



# Making Waves Academy

## October Board Meeting

---

### Date and Time

Monday October 16, 2023 at 4:00 PM PDT

### Location

In-person at:

Making Waves Academy

4123 Lakeside Dr.

Richmond, CA 94806

And streaming on zoom:

<https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09>

Passcode: 073032

Or One tap mobile :

US: +16694449171,,87855022048#,,,,\*073032# or +16699006833,,87855022048#,,,,\*073032#

Or Telephone:

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

US: +1 669 444 9171 or +1 669 900 6833 or +1 719 359 4580 or +1 253 215 8782 or +1 346 248 7799 o

r +1 564 217 2000 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 309 205 3325 or +1 31

2 626 6799 or +1 386 347 5053

Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/u/keaPhEAWej>

---

## COMING SOON

- [HAGA CLIC AQUÍ](#) para acceder a la agenda y portadas en español/[CLICK HERE](#) to access agenda and cover sheets in Spanish: <https://bit.ly/3M2dFo2>
- [HAGA CLIC AQUÍ](#) para acceder el reporte escolar/[CLICK HERE](#) to access the school board report in Spanish: <https://bit.ly/496BEwq>

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:*

**Edeson Beredo at [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) or 510-410-0518.**

## 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.
- **Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out a comment card at the meeting, or raise their hand/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 [eberedo@mwacademy.org](mailto:eberedo@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.

## 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 [eberedo@mwacademy.org](mailto:eberedo@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:*

Edeson Beredo at [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) or 510-410-0518.

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

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

---

## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>4:00 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Alicia Malet Klein	
Alicia Malet Klein will call the meeting to order and review meeting norms regarding attendees.			
<b>B.</b> Record Attendance		Alicia Malet Klein	1 m
Roll call and verification of quorum.			
<b>C.</b> Remarks by Board President	Discuss	Alicia Malet Klein	5 m
Areas of focus for the year			
<b>D.</b> Public Comment		Alicia Malet Klein	20 m
<ul style="list-style-type: none"> <li>• The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.</li> <li>• Under Public Comment, members of the public may                             <ul style="list-style-type: none"> <li>◦ Comment on items on the agenda</li> <li>◦ Comment on items not on the agenda</li> <li>◦ <b>Presentations are limited to two minutes each</b>, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened.</li> </ul> </li> <li>• 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.</li> <li>• <b>Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out of a comment card at the meeting, or use the raise hand function during the public comment sections of the meeting.</b> <ul style="list-style-type: none"> <li>◦ <b>If you would like to send your request to speak prior to the meeting, please email your request to eberedo@mwacademy.org in English or Spanish.</b></li> <li>◦ <i>Your submission should:</i> <ul style="list-style-type: none"> <li>▪ <i>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).</i></li> <li>▪ <i>include your name so that you can be called when it is your turn to speak.</i></li> </ul> </li> <li>◦ <i>During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.</i></li> </ul> </li> </ul>			



Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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:</li> <li>• 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.</li> </ul>		
<ul style="list-style-type: none"> <li>• <i>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.</i></li> <li>• <i>Bajo comentario público, los miembros del público pueden:</i> <ul style="list-style-type: none"> <li>◦ <i>Hacer comentarios sobre los puntos del orden del día</i></li> <li>◦ <i>Hacer comentarios sobre puntos no incluidos en el orden del día</i></li> <li>◦ <b><i>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.</i></b></li> </ul> </li> <li>• <i>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.</i></li> <li>• <b><i>Mientras las reuniones se llevan a cabo virtualmente, los miembros del publico 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.</i></b> <ul style="list-style-type: none"> <li>◦ <b><i>Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a eberedo@mwacademy.org en inglés o español.</i></b></li> <li>◦ <i>En su solicitud:</i> <ul style="list-style-type: none"> <li>▪ <i>Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.</i></li> <li>▪ <i>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).</i></li> <li>▪ <i>Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.</i></li> </ul> </li> </ul> </li> </ul>		

	Purpose	Presenter	Time
<ul style="list-style-type: none"> <li>• <i>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.</i></li> </ul>			

**II. Standing Reports 4:26 PM**

<b>A.</b>	Mission Connection: Video - Fall Festival 2023 Highlights	FYI	Tameka Jackson	10 m
<b>B.</b>	ASB Update Update from the Associated Student Body (ASB).	FYI	Jamauri Thomas	10 m
<b>C.</b>	Deep Dive: Instructional Playbook Overview MWA Principal, Dr. Tameka Jackson, provides an overview of core instructional strategies that will be utilized to make progress on curricular fidelity and instructional focus.	Discuss	Tameka Jackson	20 m
<b>D.</b>	Q&A on Written School Report Board members will have an opportunity to ask questions about the contents of the written report.			15 m
<b>E.</b>	Q&A on Written Chief Executive Officer Report (CEO) and High Level Review of 2022-23 SBAC Data Board members will have an opportunity to ask questions about the contents of the written report, including any questions about the 2022-23 SBAC data.	Discuss	Alton B. Nelson Jr.	10 m
<b>F.</b>	Q&A on Chief Operating Officer Report (COO) Board members will have an opportunity to ask questions about the contents of the report.	Discuss	Elizabeth Martinez	5 m
<b>G.</b>	Q&A on Written Finance Report Board members will have an opportunity to ask questions about the contents of the written report.	Discuss	Wallace Wei	5 m
<b>H.</b>	Break			10 m

	Purpose	Presenter	Time
<b>III. Non-Action Items</b>			<b>5:51 PM</b>
<b>A. Board Work and Advisory Committee Updates</b>	FYI	Alicia Klein	5 m
Advisory Committees will provide a summary of work-to-date and next steps.			
<ul style="list-style-type: none"> <li>• Advisory Committees                             <ul style="list-style-type: none"> <li>◦ Curriculum and Instruction Review</li> <li>◦ Finance</li> <li>◦ Diversity, Equity and Inclusion</li> <li>◦ Audit</li> <li>◦ Culture and Climate</li> <li>◦ WASC</li> </ul> </li> </ul>			
<b>IV. Action Items</b>			<b>5:56 PM</b>
<b>A. PT Behavior Specialist Support SPG</b>	Vote	Karen Snider	1 m
Board will vote on adding a part time behavior specialist support to our already SPG board approved 23/24 school contract. With the additional behavior specialist service minutes and evaluations, the additional cost is projected over 25k.			
Fiscal Impact: \$ 40,000			
<b>B. Dell Staff Laptop Replacement Quote</b>	Vote	Damon Edwards	1 m
This expenditure is for the replacement of all staff laptops in accordance with the 3-year laptop replacement policy. Laptops typically begin to experience hardware failures and the batteries need to be replaced in the 3rd-year. Therefore, the 3-year replacement policy ensures that staff are provided with reliable laptops that perform consistently.			
Fiscal Impact: \$286,113.88			
<b>C. Social Media Policy</b>	Vote	Elizabeth Martinez	1 m
Review of Social Media Policy for the school.			
<b>D. Alternate Graduation Pathway</b>	Vote	Karen Snider	1 m
Review and approve the new alternate pathway to a high school diploma for students with significant disabilities pursuant to EC Section 51225.31.			

	Purpose	Presenter	Time
<b>E.</b> Education Pioneers Fellowship Program	Vote	Elizabeth Martinez & Tameka Jackson	1 m
Review and approve proposal to host two Education Pioneers fellows from October-August.			

**V. Consent Action Items 6:01 PM**

Combined Fiscal Impact: \$2,242,535.32

<b>A.</b> Approve Minutes: September 11, 2023 Board Meeting	Approve Minutes	Alicia Klein	1 m
MWA Board reviews and accepts the board meeting minutes.			

<b>B.</b> Approve Minutes: September 6, 2023 Finance Advisory Meeting	Approve Minutes	Alicia Klein	1 m
MWA Board reviews and accepts the FAC minutes.			

<b>C.</b> Vendor Invoices from August to September 2023	Vote	Hung Mai	
Review and approve August to September 2023 vendor invoices. Fiscal Impact: \$2,242,535.32			

**VI. Day-of Presentation Slides (MWA Board: Do Not Read in Advance) 6:03 PM**

<b>A.</b> Slides Presented at Board Meeting (Staff please do not link presentations here)	FYI	Edeson Beredo	
---	-----	---------------	--

<b>B.</b> Documentos traducidos al español/Documents translated to Spanish	FYI	Alicia Klein	
--	-----	--------------	--

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

	Purpose	Presenter	Time
<p>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.</p>			
<b>VII. Closed Session</b>			<b>6:03 PM</b>
<b>A.</b> Public Employee Performance Evaluation	Discuss	Alicia Klein	10 m
<p>Board will adjourn to a closed session to discuss the annual evaluation of the CEO</p>			
<b>VIII. Discussion Items</b>			<b>6:13 PM</b>
<b>A.</b> Appreciations by the Board of Directors	FYI	Alicia Klein	5 m
<p>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.</p>			
<b>B.</b> Schedule of Remaining Board of Directors Meetings for 2023-2024	FYI	Alicia Klein	2 m
<b>IX. Closing Items</b>			<b>6:20 PM</b>
<b>A.</b> Adjourn Meeting	Vote	Alicia Klein	

# Coversheet

## ASB Update

**Section:** II. Standing Reports  
**Item:** B. ASB Update  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** ASB\_Board\_Report\_-\_October\_2023.pptx.pdf





# ASB Board Report - October 16th 2023

ASB Members: Tlaloc Wallace, Bryan Martinez *Learn. Graduate. Give Back.*

# Table of Contents

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



# Successes

# Successes



- **Fall Festival**

- Over \$4,600 raised from students, faculty, and staff
- Opportunity for over 20+ clubs to fundraise and gain recognition in the community

- **Preparations for Upcoming Events**

- Spirit Week - Approved spirit theme days, flyers done, banners in progress
- Fall Dance - Monster Mash theme
- Pep Rally (Agenda) - Cheer Performance, Basketball Relay, Family Feud

# Challenges

# Challenges

- **Preparation for Fall Dance**
  - Finding an affordable DJ
  - Getting staff/faculty to be chaperones
  - Spooky Hallway collaboration with KIWINS
- **Emulating a Traditional High School Experience**
  - Bringing in traditional high school events - Homecoming, etc.

# Priorities

# Priorities

- **Upcoming Events**

- Fall Dance - DJ, Chaperones, Spooky Hallway, Decorations, etc.
- Spirit Week
- Pep Rally

# Questions & Conversation



*Learn. Graduate. Give Back.*

# Coversheet

## Deep Dive: Instructional Playbook Overview

**Section:** II. Standing Reports  
**Item:** C. Deep Dive: Instructional Playbook Overview  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** October Board Mtg Deepdive Presentation\_Fall 2023.pdf





# October Board Mtg: Deep Dive

**Presenter(s): Dr. Tameka Jackson**

**Date: 10/16/23**



*Learn. Graduate. Give Back.*

# Table of Contents

Overview  
Instructional  
Playbook  
Cultural Playbook  
Data & Summary





# Essential Question



What are foundational practices, systems, knowledge, and support required to support a rigorous and engaging instructional learning culture in classrooms?



# Instructional Framework



# Playbook Strategies



<b>MWA Playbook Strategies</b>	
<b>Instructional Strategies</b>	<b>Culture Strategies</b>
<ul style="list-style-type: none"> <li>➤ <b>Learning Targets / Objectives</b></li> <li>➤ <b>Do Now</b></li> <li>➤ <b>Exit Ticket / Formative Assessments</b></li> <li>➤ <b>Assertive Monitoring (i.e., Circulating, Proximity)</b></li> <li>➤ <b>Direct Vocabulary Instruction</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Assigned Student Seats</b></li> <li>➤ <b>Classroom Expectations (Posted &amp; Reviewed Daily)</b></li> <li>➤ <b>Agenda (Posted &amp; Reviewed Daily)</b></li> <li>➤ <b>Entry Routine</b></li> <li>➤ <b>Classroom Management System (Divisional)</b></li> </ul>



# Content Expertise

All teachers will grow their content expertise by internalizing and implementing...

- WAAGS (Week-At-A-Glance),
- Unit plans,
- Scope and sequence plans, syllabi, and pacing with fidelity.

*This means aligning our teaching materials and methods with the highest standards to guarantee a consistent and rigorous learning experience for ALL students.*



# Monitoring Progress

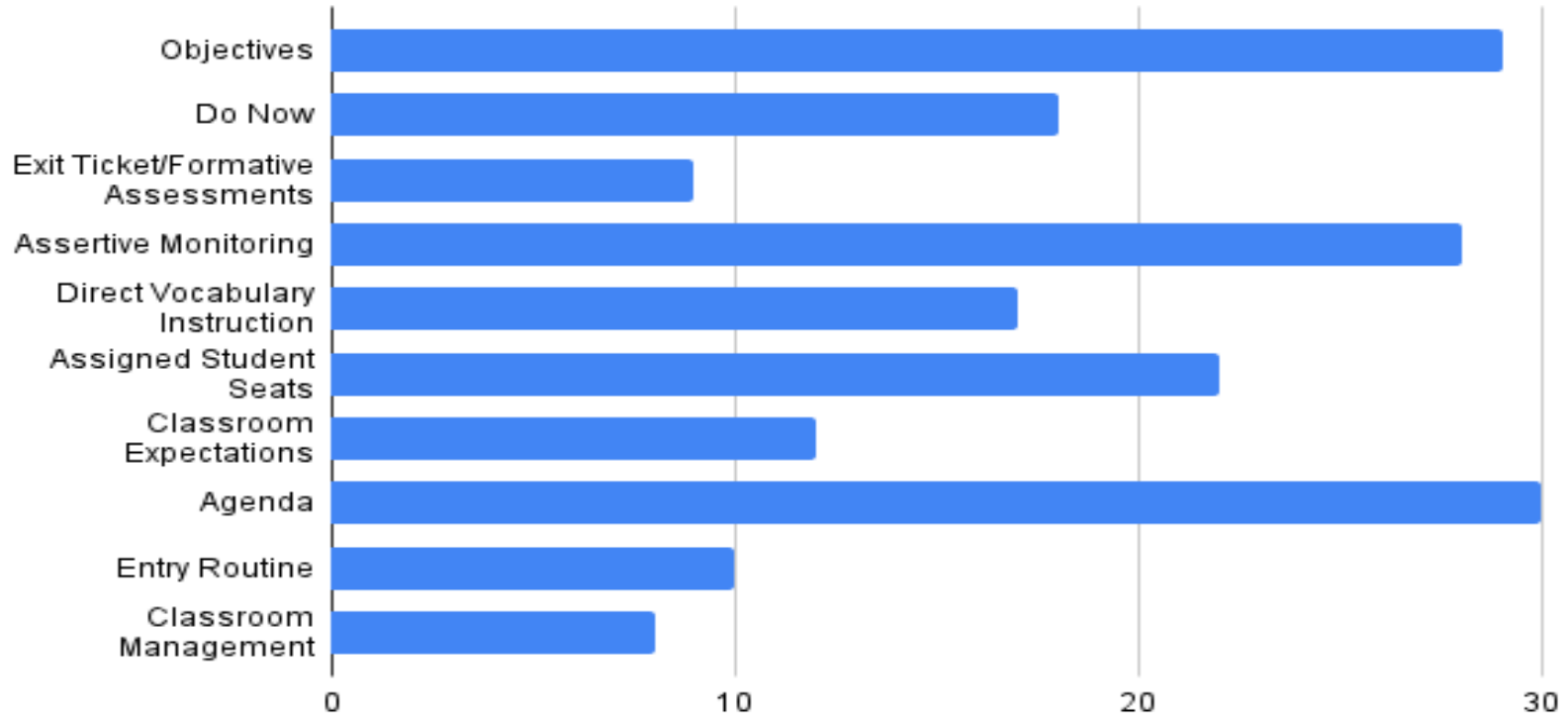
We will regularly assess and monitor progress towards this goal through:

- classroom observations
- curriculum audits
- collaborative discussions among faculty members

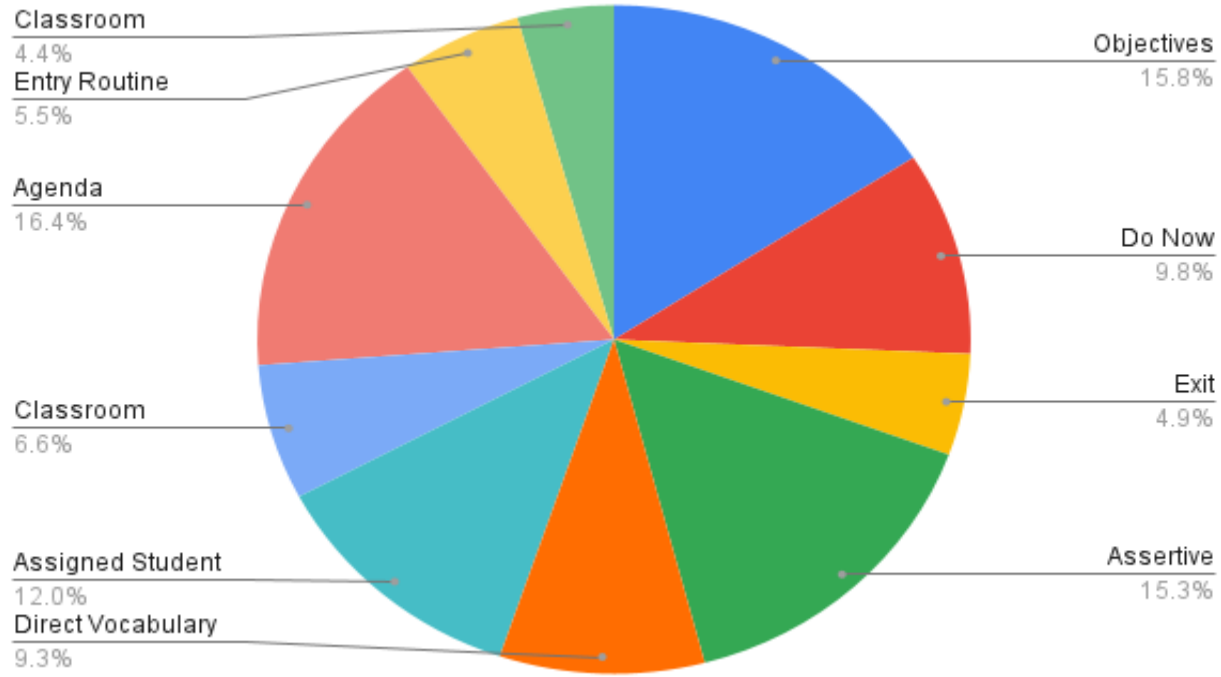
*This ongoing feedback loop will help us identify areas for improvement and ensure that we are on track to meet our objectives.*



# How Are We Doing?



# Another View



# Summary



## The MWA Instructional Playbook

- Is a resource for teachers to reference
- Provides foundational instructional strategies that will aid the teacher
- Coaches and supervisors are observing, noting, and tracking its use and implementation in order to provide support to teachers
- Is aligned with performance evaluation elements and nationally recognized, proven, and best practice models for instruction
- Used consistently, results in rigorous & engaging student learning

# Questions



# Coversheet

## Q&A on Written School Report

**Section:** II. Standing Reports  
**Item:** D. Q&A on Written School Report  
**Purpose:**  
**Submitted by:**  
**Related Material:** October School Board Report\_2023-24.pdf



---

# Board Report

## School-Wide

## Board Report - October 2023-24

---

### Principal Report

Dr. Tameka Jackson, Principal

#### What?

##### Instruction:

This year, the Instructional Leadership Team (ILT) began the implementation of the **Instructional Playbook**. This identifies 5 core instructional and 5 cultural practices to enhance the instructional quality in the classroom and to contribute to a positive and inclusive classroom culture where students feel engaged, supported, and empowered in their learning journey. They can help teachers tailor their instruction to meet the diverse needs of their students, promoting overall academic growth and success.

The instructional goals for the AY 2023-24 school year are aligned to the LCAP goals established last year, the first being *Support for All Learners: Develop and refine vertically aligned programs to support all learners. The assistant principal in each division is to monitor fidelity to the scope and sequence plans in math and English, four times per year (2 times per semester) in order to assess: a) the fidelity to the curriculum, b) pacing of instruction, and c) level of teacher support as key indicators for MWA instructional effectiveness and progress towards meeting and exceeding student learning goals.*

Currently both Math and English Language Arts (ELA) teams are adhering to their respective curricula – **SpringBoard** for ELA and **Carnegie Learning** for math – as monitored in the Week-at-a-Glance (WAAGs) submissions; which have over a **90% submission rate in the math and ELA**. The WaaGs provide evidence of standards-aligned planning and are aligned to five of the Instructional Playbook strategies, including the use of daily, student facing objectives that point to measurable outcomes, student-friendly agendas, and formative assessments (e.g., *Do Now's* [aka, bell ringers] and *Exit Tickets*, et al.).

Additionally, the Instructional Leadership Team (composed of the Principal, Assistant Principal, Math and Humanities Content Leads, the Director of New Teacher Support, ELD Coordinator and Literacy Specialist), is providing instructional coaching for all teachers, with a focus on math and ELA.

##### New Teachers:

This month, data drives the program development of New Teacher support. PD surveys, 30-day employee-feedback, and one-on-one meetings indicate 3 areas of need.

- The first is further training on MWA-specific systems, ranging from instructional (i.e. Powerschool and Canvas) to operational (i.e. Kronos and Solarwind) platforms. Though 57% of intern teachers are transferred from AY22-23, most do not have the experience to make the most out of the available platforms.
- Second is adjustments to balancing education programs and job-related responsibilities. Intern teachers are modifying their course load to prioritize responsibilities of a teacher of record.
- Third is clarity around the role and responsibilities of the New Teacher Development & Support role. Multi-layers of support are available to new teachers internally and externally. Access points include Instructional Leadership Team (ILT), Talent & HR credentialing support, Higher Education Institution partners (HEI).

Second is adjustments to balancing education programs and job-related responsibilities. Intern teachers are modifying their course load to prioritize responsibilities as a “teacher of record”. Residents, who do not have the aforementioned option, are taking steps back from observing and co-teaching with mentors to prepare for the CSET and CBEST requirements. These requirements are instrumental to their enrollment for Spring 2024.

##### Academic Intervention:

The Academic Support Service team is anchored in our vision, to see success for all Wave-Makers by enhancing the knowledge, skills, and attitudes necessary to reach positive academic outcomes. We continue to focus our support academy wide using a Response to Instruction and Intervention (RTI2) framework.

## Board Report - October 2023-24

This year we have improved our process in identifying students that need academic support in Math & ELA. Our intervention services entrance criteria utilizes a composite score and scale that combines three key data points: STAR/MAP percentiles, Math/ELA grades & Teacher Qualitative Data Point (QDP). This has allowed us to better group and target the academic needs of our students.

### So What?

#### Instruction:

Our **Instructional Playbook** serves as a frame of reference for observations, coaching, and professional development. Our goal is that with the implementation of these strategies teachers will be able to see:

- Improved student engagement due to the clear learning objectives and the use of engaging and relevant "Do Now" activities.
- Enhanced assessment practices with the utilization of "exit tickets" (formative data) that will lead to more accurate formative assessments, allowing teachers to adapt instruction to meet student needs effectively.
- Positive classroom culture with the use of assertive monitoring, where students feel supported and valued in their learning environment.
- Enhanced academic language skills that will improve students' ability to understand and use subject-specific terminology, which is essential for academic success.

Our math and ELA teams are composed of teachers with a range of experience; with an average number of years teaching between 3 and 4. Research shows that new teachers need significant support with using curriculum effectively. That said, the implementation of SpringBoard in ELA and Carnegie Learning (new this year) has gone well.

Both teams were provided with professional learning from the curriculum providers during August PD, as well as scope and sequences from the service provider, **Instructional Partners**, in an effort to maximize the impact of instructional minutes. The Math Team continues to benefit from Carnegie Learning professional coaching sessions as a support to the continued implementation of the program, and the adaptive learning component, *Mathla*. Professional learning, pacing guides, 1:1 coaching from Lead teachers and informal coaching from other members of the ILT, as well feedback provided on WAAGs is supporting the process of maintaining fidelity to the curriculum and providing access to rigorous instruction for all students.

#### New Teachers:

The first step towards responding to teacher's needs is MWA departments defining the scope of responsibilities internally and externally. Our New Teacher Support matrix details which person/department owns what so teachers are clear on communication channels and our departments are leveraging existing structures across MWA. With the exception of Teacher Residents, the key takeaway is the Director of New Teacher Development & Support role is that of a coach. The updated support matrix is communicated to teachers in email and is reviewed in bi-weekly meeting cadence with the Director of New Teacher Development & Support.

Research<sup>1</sup> indicates that new teachers are in *survival mode* from August to mid-November. To ensure a balance between training and community connection, we are launching New Teacher PD on Tuesday from 3:30-4:30 starting October 3rd. We sent surveys to capture folk's learning preferences. With this data, we will dedicate time for peer-lead problem solving protocol, station-style small-group workshops of MWA systems and playbook strategies, and community building activity. The aforementioned survey also captures credentialing and coursework related needs which will enable us to set up PLC during teacher's planning time so they can partner on integrating new learnings with day-to-day experiences.

#### Academic Intervention:

Our intervention time is facilitated by trained teachers and supported by our team of specialists. In the middle school, our students in Tier 2 and 3 are placed in ELA Lab and Math Lab. Students in Tier 1 are placed in a Content Based Boost

<sup>1</sup> Moir, E. 1990. *Phases of first year teaching*. CA New Teacher Project. CA Dept of Edu.



## Board Report - October 2023-24

---

Class (CBBC) in Health and Wellness or Science. All ELD students have a designated ELD section. At the upper school, student intervention time is focused on ELD, Math Lab, Health & Wellness and Academic Support. Students' intervention classes are assigned by academic needs and standing. Each class has a structure to monitor academic progress in collaboration with our department coordinators.

### **Now What?**

#### **Instruction:**

Professional Development has been tailored to provide teachers with the support they need to fully implement these strategies. Until now, the ILT has led several sessions that include a deep dive into each strategy that has included the following:

- The use of faculty's objectives pulled from submitted Week-At-A-Glance (WAAGs). These were shared with the faculty to determine the quality and provide best practices.
- Classroom Management Scenarios: Teachers were provided with the opportunities to role-play various scenarios from a student and teacher.

We will continue to support the teachers on the ELA and math teams through 1:1 coaching and feedback cycles, feedback on WAAGs and monthly professional development. We will continue to monitor fidelity to curriculum in math, ELA and all subjects while tracking pace as compared to scope and sequences provided at the start of the year and continue the work of alignment initiated by the **Instructional Playbook** strategies school-wide.

#### Instructional next steps for upper school:

- Integrate **Instructional Partner's** use of the Instructional Practice Guide (IPG) in coaching ELA and Math
- Align the purpose of **Professional Learning Communities (PLC)**/Collaboration Time to the analysis of data and formative assessments to inform instructional shifts
- Continue to support **Lead Teachers'** growth and development as instructional coaches and leaders

#### **New Teachers:**

This month is an example of "building the plane as we fly." New Teacher Development and Support is a new position and we foresee adjustments throughout the year to ensure that our program is responsive to arising needs and is filling the appropriate gaps of support across departments. Our experience enables us to add details to our scope and sequence for the year. Moving forward, all of our support will correlate directly with the phrases of first year teaching, upcoming events on the master calendar and inputs from seasoned staff, leaders and teachers. Our next step is to calibrate the impact bi-weekly meetings, PLC and weekly PD training in supporting all students (WASC 1/ LCAP 3) and in creating a high-performing environment for all students and adults (WASC 3/ LCAP 6).

#### **Academic Intervention:**

We've established systems to support collaboration with lead teachers and the ILT. This includes intervention flex walkthroughs and guidance on curriculum implementation and pacing. We are also working closely with the leadership team to coach teachers. We are monitoring student achievement in four cycles throughout the year. This is crucial to ensure our students are receiving tiered services and placed in the correct flex intervention class. Divisional PLC time with flex teachers is being held bi-weekly to check pacing, offer just-in-time resources, reviewing and analyzing data, and support curriculum implementation for that block.

Our Math interventionist is monitoring our Math flex class pacing and participating in various content meetings and workshops. We are using MAP and IXL resources to ensure our students are receiving specific targeted Math interventions and staff are supported in using these tools.

In our reading intervention classes, we are working to increase our students' access to rich ideas, content and information. To do this, we are piloting a program that uses nonfiction articles to build our student's vocabulary and knowledge of the world. We are building excitement about literature by purchasing new reading material for students. This month we gave teachers scholastic dollars to spend on enhancing their classroom libraries and also partnering with teachers to plan events that highlight the joy of reading.

# Coversheet

## Q&A on Written Chief Executive Officer Report (CEO) and High Level Review of 2022-23 SBAC Data

**Section:** II. Standing Reports  
**Item:** E. Q&A on Written Chief Executive Officer Report (CEO) and High Level Review of 2022-23 SBAC Data  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MWA CEO Report to the MWA Board\_SEP 2023\_ABN.pdf



Learn. Graduate. Give Back.

## MWA CEO Report to the MWA Board

SEP 2023

So far, we are having a strong start to the school year. Despite the strong start, staffing continues to be a challenge, which can limit our ability to make the progress we want. In addition to mid-year resignations and key leadership positions being vacant, we are also onboarding many new people to the community. As a result, we are making real-time pivots, in terms of staffing, to help us try to stay on track with our larger goals. This year, MWA is shifting our holistic approach to a more school-appropriate model (Multi-Tiered Systems of Support – MTSS), strengthening curricular-aligned instruction and pacing, and looking to have stronger academic outcomes earlier, such as with our 5<sup>th</sup>-6<sup>th</sup> grade Wave-Makers.

We are so excited to have our new principal, Tameka Jackson, leading the charge with her experience, observations, focus on systems and goals, and her desire for strong outcomes for our students. Taking a page from our new Principal, Dr. Jackson, I am going to use a different format to provide updates in my reports this year. I will share updates, narratives, and data connected to our three WASC goals, as well as other updates as they relate to governance and other activities I will be involved in this school year.

### WASC/LCAP/“Big Rocks” Glossary

- **WASC** (Western Association of Schools and Colleges) – MWA’s school accreditation organization; requires renewal every 6 years and assesses a school’s progress against self-identified goals
- **LCAP** (Local Control Accountability Plan) – State’s accountability tool tied to priority funding areas
- **“Big Rocks”** – priorities; tasks, projects, goals, and mission critical objectives (Forbes, 1/20/21)

### WASC/LCAP Goal Setting Framework (Framework used by MWA leaders to set individual goals)

WASC/LCAP Goals	“Big Rocks”	Individual Goals
The LCFF State Priority Goal Areas (8) aligned with the explicit WASC Goals (3)	MWA’s school-wide priorities for the year	Set by individuals in the form of year-long goals and quarterly OKRs (Objectives Key Results).  Staff goals must be aligned with a WASC/LCAP goal.  Brings transparency to how staff individual goals are aligned with the WASC/ LCAP goals

### General WASC/LCAP Updates

WASC Goals/LCAP Priorities	CEO Updates
<p><b>1. Support for All Learners</b></p> <p><u>LCAP Priority Areas:</u>  <b>Goal 1: Basic Conditions</b>  <b>Goal 2: Academic Standards</b>  <b>Goal 3: Family Partnerships</b>  <b>Goal 8: Academic Growth</b></p>	<ul style="list-style-type: none"> <li>• Support of the Principal (Dr. Jackson) developing an <u>instructional “playbook”</u> for MWA faculty to use a reference that shares the proven best practices and approaches MWA faculty are expected to use.</li> <li>• Developed an initial DRAFT of a document that states <u>MWA’s programmatic principles</u> that is aligned with our mission, vision, values, and overall approach for how we do school at MWA.</li> <li>• So far, conducting 2 <u>walk-throughs</u> per week, on average, to get a sense of classroom practices – both instructional and classroom management-wise.</li> <li>• Viewed and discussed <u>Dr. Jackson’s data dashboard</u> with the indicators she and her team will use to assess progress on our new initiative to ensure math and English curricular instruction and instructional pacing.</li> <li>• Supported central office staff to inquire about and assess the extent to which we have <u>curricular materials</u> for all core instructional classes.</li> <li>• Shared and discussed the <u>school-wide data dashboard</u> that I will use to collect schoolwide data that will be shared with the community.</li> </ul>
<p><b>2. College and Career Readiness</b></p> <p><u>LCAP Priority Areas:</u>  <b>Goal 4: College &amp; Career Readiness</b>  <b>Goal 7: Course Access</b></p>	<ul style="list-style-type: none"> <li>• Supporting Dr. Jackson with a <u>Director of College and Career Counseling search</u>.</li> <li>• Supporting CCC staff to ensure we offer the <u>PSAT</u> this year in October</li> </ul>
<p><b>3. Diversity, Equity, &amp; Inclusion</b></p> <p><u>LCAP Priority Areas:</u>  <b>Goal 5: Student Engagement</b>  <b>Goal 6: School Climate</b></p>	<ul style="list-style-type: none"> <li>• Had initial meetings with our <u>service provider for DEIB</u> (Diversity Equity Inclusion &amp; Belonging) to secure training dates for the year and affirm a commitment for the service provider to continue their work with some student groups.</li> </ul>

### Other Responsibilities/Activities

Role	Entity	Activity	Meeting Frequency
<b>NCS Board President</b>	North Coast Section	High school. athletics – rules, policies, & championships in the northern coastal counties.	7 Board & Exec. Mtgs.
<b>CIF Executive Committee Member</b>	CA Interscholastic Federation for state rules, policies, & playoffs	High school. athletics – rules, policies, & championships for the state of California.	7 Board & Exec. Mtgs
<b>5C Executive Sponsoring Committee Acting President</b>	Contra Costa County Charter Coalition	School sponsored & supported entity that looks to support parents in organizing and amplifying their voice for high quality, public education options.	Weekly meetings

## CAASPP – SBAC Results for AY 2022-23

The Results for AY 2022-23 have been shared with schools but have not been published yet on the CA Schools Dashboard website as of yet. Typically, we like to show the result data in comparison to the state, the local school district, and area schools within the district, other area charter schools, and suburban schools within the county. As a result, I share some of the data, below, in comparison to past school years versus in comparison to other schools.

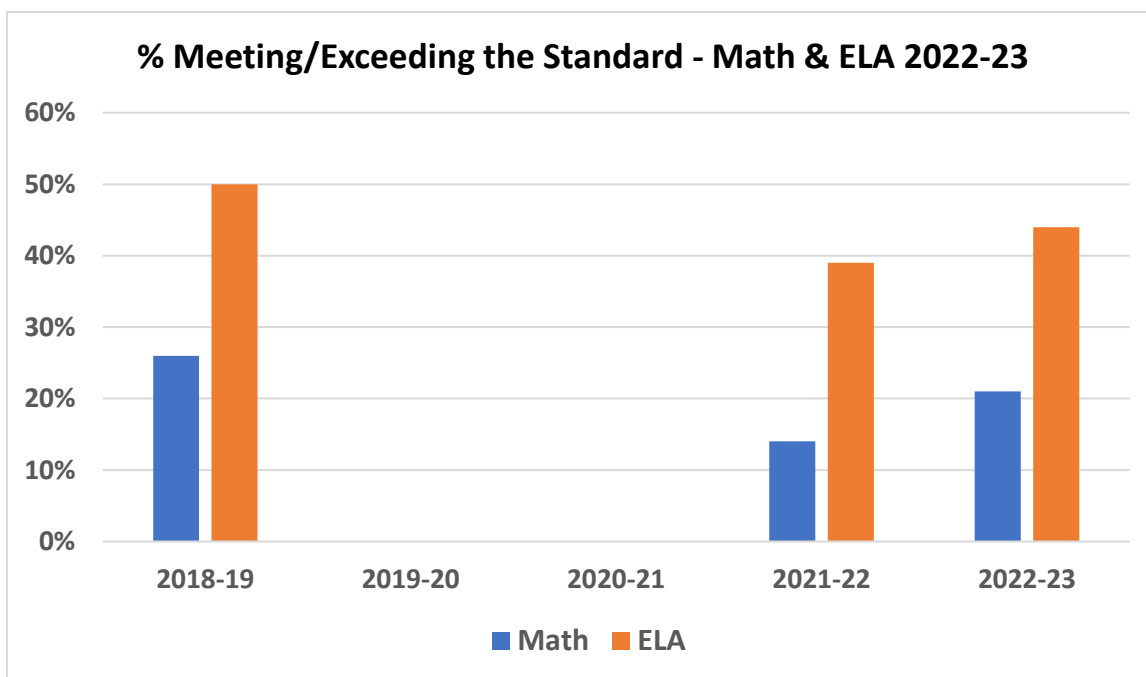
### Successes

- Met participation rate requirements
- Had very few testing irregularities

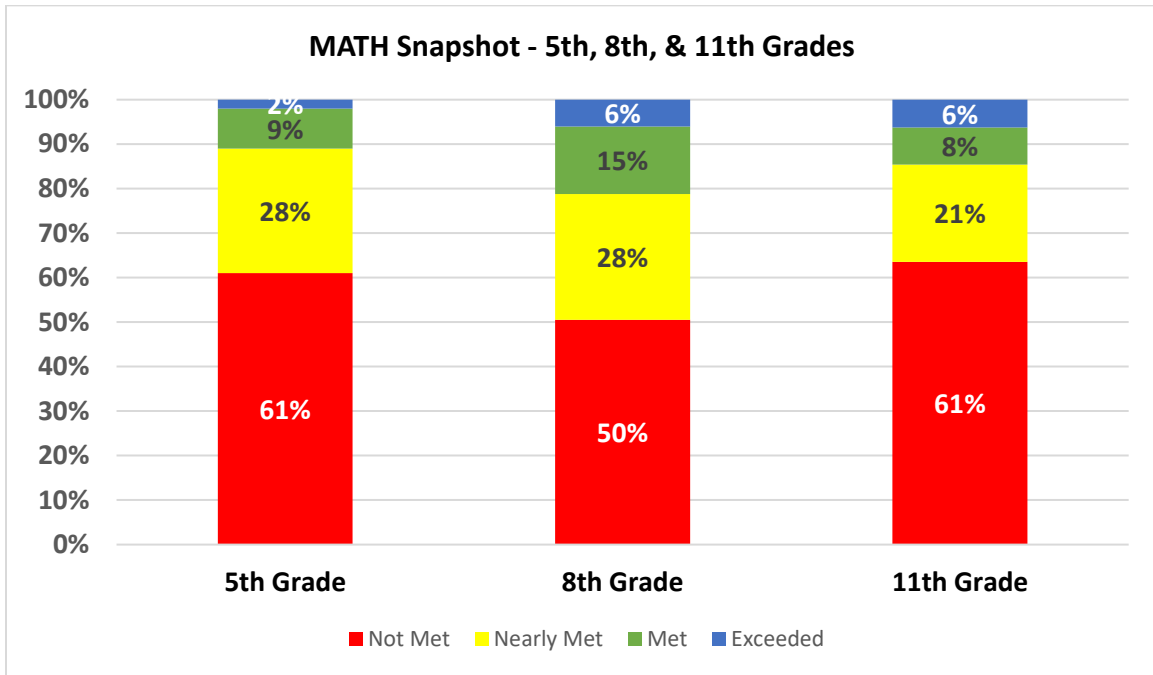
### Challenges

- Sporadic daily substitute teachers and needing to utilize long-term substitute teachers in core English and math classes resulted in uneven, rigorous instruction
- Challenges in consistent utilization of curricular materials
- Challenges in consistent scope and sequence pacing

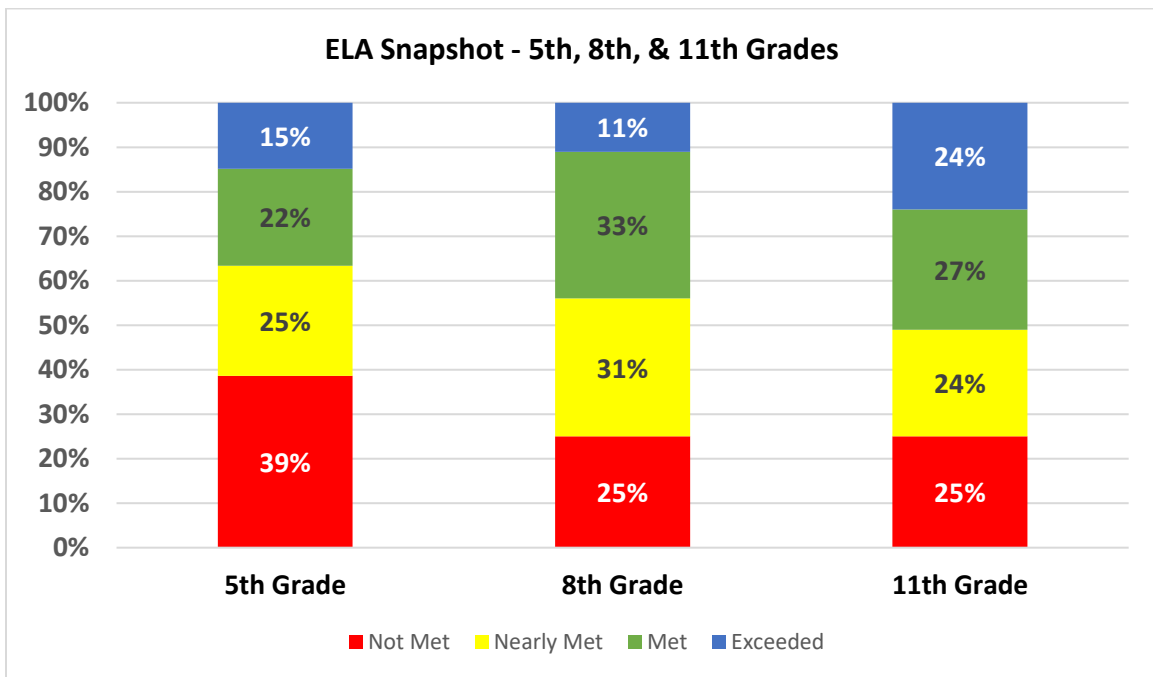
### SBAC Data – Aggregate



**Grade Level Comparison Snapshots for MATH (5<sup>th</sup>, 8<sup>th</sup>, & 11<sup>th</sup> grades)**



**Grade Level Comparison Snapshots for ELA (5<sup>th</sup>, 8<sup>th</sup>, & 11<sup>th</sup> grades)**

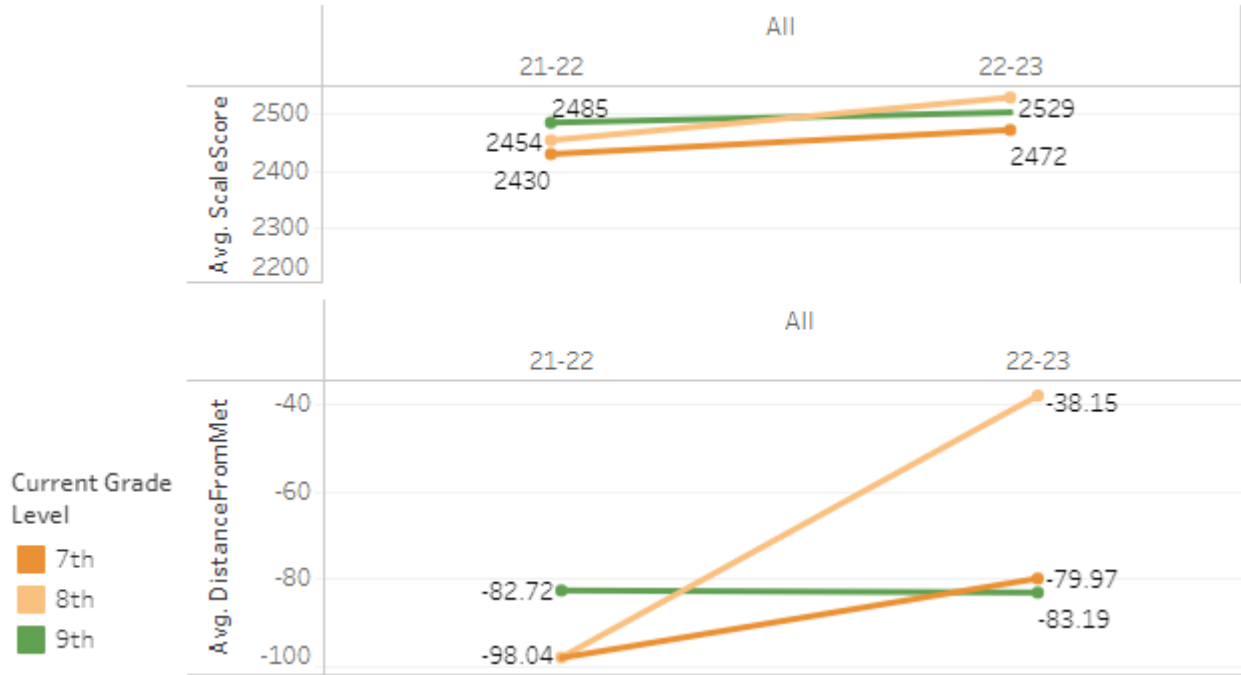


**Minimum "Standard Met" Score by Subject & Grade Level**

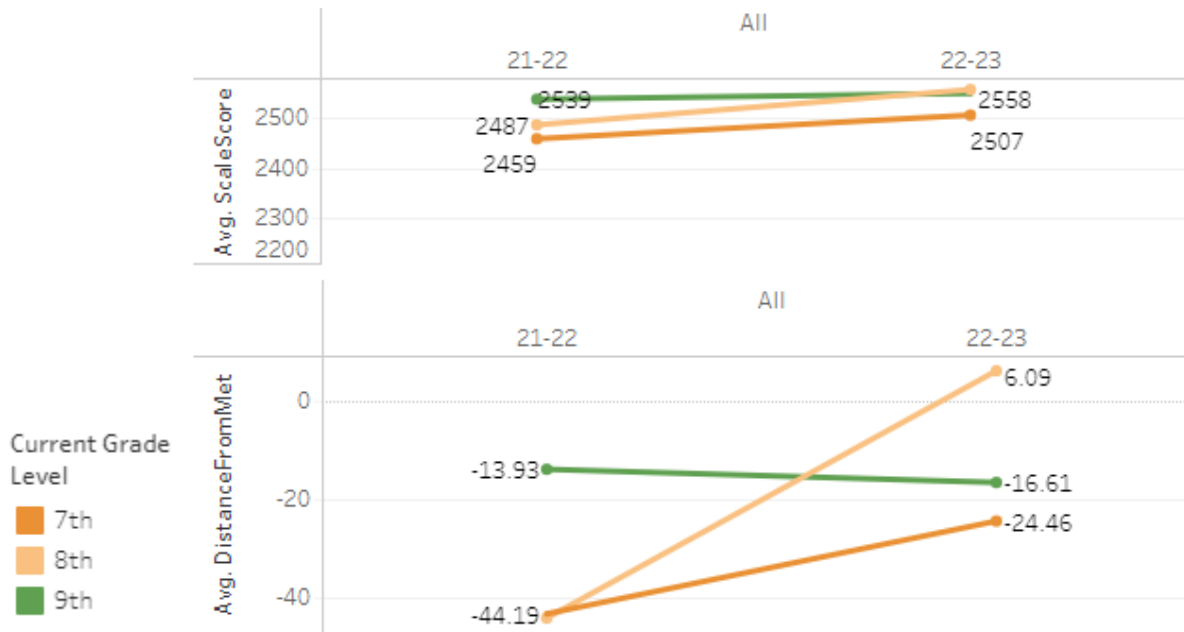
	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade	11 <sup>th</sup> Grade
<b>Math</b>	<b>2528</b>	<b>2552</b>	<b>2567</b>	<b>2586</b>	<b>2628</b>
<b>ELA</b>	<b>2502</b>	<b>2531</b>	<b>2552</b>	<b>2567</b>	<b>2683</b>

**Math (Current 7<sup>th</sup>-9<sup>th</sup> Graders):**

*Longitudinal Cohort Performance Over Time – Avg. Scale Score & Distance From "Met"*

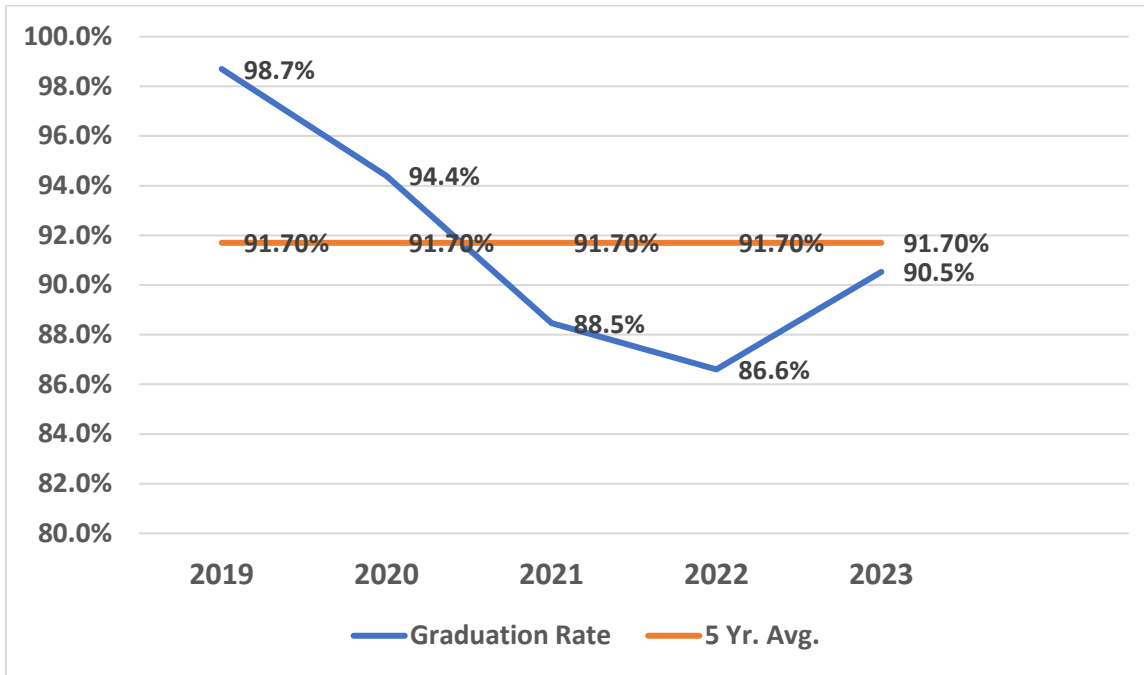


**ELA (Current 7<sup>th</sup>-9<sup>th</sup> Graders)**





### High School Graduation Rates



## APPENDIX

### Detailed Updates

Moving forward, I will share my goal updates within the area of the WASC/LCAP/Big Rocks goal the updates are specifically related to.

At a high level, this should make it a bit easier to see which goals are receiving the most attention. At an operational level, sharing updates this way can help me make sure I am working strategically and intentionally in efforts to meet these goals.

<b>WASC Goal 1:</b> <b><i>Support for All Learners:</i></b> Develop and refine vertically aligned programs to support all learners.	
<p><u>LCAP Priorities:</u></p> <p><b>Goal 1:</b> <i>Basic Conditions</i></p> <p><b>Goal 2:</b> <i>Academic Standards</i></p> <p><b>Goal 3:</b> <i>Family Partnerships</i></p> <p><b>Goal 8:</b> <i>Academic Growth</i></p>	<p><u>Central Office Big Rocks:</u></p> <ol style="list-style-type: none"> <li>1. <i>Shift of service model for social-emotional support (MTSS)</i></li> <li>2. <i>A focus on academic achievement and outcomes</i></li> <li>3. <i>Ensure long-term financial viability (“right-sizing”)</i></li> </ol>
<p style="text-align: center;"><b><u>Nelson’s Goals:</u></b></p> <p><i>Through classroom observations, data, and discussions, I will assess the efficacy and progress towards more targeted, curricular-aligned, engaging, and effective Tier 1 Core instruction, particularly in math and English classes.</i></p> <p><i>Continue to work with Wallace (MWA CFO) and the MWEF finance team and executive on “right sizing” MWA services and support with a focus on compensation models, FTE shifts, and program models.</i></p>	
<p style="text-align: center;"><b><u>UPDATES:</u></b></p> <ul style="list-style-type: none"> <li>• Support of the Principal (Dr. Jackson) developing an <u>instructional “playbook”</u> for MWA faculty to use a reference that shares the proven best practices and approaches MWA faculty are expected to use.</li> <li>• Developed an initial DRAFT of a document that states <u>MWA’s programmatic principles</u> that is aligned with our mission, vision, values, and overall approach for how we do school at MWA.</li> <li>• So far, conducting 2 <u>walk-throughs</u> per week, on average, to get a sense of classroom practices – both instructional and classroom management-wise.</li> <li>• Viewed and discussed <u>Dr. Jackson’s data dashboard</u> with the indicators she and her team will use to assess progress on our new initiative to ensure math and English curricular instruction and instructional pacing.</li> <li>• Supported central office staff to inquire about and assess the extent to which we have <u>curricular materials</u> for all core instructional classes.</li> <li>• Discussed the <u>school-wide data dashboard</u> that I will use to collect schoolwide data that will be shared with the community.</li> </ul>	

<p><b>WASC Goal 2:</b></p> <p><b>College and Career Readiness:</b> Refine holistic support for college and career readiness that builds all students' capacity for graduation and success beyond high school.</p>	
<p><u>LCAP Priorities:</u></p> <p><b>Goal 4:</b> College &amp; Career Readiness</p> <p><b>Goal 7:</b> Course Access</p>	<p><u>Central Office Big Rocks:</u></p> <ol style="list-style-type: none"> <li>1. Shift of service model for social-emotional support (MTSS)</li> <li>2. A focus on academic achievement and outcomes</li> <li>3. Ensure long-term financial viability ("right-sizing")</li> </ol>
<p><b>Nelson's Goals:</b></p> <p><i>I will develop, in partnership with others, a scope and sequence for college and career readiness (5th-12th grades), integrating and adapting elements of Making Waves Education Foundation's (MWEF) college success framework in order to help students and families be more informed about college and career-related decisions and attributes.</i></p>	
<p><b><u>UPDATES:</u></b></p> <ul style="list-style-type: none"> <li>• I am supporting Dr. Jackson with the <u>hiring of a new Director of College and Career Counseling.</u></li> <li>• I connected MWEF's Patrick O'Donnell and Jon Siapno with CCSA. CCSA is doing <u>a promo video highlighting CA charter schools</u> who had <u>great University of CA admissions results in 2022.</u> They want to feature charter schools that are demonstrating what is possible and share any best practices from MWA.</li> <li>• Supporting CCC staff to ensure we offer the <u>PSAT</u> this year in October.</li> </ul>	

<b>WASC Goal 3:</b>	
<b>Diversity, Equity, &amp; Inclusion:</b> Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.	
<p><u>LCAP Priorities:</u>  <b>Goal 5: Student Engagement</b>  <b>Goal 6: School Climate</b></p>	<p><u>Central Office Big Rocks:</u></p> <ol style="list-style-type: none"> <li>1. Shift of service model for social-emotional support (MTSS)</li> <li>2. A focus on academic achievement and outcomes</li> <li>3. Ensure long-term financial viability (“right-sizing”)</li> </ol>
<b><u>Nelson’s Goals:</u></b>	
I will champion and address issues of diversity, equity, inclusion, and belonging more consistently throughout the year with parents, students, and staff through staff PDs, discussions, written communication, and engagements with students and parents.	
<b><u>UPDATES:</u></b>	
<ul style="list-style-type: none"> <li>• In onboarding a new dean and supporting Liz’s direct supervision of them, I am <u>calibrating and norming</u> with the deans and Liz (COO) on ways we expect the <u>student discipline and restorative practices approach</u> to support <u>MWA DEIB efforts</u> (Diversity Equity Inclusion &amp; Belonging).</li> <li>• Engaged with our <u>service provider for DEIB support</u> to finalize dates for staff training and ongoing supports for student groups. We also discussed preparing for the initial staff survey related to diversity and belonging at MWA.</li> </ul>	

WASC Goals	LCAP Goals (LCFF Priority Areas)	Lead(s)
1. <b>Support for All Learners:</b> Develop and refine vertically aligned programs to support all learners.	<b>Goal 1: Basic Conditions</b> <b>Goal 2: Academic Standards</b> <b>Goal 3: Family Partnerships</b> <b>Goal 8: Academic Growth</b>	T. Jackson E. Becker (K. Le) K. Mason (Nelson & Martinez)
2. <b>College and Career Readiness:</b> Refine holistic support for college and career readiness that builds all students’ capacity for graduation and success beyond high school.	<b>Goal 4: College &amp; Career Readiness</b> <b>Goal 7: Course Access</b>	Dir. of CCC (Jackson, Becker, & Nelson)
3. <b>Diversity, Equity, &amp; Inclusion:</b> Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, & inclusion.	<b>Goal 5: Student Engagement</b> <b>Goal 6: School Climate</b>	All Leaders

# Coversheet

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

**Section:** II. Standing Reports  
**Item:** F. Q&A on Chief Operating Officer Report (COO)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** COO Board Report\_October 2023.pdf



---

# Board Report

Chief Operating Officer

## October 2023

---

### Elizabeth Martinez

Chief Operating Officer

My focus for the start of the school year was to clear the path for the school to implement critical systems and procedures. The first step was to make sure that teams were structured in a way that aligned with the overall goals for each team. Now that the structures are more closely aligned to the goals, I can start to dig into each area to create foundation and consistency. To that end, my three areas of focus for the Q2 (October-December) include:

#### Onboarding

I have quite a few new staff members and am preparing to welcome new employees in critical areas. During the month of October, I am welcoming the new Assistant Principal of Student Support as well as a Middle School Dean of Restorative Practices. Additionally, I continue to onboard positions in the areas of Student Support, Compliance, and Governance. The goal is to work towards a full release of the Student Support team back to Dr. Jackson at the start of the second semester. For the remainder of this semester, I will support the AP of Student Support in obtaining a solid foundation/understanding of their scope of work and the goals for their area.

When I look at key data points for students (Table 1), I see trends moving in the right direction: flattening of suspension counts and rates, increase in Average Daily Attendance (ADA), and a decrease in Chronic Absenteeism. This signals to me that more students are coming to school regularly and that students are starting to better understand the expectations of the school in terms of safe behavior on campus. Additionally, by this time last school year we had 4 recommendations for expulsion on record. This year, we have only one recommendation on record. I am confident that I am supporting the deans in turning the climate of safety on the campus.

#### Assessing Efficacy by Area

I submitted a project application to the [Education Pioneers' Impact Fellowship](#). The program is designed to match educational institutions and professional fellows for a 10-month period. The project I submitted has three areas of focus:

1. **Policy:** Identify all existing policies, assess compliance level of the existing policies, identify policy gaps, conduct research and prepare drafts of new policies, and establish a road map for centralizing all policies.
2. **Data & Strategy:** Support the COO in identifying key metrics to measure the health of critical departments including: HR, Talent, School Operations, Compliance, School Attendance and Enrollment. In addition to identifying the metrics, support with establishing a method and cadence for reviewing the metrics.
3. **General Project Management:** Manage projects on behalf of the COO in the areas of Executive Leadership, HR, Talent, School Operations, Compliance, School Attendance and Enrollment.

It is my hope that by having a dedicated, full-time fellow I can define efficacy, identify a baseline and outline SMART and multi-year goals by area. I look forward to providing the board an update on the fellowship.

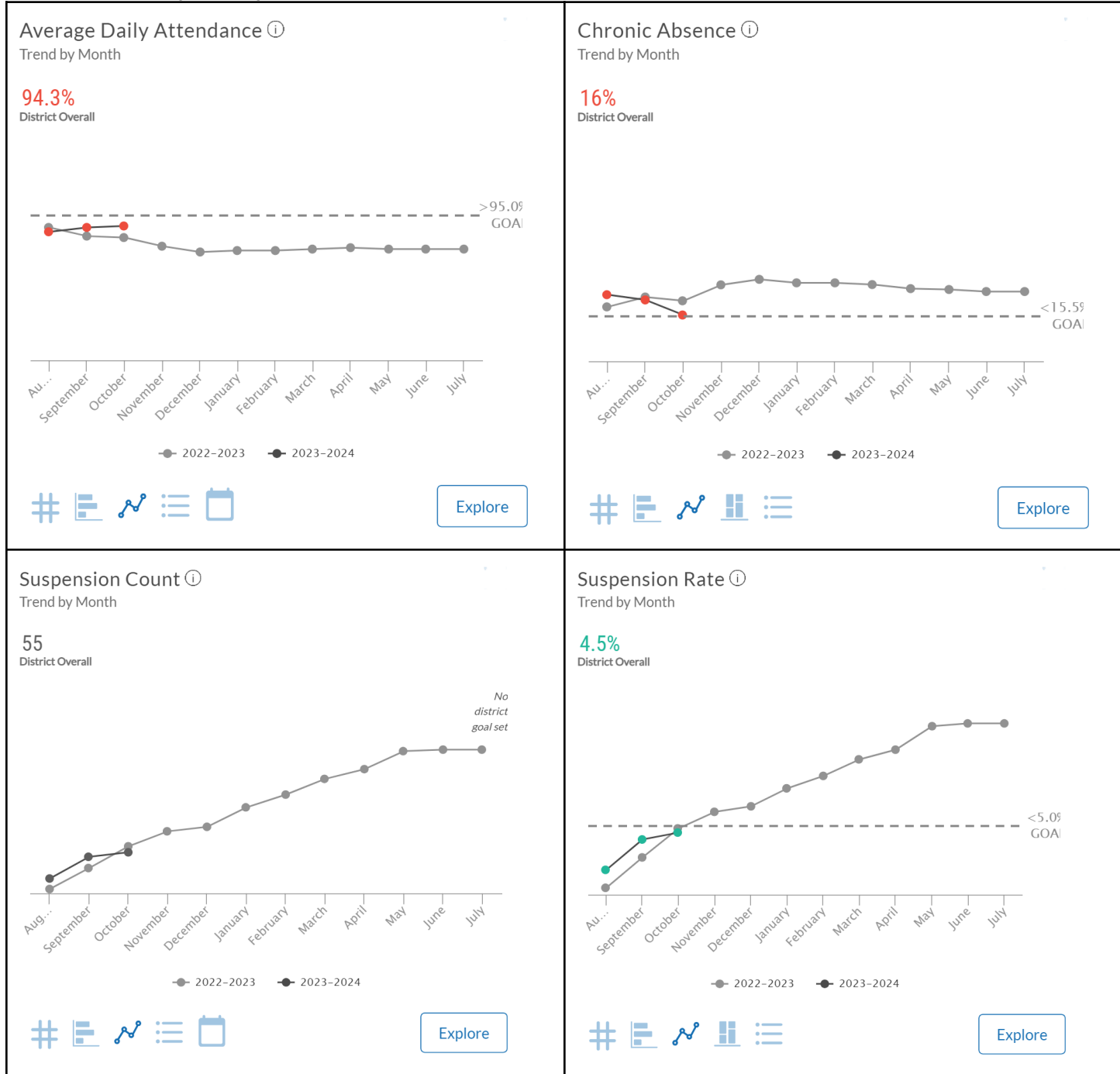
#### Increased Alignment: Talent and Human Resources

I am working with our Director of HR and the Interim Director of Talent to align their processes related to staffing for the upcoming school year. There are still a lot of areas for opportunity to improve our recruitment and onboarding efforts although the data I looked at related to turnover/retention for the last 7 school years signals that we are already on the right track. At the end of last school year, the turnover rate was cut down by almost 50% when compared to 2016-2017. I am partnering with both areas to try and arrive at a more precise staffing projection for 2024-25 and adjusting our recruitment efforts where needed. As of now, there are no shortages in terms of qualified candidates for most positions. We hope that this continues to be the case as we prepare for this hiring season.



## October 2023

### Student Metrics (Table 1)



## October 2023

### Appendix

#### Quarter 2 Priorities for COO Team

<b>Compliance</b>	<p><b>School Systems</b></p> <ul style="list-style-type: none"> <li>Semester 1 final grades distribution</li> </ul> <p><b>State Reporting</b></p> <ul style="list-style-type: none"> <li>CALPADS Fall 1</li> <li>CA School Dashboard Local Indicators Reporting</li> <li>Student Immunization Reporting</li> </ul> <p><b>Assessments &amp; Diagnostics</b></p> <ul style="list-style-type: none"> <li>Compiling, Analyzing, and Communicating State Assessment Data</li> <li>Setting up and supporting with interim assessments</li> <li>Compile and analyze full state assessment results</li> </ul> <p><b>Compliance Monitoring</b></p> <ul style="list-style-type: none"> <li>Monitoring current year LCAP (monitoring goal/action completion; beginning addendums/updates; facilitating communication in LCAP Team)</li> <li>Launching process for the new 3-year LCAP that will start in the 2024-25 school year</li> </ul>
<b>Talent</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Recruitment for Identify hiring needs and prep for SY24-25 recruitment launch in December.</li> </ul> <p><b>Systems</b></p> <ul style="list-style-type: none"> <li>Begin implementing recruitment plan - prep outreach materials/ templates.</li> <li>Make necessary revisions to JazzHR system and processes so there's no delay as recruiting ramps up.</li> </ul> <p><b>Staffing</b></p> <ul style="list-style-type: none"> <li>Assess current staffing model for the team and begin planning for the next iteration of the team</li> </ul>
<b>Attendance and Enrollment</b>	<p><b>State Reporting</b></p> <ul style="list-style-type: none"> <li>Completing student transfers to balance attendance reporting</li> <li>P-1 Attendance Submission</li> </ul> <p><b>Attendance Monitoring</b></p> <ul style="list-style-type: none"> <li>Attendance training for teachers</li> <li>Daily attendance tracking</li> </ul>
<b>Human Resources</b>	<p><b>Employment</b></p> <ul style="list-style-type: none"> <li>Partner with the Staff Satisfaction Committee to assess survey responses and communicate an S2 action plan, enabling staff to vote on the committee's priorities for Q3-4</li> <li>Initiate summer school planning</li> <li>Prepare for annual intent to return survey and information share for 1:1 follow-ups from HR/supervisor</li> <li>Partner with the Talent team to assess HR's role in supporting the upcoming recruitment season and strategy, which includes coordinating position control assessments with the Business Services team</li> </ul>

## October 2023

	<ul style="list-style-type: none"> <li>● New hire welcome event for recent hires, includes CEO, APs, Ops, IT</li> </ul> <p><b>Compliance</b></p> <ul style="list-style-type: none"> <li>● Present benefit renewal choices to the executive leadership and introduce the annual Open Enrollment for the 2024 plan year.</li> <li>● CALPADS reporting</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>● Boosting Supervisor Skills: Using 15Five, improving Performance Improvement Plans, mastering tough conversations, and enhancing documentation, among other topics</li> <li>● Work with school leadership to improve the new employee induction plan and practices, using feedback from both new and current teachers for enhanced support and confidence before they enter the classroom</li> </ul>
<p><b>School Operations</b></p>	<p><b>Systems</b></p> <ul style="list-style-type: none"> <li>● Implement new parent communication tool</li> <li>● Refine and standardize the use of SolarWinds to track and respond to Operations request</li> <li>● Continue creating and updating standard operating procedures (SOPs) for routine tasks/projects</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>● Assess &amp; revise Ops Budget for 23-24 &amp; plan for 24-25</li> <li>● Begin Master Calendaring for 24-25 (goal to approve calendar at December Board Meeting)</li> <li>● Conduct Site Safety Assessment</li> <li>● Continue CSSP Annual process</li> <li>● Begin planning for Graduation/promotion</li> <li>● Begin RFP process for Custodial Contract</li> </ul>
<p><b>Student Support</b></p>	<p><b>Onboarding</b></p> <ul style="list-style-type: none"> <li>● Assistant Principal of Student Support and a Middle School Dean of Students</li> <li>● Intentional onboarding of AP position working towards a full release of supervision starting in Semester 2</li> <li>● Gradual release of full team back to the school under Principal’s leadership</li> </ul>

# Coversheet

## Q&A on Written Finance Report

**Section:** II. Standing Reports  
**Item:** G. Q&A on Written Finance Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 01 MWA August Financials-09.15.23.pdf



## **Making Waves Academy August 2023 Financial Report**

Dear MWA Board Members,

At the end of August 2023, Making Waves Academy closed its books with \$8.36M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$2.03M, and MWA Central Office spent about \$315K in August 2023.

### **Year-to-Date**

- MWA - "School" finished \$594K or 14% under budget, and MWA Central Office finished \$31K or 5% under budget.
- Government Revenues only - We received \$2.47M compared with \$1.79M last year. The increased income is from one-time state funding of the Expanded Learning Opportunity (ELO-P) Program, the Teacher Residency Expansion Grant, the Arts, Music, and Instructional Materials Discretionary Block Grant, and the Learning Recovery Emergency Block Grant that was deferred from FY23 to be spent in FY24.
- We have also received year-to-date interest income of \$57K generated from the interest-bearing accounts.
- There are 31.5 Full-Time Equivalent (FTE) unfilled positions in August. The unfilled positions comprised 13 teachers, 2 on-site substitute teachers, and 16.5 Full-Time Equivalent (FTE) non-teaching staff.

### **MWA - "School"**

1. In August, the YTD savings of 461K on salaries and benefits are due to 29.5 Full-Time Equivalent (FTE) unfilled positions and utilizing online learning platforms for our summer school instead of having it on-site.
2. Budget savings totaling \$133K for supplies and contract services expenses are from the following:
  - a. Student Food Services had a saving of \$58K, but the saving is due to the timing of the August invoice received from the new food vendor. We anticipate this will normalize starting next month.
  - b. Contract renewal for our general liability insurance came in lower with a saving of \$43K.
  - c. The remaining savings of \$32K are from furniture, equipment, supplies, psychological services, building repairs and maintenance, and other contract services.

### **MWA Central Office**

1. The net savings of \$3K for salaries and benefits are due to the savings from the Compliance and Assessment Administrator vacancy and the CFO's part-time status.
2. Budget savings of 28K are from furniture, equipment, office supplies, and other contract services.



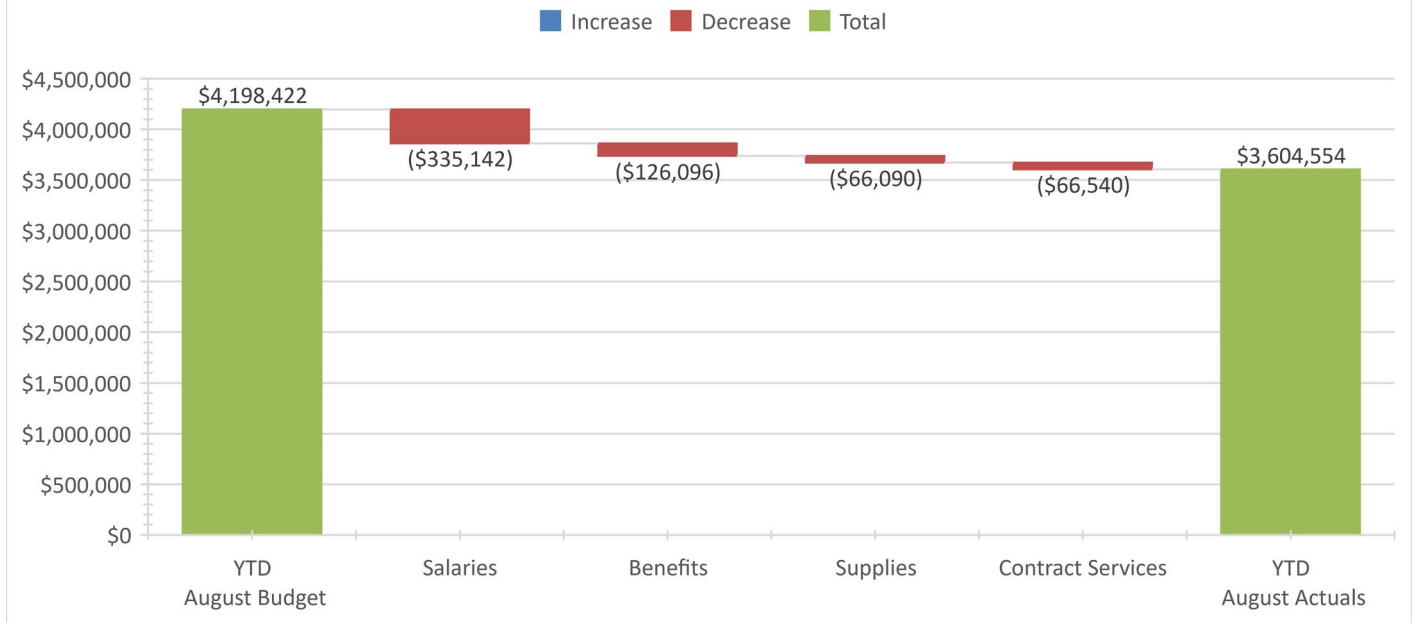
We wrapped up the month of August with similar spending trends as last month, and as expected, our biggest variance comes from personnels. Our leadership and recruitment team are trying their best to address the issue as the teacher and staff shortage lingers on. We are hopeful that the situation will turn out for the best since it is still early in the school year. In the meantime, as our leaders tackle day to day issues, we will do our part to monitor our cash flow closely to maintain appropriate cash levels, follow the state's revenue schedule, and accrue all revenues by June 30, 2024.

**State and Local Payment Schedule:**

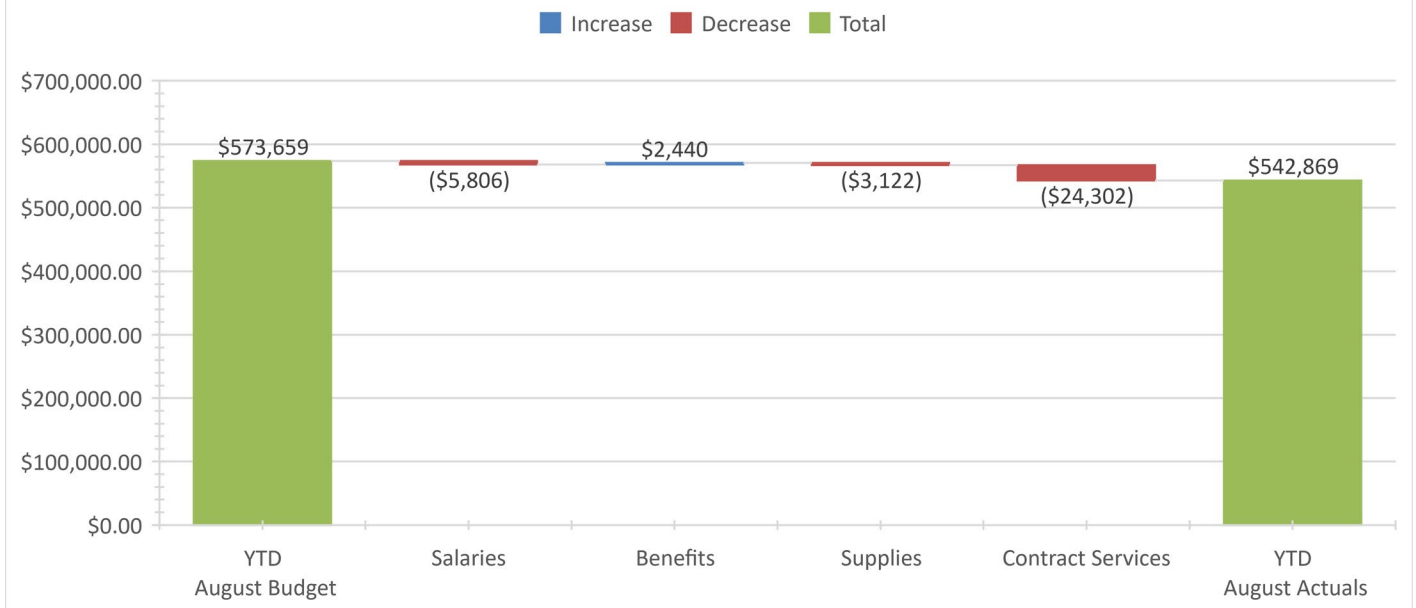
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
<b>State Aid, LCFF, and State SPED</b>	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
<b>Property Tax</b>	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



*YTD Expenses (July - August 2023)  
Budget to Actual Reconciliation - MWA - "School"*



*YTD Expenses (July - August 2023)  
Budget to Actual Reconciliation - MWA Central Office*





**MWA - "School" YTD Actuals vs. Budget  
August 2023**

	A	B	C	D	E	F	G
1	MWA - "School" FY2023 Spending Budget Tracking Report		<b>Monthly Executive Summary</b>				
2	Actuals vs. Cycled Budget		1. Spending -14% under budget				
3			2. Budgeted teachers and staff vacancies of 29.5 FTE are not fully filled				
4							
5							
6	<b>MWA Spending Budget</b>	<b>Preliminary Budget FY2024</b>	<b>07.01.22 - 08.31.23- Actuals</b>	<b>07.01.23 - 08.31.23- Preliminary Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
7	1100 - Teacher Salaries	5,896,221	394,933	525,935	(131,002)	-25%	Variance from the following: • 13 teacher vacancies • Savings from summer school stipends
8	1103 - Substitute Teacher Salaries	499,516	28,611	41,626	(13,015)	-31%	Savings from 2 Substitute Teacher vacancies
9	1200 - Certificated Pupil Support	763,780	59,147	88,129	(28,982)	-33%	Savings from 2 social worker vacancies
10	1300 - Certificated Supervisor & Administrator Salaries	1,460,143	127,290	174,247	(46,957)	-27%	Variance from the following vacancies: • Associate Dean of Students • Assistant Principal • Director of College & Career Counseling • 2 Dean of Students
11	1409 - Special Temporary COLA	1,992,000	137,500	166,000	(28,500)	-17%	Savings from vacancies
12	1900 - Certificated Other Salaries	548,601	62,486	65,992	(3,506)	-5%	
13	2100 - Classified Instructional Aide Salaries	1,019,458	87,669	117,630	(29,961)	-25%	Variance from the following vacancies: • Teacher Resident • 2 SPED Instructional Aide • Expanded Learning Tutor
14	2200 - Classified Support Staff Salaries	967,767	107,784	111,666	(3,882)	-3%	Savings Office Administrator vacancy
15	2300 - Classified Supervisor & Administrator Salaries	679,436	78,829	78,396	433	1%	
16	2400 - Classified Clerical and Office Salaries	951,360	78,558	109,772	(31,214)	-28%	Variance from the following vacancies: • Attendance Office • Parent Organizer • Student Support Services Coordinator
17	2900 - Classified Other Salaries	284,972	14,326	32,882	(18,556)	-56%	
18	<b>Total Salaries</b>	<b>15,063,254</b>	<b>1,177,133</b>	<b>1,512,275</b>	<b>(335,142)</b>	<b>-22%</b>	
19	3101 - State Teachers Retirement System (STRS)	1,845,503	127,488	168,748	(41,260)	-24%	
20	3301 - Social Security and Medicare	498,965	39,327	58,158	(18,831)	-32%	Variance from vacancies
21	3401 - Health & Welfare Benefits	2,309,246	274,503	354,874	(80,371)	-23%	
22	3501 - Unemployment Insurance	75,316	-	263	(263)	-100%	
23	3601 - Workers Comp Insurance	195,823	27,223	33,092	(5,869)	-18%	
24	3701 - 403(B) Retirement Match	118,438	6,410	13,666	(7,256)	-53%	
25	3999 - Accrued Paid Time Off	62,091	73,169	45,415	27,754	61%	Variance is due to timing, will even out as the school year progress
26	<b>Total Benefits</b>	<b>5,105,382</b>	<b>548,120</b>	<b>674,216</b>	<b>(126,096)</b>	<b>-19%</b>	
27	<b>Total Salaries &amp; Benefits</b>	<b>20,168,636</b>	<b>1,725,253</b>	<b>2,186,491</b>	<b>(461,238)</b>	<b>-21%</b>	
28							
29	4100 - Approved Textbooks and Core Curricula Materials	233,000	167,183	167,307	(124)	0%	
30	4200 - Books and Other Reference (Faculty and Staff)	16,450	-	-	-	-100%	

**MWA - "School" YTD Actuals vs. Budget  
August 2023**

	A	B	C	D	E	F	G
6	<b>MWA Spending Budget</b>	<b>Preliminary Budget FY2024</b>	<b>07.01.22 - 08.31.23- Actuals</b>	<b>07.01.23 - 08.31.23- Preliminary Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
31	4315 - Custodial Supplies	50,000	7,197	3,850	3,347	87%	
32	4325 - Instructional Materials & Supplies	331,801	89,848	97,195	(7,347)	-8%	
33	4330 - Office Supplies	3,800	-	877	(877)	-100%	
34	4410 - Furniture, Equipment & Supplies (non-capitaliz	115,000	1,949	3,684	(1,735)	-47%	
35	4420 - Computers and IT Supplies (non-capitalized)	450,400	42,114	41,997	117	0%	
36	4710 - Student Food Services	415,000	-	57,676	(57,676)	-100%	Timing issue, waiting for invoice to come in
37	4910 - Emergency Supplies	5,950	-	1,795	(1,795)	-100%	
38	4990 - Contingency	7,000	-	-	-	-100%	
39	<b>Total Supplies</b>	<b>1,628,401</b>	<b>308,291</b>	<b>374,381</b>	<b>(66,090)</b>	<b>-18%</b>	
40	5210 - Conference and Professional Development	137,723	50,837	33,940	16,897	50%	
41	5215 - Travel - Mileage, Parking, Tolls	10,725	42	-	42	-100%	
42	5220 - Travel - Airfare & Lodging	41,525	1,506	2,695	(1,189)	-44%	
43	5225 - Travel - Meals	26,900	-	-	-	-100%	
44	5305 - Professional Dues & Memberships	29,700	5,224	8,714	(3,490)	-40%	
45	5421 - General Liability Insurance	476,925	51,805	94,734	(42,929)	-45%	Contract renewal came in lower than budgeted
46	5510 - Utilities - Gas and Electric	495,500	103,241	104,026	(785)	-1%	
47	5515 - Janitorial and Gardening Services	602,862	99,650	95,800	3,850	4%	
48	5525 - Utilities - Waste	60,000	9,673	9,840	(167)	-2%	
49	5530 - Utilities - Water	96,000	13,161	19,445	(6,284)	-32%	
50	5605 - Equipment Leases and Rentals	120,000	17,499	14,598	2,901	20%	
51	5610 - Occupancy Rent	1,840,836	306,806	306,806	-	0%	
52	5612 - Facilities Use Fees	21,500	4,302	4,224	78	2%	
53	5615 - Repairs and Maintenance - Building	100,000	6,411	16,162	(9,751)	-60%	
54	5617 - Repairs and Maintenance - Non-computer Equ	5,300	-	3,818	(3,818)	-100%	
55	5618 - Repairs & Maintenance - Auto	18,000	201	1,669	(1,468)	-88%	
56	5806 - County Oversight Fees	145,240	-	-	-	-100%	
57	5810 - Contracted Services	717,617	55,331	62,946	(7,615)	-12%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	262,500	1,181	2,794	(1,613)	-58%	
60	5810.004 - Intervention & Consultation	82,500	-	7,500	(7,500)	-100%	
61	5810.005 - Psychological Services	186,000	5,400	15,802	(10,402)	-66%	
62	5810.006 - Substitute Teachers	125,000	22,005	3,800	18,205	479%	Utilize contract service substitutes for teacher vacancies
63	5810.008 - Information Technology	908,530	463,085	463,862	(777)	0%	
64	5811 - Student Exams Fees	17,000	-	-	-	-100%	
65	5821 - Printing and Reproduction	31,000	13,883	11,750	2,133	18%	
66	5840 - Study Trip - Entrance, Admission, & Ticket Fee	57,200	-	2,375	(2,375)	-100%	
67	5850 - Staff Recruitment	2,000	-	149	(149)	-100%	
68	5851 - Continuing Education Support	102,500	26,765	29,339	(2,574)	-9%	

MWA - "School" YTD Actuals vs. Budget  
August 2023

	A	B	C	D	E	F	G
6	MWA Spending Budget	Preliminary Budget FY2024	07.01.22 - 08.31.23- Actuals	07.01.23 - 08.31.23- Preliminary Budget	Variance	% Variance	Notes
69	5897 - Special Education	761,290	32,037	41,227	(9,190)	-22%	
70	5898 - Use Tax	1,000	-	-	-	-100%	
71	5905 - Company Cell Phones	35,200	6,302	6,039	263	4%	
72	5910 - Internet	150,600	23,181	23,316	(135)	-1%	
73	5915 - Postage and Delivery	23,500	5,030	2,714	2,316	85%	
74	5920 - Landlines and Office Based Phones	7,800	1,360	1,241	119	10%	
75	6900 - Depreciation and Amortization	25,000	3,033	4,166	(1,133)	-27%	
76	INCO.EXP - 5895 MWAS (Central Office) Fees	1,452,400	242,060	242,060	-	0%	
77	<b>Total Contract Services</b>	<b>9,178,373</b>	<b>1,571,011</b>	<b>1,637,551</b>	<b>(66,540)</b>	<b>-4%</b>	
78							
79	Total Salaries & Benefits	20,168,636	1,725,253	2,186,491	(461,238)	-21%	
80	Total Supplies	1,628,401	308,291	374,381	(66,090)	-18%	
81	Total Contract Services	9,178,373	1,571,011	1,637,551	(66,540)	-4%	
82	<b>Total Expenses</b>	<b>30,975,410</b>	<b>3,604,555</b>	<b>4,198,423</b>	<b>(593,868)</b>	<b>-14%</b>	

**MWA Central Office YTD Actuals vs. Budget  
August 2023**

	A	B	C	D	E	F	G
1	MWA Central Office FY2023 Spending Budget Tracking Report		<u>Monthly Executive Summary</u>				
2	Actuals vs. Cycled Budget		1. Spending -5% under budget				
3			2. Spending is on track on non-personnel expenses				
4							
5							
6	<b>MWAS (Central Office) Spending Budget</b>	<b>Preliminary Budget FY2024</b>	<b>07.01.22 - 08.31.23- Actuals</b>	<b>07.01.23 - 08.31.23- Preliminary Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
7	1409 - Special Temporary COLA	168,000	12,000	14,000	(2,000)	-14%	
8	2300 - Classified Supervisor & Administrator Salaries	1,815,063	214,509	209,430	5,079	2%	Variance from the following: • Final check and PTO payout for CFO • Compliance and Assessment Administrator vacancy • CFO vacancy
9	2400 - Classified Clerical and Office Salaries	161,000	9,693	18,577	(8,884)	-48%	
10	<b>Total Salaries</b>	<b>2,144,063</b>	<b>236,202</b>	<b>242,007</b>	<b>(5,805)</b>	<b>-2%</b>	
11	3101 - State Teachers Retirement System (STRS)	68,172	7,447	6,301	1,146	18%	
12	3301 - Social Security and Medicare	131,562	14,904	15,180	(276)	-2%	
13	3401 - Health & Welfare Benefits	281,237	49,662	46,873	2,789	6%	
14	3501 - Unemployment Insurance	10,720	-	-	-	-100%	
15	3601 - Workers Comp Insurance	27,873	3,936	4,646	(710)	-15%	
16	3701 - 403(B) Retirement Match	64,766	8,433	7,473	960	13%	
17	3999 - Accrued Paid Time Off	49,923	(1,471)	-	(1,471)	-100%	
18	<b>Total Benefits</b>	<b>634,253</b>	<b>82,911</b>	<b>80,473</b>	<b>2,438</b>	<b>3%</b>	
19	<b>Total Salaries &amp; Benefits</b>	<b>2,778,316</b>	<b>319,113</b>	<b>322,480</b>	<b>(3,367)</b>	<b>-1%</b>	
20							
21	4200 - Books and Other Reference (Faculty and Staff	1,600	-	-	-	-100%	
22	4330 - Office Supplies	15,900	-	2,371	(2,371)	-100%	
23	4390 - Other Food	1,000	-	-	-	-100%	
24	4410 - Furniture, Equipment & Supplies (non-capitaliz	1,000	-	839	(839)	-100%	
25	4420 - Computers and IT Supplies (non-capitalized)	10,200	4,678	4,589	89	2%	
26	4990 - Contingency	30,000	-	-	-	-100%	
27	<b>Total Supplies</b>	<b>59,700</b>	<b>4,678</b>	<b>7,799</b>	<b>(3,121)</b>	<b>-40%</b>	
28	5210 - Conference and Professional Development	27,500	456	1,586	(1,130)	-71%	
29	5215 - Travel - Mileage, Parking, Tolls	4,450	13	-	13	-100%	
30	5220 - Travel - Airfare & Lodging	9,500	1,993	1,280	713	56%	
31	5225 - Travel - Meals	5,200	-	-	-	-100%	
32	5305 - Professional Dues & Memberships	30,500	18,050	23,326	(5,276)	-23%	
33	5605 - Equipment Leases and Rentals	5,000	677	608	69	11%	
34	5803 - Accounting Fees	30,000	14,152	10,980	3,172	29%	
35	5804 - Legal Fees	85,000	4,188	8,470	(4,282)	-51%	
36	5810 - Contracted Services	425,494	122,208	130,385	(8,177)	-6%	

**MWA Central Office YTD Actuals vs. Budget  
August 2023**

	A	B	C	D	E	F	G
6	<b>MWAS (Central Office) Spending Budget</b>	<b>Preliminary Budget FY2024</b>	<b>07.01.22 - 08.31.23- Actuals</b>	<b>07.01.23 - 08.31.23- Preliminary Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
37	5810.002 - Student Information & Assessment	66,800	44,437	43,794	643	1%	
38	5810.004 - Intervention & Consultation	1,000	-	91	(91)	-100%	
39	5810.005 - Psychological Services	1,000	-	171	(171)	-100%	
40	5810.008 - Information Technology	100,004	4,764	7,635	(2,871)	-38%	
41	5820 - Recruiting - Students	10,000	-	-	-	-100%	
42	5821 - Printing and Reproduction	2,500	-	383	(383)	-100%	
43	5850 - Staff Recruitment	72,000	683	6,117	(5,434)	-89%	
44	5851 - Continuing Education Support	10,000	-	1,477	(1,477)	-100%	
45	5853 - Payroll Processing Fees	68,000	4,446	5,241	(795)	-15%	
46	5905 - Company Cell Phones	7,500	1,431	1,287	144	11%	
47	5915 - Postage and Delivery	4,750	599	549	50	9%	
48	5992 - Bank fees (not interest charges)	500	981	-	981	-100%	
49	<b>Total Contract Services</b>	<b>966,698</b>	<b>219,078</b>	<b>243,380</b>	<b>(24,302)</b>	<b>-10%</b>	
50							
51	Total Salaries & Benefits	2,778,316	319,113	322,480	(3,367)	-1%	
52	Total Supplies	59,700	4,678	7,799	(3,121)	-40%	
53	Total Contract Services	966,698	219,078	243,380	(24,302)	-10%	
54	<b>Total Expenses</b>	<b>3,804,714</b>	<b>542,869</b>	<b>573,659</b>	<b>(30,790)</b>	<b>-5%</b>	

Making Waves Academy  
 FY2024

	A	B	C	D
1		<b>Making Waves Academy</b>		
2		<b>Statement of Financial Position</b>		
3				
4				
5				
6				
7		06/30/2023	08/31/2023	
8		Actual	Actual	Period Diff
9	<b>Assets</b>			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	(35,504)	(83,420)	47,916
13	9120.101 - *5882 BB ZBA Payroll	(202,102)	334,680	(536,782)
14	9120.102 - *5358 BB ICS	5,479,305	4,839,770	639,535
15	9120.300 - *3822 MWA Chase - Operations Cash	3,093,045	3,104,715	(11,670)
16	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	159,624	160,044	(420)
17	Total Cash and Cash Equivalents	8,494,368	8,355,789	138,579
18	Accounts Receivable, Net			
19	Accounts Receivable			
20	9210 - Accounts Receivable (not grants or pledges)	5,958,257	857,228	5,101,029
21	Total Accounts Receivable	5,958,257	857,228	5,101,029
22	Total Accounts Receivable, Net	5,958,257	857,228	5,101,029
23	Other Current Assets			
24	Prepaid Expenses			
25	9331 - Prepaid and Deposits - Current Portion (non-employee)	389,343	396,901	(7,558)
26	Total Prepaid Expenses	389,343	396,901	(7,558)
27	Total Other Current Assets	389,343	396,901	(7,558)
28	Total Current Assets	14,841,968	9,609,918	5,232,050
29	Long-term Assets			
30	Property & Equipment			
31	9460 - Leasehold Improvements	435,813	435,813	-
32	9470 - Vehicles	22,400	22,400	-
33	9461 - AD - Leasehold Improvements	(166,318)	(169,352)	3,034
34	9471 - AD - Vehicles	(22,400)	(22,400)	-
35	Total Property & Equipment	269,495	266,461	3,034
36	Other Long-term Assets			
37	Other Assets			
38	9475 - Right of Use Asset	205,093	205,093	-
39	9476 - Right of Use Asset Amortization	(46,800)	(57,585)	10,785
40	Total Other Assets	158,293	147,508	10,785
41	Total Other Long-term Assets	158,293	147,508	10,785
42	Total Long-term Assets	427,788	413,969	13,819
43	<b>Total Assets</b>	<b>15,269,756</b>	<b>10,023,887</b>	<b>5,245,869</b>

Making Waves Academy  
FY2024

	A	B	C	D
1		<b>Making Waves Academy</b>		
2		<b>Statement of Financial Position</b>		
3				
4				
5				
6				
7		06/30/2023	08/31/2023	
8		Actual	Actual	Period Diff
44	<b>Liabilities and Net Assets</b>			
45	Liabilities			
46	Short-term Liabilities			
47	Accounts Payable			
48	9500 - Accounts Payable	1,914,849	219,800	1,695,049
49	9500.999 - Employee Expense Payables	5,667	159	5,508
50	9520.497 - CC*6315 Chase	49,497	51,484	(1,987)
51	Total Accounts Payable	1,970,013	271,443	1,698,570
52	Accrued Liabilities			
53	9601 - Payroll Liabilities	337,932	111,782	226,150
54	9602 - Benefits Liabilities	51,669	(107,197)	158,866
55	9603 - Accrued Paid Time Off Liability	485,821	557,520	(71,699)
56	9620 - Funds Held for Others (Student Groups and Agencies)	17,529	17,949	(420)
57	9625 - Funds Held for Chromebook	4,913	13,453	(8,540)
58	9630 - Funds Held for Summer Holdback	254,747	29,073	225,674
59	Total Accrued Liabilities	1,152,611	622,580	530,031
60	Deferred Revenue	3,868,015	2,230,855	1,637,160
61	Total Short-term Liabilities	6,990,639	3,124,878	3,865,761
62	Long Term Liabilities			
63	Other Long-term Liabilities			
64	Other Liabilities			
65	9745 - Operating Lease Liability	158,374	145,735	12,639
66	Total Other Liabilities	158,374	145,735	12,639
67	Total Other Long-term Liabilities	158,374	145,735	12,639
68	Total Long Term Liabilities	158,374	145,735	12,639
69	Total Liabilities	7,149,013	3,270,613	3,878,400
70				
71	Net Assets			
72	9800 - Equity			
73	Beginning Net Assets*	6,990,805	8,120,743	(1,129,938)
74	Change In Net Assets**	1,129,938	(1,367,470)	2,497,408
75	Total Net Assets	8,120,743	6,753,274	1,367,469
76	<b>Total Liabilities and Net Assets</b>	<b>15,269,756</b>	<b>10,023,887</b>	<b>5,245,869</b>
77				
140	* Beginning net assets refer to the net assets on the first day of the fiscal year.			
141	** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date.			



	A	B	S	T	U	V	W
5							
6	<b>MWA Revenue Budget</b>	<b>Preliminary Budget FY2024</b>	<b>07.01.23 - 08.31.23 Actuals</b>	<b>07.01.23 - 08.31.23 Preliminary Budget</b>	<b>Variance</b>	<b>% Variance</b>	<b>Notes</b>
7	<b>Revenue</b>						
8	8011 - State Aid - General Apportionment	8,143,609	379,512	407,180	27,668	7%	
9	8012 - Prop 30 - Education Protection Account Entitlement	3,202,605	-	-	-	0%	
10	8096 - In Lieu of Property Taxes	3,177,785	213,143	-	(213,143)	0%	
11	8181 - Federal - Special Education	128,302	-	-	-	0%	
12	8220 - Federal - Child Nutrition Programs	299,487	-	-	-	0%	
13	8230 - Federal - American Rescue Plan - Homeless Children and Youth II	3,000	3,000	3,000	-	0%	
14	8263 - Federal - Elementary and Secondary School Relief III (ESSER III)	400,000	135,624	96,547	(39,077)	-40%	
15	8290 - Federal - Title I - Basic Grant	408,891	-	-	-	0%	
16	8295 - Federal - Title II - Teacher and Principal Training	55,503	-	-	-	0%	
17	8296 - Federal - Title III - LEP	44,740	-	-	-	0%	
18	8297 - Federal - Title IV, Part A - Student Support	24,000	-	-	-	0%	
19	8311 - State - Special Education	841,661	93,772	84,166	(9,606)	-11%	
20	8313 - State - Special Education - Level 2 Mental Health Funding	53,300	-	-	-	0%	
21	8314 - State - Special Education - Level 3 Mental Health Funding	43,008	-	-	-	0%	
22	8319 - State - Other Revenues - Prior Years	-	51,715	-	(51,715)	0%	
23	8520 - State - Child Nutrition Programs	180,961	40,737	-	(40,737)	0%	
24	8525 - State - Expanded Learning Opportunities Grant	207,393	60,582	119,169	58,587	49%	
25	8526 - State - Expanded Learning Opportunities Program	332,310	366,476	81,974	(284,502)	-347%	
26	8527 - State - Educator Effectiveness	80,527	80,527	33,920	(46,607)	-137%	
27	8528 - State - A-G Completion Improvement Grant	96,154	96,154	96,154	-	0%	
28	8530 - State - Teacher Residency Expansion Grant	150,000	150,000	150,000	-	0%	
29	8531 - State - Arts, Music, and Instructional Materials Discretionary Block Grant	150,000	150,000	150,000	-	0%	
30	8532 - State - Learning Recovery Emergency Block Grant	635,721	635,721	635,721	-	0%	
31	8545 - State - School Facilities	1,264,919	-	-	-	0%	
32	8550 - State - Mandate Block Grant	36,264	-	-	-	0%	
33	8560 - State - Lottery	243,261	-	-	-	0%	
34	8590 - State - Other Revenue	201,178	4,218	-	(4,218)	0%	
35	8595 - State - Ethnic Studies	-	11,888	-	(11,888)	0%	
36	8621 - Local - Parcel Taxes	317,400	-	-	-	0%	
37	8811 - Interest Income	-	57,360	-	(57,360)	0%	
38	8980 - Contributions - Unrestricted	1,100,000	5,658	7,248	1,590	22%	
39	8981 - John Regina Scully (JRS)	11,540,744	-	-	-	0%	
40	8986 - School Supply Fund Donations	6,000	1,807	-	(1,807)	0%	
41	8988 - In-Kind Donations	9,000	-	-	-	0%	
43	<b>Total Revenues</b>	<b>33,377,723</b>	<b>2,537,894</b>	<b>1,865,079</b>	<b>(672,815)</b>	<b>-36%</b>	
44							
47	<b>YTD Revenue Non-SRE</b>						
135							
136	MWA Non-SRE Revenue						
137							
138	Total Governmental Revenue	20,721,979	2,473,069				
139	Total Grants, Interest Income, and non-SRE donations	1,115,000	64,825				
140	<b>Total external sources of revenue</b>	<b>21,836,979</b>	<b>2,537,894</b>				
141							
142	Cumulative Revenues		2,537,894				
143	% of FY2023 Annual budget		12%				
144							
145							
146	Total student count (EOM) - 96% ADA		1079				
147							
148	Governmental revenue/student		\$2,292				
149	Grants and non-SRE donations/student		\$60				
150	Total external revenues per student		\$2,352				

**Cash Flow Projection  
2023-24**

	A	E	F	G	H	I	J	K	L	M	N	O	P	AL
9		Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
10	Descriptions	Jul-23	Aug-23	Sep-23*	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24*	Apr-24	May-24	Jun-24**	Total
56	<b>Beginning Cash</b>	8,494,368	8,557,194	8,355,789	7,994,511	7,536,162	7,052,868	7,942,091	8,504,085	7,685,735	7,353,031	10,632,601	9,249,173	8,494,368
57														
58	<b>Cash In</b>													
59	Government	1,681,814	789,023	493,646	1,487,810	953,154	1,099,626	2,738,632	1,777,672	2,139,721	2,123,233	1,615,329	3,261,624	20,161,283
60	Donation (Non-SRE)	2,071	5,394	410	242	1,027,117	34,153	12,349	16,373	9,358	708	708	6,118	1,115,000
61	Dividend & Realized Gains/Loss on Investments & Sale of Fixed Assets	25,147	32,213	-	-	-	-	-	-	-	-	-	-	57,360
62	JRSF	-	-	2,000,000	-	-	2,500,000	-	-	-	3,500,000	-	3,540,744	11,540,744
63	<b>Total Cash In</b>	<b>1,709,032</b>	<b>826,630</b>	<b>2,494,056</b>	<b>1,488,052</b>	<b>1,980,271</b>	<b>3,633,779</b>	<b>2,750,981</b>	<b>1,794,044</b>	<b>2,149,079</b>	<b>5,623,942</b>	<b>1,616,037</b>	<b>6,808,485</b>	<b>32,874,387</b>
64														
65	<b>Cash Out***</b>													
66	MWA	1,424,094	1,858,290	2,771,235	2,251,348	2,511,665	2,272,809	2,367,301	2,429,083	2,955,647	2,194,431	2,627,706	3,077,197	28,740,807
67	MWAS (Central Office)	250,477	295,537	400,738	270,794	342,374	327,436	262,261	295,013	351,150	295,340	298,727	373,368	3,763,215
68	<b>Total Cash Out</b>	<b>1,674,571</b>	<b>2,153,827</b>	<b>3,171,973</b>	<b>2,522,142</b>	<b>2,854,039</b>	<b>2,600,245</b>	<b>2,629,562</b>	<b>2,724,096</b>	<b>3,306,797</b>	<b>2,489,771</b>	<b>2,926,433</b>	<b>3,450,565</b>	<b>32,504,022</b>
69														
70	<b>Net Change In Cash (In - Out)</b>	<b>34,461</b>	<b>(1,327,197)</b>	<b>(677,917)</b>	<b>(1,034,090)</b>	<b>(873,768)</b>	<b>1,033,534</b>	<b>121,419</b>	<b>(930,052)</b>	<b>(1,157,718)</b>	<b>3,134,171</b>	<b>(1,310,396)</b>	<b>3,357,920</b>	<b>370,366</b>
92														
93	Net Change in Cash from Operating Activities	62,826	(201,405)	(361,278)	(458,348)	(483,295)	889,223	561,995	(818,350)	(332,705)	3,279,571	(1,383,428)	3,953,509	4,708,314
94														
95	<b>Ending Cash</b>	<b>8,557,194</b>	<b>8,355,789</b>	<b>7,994,511</b>	<b>7,536,162</b>	<b>7,052,868</b>	<b>7,942,091</b>	<b>8,504,085</b>	<b>7,685,735</b>	<b>7,353,031</b>	<b>10,632,601</b>	<b>9,249,173</b>	<b>13,202,682</b>	<b>13,202,682</b>
96														
100														
101														
102	<b>Date Needed</b>			9/15/2023			12/15/2023				4/15/2024		6/15/2024	
103														
104	<b>Notes:</b>													
105	*Three payrolls Funded													
106														
107	** June funding estimate is based on Board approved budget in June 2022 and likely to change according to actuals.													
108														
109	***Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													

# Coversheet

## PT Behavior Specialist Support SPG

**Section:** IV. Action Items  
**Item:** A. PT Behavior Specialist Support SPG  
**Purpose:** Vote  
**Submitted by:** Karen Snider  
**Related Material:** 23-24 Making Waves Behavior Projection.pdf

### BACKGROUND:

MWA is partnering with Speech Pathology Group (SPG) for a part-time behavior specialist (BCBA). MWA currently has an existing and board-approved 23/24 AY contract with SPG for OT, PT, and ad hoc special education services.

### RECOMMENDATION:

Approval for part-time BCBA contracted through SPG to support students with IEPs who have behavior intervention plans (BIP), functional behavior assessments (FBA) and direct behavior intervention services (BIS). The projected cost of \$29,197 attached covers explicitly the current behavior support minutes as of September 2023. MWA anticipates additional BIS minutes, BIPs and FBAs being completed by part-time BCBA as required by the special education department bringing the anticipated cost to \$40,000 for the 23/24 AY.

Making Waves Academy 2023-2024	SPG Therapy & Education Addendum B Behavioral Services	As of:	9/13/2023
-----------------------------------	--	--------	-----------

Fall/Spring School Based Services*									
Student*	Dates of Service	Services	Hours per Day***	Days per Week	Hours per Week	23-24 BAC Rate	Amount	23-24 Discounted Hourly Rate	Amount
<b>ESY Services June 2024:</b>									
<b>Discounted ESY Services June 2024:</b>								\$	-

Fall/Spring School Based Services*									
Student*	Dates of Service	Services	Hours per Day***	Days per Week	Hours per Week	23-24 SMC Rate	Amount	23-24 Discounted Hourly Rate	Amount
TBD	9/14/23-tbd	BCBA Consult	Up to 5 hours per week ongoing BCBA support			\$172.00	\$30,100	\$166.84	\$29,197
<b>Fall/Spring Services 23-24:</b>							\$30,100.00		
<b>Fall/Spring 23-24 Discount:</b>								-\$903.00	BCBAs 3%
<b>Discounted Fall/Spring Services 23-24:</b>								\$29,197	
<b>Total Discounted 2023-2024 Behavior Services:</b>								\$29,197	

Susan Stark 9/13/2023  
 Susan Stark, M.S., CCC-SLP Date  
 President

\_\_\_\_\_  
 Name and Title Date  
 Making Waves Academy

Contractor agrees to provide services within the contracted hours per week, as set forth above. Daily hours may flex pending on student and site staff needs (i.e. IEP meetings, parent conferences, etc.).  
 Contractor agrees to provide each RBT with supervision by a Board Certified Behavior Analyst BCBA Supervisor.

The Speech Pathology Group (NPA) and the LEA (District) understand that it is the District's responsibility to provide training for contracted staff pertaining to the District's policies and procedures, including but not limited to: SEIS, Progress Reporting, Attendance Registers, etc.

\*In the event that a Student is absent, the RBT will contact the BCBA Supervisor as soon as possible. The RBT would be required to: first, substitute for an absent SPG RBT contracted within the District, second, assist case managers or site staff within the District, third, substitute for a District behavior technician, or fourth, complete any data entry or prepare activities for his/her assigned student.

\*\*In the event that a RBT is absent, the RBT will inform the school site(s) by contacting the secretary, the student's teacher and their BCBA Supervisor. NPA will make every effort to provide a substitute. If no SPG substitute is available, the District will provide a sub.

RBTs must be offered a 10-minute rest break for every two hours worked, to be taken approximately in the middle of each four-hour work period. RBTs who work more than six hours are entitled to two 10-minute rest breaks, one in the morning and one in the afternoon. A 30-minute non-billable meal break is provided to any RBT working more than five hours per day and must be taken no later than 4 hours and 59 minutes into their shift. It is the District's responsibility to provide coverage for RBTs' students during these break times. In the event an RBT is unable to take a 30-minute lunch break due to the District's inability to provide coverage, the District will be billed 1 hour to cover the penalty SPG will incur for the missed period.

\*\*\*If at the District's request an RBT exceeds an 8-hour day, the District will be charged 1.5 times the regular hourly rate to cover the overtime costs incurred by SPG.

\*\*\*\*SPG Therapy & Education utilizes a Professional Work Week.

Contractor agrees to provide services within the contracted hours per week, as set forth above.  
 Daily hours may flex pending caseload requirements (i.e. IEP meetings, parent conferences, SST meetings, etc.).

SPG Therapy & Education (NPA) and the LEA (District) understand that it is the District's responsibility to provide training for contracted staff pertaining to the District's policies and procedures, including but not limited to: SEIS, Progress Reporting, Attendance Registers\*\*, Medical/WAA Billing.  
 The District understands that collection and retention of all attendance registers submitted by contracted staff is the responsibility of the District.  
 It is further understood that the district will inform SPG Therapy & Education of contracted staff who are out of compliance with the District's policies and procedures.

The contracting NPA understands that the District will provide computer access to contracted staff for SEIS access and input and for other required documentation.  
 The NPA will provide all diagnostic and therapy materials to contracted service providers with the understanding that District agrees to provide appropriate and necessary test protocols, as test protocols are part of the student's record and are retained in student's file.

# Coversheet

## Dell Staff Laptop Replacement Quote

**Section:** IV. Action Items  
**Item:** B. Dell Staff Laptop Replacement Quote  
**Purpose:** Vote  
**Submitted by:** Damon Edwards  
**Related Material:** Dell Staff Laptop Quote 9-20-23.pdf

### BACKGROUND:

This expenditure is for the replacement of all staff laptops in accordance with the 3-year laptop replacement policy. Laptops typically begin to experience hardware failures and the batteries need to be replaced in the 3rd-year. Therefore, the 3-year replacement policy ensures that staff are provided with reliable laptops that perform consistently.

### RECOMMENDATION:

Please approve the attached quote with a fiscal impact of \$286,113.88.



## A quote for your consideration

Based on your business needs, we put the following quote together to help with your purchase decision. Below is a detailed summary of the quote we've created to help you with your purchase decision.

To proceed with this quote, you may respond to this email, order online through your [Premier page](#), or, if you do not have Premier, use this [Quote to Order](#).

<b>Quote No.</b>	<b>3000161384159.2</b>	Sales Rep	Charlie Ballon
<b>Total</b>	<b>\$286,113.88</b>	Phone	(800) 456-3355, 80000
Customer #	83144352	Email	Charlie.Ballon@Dell.com
Quoted On	Sep. 20, 2023	<b>Billing To</b>	ACCOUNTS PAYABLE
Expires by	Oct. 20, 2023		MAKING WAVES ACADEMY MS
Contract Name	Dell Midwestern Higher Education Compact (MHEC) Master Agreement		4123 LAKESIDE DR
Contract Code	C000000979569		RICHMOND, CA 94806-1942
Customer Agreement #	MHEC-04152022		
Deal ID	25775624		

### Message from your Sales Rep

Please contact your Dell sales representative if you have any questions or when you are ready to place an order. Thank you for shopping with Dell!

Regards,  
Charlie Ballon

### Shipping Group

<b>Shipping To</b>	<b>Shipping Method</b>
DAMON EDWARDS MAKING WAVES ACADEMY MS 4123 LAKESIDE DR RICHMOND, CA 94806-1942 (510) 333-5830	Standard Delivery

Product	Unit Price	Quantity	Subtotal
Dell Latitude 7440	\$1,493.49	175	\$261,360.75

---

<b>Subtotal:</b>	<b>\$261,360.75</b>
<b>Shipping:</b>	<b>\$0.00</b>
<b>Environmental Fee:</b>	<b>\$700.00</b>
<b>Non-Taxable Amount:</b>	<b>\$15,361.50</b>
<b>Taxable Amount:</b>	<b>\$246,699.25</b>
<b>Estimated Tax:</b>	<b>\$24,053.13</b>
<hr/>	
<b>Total:</b>	<b>\$286,113.88</b>

## Shipping Group Details

Shipping To	Shipping Method
DAMON EDWARDS MAKING WAVES ACADEMY MS 4123 LAKESIDE DR RICHMOND, CA 94806-1942 (510) 333-5830	Standard Delivery

	Quantity	Subtotal
<b>Dell Latitude 7440</b>	<b>175</b>	<b>\$261,360.75</b>
Estimated delivery if purchased today: Oct. 11, 2023 Contract # C000000979569 Customer Agreement # MHEC-04152022		

Description	SKU	Unit Price	Quantity	Subtotal
Dell Latitude 7440 XCTO	210-BGGV	-	175	-
13th Gen Intel Core i7-1365U vPro (12 MB cache, 10 cores, up to 5.2 GHz Turbo)	379-BFFJ	-	175	-
Windows 11 Pro, English, Spanish, French, Brazilian Portuguese	619-ARSB	-	175	-
No Microsoft Office License Included	658-BCSB	-	175	-
Intel Iris Xe Graphics,i7-1365U vPro Processor,32GB LPDDR5 Memory	338-CHRF	-	175	-
Intel vPro Disabled	631-BBBG	-	175	-
32 GB, LPDDR5, 4800 MT/s, integrated	370-BBFG	-	175	-
512GB M.2 PCIe NVMe Solid State Drive, Class 35	400-BOTC	-	175	-
2-in-1 14.0" FHD+ (1920x1200)AR+AS,Touch, ComfView+,IPS,300 nits, FHD IR Cam+IP,WLAN,ALU,Pen support	391-BHJO	-	175	-
FHD/IR Camera with ExpressSign-In + Intelligent Privacy, Temporal Noise Reduction, Camera Shutter, Mic	319-BBIC	-	175	-
Palmrest, Fingerprint Reader, WLAN only, Thunderbolt4, Aluminum	346-BJKV	-	175	-
English US battery-saving mini LED backlit keyboard, 79-key	583-BJPH	-	175	-
Wireless Intel AX211 WLAN Driver	555-BJDX	-	175	-
Intel Wi-Fi 6E (6 where 6E unavailable) AX211 + Bluetooth	555-BJNJ	-	175	-
3-cell, 57 Wh, Express Charge Capable, Express Charge Boost Capable	451-BDBU	-	175	-
65W AC adapter, USB Type-C, TCO Gen9 compliant	492-BDHS	-	175	-
CyberLink PowerDirector 21 and PhotoDirector 14 Ultra	634-BYFS	-	175	-
E4 Power Cord 1M for US	537-BBDO	-	175	-
Quick setup guide 2-in-1	340-DFWX	-	175	-
ENERGY STAR Qualified	387-BBLW	-	175	-
Custom Configuration	817-BBBB	-	175	-
Dell Additional Software	658-BFQB	-	175	-
Mix Model Ship, 65W, 2-in-1	340-DLDD	-	175	-
Intel Core i7 EVO non-Vpro Processor Label	389-EDDV	-	175	-
EPEAT 2018 Registered (Gold)	379-BDZB	-	175	-
Aluminum Chassis for WLAN 2-in-1	321-BJFL	-	175	-
Intel Responsiveness Technologies Driver	409-BCWW	-	175	-



Dell Limited Hardware Warranty Plus Service	804-2167	-	175	-
ProSupport Plus: Accidental Damage Service, 3 Years	804-2185	-	175	-
ProSupport Plus: Next Business Day Onsite, 3 Years	804-2186	-	175	-
ProSupport Plus: Keep Your Hard Drive, 3 Years	804-2187	-	175	-
ProSupport Plus: 7x24 Technical Support, 3 Years	804-2188	-	175	-
Thank you for choosing Dell ProSupport Plus. For tech support, visit www.dell.com/contactdell or call 1-866-516-3115	997-8367	-	175	-

---

<b>Subtotal:</b>	<b>\$261,360.75</b>
<b>Shipping:</b>	<b>\$0.00</b>
<b>Environmental Fee:</b>	<b>\$700.00</b>
<b>Estimated Tax:</b>	<b>\$24,053.13</b>

---

<b>Total:</b>	<b>\$286,113.88</b>
---------------	---------------------

## Important Notes

### Terms of Sale

This Quote will, if Customer issues a purchase order for the quoted items that is accepted by Supplier, constitute a contract between the entity issuing this Quote ("Supplier") and the entity to whom this Quote was issued ("Customer"). Unless otherwise stated herein, pricing is valid for thirty days from the date of this Quote. All product, pricing and other information is based on the latest information available and is subject to change. Supplier reserves the right to cancel this Quote and Customer purchase orders arising from pricing errors. Taxes and/or freight charges listed on this Quote are only estimates. The final amounts shall be stated on the relevant invoice. Additional freight charges will be applied if Customer requests expedited shipping. Please indicate any tax exemption status on your purchase order and send your tax exemption certificate to [Tax\\_Department@dell.com](mailto:Tax_Department@dell.com) or [ARSalesTax@emc.com](mailto:ARSalesTax@emc.com), as applicable.

**Governing Terms:** This Quote is subject to: (a) a separate written agreement between Customer or Customer's affiliate and Supplier or a Supplier's affiliate to the extent that it expressly applies to the products and/or services in this Quote or, to the extent there is no such agreement, to the applicable set of Dell's Terms of Sale (available at [www.dell.com/terms](http://www.dell.com/terms) or [www.dell.com/oemterms](http://www.dell.com/oemterms)), or for cloud/as-a-Service offerings, the applicable cloud terms of service (identified on the Offer Specific Terms referenced below); and (b) the terms referenced herein (collectively, the "Governing Terms"). Different Governing Terms may apply to different products and services on this Quote. The Governing Terms apply to the exclusion of all terms and conditions incorporated in or referred to in any documentation submitted by Customer to Supplier.

**Supplier Software Licenses and Services Descriptions:** Customer's use of any Supplier software is subject to the license terms accompanying the software, or in the absence of accompanying terms, the applicable terms posted on [www.Dell.com/eula](http://www.Dell.com/eula). Descriptions and terms for Supplier-branded standard services are stated at [www.dell.com/servicecontracts/global](http://www.dell.com/servicecontracts/global) or for certain infrastructure products at [www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm](http://www.dellemc.com/en-us/customer-services/product-warranty-and-service-descriptions.htm).

**Offer-Specific, Third Party and Program Specific Terms:** Customer's use of third-party software is subject to the license terms that accompany the software. Certain Supplier-branded and third-party products and services listed on this Quote are subject to additional, specific terms stated on [www.dell.com/offeringspecificterms](http://www.dell.com/offeringspecificterms) ("Offer Specific Terms").

**In case of Resale only:** Should Customer procure any products or services for resale, whether on standalone basis or as part of a solution, Customer shall include the applicable software license terms, services terms, and/or offer-specific terms in a written agreement with the end-user and provide written evidence of doing so upon receipt of request from Supplier.

**In case of Financing only:** If Customer intends to enter into a financing arrangement ("Financing Agreement") for the products and/or services on this Quote with Dell Financial Services LLC or other funding source pre-approved by Supplier ("FS"), Customer may issue its purchase order to Supplier or to FS. If issued to FS, Supplier will fulfill and invoice FS upon confirmation that: (a) FS intends to enter into a Financing Agreement with Customer for this order; and (b) FS agrees to procure these items from Supplier. Notwithstanding the Financing Agreement, Customer's use (and Customer's resale of and the end-user's use) of these items in the order is subject to the applicable governing agreement between Customer and Supplier, except that title shall transfer from Supplier to FS instead of to Customer. If FS notifies Supplier after shipment that Customer is no longer pursuing a Financing Agreement for these items, or if Customer fails to enter into such Financing Agreement within 120 days after shipment by Supplier, Customer shall promptly pay the Supplier invoice amounts directly to Supplier.

Customer represents that this transaction does not involve: (a) use of U.S. Government funds; (b) use by or resale to the U.S. Government; or (c) maintenance and support of the product(s) listed in this document within classified spaces. Customer further represents that this transaction does not require Supplier's compliance with any statute, regulation or information technology standard applicable to a U.S. Government procurement.

For certain products shipped to end users in California, a State Environmental Fee will be applied to Customer's invoice. Supplier encourages customers to dispose of electronic equipment properly.

Electronically linked terms and descriptions are available in hard copy upon request.

**^DELL BUSINESS CREDIT (DBC):** Offered to business customers by WebBank, who determines qualifications for and terms of credit. Taxes, shipping and other charges are extra and vary. The Total Minimum Payment Due is the greater of either \$20 or 3% of the New Balance shown on the statement rounded up to the next dollar, plus all past due amounts. Dell and the Dell logo are trademarks of Dell Inc.

# Coversheet

## Social Media Policy

**Section:** IV. Action Items  
**Item:** C. Social Media Policy  
**Purpose:** Vote  
**Submitted by:** Elizabeth Martinez  
**Related Material:** MWA Social Media Policy\_09282023.pdf

### BACKGROUND:

MWA is piloting a social media account for the Athletics department in the form of an Instagram account. It is a best practice to have a Social Media Policy that outlines key requirements and considerations regarding the school's use of social media. This policy may be amended as we move through the pilot and identify any areas that require clarity or gaps within the policy.

### RECOMMENDATION:

I recommend the board reviews and approves the social media policy so that we can launch a pilot in time for fall sports (November 2023).

# Making Waves Academy Social Media Policy

At Making Waves Academy, our school community members use social media platforms to connect with prospective families, current families, students and alumni. This may include promotional materials, educational content, and school activities, amongst others. As of October 1, 2023, the tools we use to do this are: LinkedIn and Instagram (Athletics only).

Making Waves Academy takes social media seriously. Faculty, staff, and students are all expected to show respect and to take the privacy of others into careful consideration. Questions about this policy should be directed to the Chief Operating Officer or their designee by emailing: [compliance@mwacademy.org](mailto:compliance@mwacademy.org)

## **Expectations for Making Waves Academy Faculty and Staff**

As a member of the Making Waves Academy community, you are expected to act professionally on social media. If you wish to post any content of your classes, practices, or in-school interactions on social media, please send it to the contacts outlined below for proper review to be posted to the Making Waves Academy accounts. Never use photos of students on your own personal accounts.

- **LinkedIn:** Joanela Mendoza, [jmendoza@mwacademy.org](mailto:jmendoza@mwacademy.org)
- **Athletics Instagram:** Alonso Rivera, Assistant Athletic Director [[arivera@mwacademy.org](mailto:arivera@mwacademy.org)] or Jeff Hazel, Athletics Director [[jhazel@mwacademy.org](mailto:jhazel@mwacademy.org)]

## **Responding to Comments and/or Direct Messages**

Whether positive or negative, it is important for Making Waves Academy to respond to comments and/or direct messages on our social media posts and accounts. Responses to comments or questions asked by community members are only to be made by the contacts outlined below:

- **LinkedIn:** Joanela Mendoza, [jmendoza@mwacademy.org](mailto:jmendoza@mwacademy.org)
- **Athletics Instagram:** Alonso Rivera, Assistant Athletic Director [[arivera@mwacademy.org](mailto:arivera@mwacademy.org)] or Jeff Hazel, Athletics Director [[jhazel@mwacademy.org](mailto:jhazel@mwacademy.org)]

## **Response Expectations**

All comments and/or direct messages — both positive and negative — should be responded to within 24-48 hours during the school week, and within 48-72 hours on the weekend. Making Waves Academy is required to respond to all relevant comments, and will handle addressing the comment publicly or privately (via a direct message) on a case-by-case basis.

## **Expectations for Making Waves Academy Students**

As a student of Making Waves Academy, you are welcome to participate in interactions with the school online. You are expected to employ responsible behavior, and any disrespect to the school or to your peers — in addition to posting photos of other students without consent — may result in disciplinary action. Please review the following policies:

- **Anti-Bullying, Harassment, Intimidation, Discrimination and Title IX Policy** located in the Student-Parent Guardian Handbook
- **Parent Code of Conduct**

Both items can be found on this webpage:

<https://www.makingwavesacademy.org/mwa-richmond-wide-support/distancelearningguidebook>

### **Posting During a Crisis**

In a crisis situation, you as a Making Waves Academy faculty or staff member are strongly discouraged from using social media to make a statement. Posting a personal statement or opinion on social media regarding a school-related topic might also violate the Social Media Policy outlined in the Employee Handbook. In times of crisis, formal press releases (if needed) will be created by the Chief Executive Officer or their designee.

### **Mandated Reporter Obligations**

All employees designated to manage and monitor school social media accounts are considered mandated reporters. California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

### **Political Neutrality**

Maintenance of individual freedom and our political institutions necessitates broad scale participation by citizens concerning the selection, nomination and election of our public office holders. The School will not discriminate against any employee because of identification with and support of any lawful political activity. School employees are entitled to their own personal political position. The School will not discriminate against employees based on their lawful political activity engaged outside of work. If an employee is engaging in political activity, however, they should always make it clear that their actions and opinions are their own and not necessarily those of the School, and that they are not representing the School.

### **Privacy Protection**

To ensure the safety of our community, Making Waves Academy will never post or release information that is considered private and confidential. This includes posting conversations, names, personal schedules, addresses, phone numbers, etc. without noted consent.

Photos of students will not be posted on Making Waves Academy social media accounts if a parent specifically opts their child(ren) out of such communications. Unless otherwise opted out, students automatically opt-in.

Students, faculty, and staff should similarly respect each other's confidential information in addition to Making Waves Academy's brand and copyrighted material.

### **Confidentiality**

Employees assigned to manage school social media accounts agree to never provide any third parties access to the School network or share network access passwords, and must comply with all policies and procedures related to information security and network access.

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will.

# Coversheet

## Alternate Graduation Pathway

<b>Section:</b>	IV. Action Items
<b>Item:</b>	D. Alternate Graduation Pathway
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	Karen Snider
<b>Related Material:</b>	6.5-New-Diploma-Pathway-Sec-51225.31 (2).pdf Sample Alternate Assessment IEP Team Decision Making Worksheet.pdf Alternate Graduation Pathway .docx A-New-Pathway-to-A-Diploma-3-2023.pdf

### BACKGROUND:

The new pathway to a high school diploma for students with disabilities, as provided in California *Education Code (EC)* Section 51225.31, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill. This law went into effect June 30, 2022, and was amended through Senate Bill (SB) 114 on July 10, 2023. Per CDE, LEAs should be offering this pathway for all students who qualify.

Students who are eligible for the alternate graduation pathway are a limited population as the parameters include that a student must qualify for the alternate assessments and must be participating in general education courses (modifications included). An alternate graduation pathway is an IEP team decision as a function of the student's transition plan and is included in the student's IEP. Alternate assessment eligibility is an IEP team decision (see attached sheet for additional details regarding parameters for alternate assessments).

### RECOMMENDATION:

Board approval for LEA to adopt alternate graduation pathway for students with disabilities. All graduation track decisions are an IEP team decision based on the student's graduation pathway and appropriate transition plan. IEP team decisions are based on an individual basis taking into account the student's ability, eligibility, evaluation, and individual needs. See the attached alternate assessment decision-making worksheet example and additional details regarding the alternate graduation pathway guidelines and parameters.



## **New Pathway to High School Diploma For Students with Significant Cognitive Disabilities**

### **Section 51225.31 Diploma**

Effective June 30, 2022, Section 51225.31 established a new high school diploma pathway exclusively for students with significant cognitive disabilities in alignment with the federal Every Student Succeeds Act (“ESSA”) ([20 U.S.C. § 7801\(23\)\(A\)\(ii\)\(I\)\(bb\)](#)).

*It is important to remember that this new diploma pathway will only apply to a narrow sub-group of students with significant cognitive disabilities who take the California Alternative Assessment (CAA) and who have taken or plan to take the statewide coursework minimum requirements for graduation (modified to alternative achievement standards).*

#### **Students with disabilities who qualify must:**

- Be a student with an active IEP;
- Working towards a Certificate of Completion; and
- Scheduled to take the California Alternate Assessments (“CAA”)
  - LEAs should carefully review CDE’s [Alternate Assessment IEP Team Guidance](#) to assist in appropriately identifying students for alternate assessments, a preliminary requirement to a Section 51225.31 diploma
  - Students who will commence grades 10, 11 or 12 in the 2022-2023 school year, who took or will take the CAA in 11<sup>th</sup> grade, could be eligible for a Section 51225.31 diploma if their IEP meets the two requirements above.

#### **IEP Procedural Requirements**

- IEP team meeting must be conducted before the student begins 10th grade
- IEP team must determine and notify the student's parent or guardian whether the student may be eligible to graduate with a Section 51225.31 Diploma

#### **For this diploma, the student’s IEP must reflect:**

- Student will take the CAA in 11th grade
- Student will complete state standards-aligned coursework
  - Modified to alternative achievement standards are acceptable

- The IEP team has determined student has significant cognitive difficulties
  - **EXCLUDES** students eligible under Specific Learning Disabilities

## **FAPE and LEA obligations**

- There is no change in an LEA's obligation to provide a FAPE to an eligible student
- This diploma pathway does not constitute a change in placement
- Students must be permitted to participate in graduation ceremonies and activities with peers of similar age but such participation does not end their right to a FAPE

## **Questions**

### **What if the additional students taking the CAA and qualifying for this new diploma exceed the LEA's 1% cap, thus exceeding our threshold?**

LEAs should continue to adhere to the ESSA's 1% cap for students taking the CAA, as those exceeding this threshold may be subject to enhanced monitoring. LEAs can increase their likelihood of remaining under the 1% cap by ensuring that IEP teams review and discuss the considerations included in the CDE's "Alternate Assessment IEP Team Guidance" page linked above.

### **What if a student is taking the CAA but is enrolled in functional curriculum courses?**

If a student does take the CAA, and takes a functional curriculum rather than courses meeting statewide minimum requirements, they will not qualify for a Section 51225.31 diploma. Students participating in functional skills, non standards-based coursework such as community-based instruction, cooking, social skills, etc. are not included in this pathway.

### **What about other students in the 11th or 12th grade for the 2022-2023 school year? Do they qualify?**

It is our understanding that students who will commence grades 10, 11 or 12 in the 2022-2023 school year, who took or will take the CAA in 11<sup>th</sup> grade, could be eligible for a Section 51225.31 diploma if their IEP meets the two requirements above.

### **How does CDE address the large group of students who are not eligible for the CAA, but struggle to complete state and local graduation requirements necessary to receive a regular high school diploma?**



The most recent California Budget Act of 2022 earmarked IDEA funds for CDE to identify and develop alternative coursework and performance tasks for these students to demonstrate completion of the state graduation requirements through alternate means, which is due to the State Legislature by June 30, 2024.

### **For the 2022-2023 school year, what actions should LEAs consider?**

**Identify** students in 10<sup>th</sup> and 11<sup>th</sup> grade who are or may be eligible to take the CAA in 11th grade (or students in 12th grade who took the CAA in 11th grade);

**Convene** an IEP meeting for these students (this may require an amendment to the current IEP) to discuss the appropriateness of participation in the CAA in 11th grade, and document accordingly

**Develop** an IEP that reflects student will complete state standards-aligned coursework meeting the California statewide minimum coursework requirements, if appropriate;

**Notify** the student's parent or guardian whether the student may be eligible to graduate with a high school diploma under Section 51225.31

### **What technical assistance and resources will be provided to help LEAs to develop high-quality standards-based coursework using alternative standards and how will this affect data reporting and CALPADS?**

CDE has not clarified what resources and technical assistance will be provided to LEAs to assist with developing high-quality standards-based coursework using alternative standards. We will continue to share information and updates as they become available.

# Alternate Assessment Decision-Making Tool for California

The individualized education program (IEP) team determines an individual student's eligibility to participate in an alternate assessment. To guide and support IEP teams in determining whether a student is most appropriately assessed with an alternate assessment, the California Department of Education (CDE) developed this Alternate Assessment Decision-Making Tool after consulting with its Assessment Development and Administration Division and Special Education Division.

## Background

In 2015, the Every Student Succeeds Act (ESSA) was signed into law, replacing and updating the No Child Left Behind Act. The purpose of ESSA "is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."<sup>1</sup> As part of the assessment provisions of ESSA, the law requires that the vast majority of students take a state's general assessment at various grade levels, as this helps to measure educational progress.<sup>2</sup> To help maintain a critical focus on educational equity and excellence for all students, only students with the most significant cognitive disabilities may take an alternate assessment aligned with alternate academic achievement standards. ESSA limits the number of students who may take such assessments to 1 percent of all tested students in a given subject.<sup>3</sup>

While many states have been able to meet the 1 percent limit, California has continued to exceed the 1 percent cap.<sup>4</sup> Eventually, if California is not able to lower the rate of students taking the alternate assessment, the US Department of Education could withhold Title I, Part A state administrative funds.<sup>5</sup>

---

<sup>1</sup>Every Student Succeeds Act. 2015. 20 USC § 1001. <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

<sup>2</sup>US Department of Education. 2017. Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations.

<sup>3</sup>Every Student Succeeds Act: Assessments under Title 1, Part A & Title 1, Part B: Summary of Final Regulations (2017): <https://www2.ed.gov/policy/elsec/leg/essa/essaassessmentfactsheet1207.pdf>

<sup>4</sup>National Center on Educational Outcomes. 2020. "AA-AAS Participation Rate from 2007–08 to 2016–17." Data Analytics, no.12. [https://tableau.ahc.umn.edu/t/ICI/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display\\_count=no&:showVizHome=no](https://tableau.ahc.umn.edu/t/ICI/views/AA-AAStrend0708-1617/Story1?iframeSizedToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no)

<sup>5</sup>Rooney, P., and Ryder, R. 2019. "Information Regarding Consequences for States Not Meeting the Requirement to Assess Not More Than 1.0 Percent of Students on the Alternate Assessment," memorandum from the US Department of Education, Office of Elementary and Secondary Education <https://www2.ed.gov/admins/lead/account/saa/state1capconsequences19final.pdf>

## Alternate Assessment Decision-Making Tool for California (continued)

### Instructions for Use

Any year during which a student could participate in the state's general California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC), and prior to the student participating in California Alternate Assessments (CAAs) or the Alternate ELPAC, the IEP team should complete the process of using this tool.

This tool is divided into four parts, Part A through Part D. IEP teams should work through the document, starting with Part A. At the end of each part, the team should review whether the student meets the criteria for alternate assessment. After reviewing the information, if a student does not meet the eligibility criteria, the student may not participate in the CAAs for English language arts/literacy (ELA), mathematics, and science or the Alternate ELPAC. When using this tool to document the IEP team's decision, all members of the IEP team should sign the form. Please attach this completed form to the student's IEP.

Throughout the tool, IEP teams must review multiple sources of information, including the student's IEP and other data, such as results from formative assessments, evidence-based interventions, assistive technology assessment, and the student's cumulative folder documenting supports and services.

# Alternate Assessment Decision-Making Tool for California

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

SSID: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

## Part A—Determining Initial Eligibility

*Directions:* Complete the first two questions to determine whether the student may be eligible for participation in the alternate assessment.

1. Does the student have a current individualized education program (IEP)?

No, the student does not have an IEP.



**Stop here.** The student is not eligible for alternate assessment.

Yes, the student has a current IEP.



Proceed to the next statement.

## Alternate Assessment Decision-Making Tool for California (continued)

2. Review the student’s identified disability, as defined by the Individuals with Disabilities Education Act (IDEA) eligibility categories.

The student meets state eligibility criteria under the following disability category designations:

- Specific learning disability
- Speech or language impairment (only)



**Stop here.** The student is not eligible for participation in the alternate assessment.

The student meets state eligibility criteria under the following disability category designations:

- Deafness/hearing impairment
- Emotional disturbance
- Orthopedic impairment
- Other health impairment
- Visual impairment

A student identified with these disability categories very rarely will be a student with a most significant cognitive disability and will rarely, if ever, qualify for the alternate assessment.



Proceed to **Part B**.

The student meets state eligibility criteria under the following disability category designations:

- Autism
- Deaf-blindness
- Intellectual disability
- Multiple disabilities
- Traumatic brain injury

A student identified with any of these disability categories may have a cognitive disability. However, fewer than half of the students in these categories may have a most significant cognitive disability that would qualify them for the alternate assessment.



Proceed to **Part B**.

### Part B—Determining Whether the Student Has a Most Significant Cognitive Disability

*Directions:* Select the column in each of three adaptive skills domains (Conceptual, Social, and Practical) that best describes the student’s daily functioning. After reviewing all available data, if the team still struggles to decide between two columns, presume competence and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

Alternate Assessment Decision-Making Tool for California (continued)

**Conceptual Domain**

The Conceptual Domain covers skills that are needed to communicate, apply academic skills, and manage and accomplish tasks.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> <li>meets grade-level standards in all content areas;</li> <li>has age-appropriate receptive and expressive communication skills, including conversation skills; and</li> <li>expresses and makes independent choices, exhibits self-control, and takes responsibility for choices at an age-appropriate level.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>has difficulty learning academic content aligned with the Next Generation Science Standards (NGSS), or 2012 English language development (ELD) standards but is making progress with appropriate supports;</li> <li>may need additional practice with direct instruction to generalize the new skills into daily living activities;</li> <li>has some age-appropriate receptive and expressive communication skills (orally or through a communication device), uses and understands simple, nonverbal communication and can follow simple, age-appropriate directions and routines with prompting; and</li> <li>may have been referred for an initial evaluation during elementary school due to academic difficulties.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>has difficulty learning grade-level academic content across all subject areas and may require multiple tiers of intervention and designated supports;</li> <li>may need instruction aligned with the California Common Core State Standards (CCSS) Prioritized Core Content Connectors (CCCs), Essential Understandings (EUs) for Reading, Writing, and Mathematics, the CA NGSS Science Connectors (SCs), or the ELD Connectors to build base skills to get back to grade level;</li> <li>may struggle to generalize skills outside the classroom, even with assistance and practice;</li> <li>has difficulty communicating wants, needs, thoughts, and ideas but receptively understands messages;</li> <li>struggles to follow directions and routines without significant assistance; and</li> <li>may have been referred for an evaluation in preschool or kindergarten based on developmental differences.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>has significant difficulty learning academic content and may require instruction that is designed by clustering grade-level standards into life-applied units of study with intensive accommodations;</li> <li>requires significantly modified curriculum and instruction derived from the CA CCSS Prioritized CCCs, and EUs, CA NGSS SCs, or ELD Connectors and likely is unable to apply or generalize skills outside the classroom setting;</li> <li>may be unable to clearly express wants and needs and may not seem to understand the messages conveyed by others;</li> <li>likely requires maximum adult assistance to communicate;</li> <li>requires layers of supports (accommodations, scaffolding, or unlisted resources for access) and assistive technologies to follow directions and daily routine activities; and</li> <li>was most likely identified with developmental delays as an infant or toddler and received early intervention services through the California Department of Developmental Services Early Start program.</li> </ul>

Alternate Assessment Decision-Making Tool for California (continued)

**Social Domain**

The Social Domain covers behaviors needed to engage in interpersonal interactions, act with social responsibility, and use of leisure time. This includes social competence, self-esteem, gullibility, naïveté (wariness), social problem-solving, following rules/obeying laws, and avoiding being victimized.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> <li>• displays age-appropriate social, communication, and leisure skills;</li> <li>• can initiate and maintain friendships, and express and recognize emotions with peers who are the same age; and</li> <li>• engages in play and recreational activities without additional support.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• may have difficulty with social interactions (e.g., may misinterpret peers’ social cues or others may consider the student’s actions immature);</li> <li>• has communication, language, and conversation skills that are less concrete or more immature than peers who are the same age; and</li> <li>• may have challenges in regulating emotion and behavior in an age-appropriate manner, and these challenges may be noticed by peers and adults.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• has social, behavioral, and communication skills markedly different from peers who are the same age;</li> <li>• can be understood but uses a mode of communication that is much less complex than peers who are the same age;</li> <li>• may use behaviors to communicate;</li> <li>• may not perceive or interpret social cues accurately;</li> <li>• often needs significant support to engage in social situations or use communication skills; and</li> <li>• may be easily persuaded to do things that go against the rules or safe boundaries when coaxed to do so.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>• often uses behaviors to communicate;</li> <li>• has <b>very limited</b> communication skills in terms of vocabulary and grammar;</li> <li>• may be in the process of developing a mode of communication, may be described as nonverbal, or uses very limited non- symbolic communication;</li> <li>• requires significant adult assistance to communicate with peers or adults and may require layers of support (e.g., simple speech, visuals, gestures) to communicate; and</li> <li>• <b>may not yet</b> show understanding of symbolic communication with speech or gesture.</li> </ul>



## Alternate Assessment Decision-Making Tool for California (continued)

### Practical Domain

The Practical Domain covers behaviors needed to address personal and health needs; take care of home, classroom, or work settings; and function in a school or community.

1 point	2 points	3 points	4 points
<p>The student</p> <ul style="list-style-type: none"> <li>is able to follow safety rules and functions in the community and classroom setting similarly to peers who are the same age; and</li> <li>independently performs self-care activities such as eating, dressing, and taking care of personal hygiene.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>often functions age-appropriately in personal care daily living activities and using community resources;</li> <li>displays recreational skills typically on the same level as peers, although some additional support may be needed; and</li> <li>may need support in navigating the school and community and may need reminders about being mindful of safety hazards.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>may need support to care for personal needs (e.g., eating, dressing, toileting needs), may have needed an extended period of explicit teaching in these areas, and may require prompting or cues;</li> <li>often requires additional support and learning opportunities for recreational skills; and</li> <li>requires intensive support to safely navigate the school and community.</li> </ul>	<p>The student</p> <ul style="list-style-type: none"> <li>requires significant support and direct instruction across all activities of daily living (e.g., meals, dressing, bathing, toileting needs) or may be dependent on others for all aspects of physical care, health, and safety;</li> <li>requires intensive teaching and ongoing support for recreational and navigation skills, not because of physical ability but because of significant cognitive needs; and</li> <li>requires supervision at all times.</li> </ul>

### Determining Whether the Student Has a Most Significant Cognitive Disability

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.



**Stop here.** The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more.  
The student has a most significant cognitive disability.



Proceed to **Part C**.



Alternate Assessment Decision-Making Tool for California (continued)

**Part C—Determining if the student requires direct individualized instruction aligned to the CCSS, extended and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.**

*Directions:* Select the column that best describes the student’s grade- and age-appropriate curriculum, instruction, supports, accommodations, and assistive technology needs. After reviewing all available data, if the team still is struggling to decide between two columns, **presume competence** and select the column to the left. For example, if the team is trying to decide between 2 point or 3 point, select 2 point.

**Curriculum, Instruction, and Assessment**

This section describes the student’s daily learning needs as outlined in the IEP.

1 point	2 points	3 points	4 points
<p>The student’s present levels of performance on the IEP indicate that skills are closely aligned with grade-level standards, concepts, and skills, with present-level data showing skill gaps represented within the CCSS.</p>	<p>The student’s</p> <ul style="list-style-type: none"> <li>• IEP includes annual goals and objectives aligned with the CCSS and may include short-term learning objectives aligned with the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors in prescriptive area(s) of data-determined need;</li> <li>• instruction and assessment are aligned with grade-level targets that build in complexity from Prioritized CCCs and EUs toward achievement of learning aligned with the CCSS; and</li> <li>• IEP requires specially designed instruction that is standards-based and includes explicit instruction in all content areas for grade-level standards.</li> </ul>	<p>The student’s</p> <ul style="list-style-type: none"> <li>• IEP includes goals and objectives that target modified grade-level standards within the Prioritized CCCs and EUs for Reading, Writing, and Mathematics, the CA NGSS SCs, or the ELD Connectors;</li> <li>• instruction and assessments are aligned with modified grade-level targets within the Prioritized CCCs and EUs, CA NGSS SCs, and ELD Connectors; and</li> <li>• IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires accommodations and may require unlisted resources.</li> </ul>	<p>The student’s</p> <ul style="list-style-type: none"> <li>• IEP includes present level of performance statements that align learner data with grade-level standards through the Prioritized CCCs and EUs, CA NGSS SCs, or the ELD Connectors;</li> <li>• instruction and assessments are based on student data, likely showing skill gaps within the Prioritized CCCs and EUs, CA NGSS SCs, or ELD Connectors; and</li> <li>• IEP requires specially designed instruction that is standards-based and includes life-applied, grade-level learning. The student requires extensive accommodations and unlisted resources.</li> </ul>

Alternate Assessment Decision-Making Tool for California (continued)

**Universal Tools, Designated Supports, and Accommodations**

This section describes the accessibility resources needed for the student to participate meaningfully in daily instruction and assessment activities.

1 point	2 points	3 points	4 points
<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, that are provided during instruction and assessment to support access.</p>	<p>The student's IEP outlines a list of accessibility resources presented in the California Assessment Accessibility Resources Matrix, under Universal Tools, Designated Supports, and accommodations that are provided during instruction and assessment to support access,</p> <p style="text-align: center;"><b>and</b></p> <p>the student requires additional individualized accommodations, unlisted resources, and scaffolds that change the construct and are not allowed on California's CAASPP and ELPAC tests. These also are <b>provided during instruction and assessment</b> to support access.</p>	<p>The student's IEP outlines the use of individualized unlisted resources, accommodations, and materials beyond those that are presented in the California Assessment Accessibility Resources Matrix to meet the cognitive and physical task demands of instruction and assessment. These additional supports address the communication, motor, and/or sensory needs of the student and provide the learner with opportunities to show what they know and can do.</p>

Alternate Assessment Decision-Making Tool for California (continued)

**Assistive Technology**

This section describes the use of assistive technologies needed for the student to actively engage and participate meaningfully and productively in daily activities in **school, home, community, and work** environments.

Note: The assistive technology box on the Special Factors page of the IEP should be a quick reference before taking a deeper look into the supports, services, and testing accommodations section of the IEP. There are more than 10 domains of assistive technology available for IEP teams to consider.

1 point	2 points	3 points	4 points
<p>The student’s IEP team has determined the student does not need any assistive technology,</p> <p style="text-align: center;"><b>or</b></p> <p>the student had an assistive technology evaluation completed and it was determined that no assistive technology is required as indicated in the check box on the IEP.</p>	<p>The student requires assistive technology supports and services. The IEP team is in the process of learning about assistive technology and determining specific supports for the student,</p> <p style="text-align: center;"><b>or</b></p> <p>the student’s IEP includes assistive technology in the Special Instructional Factors, Measurable Annual Goals, Specially Designed Services, and/or Statewide and District Testing, as presented in the Assistive Technology Consideration in the IEP document and the California Assessment Accessibility Resources Matrix.</p>	<p>The student’s IEP outlines required assistive technology supports and services,</p> <p style="text-align: center;"><b>and</b></p> <p>an assistive technology assessment was used or is in the process of being used to feature match individualized, assistive technology to support academic instruction, communication, daily living, seating/positioning, mobility, sensory and/or motor needs, etc.,</p> <p style="text-align: center;"><b>or</b></p> <p>the student currently is learning to use or is independently using assistive technology as a scaffold to access learning in their environment.</p>	<p>The student’s IEP describes complex physical, sensory, or medical needs across most of the assistive technology domains. It may be challenging to determine access for the use of assistive technologies,</p> <p style="text-align: center;"><b>and</b></p> <p>the student currently requires person- dependent supports or scaffolds that may be replaced with assistive technology once feature matching is determined.</p>

## Determining Whether the Student Requires Extensive, Direct, Individualized Instruction, and Substantial Supports

The characteristics of students who qualify for the alternate assessment will fall almost exclusively in the 4-point range, with no more than one characteristic in the 3-point range.

The student scores 10 or fewer points.



**Stop here.** The student is not eligible for participation in the alternate assessment.

The student scores 11 points or more. The student requires extensive, direct individualized instruction with learning targets aligned with the Prioritized CCCs, EUs, CA NGSS SCs, or ELD Connectors and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.



Proceed to **Part D**.

Alternate Assessment Decision-Making Tool for California (continued)

**Part D—Additional Concerns**

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B, and C. The decision to participate in the alternate assessment is **not** made based solely on any of the following considerations.

- Disability category, educational environment, or instructional setting
- Instructional reading level is below grade level
- Expected poor performance on the general education assessment
- Administration decision or anticipated impact of student scores on the accountability system
- Anticipated disruptive behavior or emotional duress, if taking general assessments
- Poor attendance or extended absences
- English learner designation or other social, cultural, or economic difference
- Need for accommodations (such as assistive technology or augmentative and alternative communication) to participate in the general assessment

Based on the review of evidence in parts A, B, and C, and ensuring that the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

- Yes. The student meets all criteria in parts A, B, and C and will participate in the alternate assessments.
- No. The student does not meet all criteria in parts A, B, and C and is not eligible for participation in the alternate assessment.

School District Representative Name \_\_\_\_\_ Date \_\_\_\_\_

Intervention Specialist Name \_\_\_\_\_ Date \_\_\_\_\_

General Education Teacher Name \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Date \_\_\_\_\_

## Glossary

### **accommodation**

Changes made to **how** a student accesses learning content, communication, environments, materials, or assessments. Testing accommodations are adjustments to the testing conditions, test format, or test administration that provide equitable access during assessments for students with disabilities and students who are English learners. Testing accommodations do not change what is being measured. Accommodations must be permitted on CAASPP tests to all eligible students, if specified in the student's IEP or Section 504 plan.

### **adaptive skills**

Practical, everyday skills needed to function and meet the demands of one's environment, including the skills necessary to take care of oneself effectively and independently and interact with other people (American Association on Intellectual and Developmental Disabilities, 2017).

### **assistive technology**

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted or the replacement of that device (Individuals with Disabilities Education Act, 2004). Visit the Assistive Technology & Accessible Educational Materials Center website at <https://ataem.org/> for more information about assistive technology.

### **assistive technology considerations in the IEP**

Beginning with the reauthorization of IDEA in 1997, the IEP team is required to consider the assistive technology needs of every student receiving special education services. The "Assistive Technology Considerations" in the IEP document helps teams navigate this process.

### **assistive technology domains**

There are thousands of assistive technology supports that might assist a student to access, participate, and become more independent in a variety of school activities and tasks, including low- and high-tech options. These supports are organized into more than 10 domains.

### **augmentative and alternative communication (AAC)**

Includes all forms of communication (other than speech) that are used to express thought, needs, wants, and ideas (American Speech-Language-Hearing Association, 2017).

## Alternate Assessment Decision-Making Tool for California (continued)

### California Common Core State Standards (CCSS)

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through grade twelve. The CDE helps schools make sure that all students are meeting the standards.

- **California CCSS Core Content Connectors:** The CAAs for ELA and mathematics are part of the CAASPP System. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards—called the Core Content Connectors (CCCs)—and are linked to the Common Core State Standards for ELA and mathematics.
- **California CCSS Essential Understandings:** The Essential Understandings (EUs)—are derived from the CCCs and are the basic key ideas or concepts students should know for each respective standard. The EUs are what is most essential and most critical for students to learn.

### Category Definitions—Individuals with Disabilities Education Act (IDEA)

IDEA categories are defined as follows by 34 CFR Section 300.8. (Please note in the definitions of disability categories below that most categories typically do not include intellectual impairment; therefore, they rarely will align with the participation criteria for the alternate assessment.)

- **“Autism”** means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and that adversely affects a child's educational performance. Other characteristics often associated with “autism” are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. (a) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (B)(10)(d)(v) of this rule. (b) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (B)(10)(d)(i) of this rule are satisfied.
- **“Intellectual disability”** means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a child's educational performance. The term “intellectual disability” was formerly termed “mental retardation”.
- **“Deaf-blindness”** means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- **“Deafness”** means a hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance.



## Alternate Assessment Decision-Making Tool for California (continued)

- **“Emotional disturbance”** means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (c) Inappropriate types of behavior or feelings under normal circumstances. (d) A general pervasive mood of unhappiness or depression. (e) A tendency to develop physical symptoms or fears associated with personal or school problems. (f) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance under paragraph (B)(10)(d)(v) of this rule.
- **“Hearing impairment”** means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but is not included under the definition of deafness in this rule.
- **“Multiple disabilities”** means concomitant impairments (such as intellectual disability, blindness, or intellectual disability orthopedic impairment), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. “Multiple disabilities” does not include deaf-blindness.
- **“Other health impairment”** means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that: (a) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and (b) adversely affects a child’s educational performance.
- **“Orthopedic impairment”** means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (for example, poliomyelitis, bone tuberculosis) and impairments from other causes (for example, cerebral palsy, amputations, and fractures or burns that cause contractures).
- **“Specific learning disability”** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, intellectual disability, emotional disturbance, or environmental, cultural, or economic disadvantage.
- **“Speech or language impairment”** means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.



## Alternate Assessment Decision-Making Tool for California (continued)

- **“Traumatic brain injury”** means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative or to brain injuries induced by birth trauma.
- **“Visual impairment,”** including blindness, means an impairment in vision that, even with correction, adversely affects a child’s educational performance.
  - The term “visual impairment” includes both partial sight and blindness.
  - The term “visual impairment” does not include a disorder in one or more of the basic psychological processes, such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

### designated supports

Within California’s statewide testing accessibility system, designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s IEP or Section 504 plan.

### English learner student

English learner students are students whose primary or home language is identified as other than English who need language assistance to effectively participate in school instructional programs.

### feature match

A feature match means matching a learner’s strengths and needs with resources of tools, instructional methods, or materials.

### modes for communication

Modes for communication can include, but are not limited to, sign language, bilingualism, cued speech, verbal therapy, braille, assistive technology devices, and written language.

### significant cognitive disability

Significant cognitive disability is not a disability category under the Individuals with Disabilities Education Act. Students with the most significant cognitive disability are those students who meet all the criteria in Part B of this tool. Students are eligible to participate in the alternate assessment if they meet the criteria in parts A through D of this tool.

## Alternate Assessment Decision-Making Tool for California (continued)

### **specially designed instruction**

Specially designed instruction is “...adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children” (34 CFR Sec. 300.39[b][3]).

### **universal tools**

Universal tools are resources or preferences that are either built into the assessment system or provided externally by test administrators. Universal tools are available for all students taking California’s CAASPP and ELPAC Tests. Since these resources are available for all students, they are not classified as accommodations.

### **unlisted resources**

Unlisted resources are instructional resources that a student regularly uses in daily instruction, assessment, or both, that have not been previously identified as a universal tool, designated support, or accommodation. Unlisted resources shall be made available, if specified in the eligible student’s IEP or Section 504 plan, only on approval by the CDE. For unlisted resources that do not change the measured construct, a student who receives these accessibility resources will receive a valid score.

For unlisted resources that change the construct of what was being tested:

- CAASPP—These are not considered valid for aggregation of scores. The student will receive a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student’s achievement.
- ELPAC—The student will receive the lowest obtainable scale score for the affected domain when an approved unlisted resource changed the construct of what was being tested. However, the student’s test results will still be used for aggregation of scores.

## **Resources**

- The CDE CA Assessment Accessibility Resources Matrix web page, available at <https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>, provides information about universal tools, designated supports, and accommodations.
- California Student Assessment Accessibility graphics, available on the CDE Student Accessibility Resources web page at <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>, include one-page graphics that show which accessibility resources are available on each assessment.
- CAASPP and ELPAC Accessibility Guide web page: <https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/>
- Guidance on Using Eye Gaze as an Alternate Response Option (PDF): <https://www.caaspp.org/rsc/pdfs/CAASPP.eye-gazing-guidance.pdf>

## Alternate Assessment Decision-Making Tool for California (continued)

- Smarter Balanced Meeting the Needs of Diverse Learners web page: <https://smarterbalanced.org/our-system/accessibility/>
- Individual Student Assessment Accessibility Profile (ISAAP) Tool website: <https://isaap.ets.org/>
- How to Use the Online ISAAP Tool YouTube video tutorial: <https://www.youtube.com/watch?v=S65paPkb10s>

## Additional Resources

- Assistive Technology & Accessible Educational Materials Center Assistive Technology Domains (Word document): [https://www.ocali.org/up\\_doc/AT-Domains.docx](https://www.ocali.org/up_doc/AT-Domains.docx)
- CDE Assistive Technology Checklist web page: <https://www.cde.ca.gov/sp/se/sr/atexmpl.asp>
- CDE California English Language Development (ELD) Standards (PDF) <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- CDE Common Core State Standards web page: <https://www.cde.ca.gov/re/cc/>
- ELD Connectors for the Alternate ELPAC (Word document): <https://www.cde.ca.gov/ta/tg/ep/documents/eldconnectorsaltelpac.docx>
- CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Reading (Word document): <https://www.cde.ca.gov/ta/tg/ca/documents/ncscreading.doc>
- CCSS, Prioritized English Language Arts CCCs, and Essential Understandings: Writing (Word document): <https://www.cde.ca.gov/ta/tg/ca/documents/ncscwriting.doc>
- CCSS, Prioritized Mathematics CCCs, and Essential Understandings (Word document): <https://www.cde.ca.gov/ta/tg/ca/documents/ncscmath.doc>
- NGSS for California Public Schools web page: <https://www.cde.ca.gov/pd/ca/sc/ngssstandards.asp>
- NGSS CCCs for Alternate Assessments (Word document): <https://www.cde.ca.gov/ta/tg/ca/documents/ngssaltconnectors.docx>



## **Alternate Graduation Pathway for Students with Disabilities**

In accordance with new CDE guidelines, California *Education Code (EC)* Section 51225.31, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill. This law went into effect June 30, 2022, and was amended through Senate Bill (SB) 114 on July 10, 2023. LEAs should be offering this pathway for all students who qualify.

### **Description of Alternate Graduation Pathway**

Chapter 48, Statutes of 2023, of SB 114 amended Section 51225.31 to the California *EC*, to read:

51225.31(a)(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local education agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the *United States Code*.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education until twenty-two years of age, or otherwise constitute a change in placement.

(b) An individual with exceptional needs, who entered ninth grade in the 2022–23 school year or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following;

(1) The pupil's individualized education program team has deemed the pupil eligible to take the state alternate assessments, as described in subdivision (k) of Section 60640.

(2) The pupil is required to complete state standards aligned coursework to meet the statewide course requirements specified in Section 51225.3.

(c) An individual with exceptional needs who meets the criteria for the alternative diploma pathway pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education, consistent with Section 300.102(a)(3)(ii) of Title 34 of the *Code of Federal Regulations*, unless the individualized education program team has determined the pupil has completed their high school experience.

(d) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.

## Who is Eligible?

Students with exceptional needs, who entered ninth grade in the 2022–23 \* school year or later, attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma pathway by meeting the following criteria as referenced in the student’s individualized education program:

1. The student is eligible to take the [California Alternate Assessment](#), and
2. The student is required to complete state standards-aligned coursework to meet statewide course requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in *EC* 51225.31. For information on the statewide course requirements, please visit the CDE website: <https://www.cde.ca.gov/ci/gc/hs/hsgmin.asp>. Additional information on Individualized Education Program (IEP) team guidance for participation in the California Alternate Assessment may also be found on the CDE website: <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. Through this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. The award of the diploma of graduation via the alternative pathway under *EC* 51225.31 does not change or terminate an LEA’s obligation to provide a free appropriate public education (FAPE) to an eligible special education student. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

\*Per CDE and El Dorado Charter SELPA guidelines provided to LEA (MWA) from October 2022 to March 2023, previous guidelines and parameters for alternate graduation pathway eligibility included students in the 10th, 11th, and 12th grade during the 2022-23 AY. See attached 3.7.23 and SELPA letters and guidelines.

IEP teams must complete the alternate assessment decision making worksheet included in students IEP in SEIS. Only students with significant cognitive disabilities are eligible for the alternate assessment.

See additional details at [CDE Guidelines for Alternate Graduation Pathway](#)



## CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

**March 7, 2023**

Dear County and District Superintendents, Special Education Local Plan Area Directors, Special Education Administrators at County Offices, Special Education Program Directors, Charter School Administrators, Principals, State Special School Directors, and Nonpublic School Directors:

## **A New Pathway to a High School Diploma for Students with Disabilities**

The purpose of this notice is to provide notification to local educational agencies (LEAs) regarding the new pathway to a high school diploma for students with disabilities, as provided in California *Education Code (EC)* Section 51225.31, which was included in Assembly Bill (AB) 181, the 2021–22 education omnibus budget trailer bill. This law went into effect June 30, 2022, and LEAs should be offering this pathway for all students who qualify.

The text of *EC* 51225.31 is presented below followed by a brief explanation of the law. If LEAs have questions about the implications of *EC* 51255.31 on local programs or specific circumstances, the California Department of Education (CDE) encourages them to seek local counsel.

### **What Does *EC* 51255.31 Say About the New Pathway to a High School Diploma?**

Chapter 52, Statutes of 2022, Section 70 of AB 181 added Section 51225.31 to the California *EC*, to read:

51225.31(a)(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all coursework and other requirements adopted by the governing board or governing body of the local education agency that are additional to the statewide coursework requirements specified in Section 51225.3 and shall award the



pupil a diploma of graduation from high school, as described in Section 7801(23)(A)(ii)(l)(bb) of Title 20 of the United States Code.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the *Code of Federal Regulations*, the award of a diploma of graduation from high school pursuant to this subdivision does not change a local educational agency's obligation to provide a free appropriate public education or otherwise constitute a change in placement.

(b) An individual with exceptional needs shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following;

(1) The pupil is required to take the alternate assessment aligned to alternate achievement standards in grade 11, as described in subdivision (k) of Section 60640.

(2) The pupil is required to complete state standards aligned coursework to meet the statewide coursework requirements specified in Section 51225.3.

(c) Before a pupil commences grade 10, the pupil's individualized education program team shall determine and notify the parent or guardian of the pupil of whether the pupil may be eligible to graduate pursuant to the exemption described in this section.

(d) An individual with exceptional needs who meets the criteria for a diploma of graduation from high school pursuant to this section shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a pupil of similar age would be eligible to participate. Participation in graduation activities shall not be construed as termination of the provision of free appropriate public education, consistent with Section 300.102(a)(3)(ii) of Title 34 of the Code of Federal Regulations.

(e) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.

## **A Brief Summary of EC 51225.31**

Students with exceptional needs attending a school district, county office of education, charter school, or state special school can graduate from high school through a newly defined diploma pathway by meeting the following criteria as referenced in the student's individualized education program:

1. The student is required to take the California alternate assessment, and
2. The student is required to complete state standards-aligned coursework to meet statewide coursework requirements.

LEAs must exempt students who meet the above criteria from all local coursework and other requirements that are in addition to statewide coursework requirements, as defined in EC 51225.3. For information on the statewide coursework requirements, please visit the CDE website: <http://staging.cde.ca.gov/ci/gs/hs/hsgmin.asp>. Additional

information on IEP team guidance for participation in the California Alternate Assessment may also be found on the CDE website: <http://staging.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>.

Through the completion of the statewide coursework requirements, the LEA must award the qualifying student a diploma of graduation from high school. Through this newly defined diploma pathway, the qualifying student may participate in any graduation ceremony and any school activity related to graduation in which a student of similar age would be eligible to participate. The award of this diploma of graduation under *EC 51225.31* does not change or terminate an LEA's obligation to provide a free appropriate public education to an eligible special education student, and does not constitute a change in placement. This is consistent with Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code and Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations.

Before a student commences grade 10, the student's individualized education program team shall determine and notify the parent or guardian of the student whether the student may be eligible to graduate pursuant to the exemption identified in *EC 51225.31*.

## Data

### 2022–2023 Academic Year

For purposes of state reporting in the California Longitudinal Pupil Achievement Data Systems (CALPADS), for students meeting the criteria for the new pathway to a high school diploma in the 2022–2023 academic year, LEAs should submit the following Student Exit Reason and School Completion Status Codes:

#### Student Exit Reason Code

- E230 – Completer Exit

#### School Completion Status Code

- 100 – Standard High School Diploma

Students exiting with this School Completion Status Code within four years of their initial ninth grade cohort entry year will be counted as graduates in the Four Year Adjusted Cohort Graduation Rate.

### 2023–2024 Academic Year

Beginning with the annual rollover for the new academic year in September 2023, a new School Completion Status Code will be added for students meeting the criteria for the new pathway to a high school diploma. The new code value, name, and definition are



currently in development. Once this new code is made available to LEAs, it may be used for students exiting with the new diploma in the 2023–2024 academic year and may be used RETROACTIVELY for students who exited in the 2022–2023 academic year with the new diploma.

The award of this diploma of graduation under *EC 51225.31* does not change or terminate an LEA’s obligation to provide a free appropriate public education to an eligible special education student; therefore, students who earn the new diploma are eligible to re-enroll for the subsequent academic year. However, because some of these students were exited in the 2022–2023 academic year with a Student Exit Reason Code of E230 and a School Completion Status Code of 100, the LEA must change the student’s prior year School Completion Status Code to the new code in order to re-enroll the students for the 2023–2024 academic year. If the School Completion Status Code from the prior year is not changed, LEAs will receive a fatal error when trying to submit the new enrollment to CALPADS.

Should there be any questions related to the above information, please contact the Special Education Division via email at [CDESPEDDIRECTOR@cde.ca.gov](mailto:CDESPEDDIRECTOR@cde.ca.gov).

Sincerely,

Heather Calomese, Director  
Special Education Division  
Opportunities for All Branch

Last Reviewed: Tuesday, March 7, 2023

# Coversheet

## Education Pioneers Fellowship Program

**Section:** IV. Action Items  
**Item:** E. Education Pioneers Fellowship Program  
**Purpose:** Vote  
**Submitted by:** Elizabeth Martinez

### BACKGROUND:

Education Pioneers provides 10-month Impact Fellowship gives schools and/or districts access to high-potential leaders who provide critical analytic and project management capacity to accelerate their work. This year, MWA is wanting to host two fellows, one partnered with the COO and one with the Principal. The fees for the fellowship are as follows for each fellow:

- \$14,000 EdPioneer Partnership Fee
- \$58,000 stipend for the fellow
- MWA-paid benefits

Fiscal Impact: Not to exceed \$170,000

### RECOMMENDATION:

We recommend that the board approves the expense to host two fellows.

# Coversheet

## Approve Minutes: September 11, 2023 Board Meeting

**Section:** V. Consent Action Items  
**Item:** A. Approve Minutes: September 11, 2023 Board Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for September Board Meeting on September 11, 2023

DRAFT



# Making Waves Academy

## Minutes

### September Board Meeting

---

#### Date and Time

Monday September 11, 2023 at 4:00 PM

#### Location

In-person at:

Making Waves Academy  
4123 Lakeside Dr.  
Richmond, CA 94806

And streaming on zoom: <https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09>

---

#### COMING SOON (to be posted by Thursday, September 8)

- HAGA CLIC [AQUÍ](#) para acceder a la agenda y portadas en español/CLICK [HERE](#) to access agenda and cover sheets in Spanish: <https://bit.ly/3sFudeG>
- HAGA CLIC [AQUI](#) para acceder el reporte escolar/CLICK [HERE](#) to access the school board report in Spanish: <https://bit.ly/3sD5Heb>

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:*

**Edeson Beredo at [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) or 510-410-0518.**

#### 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.
- **Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out a comment card at the meeting, or raise their hand/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 eberedo@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.

### **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 eberedo@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:*

Edeson Beredo at eberedo@mwacademy.org or 510-410-0518.

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

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

---

### **Directors Present**

Alicia Klein, Amy Obinyan, Esther Hugo, Janis Glover, Jessica Laughlin (remote), Layla Naranjo (remote)

### **Directors Absent**

Margaret Watson

### **Guests Present**

Alton B. Nelson Jr., Carmen Velarde, Edeson Beredo, Elizabeth Martinez, Tameka Jackson

---

## **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 Monday Sep 11, 2023 at 4:03 PM.

### **B. Record Attendance**

### **C. Appointment of New Board Member**

Alicia Klein made a motion to Appoint parent for 2 year term.  
Esther Hugo seconded the motion.  
The board **VOTED** unanimously to approve the motion.

### **D. Remarks by Board President**

Board president made remarks about this upcoming school year.

### **E. Public Comment**

No public comment was made

## **II. Standing Reports**

### **A. Mission Connection: Video - August Professional Development**

The board watched a video about August PD.

### **B. ASB Update**

The ASB provided an update about their success, challenges, and goals.

### **C. Deep Dive: MWA Principal's Areas of Focus**

The Principal gave a deep dive on goals for this year.

### **D. Q&A on Written School Report**

The board asked the principal questions about the School Report.

### **E. Q&A on Written Chief Executive Officer Report (CEO)**

The board asked the CEO questions about the written report.

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

The board asked the COO questions about the report.

### **G.**

### **Q&A on Written Finance Report**

The board asked the CFO questions about the report.

### **H. Break**

## **III. Non-Action Items**

### **A. Board Work and Advisory Committee Updates**

The board provided updates about the Finance Advisory Committee.

## **IV. Action Items**

### **A. Appointment of MWA Board Secretary**

Janis Glover made a motion to Approve.

Esther Hugo seconded the motion.

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

### **B. 2023-24 Consolidated Application and Reporting System (CARS) for Funding**

Janis Glover made a motion to Approve.

Amy Obinyan seconded the motion.

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

### **C. FY23 Unaudited Actuals Report**

Esther Hugo made a motion to Approve.

Janis Glover seconded the motion.

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

## **V. Consent Action Items**

### **A. Approve Minutes: June 5, 2023 Special Board Meeting**

Amy Obinyan made a motion to approve the minutes from Special Board Meeting on 06-05-23.

Janis Glover seconded the motion.

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

### **B. Approve Minutes: June 15, 2023 Board Meeting**

Amy Obinyan made a motion to approve the minutes from June Board Meeting on 06-15-23.

Janis Glover seconded the motion.

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

### **C.**



### **Approve Minutes: July 10, 2023 Special Board Meeting**

Amy Obinyan made a motion to approve the minutes from Special Board Meeting on 07-10-23.

Janis Glover seconded the motion.

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

### **D. Finals site Renewal Contract**

Amy Obinyan made a motion to Approve.

Janis Glover seconded the motion.

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

### **E. Vendor Invoices from May to July 2023**

Amy Obinyan made a motion to Approve.

Janis Glover seconded the motion.

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

## **VI. Closed Session**

### **A. Public Employee Performance Evaluation**

The board adjourned to the closed session.

## **VII. Discussion Items**

### **A. Appreciations by the Board of Directors**

### **B. Schedule of Remaining Board of Directors Meetings for 2023-2024**

- Oct 16, 2023, 4:00 pm
- Dec 4, 2023, 11:00 am
- January 29, 2024, 11:00 am
- March 11, 2024, 4:00 pm
- May 6, 2024, 4:00 pm
- June 10, 2024, 11:00 am

## **VIII. 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 6:10 PM.

Respectfully Submitted,  
Alicia Klein

## Coversheet

### Approve Minutes: September 6, 2023 Finance Advisory Meeting

**Section:** V. Consent Action Items  
**Item:** B. Approve Minutes: September 6, 2023 Finance Advisory Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Finance Advisory Meeting on September 6, 2023

DRAFT



# Making Waves Academy

## Minutes

### Finance Advisory Meeting

---

#### Date and Time

Wednesday September 6, 2023 at 11:00 AM

#### Location

You are invited to a Zoom webinar.

Topic: Finance Advisory Committee Meeting

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/82344244988?pwd=NXJQc0lvNDhZVjIEaGVaOEZBaDg1QT09>

Passcode: 933369

Or One tap mobile :

US: [+16694449171](tel:+16694449171),,82344244988#,,,,\*933369# or [+16699006833](tel:+16699006833),,82344244988#,,,,\*933369#

Or Telephone:

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

US: [+1 669 444 9171](tel:+16694449171) or [+1 669 900 6833](tel:+16699006833) or [+1 253 215 8782](tel:+12532158782) or [+1 346 248 7799](tel:+13462487799) or [+1 646 931 3860](tel:+16469313860) or [+1 929 436 2866](tel:+19294362866) or [+1 301 715 8592](tel:+13017158592) or [+1 312 626 6799](tel:+13126266799) or [+1 386 347 5053](tel:+13863475053) or [+1 564 217 2000](tel:+15642172000)

Webinar ID: 823 4424 4988

Passcode: 933369

International numbers available: <https://mwacademy.zoom.us/j/82344244988?pwd=NXJQc0lvNDhZVjIEaGVaOEZBaDg1QT09>

---

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:*

**Edeson Beredo at [eberedo@mwacademy.org](mailto:eberedo@mwacademy.org) or 510-410-0518.**

---

## 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.
- **Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out a comment card at the meeting, or raise their hand/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 eberedo@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.

## 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 eberedo@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:*

Edeson Beredo at eberedo@mwacademy.org or 510-410-0518.

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

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

---

### **Committee Members Present**

Alicia Klein (remote), Ken Blum (remote), Lori Crawford (remote)

### **Committee Members Absent**

Sid Landman

### **Guests Present**

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

---

## **I. Opening Items**

### **A.**

## **Record Attendance**

### **B. Call the Meeting to Order**

Alicia Klein called a meeting of the Finance Committee of Making Waves Academy to order on Wednesday Sep 6, 2023 at 11:00 AM.

## **II. Finance**

### **A. FY24 Final State Budget**

- The CFO provided an overview of the state's final adopted budget for FY'24.
- The final state budget includes a substantial COLA, restoration of proposed reductions in two categorical funds, and another year of charter renewal relief.

### **B. FY23 Unaudited Actuals**

- The CFO highlighted the major changes from the 2nd Interim budget to Unaudited Actuals including an increase in government revenues, a decrease in expenses, and a decrease in JRSF contributions.
- The committee recommended the FY'23 Unaudited Actuals to the MWA Board for approval.

### **C. Categorical Programs Update**

- The Director of Finance updated the changes to the categorical programs in the FY'24 state budget.
- MWA may have to return about \$350,000 of the Expanded Learning Opportunity (ELO) Program to the State due to staff shortage to run the program.

### **D. Audit Update**

- The Director of Finance updated on the initial audit fieldwork for FY'23.
- There is no issue or finding so far for the audit.

### **E. Confirming the next FAC meeting date and time**

Confirming the next FAC meeting is on November 15th, 2023 from 11 AM to 12 PM.

## **III. Closing Items**

### **A. Adjourn Meeting**

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

Respectfully Submitted,  
Alicia Klein

# Coversheet

## Vendor Invoices from August to September 2023

**Section:** V. Consent Action Items  
**Item:** C. Vendor Invoices from August to September 2023  
**Purpose:** Vote  
**Submitted by:** Hung Mai  
**Related Material:** Bill Payment List - August 2023 - September 2023.pdf

### BACKGROUND:

The bill payments from August to September 2023

Fiscal Impact: \$2,242,535.32

### RECOMMENDATION:

Board to review and approve Bill Payments from August 2023 to September 2023

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
9/11/2023	18199	501(c) Agencies Trust	\$ 32,096.87	Unemployment Insurance
8/14/2023	18113	5-Star Students	\$ 1,750.00	Contract Services
8/21/2023	18143	AAA Business Supplies & Interiors	\$ 2,106.32	Supplies
9/11/2023	18200	AAA Business Supplies & Interiors	\$ 770.97	Supplies
9/18/2023	18223	AAA Business Supplies & Interiors	\$ 2,698.78	Supplies
9/25/2023	18245	AAA Business Supplies & Interiors	\$ 29.63	Supplies
9/5/2023	18173	Accrediting Commission for Schools, WASC	\$ 1,190.00	Membership Dues
8/28/2023		Alder Graduate School of Education	\$ 15,001.00	Teacher Resident Program
8/28/2023	18156	Alert Services, Inc	\$ 875.48	Sport Medical Supplies
9/5/2023	18174	Alert Services, Inc	\$ 6.64	Sport Medical Supplies
8/21/2023	18144	Altura Communication Solutions, LLC	\$ 4,707.30	IT Contracted Services
9/11/2023	18201	Altura Communication Solutions, LLC	\$ 120.00	IT Contracted Services
8/14/2023	18114	Ameriflex LLC	\$ 298.80	FSA Administrative Fee
9/11/2023	18202	Ameriflex LLC	\$ 311.25	FSA Administrative Fee
8/14/2023	18115	Anchor Counseling & Education Solutions, LLC	\$ 1,125.00	SPED Service
9/25/2023	18246	Anchor Counseling & Education Solutions, LLC	\$ 8,375.00	SPED Service
8/21/2023	18145	Armor Locksmith	\$ 213.58	Keys
9/5/2023	18175	Armor Locksmith	\$ 98.58	Keys
8/14/2023	18116	Arthur J. Gallagher Risk Management Services, LLC	\$ 256,463.85	Contract Services
9/18/2023	18225	Arthur J. Gallagher Risk Management Services, LLC	\$ 50,000.00	Contract Services
9/18/2023	18224	Arthur J. Gallagher Risk Management Services, LLC	\$ 190,883.00	Contract Services
8/21/2023	18146	AT&T CALNET	\$ 699.62	Utility
9/25/2023	18247	AT&T CALNET	\$ 777.93	Utility
9/11/2023	18203	Bay Area Charters	\$ 5,656.25	Transportation for Field Trip and Sport
9/25/2023	18248	Bay Area Charters	\$ 7,040.00	Transportation for Field Trip and Sport
8/14/2023	18117	Bay Area Conference	\$ 145.04	Conference Fees
8/7/2023	18088	Bay Area International Translation Services LLC	\$ 75.00	Translation Services
8/7/2023	18089	Bayside Press	\$ 1,101.96	Printing and Production
9/25/2023	18249	Bayside Press	\$ 1,550.50	Printing and Production



## Making Waves Academy

### Bill Payment List

**August 2023 to September 2023**

<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
8/14/2023	18118	BEI Construction Inc.	\$ 58,877.40	Contract Services
9/18/2023	18226	Bigbreak, LLC	\$ 40,317.38	Student Food
9/18/2023	18227	BrainPOP LLC	\$ 2,805.00	IT Contracted Services
8/7/2023	18090	California Choice Benefit Administrators	\$ 152,022.25	Health Insurance
9/5/2023	18176	California Choice Benefit Administrators	\$ 171,145.14	Health Insurance
8/4/2023	Voided - 17986	California Commission on Teacher Credentialing	\$ (100.00)	Contracted Services
8/4/2023	Voided - 17978	California Commission on Teacher Credentialing	\$ (100.00)	Contracted Services
8/7/2023	18097	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/7/2023	18096	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/7/2023	18095	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/7/2023	18094	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/7/2023	18093	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/7/2023	18092	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/7/2023	18091	California Commission on Teacher Credentialing	\$ 100.00	Contracted Services
8/28/2023	18157	CDW Government	\$ 136.31	IT Supplies
9/25/2023	18250	Cengage Learning	\$ 5,176.34	Book Supplies
8/7/2023	18098	Charter Safe	\$ 15,579.00	Liability and Worker Comp Insurance
9/1/2023	18158	Charter Safe	\$ 15,579.00	Liability and Worker Comp Insurance
9/5/2023	18177	Charter Schools Development Center	\$ 3,348.00	Membership Dues
8/29/2023		Chase	\$ 35,298.99	Credit Card Payment
9/5/2023	18178	ChildCare Careers, LLC	\$ 3,131.46	Substitutes Fee
9/11/2023	18204	ChildCare Careers, LLC	\$ 3,380.51	Substitutes Fee
9/18/2023	18228	ChildCare Careers, LLC	\$ 3,575.10	Substitutes Fee
9/25/2023	18251	ChildCare Careers, LLC	\$ 2,594.19	Substitutes Fee
9/25/2023	18252	CIF State Office	\$ 429.44	Contracted Services
8/14/2023	18119	Cintas	\$ 1,919.82	Custodial Supplies
8/28/2023	18159	Cintas	\$ 1,814.49	Custodial Supplies
9/18/2023	18229	Cintas	\$ 6,382.62	Custodial Supplies
8/14/2023	18120	City of Richmond	\$ 4,029.00	Additional Sport Facilities Use Fees

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
9/18/2023	18230	City of Richmond	\$ 1,000.00	Additional Sport Facilities Use Fees
8/21/2023	18147	CliftonLarsonAllen LLP	\$ 5,932.50	Legal Fees
8/14/2023	18122	Colonial Life	\$ 311.10	Health Insurance
8/14/2023	18121	Colonial Life	\$ 311.10	Health Insurance
9/11/2023	18205	Colonial Life	\$ 311.10	Health Insurance
8/7/2023	18099	Comprehensive Security Services, Inc.	\$ 411.90	Contract Services
8/28/2023	18160	Computer Sports Medicine, Inc.	\$ 940.50	Supplies
9/18/2023	18231	Concord Locksmith	\$ 658.39	Contract Services
9/25/2023	18253	Concord Locksmith	\$ 320.34	Contract Services
8/14/2023	18123	Concur Technologies, Inc.	\$ 387.58	IT Contracted Services
9/11/2023	18206	Concur Technologies, Inc.	\$ 387.58	IT Contracted Services
8/14/2023	18124	Corodata	\$ 72.18	Storage Fee
9/11/2023	18207	Corodata	\$ 72.18	Storage Fee
8/14/2023	18125	Cross Country Education	\$ 113.00	SPED Service
9/11/2023	18208	Cruz-Reiber, Jeannette	\$ 700.00	Contract Services
8/7/2023	18100	Dell Marketing L.P.	\$ 4,341.28	IT Supplies
8/14/2023	18126	Dell Marketing L.P.	\$ 6,669.01	IT Supplies
8/28/2023	18161	Dell Marketing L.P.	\$ 5,400.83	IT Supplies
9/5/2023	18222	Department of Education - MOHELA	\$ 1,500.00	Tuition Payment
9/5/2023	18221	Department of Education - MOHELA	\$ 1,500.00	Tuition Payment
9/5/2023	18180	Department of Education - MOHELA	\$ 1,500.00	Tuition Payment
9/5/2023	18179	Department of Education - MOHELA	\$ 1,500.00	Tuition Payment
9/14/2023	Voided - 18180	Department of Education - MOHELA	\$ (1,500.00)	Tuition Payment
9/14/2023	Voided - 18179	Department of Education - MOHELA	\$ (1,500.00)	Tuition Payment
9/5/2023	Voided - 18034	Department of Education - FEDLOAN Servicing	\$ (1,500.00)	Tuition Payment
9/5/2023	Voided - 18033	Department of Education - FEDLOAN Servicing	\$ (1,500.00)	Tuition Payment
8/21/2023	18148	Department of Justice	\$ 85.00	Staff Recruitment
8/7/2023	18101	Dialink Corporation	\$ 2,232.24	IT Contracted Services
9/11/2023	18209	Dialink Corporation	\$ 2,232.24	IT Contracted Services

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
8/14/2023	18127	DMV Renewal	\$ 201.00	Membership Dues
8/14/2023	18128	Document Tracking Services	\$ 2,594.84	IT Contracted Services
8/28/2023	18162	EBMUD	\$ 13,161.08	Utility
8/21/2023	18149	Edmentum	\$ 6,240.00	IT Contract Services
9/5/2023	18181	Edmentum	\$ 1,180.00	IT Contract Services
8/28/2023		Equitable Talent Strategies	\$ 9,405.00	Contract Services
9/5/2023	18182	Families in Action for Quality Education	\$ 22,360.00	Contract Services
8/14/2023	18129	Fastrak	\$ 42.00	Toll
9/11/2023	18210	Fastrak	\$ 7.00	Toll
8/7/2023		Fishtank Learning, Inc.	\$ 1,000.00	Professional Development
8/21/2023		Fruge Psychological Assoc Inc	\$ 5,400.00	Psychologist
9/25/2023		Fruge Psychological Assoc Inc	\$ 5,600.00	Psychologist
8/28/2023	18163	Global Office Inc	\$ 1,583.45	Copier Lease
9/18/2023	18232	Global Office Inc	\$ 226.09	Copier Lease
9/25/2023	18254	Global Office Inc	\$ 10,221.21	Copier Lease
8/21/2023	18150	Hanna Interpreting Services LLC	\$ 114.00	Contract Services
9/25/2023	18255	Hanna Interpreting Services LLC	\$ 6,285.60	Contract Services
8/14/2023	18130	Houghton Mifflin Company	\$ 61,050.15	Book Supplies
8/14/2023	18131	Inclusive Education Project	\$ 3,000.00	Contract Services
8/7/2023	18102	Instruction Partners	\$ 27,785.00	Contract Services
9/25/2023	18256	Intrado Interactive Services Corporation	\$ 2,646.00	IT Contracted Services
8/7/2023	18103	IPO Tech Solutions LLC	\$ 960.00	IT Contract Services
9/25/2023	18257	IPO Tech Solutions LLC	\$ 540.00	IT Contract Services
8/7/2023	18104	Iron Mountain	\$ 31.72	Contract Services
9/5/2023	18183	Iron Mountain	\$ 269.43	Contract Services
8/14/2023	18132	Kronos	\$ 4,446.08	Payroll system
9/18/2023	18233	Kronos	\$ 4,619.30	Payroll system
8/7/2023	18105	Law Offices of Young, Minney & Corr, LLP	\$ 4,187.50	Legal Fees
9/11/2023	18211	Law Offices of Young, Minney & Corr, LLP	\$ 7,173.00	Legal Fees

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
8/1/2023	18082	LBM, Business Services Inc.	\$ 1,500.00	E-Rate
9/1/2023	18164	LBM, Business Services Inc.	\$ 1,500.00	E-Rate
8/7/2023	18106	Linde Group	\$ 27,207.74	IT Support
9/11/2023	18212	Linde Group	\$ 33,200.40	IT Support
8/21/2023	18152	Macmillan Holdings LLC	\$ 4,152.46	Book Supplies
8/7/2023	18107	Making Waves Foundation, Inc.	\$ 153,403.00	School Lease
9/5/2023	18184	Making Waves Foundation, Inc.	\$ 153,403.00	School Lease
8/7/2023	18108	Marcia Brenner Associates	\$ 1,215.40	IT Contract Services
8/7/2023	18109	Marin Benefits Administrators	\$ 350.00	Contract Services
9/5/2023	18185	Marin Benefits Administrators	\$ 350.00	Contract Services
8/28/2023	18165	Muscardin, Antonio	\$ 2,400.00	Coach Payment
9/5/2023	18186	Myers-Stevens & Toohey & Co., Inc.	\$ 33,365.00	General Liability Insurance
8/21/2023	18151	Neff	\$ 16.46	Supplies
8/21/2023	18153	Netronix Integration, Inc.	\$ 2,775.00	Contract Services
9/18/2023	18234	Netronix Integration, Inc.	\$ 3,037.50	Contract Services
9/18/2023	18235	Newsela Inc	\$ 8,240.00	IT Contracted Services
8/21/2023	18154	North Coast Section CIF	\$ 1,022.00	School Supplies
8/14/2023	18133	Northwest 84th Consulting, LLC	\$ 14,963.60	Contract Services
9/11/2023	18213	Northwest 84th Consulting, LLC	\$ 19,013.80	Contract Services
8/7/2023	18110	Office Depot	\$ 27,125.09	Office Supplies
8/14/2023	18134	Office Depot	\$ 1,107.36	Office Supplies
8/28/2023	18166	Office Depot	\$ 8,824.65	Office Supplies
9/5/2023	18187	Office Depot	\$ 72.41	Office Supplies
9/11/2023	18214	Office Depot	\$ 1,729.96	Office Supplies
9/18/2023	18236	Office Depot	\$ 8,541.97	Office Supplies
9/5/2023	18188	Open Up Resources	\$ 5,000.00	Professional Development
8/14/2023	18135	Orkin Pest Control	\$ 867.98	Building Repairs/Maintenance
9/18/2023	18237	Orkin Pest Control	\$ 867.98	Building Repairs/Maintenance
9/5/2023	18189	Ortiz, Samuel	\$ 170.03	Reimbursement

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
9/5/2023		Pacheco's Cleaning Service	\$ 51,750.00	Janitorial Services
9/11/2023		Pacheco's Cleaning Service	\$ 2,262.00	Janitorial Services
9/25/2023		Pacheco's Cleaning Service	\$ 51,906.00	Janitorial Services
9/25/2023	18258	Padilla, Carrera	\$ 747.41	Reimbursement
9/5/2023		PG & E - 0911653377-0	\$ 10,630.04	Utility
9/5/2023		PG & E - 1229161920-8	\$ 8,291.17	Utility
9/5/2023		PG & E - 2052957541-5	\$ 5,669.56	Utility
9/11/2023		PG & E - 2052957541-5	\$ 3,887.43	Utility
9/5/2023		PG & E - 2538827590-8	\$ 16,541.39	Utility
9/5/2023		PG & E - 5344744823-3	\$ 1,278.97	Utility
9/5/2023		PG & E - 6293019192-9	\$ 3,537.10	Utility
8/14/2023		Pitney Bowes Inc	\$ 20.11	Equipment Leases and Rentals
8/1/2023	18084	PLIC - SBD GRAND ISLAND	\$ 19,559.04	Health Insurance
9/1/2023	18167	PLIC - SBD GRAND ISLAND	\$ 22,251.24	Health Insurance
8/28/2023	18168	PowerSchool Group LLC	\$ 2,392.00	Student Information & Assessment
8/14/2023	18136	Precision Wireless Service	\$ 667.33	IT Supplies
8/7/2023		Quadient Finance USA, Inc	\$ 5,010.00	Postage
8/28/2023		Quadient Leasing USA, Inc	\$ 1,197.16	Copier Lease
8/7/2023	18111	Quick SWPPP Corporation	\$ 600.00	Building Repairs/Maintenance
9/5/2023	18190	Quick SWPPP Corporation	\$ 600.00	Building Repairs/Maintenance
9/18/2023	18238	Raptor Technologies, LLC	\$ 462.50	IT Contract Services
8/14/2023	18137	RAS Technology Consultants, Inc.	\$ 250.00	Contract Services
8/14/2023		ReadyRefresh by Nestle	\$ 274.82	Drinking Water Supplies
8/14/2023		ReadyRefresh by Nestle	\$ 307.94	Drinking Water Supplies
9/11/2023		ReadyRefresh by Nestle	\$ 253.10	Drinking Water Supplies
9/11/2023		ReadyRefresh by Nestle	\$ (274.82)	Drinking Water Supplies
9/11/2023		ReadyRefresh by Nestle	\$ 274.82	Drinking Water Supplies
9/11/2023		ReadyRefresh by Nestle	\$ 307.94	Drinking Water Supplies
8/7/2023		Republic Services #851	\$ 4,836.34	Waste Management

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
9/11/2023		Republic Services #851	\$ 4,836.34	Waste Management
9/18/2023		Rids Brother Company Inc	\$ 2,508.00	SPED Transportation Service
9/18/2023	18239	School Services of Ca Inc.	\$ 4,500.00	Membership Dues
8/21/2023	18155	Scoot Education Inc	\$ 3,288.00	Substitutes Fee
8/28/2023	18169	Scoot Education Inc	\$ 4,932.00	Substitutes Fee
9/5/2023	18191	Scoot Education Inc	\$ 3,041.00	Substitutes Fee
9/11/2023	18215	Scoot Education Inc	\$ 4,356.00	Substitutes Fee
9/18/2023	18240	Scoot Education Inc	\$ 5,096.00	Substitutes Fee
9/25/2023	18259	Scoot Education Inc	\$ 7,027.00	Substitutes Fee
8/14/2023	18138	Seneca Family of Agencies	\$ 7,166.67	SPED Service
8/28/2023	18170	Seneca Family of Agencies	\$ 12,312.00	SPED Service
9/11/2023	18216	Seneca Family of Agencies	\$ 7,166.67	SPED Service
9/18/2023	18241	Seneca Family of Agencies	\$ 7,776.00	SPED Service
9/5/2023	18192	Starsports	\$ 2,822.62	School Supplies
9/5/2023	18193	Stericycle, Inc.	\$ 152.16	Contract Services
8/14/2023	18139	Sterling	\$ 206.00	Background Check
9/11/2023	18217	Sterling	\$ 111.00	Background Check
8/28/2023	18171	Swing Education, Inc	\$ 2,900.00	Substitutes Fee
9/5/2023	18194	Swing Education, Inc	\$ 4,712.50	Substitutes Fee
9/11/2023	18218	Swing Education, Inc	\$ 5,800.00	Substitutes Fee
9/18/2023	18242	Swing Education, Inc	\$ 4,712.50	Substitutes Fee
9/25/2023	18260	Swing Education, Inc	\$ 7,975.00	Substitutes Fee
8/14/2023	18140	Texthelp Inc.	\$ 1,984.50	IT Contracted Services
8/7/2023	18112	The HR Manager LLC	\$ 442.50	Contracted Services
9/5/2023	18196	The HR Manager LLC	\$ 506.25	Contracted Services
9/25/2023	18261	The Speech Pathology Group	\$ 224.00	SPED Service
9/5/2023	18195	T-Mobile	\$ 5,920.00	Telephone
9/11/2023	18219	Trimacs Maintenance & Landscape Construction, Inc.	\$ 8,440.00	Contract Services
8/14/2023		Verizon Wireless	\$ 4,037.33	Telephone

<b>Making Waves Academy</b>				
<b>Bill Payment List</b>				
<b>August 2023 to September 2023</b>				
<b>Date</b>	<b>Num</b>	<b>Vendor</b>	<b>Amount</b>	<b>Descriptions</b>
9/18/2023		Verizon Wireless	\$ 3,863.29	Telephone
8/1/2023	18087	Vision Service Plan	\$ 1,454.04	Health Insurance
9/1/2023	18172	Vision Service Plan	\$ 1,728.44	Health Insurance
8/14/2023	18141	Vista Higher Learning	\$ 16,588.80	Contract Services
8/7/2023		Wei, Xiushi	\$ (4,437.50)	Contract Services
8/7/2023		Wei, Xiushi	\$ 4,437.50	Contract Services
9/5/2023		Wei, Xiushi	\$ (7,750.00)	Contract Services
9/5/2023		Wei, Xiushi	\$ 7,750.00	Contract Services
8/14/2023	18142	Wells Fargo Vendor Financial Services, LLC	\$ 5,799.19	Copier Lease
9/11/2023	18220	Wells Fargo Vendor Financial Services, LLC	\$ 7,806.85	Copier Lease
		<b>August 2023 to September 2023</b>	<b>\$ 2,242,535.32</b>	
		<b>August 2022 to September 2022</b>	<b>\$ 2,056,192.01</b>	