsey Christensen

Title: Director, Partnerships

ATTACHMENT A
AMERICORS PROHIBITED ACTIVITIES

Citation:

45CFR § 2520.65 - <https://www.ecfr.gov/current/title-45/subtitle-B/chapter-XXV/part-2520/section-2520.65>

While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities:

- a. Attempting to influence legislation;
- b. Organizing or engaging in protests, petitions, boycotts, or strikes;
- c. Assisting, promoting, or deterring union organizing;
- d. Impairing existing contracts for services or collective bargaining agreements;
- e. Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- f. Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- g. Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- h. Providing a direct benefit to—
 - i. A business organized for profit;
 - ii. A labor union;
 - iii. partisan political organization;
 - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these 9 provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - v. An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
- i. Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- j. Providing abortion services or referrals for receipt of such services; and
- k. Such other activities as CNCS may prohibit.

Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.

ATTACHMENT B
DATA SHARING AGREEMENT

Making Waves Academy and Teach For America, Inc. Data Sharing Agreement

This Data Sharing Agreement (“DSA”), effective on the date of execution by the last signing Party (the “Effective Date”), is made and entered into by and between Teach For America, Inc. (“Teach For America,” or “Recipient”), and the Making Waves Academy, (each a “Party” and collectively, the “Parties”).

WHEREAS, on October 20, 2021, the Making Waves Academy and Teach For America entered into a Professional Services Agreement (“PSA”) whereby Teach For America agreed to recruit, select, train and provide ongoing professional development to individuals committed to closing the achievement gap by serving as effective classroom teachers specifically equipped to enhance student achievement in under-resourced school systems (“Corps Members”). As such, under 34 CFR 99.31(a) Teach For America has a legitimate educational interest in accessing and using, and (b) Making Waves Academy may share with Teach For America, the Making Waves Academy described herein;

WHEREAS, Teach For America desires to use the Making Waves Academy Data to track the growth and achievement of students taught by Teachers supported by Teach For America and to measure the impact of these Teachers within their contexts in order to provide: tailored support and professional development programming for these Teachers, report to funders and board members, and to evaluate and evolve our model for selecting new teachers into the program, and support Making Waves Academy in improving teacher development, effectiveness and student outcomes.

WHEREAS, The Parties wish to enter into this DSA, which sets forth the terms under which the Parties will share the Making Waves Academy and Teach For America data consistent with appropriate confidentiality obligations and applicable laws;

NOW THEREFORE, The Parties agree as follows:

1. Definitions

- A. “Breach” will mean any actual or reasonably suspected unauthorized access, acquisition, use, disclosure, loss, modification, destruction, or inability to account for Making Waves Academy Data.
- B. “Making Waves Academy Student Record Data” means and refers to the data described more fully in **Appendix A** that Making Waves Academy provides to Teach For America in connection with this DSA.

- C. “Making Waves Academy Video Data” means and refers data described as videotaping or recording of instruction in in-person or virtual spaces for review of instructional technique, which are manually transferred or uploaded to Teach For America’s software and servers by Corps Members in connection with this DSA.
- D. “Making Waves Academy Data” collectively refers to both the Making Waves Academy Student Record Data and Video Data.
- E. “FERPA” means and refers to the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and implementing regulations set forth in 34 CFR Part 99.
- F. “Personal Data” means and refers to any information that identifies or that can reasonably be used to identify a specific individual, including but not limited to any information that meets the definition of “Personally Identifiable Information” set forth in 34 C.F.R. § 99.3
- G. “Privacy and Security Laws” means and refers to (i) all applicable U.S. federal, state, and local laws, rules, regulations, directives and governmental requirements currently in effect and as they become effective relating in any way to privacy, confidentiality, security, or breach notification of Personal Data, including but not limited to FERPA and (ii) all applicable industry standards concerning privacy, data protection, confidentiality or information security.
- H. Others...?

II. Description of Data Access, Exchange and Use

- A. Making Waves Academy will provide the Making Waves Academy Student Record Data described in **Appendix A** to Teach For America in a form, format, frequency, and security feature mutually agreed by the Parties and laid forth in **Appendix A**.
- B. Corps Members will transfer or upload Making Waves Academy Video Data to Teach For America in a form, format, frequency, and security mutually agreed by the Parties and laid forth in **Appendix B**
- C. The restricted Making Waves Academy Data will be used solely for the purposes agreed upon by the two parties.
- D. Teach For America may request additional data or use of data, in writing, from Making Waves Academy at any point. If Making Waves Academy agrees to provide such data or to its use, all terms of this agreement apply to the additional data. This includes ongoing data for subsequent cohort

years, in which Teach For America and Making Waves Academy have entered into a PSA, after the original DSA is signed.

- E. Access to Teach For America Data will be limited solely to the appropriate Making Waves Academy staff designated in writing (after executing **Attachment A**) and the data may not be loaned or otherwise conveyed to anyone other than authorized recipients of the parties.
- F. Teach For America Agrees as follows:
 - i. Provide Making Waves Academy with a dataset (after executing **Attachment A**) that will allow for the identification of Teach For America Teachers in the existing district data system ("Teach For America Data"). Teach For America and Making Waves Academy agree that both parties will follow appropriate data protection protocols in transferring this data to representatives of Making Waves Academy as well as protect any and all personal data.
 - ii. Access to Making Waves Academy Student Record Data at the identified individual teacher level will be limited solely to Teach For America regional and national staff (after executing **Attachment C**) and the data may not be loaned or otherwise conveyed to anyone other than authorized recipients of the parties to this agreement.
 - iii. Access to Making Waves Academy Student Record Data at the individual student level will be limited solely to appropriate Teach For America national analytics staff designated in writing (after executing **Attachment B**) and the data may not be loaned or otherwise conveyed to anyone other than authorized recipients of the parties to this agreement.
 - iv. Access to Making Waves Academy Student Record Data aggregated by class/teacher will be limited solely to Teach For America employees, funders, and board members. Teach For America agrees that the data may not be loaned or otherwise conveyed to anyone other than authorized recipients of the parties to this agreement.
 - v. Access to Making Waves Academy Video Data will be limited solely to Teach For America employees and Corps Members for ongoing coaching and development of current and future Corps Members. Teach For America agrees that the Video Data may not be loaned, used or otherwise conveyed to anyone other than internal staff, current and future Corps Members, using software services to securely house and host this data.

- vi. Upon execution of **Attachment B**, Teach For America will not share Making Waves Academy aggregate student data for student cohorts less than five (5).
- vii. Teach For America will not externally share or publish conclusions from any analyses that identifies the district, without the prior consent of Making Waves Academy
- viii. Teach For America agrees to share any findings from its analyses and/or aggregate reports with Making Waves Academy

III. DUTIES

- A. The Making Waves Academy will perform the following duties:
 - i. Provide data for the purposes of this Agreement in compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. section 1232g and 34 C.F.R, section 99, and related California Education Code provisions.
 - ii. Provide Teach For America with information security specifications required to transmit pupil record information electronically in the form, format, frequency, and security features laid out in **Appendix A** as set forth herein.
 - iii. Upon execution of a separate authorization and publicity release form, Making Waves Academy authorizes Teach For America to use photography and/or video of its students by naming Teach For America as an approved affiliate or partner and third party beneficiary of the Making Waves Academy with regard to all publicity/model releases signed by student and/or parents, especially as they relate to videos and photographs of student of Making Waves Academy.
 - iv. Authorizes Teach For America and Corps Members, by the execution of this Agreement, to coordinate all necessary parental/guardian FERPA and media releases to allow the videotaping of in-person and/or virtual instruction in order to obtain Making Waves Academy Video Data.
- B. Teach For America will perform the following duties:
 - v. Comply with all FERPA and CTC Provisions, including the following:
 - a. Teach For America further agrees not to share data received under this DSA with any other entity not set forth in this Agreement. Teach For America agrees to allow Making Waves Academy access to any relevant Teach For America records for purposes of completing authorized audits of the parties.

- b. Require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA [and other federal, state and local laws] with respect to the data shared under this agreement. Teach For America agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this agreement and **Attachment B**.
- c. Maintain all data obtained pursuant to this agreement in a secure computer environment and not copy, reproduce or transmit data obtained pursuant to this agreement except as necessary to fulfill the purpose of the original request. All copies of data of any type, including any modifications or additions to data from any source that contains information regarding students, are subject to the provisions of this agreement in the same manner as the original data. The ability to access or maintain data under this agreement shall not under any circumstances transfer from Teach For America to any other institution or entity.
- d. Not disclose any Making Waves Academy Data obtained under this agreement in a manner that could identify an individual student to any other entity in published results of data use authorized by this agreement.
- e. Use data in a manner that does not permit personal identification of parents and students by anyone other than representatives of Teach For America authorized by this Agreement with legitimate educational interests for purposes of this Agreement.
- f. Destroy all personally identifiable Making Waves Academy Data obtained under this agreement when it is no longer needed for the purpose for which it was obtained. Nothing in this agreement authorizes Teach For America to maintain personally identifiable data beyond the time period reasonably needed to complete the purpose of the request. After creating and verifying the final merged data set, all personally identifiable data shall be destroyed in compliance with 34 CFR Section 99.31 (a) (6). Teach For America agrees to require all employees, contractors, or agents of any kind to comply with this provision. Consistent with FERPA, Teach For America will retain a de-identified data set to conduct analyses for specific projects that have been

- approved in advance and in writing by Making Waves Academy.
- vi. Teach For America shall comply with the Making Waves Academy's information security specifications prior to receiving any electronic transfers of pupil record information. Making Waves Academy may require Teach For America to provide documentation of compliance prior to any transmittal.
 - vii. Teach For America shall designate in writing a single authorized representative able to request data under this agreement. The authorized representative shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this agreement, including confirmation of the completion of any projects and the return or destruction of data as required by this agreement. Making Waves Academy or its agents may, upon request, review the records required to be kept under this section. Teach For America's authorized representative must sign and complete the Confidentiality Agreement, (**Attachment B**) which is incorporated by reference,
 - viii. If Teach For America experiences a Breach, Teach For America will immediately take steps to mitigate any harm resulting from such Breach and/or as are required under applicable Privacy and Security Laws. Teach For America will report in writing to Making Waves Academy without unreasonable delay, but in no event later than forty-eight (48) hours of determining that a Breach of Making Waves Academy Data has occurred. Teach For America will cooperate with any reasonable Making Waves Academy requests for information regarding such Breach.

IV. GENERAL PROVISIONS

- A. **TERM.** The Term of this Agreement shall begin on the Effective Date, cover all Corps Members hired under the PSA originally dated September 1, 2021, and shall expire on June 30, 2025.
- B. **TERMINATION.** This Data Sharing Agreement may be terminated as follows:
 - i. At any time by mutual agreement of the parties;
 - ii. By either party upon thirty (30) days prior written notice to the other Party;
 - iii. By either party upon written notice to the other in the event of a material breach of this Agreement that is not cured within thirty

(30) days following the receipt by the breaching party of written notice from the non-breaching party.

- C. EFFECT OF TERMINATION. If this Agreement expires or is terminated by either party, it shall become void. The expiration or earlier termination of this specific Agreement shall not serve to terminate the associated PSA.
- D. GOVERNING LAW The validity, interpretation and performance of this agreement shall be determined according to the laws of the State of California.
- E. INDEMNIFICATION Teach For America shall indemnify and hold the Making Waves Academy and its Board Members, administrators, employees, agents, attorneys, and contractors (Indemnitees) harmless against all liability, loss, damage and expense (including reasonable attorneys' fees) resulting from or arising out of this agreement or its performance, whether such loss, expense, damage or liability was proximately caused in whole or in part by the negligent or willful act or omission of Teach For America, including, without limitation, its agents, employees, subcontractors or anyone employed directly or indirectly by it.
- F. NOTICES All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed to the individuals as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

AGENCY 1:	TEACH FOR AMERICA	AGENCY 2:	Making Waves Academy
Name, Title	Bea Viramontes, ED	Name, Title	
ADDRESS:	401 Grand Ave, Suite 400 Oakland, CA	ADDRESS:	Richmond, CA
TELEPHONE:	(626)274-9594	TELEPHONE:	
EMAIL:	Beatrice.Viramontes@tea	EMAIL:	

	chforamerica.org		
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G. The points of contact for technical issues regarding the exchange, storage and security of the **Making Waves Academy** Data and related technical issues are:

Teach For America: Beatrice Viramontes

Making Waves Academy:

IN WITNESS WHEREOF, the parties have executed this Agreement as of the last day noted below.

AGENCY 1:	TEACH FOR AMERICA	AGENCY 2:	Making Waves Academy
ADDRESS:	401 Grand Ave, Suite 400 Oakland, CA	ADDRESS:	Richmond, CA
TELEPHONE:	(626)274-9594	TELEPHONE:	
EMAIL:	Beatrice.Viramontes@teach foramerica.org	EMAIL:	
SIGNATORY NAME (PRINT):	Beatrice Viramontes	SIGNATORY NAME (PRINT):	
SIGNATORY TITLE:	Executive Director	SIGNATORY TITLE:	
SIGNATURE:		SIGNATURE:	
DATE:	10/20/2021	DATE:	

APPENDIX A - DATA ELEMENTS, FORM, FORMAT, FREQUENCY, AND SECURITY FEATURES

Data Elements

Making Waves Academy will, to the fullest extent possible, include the following data and specified variables in the Making Waves Academy Data sets provided to Teach For America (limited only by what is available through the method of access);

- a. The following teacher data and variables are essential to Teach For America's data request:
 - i. district, district code, school, school code
 - ii. Subject name, subject ID, course name, course ID, section ID
 - iii. grade level name, grade level code

- b. The following teacher data and variables are helpful but not essential to Teach For America's data request:
 - i. years employed with partner
 - ii. TFA affiliation (current CM/ alumni)
 - iii. certification/ license level
 - iv. gender
 - v. race
 - vi. ethnicity
 - vii. teacher evaluation rating/ observation data (where available)
 - viii. student/parent survey summary results (where available)

- c. The following student data and variables are essential to Teach For America's data request:
 - i. interim assessment scores (BOY, MY, EOY) (all scores including growth goals/targets, grade level equivalency, mastery, percentile rank, or other scales available)
 - ii. state test scale scores (previous + current) (all scores including scale score, proficiency/ performance level, raw scores, percentile rank, or other scales available)
 - iii. student survey results (all scores including individual question scores, aggregate construct scores, raw scores, any deidentified open ended responses or other scales available)
 - iv. test grade
 - v. test subject
 - vi. test year
 - vii. State StudentID number

- d. The following student data and variables are helpful but not essential to Teach For America's data request:
 - i. race/ ethnicity
 - ii. ELL status
 - iii. special education/ disability status
 - i. low socioeconomic-status (SES)
 - iv. attendance data (e.g. daily absence or tardiness, number of absences/tardies over a specified time period, days attended and missed, average daily attendance);
 - v. behavior/discipline data (e.g. number of detentions, suspensions, office referrals);

- e. The following aggregate data are essential to Teach For America's data request:
 - i. Making Waves Academy average scores for all interim assessment tested grades and subjects (all scores including growth goals/targets, grade level equivalency, mastery, percentile rank, or other scales available)
 - ii. Making Waves Academy average scores for all state tested grades and subjects (all scores including scale score, proficiency/ performance level, raw scores, percentile rank, or other scales available) tested grades and subjects (all scores including scale score, proficiency/ performance level, raw scores, percentile rank, or other scales available)
 - iii. Making Waves Academy average scores for all [student survey] surveyed grades and subjects (all scores including individual question scores, aggregate construct scores, raw scores, any deidentified open ended responses or other scales available)

APPENDIX B

DESCRIPTION OF SYSTEM(S) USED IN THE TRANSFER OF MAKING WAVES ACADEMY VIDEO DATA, FREQUENCY AND SECURITY FEATURES

System Description:

Other Systems Description:

Docebo Description:

The onset of the Covid-19 pandemic fast-forwarded Teach For America's (TFA) work to create a more personalized corps member experience, through a standardized platform and other digital offerings. The charge: leverage technology to help us unblock and enable a digital transformation. After a robust RFQ process Docebo proved to meet all of the identified needs for an enterprise Learning Management System (LMS) including the ability to: track course and assignment completion, track progress through an asynchronous course, respond to discussion prompts simply within an asynchronous course, easily and intuitively navigate assignments (due dates, ability to upload files, daily to-dos), customize and automate data reporting, assigned learning plans for individuals or groups of users, communicate key announcements through the system, and share classroom teaching videos and receive feedback from expert practitioners and coaches.

This **Appendix B** shall serve as Teach For America- Bay Area's official notification of the use of the Docebo platform for corps member teacher coaching and training. While instruction may be in-person, virtual, or follow a hybrid model this school year, we believe it is important that we innovate and remain agile in our approach to the coaching and training we provide corps members. Below we've outlined the various ways Teach For America- Bay Area and corps members will utilize the Docebo platform, including but not limited to:

- Uploading and reviewing classroom recordings and other content in order to engage in discourse and feedback on teaching practices.
- Foster strong dialogue and collaboration with other corps members and Teach For America staff as they share resources, ideas, and feedback.
- Streamline coaching conversations centered on individual teacher development, rooted in evidence from their classrooms, and use evidence-based practices modeled by other teachers.

As part of our use of Docebo, Teach For America corps members will be uploading their classroom recordings. Although these recordings are focused and framed around the teacher, there may be times they include student images. Teach For America will obtain parental consent waivers for any videos which include student images.

Docebo Security Features:

Although corps members will upload classroom recording videos, these videos are not sharable outside of the platform and only the corps member who uploaded the video and Teach For America coaches have rights to download it. Our partnership with Docebo meets rigorous data security and privacy standards as a closed and private platform and Docebo has affirmed their compliance with laws and regulations concerning the privacy, security and notification of breaches.

Coversheet

Slides Presented at Board Meeting

Section: VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item: A. Slides Presented at Board Meeting
Purpose: FYI
Submitted by:
Related Material: ELD_Deep_Dive.pptx
Curriculum Review Prez Dec 2021.pptx
2021 Listening Sessions Deck Board Meeting.pptx



ELD Deep Dive

Aurelio Garcia

Thursday, December 9, 2021

Powered by BoardOnTrack



Learn. Graduate. Give Back.

Table of Contents

- **ELD Programming**
- **Reclassification and ELPAC**
- **ELAC**
- **Board Member Feedback**

ELD Programming

English Language Development (ELD) Overview

School Wide Objectives

- Aligned with Intervention Services
- All English Learners (EL) students are enrolled in our ELD program
- Provide ELD instructional support for faculty
- Case manage English Learners (EL)
- Facilitate ELAC meetings
- Oversee state ELPAC testing and EL Parent Outreach
- Work with various education partners to achieve positive EL student outcomes
- Reclassification!

“I joined ELAC to understand and be aware of families that share the experience of their child reclassifying and to work together to help the school, community and the teachers ”

“Having the privilege of being bilingual opens many doors”

ELD Enrollment Data

English Learners at Making Waves

- ELs are 28% of the student body
- 33% of students at MS are ELs
- 21% of students at US are ELs
- 9% of ELs are SPED students
- 84% of ELs are LTELs*
- 49% of students at MWA are RFEP*

Grade	ELD Students
5 th	57
6 th	60
7 th	51
8 th	47
9 th	52
10 th	23
11 th	19
12 th	5

School	Total ELD students
Middle School	215
Upper School	99
Total	314

*LTEL- Long Term English Learners: 5 years as EL

*RFEP- Reclassified (Fluent English Proficient)

Reclassification and ELPAC

Reclassification

Reclassification: The process through which students who have been identified as English Learners are reclassified to Fluent English Proficient (RFEP) after meeting various linguistics and academic criteria set by the state and district.

Reclassification Criteria

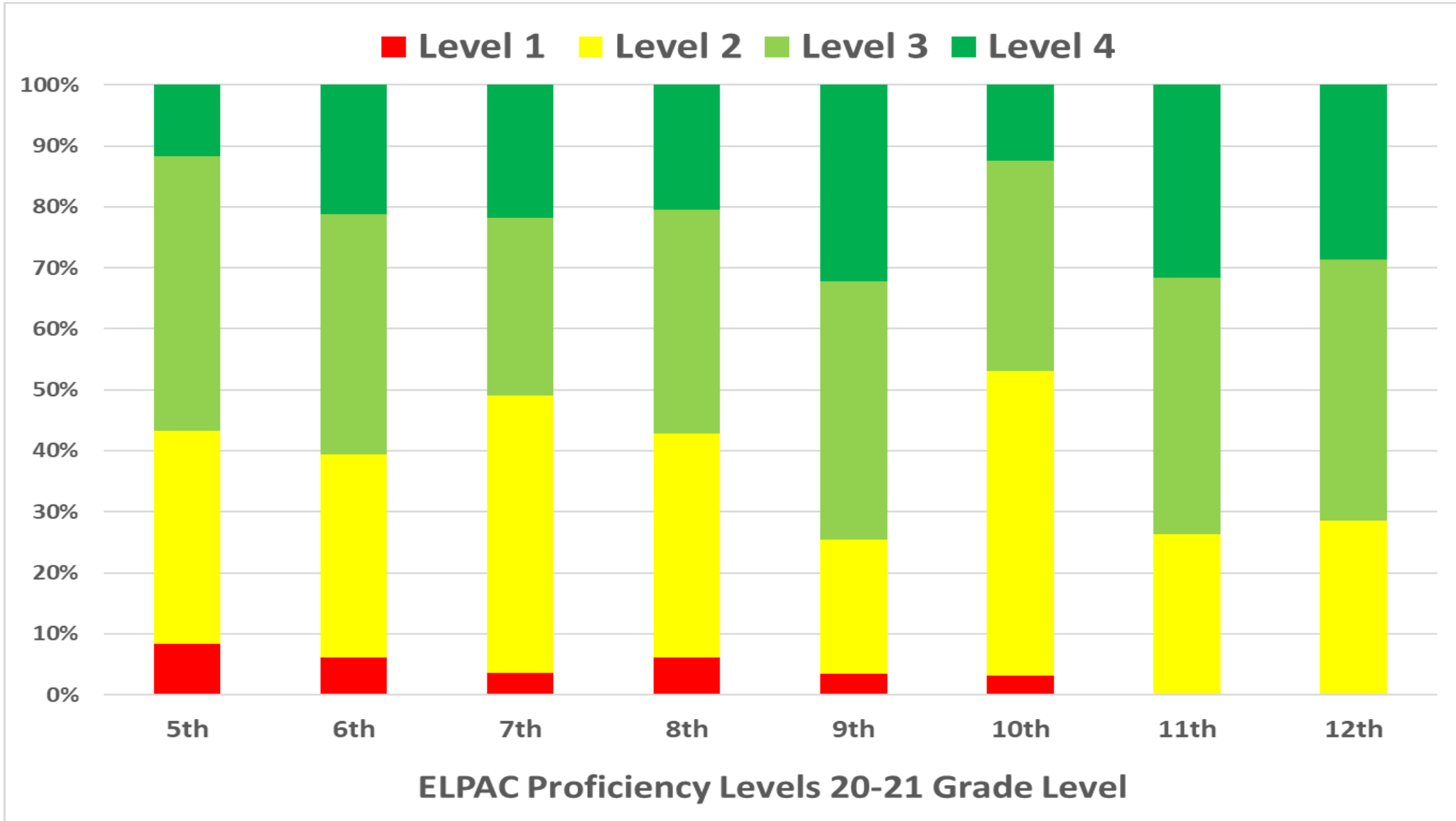
ELD Reclassification 21-22

California Requirements	Acceptable Standard
1. English proficiency demonstrated on the ELPAC in Listening, Speaking, Reading, and Writing	ELPAC: Overall Proficiency Level (OPL) of Level 4 with at least two subset levels of 3 or 4 and domain performances at level 2 or 3
2. Basic Skills - Demonstrates average proficiency on the ELA SBAC or ICA or Demonstrates proficiency on STAR Reading	ELA Standardized Tests: Performance Level of 3 or higher STAR Reading: Performing within one bandwidth of grade level; equivalent to average of native speakers
3. Teacher Recommendation	Teacher may use student work such as writing samples or GPA to support their recommendation.
4. Parent Consent	After above requirements are met, Parent/Guardian is consulted and given an opportunity to provide input regarding programs to further increase prospects for academic achievement

*Reclassification SPED Criteria -

If the SPED student does not meet the criteria, the IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency.

ELPAC Overall Scores 20-21



ELPAC Deep Dive

- Overall, **24% of our students scored a Proficiency Level of 4** (which is needed to Reclassify).
- This is an **impressive jump** in comparison to 2018-2019! **14.9%** MWA and **16.4%** statewide K-12 in 2018-2019.
- **97% (282/289)** of all ELs at MWA completed the remote Summative ELPAC in 20-21.
- **33 students have been identified to reclassify!**

Students Identified for Reclassification	
Division	Total ELD students
Middle School	24
Upper School	9
Total	33

ELAC

English Learners Advisory Committee (ELAC)

 ELAC has continued to strongly serve our parents and community.

 Parent engagement is high.

 Focus on the following:

- Advising and recommendations for our EL Master Plan and School Site
- School Needs Assessments
- Attendance updates
- Meetings held usually First Tuesday 6pm of the month.

Discussion Prompts

How can we continue to keep a sense of urgency in our support of English Learners?

What additional factors must we consider to make sure our English Learners are given the appropriate support towards reclassification and beyond?

Contact Information
Aurelio Garcia
agarcia@mwacademy.org
(510) 262-1511



Learn. Graduate. Give Back.

Curriculum Review Committee Update

December 10, 2021

Fall Semester Review

Meeting – October 2021

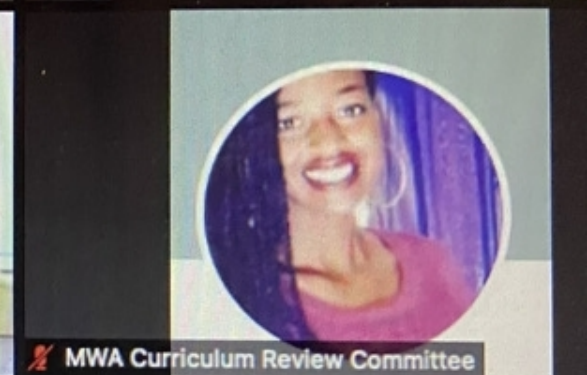
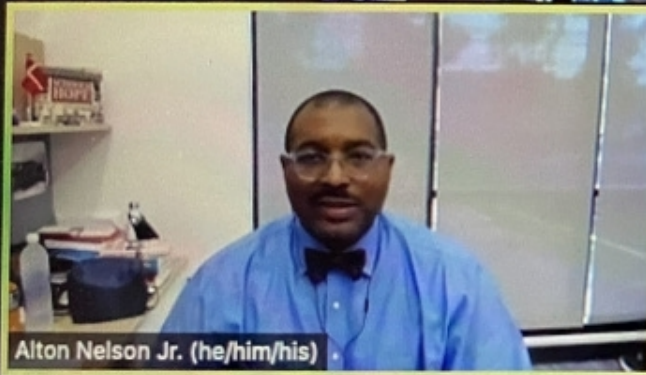
Presented by Alicia Mallet Klein and Esther Hugo



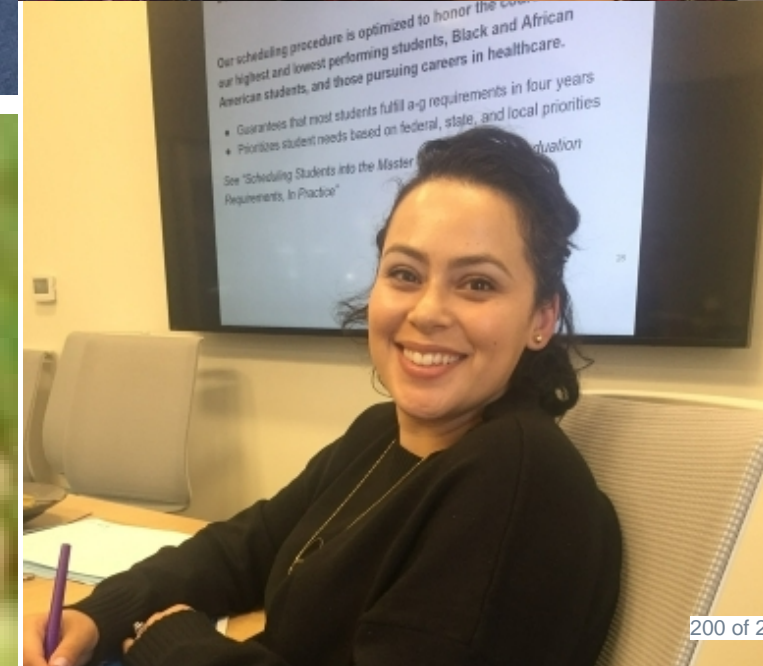
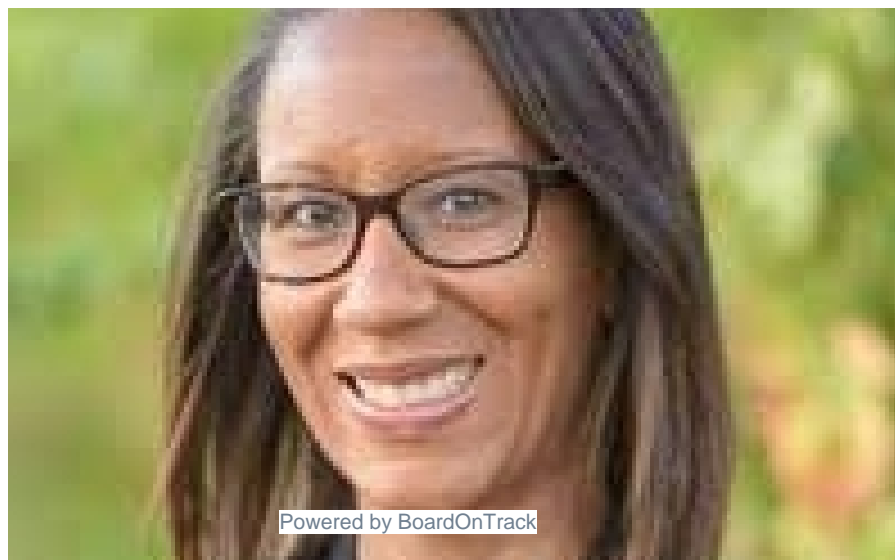
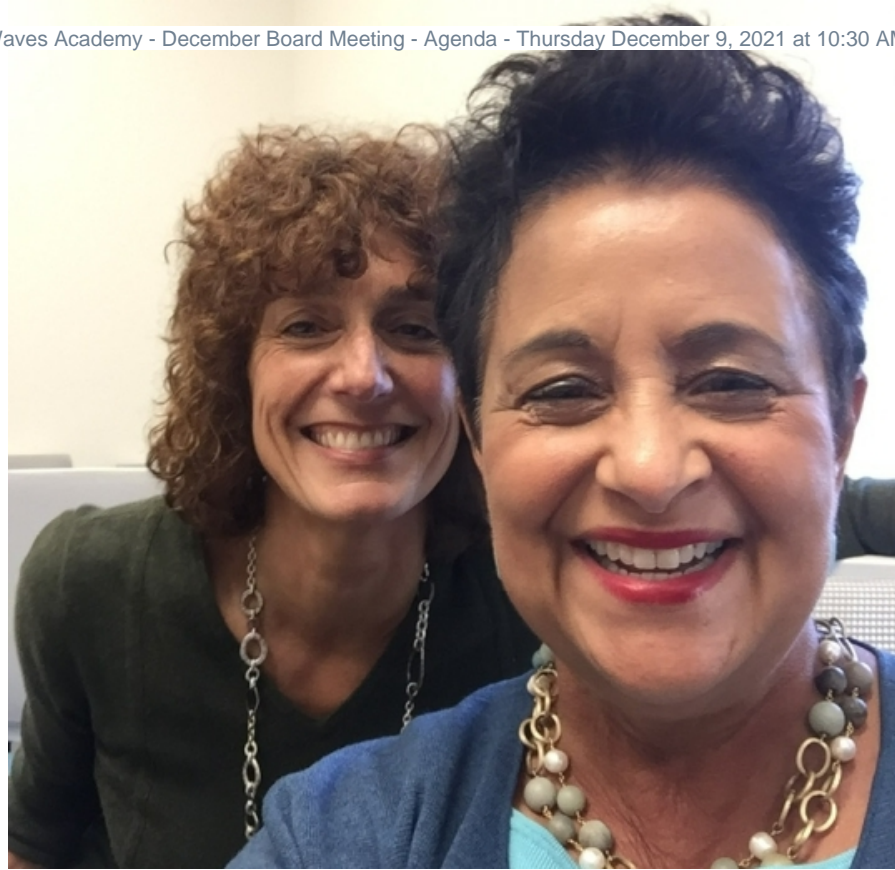
Curriculum Review Committee Presentation Overview

-
- Committee Members
 - Leadership Priorities
 - Staffing Issues
 - COVID-impacts on Curriculum and Campus Return
 - College and Career Update
 - Robot – Use of AI to respond to College & Career Issues - demo

The CRC Team



CRC Members



CEO Mr. Nelson Sets Tone and Focus



Context and Information:

Climate and Culture Update



- 8th Year of CRC Committee!
- Dialogue encouraged
- COVID impact and physical plant changes
- Current population – majority new to campus.
- Middle School – half new students



Staffing is Challenging

- Year started with 11 vacancies
- In October, 10 vacancies; 8 onsite subs
- Instructional leaders provide classroom coverage – and still need support.
- Academic Instruction Team and Senior leaders covering daily absences.



Pivots and Responses

Multiple modes of communication

Using Slack, - group text and portals

Model accountability for real-time errors

Culture and climate Reboot

Prioritize PD Fridays

Alternate substitute coverage

PD Sessions for on-site Substitute team



College and Career Update : Overview

- What's Next in College Readiness
 - AB 104 Legislation
 - Expanding the Curriculum
- 19th Wave Preview
- ROBOT Demonstration



AB 104 – California Legislation

- Allows high school graduation flexibility in state requirements
- Students able to opt for "Credit" instead of a grade
- Might impact Cal Grant, which is dependent on GPA
- Consideration: How will colleges view the transcript?

Curriculum Expansion through Community Colleges



**CONTRA
COSTA
COLLEGE**

**APPLICATION & CAMPUS OVERVIEW
FEATURING**

CONTRA COSTA COLLEGE

**JOIN US ON MONDAY, DECEMBER 14TH,
2020
FROM 3:00-4:00 PM**

TO RSVP:
tinyurl.com/ro-ccworkshop

All attendees will be entered in a raffle for a chance to win a printer or \$25 Gift Card (4 available)

Community College - Dual Enrollment Benefits



- Exposure to College
- Community-Building
- Academic Advancement
- No additional staffing needed



More Curricular Options

- Use of UC Scout for missing A-G and AP classes
- Codesters – CISCO coding program
 - Follows students through graduation
 - CTE Pathway
 - Students can earn a certification and a six-figure job



Pandemic Impact: Testing Optional, Yes or No?

- ACT/SAT/PSAT
- Cultural and experiential impacts of not taking the test
- Testing as a Tool to build Aspiration
- Value in taking the PSAT

PSAT Values for Wave-Makers

- Exposure to college testing
- Gives colleges exposure to students
- AP Potential
- National Merit Scholarship eligibility
- Student Search
- Rich Data about our instructional program





19th Wave Preview: Having the Best Year?

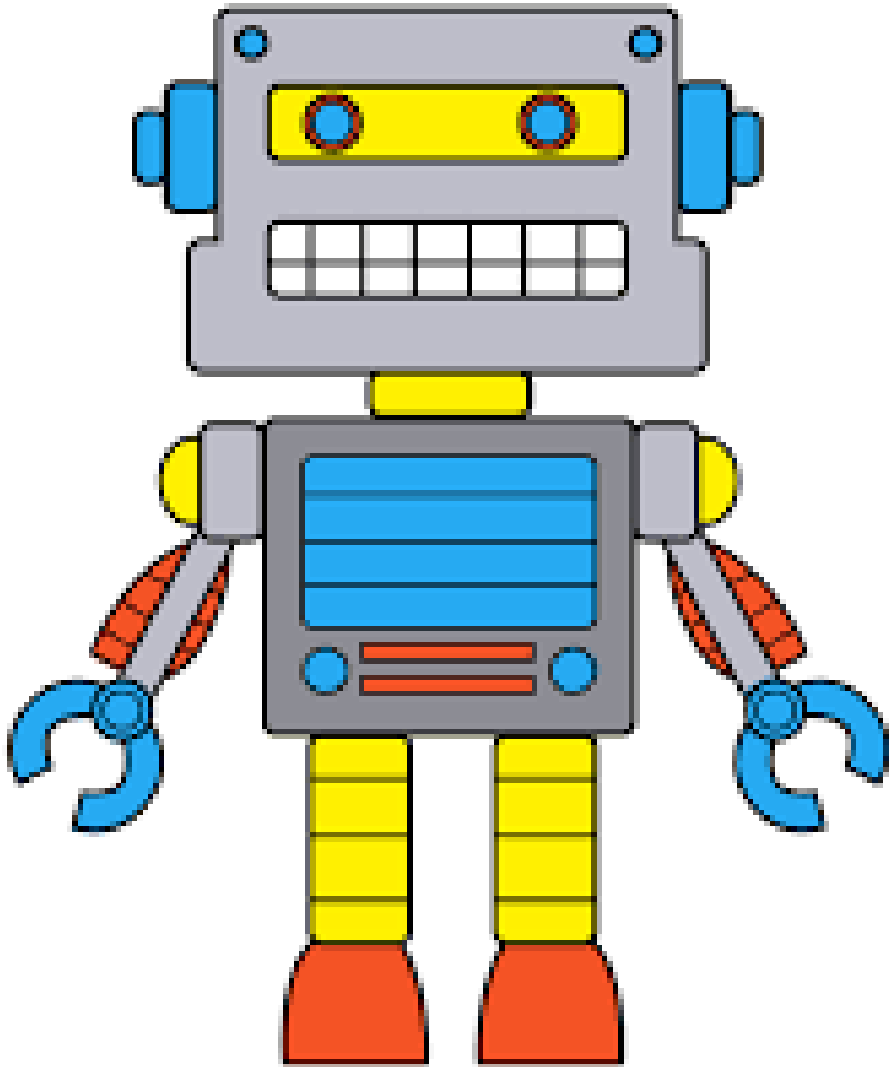
- Challenging Wave – known as “high crisis”
- Class experienced:
 - Most teacher turnovers
 - High trauma
 - Highest percentage of SPEDS
 - Most homeless students



19th Wave Transformation

- Students enjoying "structure" of returning to campus
- Students with multiple F's are now earning straight A's
- **70%** of 19th Wave are CSU and/or 4-year College Eligible





The ROBOT offers more “inclusive” approach

- Five modernization efforts to reach students
- Effective mass-communication tool
- Online appointment system
- Artificial Intelligence Chatbot

ROBOT Uses

- 390 unique users to the Website
- Information goes direction to student
- Available for 8th graders to learn about high school
- Helps parents and students get connected
- Question bank is limitless – we can design, create and customize it



Creating an aspirational culture by explaining options, giving information, providing guidance





**Robot Demonstration
-Mr. Siapno, Director,
College and Career Counseling**

Questions, Feedback, and Comments



BOARD LISTENING SESSIONS WITH STAFF



November 2021

Overview

- **Alton encouraged the board to hear concerns from staff directly**
- **7 hour-long sessions with Alicia, Layla, Margaret, Jess**
- **Staff split into diverse groups representing the entire Academy:**
 - *Central Office* • *New Teachers, Subs, Residents* • *Non-faculty Staff* • *After-school Team*
 - *Humanities Teachers* • *Non-executive School Leaders* • *Math/Science/Art Teachers*
- **68 participants overall – about 50% of total – and good representation in each group**
- **Questions posed:**
 - *What is working well/better?* • *What are challenges/pain points?*
 - *What suggestions do you have for leadership?*
- **Solution-oriented mindset was evident**
- **Most expressed deep care for MWA staff culture, student culture, learning and safety**
- **Broad acknowledgement that every one is stretched thin, including leaders, and**

Bright Spots

■ All Groups:

- *Support of colleagues (mostly laterally)*

■ Most Groups:

- *Increased listening by leadership*
- *Hiring/permanent subs*
- *People are stepping up, chipping in, learning to manage*
- *Recent community building , improving sense of community*

■ Also mentioned:

- *Students are great*
- *Improving student behavior*
- *Resources, compensation/benefits, opportunities for career growth*
- *ASB announcements are back!*

High-level Themes

Respect & Community

Communication

Tools & Support

Student Behavior

Pain points

*Staff feeling **lack of community** and not **feeling valued**, particularly with staff turnover*

*Pressure to be perfect and **fear of admitting mistakes/raising red flags***

Last-minute communication

*Slow and **opaque decision making***

Lack of responsiveness to questions and concerns

***Understaffing** causing extra burden on staff and lack of support for teachers*

***Poor planning and lack of systems** leading to disorganization and confusion*

*Challenges with **behavior management** and lack of support*

*Concern for **student achievement, experience, equity and safety***

Example solutions

- Community building for students and staff
- Focus on making people feel valued
- Make time for collaboration

- Improved communication from school and leadership
- Add teacher voice to board meetings

- Improve systems and planning
- Hire more supervisors and temps
- Provide more support for new teachers

- Set expectations for students, have consequences
- Hire more deans

Follow-up Steps Taken to Date

- Detailed reports from all sessions provided to executive leaders
- Follow-up email sent by Alicia to staff prior to Thanksgiving
- Board members engaged on the project debriefed with Alton
- Alton discussed reports with senior leaders
- This presentation to the full board

Next Steps

- Share this presentation with all staff
- Leadership will engage with staff on findings
- Board members on the project will hold a second discussion with Alton on short/long term fixes
- Leadership will develop tactical plans for shorter term items and strategic plans for larger issues
- Position for reset in Semester 2
- Explore ways to make sure the board regularly hears teacher perspectives

Implications for Board Committees Working to Support and Advise Leadership

■ Culture and Climate Advisory Committee will focus on:

- *Aligning priorities for both students and staff, centering on school pride, Wave-Maker identity and culture to enable community building and appreciation of each other*
- *Clearly defining and enhancing communication channels, transparency and expectations at all levels of leadership*
- *Improving the student experience, culture and climate – in and out of the classroom*
- *Tracking, understanding and addressing staff turnover*

■ DEI Advisory Committee will focus on:

- *Improving communication to all stakeholders, ensuring that improvement plans are connected to DEI workstreams*
- *Working to increase the authentic connection people are craving through DEI activities/events, in partnership with the Culture and Climate Committee*

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: Aurelio Garcia
Related Material: December 2021_School Board Report_Spanish.pdf



Informe de la Junta Directiva

A nivel de la escuela

Reporte de la Junta Directiva - Diciembre 2021

Del escritorio de la Directora de la Escuela Superior

Dr. E. Ward-Jackson

“La vida es como andar en bicicleta. Para mantener el equilibrio, debes seguir moviéndote.” -Albert Einstein

Los desafíos (que van desde efectos por puestos vacantes del personal clave y las renunciaciones anticipadas hasta el aumento de las infracciones de conducta y el gran volumen de necesidades para apoyar a los estudiantes) han puesto a prueba la fortaleza de nuestra comunidad y han revelado las vulnerabilidades y tensiones de los individuos y de los equipos mientras nuestra comunidad lucha por mantener el equilibrio y seguir avanzando. Sin embargo, a medida que nos acercamos al final de nuestro primer semestre de aprendizaje presencial, después de haber superado el aprendizaje a distancia y los impactos asociados y residuales de la pandemia, creo que es importante compartir que seguimos avanzando.

La rapidez con la cual he tenido que elaborar planes de contingencia y, en algunos casos, los planes de contingencia para planes de contingencia es algo que no tiene precedentes, ha sido un indicador de cómo el regreso a la escuela presencial tras el aprendizaje a distancia ha cambiado fundamentalmente muchas facetas de nuestro trabajo. Mientras estaba involucrado en el trabajo de ayudar a las familias, al personal, a los estudiantes y a mí mismo, aprender a "hacer escuela" de manera efectiva durante una época de gran incertidumbre y en un entorno siempre cambiante ha sido uno de los mayores y más gratificantes desafíos de mi carrera. En particular, la lucha por crear espacios seguros para examinar y explorar los supuestos subyacentes sobre la teoría y práctica, y para generar oportunidades para nuevas epistemologías, nuevos métodos, y nuevos enfoques ha sido toda una tarea. La investigación nos dice que es en tiempos de mayor ambigüedad e incertidumbre cuando los líderes escolares deben orientarse hacia el aprendizaje y el desarrollo de estructuras y sistemas para la resolución creativa de problemas y la innovación. Con este fin, mi objetivo continuo es ofrecer un entorno de aprendizaje "psicológicamente seguro", en el que los profesores y el personal puedan sentirse abiertos e invitados a asumir riesgos, cometer errores y aprender.

Este concepto de "seguridad psicológica" (Edmondson, 1999), es definida como la manera en que las personas vean que el entorno sea favorable para los comportamientos de riesgo interpersonal, como hablar o pedir ayuda e influye en el modo en que puede producirse el aprendizaje individual y organizativo. La investigación muestra que incluso cuando las personas quieren (así como los educadores ahora, quizás necesitan) cambiar su práctica, los riesgos percibidos de dicho cambio puedan dificultar la habilidad de hacerlo, (por ejemplo, Wanless et al., 2013). La investigación que aplica la seguridad psicológica a las escuelas muestran una realidad más compleja en el que las normas profesionales tradicionales, la eficacia de los líderes, y el alto riesgo del trabajo hacen que la creación de una cultura de seguridad psicológica sea a la vez fundamentalmente desafiante de lograr. (Edmondson et al., 2016; Weiner, 2016).¹

La reunión de hoy de la Junta Directiva se centra en tres grandes grupos fundamentales de estudiantes, 1) Estudiantes que aprenden inglés, 2) Estudiantes de color/Afroamericanos, y 3) Estudiantes identificados como “distintos”, quienes son designados para recibir servicios de educación especial. Cuando pienso en los desafíos que estamos atravesando como

¹Edmondson, A. C. (1999). Seguridad psicológica y comportamiento de aprendizaje en equipos de trabajo. *Adm. Sci. Q.* 44, 350–383.

Edmondson, A. C., Higgins, M., Singer, S., y Weiner, J. (2016). Comprendiendo la seguridad psicológica en atención de la salud y organizaciones educacionales: una perspectiva comparativa. *Res. Human Dev.* 13, 65–83.

Wanless, S. B., Patton, C. L., Rimm-Kaufman, S. E., y Deutsch, N. L. (2013). Establecer influencias de nivel en implementación del enfoque de clases responsivas. *Prevenir. Sci.* 14, 40–51.

Weiner, J. M. (2016). Bajo mi pulgar: la dificultad de los directores para ceder la toma de decisiones a su equipo de liderazgo institucional. *J. Liderazgo de escuelas* 26, 334–364.

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comunidad escolar, en esta etapa del año escolar, y los pasos que debemos dar para impedir el estancamiento y la parálisis, considero que nuestro enfoque de los aprendices críticos, es un modelo ejemplar para analizar el crecimiento de una manera motivadora, y que nos hace avanzar rápida e intencionadamente para tener éxito y resultados realistas que levantan la moral.

Al igual que nuestro grupo de aprendices críticos, en esta temporada, nuestra comunidad escolar es "prometedora" en muchos aspectos, y necesita una intervención especializada, intencional, y diferente, para impulsarnos hacia un segundo semestre fuerte y exitoso en el futuro. Al igual que nuestros aprendices críticos, hay nuevos objetivos de crecimiento y logros que deberán establecerse en el cambio de semestre, y al igual que nuestros aprendices críticos, hay altas expectativas de crecimiento y progreso hacia el objetivo final que será diseñado y perfeccionado de conformidad con los datos académicos. Estoy dedicando tiempo de reflexión estratégica a esta labor, y compartiré los objetivos actualizados con la Junta Directiva en un próximo informe. En las próximas páginas de este informe podrán aprender más acerca del progreso, desafíos, y próximos pasos asociados con el programa de intervención de nuestros estudiantes afroamericanos y con nuestro programa de educación especial. Cuando se lea el texto, tenga en cuenta la conexión con nuestra amplia programación y enfoque de aprendizaje.

Una de mis citas favoritas dice: *“El pesimista se queja del viento. El optimista espera que este cambie. El líder ajusta las velas.”* Lo más gratificante para mí como líder durante esta temporada ha sido el apoyo y ser testigo de cómo nuestros líderes se levantan, florecen y ajustan las velas, cuando es necesario, permitiéndonos no sólo soportar las adversidades, sino prosperar a través del desafío, el cambio y el territorio desconocido. Además de intervenir para dar clases, ser decano y gestionar y facilitar la participación de las familias, con el apoyo de mis comprometidos líderes superiores de escuela y sus equipos, he podido apoyar la realización de algunos logros importantes y el cumplimiento de los programas que me enorgullece compartir con la Junta Directiva:

Cumplimiento del programa:

- Culminación de plan ESSER III y mejoras
- Se ha completado el plan de gastos de la subvención para efectividad de los educadores
- Participación de los colaboradores educativos (antes denominados "partes interesadas") en todos los planes
- Fecha crítica de LCAP para los objetivos anuales en curso
- Culminación de presentación CCCOE LCAP
- Culminación de solicitudes para la Universidad
- Tareas de cumplimiento de los derechos civiles en curso
- Tareas de cumplimiento de WASC en curso

Participación de la familia

- Lanzamiento y facilitación de pláticas y conversaciones con café al inicio del segundo trimestre
- Lanzamiento de capacitación familiar PMSC
- Realización de talleres de participación familiar ESSER III
- Lanzamiento de programa de certificación académica para padres
- Nominación de las candidaturas para la representación de padres SSC
- Lanzamiento de las reuniones del comité asesor de padres para ELAC y BAAPAC
- Resumen de calendarios iniciales de 3 meses para las familias

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Instrucción y apoyo académico

- Sistema de calificación actualizado
- Calendario PD actualizado para apoyar el contenido y la colaboración del nivel de grado.
- Lanzamiento de líderes de nivel de grado en el segundo trimestre
- Se instituyeron reuniones de grupos de apoyo para los líderes de nivel de grado y los miembros del equipo de servicios de apoyo holístico
- Relanzamiento de la participación de My Very Own Library
- Relanzamiento de la participación del día de la Historia Nacional
- Lanzamiento de orientación académica con BAASAI

Compromiso y apoyo a los estudiantes

- Restablecimiento de las reuniones del CPRT (Equipo de Prevención y Respuesta a las Crisis por sus siglas en inglés)
- Se ha instituido planes de contingencia para los déficits de liderazgo en el Equipo de Servicios de Apoyo Holístico y en el equipo de Asesoramiento Universitario y Profesional.
- Se ha renovado el puesto de Director de Cultura Escolar
- Se organizó nuestro primer evento estudiantil externo: Festival de Otoño
- Organizamos nuestro primer evento externo: En honor a la victoria del Campeonato de Fútbol Masculino de la NCS
- Se realizaron los primeros planes del Día de las Luces en toda la escuela

B/AASA

Ka'Dijah Brown, Coordinador de B/AASAI

Introducción

La **B/AASA (iniciativa para logros de estudiantes de color/afroamericanos)** es una iniciativa que se produjo como respuesta a:

- Datos sobre el rendimiento de los estudiantes de color
- Las medidas de responsabilidad del Departamento de Educación de CA que pusieron a MWA en el Programa de Mejora hace algunos años (debido a que los estudiantes afroamericanos no mostraron logros académicos en relación con sus compañeros latinos, asiáticos y blancos)
- La responsabilidad de nuestra escuela de servir y apoyar mejor a ese subgrupo específico de estudiantes como aprendices críticos

B/AASAI, como programa, está dirigido bajo el control del **ASST (equipo de servicios de apoyo académico por sus siglas en inglés)**, e informa a los **AIS (Servicios de intervención académica por sus siglas en inglés)** el cual es un grupo de profesores, líderes y consultores que supervisan, evalúan y ofrecen recomendaciones para la **RTI² respuesta a la instrucción e intervención (por sus siglas en inglés)** y **MTSS (Servicios de Apoyo de Niveles Múltiples por sus siglas en inglés)** de nuestras escuelas con la intención de aumentar el rendimiento de las evaluaciones y los resultados de aprendizaje para los subgrupos de estudiantes críticos. Con respecto a lo anterior, B/AASAI es un servicio semejante al **ELD (desarrollo del idioma inglés por sus siglas en inglés)**, **GATE (educación para superdotados y con potencial por sus siglas en inglés)**, **SPED (educación especial por sus siglas en inglés)**, y **Mejores estudiantes para Matemáticas/ELA (Nivel 3)**. Cada uno de estos subgrupos tiene una programación específica dirigida a servir mejor a los alumnos involucrados. A veces esto incluye enfoques pedagógicos y curriculares culturalmente relevantes y receptivos, y a veces incluye métodos únicos y alternativos para su participación. Sea cual sea el enfoque, se investiga, se examina y se aprueba para su aplicación.

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¿Qué?

En representación del Comité de la Iniciativa y rendimiento de los estudiantes de color/afroamericanos es un gran privilegio proporcionar a la Junta Directiva de la MWA una actualización sobre el progreso de la iniciativa. Durante la presentación del año pasado a la Junta Directiva, dos objetivos fueron compartidos: 1) lanzamiento de tutoría académica y 2) creación de un comité de consultoría familiar. Este año, nos enorgullece poner al día a la Junta sobre el progreso de estos objetivos y compartir nuestros objetivos actuales para el año académico 2021-2022.

Regresar al plantel después de un período prolongado de aprendizaje a distancia (intensificado por los efectos del COVID-19, las continuas órdenes del Refugio en el Lugar (Shelter in Place) y las demandas ampliadas de justicia racial) la urgencia por estas iniciativas nunca ha estado más de manifiesto. La Iniciativa para el rendimiento de los estudiantes de color/afroamericanos (B/AASAI), sigue dando prioridad a proporcionar a nuestros estudiantes de color/afroamericanos un apoyo académico suplementario y oportunidades para profundizar su sentido de comunidad en Making Waves Academy. Para lograr esto, B/AASAI ha desarrollado tres objetivos importantes para el año académico del 2021 -2022:

- 1) Aplicar un enfoque holístico a la educación de nuestros alumnos de color y afroamericanos.
- 2) Incrementar las oportunidades de educación y compromiso para las familias.
- 3) Expandir el desarrollo profesional para el profesorado y el personal.

¿Y ahora qué?

Objetivo 1: Aplicar un enfoque holístico a la educación de nuestros alumnos de color y afroamericanos.

Programa de Tutoría B/AASAI

El pasado año escolar, B/AASAI puso en marcha un programa de tutoría académica en toda la academia para los estudiantes de color/afroamericanos. El programa de tutoría B/AASAI está basado en el marco de PMSC (Preparación de la mente para el éxito y la competencia por sus siglas en), alineándose con el programa más amplio de aprendizaje social emocional de MWA. El año pasado, nueve estudiantes (9) de Making Waves Academy participaron en el programa de tutoría. Estudiantes desde 5to a 10mo grado, con la mayoría de participación de 7mo a 8vo grado. Mientras participaban en el programa de tutoría, los estudiantes atendían sesiones de tutoría personalizadas semanalmente por aproximadamente 45 minutos. Durante las sesiones de tutoría, los profesores y los alumnos analizaron los puntos fuertes de los estudiantes, ejemplos de resiliencia, enfoque de sus sueños de vida, y retos académicos. El año pasado el objetivo de B/AASAI fue incrementar la participación de los estudiantes, y garantizar que el programa de tutoría se ofrezca a todo nuestro alumnado de color/afroamericano, y no sólo a los estudiantes que requieren una intervención de nivel 3, como se propuso inicialmente. Hemos imaginado un modelo que podría apoyar a más de 50-60 estudiantes. Nos complace anunciar que hemos alcanzado y superado éste objetivo. Este año, la participación en el programa de tutoría se ha incrementado al 611%. Actualmente, sesenta y cuatro (64) estudiantes de MWA han sido asignados a un mentor para el programa de tutoría. Estos estudiantes son de 5to a 12vo grado. También experimentamos una expansión en el número de mentores en el programa, con mentores conformados tanto por los profesores como por el personal. El gran apoyo del profesorado, el personal y la dirección de la MWA permitió que este objetivo se hiciera realidad.

Como se logró mucho con los nueve estudiantes que participaron en el programa de tutoría del año pasado, la expansión del programa fue vital este año, y la urgencia de nuestro trabajo se refleja claramente en los datos de los estudiantes de color/afroamericanos en la mitad de semestre. Los tres puntos que se presentan a continuación demuestran el impacto que el absentismo crónico tiene en el éxito académico de los estudiantes y destacan los cambios que B/AASAI planea

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realizar a medida que desarrollamos vías diferenciadas de apoyo adaptadas a las necesidades específicas de los estudiantes.

- **Matriculación actual de estudiantes** - Los estudiantes de color/afroamericanos representan el 8,66% (97/1.119) de los matriculados en la academia.
- **Ausentismo crónico actual** - 67% (65/97) de nuestros estudiantes de color /afroamericanos tienen ausencias frecuentes durante S1. Los estudiantes de color/afroamericanos experimentaron un rango de ausentismo crónico de 10,3% superior al promedio de la academia (21,3%). El ausentismo crónico se define como el porcentaje de alumnos que faltan el 10% o más de los días matriculados. (Schoolzilla)
- **Fracaso del curso actual en período de calificaciones** - 62.9% (61/97) de nuestros estudiantes de color/afroamericanos fallaron uno o más de sus cursos básicos durante S1. Los estudiantes de color/afroamericanos experimentaron una tasa de fracaso escolar superior al promedio de la academia (50,4%).

Al revisar los datos actuales de nuestros estudiantes de color/afroamericanos, hay una relación entre cada uno de los puntos de los datos anteriores. Muchos de nuestros estudiantes de color/afroamericanos experimentan continuas barreras para atender las clases regularmente. Por lo tanto, estos estudiantes perdieron la comprensión de su aprendizaje, lo que les dificulta mucho demostrar el dominio de los contenidos necesarios para aprobar los cursos básicos.

¿Y ahora qué?

A medida que el comité de B/AASAI continúa modificando los apoyos académicos actuales y las oportunidades de compromiso que se ofrecen a los estudiantes de color/afroamericanos y a sus familias, somos conscientes de las repercusiones en la experiencia de los estudiantes. Estos incluyen, pero no se limitan a los impactos a corto y largo plazo de la pandemia, la adaptación y el ajuste continuos producidos por el regreso al plantel, así como las experiencias de aislamiento social y cultural. Por ello, es fundamental que nuestros apoyos y servicios actuales sean visibles y fácilmente accesibles para los estudiantes, las familias y el profesorado. Continuaremos con lo siguiente:

- **Ampliar** la difusión para que los estudiantes participen en el programa de tutoría académica B/AASAI.
- **Incrementar** oportunidades de desarrollo profesional para profesores y el personal
- **Continuar** nuestra asociación con la Academia de Unión de Estudiantes de Color
- **Iniciar** oportunidades de desarrollo profesional para el profesorado y el personal
- **Recomendar** un coordinador de B/AASAI a tiempo completo para maximizar el apoyo a los estudiantes y el desarrollo del programa

Objetivo 1: Aplicar un enfoque holístico a la educación de nuestros alumnos de color/afroamericanos

Unión de estudiantes de color

El comité B/AASAI sigue siendo consciente de las repercusiones sociales a corto y largo plazo de la pandemia de COVID 19, junto con los informes anteriores a la pandemia sobre el aislamiento social y cultural aquí en el plantel. Por ello, el comité B/AASAI ha incrementado las oportunidades de participación de los estudiantes de color/afroamericanos a través de la Unión de Estudiantes de Color. Bajo la dirección de Ms. Glenn (MS), Mr. Gordon (MS), Mr. Amey (MS) and Ms. Muhammad (US), la Unión de Estudiantes de color sirve como un espacio seguro donde los estudiantes de color y afroamericanos puedan construir una comunidad, desarrollar el orgullo de sí mismos y discutir temas sobre la raza y otras áreas de la justicia social.

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Objetivo 2: Aumentar las oportunidades de educación y participación de las familias.

En los últimos años, la academia ha experimentado un aumento continuo de la participación de padres de color/afroamericanos, así como la necesidad continua de educar a toda la comunidad sobre el propósito y las expectativas de la iniciativa, con el fin de ampliar nuestras oportunidades de educación y compromiso para nuestras familias.

Sesiones de aprendizaje

El comité B/AASAI entiende la importancia de educación continua y el compromiso de las partes interesadas y ha iniciado sesiones de aprendizaje para nuestras familias de raza negra y afroamericanos. Comenzamos el año escolar organizando una orientación para las familias el día del regreso a clases. Durante la reunión de las familias, pudimos conocer las preocupaciones de las familias, compartir nuestro calendario y realizar la programación del año, y lo más importante, asegurar que las familias se queden con la información de contacto de cada miembro del comité B/AASAI. En respuesta a los comentarios de las familias y a los objetivos continuos de la iniciativa.

Círculos de escucha

El comité B/AASAI ha lanzado mensualmente círculos de escucha para nuestras familias negras/afroamericanas. Los círculos de escucha familiares son diseñados para profundizar relaciones dentro de nuestra comunidad familiar de color/afroamericanos, aprender más acerca de las experiencias de familias y estudiantes en el plantel, y fomentar la colaboración necesaria para que las familias se sientan cómodas haciendo recomendaciones y críticas a través de nuestro Consejo Escolar. Adicionalmente, los círculos de escucha también sirven como un espacio para construir una comunidad con una fuerte comunicación y experiencias compartidas.

Noche familiar de juegos

En un esfuerzo por fomentar la comunidad durante este período de aislamiento y estrés prolongado, el comité B/AASAI seguirá organizando noches de juegos a partir del segundo semestre para los estudiantes de color/afroamericanos y sus familias. Estos eventos les dan una oportunidad a las familias para conectar informalmente con los miembros del comité B/AASAI, relacionándose cada uno, y tener algo de diversión virtual. Muchas familias han expresado apreciación por la oportunidad de tener diversión con la comunidad y hacer preguntas a los líderes escolares

Objetivo 3: Incrementar oportunidades de desarrollo profesional para profesores y personal.

El comité B/AASAI entiende la importancia de desarrollo profesional continuo para nuestros profesores y personal. En el 2do Semestre planeamos continuar nuestra relación con las AAREA (Alianzas Educativas Regionales Afroamericanas por sus siglas en inglés) participando en la 13ava conferencia anual de Desarrollo profesional AAREA. Adicionalmente, el comité B/AASAI tiene previsto organizar tres sesiones de formación de desarrollo profesional in situ para el profesorado y el personal de la MWA, centradas en el rendimiento de los estudiantes de color, el desarrollo de genios y la lucha contra los prejuicios implícitos.

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SPED

Karen Snider, Directora de Educación Especial

¿Qué?

Volver a la educación presencial

Por la pérdida de clases debido al COVID, la MS (escuela intermedia por sus siglas en inglés) el Departamento de educación especial de la división realizó un cambio de horario para poder aumentar los minutos de servicio de apoyo. Bajo el nuevo horario de la escuela intermedia, los RSP (Maestros de Recursos de la División de la escuela intermedia por sus siglas en inglés) pudieron aumentar sus minutos de servicio de 140 minutos por semana (antes de la pandemia) a 240 minutos de DTI (Tiempo de Instrucción Diferenciada por sus siglas en inglés) por semana. Una vez que volvimos a la escuela, los profesores comprobaron que, en general, los alumnos con un IEP (Plan de Educación Personalizada por sus siglas en inglés) han mejorado mucho en cuanto a las notas, la producción de trabajos y su rendimiento. Regresar al plantel ha permitido a los docentes del RSP disponer de más tiempo de interacción entre maestros para instruir al profesorado sobre las adaptaciones y explicar las deficiencias que tienen los estudiantes y la mejor manera de apoyar sus necesidades. En el RSP se ha realizado un esfuerzo especial para enfocarse en crear una mentalidad de superación en los estudiantes a través de afirmaciones positivas.

Aumento del personal

Desde que formamos parte de la LEA (Agencia de Educación Local por sus siglas en inglés) y dejamos el WCCUSD (Distrito Unificado de la Escuela del Oeste de Contra Costa por sus siglas en inglés) en 2019, MWA ha aumentado su personal interno de educación especial de 5 miembros de la docencia/personal (2019-20) a 11 miembros de la docencia/personal (2021-22). En el período 2021-22, la SPED (Educación Especial por sus siglas en inglés) incorporó a su primer Maestro residente de educación especial en la escuela intermedia. MWA ha incrementado el número de profesores de educación especial a 2 por división (4 en total- 2 Educación Intermedia (MS), 2 Educación Superior (US) así como ha aumentado el número de auxiliares de instrucción que ayudan a los profesores de RSP, que es un grupo pequeño de apoyo y asistencia personalizada a los estudiantes

Desafíos del personal

Desafortunadamente, los desafíos del personal durante la pandemia han afectado al departamento de educación especial igualmente en departamentos de educación especial en el área de la bahía. SPED tenía una vacante de profesor de RSP en la US (educación superior por sus siglas en inglés) en el 11º/12º grado en el primer semestre. Esta fue cubierta por el director de educación especial. Además, el equipo de profesores espera expandirse de 2 profesores a 3 en la escuela intermedia con el fin de atender la creciente demanda de estudiantes de la escuela intermedia y de educación especial y mejorar sus necesidades de aprendizaje. La vacante de profesor del 11avo y 12avo grado ha sido cubierta para S2, sin embargo, la posición de profesor del 3er grado de MS se mantiene sin cubrir. El departamento de SPED también ha sido afectado en su personal con un proveedor externo de terapia ocupacional. Los socios de la MWA contratados por NPA (Agencias No Públicas por sus siglas en inglés) sufren una escasez de personal similar a la que sufre el mundo de la educación en general. La MWA sigue tratando de contratar a especialistas en lectura y matemáticas para proporcionar asistencia académica especializada a los estudiantes con necesidades de aprendizaje (con un retraso de 5 grados o más).

Repercusiones en el aprendizaje durante el Covid

- Aumento de la retención de alumnos en la escuela superior que tienen el IEP (Programa de Educación Personalizada por sus siglas en inglés) (5 alumnos retenidos de 2020-21).
- Disminución de la cantidad de graduados por la pandemia (el 100% de los estudiantes con IEPs se graduaron en 2017, 2018,

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2019, 2020) y 33% de estudiantes con IEPs se graduaron en junio del 2021

- Se prevé que otros 2 estudiantes con IEPs se graduarán al final del primer semestre (diciembre de 2021) tras un semestre de recuperación de créditos
- Los estudiantes están más atrasados que antes de la pandemia. En promedio, antes de la pandemia los estudiantes con IEPs estaban 2-3 niveles de grado por detrás de sus compañeros de educación general que entraban en MWA en 5º grado. Ahora, muchos estudiantes con IEPs están con 3-5 + años de retraso.
- Aumento de las evaluaciones de Educación Especial debido a que los estudiantes potencialmente no estaban identificados en 3º y 4º grado durante el COVID.

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Datos del 1er Semestre

Asistencia			
Educación General		Educación Especial	
Todos los estudiantes	87.3% ADA		
Estudiantes de Educación Intermedia	84.7% ADA	Estudiantes de MS con IEPs	83.4% ADA
Estudiantes de Educación Superior	90.6% ADA	Estudiantes de US con IEPs	86.1% ADA

Ausentismo Crónico (*Afectados por las cuarentenas por COVID)			
Educación General		Educación Especial	
Todos los estudiantes	53.6%		
Estudiantes de Educación Intermedia	67.5%	Estudiantes de MS con IEPs	71.7%
Estudiantes de Educación Superior	33.0%	Estudiantes de US con IEPs	44.4%

Referencia en Matemáticas de NWEA y MAP Agosto 2021			
Educación General MAP igual o arriba de 50avo porcentaje		Educación Especial MAP igual o arriba de 50avo porcentaje	
Todos los estudiantes	20.5%		
Estudiantes de Educación Intermedia	14.3%	Estudiantes de MS con IEPs	5.4%
Estudiantes de Educación Superior	31.3%	Estudiantes de US con IEPs	16.1%

Datos de referencia del rendimiento académico			
Educación Especial Datos de Referencia de MAP en Matemáticas de agosto 2021 *5to y 7mo grado Datos de referencia afectados por cuarentenas.		Educación Especial Datos de referencia de STAR de agosto 2021	
		Estudiantes de 5to-12avo grado con IEPs	El 86% está leyendo con un retraso de más de 3 grados
Estudiantes de 6to grado con	El 91% de los alumnos tiene un	Estudiantes de 6to grado con	El 82% está leyendo con un

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IEPs	retraso de más de 3 grados en matemáticas	IEPs	retraso de más de 3 grados
Estudiantes de 8avo grado con IEPs	El 83.3% de los alumnos tiene un retraso de más de 3 grados en matemáticas	Estudiantes de 8avo grado con IEPs	El 75% está leyendo con un retraso de más de 3 grados
Estudiantes de 9no y 10mo grado con IEPs	El 95% de los alumnos tiene un retraso de más de 3 grados en matemáticas	Estudiantes de 9no & 10mo grado con IEPs	El 95% de estudiantes está leyendo con un retraso de más de 3 grados
Estudiantes de 11avo & 12avo grado con IEPs	El 94% de los alumnos tiene un retraso de más de 3 grados en matemáticas	Estudiantes de 11avo & 12avo grado con IEPs	El 94% de estudiantes está leyendo con un retraso de más de 3 grados

¿Y ahora qué?

Intervención en Lectura y Matemáticas

El departamento de SPED se ha centrado en una mayor **intervención en lectura y matemáticas** durante el periodo de apoyo del RSP para luchar contra la pérdida de aprendizaje de los estudiantes durante el covid. La intervención en lectura de 5to grado incluye fonética para leer, Mobymax, práctica de vocabulario y programas de EL que cuentan con el apoyo de Teachers pay teachers. Las intervenciones de lectura de 7mo grado han mejorado y los datos de STAR se recopilan con más frecuencia. Las intervenciones en matemáticas han aumentado, así como el apoyo a los profesores de matemáticas de 7º grado. También hay más colaboración con los maestros de 7º grado para las reformas.

La intervención en lectura de 6º y 8º grado se centra en el trabajo de estación en pequeños grupos. En las estaciones, los estudiantes participan en la intervención directa de lectura 1:1 en pequeños grupos homogéneos con su profesor de RSP, leen de forma independiente trabajando en los objetivos de la Lectura A-Z, y obtienen apoyo con el trabajo de lectura y escritura de educación general con su ayudante de instrucción.

La intervención de lectura de la Educación Superior en RSP se centra en la literatura para el primer semestre, con las herramientas adicionales de Lexia Power Up (plataforma de lectura en línea). Los estudiantes en 9º y 10º grado han estado leyendo Burro; mientras que los estudiantes de 11º y 12º han estado leyendo Maus. Los estudiantes están leyendo novelas y novelas gráficas durante el RSP para involucrarse en la lectura, practicando la comprensión lectora, la adquisición de vocabulario y la discusión verbal/escrita. RSP ha estado utilizando la plataforma de matemáticas IXL para centrarse en las capacidades de refuerzo en matemáticas y álgebra de Educación Superior.

Colaboración con la educación general

SPED trabaja con los profesores de la Educación General para dar apoyo a las clases que lo necesiten y a las clases con problemas de comportamiento. SPED ha proporcionado un apoyo constante a las clases con sustitutos (por ejemplo: inglés/español en 9º grado) y un control minucioso del progreso de los estudiantes en los cursos S1 en línea (biología, física, gobierno). En el 5º grado, el líder de contenido de SPED y el especialista en conducta han facilitado el desarrollo profesional del manejo de la conducta para apoyar a los maestros de GE con el control de la conducta en persona y en las aulas. Una vez que el departamento de SPED conozca las deficiencias en el comportamiento, el equipo podrá crear un apoyo proactivo para los maestros.

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El SELPA de la MWA ha recomendado nuevas **directrices de cumplimiento de la transición** en respuesta a los nuevos procedimientos legales que rodean a los estudiantes IEPs con planes de transición. El RSP de la Escuela Superior asistió a varios entrenamientos de desarrollo profesional para aprender sobre los cambios en los planes de transición. Basándose en los cambios, el SPED de la Escuela Superior ha comenzado a aplicar estos cambios. Además, el RSP de la Escuela Superior está trabajando con el CCC (revisión mensual de la Escuela Superior a partir de enero de 2022) para aumentar la colaboración de SPED/CCC con los formularios del plan de transición de estudiantes IEP y aumentar los servicios de conocimiento de la universidad y la carrera de los estudiantes con IEP.

Desafío del 1er Semestre

- **Aumento de las necesidades de los estudiantes:** Ha habido un aumento notable de estudiantes con diversas discapacidades de aprendizaje, conductas, y planes de aprendizajes modificados. Hay un gran vacío en los niveles de aprendizaje en la clase RSP con estudiantes con retos de aprendizaje significativos mezclados con las necesidades de estudiantes con promedios bajos. Los procesos de respuesta al comportamiento son inadecuados para las necesidades de ayuda inmediata (tiempos de respuesta lentos). Los maestros de SPED han visto un aumento en el papeleo del IEP, de los estudiantes que requieren evaluaciones que no se hicieron previamente durante el covid de la escuela o distrito anterior.
 - **Ausencia de estudiantes:** Aunque la asistencia ha mejorado notablemente en comparación con los niveles de enseñanza a distancia, no estamos en el nivel de asistencia como antes de la pandemia debido al aprendizaje de la cuarentena y a las ausencias familiares. Esto ha llevado a la interrupción del progreso académico de los estudiantes y de servicios externos (ejemplo: terapias de lenguaje, terapia ocupacional, terapia física, educación física adaptativa, y sesiones de asesoramiento).
- Colaboración del profesorado de Educación General:** La falta de reuniones afectó negativamente la capacidad de SPED para abordar las preocupaciones de los estudiantes de educación especial y colaborar constantemente con los maestros de educación general en un tiempo y espacio específico. El agotamiento de los profesores ha hecho que no se presenten a las reuniones del IEP y que muchos profesores no proporcionen información sobre el rendimiento de los alumnos.
- **Desafíos de comportamiento:** En el primer semestre se produjo un aumento de los problemas de comportamiento de todos los estudiantes y una falta de expectativas de comportamiento coherentes en toda la escuela. Esto ha llevado a interrupciones en el ambiente de aprendizaje.
 - **Intervención en la educación general:** La falta de intervenciones consistentes, específicas y efectivas en la educación general (Nivel 3, SSTs, planes 504) para apoyar a los estudiantes con dificultades después de la pandemia, está llevando a un aumento de las derivaciones a SPED y de las intervenciones dirigidas a SPED para los estudiantes de educación general.

¿Y ahora qué?

2do Semestre

- **Cambio de horarios de la escuela superior:** Reestructuración del RSP de la escuela superior para disminuir el apoyo a los estudiantes que necesitan un entorno menos restrictivo y aumentar los minutos de apoyo a SPED a través de las horas de Marlin. Esto permitirá un mayor apoyo con el trabajo del curso de educación general y aumentará la intervención en lectura y matemáticas durante el tiempo del RSP. La escuela superior RSP va a hacer lecciones semanales de recuperación de Transmath para centrarse en la construcción de habilidades fundamentales y estrategias de resolución de problemas. Transmath está diseñado para los estudiantes que están

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dos o más años por debajo del nivel de grado en las evaluaciones estandarizadas y que carecen de las habilidades fundamentales necesarias para tener éxito en Álgebra 1, Álgebra 2 y Geometría.

- **Plan de estudios modificado:** SPED se enfoca en proveer a los profesores de educación general oportunidades adicionales para colaborar en modificar el plan de estudios para estudiantes calificados.
- **SPED de educación intermedia:** Implementar un especialista en lectura y matemáticas para los estudiantes nuevos con necesidades significativas de aprendizaje y comprar recursos adicionales de lectura y matemáticas para apoyar a los estudiantes con mayores necesidades.
- **Intervención en la lectura:** Colaboración de SPED con DAIs e intervención para buscar herramientas de evaluación de la lectura para proporcionar a la escuela más recursos para evaluar la capacidad de lectura de los estudiantes, medir el crecimiento de la lectura y supervisar la eficacia de la intervención en la lectura.
- **Aprendizaje en cuarentena:** Continuar apoyando a los estudiantes con IEPs con acceso a la educación, apoyo al aprendizaje y otros servicios del IEP durante las cuarentenas para minimizar el impacto de las ausencias de los estudiantes en el progreso académico.