



Making Waves Academy

March Board Meeting

Date and Time

Monday March 10, 2025 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=SVFZNGlTbVVHb1NlFYUd2WWNTaW8wQT09>

Passcode: 073032

Or One tap mobile :

+16694449171,,87855022048#,,,*073032# US

+16699006833,,87855022048#,,,*073032# US (San Jose)

Or Telephone:

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

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 689 278 1000 US

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/j/87855022048>

Other remote location:

- Doylestown Public Library, 150 S. Pine Street, Doylestown, PA 18901

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://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108>
- HAGA CLIC AQUÍ para acceder el reporte escolar/[CLICK HERE](#) to access the school board report in Spanish: <https://bit.ly/4eLd72o>

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:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.

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 bfitzpatrick@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 bfitzpatrick@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.*

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Please note that all agenda times are estimates.

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

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
Opening Items			
A. Call the Meeting to Order		Alicia Malet Klein	
Alicia Malet Klein will call the meeting to order.			
B. Record Attendance		Alicia Malet Klein	1 m
Roll call and verification of quorum.			
C. Remarks by Board President	Discuss	Alicia Malet Klein	1 m
SEL & Student Outcomes			
Focus Areas: Strategic Plan, student outcomes and credit-recovery strategies, student mental health			
WASC/LCAP Goal: Goal 1- Support for All Learners; Goal 3- Diversity, Equity, and Inclusion			
D. Public Comment		Alicia Malet Klein	20 m
<ul style="list-style-type: none">• 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			

	Purpose	Presenter	Time
	<ul style="list-style-type: none"> ◦ Comment on items on the agenda ◦ Comment on items not on the agenda ◦ <i>Presentations are limited to two minutes each</i>, or a total of twenty minutes for all speakers, or the two-minute limit may be shortened. 		
	<ul style="list-style-type: none"> • 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. 		
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	<ul style="list-style-type: none"> • 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. 		
	<ul style="list-style-type: none"> • 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: 		
	<ul style="list-style-type: none"> • 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. 		
	<ul style="list-style-type: none"> • <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> 		
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II.	Standing Reports		4:22 PM
A.	Mission Connection: Student Wellness	FYI	Sonja Jackson
	Video showcasing student wellness activities from this year.		5 m
B.	ASB Update	FYI	J. Thomas / C. Ruiz
	Update from officers of the Associated Student Body (ASB) and Q&A with the board.		10 m
C.	Q&A on Chief Executive Officer Report (CEO)	FYI	Alton B. Nelson Jr.
			5 m

	Purpose	Presenter	Time	
Board members will have an opportunity to ask questions about the contents of the written CEO report.				
D.	Strategic Plan Pre-work: Defining Graduate Portrait	Discuss	A. Nelson & R. Strain	20 m
Board gives input on the development of a framework of essential skills and experiences to prepare students for college and career success.				
E.	Deep Dive: Credit Recovery	Discuss	Tameka Jackson	15 m
Reporting on current credit standing and what work is happening to remediate credit standing.				
F.	Q&A on Written School Report	Discuss	Tameka Jackson	15 m
Board members will have an opportunity to ask questions about the contents of the written school report focusing on data illustrating how our students are doing overall.				
G.	Q&A on Chief Operating Officer Report (COO)	Discuss	Elizabeth Martinez	5 m
Board members will have an opportunity to ask questions about the contents of the written COO report focusing on a breakdown of lottery applications.				
H.	Q&A on Written Finance Report	Discuss	James McLean	5 m
Board members will have an opportunity to ask questions about the contents of the written report and review of 2nd Interims.				
I.	Break			10 m
III.	Non-Action Items			5:52 PM
A.	Board Work and Advisory Committee Updates	FYI	Alicia Klein	15 m
Student board member process underway (Alicia and Enrique).				
Advisory Committees will provide a summary of work-to-date and next steps; committees in bold will present.				
<ul style="list-style-type: none">• Advisory Committees<ul style="list-style-type: none">◦ Curriculum and Instruction Review/WASC: Esther◦ Finance◦ DEIB/Culture and Climate				

	Purpose	Presenter	Time
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◦ Audit			
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IV. Action Items			6:07 PM
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A. Rivet School MOU	Vote	Elizabeth Martinez	10 m
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Review and approval of a collaboration agreement between Making Waves Academy, Making Waves Education Foundation, and Rivet School to support MWA high school graduates in pursuing post-secondary education. Rivet School partners with Southern New Hampshire University (SNHU) to offer flexible, online associate and bachelor degree pathways, with Rivet School providing academic support, coaching, and financial planning guidance.

V. Consent Action Items			6:17 PM
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Total fiscal impact: \$1,111,302

A. CDW eRate Proposal Approval	Vote	Damon Edwards	1 m
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MWA accepted an eRate bid from CDW to replace end-of-life network switches in all middle school buildings.

Fiscal Impact: \$180,000

B. Vendor Invoices for January 2025	Vote	Hung Mai	1 m
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Board reviews and approves bill payments for January 2024.

Fiscal Impact: \$ 895,702.11

C. FY205 Second Interim Budget	Vote	James McLean	5 m
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MWA must submit the Second Interim Report for review to its charter authorizer, the Contra Costa County Office of Education. CCCOE reviews and submits the report to the CA Dept. of Education (CDE).

D. 2025 Audit and Tax Agreements	Vote	Hung Mai	5 m
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Education Code Section 41020 requires that each LEA must contract with an audit firm for their fiscal year audit by April 1 of each fiscal year. A copy of the audit contract of each school district is to be filed with CCCOE by April 1.

Fiscal Impact: \$35,600

	Purpose	Presenter	Time
E. Accept Minutes from March Finance Advisory Committee MWA Board reviews and accepts the March Finance Advisory Committee meeting minutes.	Approve Minutes	Alicia Malet Klein	1 m
F. Approve Minutes: January Board Meeting MWA Board reviews and accepts the January board meeting minutes.	Approve Minutes	Alicia Klein	1 m
VI. Discussion Items			6:31 PM
A. Appreciations by the Board of Directors As provided for in the State of California Open Meeting Act, actions cannot be taken under this agenda item. The only purpose of this agenda item is to provide an opportunity for Board of Directors to make comments.	FYI	Alicia Klein	5 m
B. Schedule of Remaining Board of Directors Meetings for 2024-25 <ul style="list-style-type: none"> • May 5, 2025 @ 4:00 pm • June 16, 2025 @ 11:00 am 	FYI	Alicia Klein	2 m
VII. Closed Session			6:38 PM
A. Public Employee Discipline/Dismissal/Release The board will adjourn to closed session on a confidential personnel matter pursuant to Section 54957.		Alicia Malet Klein	10 m
VIII. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)			6:48 PM
A. Slides Presented at Board Meeting (Staff please do not link presentations here)	FYI	Bryann Fitzpatrick	
B. Documentos traducidos al español/Documents translated to Spanish Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de	FYI	Alicia Klein	

Purpose	Presenter	Time
los articulos incluidos en la agenda, así como el informe escolar que sera escrito por la directora principal de la escuela y sus líderes escolares. Tome en cuenta que no todos los articulos incluyen una hoja de portada; las hojas de portada se crean principalmente para articulos que requieren explicación más allá de la breve descripción del articulo.		

This year, we will continue to translate the board agenda to Spanish. Additionally, this year we will be translating the coversheets which provide a brief explanation of the items on the agenda as well as the school report which is written by the Senior School Director and her school leaders. Please note that not all items include a coversheet - coversheets are mostly created for items that require more explanation beyond the brief item description.

IX. Closing Items

A. Adjourn Meeting	Vote	Alicia Klein
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Coversheet

Mission Connection: Student Wellness

Section:	II. Standing Reports
Item:	A. Mission Connection: Student Wellness
Purpose:	FYI
Submitted by:	
Related Material:	s.pdf

Making Waves Mission Connection Wellness

Assessing Student Support from a holistic view

Need a reset?



Every Mind Matters

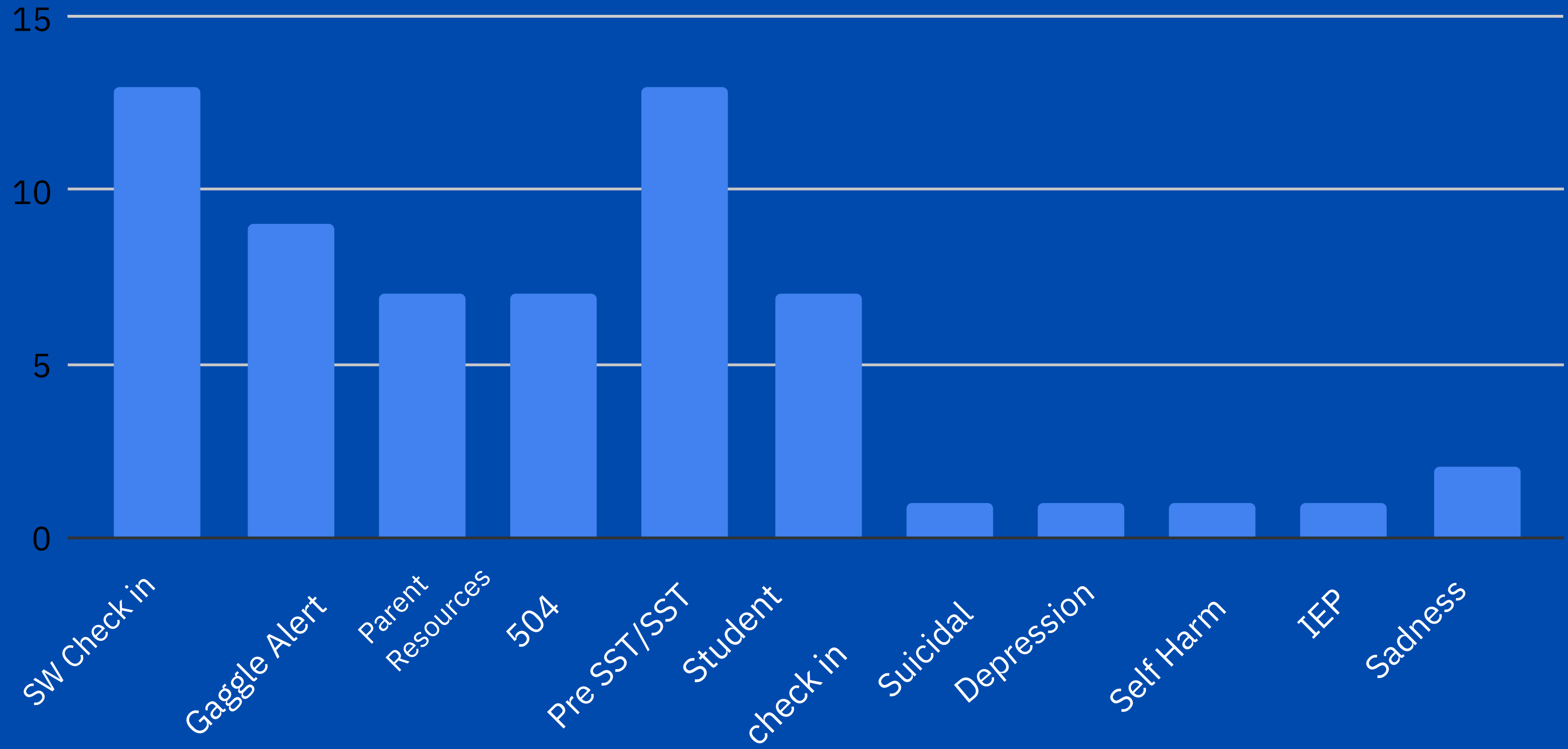


Ms. Jackson, Social Worker



Come step into Ms Jackson's office
where the support resides

Student Encounters



Gaggle Alerts

Jan-Feb 2025

Count of Threat Type

Count of Threat Type

Threat Type ▼

VIOLENCE_OTHERS SUICIDE

VIOLENCE_OTHERS

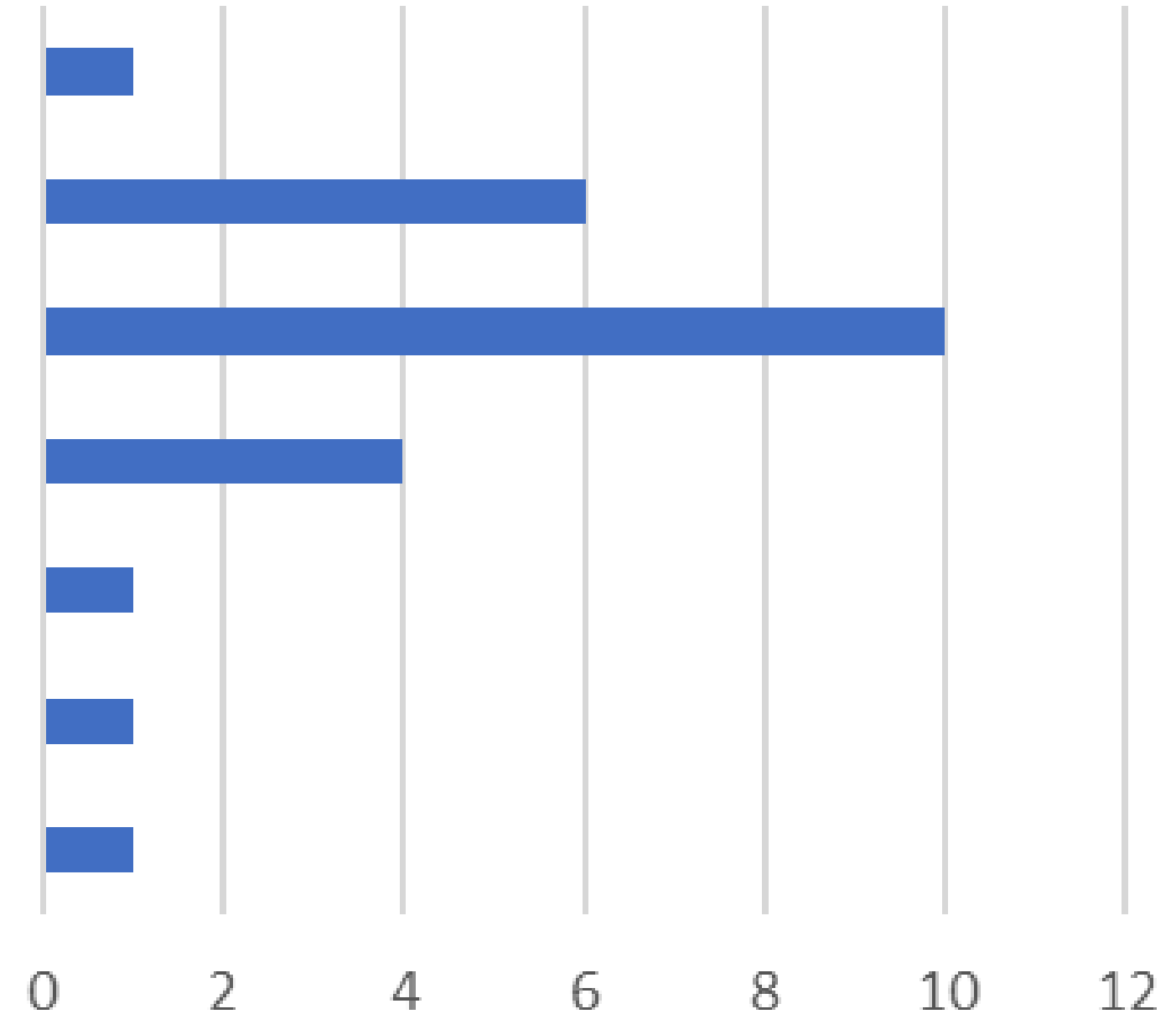
SUICIDE

SELF_HARM

HARASSMENT SELF_HARM

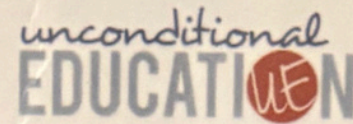
HARASSMENT

DRUG_USE



Meet our Seneca Social Workers

Supporting Journey's, Restoring Hope



MAKING WAVES THERAPIST

SHANNON
EDWARDS



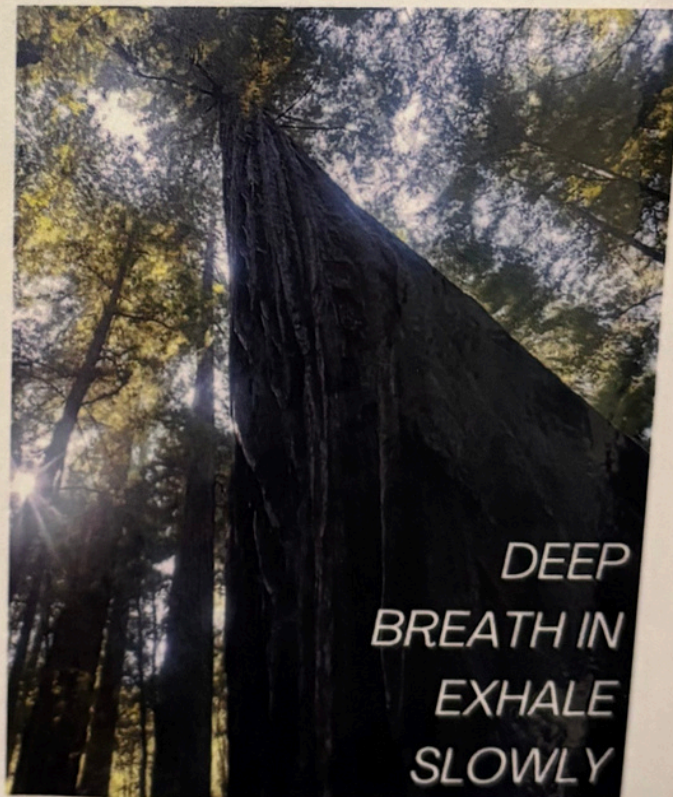
ABOUT ME

I live in Oakland
and love Ethiopian
food



Bachelor's degree from
UW-Milwaukee

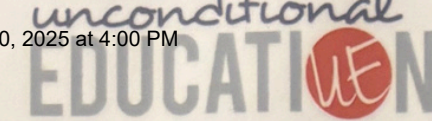
Master's degree from
JFK University



510-421-3844



sedwards@mwacademy.org



MEET YOUR SCHOOL THERAPIST MADDY BICK (SHE/HER)

ABOUT ME

Hi! My name is
Maddy and I'm a school
therapist here at MWA! I love
working with students
because of their genuine
nature, energy, and curiosity
about the world! I am thrilled
to be supporting students at
Making Waves through some
of the most impactful years
of their lives.



FUN FACTS

- I earned my Masters of Social Work at the University of Chicago.
- I love to move! Dance, workout, hike, you name it!
- One thing I really want to learn is how to crochet and sew clothing.
- I've traveled to over 17 countries!



CONTACT

Email:

mbick@mwacademy.org

Work Phone: (510) 390-6340

Well Bodies. Well Minds, Well Schools

Nurse Ramos



Nuturing Wellness. Cultivating Success

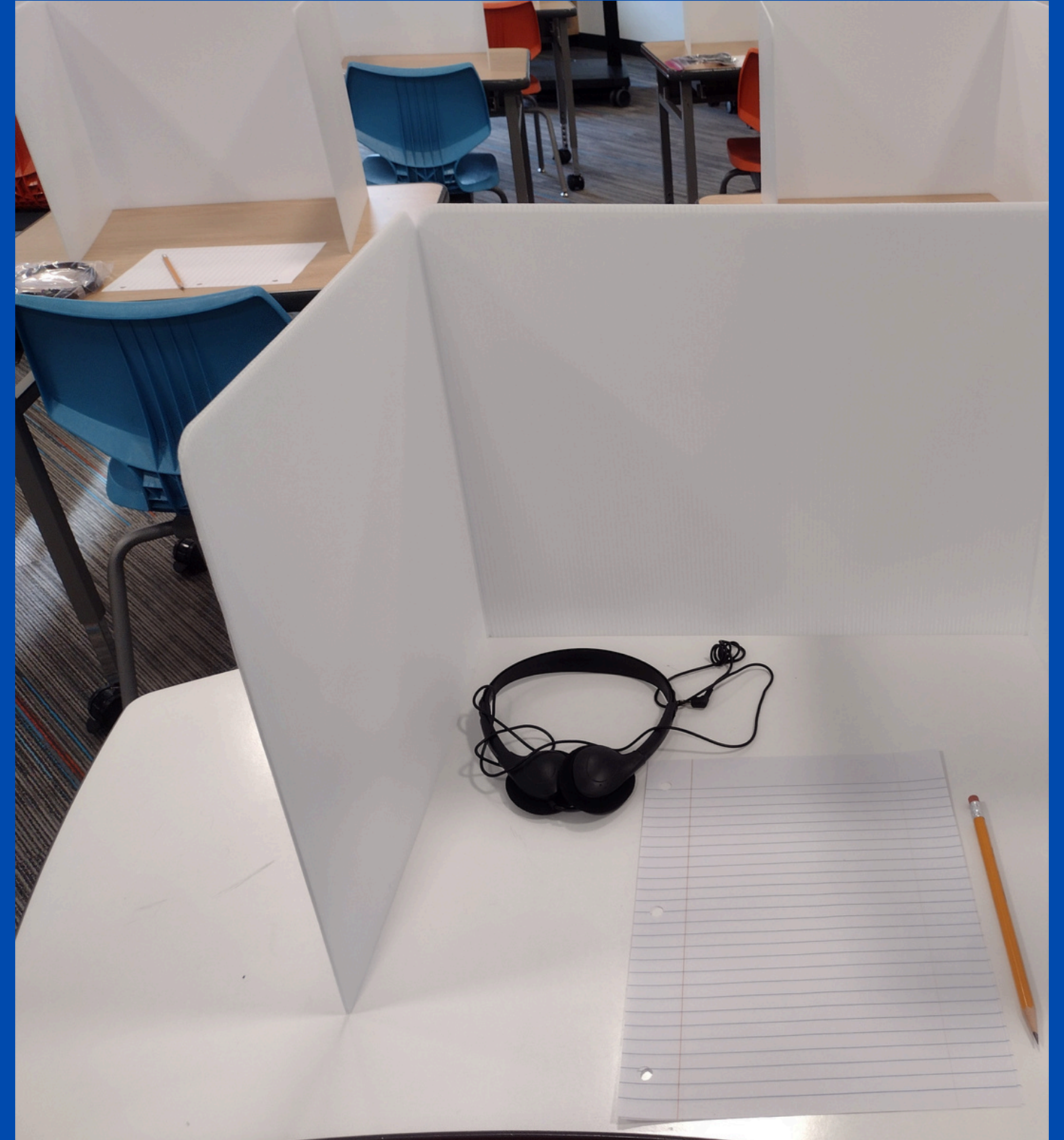


Every Student, Every Day: Thriving in Mind and Body

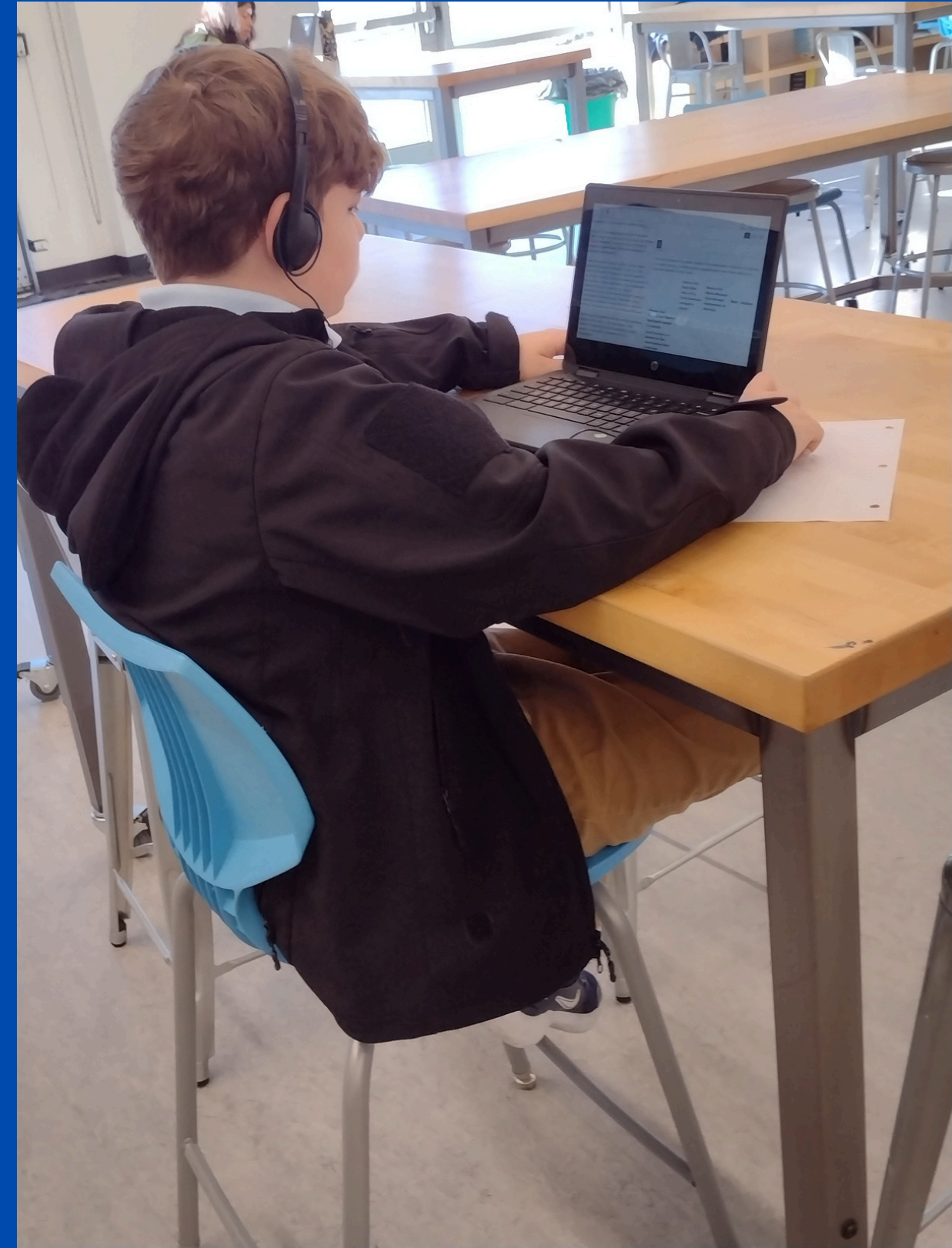


IAB Testing

504 Seperate Setting



Now I can focus





Are we done yet

Strong relationships build healthy community



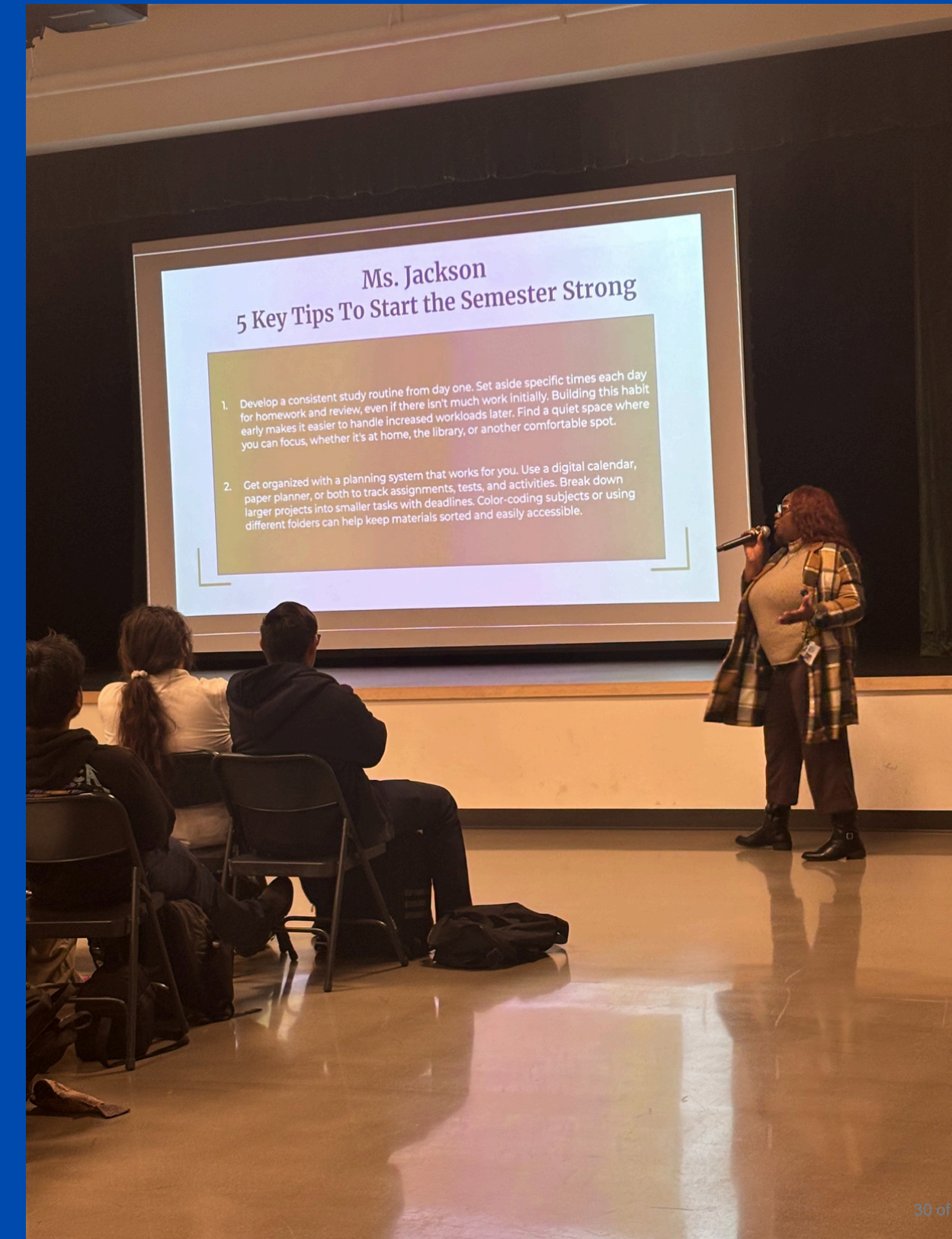
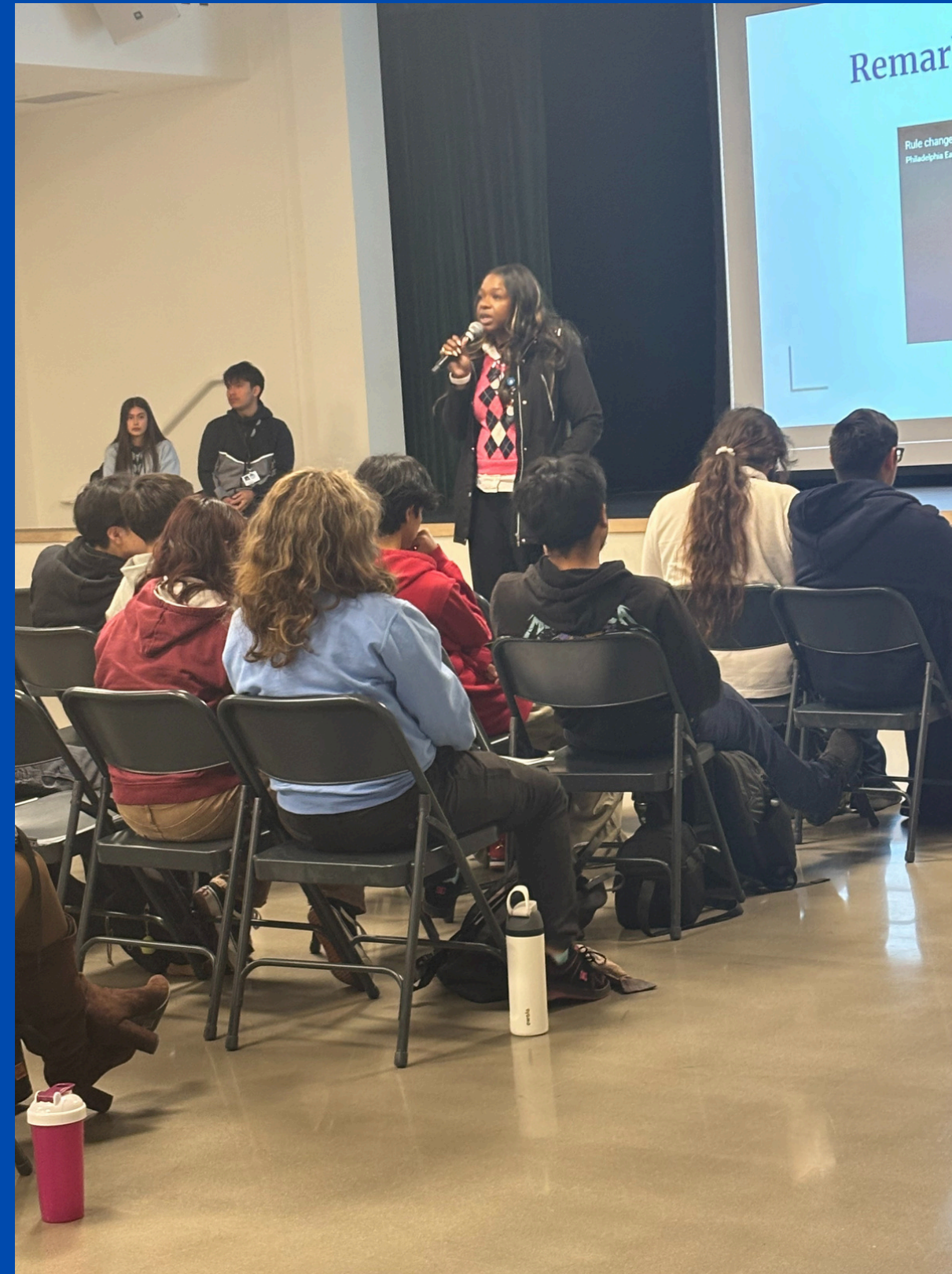
We grow stronger when we are connected



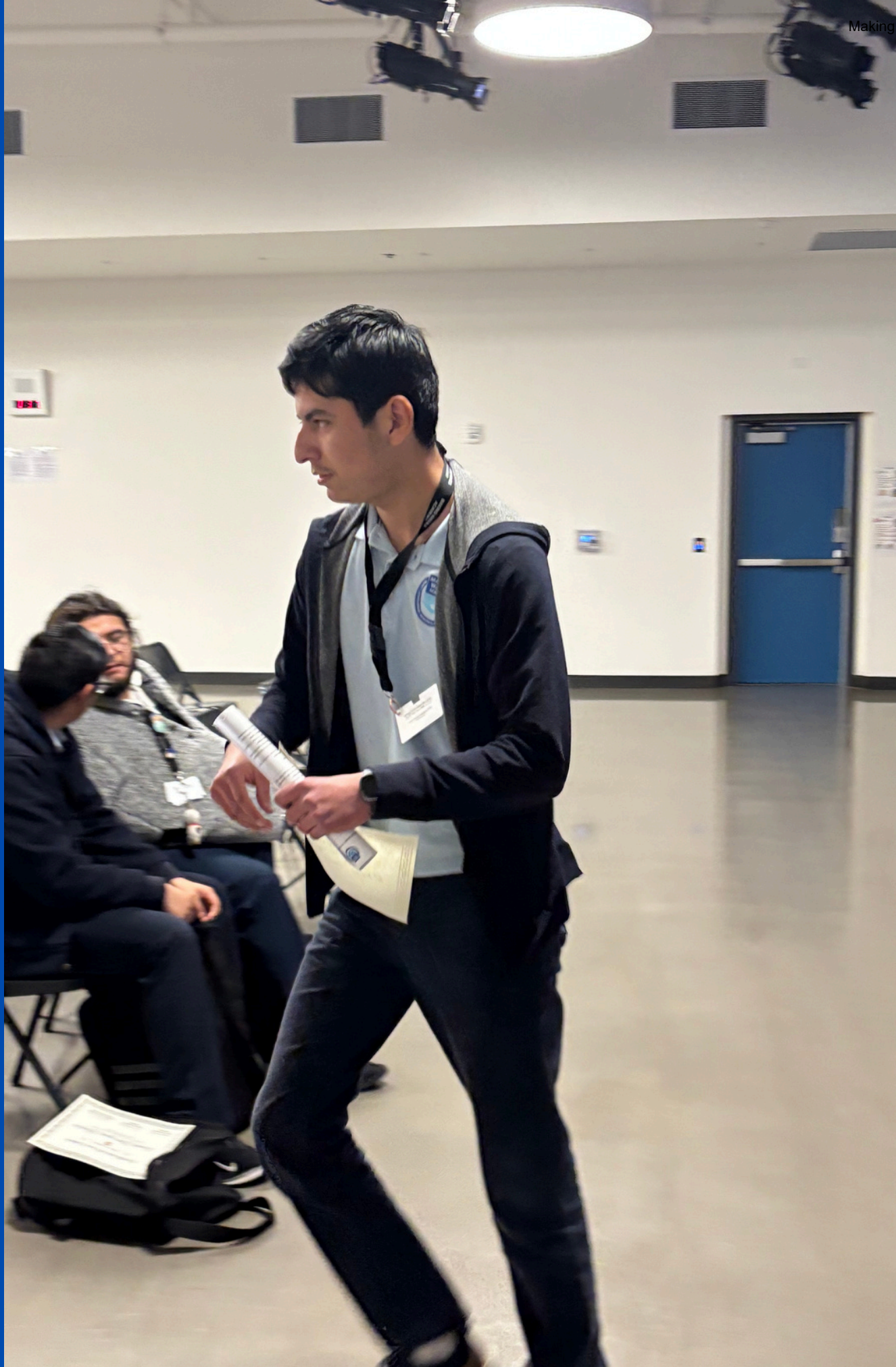




Support and belonging help students thrive

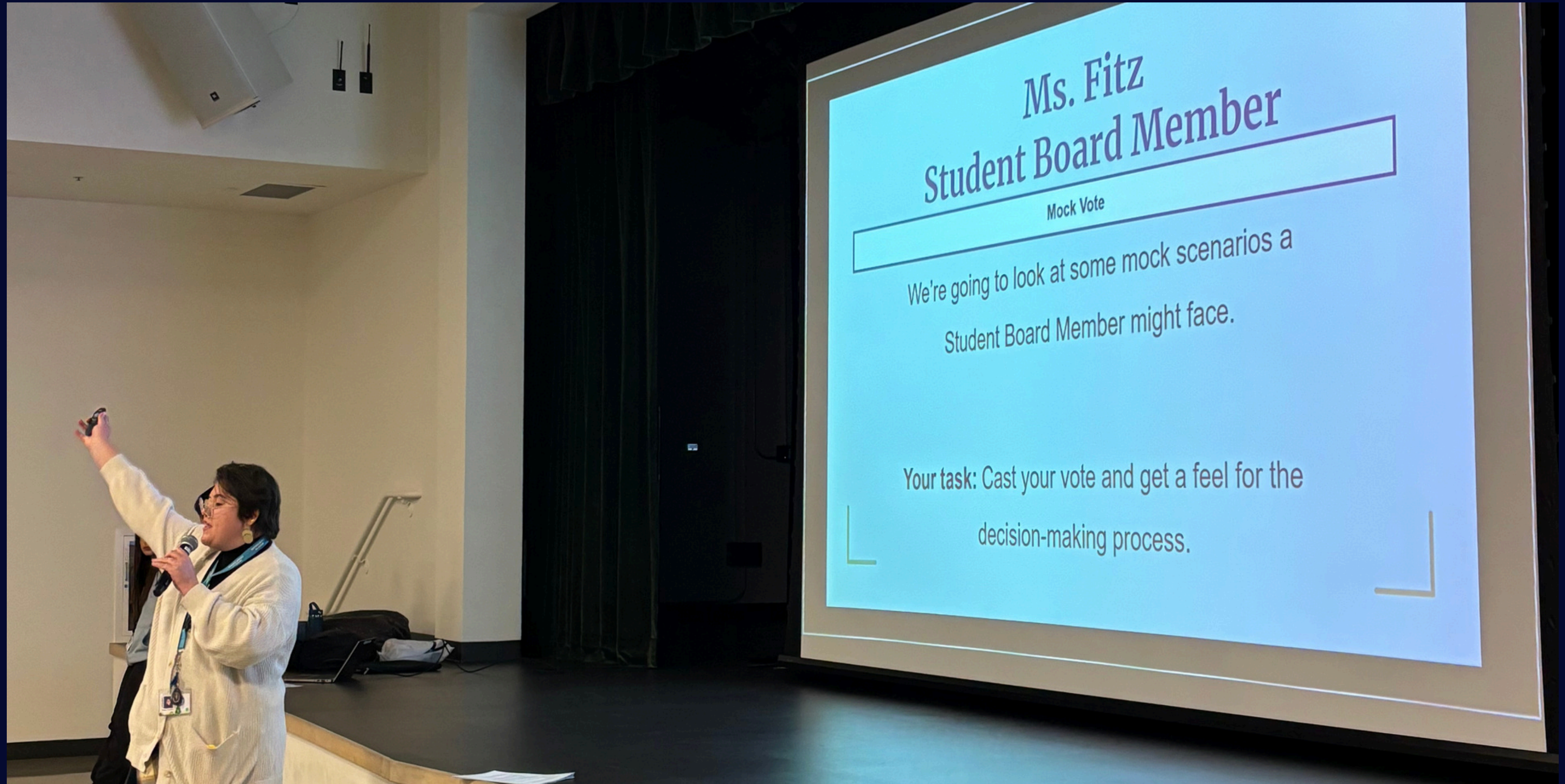


Wide Wave meetings



Wellness
starts with
connection





Wellness isn't personal-it's shared



Learning Together Growing Together



Coversheet

ASB Update

Section:	II. Standing Reports
Item:	B. ASB Update
Purpose:	FYI
Submitted by:	
Related Material:	_ASB Board Report - March 10th, 2025.pdf



Learn. Graduate. Give Back.

ASB Board Report

ASB Members: Monse Rodriguez, Jocylen Delgado

Table of Contents

- **Successes - Jocelyn Delgado**
- **Challenges - Monse Rodriguez**
- **Priorities - Monse & Jocelyn**
- **Questions & Conversation**

Successes

Successes

- **BSU ASM**

- First career fair
- Multiple vendors

- **ASM**

- Lots of student engagement, with energized crowd
- Waves built community, through games
- Student vs Teacher game was extremely engaging
- Inclusive of students and staff

- **Senior WWM**

- Effective and clear communication
- Student input was valued and taken into consideration
 - Splash week possibly returning
 - Implementing APUSH and AP PSYCH

Challenges

Challenges

- **Dance**
 - Cancelled due to not enough ticket sales
- **School Morale is decreasing**
 - Students are participating less in school events

Priorities

Priorities

- **March 19th Pep Rally**

- During Spirit Week
- Second and final Pep rally of the year
- Expecting lots of student engagement like the first one.

- **Fundraising Event**

- In the second semester, we plan to organize at least one fundraising event
- Potentially a Cinco De Mayo related fundraiser

- **March 17-21 Spirit week**

Monday- Pj Day

Tuesday- Jersey Day

Wednesday- Color Day

Thursday- Throwback Day

Friday- Men in Black

Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Q&A on Chief Executive Officer Report (CEO)

Section:	II. Standing Reports
Item:	C. Q&A on Chief Executive Officer Report (CEO)
Purpose:	FYI
Submitted by:	
Related Material:	MWA CEO Report to the MWA Board_MAR 2025_ABN.pdf



Learn. Graduate. Give Back.

MWA CEO Report to the MWA Board

MARCH 2025

This month, I have been asked to be a part of a panel discussion with charter school leaders at the CA Charter Schools Association (CCSA) conference. The discussion will be led by the CCSA CEO, Myrna Casterjon. A theme of the discussion is leading charter schools in tough times. The topic is an indicator of the collective challenges for CA charter schools right now - a) renewals under the new charter law, 2) state funding concerns, and 3) the impact of the new administration's approach to education and immigration status.

By March, we are fast approaching the end of the school year. In pretty fast succession the following things occur:

February Break/Early March

- **Week long break** during the week of the Presidents' Day Holiday
- **Athletics** - winter sports wind down

March

- **Spring sports** start late February (e.g. boys' volleyball, track and field, baseball, and softball)
- Annual **charter authorizer (CCCOE) visit**
- Mid-semester **progress reports**
- **Spanish language placement exams**

April

- **spring break** - week long break for students and staff
- Beginning of **state testing**

May

- continued **state testing** & **8th** and **12th grade final exams**
- 1st annual **visual and performing arts event**
- **college decisions**
- end-of-year **student awards**

June

- **final exams** (upper school division)
- **8th grade promotion** and **12th grade graduation**
- last **board meeting** of the school year

General WASC/LCAP Updates

WASC Goals/LCAP Priorities	CEO Updates
<p>1. Support for All Learners</p> <p><u>LCAP Priority Areas:</u> Goal 1: Basic Conditions Goal 2: Academic Standards Goal 3: Family Partnerships Goal 8: Academic Growth</p>	<ul style="list-style-type: none"> • Goal 1: The Making Waves <i>integrated services team</i> have continued to proactively <u>address various reactive repairs and proactive maintenance</u>. Our new <i>"I am a Wave-Maker"</i> banners were installed in the upper school quad. • Goal 2: Despite key vacancies, <u>some coaching</u> continued with some teachers but a bit unevenly. Instruction Partners spent a couple of days on site in February to observe classrooms and support peer leaders in their <u>PLC (Professional Learning Communities) work</u>, observing meetings and providing feedback. • Goal 3: Tameka (Principal) and her leadership team continue to host <u>monthly parent update meetings</u>. <u>ELAC & LCAP Advisory Group meetings</u> are occurring regularly. Deans continue to use the <u>tools of contracts and check-ins</u> to build shared expectations for academics, behavior, and cell phone use as a way to invite parents/guardians and students to partner with us on <u>accountability and support</u>. The social worker continues to work with students and parents on scheduling 504 annual meetings and ensuring students and parents/guardians know what's in their plans, how to use them, and how to advocate with teachers/staff in using the plans. • Goal 8: I spent some time in February learning a bit more about how <u>APEX</u> works and ways we might create accommodations for students with 504's and IEPs.
<p>2. College and Career Readiness</p> <p><u>LCAP Priority Areas:</u> Goal 4: College & Career Readiness Goal 7: Course Access</p>	<ul style="list-style-type: none"> • Goal 4: Our new <u>"Portrait of a Graduate" team</u> allows a small team the opportunity to engage in dialogue and provide input on ways to evolve MWA's approach to college and career preparation. This group visited an innovative school in Los Angeles, read some background information on the <i>Big Blur</i>, and began outlining ideas and potential directions MWA could take to evolve our work. Next steps include discussing some of this work with the board and bringing in the larger staff into the process. • Goal 7: The <u>2025-26 bell schedule</u> is being worked on, which will somewhat inform various courses that can be offered next year.

<p>3. Diversity, Equity, & Inclusion</p> <p><u>LCAP Priority Areas:</u> Goal 5: Student Engagement Goal 6: School Climate</p>	<ul style="list-style-type: none"> • Goal 5: I continue to <u>attend games</u> (basketball and soccer) as the “on-site administrator” to support keeping a safe playing environment for athletes, coaches, and fans. Both girls and boys basketball teams made it to the section playoffs this year. • Goal 6: I think there has been a <u>cumulative positive effect on student behavior</u> as a result of higher levels of dean and social worker engagement, providing support to teachers on effective classroom strategies, and using tools such as contracts and check-ins to both hold students accountable but also to provide an outlet for support and accountability.
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Other Responsibilities/Activities

Role	Entity	Activity	Meeting Frequency
NCS Board Pres.	North Coast Section	High school. athletics – rules, policies, & championships in the northern coastal counties.	7 Board & Exec. Mtgs.
CIF Executive Committee Member	CA Interscholastic Federation (CIF) for state rules, policies, & playoffs	High school. athletics – rules, policies, & championships for the state of California.	7 Board & Exec. Mtgs
Nominating Committee Member	CIF Executive Committee	Serve to vet and put forward nominees to be invited to serve on the Exec. Committee.	1x
NCS Delegate	CIF Federated Council	Formal board comprised of delegates representing all 10 sections of CIF.	3 Mtgs.
CIF Special Committee on Officials	CIF	Work with delegates across the state to address talent retention and pipeline concerns for new officials.	TBD - 3 this fall initially
5C Board President	Contra Costa County Charter Coalition (5C)		1:1 meetings with the Exec. Dir. & 7 Board meetings

Updates

NCS	<ul style="list-style-type: none"> • <u>Executive Committee</u> meeting occurred on 3/3/25. One area of discussion was the 2025-26 budget. Sportsmanship continues to be an ongoing topic as we discussed ideas to help reinforce expectations for appropriate fan, player, and coach behavior. We are some success in honoring and celebrating officials for each sport each season along with having a “Golden Whistle” award for officials going above and beyond. I submitted two different nominations for players on opposing teams displaying good sportsmanship towards our players. Those acknowledgements get passed on to the school, athletic directors, coaches, and players.
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CIF	<ul style="list-style-type: none"> An <u>executive committee meeting</u> is occurring on 3/13/25. A <u>Federated Council meeting</u> occurred in early February. Continuing to discuss sportsmanship, administrator presence at games to support a safe environment, and work towards some agreed upon approaches to further support officials (training, pipelines for recruiting, and licensing). I am attending state basketball championship games to hand out medals on 3/14/25 in Sacramento at the Golden One Arena.
5C	<ul style="list-style-type: none"> Continue to support our <u>Parent Organizer</u>, Mariela. Working with 5C schools on a <u>fundraiser</u> to finish out the year on a strong financial note. The fundraiser is scheduled for April 3rd.

Central Office “Big Rock” Updates

Central Office – Big Rock #1:

Renewal of the MWA charter for a 5-year term and preparation for a successful WASC accreditation renewal process next year.

Monitor and support the work of the COO, Principal, Assistant Principals, and other central office and school staff in preparing for a successful WASC accreditation renewal process in 2025-26.

UPDATES:

COMPLETED!!!

Successful renewal for 5 years by unanimous vote!

Central Office – Big Rock #2:

A focus on academic achievement and outcomes

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.

UPDATES:

- I am working with Dr. Jackson on identifying her top 3 areas of focus for the remainder of the year. One of the areas is coaching. We both see effective coaching, practice, and feedback as critical levers to support a rigorous and engaging learning environment. We are looking to schedule some “instructional rounds” together to calibrate and sync our observations of good instructional practices.
- I joined one of Dr. Jackson’s Instructional Leadership Team meetings this semester. I asked questions and mostly listened to better understand the perspective and experiences of our

instructional leaders and coaches. It was a great discussion. I plan to join another meeting in March or April.

- I met with the new lead person for us at Instruction Partners. We discussed our progress and areas of potential focus for next year at the discretion of Dr. Jackson - depending on what she thinks the needs are for next year - continue with PLC coaching and support or move more towards individual coaching of instructional leaders and coaches.

Central Office – Big Rock #3:

Ensure long-term financial viability (“right-sizing”)

Continue to work with James (CFO), Liz (COO), and the MWEF finance team and CEO on “right-sizing” MWA services and support with a focus on compensation models, FTE shifts, and program models.

UPDATES:

- The first draft of FY 26 budget is almost complete.
- Edgility is doing a deep dive on MWA compensation and staff attitudes towards what we offer. They are nearly complete with their surveys and interviews of MWA staff. Benchmarking and comparisons are next steps in the process, led primarily by Ms. Montilla and Ms. Martinez.

PENDING:

Shift of service model for social-emotional support (MTSS)

Monitor and support the work of the COO, Principal, and Assistant Principal for Student Support in creating an infrastructure for a comprehensive and integrated system for implementing MWA’s Multi-Tiered Systems of Support (MTTS).

I have moved this Big Rock to “Pending” status until the AP of Student Support is hired.

UPDATES:

- No updates for now.

Coversheet

Strategic Plan Pre-work: Defining Graduate Portrait

Section:	II. Standing Reports
Item:	D. Strategic Plan Pre-work: Defining Graduate Portrait
Purpose:	Discuss
Submitted by:	
Related Material:	PoG _ March board update.pdf

Graduate Profile

Board Update | March 2025

As we look ahead to the next chapter of Making Waves Academy, **we're taking pride in the incredible progress we've made in the last 35 years.**

70% of students enrolling in 4-year college

70% graduating with debt-free bachelor's degrees

2x the national average

But we also see a shifting landscape that **means getting into college didn't necessarily translate to economic mobility.**

Half of employed college grads have roles that don't require their degree.

50% of young adults in early 20s have jobs that track toward "family sustaining wages:

Shifts in AI and job market is rapidly changing high-growth industries

Given these trends, what are K-12 schools not focusing on that could help bridge the gap?

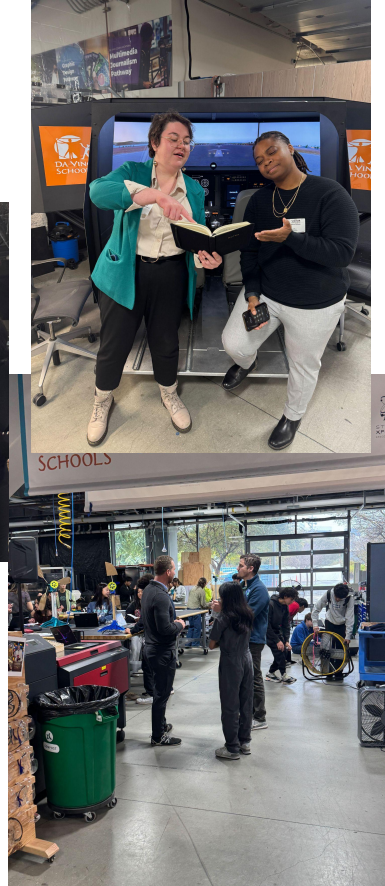
Graduate Profile

An articulation of the skills, knowledge students will leave with from their Making Waves Academy experience.

What are the concrete skills and experiences that will not only translate to college acceptance, but to true career readiness and long-term thriving?

Who is on the team?

- Bre Edison (middle school)
- Masin Persina (upper school)
- Colyn Flynn (upper school)
- Kevin Alegria (upper school)
- Bryann Fitzpatrick (Central Office)
- Tameka Jackson (School Wide)
- Liz Martinez (Central Office)
- Alton Nelson (Central Office)



Our Process:

This spring: Learn + Draft

Establish working group

Gather insights and inspiration – from our alumni, research, other models.

Enlist our community in prioritizing what skills matter most.

Draft v1 of Graduate Profile that synthesizes all of this input.

Next year: Try it on + iterate

Socialize with team and integrate into our work.

Use to define areas to focus and pilot new ideas.

Revise it based on what we learned by trying to put it into practice.

Define our 5-year strategy that helps us live into it fully.

Our Process:

WE ARE HERE

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Enlist our community in prioritizing what skills matter most.

Draft v1 of Graduate Profile that synthesizes all of this input.

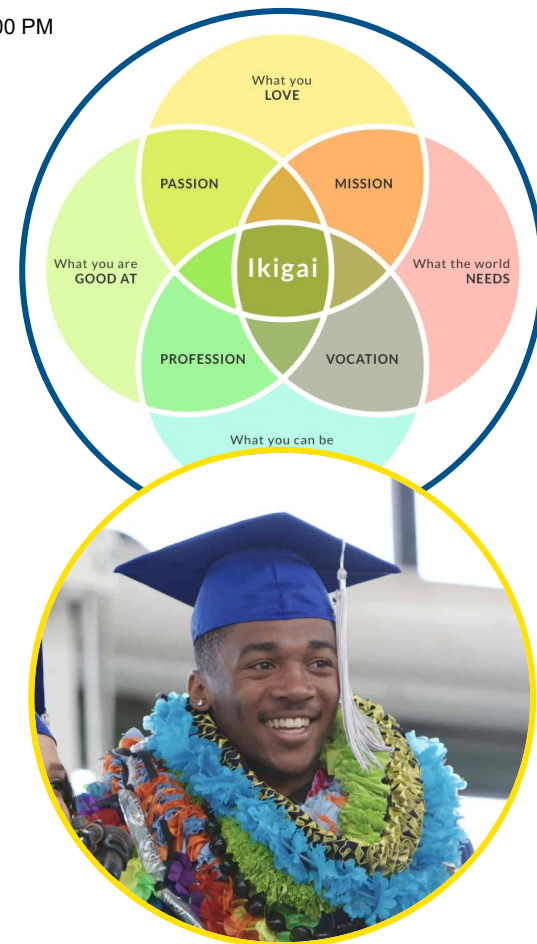
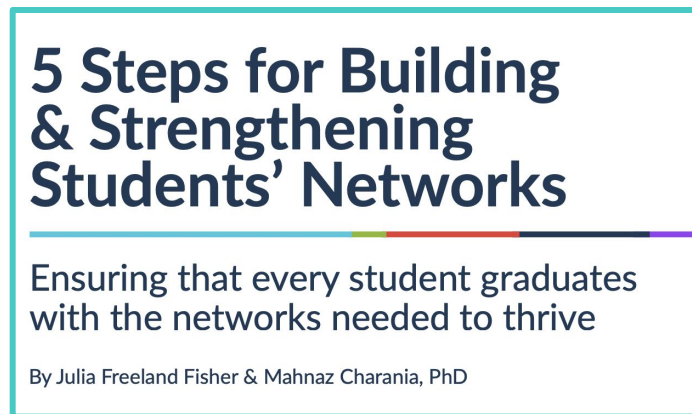
Next year: Try it on + iterate

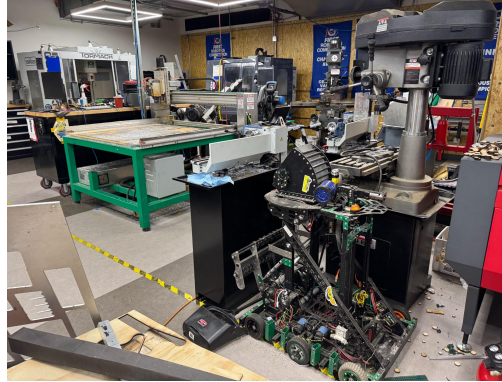
Socialize with team and integrate into our work.

Use to define areas to focus and pilot new ideas.

Revise it based on what we learned by trying to put it into practice.

Define our 5-year strategy that helps us live into it fully.





So, fresh off all of this input, some big ideas the working group is thinking about...

1. Practice life knowledge, with a real focus on financial literacy.
2. Exposure: a lot of students don't know what is out there, and what of that is a high-growth industry.
3. Durable skills, built in real-world contexts.
4. Connections with people who can open doors now and later.
5. Balancing workforce readiness with the self work needed to know what you like, align your path to a purpose.
6. **Translate all of this into a plan for post-graduation that makes sense for them – interest wise, career wise, financially. (*And making sure college is an available option to all*)**

What's next

This spring: Learn + Draft

Establish
working
group

Gather insights and
inspiration – from
our alumni,
research, other
models.

Enlist our
community in
prioritizing what
skills matter most.

Draft v1 of Graduate
Profile that
synthesizes all of
this input.



March staff PD



**April working
group retreat
to synthesize
into a draft**



**THANK
YOU!**

appendix

mission

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

Themes from our first drafts

Our graduates leave with...	Which looks like...
Self-knowledge	<ul style="list-style-type: none"> ❑ Can articulate their strengths and interests ❑ Work to align their actions to their values (and reflect on when they fall short) ❑ Proudly speak to their cultural heritage, identity, and how that shapes them ❑ Confidently advocate for themselves in effective ways
A strong academic, intellectual foundation	<ul style="list-style-type: none"> ❑ A-G eligible ❑ Demonstrate critical thinking ❑ Communicate ideas clearly, across mediums ❑ Set and pursue goals for their learning
Real-world work experience	<ul style="list-style-type: none"> ❑ Have had exposure to 10+ career paths/professionals (and understand the salary/growth potential of them, what it takes to pursue them) ❑ Practice on key professional skills: Creating a resume, linkedin page with headshot, interviewing, dressing for the context, etc. ❑ 2-3 meaningful connections to adults working in industries of interest ❑ Completed 1-2 projects showcasing relevant work in the industries they are most <ul style="list-style-type: none"> ❑ <i>OR have completed at least 1 internship/job</i> ❑ Fluency with key tech used in workplace (ie AI, excel, ppt)

Themes from our first drafts

Our graduates leave with...	Which looks like...
Healthy financial habits	<ul style="list-style-type: none"> <input type="checkbox"/> Understand key principles of budgeting, savings, loans, etc. <input type="checkbox"/> Have a financial plan for next 5 years – living expenses, tuitions, loans, etc – that points towards 0 debt. <input type="checkbox"/> Where relevant, applied for financial aid and scholarships
Plan for their future	<ul style="list-style-type: none"> <input type="checkbox"/> Has current articulation of goals (personal, professional, community) that matter most to them in next 5-10 years. <input type="checkbox"/> Aware of the multiple paths they could take (2 year, trade, 4 year, etc) and select an education path that aligns to their goals. <input type="checkbox"/> Practice reflecting on the questions of what they like, what jobs align to that, what they need to learn (ie are ready to keep iterating on their long-term path)

Pick one...

Based on what we've read, heard, saw...

What has
pushed your
thinking the
most?

What is one
thing we could
prioritize more
that would
give students a
leg up in their
career/future?

What are we
doing already
that aligns to
the insights
we're learning?

Coversheet

Deep Dive: Credit Recovery

Section:	II. Standing Reports
Item:	E. Deep Dive: Credit Recovery
Purpose:	Discuss
Submitted by:	
Related Material:	Deep Dive_ Supporting Student Academics.pdf

Deep Dive: Supporting Student Academics

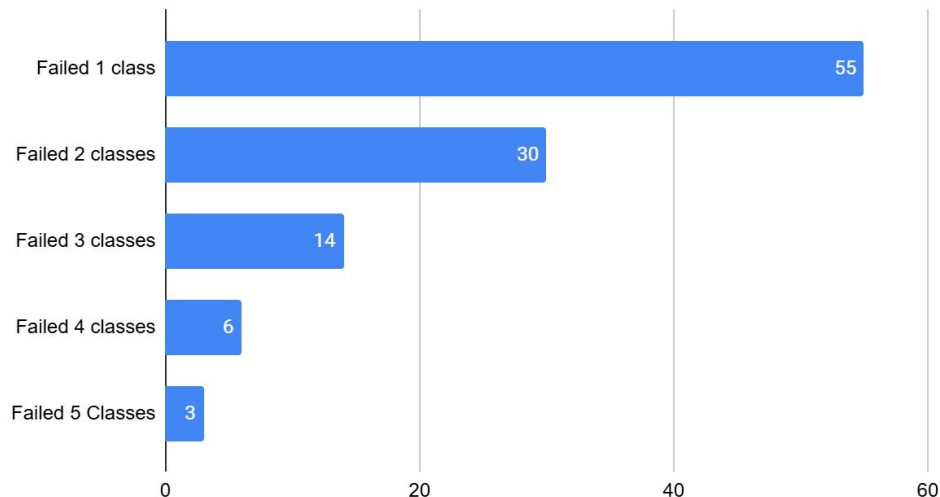
Overview

- Credit standing
- Year-over-year comparisons
- Current remediation efforts
- Mapping data to classes with substitute coverage

Credit Standing: Students Below C/C-

- In the Upper School, we have 534 Students
- 109 students failed 1 or more classes
- 20% of the students did not receive 1 or more credits

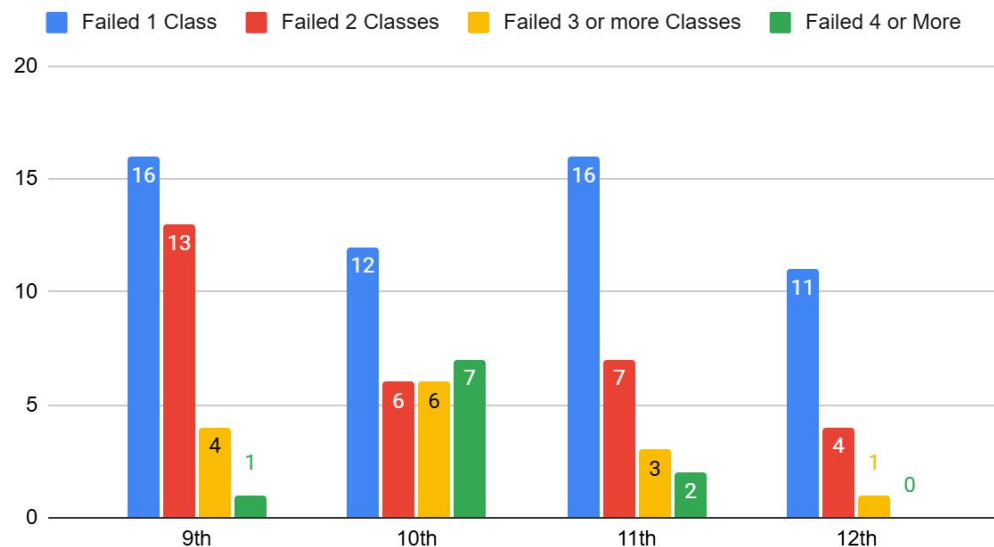
S1: Amount of Classes Failed



Credit Standing: Students Below C/C-

- **9th and 11th graders** have the highest number of students failing one class.
- **9th graders** have twice as many students failing two classes as any other grade.
- **10th graders** have the most students failing three & four classes.
- **12th graders** have the fewest overall class failures.

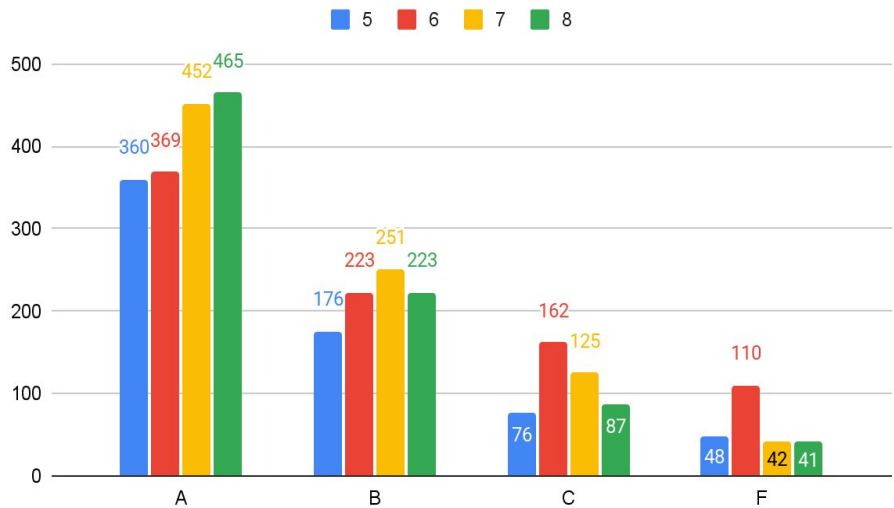
S1: # of Below C/C- Grades



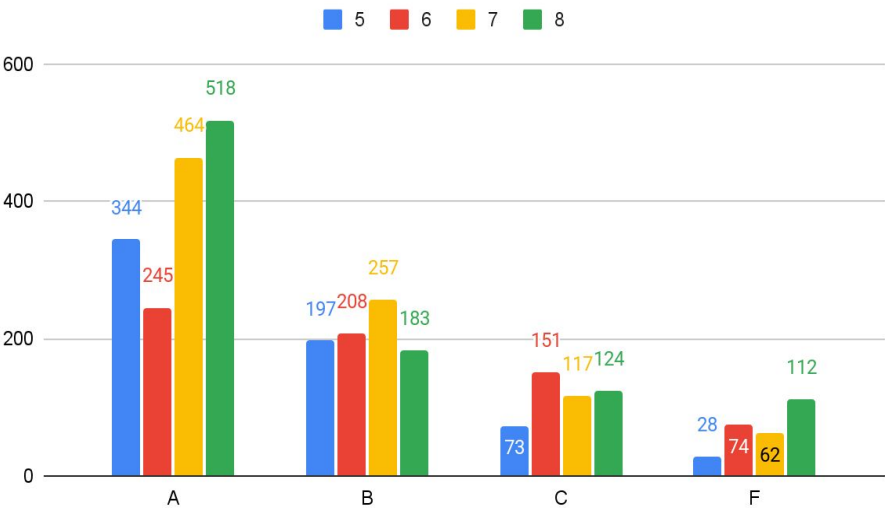
Deep Dive: Year-to-Year Comparison

Middle School Grade Data Comparison: 23-24 vs. 24-25

MS S1 2023-24

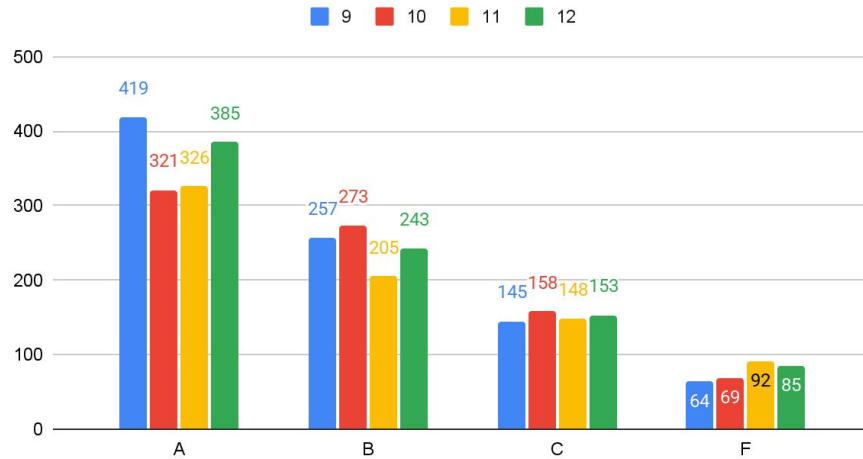


MS S1 2024-25

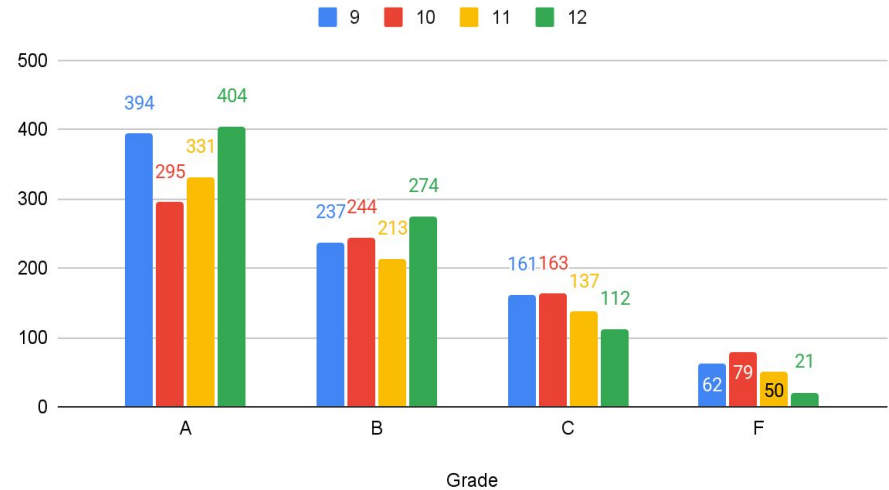


Upper School Grade Data Comparison: 23-24 vs. 24-25

US 23-24 S1 Grades

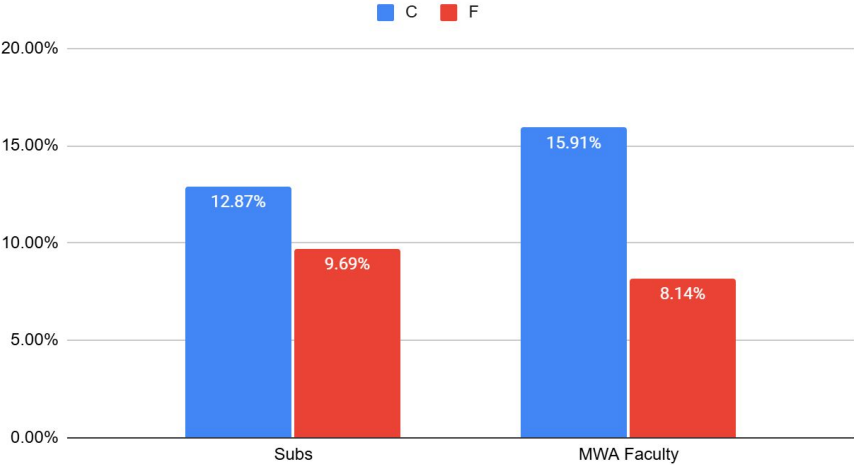


US 2024-25 S1 Grades

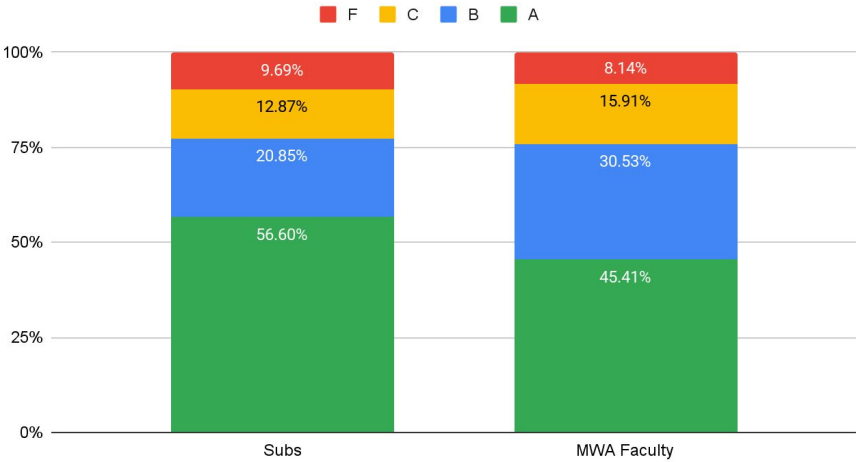


Comparison of Students with a C or less | Substitute Classes vs MWA Faculty

Percent of students with a C or lower in classes with subs



Percent of All Student Grades in MS and US



Deep Dive: Remediation Efforts

Teacher / Student Support

Remediation Efforts

- **Teacher Office Hours:**
 - Teachers in both the US and MS hold regular office hours during lunch and after school to provide additional support to students that need it.
 - There has been an increase in attendance since the first semester.
- **SPED Training:**
 - Teachers attended a training led by Glynis Shulters on Jan 29th to train teachers on how to accommodate and support SPED students.

Parent Engagement

Objective:

Work with parents/families to better support students in and out of the classroom.

- **Advisor and Family Conferences:**

- In November, we held Advisor and Family Conferences where we targeted families with students of concern.
- Conferences consisted of data-driven conversations around academic goals and progress.
- We will be conducting the another Advisor and Family Conference event on March 14th.

Remediation Efforts

Mentorship Program

Remediation Efforts

About the Program:

- Program kicked off in October 2024 for students that needed additional supports.
- Started the program with 14 students, since then two new mentors have taken on 4 more students.
- Mentors meet with mentees for a minimum of 30 minutes every week to check-in on grades, emotional status, or anything mentees want to discuss.

Remediation Efforts

Meetings with 5th Year Students

Program Objective:

Ensure 5th year students have regular access to the principal's and CCC's office to ensure they receive the support they need while checking in on the student's progress towards graduation.

About the Program:

- Meet on a monthly basis and go over grades, credit recovery progress, any behavioral or course concerns etc.

College and Career Center Interventions

Objective:

Notify and work with students who are in danger of retention or in credit recovery.

- Written correspondence with notification of status to students and families. We either scheduled or met with those students and their parent(s) in the fall semester.
- Students with new developments in Spring are also being contacted and families will be notified.
- Students with ongoing concerns will also be contacted for another meeting in Spring (in support of the initial fall meeting).
- Finally, we are notifying seniors on their progress track to graduate.

Remediation Efforts

Questions

Coversheet

Q&A on Written School Report

Section:	II. Standing Reports
Item:	F. Q&A on Written School Report
Purpose:	Discuss
Submitted by:	
Related Material:	March_School Board Report_2024-25.pdf



Board Report

School-Wide

School Board Report - March 2025

Upper School/School-wide

Dr. Tameka Jackson, Principal / Upper School Interim AP
 Tina Garrison, Assistant Principal for Middle School
 Marjorie McCown, Instructional Coach
 Alefiyah Lokhandwala, Math Instructional Coach
 Brandie Crump, ELA Instructional Coach
 Genethia Lowe-Reese, Instructional Coach

What?

Over the past month, we have been engaged in a range of initiatives focused on student feedback, testing, curriculum development, extracurricular activities, and enrollment processes. These efforts are integral to maintaining a supportive learning environment and ensuring student success.

Climate Survey & Family Engagement

A key responsibility this month was managing the Climate Survey for MWA. This annual survey gathers family feedback on school safety, connectedness, and overall experience. The survey, designed to take under 10 minutes, encourages families to submit one response per school their child attends. Collecting this data is critical for identifying areas of improvement and fostering a positive school environment.

In addition, preparations are underway for the New Family Welcome Event on March 5th. This event will introduce newly accepted families to our community, ensuring a smooth transition and providing essential information about the upcoming school year.

Testing & Academic Assessments

Several assessments were administered this month:

- Physical Fitness Test – Provided valuable data on students' physical health.
- California Healthy Kids Survey – Gathered insights into student well-being and school climate.
- Interim Formative Assessments (IABs) – Math assessments were conducted from January 21st-23rd, followed by ELA assessments from January 27th-31st for grades 5-8 and 9-11. These results will be used to guide future instructional decisions.
- ELPAC Testing – The speaking portion has been completed for 5th, 6th, and 7th grades, with completion rates of 100%, 95%, and 97%, respectively. 8th-grade speaking tests are scheduled for early-mid March, with ongoing make-up testing for reading, writing, and listening.
- CAASPP/CAST Test Planning – Reviewed schedules and adjusted logistics to ensure a smooth testing window and student readiness.

Curriculum Development & Instructional Support

Significant progress has been made in aligning curriculum and supporting instructional practices:

- 5th Grade ELA – Developed a **standards coverage matrix** and a revised **Scope & Sequence** to align with novel changes. Created a coaching folder for ELA teachers to streamline support.
- 6th Grade ELA – Designed a **Week-at-a-Glance model** for Unit 4 to ensure non-fiction instruction is delivered with fidelity.
- 7th Grade ELA – Read the Unit 4 novel to refine curriculum alignment and crafted a **revised Scope & Sequence** to ensure students meet all standards before CAASPP testing.
- 8th Grade ELA – Pre-selected **Springboard questions** for Unit 3 and developed **scaffolded graphic organizers** to

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support student writing. Additionally, collaborated with Edison to align writing assessments with literary analysis requirements.

- Upper School Social Studies & History – Researched curriculum options for next year to ensure continued alignment with state standards.
- Collaborative Lesson Planning – Facilitated **weekly PLCs** for middle and upper school teams to strengthen lesson internalization and planning.

Faculty Support & Coaching

- Cycle 2 Faculty Evaluations – Scheduling for evaluations is in progress to ensure alignment with key milestones.
- Teacher Coaching – Math teachers are receiving biweekly or monthly coaching, and all instructional planning is guided by SMART goals to enhance lesson effectiveness.
- New Staff Onboarding – Welcomed **Ms. Kaul (Earth & Science teacher)** and **Betsy Romans (long-term 7th grade math substitute)** while continuing the search for an Algebra I long-term substitute.

Extracurricular Activities & Student Engagement

- Spring Sports – Baseball, softball, track, and boys' volleyball tryouts took place on February 10th, marking the start of an exciting season.
- Black History Month Assembly – Hosted by the **Black Student Union (BSU)**, featuring performances by the West African Dance team, the cheer squad, and a recital of the Black National Anthem.
- Art Museum Field Trip – Students visited the **San Francisco Museum of Modern Art (SFMOMA)** on February 25th, enriching their understanding of contemporary art.
- Senior Activities – Coordinated **Disney Grad Night payments** with 12th-grade families.
- Parent Talks – Middle school families were informed about upcoming student activities, including the **Six Flags trip for 8th graders** and important testing updates.
- School Events – Unfortunately, the **Night of Bloom Dance** was canceled due to low ticket sales, prompting a review of how to better gauge student interest for future events.

Next Steps & Priorities

Looking ahead, our focus will be on:

- Analyzing Climate Survey results to identify areas for improvement.
- Reviewing interim assessment data to guide instructional planning.
- Finalizing preparations for the New Family Welcome Event to ensure an engaging and informative experience.
- Continuing ELPAC testing and CAASPP/CAST preparation to support student success.
- Providing ongoing instructional coaching and faculty support to strengthen teaching practices.
- Enhancing student engagement and event planning based on recent insights.

These collective efforts reflect our commitment to student achievement, staff development, and a thriving school community.

So What?

The following initiatives and tasks are essential for supporting teachers and ensuring that ELA students receive a cohesive, well-aligned education. Each effort contributes to the broader goal of improving student learning outcomes through strategic planning, collaboration, and ongoing support.

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Curriculum Alignment and Instructional Support

- Collaborating with ELA teachers on novel selections ensures that instructional materials align with key learning objectives, reinforcing student comprehension and engagement.
- Providing matrices and frameworks helps teachers align assessments and instructional plans with MWA standards, creating consistency across classrooms.

Establishing Clear Expectations for Coaching

- Aligning Coaching Goals: Coaching efforts are designed to support the school's mission by improving teaching practices, student outcomes, and professional development.
- Defining Coaching Methods: Emphasizing a collaborative and supportive approach ensures coaching remains a tool for growth rather than evaluation. The structure is built around ongoing feedback, reflection, and professional learning.
- Personalizing Support: Coaching is tailored to individual teacher needs, recognizing their unique experiences, skill levels, and professional goals.

Regular One-on-One Coaching Sessions

- Consistent Engagement: Bi-weekly or monthly coaching sessions maintain strong communication and continuous professional development.
- Targeted Observations: Classroom observations identify strengths and areas for improvement, allowing for data-driven support.
- Actionable Feedback: Providing specific, constructive, and positive feedback highlights successes while offering guidance for growth.
- Reflective Practice: Post-observation discussions allow teachers to analyze their instructional strategies, address challenges, and refine their teaching methods.

Marlin Academy Curriculum Restructuring

- The curriculum was restructured to align more closely with county expectations, ensuring compliance with standards while enhancing instructional effectiveness.

Testing Process Improvements

- Refining testing procedures and increasing efficiency in test administration supports student achievement and ensures all student needs are met during assessments.

New Family Welcome Program

- Efforts are underway to ensure the program is well-organized and fosters a positive transition for students entering middle school.

New Teacher Support

- Providing necessary resources and guidance ensures the new teacher is equipped to succeed in their role and deliver high-quality instruction.

Impact of Collaborative Planning & Coaching

- As we navigate a demanding period of the academic year, Professional Learning Communities (PLCs) continue to foster collaboration, knowledge-sharing, and professional growth. Coaching remains a vital tool in addressing the diverse needs of teachers and ensuring they feel supported.

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Conference Takeaways

- The recent conference provided valuable strategies for making mathematics more relevant, useful, and engaging for students. These insights have been integrated into PLC discussions and have informed instructional facilitation.

Instruction Partners Walkthrough

- Observations of eight math classes focused on trends in standard and rigor alignment, checks for understanding, and student engagement in mathematical thinking beyond just answers. These findings will inform upcoming coaching and planning sessions.

Staffing Impact

- The combined efforts of Ms. Romans, with her strong educational background and dedication, along with coaching initiatives and the new teacher support group, will ensure students continue to thrive in the Open Up curriculum.

Each of these efforts contributes to a stronger instructional foundation, improved student engagement, and a more cohesive learning experience across the school.

Now What?

As we move forward, we are prioritizing several key action items to ensure continued progress in curriculum implementation, instructional coaching, and professional development.

Curriculum Implementation & Alignment

- Scope & Sequence Implementation: Follow up on the rollout of revised Scope & Sequences to ensure consistency and fidelity across classrooms.
- Alignment Revisions: Monitor and support teachers in applying the curriculum revisions effectively.
- ELA Instructional Support: Utilize the newly created **coaching folder for 5th-grade ELA faculty** to streamline coaching efforts and improve instructional consistency.
- 8th-Grade ELA Support: Implement **Springboard Questions** to maintain lesson structure and alignment.
- APEX Audit Data: Leverage audit findings to plan targeted next steps for both students and teachers.

Professional Development & Coaching

- Transformational Coaching-PLC (February 24, 2025): Ongoing training and support for instructional growth.
- Training Modules: Together Leader (February 26, 2025): Focused professional development to strengthen leadership and organization.
- Instructional Coaching & Check-Ins: Regular one-on-one sessions with leadership to provide targeted support.
- Collaborative Coaching Meetings: Continued collaboration between **ELA and Math Instructional Coaches** to ensure a cohesive instructional approach.

Data-Driven Instruction & IP Feedback Implementation

- Utilize Instructional Partners (IP) feedback trends to assess the impact of PLCs and refine instructional planning for the remainder of the year.

Conferences & Professional Growth

- Share key takeaways from recent conferences during PLC sessions to implement best practices.
- Explore opportunities for additional teachers to attend high-impact conferences such as Asilomar to further professional learning.

School Board Report - March 2025

Staffing & Instructional Support

- **Algebra I Vacancy:** Prioritize the search for a long-term substitute or full-time teacher to ensure instructional continuity and student success.

By focusing on these areas, we will continue strengthening instructional practices, supporting teachers, and fostering student achievement.

College and Career Counseling Department

Dr. Arika Spencer-Brown, Director of College and Career Counseling

Atieris Adams, Associate Director of College and Career Counseling

Inayah Baaqee, Associate Director of Academic Advising

Kevin Alegria, College and Career Counseling Coordinator

What?

The College and Career Counseling (CCC) team has performed a deep dive into the percent of students, **9-12**, that are considered on the “cusp”. The data is specified in the report below (**from Fall 2024**). In terms of “*what is happening to remediate credit standing in comparison to last year*” is that the process has not changed. Due to the fact that MWA no longer offers the summer school option, MWA now offers **APEX** during the school year for 11th and 12th graders only, giving priority to 12th graders. In addition, because of the “no summer school” option, MWA utilizes **Edmentum Virtual learning** for 11th and 12th graders that are in need of remediation and credit recovery services. The difference between APEX and Edmentum is that Edmentum has a live (virtual) teacher for the students to utilize and check in with regarding progress and completion.

9th-12th Cusp data combined:

- 202 F's as of fall 2024
- 101 individual grades are on the cusp (60-69%)
- Please click the following link to review the comprehensive data [F Grades Fall '24](#) (Report includes every course minus ELB (Extended Learning Block))

So What?

It is suggested that we bring back the **Coordination of Services Team (COST)**. COST would incorporate various departments and individuals from various departments i.e., Dean Team, Social Work, College and Career Counseling and Special Education Team, to support our most vulnerable students.

Now What?

- Regarding summer school options: The CCC has reached out to WCCUSD and individual contacts at Pinole, Richmond, and San Pablo high schools that could potentially be offering summer school where MWA students could recover credits. We are waiting for confirmation.
- Regarding remediation and credit recovery: The CCC will continue to administer current practices(per MWA administrative direction) to support students in credit recovery in (11th-12th grades)

School Board Report - March 2025

Discipline & Restorative Practices/Student Support Services

Estephania Fuentes, Dean

Erika Sarmiento, Dean

Davonte Wilson, Dean

Sonja Jackson, Social Worker

What?

At the start of the second semester, the Dean Team began sharing weekly reports of our behavior data from Kickboard. This initiative aims to help us better track our progress as a school and identify how we can address areas of growth together.

Our hope is that the weekly data reports will:

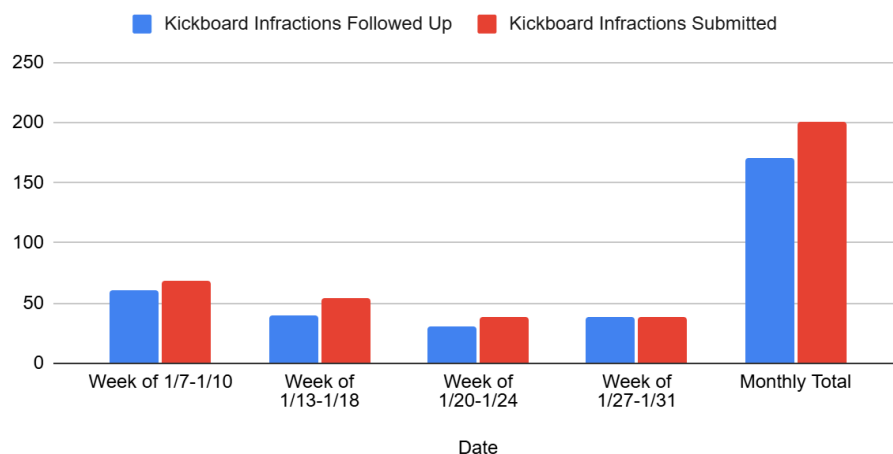
- Provide insight into trends and patterns in student behavior.
- Highlight specific areas or times where additional support may be needed (e.g., hallways, bathrooms, advisory, and ELB).
- Offer a proactive approach to understanding and addressing student needs before concerns escalate into larger issues.
- Serve as a resource to support classroom management and student engagement strategies.

So What?

Middle School (MS) Infraction Process

- For context, when infractions are submitted the MS Dean's office works on responding to each infraction. This response usually consists of one or a combination of the following: Direct Student Conversation, Reflection Packet, Parent Follow-up, Reflective Activity, or a Restorative Justice Conversation. The interventions mentioned are aligned with the Student-Parent/Guardian Handbook, and designed to address behaviors before more serious infractions occur.
- January Infraction Summary:

Kickboard Infractions Followed Up and Kickboard Infractions Submitted



School Board Report - March 2025

Upper School (US) Infraction Process

- Next month the US Dean's office will be rolling out a new system to address Klickboard infractions before they become referrals. We're optimistic this new system will have a positive impact on the behaviors we see.

Now What?

- We will continue to monitor our behavior data in hopes of finding ways to improve on our behavior response system.
- The Dean's office will continue bringing transparency into our handling of infractions on campus.

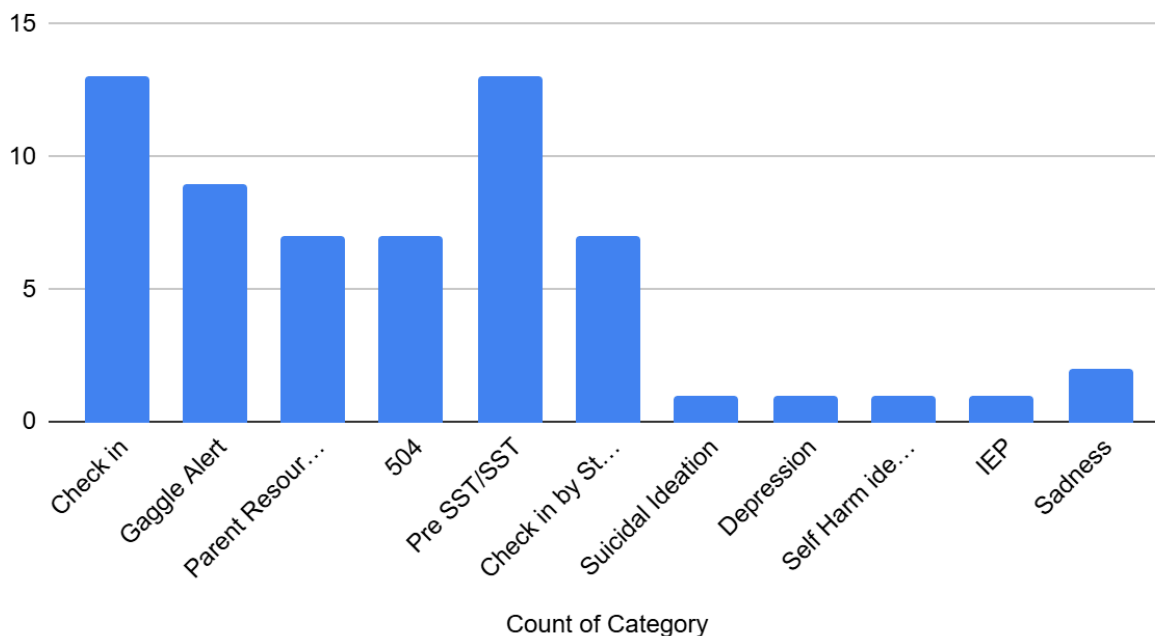
Student Support Services

What?

In my social worker report in December I outlined some items I wanted to focus on regarding Student Support Services. It is the goal of Student Services to continue to strive to provide identified support to students, faculty and families. In response, I have distributed student and teacher 504 surveys and a parent workshop needs assessment.

In January, I met with 63 students.

Count of Category



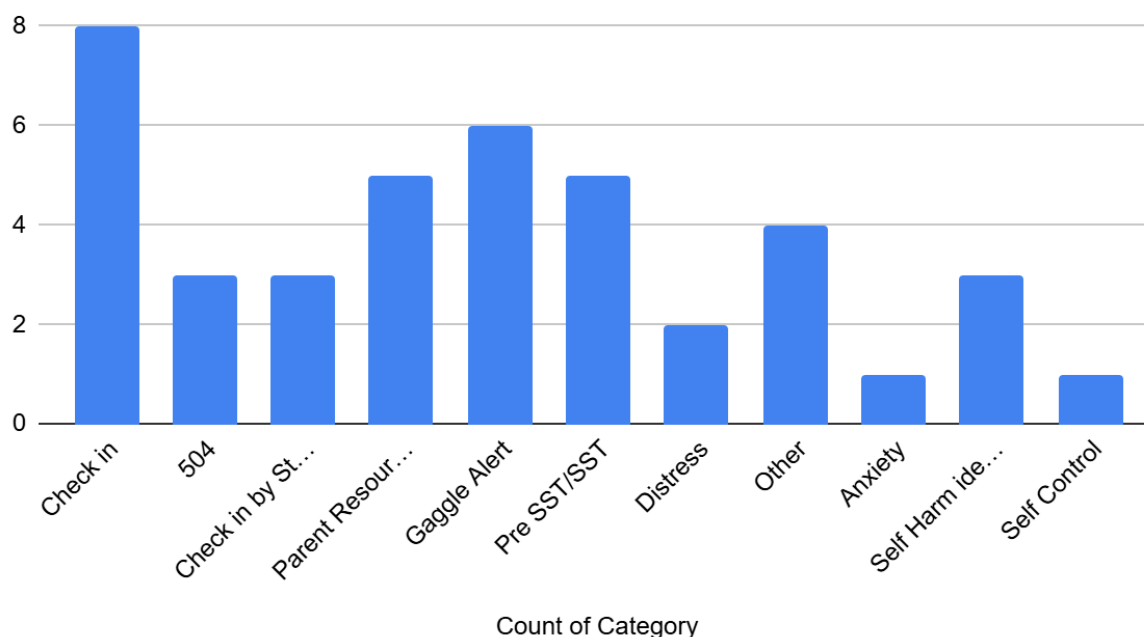
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The top reasons to be seen in January are:

1. Check-ins with students initiated by social worker or by the request of staff
2. Scheduling Pre SST/SST- this would include initial and follow up meetings
3. Followed by gaggle alerts for questionable content of mental health that includes, depression, suicidal and self harm ideations
4. Check in by student-504 initial and review meetings-Parent resources-this would include providing parents with TalkSpace information, referring and providing community resources.

In February I met with 42 students (through the 3rd week of February).

Count of Category



The top reasons for students to be seen in February were:

1. Check-ins with students initiated by social worker or by the request of staff
2. Gaggle alerts for questionable content of mental health that includes, depression, suicidal and self harm ideations, followed by
3. Pre SST/SST's- this would include initial and follow up meetings and Parent Resources
4. Other- this would include other school meetings and parent interactions that isn't relatable in the listed categories

What I observe from the above data is that the initiated check-ins remain the top reason students are being seen. Then followed by gaggle alerts where students are typing in their search engine mental health related topics, making questionable comments on group threads and referencing mental health challenges on their reflective assignments.

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There has been an increase in Student Support referrals for scheduling Student Study team meetings as teachers have identified students with academic challenges they see regarding potential learning disability, displayed processing challenges, students who are failing 2 or more classes and have below average reading and math scores and there is a need for urgent academic intervention. There has been an increase in 504 plan meetings due to annual reviews and newly requested accommodations due to medical and mental health challenges such as ADHD and anxiety.

There has also been an increase in providing parent resources in February due to a trend of reports of glorifying self harming behaviors among the 5th grade class. The Deans and Student Support Services, this would include the Nurses, have identified students of concern and contacted parents to be aware and encouraged to seek services and or treatment for their child. The parents have been offered TalkSpace and additional community parenting and counseling services to address this issue.

So What?

In response to the 504 student survey conducted, in January I started meeting with 504 students, which I will do throughout the semester. In these individual meetings I reviewed the students 504 plan, inquired about academic support they are receiving, 504 plan implementation and provided a copy of their plan to have accessible on their person, encouraging students to become familiar with it and become comfortable in requesting their accommodations.

I have hosted office hours weekly for teachers and or staff to discuss 504 plan questions. I have offered office hours for 7 weeks and at least 5 teachers and or staff have joined weekly. I have reached out to the grade level leads to be able to present to the grade level team regarding the SST/504 process. So far the 9th and 10th grade level leads invited me to present.

I have distributed parent surveys via Parent Square in English and Spanish to obtain information on what areas parents need support in. I didn't receive any English survey responses and the results are taken from the Spanish responses. The results are as follows:

Academics

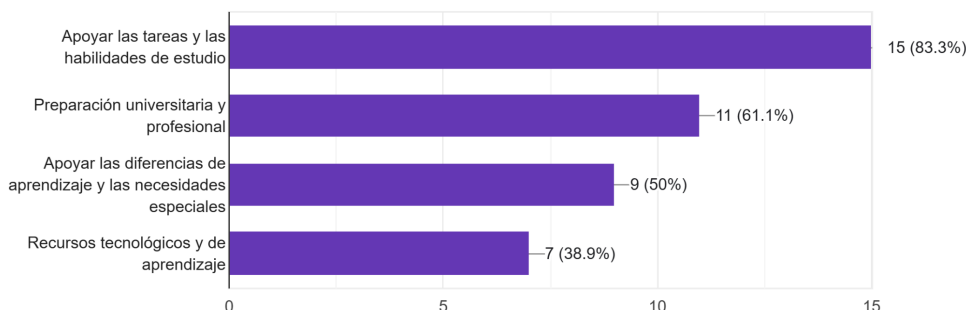
83.3%- Supporting homework and study skills

81.1%- College and career

50.0%- Support learning differences

38.9%- Technology and learning resources

Apoyo Académico Por favor consulte las áreas de interés
18 responses



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Parenting and Child Development

64.7%- Effective Communication w/Teenagers

11.8%- Positive parenting

47.1%- Child and adolescent mental health

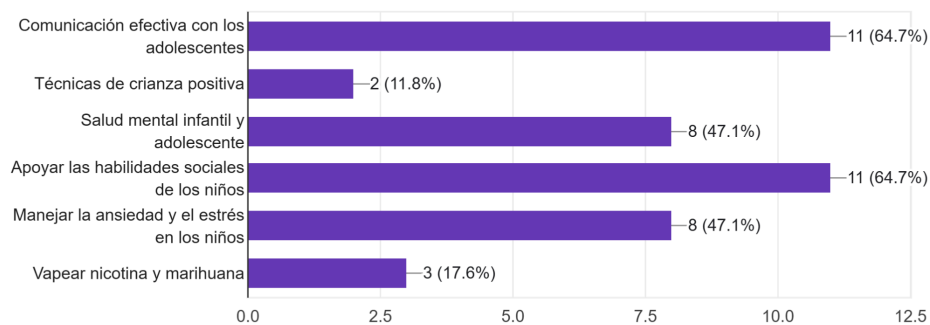
64.7%- Supporting child's social skills

47.1%- Managing Anxiety-stress

17.6%- Nicotine/marijuana vape

Crianza y desarrollo infantil Por favor marque el área de interés

17 responses



Family and Community Support

77.8%- Financial Literacy and college planning

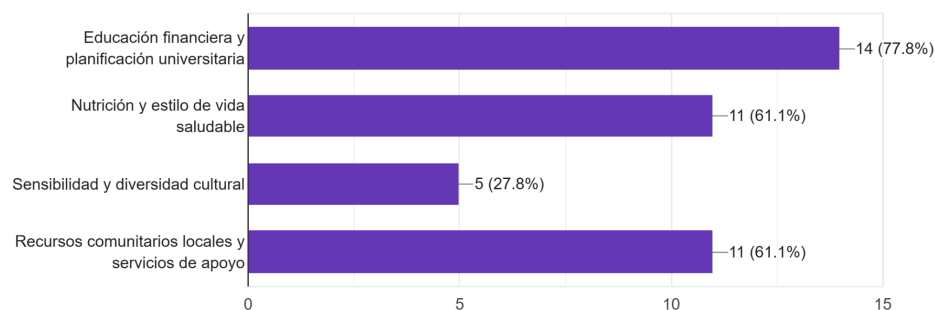
61.1%- Nutrition and healthy lifestyle

27.8%- Cultural sensitivity and diversity

61.1%- Local community resources and support

Apoyo familiar y comunitario Por favor marque el área de interés

18 responses



Now what?

Now that the student and teacher survey results are complete, my goal is to carry out a consistent system to be able to review 504 plans with students and teachers in hopes of measuring implementation effectiveness. I will continue to periodically conduct check-ins with 504 students, offer teacher support by way of office hours, attend grade level team

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meetings and collaborate with instructional coaches on showing teachers how to modify assignments and create in class interventions for 504 students.

In support of our parents some have identified the areas of needed support. I will be working in collaboration with the College Career and Counseling, Nurses and outside community resources to provide parenting workshops that will include some of the interested topics. I will be working on a proposal to Dr. Jackson to get on the master calendar to start in March. These workshops will be an hour long, longer than the Parent Talks to be able to allow sufficient time for in-depth presentations, questions, answers and distribute workshop surveys to participants.

Coversheet

Q&A on Chief Operating Officer Report (COO)

Section:	II. Standing Reports
Item:	G. Q&A on Chief Operating Officer Report (COO)
Purpose:	Discuss
Submitted by:	
Related Material:	COO Board Report_March 2025.pdf



Board Report

Chief Operating Officer

March 2025

Elizabeth Martinez

Chief Operating Officer

We have just a little over 12 weeks left in this school year and we are in the thick of planning for next year. I am in the middle of finalizing the bell schedule for next year, course offerings, next year's budget and the staffing projections. For this board report, I will provide you with an update on a few key initiatives and an in-depth report on the application/lottery process.

Total Compensation Study

The study is on track to be completed by April 30th as planned. Phases 1 and 2 are complete; these phases included information gathering and stakeholder engagement. **Approximately 68% of our current employees responded to the survey sent out by Edgility**, they held 6 focus groups, and five 1:1s with key leaders. **The demographics of respondents reflected the diversity of our staff across: race, gender, manager/non-managers, functional areas, and roles.** The outcome of these produced a set of findings that will guide how we think about staff/faculty pay structures and our Total Value Proposition (the entire package of benefits and value that we will offer to our employees). **Edgility was able to share with us a list of the top 5 retention and attrition factors. Knowing this, at this stage, is instrumental in helping us direct our resources.**

Retention Factors <i>Factors that most likely contribute positively to current staff retention.</i>	Attrition Factors <i>Factors that most likely contribute negatively to current staff retention.</i>
<ol style="list-style-type: none"> 1. Benefits 2. My Work 3. My Colleagues 4. Our Core Values 5. Our Impact 	<ol style="list-style-type: none"> 1. Our Org Strategy 2. Our Leadership 3. Promotions 4. My Onboarding Process 5. My Evaluation

Additionally, Edgility provided us ratings across 3 areas: Clarity & Transparency, Fairness & Consistency, and Inclusion & Belonging on a scale of 1-5, 5 being the highest score. We received a 3.5 across all 3 areas. When compared to other organizations, there is a 0.1% difference in our ratings. **This suggests that the challenges our staff experience are present in other organizations as well AND there is room for improvement.**

Staff Recruitment

As of right now, we are recruiting for 31 positions for next year. It is too early to provide an in-depth analysis but here is a snapshot of the vacancies.

- 13 teachers
 - 9 are vacant currently (staffed by Long-Term Subs), 4 are anticipated vacancies for 2025-26
 - For 2025-26: 4 hires are complete and 3 offer letters are out
- 18 staff
 - 5 leadership positions
 - 14 are vacant currently, 4 are new positions and/or anticipated vacancies for 2025-26

Overall, I am making progress in the areas I am most focused on and looking forward to finishing out the year.

Application and Lottery Report for SY2025-26

MWA Enrollment Team:

Yesenia Bermudez, Office Manager

Matthew Smith, Manager of School Operations

Diana Limon, Coordinator of School Operations

The application and lottery cycle officially closed and we are happy to report on the outcomes of the cycle. Below you will find a summary of application, lottery and offers of enrollment for the 2025-2026 school year.

2025-2026 Application and Lottery Data

Here is a snapshot of all MWA applicants for the 2025-26 school year.

- **490** applications submitted
- **66** sibling applications (13.5% of all applications submitted---by grade: 5th-56, 6th-4, 7th-6, 8th-0)
- **2** employee children applications (0.4% of all applications submitted)
- **409** eligible for free and reduced lunch (83.5% of all applications submitted)

Per our current charter, we utilize the priorities listed below to offer enrollment to applicants:

1. Students who are **siblings of currently enrolled MWA students**.. A sibling is defined as either biological/adoptive or step sibling, or foster child residing within the same household.
2. Students who are **children of Making Waves Academy employees**. Making Waves Academy employees refers to full-time faculty and staff who, by December of their second year, will have been a full-time employee at Making Waves Academy for at least 12 months.
3. Students who are **eligible for Free and Reduced Price Meal ("FRPM") who reside within West Contra Costa** Unified School District attendance boundaries.
4. All other **students eligible for FRPM who reside within Contra Costa County**.
5. All **other students who reside in the West Contra Costa Unified School District** attendance boundaries.
6. All other eligible applicants

Effective July 1, 2025, the start of our new charter term, the sibling priority will be removed. This will be the last set of enrollment offers made under the current priorities.

2025-2026 Applications by Grade	5th	6th	7th	8th	Total
Making Waves Academy Middle School	160	134	138	58	490

Offers of Enrollment

2025-26 Enrollment Targets

The enrollment lottery occurred on February 27th. For the 2025-2026 School Year, MWA's enrollment targets are 112 students in the 5th, 6th, and 7th grades and 155 students in the 8th grade. *We look forward to welcoming **122** new Wave-Makers in total next school year.* Due to the number of students currently in these cohorts, MWA is offering enrollment to:

- **112** new 5th graders
- **5** new 6th graders
- **5** new 8th graders

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5th Grade Enrollment Offers Summary

Of the 112 5th grade initial enrollment offers made:

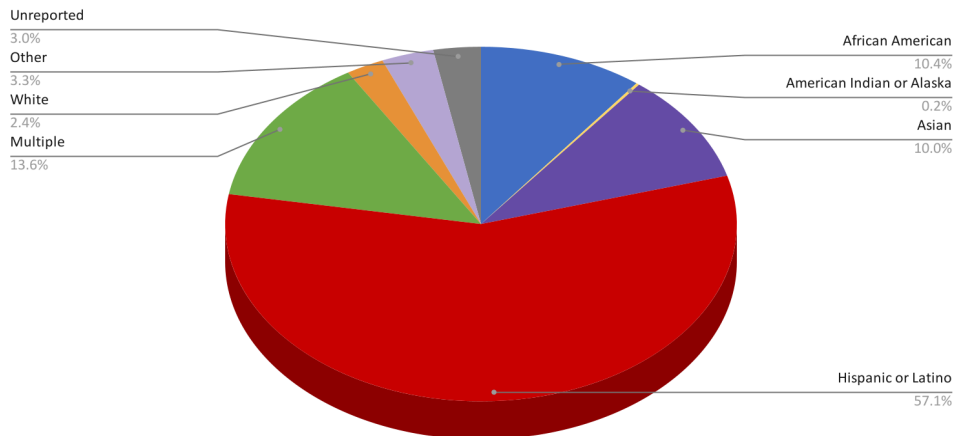
- **56** were sibling applications (50% of all 5th grade enrollment offers)
- **2** employee child applications (1.8% of all 5th grade enrollment offers)
- **110** eligible for free and reduced lunch (98.2% of all 5th grade enrollment offers)

Overall, we had a successful application season and our waitlist numbers are robust.

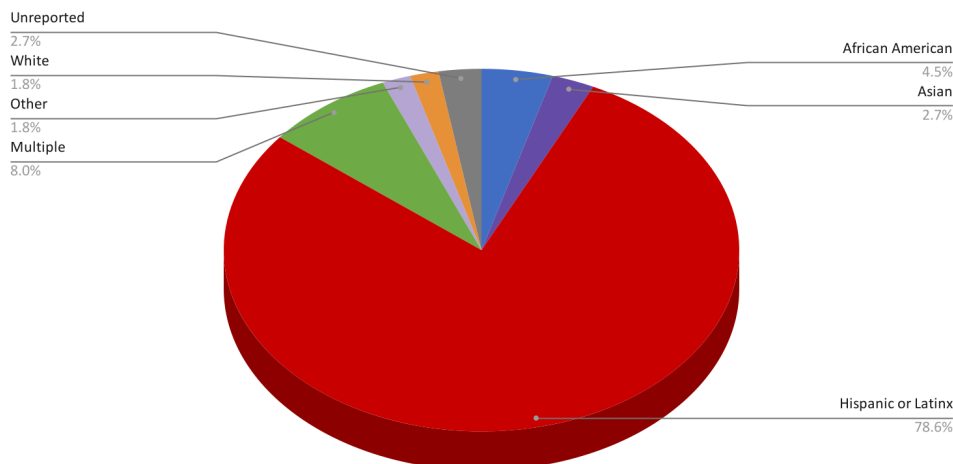
Waitlisted Students by Grade Level	5th	6th	7th	8th	Total
Making Waves Academy Middle School	48	129	138	53	368

Demographic Breakdowns

Applications by Race/Ethnicity



5th Grade Enrollment Offers by Race/Ethnicity



Board Report - March 2025

Background on Application Process (optional read)

Families apply to enroll at Making Waves Academy through an online application tool called **“Enroll WCC”** (WCC stands for West Contra Costa). Enroll WCC provides one application process for families to apply to one or more charter school options located in West Contra Costa. Some families apply to only one charter school while others check the box to apply to multiple schools.

If schools receive more applications than spots available, they are required by law to run a lottery process. After the lotteries are conducted, families who were offered enrollment have the choice to either accept, decline or request to be added to the waitlist. If families are not selected during the lottery, they are automatically placed on the waiting list.

Coversheet

Q&A on Written Finance Report

Section:	II. Standing Reports
Item:	H. Q&A on Written Finance Report
Purpose:	Discuss
Submitted by:	
Related Material:	01 MWA January Financials-02.13 (2).pdf



Making Waves Academy January 2025 Financial Report

Dear Finance Advisory Committee Members,

At the end of January 2025, Making Waves Academy closed its books with \$8.75M in cash. Operations for MWA - "School" and MWA Central Office have been under budget for the month. MWA - "School" spent about \$2.45M, and MWA Central Office spent about \$376K in January 2025.

Year-to-Date

- The budget used for our comparisons is the board-approved 1st interim budget.
- MWA - "School" finished \$1.28M or 8% under budget, and MWA Central Office finished \$79K or 4% under budget.
- Government Revenues Only - We received \$9.71M compared with \$10M last year. The decreased revenue resulted from exhausting the one-time federal and state funding of the Elementary and Secondary School Relief III (ESSER III) and the Teacher Residency Expansion Grant. We also right-sized the use of the restricted one-time state funding for the Educator Effectiveness Grant, the Arts, Music, and Instructional Materials Discretionary Block Grant, Kitchen Infrastructure & Training Funds, and the Learning Recovery Emergency Block Grant compared with last year, as these funds dwindled from our deferred revenue.
- In January, there were 12.5 Full-Time Equivalent (FTE) vacant positions for which we are actively recruiting. We have stopped recruitment for 16.5 Full-Time Equivalent (FTE) vacant positions due to a low pool of qualifying candidates. The unfilled active recruiting positions comprised of 1 teacher, 3 on-site substitute teachers, and 8.5 Full-Time Equivalent (FTE) non-teaching staff. The vacant positions will be adjusted in the 2nd interim budget.

MWA - "School"

1. In January, the YTD savings of 1.14M on salaries and benefits are due to the following:
 - a. 12.5 FTE vacant positions that we are actively recruiting and 16.5 budgeted vacant FTE positions that have stopped recruitment.
 - b. Offering summer school for SPED students only instead of opening to all students.
2. Savings of \$21K in supplies expenses were from the following:
 - a. Savings of \$11K were from approved textbooks, core curricula materials, and other references.
 - b. Savings of \$10K were from computers and other supplies.
3. Savings of \$114K Contract Services expenses were from the following:
 - a. Contract service substitute's expenses were over \$73K.
 - b. A one-time premium discount refund from our liability insurance broker brought savings of \$41K.
 - c. Savings of \$32K from an eRate credit for our internet services.
 - d. The \$114K in savings are from staff professional development, psychological services, and other contract services.

MWA Central Office

1. The net savings of \$62K for salaries and benefits were from the HR Director vacancy, the Recruitment Manager vacancy, and the staff's accrued paid time off. The variance of the accrued paid time off is due to timing, and it will even out as the school year progresses.



2. Budget savings of \$16K from supplies and contract services expenses were from staff professional development, computer & IT supplies, staff recruitment, and other services.

We wrapped up the month of January with no surprises in spending compared with the previous month. We have also met with all of our budget managers to review the FY25 2nd interim and the FY26 preliminary budget. The meetings went smoothly and we have asked them to look thoroughly to see which area can be trimmed so we can be closer to our spending trend. We will finalize the 2nd interim budget and present it to the committee for review on March 5. As for the FY25 preliminary budget, it will be presented in April. In the meantime, we will monitor our cash flow closely to maintain appropriate cash levels, follow the state's revenue schedule, and accrue all revenues by June 30, 2025.

State and Local Payment Schedule:

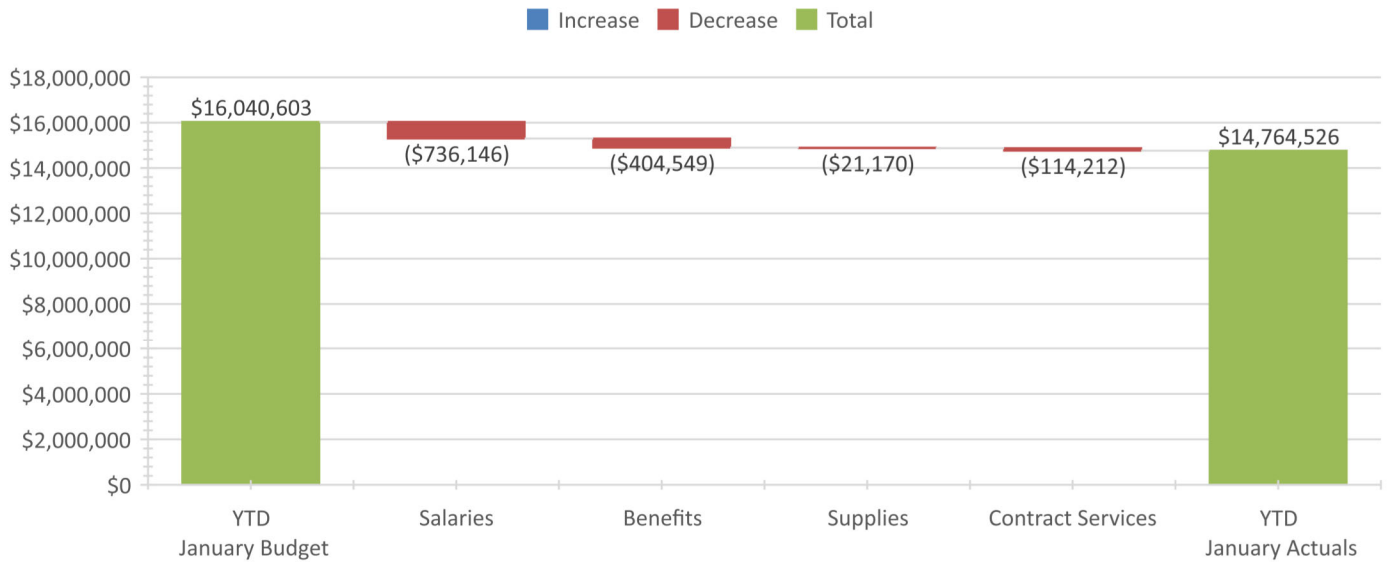
Month	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June (Deferred to July/August)
State Aid, LCFF, and State SPED	5%	5%	9%	9%	9%	9%	9%	20% of balance due	20% of balance due	20% of balance due	20% of balance due	20% of balance due
Property Tax	10%	6%	12%	8%	8%	8%	8%	8%	8%	8%	8%	8%



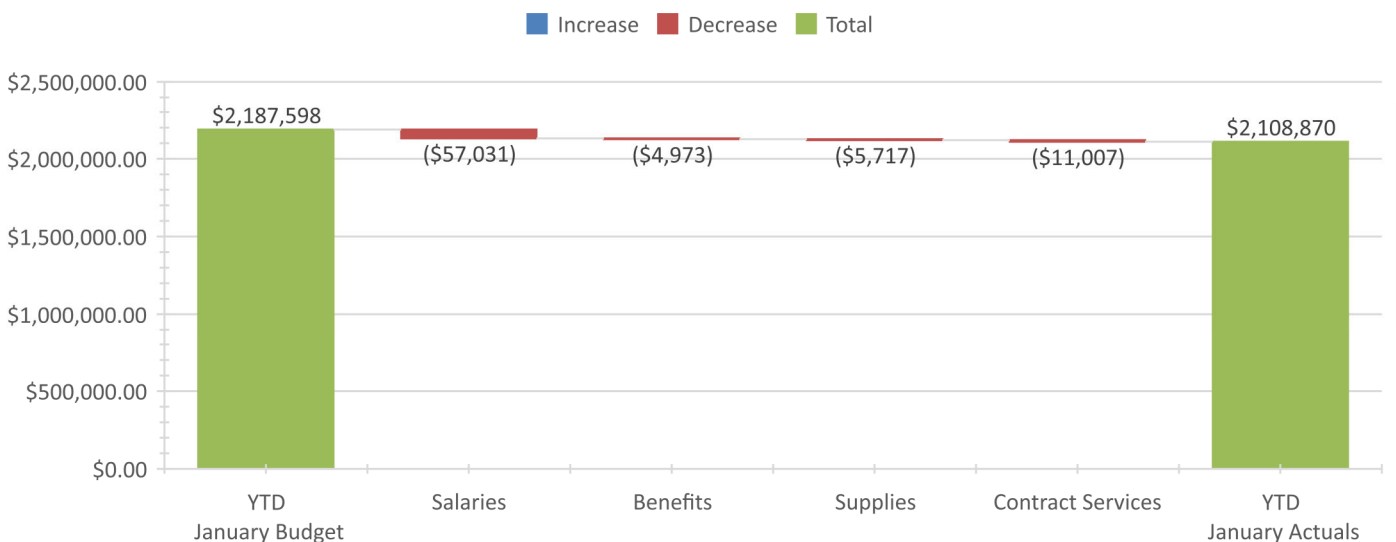
Making Waves Academy Statement of Activities As of Janary 31, 2025			
	Actuals	Budget	Variance
Revenue			
Government Revenue	\$9,710,107	\$8,933,260	\$776,847
Interest Income	\$273,206	\$116,018	\$157,188
Non-JRSF Contributions	\$963,288	\$653,270	\$310,018
JRSF Contributions	\$0	\$0	\$0
Other Donations	\$1,713	\$14,656	(\$12,942)
Total Revenue	\$10,948,314	\$9,717,205	\$1,231,109
Expenses			
Personnel	\$9,609,772	\$10,817,860	\$1,208,087
Supplies	\$780,217	\$807,102	\$26,886
Travel	\$19,660	\$23,145	\$3,485
Facilities	\$1,958,175	\$1,963,991	\$5,816
Contracted Services	\$2,457,084	\$2,454,012	(\$3,072)
General & Administrative	\$1,201,260	\$1,314,861	\$113,601
Total Expenses	\$16,026,167	\$17,380,971	\$1,354,804
Net Surplus/Deficit	(\$5,077,853)	(\$7,663,766)	\$2,585,914



YTD Expenses (July - January 2025) Budget to Actual Reconciliation - MWA - "School"



YTD Expenses (July - January 2025) Budget to Actual Reconciliation - MWA Central Office



Making Waves Academy
FY2025

MWA - "School" YTD Actuals vs. Budget
January 2025

	A	B	C	D	E	F	G
1	MWA - "School" FY2025 Spending Budget Tracking Report		<u>Monthly Executive Summary</u>				
2	Actuals vs. Cycled Budget		1. Spending -8% under budget				
3			2. Currently active recruiting for 12.5 FTE vacant positions and stop recruitment				
4			for 16.5 FTE vacant positions				
5							
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 01.31.25- Actuals	07.01.24 - 01.31.25 - 1st Interim Budget	Variance	% Variance	Notes
7	1100 - Teacher Salaries	5,178,029	2,489,782	2,801,307	(311,525)	-11%	Variance from the following: • 1 teacher vacancy • Stop recruitment for 12 Teachers • Savings from summer school stipends
8	1103 - Substitute Teacher Salaries	407,747	79,955	220,863	(140,908)	-64%	Savings from 3 Substitute Teacher vacancies
9	1200 - Certificated Pupil Support	739,667	437,856	398,283	39,573	10%	Timing issue on payment of stipends, budget will even out as time progress
10	1300 - Certificated Supervisor & Administrator Salaries	1,641,810	689,018	883,474	(194,456)	-22%	Variance from the following: • Stop recruitment for: -2 Assistant Principal -2 Dean of Students -MTSS Instructional Coach
11	1409 - Special Temporary COLA	1,635,500	811,500	885,896	(74,396)	-8%	Savings from vacancies
12	1900 - Certificated Other Salaries	171,030	64,133	91,824	(27,691)	-30%	Variance from the following vacancies: • ELD Coordinator • Director of SPED
13	2100 - Classified Instructional Aide Salaries	641,854	319,350	345,614	(26,264)	-8%	Variance from the following: • Stop recruitment for SPED Instructional Aide • 2 Expanded Learning Tutor vacancies
14	2200 - Classified Support Staff Salaries	1,002,270	556,504	539,683	16,821	3%	
15	2300 - Classified Supervisor & Administrator Salaries	439,957	227,404	236,900	(9,496)	-4%	Variance from the following vacancies: • Stop recruitment for Assistant Principal of Student Support • Manager of Campus Operations & Safety vacancy
16	2400 - Classified Clerical and Office Salaries	752,706	415,008	405,304	9,704	2%	
17	2900 - Classified Other Salaries	295,881	141,813	159,320	(17,507)	-11%	Timing issue to pay out Seasonal Coach stipends
18	Total Salaries	12,906,451	6,232,323	6,968,468	(736,145)	-11%	
19	3101 - State Teachers Retirement System (STRS)	1,523,993	636,647	742,999	(106,352)	-14%	Savings from vacancies and stipends
20	3301 - Social Security and Medicare	448,098	216,693	241,225	(24,532)	-10%	
21	3401 - Health & Welfare Benefits	1,863,087	881,033	1,086,801	(205,768)	-19%	Savings from vacancies
22	3501 - Unemployment Insurance	20,189	17,802	20,189	(2,387)	-12%	
23	3601 - Workers Comp Insurance	167,785	89,042	97,760	(8,718)	-9%	
24	3701 - 403(B) Retirement Match	114,447	27,575	61,626	(34,051)	-55%	Less staff utilizing 403B matching benefit

Making Waves Academy
FY2025

MWA - "School" YTD Actuals vs. Budget
January 2025

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 01.31.25- Actuals	07.01.24 - 01.31.25 - 1st Interim Budget	Variance	% Variance	Notes
25	3999 - Accrued Paid Time Off	62,091	13,464	36,205	(22,741)	-63%	Variance is due to staff resignation with PTO paid out and staff taking more PTO time
26	Total Benefits	4,199,690	1,882,256	2,286,805	(404,549)	-18%	
27	Total Salaries & Benefits	17,106,141	8,114,579	9,255,273	(1,140,694)	-12%	
28							
29	4100 - Approved Textbooks and Core Curricula Materi	216,635	190,054	200,834	(10,780)	-5%	
30	4200 - Books and Other Reference (Faculty and Staff)	3,900	2,212	2,400	(188)	-8%	
31	4315 - Custodial Supplies	67,000	39,386	39,150	236	1%	
32	4325 - Instructional Materials & Supplies	361,726	196,310	196,130	180	0%	
33	4330 - Office Supplies	800	371	313	58	19%	
34	4410 - Furniture, Equipment & Supplies (non-capitalize	80,500	34,681	34,425	256	1%	
35	4420 - Computers and IT Supplies (non-capitalized)	245,910	157,465	165,338	(7,873)	-5%	
36	4710 - Student Food Services	317,000	154,152	156,743	(2,591)	-2%	
37	4910 - Emergency Supplies	5,950	71	539	(468)	-87%	
38	4990 - Contingency	12,000	-	-	-	-100%	
39	Total Supplies	1,311,421	774,702	795,872	(21,170)	-3%	
40	5210 - Conference and Professional Development	116,950	61,631	62,423	(792)	-1%	
41	5215 - Travel - Mileage, Parking, Tolls	9,725	1,571	3,210	(1,639)	-51%	
42	5220 - Travel - Airfare & Lodging	32,025	13,474	15,089	(1,615)	-11%	
43	5225 - Travel - Meals	20,450	1,056	4,739	(3,683)	-78%	
44	5305 - Professional Dues & Memberships	20,800	9,734	18,151	(8,417)	-46%	
45	5421 - General Liability Insurance	540,462	289,879	331,132	(41,253)	-12%	Insurance premium refund received
46	5510 - Utilities - Gas and Electric	505,500	314,329	312,900	1,429	0%	
47	5515 - Janitorial and Gardening Services	642,000	374,892	374,500	392	0%	
48	5525 - Utilities - Waste	60,000	40,935	35,602	5,333	15%	
49	5530 - Utilities - Water	90,000	52,408	52,986	(578)	-1%	
50	5605 - Equipment Leases and Rentals	120,000	70,903	70,359	544	1%	
51	5610 - Occupancy Rent	1,932,880	1,127,511	1,127,511	-	0%	
52	5612 - Facilities Use Fees	21,500	3,309	5,706	(2,397)	-42%	
53	5615 - Repairs and Maintenance - Building	118,000	44,790	54,785	(9,995)	-18%	
54	5617 - Repairs and Maintenance - Non-computer Equi	5,300	140	137	3	2%	
55	5618 - Repairs & Maintenance - Auto	18,000	6,889	2,642	4,247	161%	
56	5806 - County Oversight Fees	145,240	-	-	-	-100%	
57	5810 - Contracted Services	810,616	408,100	414,926	(6,826)	-2%	
58	5810.001 - Food Service Administration	1,000	-	-	-	-100%	
59	5810.003 - Student Transportation	258,500	93,307	97,510	(4,203)	-4%	

Making Waves Academy
FY2025

MWA - "School" YTD Actuals vs. Budget
January 2025

	A	B	C	D	E	F	G
6	MWA Spending Budget	1st Interim Budget FY2025	07.01.24 - 01.31.25- Actuals	07.01.24 - 01.31.25 - 1st Interim Budget	Variance	% Variance	Notes
60	5810.005 - Psychological Services	283,152	35,000	98,346	(63,346)	-64%	Savings from changing service model of psychological services
61	5810.006 - Substitute Teachers	900,000	667,481	594,794	72,687	12%	
62	5810.008 - Information Technology	895,082	680,229	682,666	(2,437)	0%	
63	5811 - Student Exams Fees	17,000	-	-	-	-100%	
64	5821 - Printing and Reproduction	41,500	23,510	26,696	(3,186)	-12%	
65	5840 - Study Trip - Entrance, Admission, & Ticket Fees	57,300	17,535	18,071	(536)	-3%	
66	5897 - Special Education	832,790	604,829	604,941	(112)	0%	
67	5898 - Use Tax	1,000	-	-	-	-100%	
68	5905 - Company Cell Phones	35,200	10,458	20,732	(10,274)	-50%	
69	5910 - Internet	150,600	52,333	84,034	(31,701)	-38%	eRate credit received
70	5915 - Postage and Delivery	24,000	5,010	11,890	(6,880)	-58%	
71	5920 - Landlines and Office Based Phones	7,800	6,155	4,780	1,375	29%	
72	6900 - Depreciation and Amortization	19,000	10,617	10,970	(353)	-3%	
73	INCO.EXP - 5895 MWAS (Central Office) Fees	1,452,400	847,230	847,230	-	0%	
74	Total Contract Services	10,185,772	5,875,245	5,989,458	(114,213)	-2%	
75							
76	Total Salaries & Benefits	17,106,141	8,114,579	9,255,273	(1,140,694)	-12%	
77	Total Supplies	1,311,421	774,702	795,872	(21,170)	-3%	
78	Total Contract Services	10,185,772	5,875,245	5,989,458	(114,213)	-2%	
79	Total Expenses	28,603,334	14,764,526	16,040,603	(1,276,077)	-8%	

Making Waves Academy
FY2025

MWA Central Office YTD Actuals vs. Budget
January 2025

	A	B	C	D	E	F	G
1	MWA Central Office FY2025 Spending Budget Tracking Report		<u>Monthly Executive Summary</u>				
2	Actuals vs. Cycled Budget		1. Spending -4% under budget				
3			2. Spending is on track on non-personnel expenses				
4							
5							
6	MWAS (Central Office) Spending Budget	1st Interim Budget FY2025	07.01.24 - 01.31.25- Actuals	07.01.24 - 01.31.25 - 1st Interim Budget	Variance	% Variance	Notes
7	1409 - Special Temporary COLA	158,000	83,500	85,583	(2,083)	-2%	
8	2300 - Classified Supervisor & Administrator Salaries	1,510,683	815,407	871,548	(56,141)	-6%	Variance from the following vacancies: • HR Manager • Recruitment Manager
9	2400 - Classified Clerical and Office Salaries	326,822	189,744	188,551	1,193	1%	
10	Total Salaries	1,995,505	1,088,651	1,145,682	(57,031)	-5%	
11	3101 - State Teachers Retirement System (STRS)	69,786	38,168	34,012	4,156	12%	
12	3301 - Social Security and Medicare	122,037	62,911	65,712	(2,801)	-4%	
13	3401 - Health & Welfare Benefits	291,519	186,116	170,053	16,063	9%	
14	3501 - Unemployment Insurance	4,996	4,620	4,996	(376)	-8%	
15	3601 - Workers Comp Insurance	25,943	15,517	15,133	384	3%	
16	3701 - 403(B) Retirement Match	54,275	33,875	29,226	4,649	16%	
17	3999 - Accrued Paid Time Off	49,923	2,062	29,110	(27,048)	-93%	Variance is due to staff taking PTO time during break, balance will even out as the year progress
18	Total Benefits	618,479	343,269	348,242	(4,973)	-1%	
19	Total Salaries & Benefits	2,613,984	1,431,920	1,493,924	(62,004)	-4%	
20							
21	4200 - Books and Other Reference (Faculty and Staff)	1,550	-	954	(954)	-100%	
22	4330 - Office Supplies	6,200	3,757	3,421	336	10%	
23	4410 - Furniture, Equipment & Supplies (non-capitalized)	1,000	-	266	(266)	-100%	
24	4420 - Computers and IT Supplies (non-capitalized)	10,200	1,757	6,589	(4,832)	-73%	
25	4990 - Contingency	20,000	-	-	-	-100%	
26	Total Supplies	38,950	5,514	11,230	(5,716)	-51%	
27	5210 - Conference and Professional Development	26,500	2,845	8,498	(5,653)	-67%	
28	5215 - Travel - Mileage, Parking, Tolls	3,975	54	1,312	(1,258)	-96%	
29	5220 - Travel - Airfare & Lodging	7,500	4,560	3,534	1,026	29%	
30	5225 - Travel - Meals	4,200	84	3,171	(3,087)	-97%	
31	5305 - Professional Dues & Memberships	30,500	27,427	26,615	812	3%	
32	5605 - Equipment Leases and Rentals	5,000	2,856	2,932	(76)	-3%	
33	5803 - Accounting Fees	48,390	37,905	42,561	(4,656)	-11%	

Making Waves Academy
FY2025

MWA Central Office YTD Actuals vs. Budget
January 2025

	A	B	C	D	E	F	G
		1st Interim Budget FY2025	07.01.24 - 01.31.25- Actuals	07.01.24 - 01.31.25 - 1st Interim Budget	Variance	% Variance	Notes
6	MWAS (Central Office) Spending Budget						
34	5804 - Legal Fees	60,000	28,818	32,947	(4,129)	-13%	
35	5810 - Contracted Services	489,638	381,212	351,991	29,221	8%	Edgility Consulting contract
36	5810.002 - Student Information & Assessment	94,700	49,258	59,605	(10,347)	-17%	
37	5810.008 - Information Technology	79,028	58,239	60,594	(2,355)	-4%	
38	5820 - Recruiting - Students	5,000	-	-	-	-100%	
39	5821 - Printing and Reproduction	2,000	-	1,453	(1,453)	-100%	
40	5850 - Staff Recruitment	51,000	33,053	38,806	(5,753)	-15%	
41	5851 - Continuing Education Support	5,000	-	5,000	(5,000)	-100%	
42	5853 - Payroll Processing Fees	66,000	30,221	29,857	364	1%	
43	5905 - Company Cell Phones	7,500	953	4,418	(3,465)	-78%	
44	5915 - Postage and Delivery	4,750	2,202	2,353	(151)	-6%	
45	5992 - Bank fees (not interest charges)	12,000	11,750	6,797	4,953	73%	
46	Total Contract Services	1,002,681	671,437	682,444	(11,007)	-2%	
47							
48	Total Salaries & Benefits	2,613,984	1,431,920	1,493,924	(62,004)	-4%	
49	Total Supplies	38,950	5,514	11,230	(5,716)	-51%	
50	Total Contract Services	1,002,681	671,437	682,444	(11,007)	-2%	
51	Total Expenses	3,655,615	2,108,871	2,187,598	(78,727)	-4%	

Making Waves Academy
FY2025

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2024	01/31/2025	
8		Actual	Actual	Period Diff
9	Assets			
10	Current Assets			
11	Cash and Cash Equivalents			
12	9120.100 - *2535 BB Operating	(134,895)	8,554	(143,449)
13	9120.101 - *5882 BB ZBA Payroll	(253,518)	(237,053)	(16,465)
14	9120.102 - *5358 BB ICS	9,382,406	5,471,482	3,910,924
15	9120.103 - *8637 BB Operating	-	(9,080)	9,080
16	9120.300 - *3822 MWA Chase - Operations Cash	3,224,743	3,308,398	(83,655)
17	9120.301 - *3798 MWA Chase - Fundraising and Club Monies	190,064	210,506	(20,442)
18	Total Cash and Cash Equivalents	12,408,800	8,752,807	3,655,993
19	Accounts Receivable, Net			
20	Accounts Receivable			
21	9210 - Accounts Receivable (not grants or pledges)	3,841,290	350,158	3,491,132
22	Total Accounts Receivable	3,841,290	350,158	3,491,132
23	Total Accounts Receivable, Net	3,841,290	350,158	3,491,132
24	Other Current Assets			
25	Prepaid Expenses			
26	9331 - Prepaid and Deposits - Current Portion (non-employee)	455,153	383,153	72,000
27	Total Prepaid Expenses	455,153	383,153	72,000
28	Total Other Current Assets	455,153	383,153	72,000
29	Total Current Assets	16,705,243	9,486,118	7,219,125
30	Long-term Assets			
31	Property & Equipment			
32	9460 - Leasehold Improvements	435,813	435,813	-
33	9470 - Vehicles	22,400	22,400	-
34	9461 - AD - Leasehold Improvements	(184,519)	(195,136)	10,617
35	9471 - AD - Vehicles	(22,400)	(22,400)	-
36	Total Property & Equipment	251,294	240,677	10,617
37	Other Long-term Assets			
38	Other Assets			
39	9475 - Right of Use Asset	205,093	205,093	-
40	9476 - Right of Use Asset Amortization	(110,296)	(147,992)	37,696
41	Total Other Assets	94,797	57,101	37,696
42	Total Other Long-term Assets	94,797	57,101	37,696
43	Total Long-term Assets	346,091	297,778	48,313

Making Waves Academy
FY2025

	A	B	C	D
1		Making Waves Academy		
2		Statement of Financial Position		
3				
4				
5				
6				
7		06/30/2024	01/31/2025	
8		Actual	Actual	Period Diff
44	Total Assets	17,051,334	9,783,896	7,267,438
45	Liabilities and Net Assets			
46	Liabilities			
47	Short-term Liabilities			
48	Accounts Payable			
49	9500 - Accounts Payable	1,670,163	157,928	1,512,235
50	9500.999 - Employee Expense Payables	1,711	592	1,119
51	9520.497 - CC*6315 Chase	56,531	35,543	20,988
52	Total Accounts Payable	1,728,405	194,063	1,534,342
53	Accrued Liabilities			
54	9601 - Payroll Liabilities	270,134	-	270,134
55	9602 - Benefits Liabilities	49,822	6,407	43,415
56	9603 - Accrued Paid Time Off Liability	441,655	457,180	(15,525)
57	9620 - Funds Held for Others (Student Groups and Agencies)	24,820	43,311	(18,491)
58	9625 - Funds Held for Chromebook	18,508	9,651	8,857
59	9630 - Funds Held for Summer Holdback	234,176	168,705	65,471
60	Total Accrued Liabilities	1,039,115	685,254	353,861
61	Deferred Revenue	4,432,499	4,168,733	263,766
62	Total Short-term Liabilities	7,200,019	5,048,050	2,151,969
63	Long Term Liabilities			
64	Other Long-term Liabilities			
65	Other Liabilities			
66	9745 - Operating Lease Liability	95,015	57,398	37,617
67	Total Other Liabilities	95,015	57,398	37,617
68	Total Other Long-term Liabilities	95,015	57,398	37,617
69	Total Long Term Liabilities	95,015	57,398	37,617
70	Total Liabilities	7,295,034	5,105,448	2,189,586
71				
72	Net Assets			
73	9800 - Equity			
74	Beginning Net Assets*	8,120,743	9,756,300	(1,635,557)
75	Change In Net Assets**	1,635,557	(5,077,853)	6,713,410
76	Total Net Assets	9,756,300	4,678,448	5,077,852
77	Total Liabilities and Net Assets	17,051,334	9,783,896	7,267,438
78				
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							
		1st Interim Budget FY2025	07.01.24 - 01.31.25 - Actuals	07.01.24 - 01.31.25 1st Interim Budget	Variance	% Variance	Notes
6	MWA Revenue Budget						
7	Revenue						
8	8011 - State Aid - General Apportionment	9,103,222	4,060,788	4,110,364	49,576	1%	
	8012 - Prop 30 - Education Protection Account						
9	Entitlement	1,663,790	1,029,301	855,157	(174,144)	-20%	
10	8096 - In Lieu of Property Taxes	3,772,433	1,921,976	1,830,517	(91,459)	-5%	
11	8181 - Federal - Special Education	162,297	-	-	-	0%	
12	8220 - Federal - Child Nutrition Programs	160,000	75,874	50,009	(25,865)	-52%	
	8230 - Federal - American Rescue Plan - Homeless						
13	Children and Youth II	1,567	1,567	1,567	-	0%	
	8263 - Federal - Elementary and Secondary School						
14	Relief III (ESSER III)	54,400	-	15,500	15,500	100%	
15	8290 - Federal - Title I - Basic Grant	373,324	92,343	-	(92,343)	0%	
	8295 - Federal - Title II - Teacher and Principal						
16	Training	50,658	11,580	11,580	-	0%	
17	8296 - Federal - Title III - LEP	40,601	9,280	9,280	-	0%	
18	8297 - Federal - Title IV, Part A - Student Support	24,000	6,823	6,823	-	0%	
19	8311 - State - Special Education	895,884	508,273	420,320	(87,953)	-21%	
	8312 - State - Special Education - Level 1 Mental						
20	Health Funding	-	39,302	-	(39,302)	0%	
	8313 - State - Special Education - Level 2 Mental						
21	Health Funding	53,300	-	-	-	0%	
	8314 - State - Special Education - Level 3 Mental						
22	Health Funding	43,008	-	-	-	0%	
23	8319 - State - Other Revenues - Prior Years		15,070	-	(15,070)	0%	
24	8520 - State - Child Nutrition Programs	150,000	58,084	39,796	(18,288)	-46%	
	8521 - State - Kitchen Infrastructure & Training						
25	funds	61,888	61,888	61,888	-	0%	
	8526 - State - Expanded Learning Opportunities						
26	Program	332,310	332,310	332,310	-	0%	
27	8527 - State - Educator Effectiveness	100,000	40,000	100,000	60,000	60%	
	8531 - State - Arts, Music, and Instructional						
28	Materials Discretionary Block Grant	312,247	312,247	312,247	-	0%	
	8532 - State - Learning Recovery Emergency Block						
29	Grant	200,000	200,000	200,000	-	0%	
30	8545 - State - School Facilities	1,395,400	697,700	-	(697,700)	0%	
31	8550 - State - Mandate Block Grant	39,353	37,854	7,972	(29,882)	-375%	
32	8560 - State - Lottery	251,380	-	136,270	136,270	100%	
	8596 - State - Prop 28 Arts & Music in Schools						
33	(AMS) funding	197,847	197,847	197,847	-	0%	
34	8621 - Local - Parcel Taxes	311,751	-	233,813	233,813	100%	
35	8808 - Realized Gains/Losses on Investments		-	-	-	0%	
36	8810 - Dividend Income		-	-	-	0%	
37	8811 - Interest Income	210,000	273,206	116,018	(157,188)	-135%	
38	8980 - Contributions - Unrestricted	660,000	938,288	653,272	(285,016)	-44%	Grant from Fullerton Family Foundation
39	8981 - John Regina Scully (JRS)	10,220,889	-	-	-	0%	
40	8986 - School Supply Fund Donations	6,000	1,704	5,656	3,952	70%	
41	8988 - In-Kind Donations	9,000	9	9,000	8,991	100%	
42	8990 - Contributions - Restricted		25,000	-	(25,000)	0%	Restricted gift to use for college applications
43							
44	Total Revenues	30,856,549	10,948,314	9,717,206	(1,231,108)	-13%	
45							
48	YTD Revenue Non-SRE						
136							
137	MWA Non-SRE Revenue						
138							
139	Total Governmental Revenue	19,750,660	9,710,107				
140	Total Grants, Interest Income, and non-SRE donations	885,000	1,238,207				
141	Total external sources of revenue	20,635,660	10,948,314				
142							
143	Cumulative Revenues		10,948,314				
144	% of FY2023 Annual budget		53%				
145							
146							
147	Total student count (EOM) - 96% ADA		1061				
148							
149	Governmental revenue/student		\$9,154				
150	Grants and non-SRE donations/student		\$1,167				
151	Total external revenues per student		\$10,321				

Cash Flow Projection 2024-25

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Descriptions	Jul-24	Aug-24*	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25*	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Total
Beginning Cash	12,408,800	12,063,344	10,540,587	9,075,653	9,406,107	9,030,712	9,046,328	8,752,807	7,850,496	7,129,179	9,954,507	9,454,531	12,408,800
Cash In													
Government	1,155,425	752,174	563,025	2,166,428	854,275	2,077,490	2,141,289	1,495,384	1,568,755	2,723,744	1,967,451	1,357,247	18,822,687
Donation (Non-SRE)	27,029	3,899	110,246	646	751,676	43,076	28,329	394	254	290	6,136	(271,975)	700,000
Dividend & Realized Gains/Loss on JRSF	51,634	47,097	40,224	36,849	34,414	32,376	30,614	-	-	-	-	-	273,208
	-	-	-	-	-	-	-	-	-	2,500,000	-	7,720,889	10,220,889
Total Cash In	1,234,088	803,170	713,495	2,203,923	1,640,365	2,152,942	2,200,232	1,495,779	1,569,009	5,224,034	1,973,586	8,806,161	30,016,784
Cash Out**													
MWA	1,636,232	2,123,722	1,950,527	2,047,611	1,832,724	1,996,260	2,287,180	2,259,125	2,255,163	2,197,225	2,163,630	2,521,803	25,271,204
MWAS (Central Office)	261,067	386,536	263,729	249,628	322,123	256,788	361,741	250,667	273,981	281,713	236,899	357,406	3,502,278
Total Cash Out	1,897,299	2,510,258	2,214,256	2,297,239	2,154,847	2,253,048	2,648,921	2,509,792	2,529,144	2,478,938	2,400,529	2,879,209	28,773,482
Net Change In Cash (In - Out)	(663,211)	(1,707,088)	(1,500,761)	(93,316)	(514,482)	(100,106)	(448,689)	(1,014,013)	(960,135)	2,745,096	(426,943)	5,926,952	1,243,302
Net Change in Cash from Operating	(345,456)	(1,522,757)	(1,464,934)	330,453	(375,395)	15,617	(293,521)	(902,311)	(721,316)	2,825,327	(499,975)	6,419,869	3,465,600
Ending Cash	12,063,344	10,540,587	9,075,653	9,406,107	9,030,712	9,046,328	8,752,807	7,850,496	7,129,179	9,954,507	9,454,531	15,874,400	15,874,400
Deferred Revenue	1,874,393	3,836,932	3,846,023	3,862,388	4,029,002	4,098,867	4,168,733	4,168,733	4,168,733	4,168,733	4,168,733	4,168,733	
Unrestricted Cash	10,188,951	6,703,655	5,229,630	5,543,719	5,001,710	4,947,461	4,584,074	3,681,763	2,960,446	5,785,774	5,285,798	11,705,667	
Date Needed										4/15/2025		6/15/2025	
Notes:													
*Three payrolls Funded													
**Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													

Coversheet

Rivet School MOU

Section:	IV. Action Items
Item:	A. Rivet School MOU
Purpose:	Vote
Submitted by:	
Related Material:	MWA-MWEF Draft Rivet School Collaboration Agreement v2_abn edit.pdf

Collaboration Agreement

Rivet School and Making Waves Academy/ Making Waves Education Foundation

Background

This Collaboration Agreement (“Agreement”), dated as of 2/3/25 (the “effective date”), is entered into by and between the Bay Area Hybrid College Initiative, a California Nonprofit Public Benefit Corporation (“Rivet School”) with a principal place of business at 1503 Macdonald Avenue, Richmond, CA 94801, and Making Waves Academy/ Making Waves Foundation (“Collaborators”), a charter school, located at 4123 Lakeside Dr, Richmond, CA 94806. The parties are sometimes referred to in this Agreement individually as a “Party” and collectively as the “Parties”.

WHEREAS, Rivet School’s mission is to enable all students, especially those working, parenting, or first in their family to attend college, to earn an affordable, efficient, supported, and job-relevant bachelor’s degree – leading to increased opportunity over time; and

WHEREAS, Rivet School and Collaborator intend to build a working relationship to further the mission and goals of both organizations;

NOW, THEREFORE, in consideration of the mutual promises set forth herein, the sufficiency of which are hereby acknowledged, Rivet School and Collaborator hereby agree as follows:

Agreement

1. Scope of Collaboration. The Parties agree to collaborate on identifying and nominating prospective participants (“Fellows”) for the Rivet School program (the “Collaboration”). In furtherance of the foregoing, the Parties agree to perform their respective obligations as set forth on Exhibit A, attached.
 - a. Points of Contact. Each Party will appoint a point of contact (each a “Point of Contact”) for the Collaboration. Each Party’s Point of Contact will serve as such Party’s primary representative during the conduct of the Collaboration and will have the authority with respect to the applicable Party to implement this

Agreement. Each Party may replace its Point of Contact upon written notice to the other Party.

The initial Points of Contact for Rivet School are Sandra Nuñez, Shelly Gleason

The initial Points of Contact for Collaborator are Aiyana Mourtos

2. Term. This Agreement will commence on the Effective Date and will continue in effect until terminated as set forth below (the “Term”).
3. Termination: Either Party may terminate this Agreement without cause at any time upon written notice to the other Party. The rights and obligations of the Parties set forth in Sections 4 through 12, inclusive, shall survive any termination or expiration of this Agreement.
4. Costs and Expenses. The Parties shall be responsible for their own costs and expenses and the costs and expenses of their respective employees or other agents participating in any aspect of the Collaboration, regardless of their nature.
5. Confidentiality.
 - a. Each Party agrees to keep all information made available to it by or on behalf of the disclosing Party confidential and to use such information only to exercise its rights and fulfill its obligations under this Agreement or the Collaboration (except as the disclosing Party may otherwise agree in writing), and not to disclose such information, except to employees, agents or other persons or entities who need to know it for the purposes of this Agreement or the Collaboration and who have agreed in writing to the terms and conditions of this Section 5. Upon the termination or expiration of this Agreement or any request therefore by the disclosing Party, the receiving Party shall return to the disclosing Party or, at the election of the disclosing Party, securely dispose of, all copies of the disclosing Party’s information then in its possession.
 - b. The obligations under this Section 5 shall not extend to information that: (i) is known to a receiving Party at the time of its disclosure without breach of this Section 5; (ii) becomes publicly known without breach of this Section 5 by the receiving Party; (iii) is disclosed by a third party to a receiving Party and such third party is not known by the receiving Party to be bound by a duty of confidentiality to the disclosing Party or is not otherwise known by the receiving Party to be under any obligation not to disclose such information to the receiving Party; (iv) is required to be disclosed by a court of law exercising valid jurisdiction with respect thereto; or (v) is approved for release upon a

disclosing Party's prior written consent.

6. Privacy and Information Security. Each of the Parties agrees to comply with all applicable laws in all relevant jurisdictions, including, without limitation, the Family Educational Rights and Privacy Act ("FERPA") (20 U.S.C. § 1232g; 34 CFR Part 99), California Education Code § 49060 et seq. in connection with any collection, storage, transfer and/or use of any information that may be used to identify an individual personally that may be provided to either Party pursuant to this Agreement or the Collaboration.
7. Intellectual Property. Each Party retains exclusive right, title, and interest in and to all of its intellectual property existing prior to the date hereof or developed outside the scope of this Agreement or the Collaboration. Any intellectual property developed by a Party or its employees or other agents in connection with this Agreement or the Collaboration without the participation of the other Party or its employees or other agents is and will remain the sole and exclusive property of the developing Party.
8. Indemnity. Each of the Parties shall indemnify and hold harmless the other Party, its directors, employees, agents and representatives and their respective successors, heirs and assigns from and against any and all losses, damages, liabilities, costs, and other expenses (including reasonable attorneys' fees) imposed on or incurred by the other Party, its directors, employees, agents or representatives or their respective successors, heirs and assigns in connection with any claims, actions, suits, demands or judgements (collectively, "Claims") resulting from or arising out of such Party's breach of or default under this Agreement, except to the extent that such Claims arise or result from the fraud, gross negligence or willful misconduct of the other Party, its agents or representatives or their respective successors, heirs and assigns. The Party seeking indemnification hereunder shall promptly notify the indemnifying Party in writing of any Claim for which indemnification is sought under this Agreement.
9. Disclaimers & Limitation of Liability.
 - a. EXCEPT AS EXPRESSLY SET FORTH HEREIN, EACH PARTY EXPRESSLY DISCLAIMS ALL REPRESENTATIONS AND WARRANTIES, WHETHER WRITTEN, ORAL, EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE, INCLUDING ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, NON-INFRINGEMENT, AND WARRANTIES ARISING FROM A COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE, OR TRADE PRACTICE.
 - b. Limitation of Liability. EXCEPT WITH RESPECT TO LIABILITY FOR INDEMNIFICATION, ANY INFRINGEMENT OR MISAPPROPRIATION OF THE OTHER PARTY'S INTELLECTUAL PROPERTY RIGHTS OR ANY BREACH OF SECTIONS 5 OR 6, TO THE FULLEST EXTENT PERMITTED BY LAW, NEITHER PARTY SHALL BE LIABLE

TO THE OTHER PARTY OR ANY OTHER PERSON FOR ANY INJURY TO OR LOSS OF GOODWILL, REPUTATION, CONTRACTS, OR OPPORTUNITIES (REGARDLESS OF HOW THE FOREGOING ARE CLASSIFIED OR DESCRIBED), OR FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, PUNITIVE, OR ENHANCED DAMAGES, WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY, OR OTHERWISE (INCLUDING THE ENTRY INTO, PERFORMANCE OF, OR BREACH OF, THIS MOU), REGARDLESS OF WHETHER SUCH LOSS OR DAMAGES WAS FORESEEABLE OR THE PARTY AGAINST WHOM SUCH LIABILITY IS CLAIMED HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH LOSS OR DAMAGE, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED UPON OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

10. Relationship. Nothing in this Agreement shall be construed as creating a partnership, joint venture or other legal entity among the Parties. Neither Party shall have any express or implied right or authority to assume or create any obligations on behalf of or in the name of the other Party or to bind the other Party to any contract, agreement or undertaking with any third party.
11. Dispute Resolution.
 - a. The Parties agree that any and all controversies, claims, or disputes with anyone arising out of, relating to, or resulting from this Agreement or the Collaboration including any questions regarding its existence, validity or termination, as well as any challenges to the tribunal's jurisdiction, shall be subject to binding arbitration to be held in San Francisco County, California, in accordance with the arbitration rules set forth in California Code of Civil Procedure Section 1280 through 1294.2, including Section 1283.05 (the "Rules") and pursuant to California law. No demand for arbitration may be made after the date when the institution of legal or equitable proceedings based on such claim or dispute would be barred by the applicable statute of limitation. The Parties will each pay one half of the costs and expenses of the arbitration, and each will separately pay their own counsel fees and expenses. The Parties also agree that the arbitrator shall have the power to award any remedies, including attorneys' fees and costs that are available under applicable law. The Parties agree that the decision of the arbitrator shall be in writing.
 - b. Arbitration shall be the sole, exclusive, and final remedy for any dispute between the Parties. Accordingly, neither Party will be permitted to pursue court action regarding claims that are subject to arbitration. Judgment on the award rendered by the arbitrator may be entered by any court having jurisdiction thereof or having jurisdiction over the relevant party or its assets. This arbitration clause constitutes a waiver of any right of a Party to a jury trial

for all disputes relating to all aspects of this Agreement.

- c. Each Party's promise to resolve claims by arbitration in accordance with the provisions of this Agreement, rather than through the courts, is consideration for the other Party's like promise. The Parties acknowledge and agree that they are executing this Agreement voluntarily and without any duress or undue influence by the other Party or anyone else.

12. Miscellaneous Provisions.

- a. This Agreement may not be amended, modified, altered or supplemented other than by means of a written instrument duly executed and delivered on behalf of the Parties.
- b. The laws of the state of California, excluding its conflict of laws rules, will apply to any disputes arising out of or relating to this Agreement or the Collaboration.
- c. This Agreement may be executed in several counterparts, each of which will constitute an original and all of which, when taken together, will constitute one agreement.
- d. This Agreement may not be transferred or assigned without the express written permission of both Parties.
- e. All notices and requests in connection with this Agreement shall be given to the Parties by e-mail with accompanying read receipt, as set forth below.

If to Rivet School:

Sandra Nuñez
Chief Program Officer
Rivet School
1053 Macdonald Ave
Richmond, CA 94801
sandra@rivetschool.org

If to Collaborator:

Aiyana Mourtos
Chief Program Officer
Making Waves Education Foundation
3045 Research Dr
Richmond, CA 94806
amourtos@making-waves.org

- f. The failure of any Party to exercise any right or remedy provided for herein shall not be deemed a waiver of any right or remedy hereunder.
- g. If, for any reason, any part of this Agreement is held to be invalid, that ruling shall not impair the operation of such other parts of this Agreement as may

remain otherwise intelligible.

- h. This Agreement sets forth the entire understanding of the Parties relating to the subject matter hereof and supersedes all prior agreements and understandings among or between the Parties relating to the subject matter hereof.

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

Rivet School

Collaborator

By: _____

By: _____

Sandra Nuñez, Chief Program Officer

Patrick O'Donnell, Chief Executive Officer

Date:

Making Waves Education Foundation

Date:

Collaborator

By: _____

Alton Nelson, Jr., Chief Executive Officer

Making Waves Academy

Date:

Exhibit A

1. Scope of Collaboration: Rivet School and Collaborators agree to cooperate to identify prospective Fellows for the Rivet School program, provide scholarship funds, and maintain ongoing communication about participating fellows' program status and progress.
2. Promotion and Publicity: Rivet School and Collaborators agree to collaborate on promoting this partnership before and after the event. Each Party grants the other a limited, non-exclusive, royalty-free license to use its logo and name for social media posts, press releases, donor communications, webpages, impact reports, and other promotional activities related to the program. This license shall extend beyond the duration of the MOU for continued use on partnership pages of the website, impact reports, and other long-term materials as mutually agreed upon. Specific language and promotional commitments will be outlined as agreed upon by both Parties.
3. Responsibilities of Rivet School: Rivet School agrees to:
 - a. Distribute scholarship funds to outstanding SNHU balances first and then distribute remaining scholarship funds directly to students to support other educational costs.
 - b. Provide individualized postgraduate support and coaching to Making Waves Academy graduates enrolled in Rivet School.
 - c. Share degree progress data with Making Waves Foundation each term.
 - d. If 15 or more Making Waves students enroll in Rivet School, Rivet School will offer a Richmond location for Bridge cohort meetings.
 - i. If 14 or less students enroll, the students will need to attend cohort session in Oakland. Rivet School will support with transportation costs.
4. Responsibilities of Collaborators: Collaborator agrees to:
 - a. Making Waves Academy:
 - i. Support Rivet School in identifying and recruiting a pilot group of Making Waves students (Class of 2025) to enroll in Rivet School.
 - b. Making Waves Education Foundation
 - i. Provide the \$2,000 MWF scholarship to all Making Waves Academy students who choose to enroll in Rivet School/ SNHU, annually for up to three years.

Coversheet

CDW eRate Proposal Approval

Section: V. Consent Action Items
Item: A. CDW eRate Proposal Approval
Purpose: Vote
Submitted by: Damon Edwards
Related Material: CDWG Response MWA 470 Cat2 2025 2026.pdf

BACKGROUND:

CDW's proposal outlines the purchase of new network switch equipment for our Middle School buildings. This acquisition will replace the current end-of-life equipment and is eligible for "eRate Priority 2" funds. The federally mandated eRate program assists eligible schools in obtaining affordable Internet access by providing discounts of up to 85 percent. If our eRate funding is approved later this year, we will receive a refund for the eligible amount.

RECOMMENDATION:

Please approve the attached proposal with a fiscal impact of \$171,380.00 in the 2025-26 school year.



Making Waves Academy

MWA 470 Cat2 2025 2026

Form 470 # 250016098

2/14/2025

Funding Year 2025-2026

Digital Copy



**CDW Government LLC
230 N. Milwaukee Ave.
Vernon Hills, IL 60061**

CDW Government LLC

SPIN #143005588

2/14/2025

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One CDW Way
230 N. Milwaukee Avenue
Vernon Hills, IL 60061
Toll-free: 800.808.4239
Web: cdwg.com

2/14/2025

Making Waves Academy
4123 Lakeside Dr
Richmond, CA, 94806

**RE: CDW Government's Response to Making Waves Academy's MWA 470 Cat2 2025
2026, 470# 250016098**

Dear Damon Edwards,

Making Waves Academy is seeking to identify a reliable and experienced IT partner capable of managing your E-Rate initiative. Our response demonstrates CDW Government's unique ability to contribute to the overall success of this initiative.

CDW Government LLC (CDW•G) is a global systems integrator, impacting 75 million students across 34 countries. With over 30 years of experience, we are a trusted partner to more than 15,000 school districts nationwide. Benefits of partnering with us include:

- **History of Success:** CDW•G is a leading E-Rate provider with extensive experience and expertise in supporting K-12 customers since 1998. To date we have managed more than 19,550 E-Rate projects for schools and libraries nationwide.
- **Strong Partnerships:** We maintain strong relationships with more than 1,000 vendor partners to provide the best products, services, and support to our customers, including leading networking partners well-versed in Internal Connections (IC).
- **In-House Expertise:** We can support you on your E-Rate journey from beginning to end with our dedicated in-house resources and technical experts. Our E-Rate teams ensure contract compliance and expert handling of specialized E-Rate invoicing, as well as offer expert advice. Additionally, our presales IT specialists, can provide you with invaluable, ongoing consult.
- **Dedicated Account Team:** With CDW•G, you are supported by a highly trained and experienced account team, including a dedicated account manager, who serves as your primary point of contact, and is responsible for coordinating all your needs.

Please contact your Account Manager, **Austin Romero**, at **(312) 547-2890** or **austrom@cdwg.com** with any questions. We thank you for the opportunity to participate in the 470 response process and are confident you will find our response advantageous from both a strategic and budgetary standpoint.

Sincerely,

Justin Schwier
Justin Schwier
Manager, Proposals
CDW Government LLC

CDW Government LLC

SPIN #143005588

2/14/2025

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Pricing Offer and E-Rate Purchase Agreement

Upon award, to facilitate contract execution with our countersignature, please sign the enclosed E-Rate agreement and send to austrom@cdwg.com and 470award@cdwg.com.

E-RATE PURCHASE AGREEMENT

Form – E-Rate FY28 2025-2026

Contract Number: 138197

This E-Rate Customer Purchase Agreement (this “Agreement”) is entered into the date the contract is signed, and effective on April 1, 2025 (“Effective Date”) and is made by and between CDW Government LLC an Illinois limited liability corporation with an office at 230 N. Milwaukee Ave., Vernon Hills, Illinois 60061 (“Seller”), and Making Waves Academy a non-profit school or library eligible for Universal Service funding, as defined below.

E-Rate Contract Number	138197	Spin #	143005588
E-Rate Funding Year	2025	FCC Registration #	0012123287
Customer	Making Waves Academy 4123 Lakeside Dr Richmond, CA, 94806	Seller	CDW Government LLC 230 N. Milwaukee Avenue Vernon Hills, IL 60061
Effective Date	April 1, 2025	Quoted Items (see exhibit 1)	470# 250016098

1. DEFINITIONS

As used in the Agreement, the following terms shall have the meanings set forth below:

- A. “Universal Service Administrative Co.” or “USAC” – The not for profit organization designated by the U.S. Federal Communications Commission (“FCC”) to administer and ensure compliance with the Universal Services Fund.
- B. “SLP” - The Schools and Libraries Program of the Universal Service Fund, which includes the E-Rate Program and that is administered by USAC under the direction of the FCC.
- C. “E-Rate” – The education rate funding program that is a part of SLP that provides discounts to keep students and library patrons connected to broadband and voice services and which is one of the programs that form the Universal Service Program.
- D. “Funding Commitment Decision Letter” or “FCDL” – A letter that a Customer receives from USAC which indicates the applicable discount amount for a specific funding year.
- E. “Products” – E-Rate eligible products or services that include computer related hardware but are not limited to caching servers, routers, switches, wireless access points, installation, and warranty maintenance and other items which are eligible for E-Rate discounts in accordance with the rules issued by USAC.
- F. “Funding Year” – The specific calendar period, as defined by the SLP, during which the Customer is approved for funding or discounts on Products. FY 2025 is in reference to the program year.

2. TERMS AND CONDITIONS

All orders submitted to Seller by Customer for Products under this Agreement are subject to the terms and conditions on Seller’s website at <https://www.cdwg.com/content/cdwg/en/terms-conditions/sales-and-service-projects.html> (the “Sales and Service Projects”), unless otherwise stated herein.

CDW Government LLC

SPIN #143005588

2/14/2025

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E-RATE PURCHASE AGREEMENT

Form – E-Rate FY28 2025-2026

Contract Number: 138197

3. PURCHASE AUTHORIZATIONS**A. E-Rate Status**

- i. Customer represents and warrants that it qualifies as eligible under the SLP to receive E-Rate funding.
- ii. CUSTOMER FURTHER ACKNOWLEDGES AND AGREES THAT THIS AGREEMENT, WHEN EXECUTED, CONSTITUTES A CONTRACT AS REQUIRED BY FCC.

B. E-Rate Purchases

- i. Customer represents and warrants that all purchases made under this Agreement shall be for its own use and that it is eligible to receive E-Rate funding as specified by USAC.
- ii. IN ACCORDANCE WITH FCC REQUIREMENTS, THE CUSTOMER SHALL SUBMIT A COMPLETED AND SIGNED FCC FORM 486 TO USAC The Form 486 shall be approved by USAC prior to order placement with Seller. See Payment Terms for details.

4. ORDERING AND ASSISTANCE**A. Ordering**

Purchase orders shall be submitted through electronic means (email, electronic data interchange (EDI), etc.) directly to Customer's dedicated account manager. Alternatively, if a copy must be sent via mail, common courier, etc., please reach out to your account manager for the appropriate mailing address.

B. Other Requirements

- i. All purchase orders shall include 1) a contact name; 2) phone number; 3) purchase order number; 4) CDW Part Number and OEM Part Number; 5) Product description; 6) original and discounted Product price 7) percentage Customer owes and percentage SLP owes (if applicable) 8) ship to location; 9) bill to location; 10) BEAR or SPI Order; and 11) FCC Form 471 and Funding Request Number (FRN) number for each part number. SEPARATE PURCHASE ORDERS SHALL BE SUBMITTED FOR PRODUCTS THAT ARE NOT ELIGIBLE FOR E-RATE FUNDING. ALL ORDERS SHALL BE SUBJECT TO ACCEPTANCE BY SELLER.
- ii. If the Customer is unable to commit the full purchase order amount, any balance remaining that was not funded or approved for payment by USAC will be the responsibility of the Customer. The Customer must add the following language to its purchase order:

CDW Government LLC

SPIN #143005588

2/14/2025

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E-RATE PURCHASE AGREEMENT

Form – E-Rate FY28 2025-2026

Contract Number: 138197

“The total cost of this purchase order is \$ _____. The E-Rate portion is \$ _____, and is committed by USAC. If there is any reduction or denial of payment with the E-Rate portion, Making Waves Academy accepts full responsibility for the cost of this purchase, \$ _____.”

- iii. Should Customer choose to add Product or make substitutions to the Products originally sought, following USAC’s funding decision, Customer agrees it will be responsible for the amounts owed for the added or substituted Products in excess of its committed funding from USAC.
- iv. Customer must complete installation of Products ordered pursuant to this Agreement within thirty (30) days of delivery. In the event Customer, or a third party hired by Customer to complete the installation, fails to install the Products within the timeframe provided herein, the Parties acknowledge and agree that Customer will begin to accrue interest on the amounts owed for such Products in an amount of one and one-half percent (1.5%) per month, or the maximum rate permitted by applicable law.

C. Assistance with Order

- i. Customer may call 1-800-328-4239 to get assistance on any purchase order. Any terms or conditions stated in or on the Customer’s purchase order which are inconsistent with or in addition to the terms and conditions in this Agreement or the Product Sales Terms and Conditions shall not be valid, are considered null and void and shall not be applicable to or binding on Seller.
- ii. FOR PRODUCTS WHICH ARE DISCONTINUED AFTER A CUSTOMER ORDER HAS BEEN ACCEPTED BY SELLER BUT BEFORE THE PRODUCT HAS SHIPPED, SELLER WILL MAKE REASONABLE EFFORTS TO OFFER A COMPARABLE OR BETTER PRODUCT AT THE SAME OR LESSER PRICE, IF AVAILABLE, UPON SLP’S APPROVAL OF THE PRODUCT SUBSTITUTION. ANY INCREASE IN PRICE THAT CANNOT BE ABSORBED BY THE SELLER WILL BE THE RESPONSIBILITY OF Making Waves Academy.

5. PRICE AND PAYMENT TERMS

- i. Payment terms are subject to continuing credit approval by Seller. Seller may change credit or payment terms at any time when, in Seller’s opinion, Customer's financial condition, previous payment record, or the nature of Customer's relationship with Seller so warrants.
- ii. Seller may discontinue performance under this Agreement (i) if Customer fails to pay any sum when due under this Agreement or any other agreement with Seller until payment is received or (ii) if Customer is in violation of applicable laws and regulations.

A. Price

CDW Government LLC

SPIN #143005588

2/14/2025

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E-RATE PURCHASE AGREEMENT

Form – E-Rate FY28 2025-2026

Contract Number: 138197

The Price shall be as set forth on the Customer's quote from Seller and which is in the form attached hereto as Exhibit I, and as amended from time to time. All prices are exclusive of federal, state, local, or other taxes, which shall be the responsibility of the Customer.

Payment Terms

- i. All payments, regardless of method, shall be submitted to "Accounts Receivable," please contact your account manager for payment method options.
- ii. CUSTOMER MAY EITHER WAIT TO PLACE AN ORDER PRIOR TO OR AFTER RECEIPT OF ITS FCDL. IN THE EVENT THAT CUSTOMER PLACES AN ORDER PRIOR TO RECEIPT OF THE FCDL, CUSTOMER SHALL BE RESPONSIBLE FOR PAYMENT OF THE ENTIRE PURCHASE PRICE WITHOUT REGARD TO SLP FUNDING.
- iii. Customer must choose one of the following payment methods. However, Customers that choose to order Products prior to receiving their FCDL must follow the BEAR payment method.



Form 474 Service Provider Invoice (SPI) Method

Seller will invoice the Customer for the Product price, as set forth on the Product quote, net of the FCDL amount. Customer shall be responsible for making payment within thirty (30) days from date of invoice. There must be an approved FCC Form 486 prior to placing the SPI order.



Form 472 Billed Entity Applicant Reimbursement (BEAR) Method

Seller will invoice Customer, upon Product shipment, for the total purchase price without regard to any SLP funding applied to that purchase price for the Products. Customer shall pay the invoiced amount within thirty (30) days from the date of invoice.

- iv. Seller accepts BEAR orders beginning April 1 before the beginning of the Funding Year. Seller accepts SPI orders beginning July 1 of the Funding Year when Customer has received its FCDL and completed the FCC Form 486, Seller DOES NOT accept SPI orders before July 1 of the Funding Year, or prior to the Form 486 approval by USAC.

6. NON-ASSIGNABILITY AGREEMENT

Customer shall not assign or otherwise transfer its rights or delegate its obligations under this Agreement without Seller's advance written consent. Any attempted assignment, transfer or delegation without such consent shall be void.

The term of this Agreement shall commence on April 1, 2025 ("Effective Date") and be valid through the later of the Funding Year 2025 or 9/30/2026.

E-RATE PURCHASE AGREEMENT

Form – E-Rate FY28 2025-2026

Contract Number: 138197

- i. Seller may terminate this Agreement at any time for any reason upon thirty (30) days prior written notice to the Customer.

Customer may terminate this Agreement or withdraw an order upon written notice to Seller if: (a) funds are not appropriated to Customer under this program, or (b) Customer's School Board rejects this Agreement ("Termination Notice"). In the event that Customer terminates this Agreement due to non-appropriation of funds, or termination for convenience, then Seller may immediately cease performance. However, the Customer shall remain liable for any Products that have shipped or services, already provided, or have been subscribed or purchased prior to Seller's receipt of the Termination Notice. Customer shall also be responsible for any of Seller's out-of-pocket costs arising as a result of any such termination.

- ii. In the event Customer receives an extension of funding from SLP, Customer will notify Seller in writing and the parties may agree to execute an amendment to extend this Agreement.

7. NOTICES

All notices and other communications required or permitted under this Agreement shall be served in person or sent by U.S. mail, Federal Express, or equivalent carrier to the party's address listed above

8. GENERAL

If any term or provision herein is determined to be illegal or unenforceable, the validity or enforceability of the remainder of the terms or provisions herein will remain in full force and effect.

9. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between Seller and Customer and supersedes and replaces any and all previous and contemporaneous communications, representations or agreements between the parties, whether oral or written, regarding transactions hereunder. No provision of this Agreement may be waived or modified except by an amendment signed by an authorized representative of each party.

10. GOVERNING LAW

This Agreement will be governed by the laws of CA, without regard to conflicts of law rules. Any litigation will be brought exclusively in a federal or state court located in the state or commonwealth where Customer's location identified above, and the parties consent to the jurisdiction of the federal and state courts located therein, submit to the jurisdiction thereof. The parties further consent to the exercise of personal jurisdiction.

11. DOCUMENT RETENTION

All documents related to this Agreement will be kept on file by both parties for a period of ten (10) years after the project completion in accordance with the rules of the SLP.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

CDW Government LLC

SPIN #143005588

2/14/2025

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E-RATE PURCHASE AGREEMENT

Form – E-Rate FY28 2025-2026

Contract Number: 138197

CDW Government LLC

Making Waves Academy

(Authorized Signature)

(Authorized Signature)

Printed Name

Printed Name

Title: _____

Title: _____

Date: _____

Date: _____

**** Upon award, to facilitate contract execution with our countersignature, please sign the enclosed E-Rate agreement and send to austrom@cdwg.com and 470award@cdwg.com**

CDW Government LLC

SPIN #143005588

2/14/2025

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EXHIBIT I – Pricing Offer

CDW Government LLC

SPIN #143005588

2/14/2025

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Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

DAMON EDWARDS,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PHFN718	2/6/2025	PHFN718	12272277	\$171,380.06

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Cisco Meraki Catalyst 9300-48U - switch - 48 ports - managed - rack-mountab Mfg. Part#: C9300-48U-M Contract: MARKET	16	7735227	\$5,500.00	\$88,000.00
Cisco Meraki Catalyst 9300-48UXM - switch - 48 ports - managed - rack-mount Mfg. Part#: C9300-48UXM-M Contract: MARKET	6	7694629	\$6,600.00	\$39,600.00
Cisco StackWise 480 - stacking cable - 3.3 ft Mfg. Part#: STACK-T1-1M= UNSPSC: 26121604 Contract: MARKET	5	2944936	\$135.00	\$675.00
Cisco Meraki Enterprise - subscription license (3 years) - 1 license Mfg. Part#: LIC-C9300-48E-3Y Electronic distribution - NO MEDIA Contract: MARKET	22	7646986	\$1,100.00	\$24,200.00
Cisco StackPower - power cable - 5 ft Mfg. Part#: CAB-SPWR-150CM= UNSPSC: 26121636 Contract: MARKET	2	2105582	\$150.00	\$300.00
Cisco Meraki Catalyst 9300L-24P-4X - switch - 24 ports - managed - rack-mou Mfg. Part#: C9300L-24P-4X-M Contract: MARKET	2	7831301	\$2,200.00	\$4,400.00
Cisco Meraki Enterprise - subscription license (3 years) - 24 ports Mfg. Part#: LIC-C9300-24E-3Y Electronic distribution - NO MEDIA	2	7686748	\$620.00	\$1,240.00

QUOTE DETAILS (CONT.)

Contract: MARKET

SUBTOTAL	\$158,415.00
SHIPPING	\$0.00
SALES TAX	\$12,965.06
GRAND TOTAL	\$171,380.06

PURCHASER BILLING INFO	DELIVER TO
Billing Address: MAKING WAVES ACADEMY ACCTS PAYABLE 4123 LAKESIDE DR RICHMOND, CA 94806-1942 Phone: (510) 262-1511 Payment Terms: ERATE QUOTES ONLY	Shipping Address: MAKING WAVES ACADEMY DAMON EDWARDS 4123 LAKESIDE DR RICHMOND, CA 94806-1942 Phone: (510) 262-1511 Shipping Method: DROP SHIP-GROUND
	Please remit payments to:
	CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515

**Sales Contact Info**
Austin Romero | (877) 283-5780 | austrom@cdwg.com
LEASE OPTIONS

FMV TOTAL	FMV LEASE OPTION	BO TOTAL	BO LEASE OPTION
\$158,415.00	\$4,483.14/Month	\$158,415.00	\$5,154.82/Month

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

Why finance?

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

General Terms and Conditions:

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

Need Help?



My Account



Support



Call 800.800.4239

[About Us](#) | [Privacy Policy](#) | [Terms and Conditions](#)

This order is subject to CDW's Terms and Conditions of Sales and Service Projects at
<http://www.cdwg.com/content/terms-conditions/product-sales.aspx>

For more information, contact a CDW account manager.

© 2025 CDW•G LLC, 200 N. Milwaukee Avenue, Vernon Hills, IL 60061 | 800.808.4239

CDW Government Overview

CDW QUICK FACTS

HQ **Vernon Hills, IL**

2023 Net Sales **\$21B**

Coworkers **15,100**

U.S. Offices **43**

Customers **250,000+**

2023 Fortune 500 Rank **166**

CDW Government LLC (CDW•G) is the wholly owned subsidiary of CDW LLC, a leading multi-brand technology solutions provider to corporate and public sector customers in the U.S., U.K., and Canada. Founded in 1984, CDW currently employs 15,100 coworkers worldwide. Our broad array of offerings ranges from discrete hardware and software products to integrated IT solutions. We provide our products and solutions through our sales and service delivery teams, who are broken down by segment, and further organized into geographic regions. We have an expansive network of offices near major cities and a large team of customer-facing coworkers - including field sellers, technology specialists, and advanced delivery engineers - across the country.

Products and Partnerships

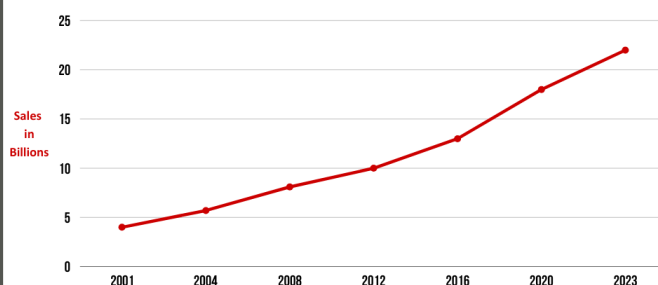
More than 100,000 products from more than 1,000 vendors including leading networking OEMs such as: APC, Cisco, Cradlepoint, Extreme, Fortinet, HP Aruba, IBM, Juniper, Kajeet, Leibert, Palo Alto, Rokus, and more.

Total E-Rate Solutions

- **Category One**
 - Bus Wi-Fi
 - Wireless Hot Spots
- **Category Two**
 - Internal Connections
 - Basic Maintenance of Internal Connections
 - Managed Internal Broadband Services

Our sustainable growth and continued financial stability serve to assure Making Waves Academy that we are here to stay and can support you through the life of this contract and beyond. Of note, CDW is number four on CRN's 2023 Solution Provider 500 list that ranks the top integrators, service providers, and IT consultants in North America by services revenue.

CDW Net Sales



CDW Government LLC

SPIN #143005588

2/14/2025

To the extent allowable, all information and documents hereby submitted in response to FCC 470# 250016098 furnished by Making Waves Academy are the Proprietary and Confidential property of CDW Government LLC ("CDW•G").

© CDW Government LLC 2025

K-12 Education Expertise

CDW•G helps schools leverage technology to achieve great educational outcomes. With more than 200 government and education contracts, we are one of the nation's largest direct-response providers of multi-brand technology products and services. For more than 30 years, we have closely monitored emerging technologies to ensure our solutions are at the forefront of innovation. We proactively expand our offerings and certifications to support your evolving needs. We invest in the solutions that matter most to you, like classroom transformation, device ecosystem, cybersecurity, AI, and school safety.

We are a trusted technology partner to more than 15,000 K-12 schools.

Resources - Education Strategy Team

Education Strategists work with you to understand your district's vision and goals to create customized solutions that improve teaching and learning.

Classroom Modernization Specialists, focused on audiovisual solutions and classroom design, can support you through trainings, consultative calls, webinars, and more.

We guide customers through decisions on the platforms that run your districts and drive transformation. We have dedicated in-house technical resources aligned to K-12 solution areas to help you better understand and integrate technology into your educational goals. Our K-12 Education Strategy Team – comprised of former leaders in education – support districts in implementing digitally-enhanced education and can help you develop a vision for lasting change.

We are a premier provider of Chromebooks to K-12 schools in the U.S.

In 2023, CDW•G deployed 1 out of every 3 Chromebooks into K-12 classrooms in the U.S. for a total of 2.5 million devices. We can support your full device lifecycle management needs and have experience handling complex deployments for the largest school districts in the country, even in adverse conditions.

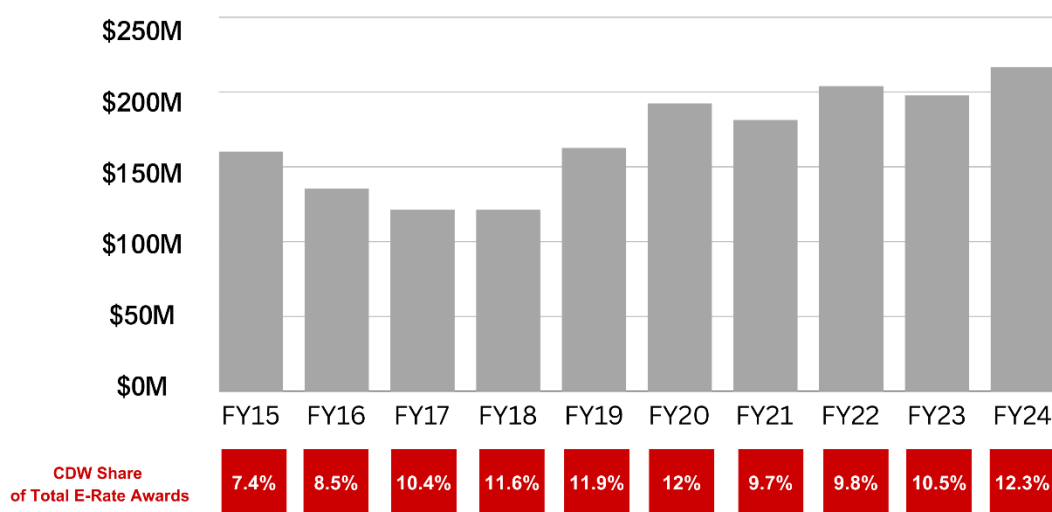
A Partner You Can Trust – Even in Adverse Conditions

During a time of significant supply chain constraints, CDW•G delivered. One of the largest school districts in the country, Chicago Public Schools (CPS), relies on CDW Education to provide their students with Chromebooks. Like so many other districts across the nation, CPS needed to pivot to distance learning with the onset of COVID-19. To serve the needs of nearly 330,000 students, CPS required 1,000s of Chromebooks. Despite worldwide shortages, CDW•G was able to deliver 20,000 devices over four months on-site and on-time.

A Powerful E-Rate Partner

We have nearly 30 years of experience delivering successful outcomes for E-Rate funded projects. Participating in E-Rate since our founding in 1998, we are the largest Category 2 provider nationwide, delivering two-times the amount of Category 2 E-Rate projects than our next closest competitor. Since the E-Rate Modernization in 2015, we have been awarded over 19,550 E-Rate projects totalling over \$790M in total equipment delivered to schools throughout the United States.

CDW E-Rate Awards and Revenue



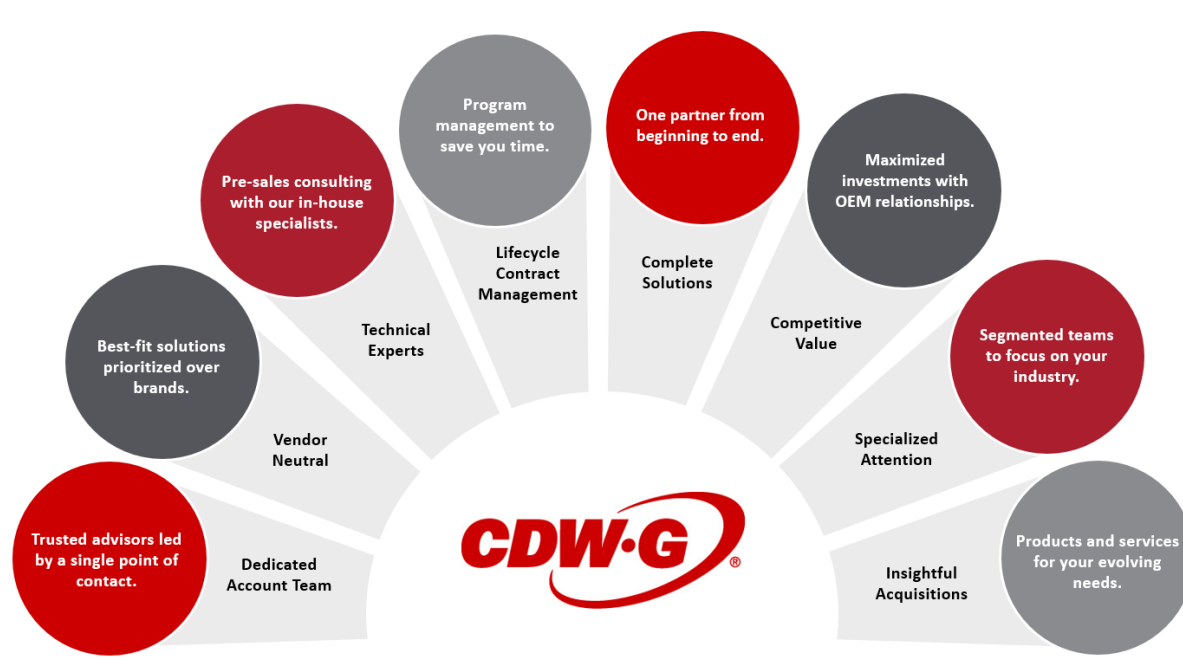
Proven Management Approach

Due to our streamlined and best-practice system of checks and balances, **we have never lost funding for a school**, as substantiated by countless audits. Our dedicated internal K-12 and E-Rate resources help ensure accurate invoicing and contract compliance, as well as provide knowledgeable resources and guidance as you navigate your E-Rate journey.

- **E-Rate Program Management Team** offers knowledge, assistance, and advisement, as well as ensures contract compliance.
- **E-Rate Funding Team** ensures expert handling of both BEAR and SPI E-Rate invoicing by accounts receivable specialists.
- **K-12 Education Strategists** focus on helping you implement solutions attuned to your needs, with realistic budget constraints in mind, often in conjunction with E-Rate funding initiatives.



Strengths, Best Practices, and Value

By aligning with CDW•G, your organization can take advantage of our strengths, best practices, and value-added services.



Inventory Access and In-House Services

A significant advantage we offer Making Waves Academy is our ability to deliver the right products, at the right value, right when you need them. CDW has two large, strategically located distribution and configuration centers that ensure speed and accuracy throughout the procurement process. In addition, to supplement our direct purchasing model, CDW has strong affiliations with principal channel distributors, enabling us to quickly obtain competitively priced, non-stocked items.

 <p>LAS VEGAS, NV</p> <p>513k square feet Capacity for up to 10K+ configurations per day</p>	 <p>VERNON HILLS, IL</p> <p>450k square feet Capacity for up to 10K+ configurations per day</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ISO 9001 Quality | ISO 14001 Environment | ISO 20243 Risk Management
ISO 27001 Information Security | ISO 2800 Secure Supply Chain

CDW Government LLC

SPIN #143005588

2/14/2025

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© CDW Government LLC 2025

Support Resources for Making Waves Academy

When you work with CDW•G, you have access to expertise that is not available within your organization. Our team of technology experts and dedicated account managers will tailor a piece of equipment or an entire network to deliver the most effective and sustainable results.

Account Management Resources

Austin Romero
Account Manager
(312) 547-2890
austrom@cdwg.com

Josh Savage
Sales Manager
(312) 705-3347
joshsav@cdwg.com

E-Rate Program Management and Funding Solutions Team

Our **E-Rate Program Management** team offers eligible entities their knowledge, assistance, and advisement on E-Rate matters, including program compliance and adherence. The team prepares contract deliverable reports and makes modifications, as necessary, including price reductions, additions, discontinued products, replacements, and version changes. They ensure that price and supply agreements are in place from award through completion and that the E-Rate bidding, ordering, invoicing, and funding are all seamless and easy for you to complete.

E-Rate Resources

Yolanda Blomquist
Program Manager – E-Rate
630-531-5478
yolanda.blomquist@cdwg.com

Jeff Hagen
Manager, Program Management – K12
813-462-4055
jeff.hagen@cdwg.com

Our **Funding Solutions** team, and dedicated Education Funding Solutions Manager, can help E-Rate applicants understand compliance with rules and regulations throughout the process. They advise on the appropriate engagement after Form 470 filings and work with our operations teams to ensure E-Rate ordering, invoicing, and delivery are compliant. Additionally, our E-Rate Manager assists applicants with PIA reviews, preparation of Bulk Upload Attachments, and product eligibility reviews as part of the Form 471 process.

Additional E-Rate Resources

Dave LeNard, Business Development Manager, E-Rate
Amy Passow, Senior Manager, Education Funding Solutions
Deb Orts, Contract Analyst
Kim Klaus, Account Receivable Consultant

FCC FRN E-Rate Display System Status

The below screen shot is from **January 30th, 2025**. CDW•G remains in **Green Light Status**.

FCC Registration

Associate Username to FRN | Manage Existing FRNs & FRN Financial
Register New FRN | Reset FRN Password | Search for FRN

FCC > FCC Registration > Manage Existing FRNs > FRN Financial

Logged In As: deborta@cdw.com | Logout

FRN Financial

Manage FRNs

FRN Financial

Show 10 entries

FRN	FRN Name	Red Light Status	Action
0012123287	CDW Government LLC	Green Light	View/Make Payments
0012149316	CDW Government LLC	Green Light	View/Make Payments

Showing 1 to 2 of 2 entries

[Go Back](#)

Previous 1 Next

Help | [Frequently Asked Questions](#) | [Customer Service](#) | [FCC Privacy Policy](#) | [Privacy Act Statement](#) | [FCC Home Page](#)

For assistance, please submit a help request at <https://www.fcc.gov/wireless/available-support-services> or call 877-480-3201 (Mon.-Fri. 8 a.m.-6 p.m. ET).

Current Version: 3.3.2

Upon request, CDW•G can provide an updated screenshot.

Spin #143005588

FCC Registration #0012123287

Helpful Hints for Preparing Form 471

Things to consider when preparing your funding request (Form 471):

- Enter only one manufacturer part number per line item (do not bundle part numbers)
 - All software should be requested under IC, Software
- Even when bundled with warranty support from manufacturer for purchase, as long as warranty cannot be purchased on its own
- If you live in a state that has applicable taxes, such as AR, NC, CA, AZ, WA, make sure to include those taxes on your FCC Form 471.
- If warranty can be purchased separately, then it should be separated for funding request, and warranty funding requested under Basic Maintenance
- Warranty only part numbers should be requested under Basic Maintenance
 - List months of service, should only be for coverage July 1 – June 30 (Funding Year)
 - List hardware supported part number
 - List site where hardware sits

CDW•G can complete Bulk Submission Forms if chosen as the service provider for your funding request. Please email E-Rate@cdw.com for assistance.

Additionally, **please note** - upon award, to facilitate contract execution with our countersignature, please sign the enclosed E-Rate agreement and send to austrom@cdwg.com and 470award@cdwg.com. Please see “E-Rate Order Process” information on the following page for further details.

E-Rate Order Process

1. **Ordering:** Purchase orders shall be submitted through electronic means (email, EDI, etc.) directly to Customer's dedicated account manager. Alternatively, if a copy must be sent via mail, common courier, etc., please reach out to your account manager for the appropriate mailing address.
2. **Required Information:** All orders must include:

<ol style="list-style-type: none"> a. Contact name, Phone number b. Purchase order number c. Part number, Product description d. Pre-discount and discounted product price e. Percentage Customer owes and percentage SLD owes (SPI – Form 474 Method) 	<ol style="list-style-type: none"> f. Ship to location, Bill to location g. FCC Form 471 Number (also known as Application Number) h. FRN for each part number i. Billing method (BEAR – Form 472 or SPI – Form 474) j. "Net 30 Terms"
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SEPARATE PURCHASE ORDERS SHOULD BE SUBMITTED FOR PRODUCTS THAT ARE NOT ELIGIBLE FOR E- RATE FUNDING. ALL ORDERS ARE SUBJECT TO ACCEPTANCE BY SELLER. PO TOTAL SHOULD REFLECT FULL PURCHASE PRICE OF ORDER.

3. **Assistance With Order:** Customer may call 1-800-328-4239 for assistance on any purchase order. Any terms or conditions stated in or on the Customer's purchase order which are not consistent with or in addition to the terms and conditions in this Agreement or the Product Sales Terms and Conditions shall be null and void and shall not be applicable hereto or binding on Seller.

IN THE CASE OF CHANGES TO PRODUCTS AFTER A CUSTOMER ORDER HAS BEEN ACCEPTED BUT BEFORE THE PRODUCT HAS SHIPPED, SELLER WILL MAKE REASONABLE EFFORTS TO MAKE AVAILABLE TO THE CUSTOMER A COMPARABLE

OR BETTER PRODUCT AT THE SAME OR LESSER PRICE WHEN OR IF AVAILABLE, UPON APPROVAL FROM SLD ON PRODUCT SUBSTITUTION.

4. Price and Payment Terms

a. Price

Price shall be as stated in the quotation attached hereto as Exhibit I by CDW-G account manager. Prices are exclusive of federal, state, local, or other taxes, which shall be the responsibility of the Customer. Any taxes will be listed separately on the invoice.

b. Payment Terms (Customer must choose one)

i. Form 474 Service Provider Invoice (SPI) Method

➤ Seller will invoice Customer for their portion of the Products upon shipment of Product and Customer shall pay the invoiced amount (discounted amount owed by Customer) within thirty (30) days from date of invoice

ii. Form 472 BEAR Method

➤ Seller will invoice Customer for pre-discount portion of the Products upon shipment of Product and Customer shall pay the invoiced amount (full amount owed by Customer) within thirty (30) days from the date of invoice.

5. Payment Method: In adherence to Federal E-Rate compliance regulations, CDW-G's quoted price is all-inclusive of any and all discounts, if applicable. No further discounts will be applied during time of invoice. All payments for both methods shall be submitted to the address presented below WHERE APPLICABLE:

ACH PAYMENT INFORMATION:	CHECK PAYMENT INFORMATION:
E-mail Remittance To: gachremittance@cdw.com	CDW Government
THE NORTHERN TRUST	75 Remittance Drive Suite 1515
50 SOUTH LASALLE STREET	Chicago, IL 60675-1515
CHICAGO, IL 60675	
ROUTING NO.: 071000152	
ACCOUNT NAME: CDW GOVERNMENT	
ACCOUNT NO.: 91057	

- i. Payment terms are subject to continuing credit approval by Seller. Seller may change credit or payment terms at any time when, in Seller's opinion, Customer's financial condition, previous payment record, or the nature of Customer's relationship with Seller so warrants.
- ii. Seller may discontinue performance under this Agreement (i) if Customer fails to pay any sum when due under this Agreement or any other agreement with Seller until payment is received or (ii) if Customer is in violation of applicable regulations.

NOTWITHSTANDING ANYTHING TO THE CONTRARY, CUSTOMER IS RESPONSIBLE FOR PAYMENT OF 100% THE PRICE OF PRODUCTS IN THE CASE WHERE CUSTOMER PLACES ORDER FOR PRODUCTS SLD DISALLOWS CUSTOMER'S REQUEST FOR DISCOUNT AND REFUSES PAYMENT TO SELLER OF THE DISCOUNT AMOUNT FOR PRODUCTS. IF SLD DISALLOWS CUSTOMER'S REQUEST FOR DISCOUNT CUSTOMER IS IN NO WAY REQUIRED TO PLACE ORDER FOR PRODUCTS.

Appendix

Implementation Plan

Tasks for First Two Weeks (Sample Version)

Upon award, your Account Management Team will remain in constant contact with key employee(s) at each location to implement the contract and ensure total satisfaction. CDW•G will make this process as seamless as possible and will follow the work plan that has been developed. In addition, if requested, CDW•G will facilitate any necessary meetings via teleconference, videoconference, or in person, pending appointment, at your location or ours, to ensure that the process meets your expectations.

While there can be challenges to implementing a project of any scale, CDW•G tries to minimize potential problems upfront. We will need Making Waves Academy to provide the following in a timely manner in order to facilitate the implementation process:

- Updated contact information for all key personnel
- Information regarding product forecasts
- Standardized product list
- List of authorized users and restrictions
- Imaging specifications
- Specific reporting requirements
- Permission for CDW•G to be listed on manufacturer agreements.

During the implementation process, any problems or concerns should be directed to your account manager for immediate resolution. The following implementation plan demonstrates how CDWG will work with you to successfully implement this project.

Task	Week 1	Week 2
Account Management Set Up		
<ul style="list-style-type: none"> • Introduce key customer contacts to CDW•G Account Team • Introductory letter/phone contact/ site visit 	X	
<ul style="list-style-type: none"> • Gather/confirm general customer information • Contacts: phone, email, fax • Making Waves Academy's locations and addresses 	X	
<ul style="list-style-type: none"> • Outline customer's procedures and requirements, i.e. <ul style="list-style-type: none"> ○ Frequency of contact/schedule 	X	

<ul style="list-style-type: none"> ○ Turnaround expectations (quotes) ○ Reporting 		
• Conduct walkthrough or webinar: Account Center		X
CDW•G Capabilities and Support		
• Make contact with Account Specialists, as needed		X
• Review technical support options	X	
• Review customer service processes (i.e., returns)	X	
Customer Financial Arrangements		
• Complete forms for credit approval	X	
• Complete financing application		X
Product Specific Needs and Services		
• Arrange conference call(s) with manufacturer(s)	X	
• Develop product forecasts	X	
• Process and test image(s)		X
• Customize asset tag/schedule asset tagging		X
• Input customer installation/configuration specifications		X
Procurement and Management Systems		
• Standardize products through your Account Center		X
• Create bundles		
• Set up purchase authorizations and controls		X
• Establish account linking		X
• Set up software license tracking system		X
• Implement asset tracking system		X
• Investigate or link with e-procurement programs and third parties		X
• Utilize EDI for invoicing and/or ordering functions		X
Pricing		
• Have CDW•G listed on all manufacturer contracts		X
• Enter pricing information into contract management system		X
Optional Systems/Services		
• Finalize staging agreement		X
• Finalize minority/disabled small business partnership		X
• Arrange for onsite services		X
• Select appropriate training programs		X
• Set up Employee Purchase Program		X

K-12 Funding and Other Resources

We know your need for vendor support does not stop at deployment completion. Maintaining technology program innovativeness and alignment with your education goals is a continuous and daunting task. In fact, in a year, your program will look very different. You need a vendor that does more than meet your RFP's technology requirements; you need a vendor partner that shares a passion for education and continued development. Our teams, and our partners, are dedicated to supporting the full scope of Making Waves Academy's technology and all your program goals. Following are highlights of the value-adds we offer our education customers.

Get Ed Funding Overview

CDW•G sponsors [GetEdFunding.com](https://www.getedfunding.com), a free grant-finding resource, providing access to billions of dollars' worth of educational funding opportunities. Through sponsoring this resource, CDW•G's mission is to help educators and institutions discover the funds they need to supplement tight budgets to achieve your goals and take learning to the next level.

Monitored daily, [GetEdFunding.com](https://www.getedfunding.com) can reduce the energy your teachers are spending to search for programs and money. You can finetune your search based on key concepts and 21st century skills and themes. Once you are registered on the site, you can save the grants of greatest interest to return to later. The funding opportunities listed are already available and applicable to standard learning paths. For example, there are more than 60 STEM specific programs currently available for application. Please reach out to your account manager for more information.



Coversheet

Vendor Invoices for January 2025

Section: V. Consent Action Items
Item: B. Vendor Invoices for January 2025
Purpose: Vote
Submitted by: Hung Mai
Related Material: Bill Payment List - Jan 2025.pdf

BACKGROUND:

Bill payments for January 2025.

RECOMMENDATION:

Board reviews and approves bill payments for January 2025.

Making Waves Academy				
Bill Payment List				
January 2025				
Date	Num	Vendor	Amount	Descriptions
1/13/2025	20306	AAA Business Supplies & Interiors	\$ 1,261.69	Supplies
1/13/2025		Altura Communication Solutions, LLC	\$ 1,690.50	IT Contracted Services
1/13/2025	20307	American Eagle Enterprises	\$ 797.11	Supplies
1/13/2025	20308	Anchor Counseling & Education Solutions	\$ 20,765.00	SPED Service
1/21/2025	20351	Artint Film	\$ 1,012.00	Contracted Services
1/21/2025	20352	AT&T CALNET	\$ 901.18	Utility
1/21/2025	20353	Bay Area Charters	\$ 4,623.75	Transportation for Field Trip and Sport
1/13/2025	20309	Bay Area Charters	\$ 3,475.00	Transportation for Field Trip and Sport
1/6/2025	20298	Bay Area International Translation Services LLC	\$ 1,455.00	Translation Services
1/21/2025	20354	Bigbreak, LLC	\$ 19,345.37	Student Food
1/13/2025	20310	Bigbreak, LLC	\$ 25,052.32	Student Food
1/27/2025	20369	BSNSports	\$ 1,099.26	Sport Supplies
1/6/2025	20299	California Choice Benefit Administrators	\$ 139,402.39	Health Insurance
1/21/2025	20355	CDW Government	\$ 350.00	IT Supplies
1/13/2025	20311	Chabot Space & Science Center	\$ 312.00	Field Trip
1/6/2025	20300	Charter Safe	\$ 14,437.00	Liability and Worker Comp Insurance
1/29/2025		Chase	\$ 15,035.99	Credit Card Payment
1/13/2025	20312	CIF State Office	\$ 100.00	Contracted Services
1/13/2025	20313	Cintas	\$ 5,252.59	Custodial Supplies
1/17/2025		Click & Pledge	\$ 10.00	Contracted Services
1/27/2025	20370	Coda Technology Group	\$ 2,260.46	Contracted Services
1/13/2025	20314	Colonial Life	\$ 311.10	Health Insurance
1/13/2025	20315	Concur Technologies, Inc.	\$ 423.60	IT Contracted Services
1/13/2025	20316	Cornerstone Educational Solutions	\$ 6,699.78	Contracted Services
1/13/2025	20317	Corodata	\$ 72.18	Storage Fee
1/27/2025	20371	Cross Country Education	\$ 2,711.70	SPED Service
1/21/2025	20356	Cross Country Education	\$ 931.12	SPED Service
1/6/2025	20301	Cross Country Education	\$ 2,765.77	SPED Service
1/21/2025	20357	Department of Justice	\$ 85.00	Staff Recruitment

Making Waves Academy				
Bill Payment List				
January 2025				
Date	Num	Vendor	Amount	Descriptions
1/13/2025	20318	Dialink Corporation	\$ 2,232.24	IT Contracted Services
1/13/2025	20319	Document Tracking Services	\$ 425.00	IT Contracted Services
1/6/2025	20302	EBMUD	\$ 14,340.34	Utility
1/13/2025		Edgility Consulting	\$ 35.00	Contracted Services
1/13/2025		Edgility Consulting	\$ 26,125.00	Contracted Services
1/13/2025	20320	Edmentum	\$ 15,759.00	IT Contracted Services
1/13/2025	20321	EdTec Inc	\$ 1,401.75	School Attendance Service
1/21/2025	20358	Elson Electric Holdings, Inc	\$ 3,529.00	Repairs and Maintenance - Building
1/13/2025	20322	Fastrak	\$ 7.00	Toll
1/13/2025		Full Moon Consulting LLC	\$ 3,700.00	Contracted Services
1/27/2025	20372	Global Office Inc	\$ 660.77	Copier Lease
1/21/2025	20359	Global Office Inc	\$ 922.68	Copier Lease
1/13/2025	20323	Global Office Inc	\$ 3,671.86	Copier Lease
1/21/2025	20360	Hanna Interpreting Services LLC	\$ 10,593.84	Contracted Services
1/13/2025	20324	Instruction Partners	\$ 16,107.40	Contracted Services
1/13/2025	20325	Justifacts Credential Verification, Inc	\$ 853.51	Background Check
1/13/2025	20326	Kronos	\$ 5,685.29	Payroll system
1/13/2025	20327	Law Offices of Young, Minney & Corr, LLP	\$ 447.50	Legal Fees
1/13/2025		Layered Education	\$ 18,954.00	Contracted Services
1/6/2025	20303	LBM, Business Services Inc.	\$ 1,636.36	E-Rate
1/13/2025	20328	Linde Group	\$ 27,571.85	IT Support
1/27/2025	20373	Making Waves Education Foundation	\$ 1,534.92	School Lease
1/21/2025		Making Waves Education Foundation	\$ 161,073.00	School Lease
1/13/2025	20329	Marin Benefits Administrators	\$ 350.00	Contracted Services
1/13/2025	20330	MCDONALD HOPKINS LLC	\$ 3,016.00	IT Contracted Services
1/13/2025	20331	Navia, Quentin	\$ 2,250.00	Contract Services
1/27/2025	20374	Nelson Connects	\$ 5,388.40	Staff Recruitment
1/21/2025	20361	Nelson Connects	\$ 4,906.76	Staff Recruitment
1/13/2025	20332	Nelson Connects	\$ 4,956.77	Staff Recruitment

Making Waves Academy				
Bill Payment List				
January 2025				
Date	Num	Vendor	Amount	Descriptions
1/13/2025		Northwest 84th Consulting, LLC	\$ 17,215.00	Contracted Services
1/6/2025		NP Finance Solutions, LLC	\$ 6,475.00	Contracted Services
1/21/2025	20362	Office Depot	\$ 98.67	Office Supplies
1/13/2025	20333	Office Depot	\$ 252.83	Office Supplies
1/13/2025	20334	Orkin Pest Control	\$ 482.00	Building Repairs/Maintenance
1/27/2025		Pacheco's Cleaning Service	\$ 53,500.00	Janitorial Services
1/21/2025	20363	Pavion Corp	\$ 2,370.60	Repairs and Maintenance - Building
1/21/2025		PDQ Intermediate Inc	\$ 3,835.20	IT Contracted Services
1/6/2025		PG & E - 0911653377-0	\$ 4,362.26	Utility
1/6/2025		PG & E - 1229161920-8	\$ 15,771.41	Utility
1/6/2025		PG & E - 2052957541-5	\$ 5,589.16	Utility
1/6/2025		PG & E - 2538827590-8	\$ 14,295.30	Utility
1/6/2025		PG & E - 5344744823-3	\$ 3,016.08	Utility
1/6/2025		PG & E - 6293019192-9	\$ 12,735.46	Utility
1/13/2025	20335	PLIC - SBD GRAND ISLAND	\$ 18,861.66	Health Insurance
1/13/2025	20336	Portillo Hernandez, Alejandra	\$ 122.92	Reimbursement
1/13/2025	20337	Precision Wireless Service	\$ 2,004.57	IT Supplies
1/21/2025	20364	ReadyRefresh by Nestle	\$ 82.49	Drinking Water Supplies
1/13/2025		Republic Services #851	\$ 5,409.44	Waste Management
1/13/2025		Rids Brother Company Inc	\$ 6,128.00	SPED Transportation Service
1/27/2025		Sage Intacct, Inc.	\$ 12.50	Accounting Software
1/13/2025	20338	Santos, Nique	\$ 150.00	Reimbursement
1/13/2025	20339	Scenario Learning, LLC	\$ 2,618.00	Contracted Services
1/27/2025	20375	Scoot Education Inc	\$ 4,647.00	Substitutes Fee
1/21/2025	20365	Scoot Education Inc	\$ 8,439.00	Substitutes Fee
1/6/2025	20304	Scoot Education Inc	\$ 9,532.00	Substitutes Fee
1/27/2025	20376	Seneca Family of Agencies	\$ 250.00	SPED Service
1/13/2025	20340	Seneca Family of Agencies	\$ 22,500.00	SPED Service
1/21/2025		Stericycle, Inc.	\$ 79.15	Contracted Services

Making Waves Academy				
Bill Payment List				
January 2025				
Date	Num	Vendor	Amount	Descriptions
1/13/2025	20341	Sterling	\$ 18.50	Background Check
1/27/2025	20377	Swing Education, Inc	\$ 6,525.00	Substitutes Fee
1/21/2025	20366	Swing Education, Inc	\$ 11,600.00	Substitutes Fee
1/13/2025	20342	Swing Education, Inc	\$ 13,956.25	Substitutes Fee
1/6/2025	20305	Swing Education, Inc	\$ 1,450.00	Substitutes Fee
1/21/2025		Talkspace Provider Network, PA	\$ 5,000.00	Psychologist
1/13/2025	20343	The HR Manager LLC	\$ 590.00	Contracted Services
1/21/2025	20367	The Speech Pathology Group	\$ 3,832.50	SPED Service
1/13/2025		T-Mobile	\$ 4,635.39	Telephone
1/6/2025		vChief	\$ 9,200.00	Contracted Services
1/13/2025	20344	Vision Service Plan	\$ 1,485.48	Health Insurance
1/13/2025	20345	Wells Fargo Vendor Financial Services, LLC	\$ 5,799.19	Copier Lease
		January 2025	\$ 895,702.11	
		January 2024	\$ 1,085,445.66	

Coversheet

FY205 Second Interim Budget

Section: V. Consent Action Items
Item: C. FY205 Second Interim Budget
Purpose: Vote
Submitted by: James McLean
Related Material: FY2025 2nd Interim Budget - School.pdf
FY2025 2nd Interim Budget - Central Office.pdf

RECOMMENDATION:

Review and approve FY2025 2nd Interim Budget

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

Charter School Name: Making Waves Academy
(continued) _____
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

To the entity that approved the charter school:

x) 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

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

To the County Superintendent of Schools:

x) 2024-25 CHARTER SCHOOL SECOND INTERIM FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

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

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

For Approving Entity:

For Charter School:

Daniela Parasidis
Name
Deputy Superintendent
Title
925-942-3418
Phone
dparasidis@cccoe.k12.us
E-mail

Alton B. Nelson, Jr.
Name
Chief Executive Officer
Title
510-262-1511
Phone
anelson@mwacademy.org
E-mail

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

District Advisor Date

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
A REVENUES										
1. Revenue Limit Sources										
State Aid - Current Year	8011	9,103,222		9,103,222	4,060,788		4,060,788	8,779,341		8,779,341
Education Protection Account State Aid - Current Year	8012	1,663,790		1,663,790	1,029,301		1,029,301	2,022,780		2,022,780
State Aid - Prior Years	8019			-			-			-
Tax Relief Subventions (for rev. limit funded schools)	8020-8039			-			-			-
County and District Taxes (for rev. limit funded schools)	8040-8079			-			-			-
Miscellaneous Funds (for rev. limit funded schools)	8080-8089			-			-			-
Revenue Limit Transfers (for rev. limit funded schools):										
PERS Reduction Transfer	8092			-			-			-
Charter Schools Funding in lieu of Property Taxes	8096	3,772,433		3,772,433	1,921,976		1,921,976	3,777,067		3,777,067
Other Revenue Limit Transfers	8091, 8097			-			-			-
Total, Revenue Limit Sources		14,539,445	-	14,539,445	7,012,065	-	7,012,065	14,579,188	-	14,579,188
2. Federal Revenues										
No Child Left Behind	8290		373,324	373,324		92,343	92,343		384,518	384,518
Special Education - Federal	8181, 8182		162,297	162,297		-	-		141,512	141,512
Child Nutrition - Federal	8220		160,000	160,000		75,874	75,874		277,263	277,263
Other Federal Revenues	8110, 8260-8299		171,227	171,227		29,250	29,250		172,097	172,097
Total, Federal Revenues			866,848	866,848		197,467	197,467		975,390	975,390
3. Other State Revenues										
Charter Schools Categorical Block Grant (8480 N/A thru 14/15-SBX3-4)	N/A thru 14/15			-			-			-
Special Education - State	StateRevSE		992,192	992,192		547,575	547,575		1,002,876	1,002,876
All Other State Revenues	StateRevAO	265,595	2,774,830	3,040,425	52,924	1,900,076	1,953,000	301,691	2,901,486	3,203,177
Total, Other State Revenues		265,595	3,767,022	4,032,617	52,924	2,447,651	2,500,575	301,691	3,904,362	4,206,053
4. Other Local Revenues										
All Other Local Revenues	LocalRevAO	8,902,674	311,750	9,214,424	2,060,437	25,000	2,085,437	6,959,339	327,650	7,286,989
Total, Local Revenues		8,902,674	311,750	9,214,424	2,060,437	25,000	2,085,437	6,959,339	327,650	7,286,989
5. TOTAL REVENUES		23,707,714	4,945,620	28,653,334	9,125,426	2,670,118	11,795,544	21,840,218	5,207,402	27,047,620
B EXPENDITURES										
1. Certificated Salaries										
Certificated Teachers' Salaries	1100	3,231,581	2,354,195	5,585,776	1,219,725	1,350,012	2,569,737	2,573,563	2,333,440	4,907,003
Certificated Pupil Support Salaries	1200	739,666		739,666	437,856		437,856	738,933		738,933
Certificated Supervisors' and Administrators' Salaries	1300	1,641,809		1,641,809	689,018		689,018	1,253,306	20,000	1,273,306
Other Certificated Salaries	1900	130,429	40,601	171,030	54,853	9,280	64,133	94,454	40,601	135,055
Total, Certificated Salaries		5,743,485	2,394,796	8,138,281	2,401,452	1,359,292	3,760,744	4,660,256	2,394,041	7,054,297
2. Non-certificated Salaries										
Non-certificated Instructional Aides' Salaries	2100	309,544	332,310	641,854	279,040	40,310	319,350	309,093	332,310	641,403
Non-certificated Support Salaries	2200	1,002,270		1,002,270	264,504	292,000	556,504	1,021,658		1,021,658
Non-certificated Supervisors' and Administrators' Sal.	2300	128,206	311,751	439,957	1,042,811		1,042,811	116,062	302,649	418,711
Clerical and Office Salaries	2400	752,707		752,707	604,752		604,752	548,013	164,356	712,369
Other Non-certificated Salaries	2900	295,881		295,881	141,813		141,813	302,598		302,598
Total, Non-certificated Salaries		2,488,608	644,061	3,132,669	2,332,920	332,310	2,665,230	2,297,424	799,315	3,096,739
3. Employee Benefits										
STRS	3101-3102	1,523,999		1,523,999	674,815		674,815	1,314,332		1,314,332
PERS	3201-3202			-			-			-
OASDI / Medicare / Alternative	3301-3302	448,095		448,095	279,604		279,604	420,961		420,961
Health and Welfare Benefits	3401-3402	1,863,087		1,863,087	1,067,148		1,067,148	1,710,263		1,710,263
Unemployment Insurance	3501-3502	20,188		20,188	22,423		22,423	17,743		17,743
Workers' Compensation Insurance	3601-3602	167,784		167,784	104,559		104,559	150,989		150,989
OPEB, Allocated	3701-3702			-			-			-
OPEB, Active Employees	3751-3752			-			-			-
PERS Reduction (for revenue limit funded schools)	3801-3802			-			-			-
Other Employee Benefits	3901-3902	1,812,037		1,812,037	971,975		971,975	1,639,086		1,639,086
Total, Employee Benefits		5,835,190	-	5,835,190	3,120,524	-	3,120,524	5,253,374	-	5,253,374
4. Books and Supplies										
Approved Textbooks and Core Curricula Materials	4100	216,635		216,635	190,055		190,055	211,635		211,635
Books and Other Reference Materials	4200	3,900		3,900	2,212		2,212	2,700		2,700
Materials and Supplies	4300	404,388	25,138	429,526	239,824		239,824	391,398	27,595	418,993
Noncapitalized Equipment	4400	326,410		326,410	193,903		193,903	272,410		272,410
Food	4700	24,950	310,000	334,950	20,265	133,958	154,223	55,687	277,263	332,950
Total, Books and Supplies		976,283	335,138	1,311,421	646,259	133,958	780,217	933,830	304,858	1,238,688
5. Services and Other Operating Expenditures										
Subagreements for Services	5100			-			-			-
Travel and Conferences	5200	28,492	150,658	179,150	135,583		135,583	95,661	51,489	147,150
Dues and Memberships	5300	20,800		20,800	37,161		37,161	18,800		18,800
Insurance	5400	540,462		540,462	289,879		289,879	505,462		505,462
Operations and Housekeeping Services	5500	1,297,500		1,297,500	782,564		782,564	1,294,500		1,294,500
Rentals, Leases, Repairs, and Noncap. Improvements	5600	796,980	1,395,400	2,192,380	551,670	647,392	1,199,062	762,084	1,451,796	2,213,880
Professional/Consulting Services and Operating Expend.	5800	5,693,314	25,567	5,718,881	3,900,326	135,278	4,035,604	5,770,227	205,903	5,976,130
Communications	5900	217,600		217,600	56,212		56,212	179,600		179,600
Total, Services and Other Operating Expenditures		8,595,148	1,571,625	10,166,773	5,753,395	782,670	6,536,065	8,626,334	1,709,188	10,335,522

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

Description	Object Code	1st Interim Budget			Actuals thru 1/31			2nd Interim Budget		
		Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
6. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual)										
Land and Land Improvements	6100-6170			-			-			-
Buildings and Improvements of Buildings	6200			-			-			-
Books and Media for New School Libraries or Major										
Expansion of School Libraries	6300			-			-			-
Equipment	6400			-			-			-
Equipment Replacement	6500			-			-			-
Depreciation Expense (for accrual basis only)	6900	19,000		19,000	10,617		10,617	19,000		19,000
Total, Capital Outlay		19,000	-	19,000	10,617	-	10,617	19,000	-	19,000
7. Other Outgo										
Tuition to Other Schools	7110-7143			-			-			-
Transfers of Pass-through Revenues to Other LEAs	7211-7213			-			-			-
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE			-			-			-
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO			-			-			-
All Other Transfers	7281-7299			-			-			-
Debt Service:										
Interest	7438			-			-			-
Principal (for modified accrual basis only)	7439			-			-			-
Total, Other Outgo		-	-	-	-	-	-	-	-	-
8. TOTAL EXPENDITURES		23,657,714	4,945,620	28,603,334	14,265,167	2,608,230	16,873,397	21,790,218	5,207,402	26,997,620
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	-	50,000	(5,139,741)	61,888	(5,077,853)	50,000	-	50,000
D OTHER FINANCING SOURCES / USES										
1. Other Sources	8930-8979			-			-			-
2. Less: Other Uses	7630-7699			-			-			-
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999			-			-			-
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	-	-	-	-	-
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	-	50,000	(5,139,741)	61,888	(5,077,853)	50,000	-	50,000
F FUND BALANCE, RESERVES										
1. Beginning Fund Balance										
a As of July 1	9791	9,756,300		9,756,300	9,756,300	-	9,756,300	9,756,300	-	9,756,300
b Adjustments to Beginning Balance	9793, 9795			-			-			-
c Adjusted Beginning Balance		9,756,300	-	9,756,300	9,756,300	-	9,756,300	9,756,300	-	9,756,300
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,806,300	-	9,806,300	4,616,559	61,888	4,678,447	9,806,300	-	9,806,300
Components of Ending Fund Balance :										
a Nonspendable				-			-			-
Revolving Cash (equals object 9130)	9711			-			-			-
Stores (equals object 9320)	9712			-			-			-
Prepaid Expenditures (equals object 9330)	9713			-			-			-
All Others	9719			-			-			-
b Restricted	9740			-			-			-
c Committed										
Stabilization Arrangements	9750			-			-			-
Other Commitments	9760			-			-			-
d Assigned				-			-			-
Other Assignments	9780			-			-			-
e Unassigned/Unappropriated				-			-			-
Reserve for Economic Uncertainties	9789			-			-			-
Unassigned/Unappropriated Amount	9790	9,806,300	-	9,806,300	4,616,559	61,888	4,678,447	9,806,300	-	9,806,300

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

					2nd Interim vs. 1st Interim Increase, (Decrease)	
Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	9,103,222	4,060,788	8,779,341	(323,881)	-3.56%
Education Protection Account State Aid - Current Year	8012	1,663,790	1,029,301	2,022,780	358,990	21.58%
State Aid - Prior Years	8019	-	-	-	-	
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	-	-	-	-	
County and District Taxes (for rev. limit funded schools)	8040-8079	-	-	-	-	
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	-	-	-	-	
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	-	-	-	-	
Charter Schools Funding in Lieu of Property Taxes	8096	3,772,433	1,921,976	3,777,067	4,634	0.12%
Other Revenue Limit Transfers	8091, 8097	-	-	-	-	
Total, Revenue Limit Sources		14,539,445	7,012,065	14,579,188	39,743	0.27%
2. Federal Revenues						
No Child Left Behind (Include ARRA)	8290	373,324	92,343	384,518	11,194	3.00%
Special Education - Federal	8181, 8182	162,297	-	141,512	(20,785)	-12.81%
Child Nutrition - Federal	8220	160,000	75,874	277,263	117,263	73.29%
Other Federal Revenues (Include ARRA)	8110, 8260-8299	171,227	29,250	172,097	870	0.51%
Total, Federal Revenues		866,848	197,467	975,390	108,542	12.52%
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15	-	-	-	-	
Special Education - State	StateRevSE	992,192	547,575	1,002,876	10,684	1.08%
All Other State Revenues	StateRevAO	3,040,425	1,953,000	3,203,177	162,752	5.35%
Total, Other State Revenues		4,032,617	2,500,575	4,206,053	173,436	4.30%
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	9,214,424	2,085,437	7,286,989	(1,927,435)	-20.92%
Total, Local Revenues		9,214,424	2,085,437	7,286,989	(1,927,435)	-20.92%
5. TOTAL REVENUES		28,653,334	11,795,544	27,047,620	(1,605,714)	-5.60%
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	5,585,776	2,569,737	4,907,003	(678,773)	-12.15%
Certificated Pupil Support Salaries	1200	739,666	437,856	738,933	(733)	-0.10%
Certificated Supervisors' and Administrators' Salaries	1300	1,641,809	689,018	1,273,306	(368,503)	-22.44%
Other Certificated Salaries	1900	171,030	64,133	135,055	(35,975)	-21.03%
Total, Certificated Salaries		8,138,281	3,760,744	7,054,297	(1,083,984)	-13.32%
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	641,854	319,350	641,403	(451)	-0.07%
Non-certificated Support Salaries	2200	1,002,270	556,504	1,021,658	19,388	1.93%
Non-certificated Supervisors' and Administrators' Sal.	2300	439,957	1,042,811	418,711	(21,246)	-4.83%
Clerical and Office Salaries	2400	752,707	604,752	712,369	(40,338)	-5.36%
Other Non-certificated Salaries	2900	295,881	141,813	302,598	6,717	2.27%
Total, Non-certificated Salaries		3,132,669	2,665,230	3,096,739	(35,930)	-1.15%
3. Employee Benefits						
STRS	3101-3102	1,523,999	674,815	1,314,332	(209,667)	-13.76%
PERS	3201-3202	-	-	-	-	
OASDI / Medicare / Alternative	3301-3302	448,095	279,604	420,961	(27,134)	-6.06%
Health and Welfare Benefits	3401-3402	1,863,087	1,067,148	1,710,263	(152,824)	-8.20%
Unemployment Insurance	3501-3502	20,188	22,423	17,743	(2,445)	-12.11%
Workers' Compensation Insurance	3601-3602	167,784	104,559	150,989	(16,795)	-10.01%
OPEB, Allocated	3701-3702	-	-	-	-	
OPEB, Active Employees	3751-3752	-	-	-	-	
PERS Reduction (for revenue limit funded schools)	3801-3802	-	-	-	-	
Other Employee Benefits	3901-3902	1,812,037	971,975	1,639,086	(172,951)	-9.54%
Total, Employee Benefits		5,835,190	3,120,524	5,253,374	(581,816)	-9.97%
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	216,635	190,055	211,635	(5,000)	-2.31%
Books and Other Reference Materials	4200	3,900	2,212	2,700	(1,200)	-30.77%
Materials and Supplies	4300	429,526	239,824	418,993	(10,533)	-2.45%
Noncapitalized Equipment	4400	326,410	193,903	272,410	(54,000)	-16.54%
Food	4700	334,950	154,223	332,950	(2,000)	-0.60%
Total, Books and Supplies		1,311,421	780,217	1,238,688	(72,733)	-5.55%

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

Description	Object Code	1st Interim Budget (X)	Actuals thru 1/31 (Y)	2nd Interim Budget (Z)	2nd Interim vs. 1st Interim Increase, (Decrease)	
					\$ Difference (Z) vs. (X)	% Change (Z) vs. (X)
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	-	-	-	-	
Travel and Conferences	5200	179,150	135,583	147,150	(32,000)	-17.86%
Dues and Memberships	5300	20,800	37,161	18,800	(2,000)	-9.62%
Insurance	5400	540,462	289,879	505,462	(35,000)	-6.48%
Operations and Housekeeping Services	5500	1,297,500	782,564	1,294,500	(3,000)	-0.23%
Rentals, Leases, Repairs, and Noncap. Improvements	5600	2,192,380	1,199,062	2,213,880	21,500	0.98%
Professional/Consulting Services and Operating Expend.	5800	5,718,881	4,035,604	5,976,130	257,249	4.50%
Communications	5900	217,600	56,212	179,600	(38,000)	-17.46%
Total, Services and Other Operating Expenditures		10,166,773	6,536,065	10,335,522	168,749	1.66%
6. Capital Outlay (Objects 6100-6170, 6200-6500 modified accrual basis only)						
Land and Land Improvements	6100-6170	-	-	-	-	
Buildings and Improvements of Buildings	6200	-	-	-	-	
Books and Media for New School Libraries or Major Expansion of School Libraries	6300	-	-	-	-	
Equipment	6400	-	-	-	-	
Equipment Replacement	6500	-	-	-	-	
Depreciation Expense (for accrual basis only)	6900	19,000	10,617	19,000	-	0.00%
Total, Capital Outlay		19,000	10,617	19,000	-	0.00%
7. Other Outgo						
Tuition to Other Schools	7110-7143	-	-	-	-	
Transfers of Pass-through Revenues to Other LEAs	7211-7213	-	-	-	-	
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	-	-	-	-	
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	-	-	-	-	
All Other Transfers	7281-7299	-	-	-	-	
Debt Service:						
Interest	7438	-	-	-	-	
Principal (for modified accrual basis only)	7439	-	-	-	-	
Total, Other Outgo		-	-	-	-	
8. TOTAL EXPENDITURES		28,603,334	16,873,397	26,997,620	(1,605,714)	-5.61%
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	(5,077,853)	50,000	-	0.00%
D OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	-	-	-	-	
2. Less: Other Uses	7630-7699	-	-	-	-	
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	-	-	-	-	
4. TOTAL OTHER FINANCING SOURCES / USES		-	-	-	-	
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	(5,077,853)	50,000	-	0.00%
F FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a. As of July 1	9791	9,756,300	9,756,300	9,756,300	-	0.00%
b. Adjustments to Beginning Balance	9793, 9795	-	-	-	-	
c. Adjusted Beginning Balance		9,756,300	9,756,300	9,756,300		
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,806,300	4,678,447	9,806,300		
Components of Ending Fund Balance :						
a. Nonspendable						
Revolving Cash (equals object 9130)	9711	-	-	-	-	
Stores (equals object 9320)	9712	-	-	-	-	
Prepaid Expenditures (equals object 9330)	9713	-	-	-	-	
All Others	9719	-	-	-	-	
b. Restricted	9740	-	-	-	-	
c. Committed						
Stabilization Arrangements	9750	-	-	-	-	
Other Commitments	9760	-	-	-	-	
d. Assigned						
Other Assignments	9780	-	-	-	-	
e. Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	-	-	-	-	
Unassigned/Unappropriated Amount	9790	9,806,300	4,678,447	9,806,300	-	0.00%

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

This charter school uses the following basis of accounting:

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

Description	Object Code	FY 2024-25			Totals for FY 2025-26	Totals for FY 2026-27
		Unrestricted	Restricted	Total		
A REVENUES						
1. Revenue Limit Sources						
State Aid - Current Year	8011	8,779,341	0	8,779,341	7,885,472	8,275,709
Education Protection Account State Aid - Current Year	8012	2,022,780	0	2,022,780	3,380,252	3,547,534
State Aid - Prior Years	8019	0	0	0		
Tax Relief Subventions (for rev. limit funded schools)	8020-8039	0	0	0		
County and District Taxes (for rev. limit funded schools)	8040-8079	0	0	0		
Miscellaneous Funds (for rev. limit funded schools)	8080-8089	0	0	0		
Revenue Limit Transfers (for rev. limit funded schools):						
PERS Reduction Transfer	8092	0	0	0		
Charter Schools Funding in lieu of Property Taxes	8096	3,777,067	0	3,777,067	3,354,463	3,520,469
Other Revenue Limit Transfers	8091, 8097	0	0	0		
Total, Revenue Limit Sources		14,579,188	0	14,579,188	14,620,187	15,343,712
2. Federal Revenues						
No Child Left Behind	8290	0	384,518	384,518	348,460	365,705
Special Education - Federal	8181, 8182	0	141,512	141,512	163,008	171,075
Child Nutrition - Federal	8220	0	277,263	277,263	156,193	163,922
Other Federal Revenues	8110, 8260-8299	0	172,097	172,097	115,099	120,794
Total, Federal Revenues		0	975,390	975,390	782,760	821,496
3. Other State Revenues						
Charter Schools Categorical Block Grant	N/A thru 14/15					
Special Education - State	StateRevSE	0	1,002,876	1,002,876	993,825	1,043,008
All Other State Revenues	StateRevAO	301,691	2,901,486	3,203,177	2,930,416	2,714,554
Total, Other State Revenues		301,691	3,904,362	4,206,053	3,924,241	3,757,562
4. Other Local Revenues						
All Other Local Revenues	LocalRevAO	6,959,339	327,650	7,286,989	10,956,763	11,213,557
Total, Local Revenues		6,959,339	327,650	7,286,989	10,956,763	11,213,557
5. TOTAL REVENUES		21,840,218	5,207,402	27,047,620	30,283,951	31,136,327
B EXPENDITURES						
1. Certificated Salaries						
Certificated Teachers' Salaries	1100	2,573,563	2,333,440	4,907,003	6,207,259	6,393,477
Certificated Pupil Support Salaries	1200	738,933	0	738,933	823,683	848,393
Certificated Supervisors' and Administrators' Salaries	1300	1,253,306	20,000	1,273,306	1,966,607	2,025,605
Other Certificated Salaries	1900	94,454	40,601	135,055	291,319	300,059
Total, Certificated Salaries		4,660,256	2,394,041	7,054,297	9,288,868	9,567,534
2. Non-certificated Salaries						
Non-certificated Instructional Aides' Salaries	2100	309,093	332,310	641,403	761,174	784,009
Non-certificated Support Salaries	2200	1,021,658	0	1,021,658	952,018	980,578
Non-certificated Supervisors' and Administrators' Sal.	2300	116,062	302,649	418,711	463,652	477,562
Clerical and Office Salaries	2400	548,013	164,356	712,369	817,815	842,349
Other Non-certificated Salaries	2900	302,598	0	302,598	280,290	288,698
Total, Non-certificated Salaries		2,297,424	799,315	3,096,739	3,274,949	3,373,196

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

Charter School Name: Making Waves Academy
(continued)
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

Description	Object Code	FY 2024-25			Totals for FY 2025-26	Totals for FY 2026-27
		Unrestricted	Restricted	Total		
3. Employee Benefits						
STRS	3101-3102	1,314,332	0	1,314,332	1,745,323	1,797,683
PERS	3201-3202	0	0	0	0	0
OASDI / Medicare / Alternative	3301-3302	420,961	0	420,961	485,612	500,181
Health and Welfare Benefits	3401-3402	1,710,263	0	1,710,263	2,230,681	2,297,601
Unemployment Insurance	3501-3502	17,743	0	17,743	72,274	74,443
Workers' Compensation Insurance	3601-3602	150,989	0	150,989	187,914	193,551
OPEB, Allocated	3701-3702	0	0	0		
OPEB, Active Employees	3751-3752	0	0	0		
PERS Reduction (for revenue limit funded schools)	3801-3802	0	0	0		
Other Employee Benefits	3901-3902	1,639,086	0	1,639,086	2,074,151	2,136,375
Total, Employee Benefits		5,253,374	0	5,253,374	6,795,955	6,999,834
4. Books and Supplies						
Approved Textbooks and Core Curricula Materials	4100	211,635	0	211,635	172,149	177,314
Books and Other Reference Materials	4200	2,700	0	2,700	2,987	3,077
Materials and Supplies	4300	391,398	27,595	418,993	455,287	468,945
Noncapitalized Equipment	4400	272,410	0	272,410	339,292	349,471
Food	4700	55,687	277,263	332,950	344,999	355,348
Total, Books and Supplies		933,830	304,858	1,238,688	1,314,714	1,354,155
5. Services and Other Operating Expenditures						
Subagreements for Services	5100	0	0	0	0	0
Travel and Conferences	5200	95,661	51,489	147,150	189,675	195,365
Dues and Memberships	5300	18,800	0	18,800	21,424	22,067
Insurance	5400	505,462	0	505,462	498,738	513,700
Operations and Housekeeping Services	5500	1,294,500	0	1,294,500	1,296,113	1,334,996
Rentals, Leases, Repairs, and Noncap. Improvements	5600	762,084	1,451,796	2,213,880	2,144,808	2,209,152
Professional/Consulting Services and Operating Expend.	5800	5,770,227	205,903	5,976,130	5,165,009	5,265,319
Communications	5900	179,600	0	179,600	224,128	230,852
Total, Services and Other Operating Expenditures		8,626,334	1,709,188	10,335,522	9,539,895	9,771,451
6. Capital Outlay (Obj. 6100-6170, 6200-6500 for mod. accr. basis or)						
Land and Land Improvements	6100-6170	0	0	0	0	0
Buildings and Improvements of Buildings	6200	0	0	0	0	0
Books and Media for New School Libraries or Major						
Expansion of School Libraries	6300	0	0	0		
Equipment	6400	0	0	0	0	0
Equipment Replacement	6500	0	0	0	0	0
Depreciation Expense (for accrual basis only)	6900	19,000	0	19,000	19,570	20,157
Total, Capital Outlay		19,000	0	19,000	19,570	20,157
7. Other Outgo						
Tuition to Other Schools	7110-7143	0	0	0	0	0
Transfers of Pass-through Revenues to Other LEAs	7211-7213	0	0	0	0	0
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE	0	0	0	0	0
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0	0	0	0	0
All Other Transfers	7280-7299	0	0	0	0	0
Debt Service:						
Interest	7438	0	0	0	0	0
Principal (for modified accrual basis only)	7439	0	0	0	0	0
Total, Other Outgo		0	0	0	0	0
8. TOTAL EXPENDITURES		21,790,218	5,207,402	26,997,620	30,233,951	31,086,327
C EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND.						
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		50,000	0	50,000	50,000	50,000

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

Charter School Name: Making Waves Academy
(continued) _____
CDS #: 07-10074-0114470
Charter Approving Entity: Contra Costa County
County: Contra Costa
Charter #: 0868
Fiscal Year: 2024-25

Description	Object Code	FY 2024-25			Totals for FY 2025-26	Totals for FY 2026-27
		Unrestricted	Restricted	Total		
D OTHER FINANCING SOURCES / USES						
1. Other Sources	8930-8979	0	0	0	0	0
2. Less: Other Uses	7630-7699	0	0	0	0	0
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0	0	0	0	0
4. TOTAL OTHER FINANCING SOURCES / USES		0	0	0	0	0
E NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		50,000	0	50,000	50,000	50,000
F FUND BALANCE, RESERVES						
1. Beginning Fund Balance						
a As of July 1	9791	9,756,300	0	9,756,300	9,806,300	9,856,300
b Adjustments to Beginning Balance	9793, 9795	0	0	0		
c Adjusted Beginning Balance		9,756,300	0	9,756,300	9,806,300	9,856,300
2. Ending Fund Balance, June 30 (E + F.1.c.)		9,806,300	0	9,806,300	9,856,300	9,906,300
Components of Ending Fund Balance:						
a Nonspendable						
Revolving Cash (equals object 9130)	9711	0	0	0	0	0
Stores (equals object 9320)	9712	0	0	0	0	0
Prepaid Expenditures (equals object 9330)	9713	0	0	0	0	0
All Others	9719	0	0	0	0	0
b. Restricted	9740	0	0	0	0	0
c Committed						
Stabilization Arrangements	9750	0	0	0	0	0
Other Commitments	9760	0	0	0	0	0
d Assigned						
Other Assignments	9780	0	0	0	0	0
e Unassigned/Unappropriated						
Reserve for Economic Uncertainties	9789	0	0	0	0	0
Unassigned/Unappropriated Amount	9790	9,806,300	0	9,806,300	9,856,300	9,906,300

**Making Waves Academy
Budget FY2025**

**MWA Central Office
2nd Interim Budget**

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	A	B	C	H	K	L	M
					Variance FY25 1st Interim vs. FY25 2nd Interim (C-A)	% Variance (C) vs. (A)	
2	Account #	Account Title	FY2025 1st Interim Budget (A)	FY2025 2nd Interim (C)			Notes
3		Income					
40	8981	John Regina Scully (JRS)	2,203,215	2,222,187	18,972	1%	
44	INCO.INC	Central Office (Revenue from Shared Services Allocation)	1,452,400	1,452,400	-	0%	
45		Total Income	3,655,615	3,674,587	18,972	1%	
46							
50							
51		Expenses					
52	1100	Teacher Salaries	-	-	-		
53	1103	Substitute Teacher Salaries	-	-	-		
54	1200	Certificated Pupil Support	-	-	-		
55	1300	Certificated Supervisor & Administrator Salaries	-	-	-		
56	1409	Certificated Special Temporary COLA Bonus	158,000	149,500	(8,500)	-5%	
57	1900	Certificated Other Salaries	-	-	-		
58	2100	Classified Instructional Aide Salaries	-	-	-		
59	2200	Classified Support Staff Salaries	-	-	-		
60	2300	Classified Supervisor & Administrator Salaries	1,510,684	1,434,081	(76,602)	-5%	Overall savings are from: • Vacant positions projected to start from Apr 2025 • Repurposed vacant position HR Manager to People Operations Generalist (lower level position)
61	2400	Classified Clerical and Office Salaries	326,822	331,255	4,433	1%	
62	2900	Classified Other Salaries	-	-	-		
63		Total Salaries	1,995,506	1,914,836	(80,670)	-4%	
64	3101	Certificated STRS	69,786	66,157	(3,629)	-5%	
65	3301	Certificated Social Security/Medicare	122,038	116,424	(5,613)	-5%	
66	3401	Certificated Health & Welfare Benefits	291,518	308,093	16,574	6%	
67	3501	Certificated Unemployment Insurance	4,997	4,620	(376)	-8%	
68	3601	Certificated Workers Comp Insurance	25,942	24,893	(1,049)	-4%	
69	3701	Certificated Retirement Match	54,275	51,959	(2,317)	-4%	
70	3999	Accrued Paid Time Off	49,923	49,923	-	0%	
71		Total Benefits	618,479	622,069	3,590	1%	
72		Total Salaries & Benefits	2,613,984	2,536,905	(77,079)	-3%	
73							

**Making Waves Academy
Budget FY2025**

**MWA Central Office
2nd Interim Budget**

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	A	B	C	H	K	L	M
					Variance FY25 1st Interim vs. FY25 2nd Interim (C-A)	% Variance (C) vs. (A)	
2	Account #	Account Title	FY2025 1st Interim Budget (A)	FY2025 2nd Interim (C)			Notes
74	4100	Approved Textbooks and Core Curricula Materials	-	-	-		
75	4200	Books and Other Reference Materials	1,550	1,400	(150)	-10%	
76	4315	Custodial Supplies	-	-	-		
77	4325	Instructional Materials & Supplies	-	-	-		
78	4330	Office Supplies	6,200	7,700	1,500	24%	
79	4390	Other Food	-	-	-		
80	4410	Furniture, Equipment & Supplies (non-capitalized)	1,000	1,000	-	0%	
81	4420	Computers and IT Supplies (non-capitalized)	10,200	10,200	-	0%	
82	4710	Student Food Services	-	-	-		
83	4910	Emergency Supplies	-	-	-		
84	4990	Contingency	20,000	4,500	(15,500)	-78%	
85		Total Supplies	38,950	24,800	(14,150)	-36%	
86	5210	Conference Fees	26,500	25,500	(1,000)	-4%	
87	5215	Travel - Mileage, Parking, Tolls	3,975	3,675	(300)	-8%	
88	5220	Travel - Airfare & Lodging	7,500	9,000	1,500	20%	
89	5225	Travel - Meals & Entertainment	4,200	3,450	(750)	-18%	
90	5305	Professional Dues & Memberships	30,500	30,500	-	0%	
91	5421	General Liability Insurance	-	-	-		
92	5510	Utilities - Gas and Electric	-	-	-		
93	5515	Janitorial, Gardening Services & Supplies	-	-	-		
94	5525	Utilities - Waste	-	-	-		
95	5530	Utilities - Water	-	-	-		
96	5605	Equipment Leases and Rentals	5,000	5,000	-	0%	
97	5610	Occupancy Rent	-	-	-		
98	5612	Additional Facilities Use Fees	-	-	-		
99	5615	Repairs and Maintenance - Building	-	-	-		
100	5617	Repairs and Maintenance - Non-computer Equipment	-	-	-		
101	5618	Repairs & Maintenance - Auto	-	-	-		
102	5803	Accounting Fees	48,390	48,390	-	0%	
103	5804	Legal Fees	60,000	50,000	(10,000)	-17%	
	5810	Contracted Services	489,638	624,388	134,750	28%	Variance from: • \$52K: Edgility Consulting contract • \$50K: Associate Chief of Staff • \$30K: Lemon Battery contract • \$2.75K: Other contract services
106							
107	5810.001	Food Service Administration	-	-	-		
108	5810.002	Student Information & Assessment	94,700	84,700	(10,000)	-11%	

**Making Waves Academy
Budget FY2025**

**MWA Central Office
2nd Interim Budget**

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	A	B	C	H	K	L	M
					Variance FY25 1st Interim vs. FY25 2nd Interim (C-A)	% Variance (C) vs. (A)	
2	Account #	Account Title	FY2025 1st Interim Budget (A)	FY2025 2nd Interim (C)			Notes
109	5810.003	Student Transportation	-	-	-		
110	5810.004	Intervention & Consultation	-	-	-		
111	5810.005	Psychological Services	-	-	-		
112	5810.006	Substitute Teachers	-	-	-		
113	5810.007	Interscholastic - Coaches	-	-	-		
114	5810.008	Information Technology	79,028	79,028	-	0%	
115	5810.009	Outsourced Teaching	-	-	-		
116	5811	College Application Fees	-	-	-		
117	5812	College Entrance Exams	-	-	-		
118	5820	Recruiting - Students	5,000	5,000	-	0%	
119	5821	Printing and Reproduction	2,000	2,000	-	0%	
120	5840	Study Trip - Entrance, Admission, & Ticket Fees (not staff conference)	-	-	-		
121	5850	Staff Recruitment	51,000	51,000	-	0%	
122	5851	Continuing Education Support	5,000	3,000	(2,000)	-40%	
123	5853	Payroll Processing Fees	66,000	64,000	(2,000)	-3%	
124	5897	Special Ed Encroachment WCCUSD	-	-	-		
125	5898	Use Tax	-	-	-		
126	5905	Company Cell Phones	7,500	7,500	-	0%	
127	5910	Internet and Wifi	-	-	-		
128	5915	Postage and Delivery	4,750	4,750	-	0%	
129	5920	Landlines and Office Based Phones	-	-	-		
130	5992	Bank fees	12,000	12,000	-	0%	
131	6900	Depreciation and Amortization	-	-	-		
132	INCO.EXP	5895 Central Office (Shared Services Allocation)	-	-	-		
133		Total Contract Services	1,002,681	1,112,881	110,200	11%	
134							
135		Total Salaries & Benefits	2,613,984	2,536,905	(77,079)	-3%	
136		Total Supplies	38,950	24,800	(14,150)	-36%	
137		Total Contract Services	1,002,681	1,112,881	110,200	11%	
138		Total Expenses	3,655,615	3,674,586	18,971	1%	
139							
140		Net Income	0	0			

Coversheet

2025 Audit and Tax Agreements

Section: V. Consent Action Items
Item: D. 2025 Audit and Tax Agreements
Purpose: Vote
Submitted by: Hung Mai
Related Material:
Making Waves Academy - CLA 2025 Statement of Work - Audit Services.pdf
Making Waves Academy - CLA 2025 Entity Tax Compliance Statement of Work.pdf

BACKGROUND:

Education Code Section 41020 requires that each LEA must contract with an audit firm for their fiscal year audit by April 1 of each fiscal year. A copy of the audit contract of each school district is to be filed with CCCOE by April 1.

We have completed the Request for Proposal (RFP) process for the new auditor and have decided to continue with CliftonLarsonAllen LLP (CLA) as our auditor.

RECOMMENDATION:

Renew and approve the 2024-25 Audit and Tax Agreements.



CliftonLarsonAllen LLP
<https://www.claconnect.com>

March 1, 2025

Statement of Work - Audit Services

This agreement constitutes a statement of work ("SOW") under the master service agreement ("MSA") dated October 9, 2023, or superseding MSA, made by and between CliftonLarsonAllen LLP ("CLA," "we," "us," and "our") and Making Waves Academy ("you," "your," or "the entity"). We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services CLA will provide for the entity as of and for the year ended June 30, 2025.

Derrick DeBruyne is responsible for the performance of the audit engagement. Per Education Code Section 41020(f)(2), there is a limit of six consecutive years for any firm where the principal of the audit and the reviewing principal have been the same in each of those years. This is the first year Derrick DeBruyne will be the engagement principal.

Scope of audit services

We will audit the financial statements of Making Waves Academy, which comprise the financial statements identified below, and the related notes to the financial statements (collectively, the "financial statements") as of and for the year ended June 30, 2025.

The statement of financial position, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

We will also evaluate and report on the presentation of the supplementary information accompanying the financial statements in relation to the financial statements as a whole.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of data collection form
- Preparation of your financial statements and the related notes.
- Preparation of the supplementary information.
- Preparation of schedule of expenditures of federal awards.
- Preparation of adjusting journal entries, as needed.

- Preparation of the informational tax returns.

Audit objectives

The objectives of our audit of the financial statements are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

Our audit will be conducted in accordance with U.S. GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. *Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance); and the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (State Audit Guide). Those standards require us to be independent of the entity and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and on compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs.

We will provide an opinion (or disclaimer of opinion) on compliance with requirements described in the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel. The State Compliance report will include a paragraph that states that the purpose of the report over compliance is to express an opinion on compliance with the types of requirements described in the 2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting; however, that the audit does not provide a legal determination of the entity's compliance.

The state compliance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the State Audit Guide.

Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph to our auditors' report, or if necessary, withdraw from the engagement. If our opinions on the financial statements or compliance are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

It is our understanding that our auditors' report will be included in your annual report which is comprised

of Local Education Agency Organization Structure and that your annual report will be issued concurrent with the financial statement audit. Our responsibility for other information included in your annual report does not extend beyond the financial information identified in our opinion on the financial statements. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in your annual report. We are required by professional standards to read the other information and consider whether a material inconsistency exists between the other information and the financial statements because the credibility of the financial statements and our auditors' report thereon may be undermined by material inconsistencies between the audited financial statements and other information. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS, the standards for financial audits contained in *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide.

Those standards require that we exercise professional judgment and maintain professional skepticism throughout the planning and performance of the audit. As part of our audit, we will:

- Identify and assess the risks of material misstatement of the financial statements and material noncompliance, whether due to fraud or error, design and perform audit procedures responsive to those risks, and evaluate whether audit evidence obtained is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement or a material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements, including the amounts and disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Conclude, based on our evaluation of audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time.

Although our audit planning has not been concluded and modifications may be made, we have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Management Override of Controls
- Revenue Recognition

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not require auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a single audit.

Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, the Uniform Guidance, and the State Audit Guide.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations,

contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any identified or suspected instances of fraud and any identified or suspected noncompliance with provisions of laws, regulations, contracts, or grant agreements that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance and State Audit Guide requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with state and federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement" for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance and State Audit Guide.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct

material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the entity's ability to continue as a going concern for one year after the date the financial statements are available to be issued.

Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including evaluating and monitoring ongoing activities and safeguarding assets to help ensure that appropriate goals and objectives are met; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance and State Audit Guide, it is management's responsibility to evaluate and monitor noncompliance with federal and state statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for providing us with (1) access to all information of which you are aware that is

relevant to the preparation and fair presentation of the financial statements, including amounts and disclosures, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters, and for the accuracy and completeness of that information (including information from within and outside of the general and subsidiary ledgers), and for ensuring management information and financial information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the State Audit Guide; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence.

You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for the preparation of other information included in your annual report. You agree to provide the final version of such information to us in a timely manner, and if possible, prior to the date of our auditors' report. If the other information included in your annual report will not be available until after the date of our auditors' report on the financial statements, you agree to provide written representations indicating that (1) the information is consistent with the financial statements, (2) the other information does not contain material misstatements, and (3) the final version of the documents will be provided to us when available, and prior to issuance of the annual report by the entity, so that we can

complete the procedures required by professional standards. Management agrees to correct material inconsistencies that we may identify. You agree to include our auditors' report in any document containing financial statements that indicates that such financial statements have been audited by us.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's operations, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

Use of financial statements

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our

report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

If the parties (i.e., you and CLA) agree that CLA will not be involved with your official statements related to municipal securities filings or other offering documents, we will require that any official statements or other offering documents issued by you with which we are not involved clearly indicate that CLA is not involved with the contents of such documents. Such disclosure should read as follows:

CliftonLarsonAllen LLP, our independent auditor, has not been engaged to perform and has not performed, since the date of its report included herein, any procedures on the financial statements addressed in that report. CliftonLarsonAllen LLP also has not performed any procedures relating to this offering document.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We expect to begin our audit on approximately April 1, 2025.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of

the reports and the financial statements. Unless restricted by law or regulation, or containing confidential or sensitive information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to California Department of Education, California State Controllers Office, and authorizer(s), or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the California Department of Education, California State Controllers Office, and authorizer(s). If we are aware that a federal or state awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Professional standards require us to be independent with respect to you in the performance of these services. Any discussion that you have with our personnel regarding potential employment with you could impair our independence with respect to this engagement. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence and objectivity. Further, any employment offers to any staff members working on this engagement without our prior knowledge may require substantial additional procedures to ensure our independence. You will be responsible for any additional costs incurred to perform these procedures.

Our audit engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific SOW for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Fees

Our professional fee is \$31,100.00. We will also bill for expenses (including travel, report production, word processing, postage, internal and administrative charges, etc.) plus a technology and client support fee of five percent (5%) of all professional fees billed. This estimate is based on anticipated cooperation from your personnel and their assistance with locating requested documents and preparing requested schedules. If the requested items are not available on the dates required or are not accurate, the fees and expenses will likely be higher. Our invoices, including applicable state and local taxes, will be rendered as work progresses and are payable on presentation.

There is a ten percent withholding clause per Education Code 14505.

Bill to be mailed on

Upon execution of the SOW

Upon the commencement of substantive
procedures

Issuance of draft report(s)

Amount to be billed

one-third of our professional fees

one-third of our professional fees

one-third of our professional fees

Additional state compliance procedures related to changes to the 2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel will be billed as out-of-scope.

Unexpected circumstances

We will advise you if unexpected circumstances require significant additional procedures resulting in a substantial increase in the fee estimate.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the SOW increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

Sincerely,

CliftonLarsonAllen LLP

Response:

This letter correctly sets forth the understanding of Making Waves Academy.

CLA
CLA

Derrick DeBruyne

Derrick DeBruyne, Principal

SIGNED 3/1/2025, 7:38:59 AM PST

Client
Making Waves Academy

SIGN:

Alton B. Nelson, Jr.

DATE:



CliftonLarsonAllen LLP
<https://www.claconnect.com>

Date: March 1, 2025

Statement of Work - Tax Exempt Returns and Filings

This agreement constitutes a statement of work (“SOW”) under the master service agreement (“MSA”) dated October 9, 2023, or any superseding MSA, made by and between CliftonLarsonAllen LLP (“CLA,” “we,” “us,” and “our”) and Making Waves Academy (“you,” “your,” or “the organization”). The purpose of this SOW is to confirm our understanding of the scope of services, responsibilities, limitations, and related terms of our engagement for the year ended June 30, 2025.

Our responsibility to you

We will prepare the entity's federal and state returns and filings as defined herein in accordance with the applicable tax laws. We will use our judgment in resolving questions where the law is unclear, and where there is reasonable authority, we will resolve questions in your favor whenever possible.

We will not audit or otherwise verify the accuracy or completeness of the information we receive from you for the preparation of the returns and filings, and our engagement cannot be relied upon to uncover errors or irregularities in the underlying information.

Your responsibilities

It is your responsibility to provide us with all of the information needed to prepare complete and accurate returns and filings. We will have no obligation to prepare the returns and filings until you have provided such information to us. It is your responsibility to comply with all foreign jurisdiction filing requirements. We have no obligation to prepare returns for foreign jurisdictions.

CLA requires that you provide information 60 days prior to the filing deadline. If you provide information after that date, we may be unable to complete the return(s) by the original filing deadline and may need to file an extension. If an extension is filed and information is not provided by 60 days prior to the extended filing deadline, we may be unable to complete your return(s) by the extended due date. Failure to timely file your return(s) or to file for an extension can result in penalties which can be substantial.

The United States Supreme Court ruled in *South Dakota versus Wayfair* that physical presence is no longer required to establish nexus for sales tax. This ruling may have broad implications, even beyond sales tax, as to where an entity is subject to tax. Please note that if the entity had a taxable presence in more than one jurisdiction, such as an employee or agent within the jurisdiction, any tangible property owned or rented within the jurisdiction, or if the entity exceeds any applicable economic nexus thresholds, the entity, its owners, or related entities may be subject to state or local income, sales, use, franchise, or gross receipts tax in that jurisdiction depending upon the particular facts. It is the entity's responsibility, not CLA's, to

determine if assistance is needed in deciding whether the entity, its owners, or related entities may be liable for income, sales, use, franchise, or gross receipts tax, or have a filing requirement in the various state or local jurisdictions.

It is important for you to identify any ownership OR signature authority over a foreign bank account or other foreign financial assets which includes but is not limited to foreign: stocks, mutual funds, partnerships, bonds, retirement accounts, estates, trusts, annuities, swaps, and derivatives. Failure to disclose penalties can be significant, starting at \$10,000 and can be upwards of 50 percent of the value of the asset. Please provide account statements if you have any foreign account ownership or signature authority. Note that these rules do not apply to foreign investments held by U.S. mutual funds. In addition, ownership in a foreign business entity (association, corporation, disregarded entity, or partnership) could trigger additional U.S. foreign informational reporting requirements. These reporting requirements require the disclosure of ownership, financial information, and related-party transactions. Failure to properly disclose ownership, related-party transactions, and the required information could trigger a penalty of up to \$25,000 penalty per filing. We cannot be held responsible if you fail to identify or provide such information to us.

For all nonattest services we may provide to you, including these tax services, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services. You are responsible to carefully review the returns and filings that we prepare on your behalf before they are signed and submitted to tax authorities. We will advise you with regard to tax positions taken in the preparation of the returns and filings, but the responsibility for the returns and filings remains with you.

Section 174 capitalization requirement

For tax years beginning after December 31, 2021, research and experimental (“R&E”) expenditures under IRC Section 174 are required to be capitalized and amortized. In the case of domestic R&E expenditures, the amortization period is 5 years, and in the case of foreign R&E expenditures the amortization period is 15 years. In order to comply with the law, your R&E expenditures under Section 174 must be identified and properly categorized. Should an accounting method change requiring a Form 3115 or equivalent statement be required, a separate Statement of Work for these services will be required.

Beneficial ownership information reporting

Beginning in 2024 under the Corporate Transparency Act (CTA), certain entities organized in the U.S. (including entities that are disregarded for federal income tax purposes) and foreign entities doing business in the U.S. are required to report information to the Financial Crimes Enforcement Network (FinCEN) as to their beneficial ownership. The report must provide each beneficial owner, each company applicant and other required information. Entities subject to the beneficial ownership information (BOI) reporting include a corporation, limited liability company, or any other entity created by the filing of a document with the secretary of state or similar office under state, Tribal or foreign country law. Note that some entities are exempt from the BOI reporting requirements (including many nonprofits and certain large operating

companies).

It is your responsibility to prepare and submit any BOI report to FinCEN that is required under the CTA. We have no obligation to identify any filing requirements or provide any services related to BOI reporting.

Tax examinations

All returns and filings are subject to potential examination by the IRS and state taxing authorities. In the event of an examination, we will be available, at your request, to assist or represent you. Services in connection with tax examinations are not included in our fee for preparation of your returns and filings. Our fee for such services will be billed to you, along with any direct costs.

Record retention

You are responsible for retaining all documents, records, canceled checks, receipts, or other evidence in support of information and amounts reported on your returns and filings. These items may be necessary in the event a taxing authority examines or challenges your returns or filings. These records should be kept for at least seven years. Your copy of the returns and filings should be retained indefinitely.

If carryover item(s) exist (e.g., capital loss, net operating loss, tax credits, etc.), you should retain the supporting records related to the carryover item(s) until the item has either been utilized (and the statute of limitations associated with the year of utilization has expired) or the carryforward period has expired.

In preparing the returns and filings, we rely on your representation that you understand and have complied with these documentation requirements. You are responsible for the proper recording of transactions in the books of accounts, for the safeguarding of assets, and for the substantial accuracy of your financial records.

All of the records that you provide to us to prepare your returns and filings will be returned to you after our use. Our working papers, including any copies of your records that we chose to make, are our property and will be retained by us in accordance with our established records retention policy. This policy states, in general, that we will retain our working papers for a period of seven years. After this period expires, our working papers and files will be destroyed. Furthermore, physical deterioration or catastrophic events may shorten the time our records are available. The working papers and files of our firm are not a substitute for your records.

Tax consulting services

This statement of work also covers tax consulting services that may arise for which you seek our consultation and advice, both written and oral, that are not the subject of a separate statement of work. These additional services are not included in our fees for the preparation of the federal and state returns and filings. Our fee for such services will be billed to you, along with any direct costs.

We will base our tax analysis and conclusions on the facts you provide to us, and will not independently verify those facts. We will review the applicable tax law, tax regulations, and other tax authorities, all of which are subject to change. At your request, we will provide a memorandum of our conclusions. Written advice provided by us is for your information and use only and is not to be provided to any third party without our express written consent.

Unless we are separately engaged to do so, we will not continuously monitor and update our advice for subsequent changes or modifications to the tax law and regulations, or to the related judicial and administrative interpretations.

Tax Compliance Services or Form Description	Fee Detail
----------------------------------------------------	-------------------

IRS Form 990 – Return of Organization Exempt from Income Tax	\$4,500
--------------------------------------------------------------	---------

State Corporate Income Tax Form(s) (same states as filed in the prior year, if additional states are needed you and CLA will connect before time and expenses are incurred)	Included
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------

Our customary billing practice is to invoice up to 50% of the estimated professional services fees upon receipt of your tax return information, or upon the preparation of an application for an extension of time to file your tax return(s) if earlier. We will continue to periodically bill for our time as work progresses.

Our professional fee reflects that, if needed, CLA will provide you with first and second drafts of each return or filing. Additional drafts requested by you may result in additional professional fees.

Additional charges may apply if you request a paper copy of your return(s), your circumstances are complex, changes to the tax law occur, or unexpected circumstances require additional time. We may apply a 20% surcharge (based on prior year invoice) if you do not provide accurate and complete tax information at least 60 days prior to the extended federal filing deadline, and an additional 5% surcharge for each and every two-week period thereafter until accurate and complete tax information is provided.

We will bill for all expenses (including internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees. Our invoices, including applicable state and local taxes, are payable on presentation.

Termination of agreement

Either party (you or CLA) may terminate this SOW at any time by giving written notice to the other party. In that event, the provisions of this SOW and the MSA shall continue to apply to all services rendered prior to termination.

Agreement

We appreciate the opportunity to provide the services described in this SOW related to the MSA. All terms and provisions of the MSA shall apply to these services. If you agree with the terms of this SOW, please sign below to indicate your acknowledgement and understanding of, and agreement with, this SOW.

CliftonLarsonAllen LLP

Derrick DeBruyne
Principal

derrick.debruyne@claconnect.com

Accepted on behalf of:

CLA
CLA

Derrick DeBruyne

Derrick DeBruyne, Principal

SIGNED 3/1/2025, 7:43:41 AM PST

Client
Making Waves Academy

SIGN: _____

Alton B. Nelson, Jr.

DATE: _____

Coversheet

Accept Minutes from March Finance Advisory Committee

Section:	V. Consent Action Items
Item:	E. Accept Minutes from March Finance Advisory Committee
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Finance Advisory Committee Meeting on March 5, 2025



Making Waves Academy

Minutes

Finance Advisory Committee Meeting

Date and Time

Wednesday March 5, 2025 at 10:00 AM

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/82344244988?pwd=NXJQc0lvNDhZVjIeEaGVaOEZBaDg1QT09>

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=NXJQc0lvNDhZVjIeEaGVaOEZBaDg1QT09>

Committee Members Present

Alicia Malet Klein (remote), James McLean (remote), Lori Crawford (remote), Sid Landman (remote), Steve Blass (remote)

Committee Members Absent

Ken Blum

Guests Present

Alton B. Nelson Jr. (remote), Hung Mai (remote), James McClean (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Alicia Malet Klein called a meeting of the Finance Committee of Making Waves Academy to order on Wednesday Mar 5, 2025 at 10:00 AM.

II. Finance

A. FY25 Second Interim Budget

- The CFO highlighted the major changes from the 1st Interim budget to 2nd Interim Budget:
 - Government revenues decreased by approximately \$312,621
 - Decreased JRSF contributions by about \$2,432,363
 - Decreased total expenditures by about \$1,586,743
- The committee recommended the FY'25 2nd Interim Budget to the MWA Board for approval.

B. Review Financials and Cash Flow at January 31, 2025

- The CFO will prepare different cash flow models for the Finance Advisory Committee (FAC) to review at the next FAC meeting.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 11:00 AM.

Respectfully Submitted,
Alicia Malet Klein

B. FY25 FAC Remaining Meetings

- April 23, 2025 @ 10 am
- June 4, 2025 @ 10 am

Coversheet

Approve Minutes: January Board Meeting

Section:	V. Consent Action Items
Item:	F. Approve Minutes: January Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for January Board Meeting on January 27, 2025

APPROVED



Making Waves Academy

Minutes

January Board Meeting

Date and Time

Monday January 27, 2025 at 11:00 AM

Location

In-person at:

Making Waves Academy
4123 Lakeside Dr.
Richmond, CA 94806

And streaming on zoom:

[https://mwacademy.zoom.us/j/87855022048?](https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09)

[pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09](https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFYUd2WWNTaW8wQT09)

Passcode: 073032

Or One tap mobile :

+16694449171,,87855022048#,,, *073032# US

+16699006833,,87855022048#,,, *073032# US (San Jose)

Or Telephone:

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

+1 669 444 9171 US

+1 669 900 6833 US (San Jose)

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

+1 689 278 1000 US

+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US

+1 646 931 3860 US

Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/j/87855022048>

Other remote location:

- Doylestown Public Library, 150 S. Pine Street, Doylestown, PA 18901

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://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108>
- HAGA CLIC AQUÍ para acceder el reporte escolar/CLICK HERE to access the school board report in Spanish: <https://bit.ly/4eLd72o>

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:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.

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 bfitzpatrick@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 bfitzpatrick@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:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.

Please note that all agenda times are estimates.

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

Directors Present

Alicia Malet Klein, Amy Obinyan, Enrique Romero (remote), Esther Hugo, Janis Glover, Jessica Laughlin (remote)

Directors Absent

Margaret Watson

Guests Present

Alton B. Nelson Jr., Bryann Fitzpatrick, Elizabeth Martinez, Tameka Jackson

I. Opening Items

A. Call the Meeting to Order

Alicia Malet Klein called a meeting of the board of directors of Making Waves Academy to order on Monday Jan 27, 2025 at 11:05 AM.

B. Record Attendance

C. Remarks by Board President

Board president acknowledged the beginning of Spring Semester.

Focus Areas: Strategic planning with MWEF, math progress, student mental health

WASC/LCAP Goal: Goal 2- College and Career Readiness; Goal 3- Diversity, Equity, and Inclusion

D. Public Comment

No public comments were made.

II. Standing Reports

A. Mission Connection: Community

The board watched a video highlighting community building activities from this year.

B. ASB Update

ASB Members provided an update on their successes, including items related to the spring dance and the 100th day of school. As a challenge, they noted difficulties presented by APEX courses, the desire for more trauma-informed training and issues with visitors at sports games.

Board members and leaders commended students' ability to talk on difficult subjects and encouraged students to bring issues to Dr. Jackson, other administrators and their advisors as well so that their concerns can be addressed directly. They also asked questions about student safety at student sports games and experiences with APEX courses.

C. Deep Dive: Strategic Planning Pre-Work

MWEF CEO Patrick O'Donnell and MWA CEO Alton Nelson shared on pre-work that has been done to align MWA's strategic plan with long term goals related to student success in life. This includes placing more emphasis on economic mobility for MWA graduates, rather than merely the attainment of a bachelor's degree.

In discussion, ensuring that we are mapping student skills and interests to career pathways was noted as an important part of this process.

The board has agreed that progress towards economic mobility is in alignment with their priorities and was enthusiastic about the direction.

D. Q&A on Written School Report

Board members had questions and comments about the written report related to the percentage of students failing multiple classes, math data provided by Instructional Partners, and the details of the deans' strategies. A discrepancy between graduation rate

numbers in this report and the LCAP Mid-Year Update was noted; Ms. Martinez clarified the different measures.

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

Board members had questions and comments about the CEO's report related to hiring and also praised the recent guidance for supporting undocumented students and families.

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

Board members had questions and comments about the COO's report related to changes in how recruiting is going this year, noting that the number of out-of-state credential applicants has increased.

G. Q&A on Written Finance Report

Board members asked that the Finance Report and COO sync up hiring and vacancy data in the future for better clarity.

H. Break

No break was taken.

III. Non-Action Items

A. Board Work and Advisory Committee Updates

Boar president advised that the student board member application process is underway. Enrique Romero will partner to move the selection process forward.

Board president noted that the CIRAC and WASC committees have been combined. Board member Esther Hugo ensured that the board recalls the school's WASC goals and reviewed items that were discussed in the Fall CIRAC/WASC committee meeting.

B. LCAP Mid-Year Update

Board members had questions and comments about the LCAP Mid-Year Update on support for English Learners and parent engagement.

The board noted that the graduation rate metric in the LCAP Mid-Year Update was not in alignment with what was shared in the school report. This discrepancy is related to 5-year students and the language will be clarified so that there is no confusion.

The board was pleased by the progress to goals and appreciated the evidence documents supplied at the end of the LCAP

IV. Action Items

A.

School Accountability Report Card (SARC)

Esther Hugo made a motion to Approve the MWA SARC.

Jessica Laughlin seconded the motion.

The board president noted that the data from the SARC is historical data.

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

B. Academic Calendar 2025-2026

Janis Glover made a motion to Approve the Academic Calendar.

Amy Obinyan seconded the motion.

The board noted that MWA has more instructional days than required by the state and discussed an early orientation day for 5th and 9th graders.

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

C. Lemon Battery Agreement

Jessica Laughlin made a motion to Approve the agreement with Lemon Battery.

Janis Glover seconded the motion.

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

V. Consent Action Items

A. Vendor Invoices for November and December 2024

Janis Glover made a motion to Accept vendor invoices for November and December 2024.

Esther Hugo seconded the motion.

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

B. Approve Minutes: October Board Meeting

Janis Glover made a motion to approve the minutes from December Board Meeting on 12-16-24.

Esther Hugo seconded the motion.

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

Roll Call

Alicia Malet Klein Aye

Margaret Watson Absent

Amy Obinyan Aye

Jessica Laughlin Aye

Esther Hugo Aye

Janis Glover Aye

Enrique Romero Aye

VI. Discussion Items

A.

Appreciations by the Board of Directors

Board members recognized the ASB members' hard work in making substantive and engaging comments, as well as the work done by staff to prepare students for these presentations. The board also appreciated faculty and staff put into the students here and noted that the content of the meeting was evidence of progress on many fronts.

B. Schedule of Remaining Board of Directors Meetings for 2024-25

- March 10, 2025 @ 4:00 pm
- May 5, 2025 @ 4:00 pm
- June 16, 2025 @ 11:00 am

VII. Closed Session

A. Public Employee Discipline/Dismissal/Release

Board members adjourned to a closed session conference on a confidential personnel matter pursuant to Section 54957.

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 2:19 PM.

Respectfully Submitted,
Alicia Malet Klein

Coversheet

Slides Presented at Board Meeting (Staff please do not link presentations here)

Section:	VIII. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item:	A. Slides Presented at Board Meeting (Staff please do not link presentations here)
Purpose:	FYI
Submitted by:	
Related Material:	March 2025_Board Slides.pdf



MWA Board Meeting

Date: 1/27/2025



Learn. Graduate. Give Back.



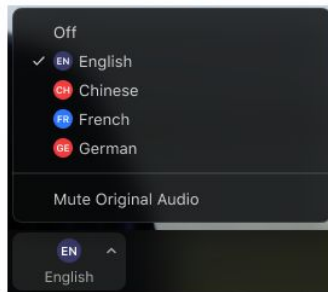
Activating Interpretation / Activar Interpretación

Computer

1. In your meeting/webinar controls, click **Interpretation**.



2. Click the language that you would like to hear.



3. (Optional) To only hear the interpreted language, click **Mute Original Audio**.

Cell Phone

1. In your meeting controls, tap ... **More**.



2. Tap **Language Interpretation**.
3. Tap the language you would like to hear.



4. (Optional) Tap the toggle to **Mute Original Audio**.



5. Click **Done**.



Public Comment

Use the raise hand function when your name is called.

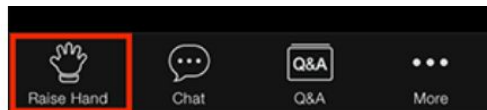
Computer

1. Click **Raise Hand** in the Webinar Controls.



2. The host will be notified that you've raised your hand. If the host allows you to talk, you may be prompted to unmute yourself. While unmuted, your profile picture and name is displayed to the host and panelists. Only your name is displayed to other attendees.

Cell Phone



Call Meeting to Order



Remarks by Board President





Remarks

SEL & Student Outcomes

Focus Areas:

- Strategic Plan, student outcomes and credit-recovery strategies, student mental health

WASC/LCAP Goal:

- Goal 1: Support for All Learners
- Goal 3: Diversity, Equity, and Inclusion

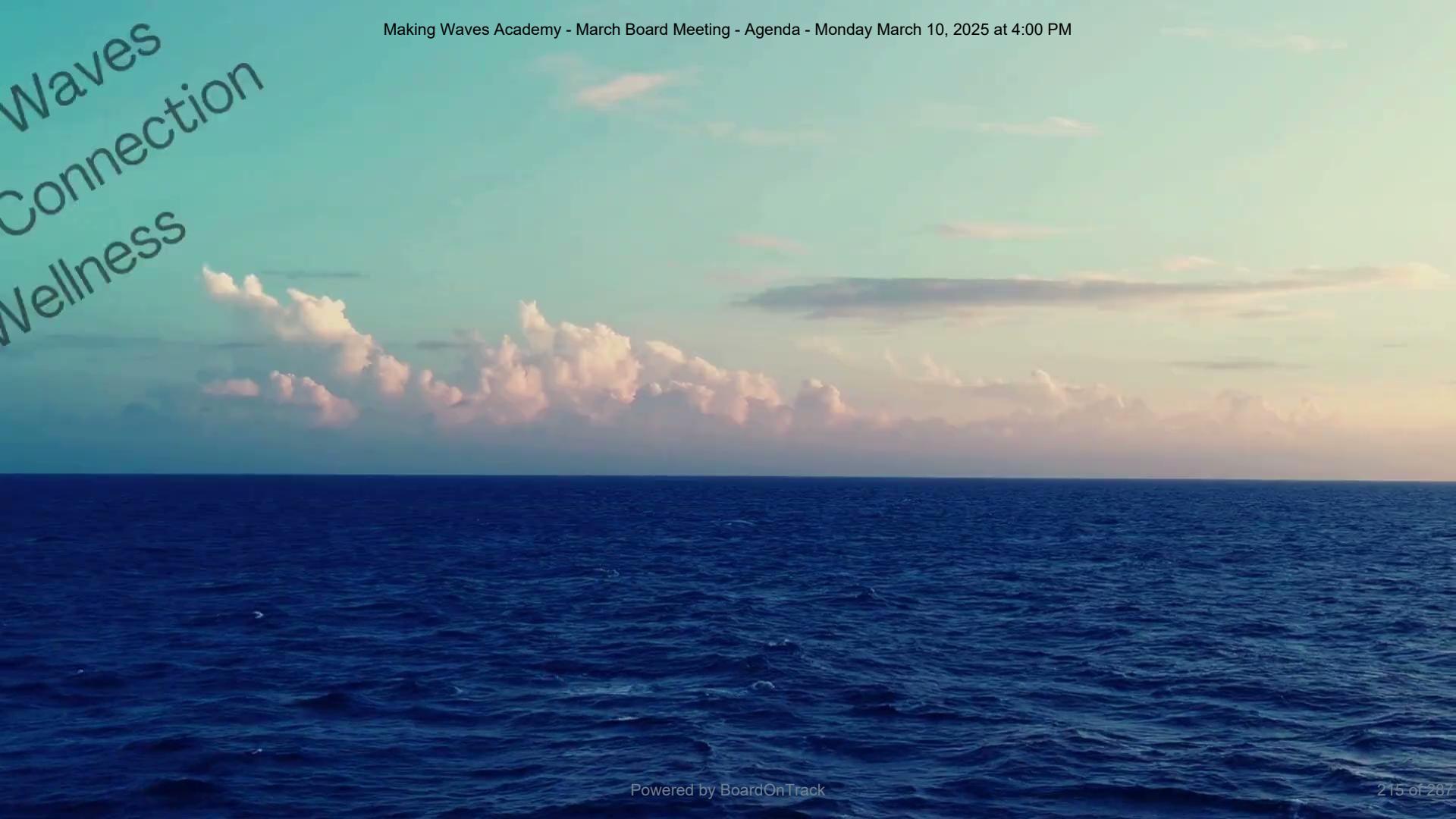
Public Comment



Mission Connection: Community



Making Waves
Connection
Wellness



ASB Update: Monse Rodriguez, Jocysten Delgado



ASB Board Report

ASB Members: Monse Rodriguez, Jocylen Delgado

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Agenda



- **Successes - Jocelyn Delgado**
- **Challenges - Monse Rodriguez**
- **Priorities - Monse & Jocelyn**
- **Questions & Conversation**

Successes



Successes



BSU ASM

- First career fair
- Multiple vendors

ASM

- Lots of student engagement, with energized crowd
- Waves built community, through games
- Student vs Teacher game was extremely engaging
- Inclusive of students and staff

Senior WWM

- Effective and clear communication
- Student input was valued and taken into consideration
- Splash week possibly returning
- Implementing APUSH and AP PSYCH

Challenges

Challenges



Dance

- Cancelled due to not enough ticket sales

School Morale is decreasing

- Students are participating less in school events

Priorities



Priorities

March 19th Pep Rally

- During Spirit Week
- Second and final Pep rally of the year
- Expecting lots of student engagement like the first one.
- Fundraising Event
- In the second semester, we plan to organize at least one fundraising event
- Potentially a Cinco De Mayo related fundraiser

March 17-21 Spirit week

- Monday- Pj Day
- Tuesday- Jersey Day
- Wednesday- Color Day
- Thursday- Throwback Day
- Friday- Men in Black

Questions & Conversation



Learn. Graduate. Give Back.

CEO Report



Portrait of a Graduate

Graduate Profile

Board Update | March 2025

As we look ahead to the next chapter of Making Waves Academy, **we're taking pride in the incredible progress we've made in the last 35 years.**

70% of
students
enrolling in
4-year college

70%
graduating
with
debt-free
bachelor's
degrees

2x the
national
average

But we also see a shifting landscape that **means getting into college didn't necessarily translate to economic mobility.**

Half of employed college grads have roles that don't require their degree.

50% of young adults in early 20s have jobs that track toward "family sustaining wages:

Shifts in AI and job market is rapidly changing high-growth industries

Given these trends, what are K-12 schools not focusing on that could help bridge the gap?

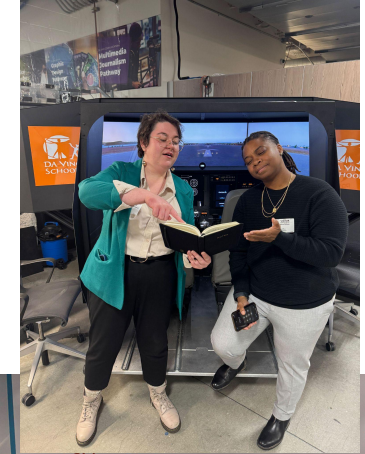
Graduate Profile

An articulation of the skills, knowledge students will leave with from their Making Waves Academy experience.

What are the concrete skills and experiences that will not only translate to college acceptance, but to true career readiness and long-term thriving?

Who is on the team?

- Bre Edison (middle school)
- Masin Persina (upper school)
- Colyn Flynn (upper school)
- Kevin Alegria (upper school)
- Bryann Fitzpatrick (Central Office)
- Tameka Jackson (School Wide)
- Liz Martinez (Central Office)
- Alton Nelson (Central Office)



Our Process:

This spring: Learn + Draft

Establish working group

Gather insights and inspiration – from our alumni, research, other models.

Enlist our community in prioritizing what skills matter most.

Draft v1 of Graduate Profile that synthesizes all of this input.

Next year: Try it on + iterate

Socialize with team and integrate into our work.

Use to define areas to focus and pilot new ideas.

Revise it based on what we learned by trying to put it into practice.

Define our 5-year strategy that helps us live into it fully.

Our Process:

WE ARE HERE

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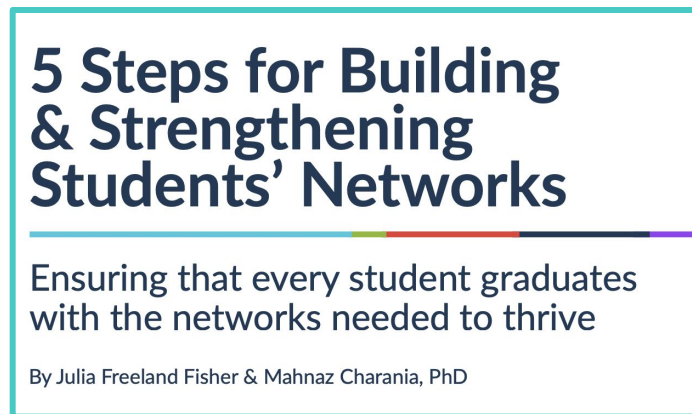
Next year: Try it on + iterate

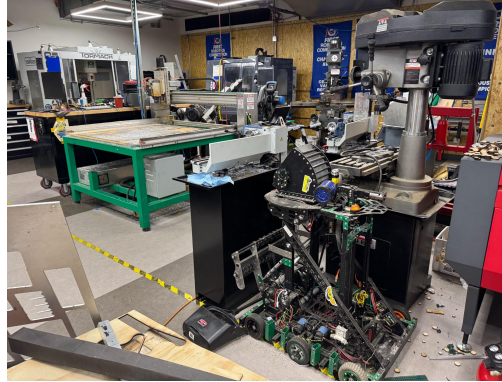
Socialize with team and integrate into our work.

Use to define areas to focus and pilot new ideas.

Revise it based on what we learned by trying to put it into practice.

Define our 5-year strategy that helps us live into it fully.





So, fresh off all of this input, some big ideas the working group is thinking about...

1. Practice life knowledge, with a real focus on financial literacy.
2. Exposure: a lot of students don't know what is out there, and what of that is a high-growth industry.
3. Durable skills, built in real-world contexts.
4. Connections with people who can open doors now and later.
5. Balancing workforce readiness with the self work needed to know what you like, align your path to a purpose.
6. **Translate all of this into a plan for post-graduation that makes sense for them – interest wise, career wise, financially. (*And making sure college is an available option to all*)**

What's next

This spring: Learn + Draft

Establish
working
group

Gather insights and
inspiration – from
our alumni,
research, other
models.

Enlist our
community in
prioritizing what
skills matter most.

Draft v1 of Graduate
Profile that
synthesizes all of
this input.



March staff PD



**April working
group retreat
to synthesize
into a draft**



**THANK
YOU!**

Deep Dive: Supporting Student Academics

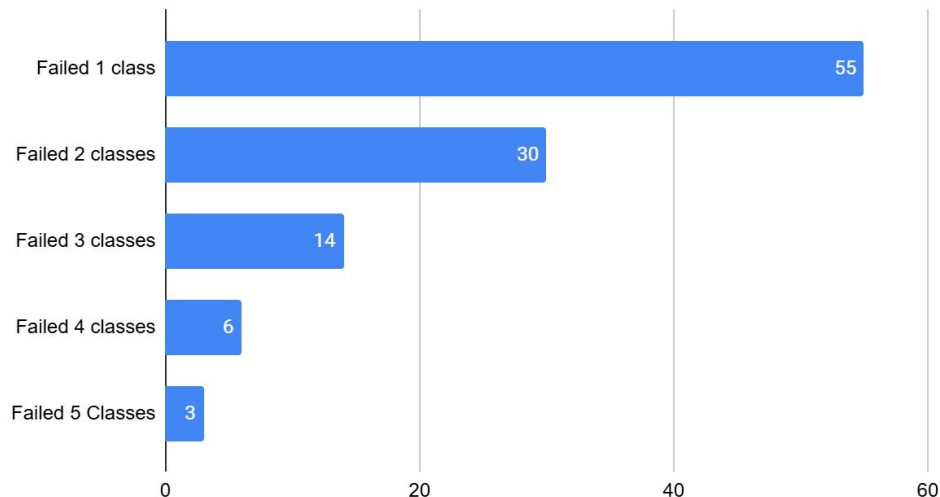
Overview

- Credit standing
- Year-over-year comparisons
- Current remediation efforts
- Mapping data to classes with substitute coverage

Credit Standing: Students Below C/C-

- In the Upper School, we have 534 Students
- 109 students failed 1 or more classes
- 20% of the students did not receive 1 or more credits

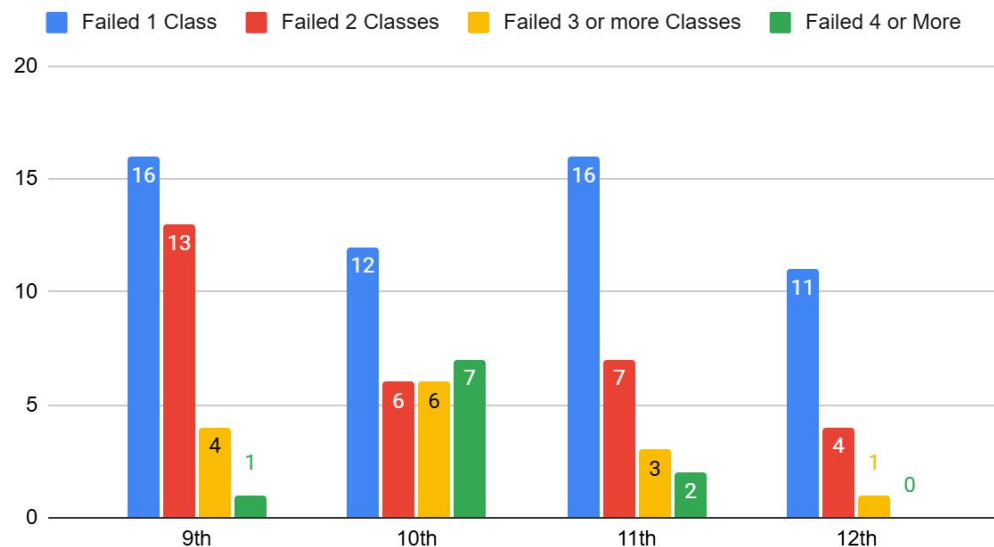
S1: Amount of Classes Failed



Credit Standing: Students Below C/C-

- **9th and 11th graders** have the highest number of students failing one class.
- **9th graders** have twice as many students failing two classes as any other grade.
- **10th graders** have the most students failing three & four classes.
- **12th graders** have the fewest overall class failures.

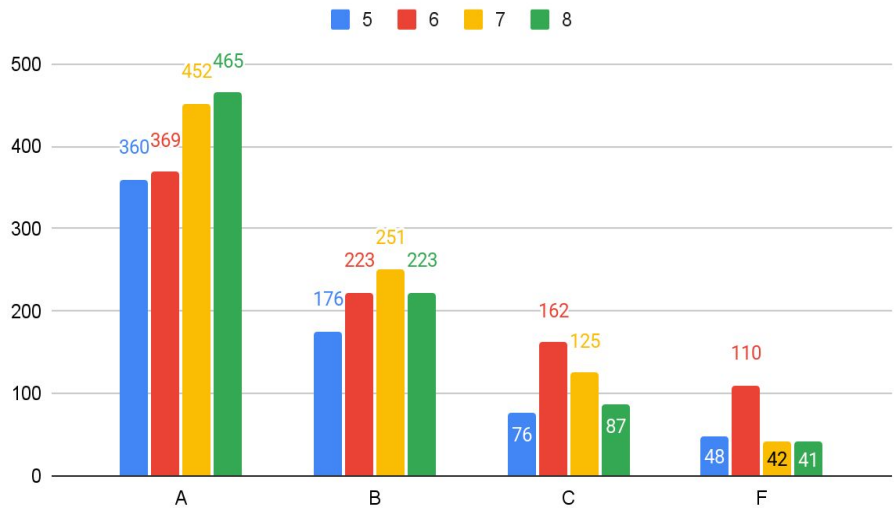
S1: # of Below C/C- Grades



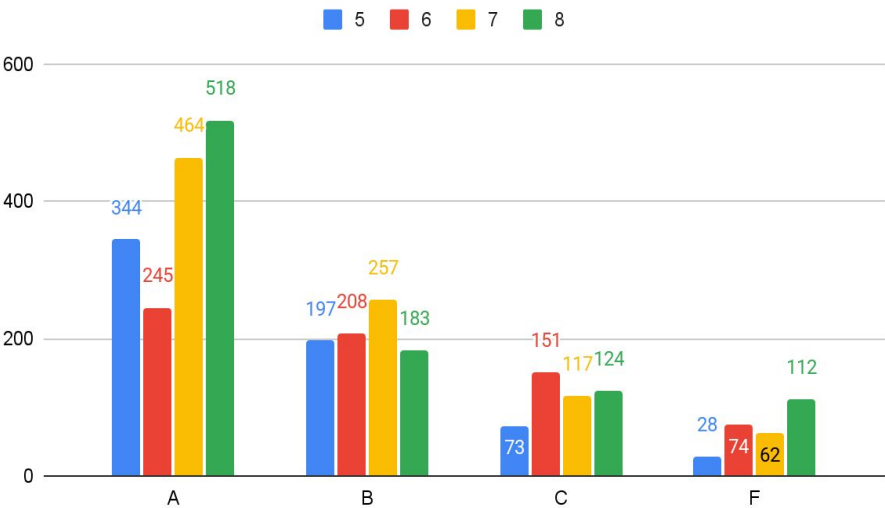
Deep Dive: Year-to-Year Comparison

Middle School Grade Data Comparison: 23-24 vs. 24-25

MS S1 2023-24

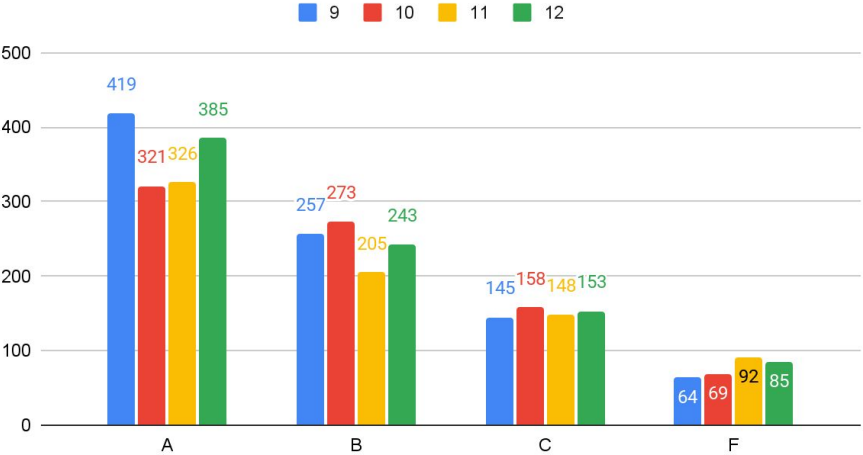


MS S1 2024-25

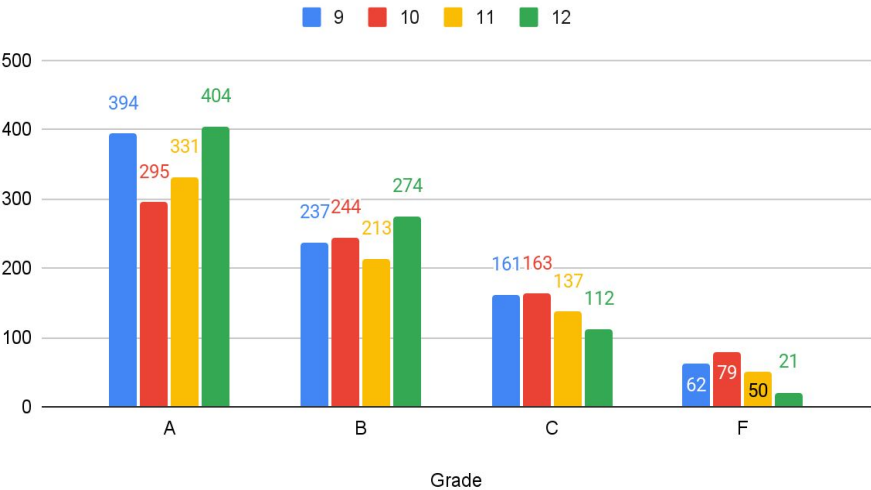


Upper School Grade Data Comparison: 23-24 vs. 24-25

US 23-24 S1 Grades

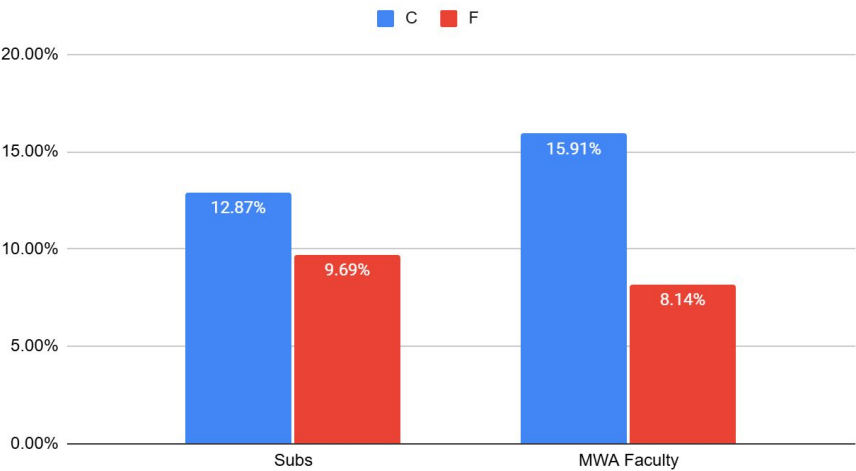


US 2024-25 S1 Grades

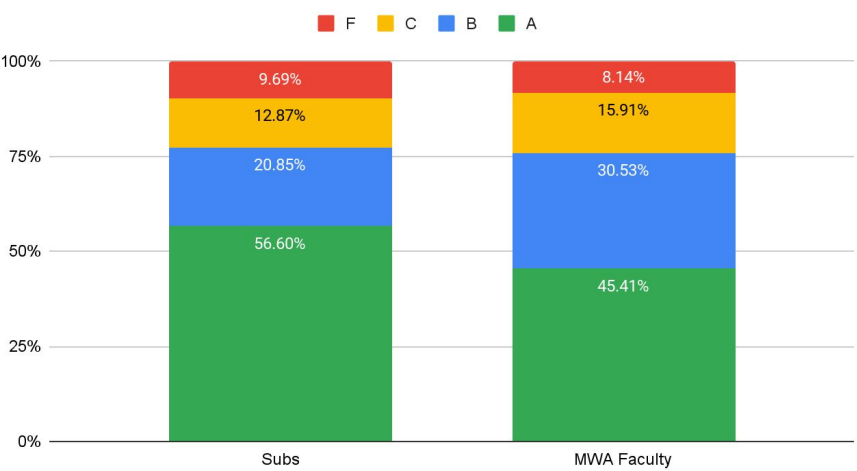


Comparison of Students with a C or less | Substitute Classes vs MWA Faculty

Percent of students with a C or lower in classes with subs



Percent of All Student Grades in MS and US



Deep Dive: Remediation Efforts

Teacher / Student Support

Remediation Efforts

- **Teacher Office Hours:**
 - Teachers in both the US and MS hold regular office hours during lunch and after school to provide additional support to students that need it.
 - There has been an increase in attendance since the first semester.
- **SPED Training:**
 - Teachers attended a training led by Glynis Shulters on Jan 29th to train teachers on how to accommodate and support SPED students.

Parent Engagement

Objective:

Work with parents/families to better support students in and out of the classroom.

- **Advisor and Family Conferences:**

- In November, we held Advisor and Family Conferences where we targeted families with students of concern.
- Conferences consisted of data-driven conversations around academic goals and progress.
- We will be conducting the another Advisor and Family Conference event on March 14th.

Remediation Efforts

Mentorship Program

Remediation Efforts

About the Program:

- Program kicked off in October 2024 for students that needed additional supports.
- Started the program with 14 students, since then two new mentors have taken on 4 more students.
- Mentors meet with mentees for a minimum of 30 minutes every week to check-in on grades, emotional status, or anything mentees want to discuss.

Remediation Efforts

Meetings with 5th Year Students

Program Objective:

Ensure 5th year students have regular access to the principal's and CCC's office to ensure they receive the support they need while checking in on the student's progress towards graduation.

About the Program:

- Meet on a monthly basis and go over grades, credit recovery progress, any behavioral or course concerns etc.

College and Career Center Interventions

Objective:

Notify and work with students who are in danger of retention or in credit recovery.

- Written correspondence with notification of status to students and families. We either scheduled or met with those students and their parent(s) in the fall semester.
- Students with new developments in Spring are also being contacted and families will be notified.
- Students with ongoing concerns will also be contacted for another meeting in Spring (in support of the initial fall meeting).
- Finally, we are notifying seniors on their progress track to graduate.

Remediation Efforts

Questions

School Report



COO Report

Finance Report



Break

5
2



Learn. Graduate. Give Back.

Board Work and Advisory Committee Updates



Action Items



Consent Action Items



Appreciations



Remaining Board Meetings

- May 5, 2025 @ 4:00 pm
- June 16, 2025 @ 11:00 am

Closed Session



Adjourn Meeting



Meeting Adjourned

Remaining Board Meetings

- May 5, 2025 @ 4:00 pm
- June 16, 2025 @ 11:00 am



Learn. Graduate. Give Back.

Coversheet

Documentos traducidos al español/Documents translated to Spanish

Section:	VIII. Day-of Presentation Slides (MWA Board: Do Not Read in Advance)
Item:	B. Documentos traducidos al español/Documents translated to Spanish
Purpose:	FYI
Submitted by:	
Related Material:	2025_03_10_board_meeting_agenda-Spanish.pdf March_School Board Report_2024-25 (1) - Spanish.pdf



Academia, Making Waves Academy

Reunión de la Junta Directiva de marzo

Fecha y Hora

Lunes 10 de marzo del 2025 a las 4:00 PM PDT

Lugar

En persona en:

Academia, Making Waves Academy

4123 Lakeside Dr.

Richmond, CA 94806

Y transmisión en zoom:

<https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGlTbVVHb1NFYUd2WWNTaW8wQT09>

Código de Acceso: 073032

O por teléfono móvil en One Tap:

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+16699006833,,87855022048#,,,,*073032# US (San José)

O por Teléfono:

Marque (para mayor calidad, marque un número según su ubicación actual):

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+1 669 900 6833 EE. UU. (San José)

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+1 253 215 8782 EE. UU. (Tacoma)

+1 346 248 7799 EE. UU. (Houston)

+1 719 359 4580 EE. UU.

+1 689 278 1000 EE. UU.

+1 929 436 2866 EE. UU. (New York)

+1 301 715 8592 EE. UU. (Washington DC)

+1 305 224 1968 EE. UU.

+1 309 205 3325 EE. UU.
+1 312 626 6799 EE. UU. (Chicago)
+1 360 209 5623 EE. UU.
+1 386 347 5053 EE. UU.
+1 507 473 4847 EE. UU.
+1 564 217 2000 EE. UU.
+1 646 931 3860 EE. UU.

ID del Seminario Web: 878 5502 2048

Código de Acceso: 073032

Números internacionales disponibles: <https://mwacademy.zoom.us/j/keaphEAWej>

Otra ubicación remota:

- Biblioteca Pública de Doylestown, 150 S. Pine Street, Doylestown, PA 18901

PRÓXIMAMENTE

- [HAGA CLIC AQUÍ](#) para acceder a la agenda y portadas en español:
<https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108>
- HAGA CLIC AQUÍ para acceder al informe de la junta escolar en español: <https://bit.ly/4eLd72o>

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

Bryann Fitzpatrick a bfitzpatrick@mwacademy.org o (510) 994-6486.

Comentario Público

- El público puede dirigirse a la Junta Directiva de MWA respecto a cualquier tema dentro de la jurisdicción de la junta directiva de MWA.
- Bajo Comentarios Públicos, los miembros del público pueden
 - Comentar sobre los temas de la agenda
 - Comentar sobre temas que no están en la agenda.
 - **Las presentaciones están limitadas a dos minutos cada una**, o un total de veinte minutos para todos los oradores, o el límite de dos minutos puede reducirse.
- De acuerdo con la Ley Brown, la Junta de MWA puede escuchar comentarios, pero no puede abordarlos ni tomar medidas sobre los temas presentados. Los miembros de la junta directiva están muy limitados en sus respuestas a las declaraciones o preguntas de personas que comentan temas que no están en la agenda.

-
- **Los oradores pueden presentar una solicitud para hablar antes de las 9:00 AM del día de la reunión de la junta, rellenar una tarjeta de comentarios en la reunión, o levantar la mano/utilizar 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 bfitzpatrick@mwacademy.org en inglés o español.

- Su presentación debe:
 - *indicar si es un comentario para el público general al inicio de la reunión o un comentario para un tema específico de la agenda (por favor incluya el número del tema).*
 - *incluir su nombre para que le puedan llamar cuando sea su turno de hablar.*
- *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*
- De acuerdo con SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y los padres y otra información del directorio, excepto según lo requiera una orden judicial o la ley federal. Si un padre/tutor legal desea que se incluya un nombre, uno debe informar a la Directiva antes de su comentario público.

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

Bryann Fitzpatrick a bfitzpatrick@mwacademy.org o (510) 994-6486.
Por favor tenga en cuenta que todos los horarios de la agenda son estimaciones.

Agenda

	Propósito	Presentador	Hora
I. Temas de Apertura			4:00 PM
Temas de Apertura			
A. Convocar a la Reunión Alicia Malet Klein declarará abierta la reunión.		Alicia Malet Klein	
B. Registro de la Asistencia Pase de lista y verificación de quórum.		Alicia Malet Klein	1 m
C. Observaciones del Presidente de la Junta Directiva SEL y Resultados de los Estudiantes Áreas de Enfoque: Plan Estratégico, resultados estudiantiles y estrategias de recuperación de créditos, salud mental estudiantil Objetivo WASC/LCAP: Objetivo 1: Apoyo a todos los estudiantes; Objetivo 3: Diversidad, Equidad e Inclusión	Discusión	Alicia Malet Klein	1 m
D. Comentario Público		Alicia Malet Klein	20 m
<ul style="list-style-type: none">• El público puede dirigirse a la Directiva de MWA con respecto a cualquier tema dentro de la jurisdicción de la junta directiva de MWA.• Bajo Comentarios Públicos, los miembros del público pueden<ul style="list-style-type: none">◦ Comentar sobre los temas de la agenda◦ Comentar sobre temas que no están en la agenda.◦ Las presentaciones están limitadas a dos minutos cada una, o un			

total de veinte minutos para todos los oradores, o el límite de dos minutos puede reducirse.

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 - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a bfitzpatrick@mwacademy.org en inglés o español.**
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- .

	Propósito	Presentador	Hora
II. Informes Permanentes			4:22 PM
A. Conexión de la Misión: Bienestar del Estudiante Vídeo que muestra las actividades de bienestar estudiantil de este año.	Para Su Información (FYI)	Sonja Jackson	5 m
B. Actualización de ASB Actualización de los oficiales del Cuerpo Estudiantil Asociado (ASB) y sesión de preguntas y respuestas con la junta.	Para Su Información (FYI)	J. Thomas / C. Ruíz	10 m
C. Preguntas y Respuestas Sobre el Informe del Director Ejecutivo (CEO) Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escrito del CEO.	Para su Información	Alton B. Nelson Jr.	5 m
D. Trabajo Previo del Plan Estratégico: Definición de Retrato de Graduado La junta brinda aportes sobre el desarrollo de un marco de habilidades y experiencias esenciales para preparar a los estudiantes para el éxito universitario y profesional.	Discusión	A. Nelson & R. Strain	20 m
E. Inmersión Profunda: Recuperación de Crédito Informar sobre la situación crediticia actual y qué trabajo se está realizando para mejorarla.	Discusión	Tameka Jackson	15 m
F. Preguntas y Respuestas Sobre el Informe Escolar Escrito	Discusión	Tameka Jackson	15 m

Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escolar escrito, centrándose en los datos que ilustran el desempeño general de nuestros estudiantes.

- G.

Preguntas y Respuestas sobre el Informe del Director de Operaciones (COO)
Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escrito del director de operaciones, centrándose en un desglose de las solicitudes de lotería.

Discusión

Elizabeth Martínez

5 m
- H.

Preguntas y Respuestas sobre el Informe Financiero Escrito
Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escrito y la revisión del 2º período Intermedio.

Discusión

James McLean

5 m
- I.

Descanso

10 min

III.

Temas que No Requieren Acción

5:52 PM

- A.

Actualizaciones Sobre el Trabajo de la Junta Directiva y el Comité Asesor
Proceso de incorporación de estudiantes a mesa directiva en marcha (Alicia y Enrique).

Para su Información

Alicia Klein

15 m

Los Comités Asesores proporcionarán un resumen del trabajo hasta la fecha y los próximos pasos; presentarán los comités en escritura en negrita.

- Comités Asesores
 - Revisión del Plan de Estudios y la Instrucción/WASC: Esther
 - **Financiamiento**
 - DEIB/Cultura y Clima
 - Auditoría

IV.

Temas de Acción

6:07 PM

- A.

MOU de la Escuela Rivet
Revisión y aprobación de un acuerdo de colaboración entre Making Waves Academy, Making Waves Education Foundation y Rivet School para apoyar a los graduados de la escuela secundaria MWA en la búsqueda de educación postsecundaria. Rivet School se asocia con la Southern New Hampshire University (SNHU) para ofrecer programas flexibles de títulos asociados y de licenciatura en línea, y Rivet School brinda apoyo académico, asesoramiento y orientación en planificación financiera.

Votar

Elizabeth Martínez

10 m

V.

Temas de Acción para el Consentimiento

6:17 PM

Impacto fiscal total: \$215,600

- A.

Aprobación de la Propuesta de CDW eRate
MWA aceptó una oferta eRate de CDW para reemplazar los conmutadores de red al final de su vida útil en todos los edificios de las escuelas secundarias.

Votar

Damon Edwards

1 m

Impacto Fiscal: \$180.000

- B.

Facturas de Proveedores de enero del 2025
La Junta revisa y aprueba los pagos de facturas para enero del 2024.

Votar

Hung Mai

1 m

- | | | | | |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------|-----|
| C. | Segundo Presupuesto Provisional Para el Año Fiscal FY205
MWA debe presentar el Segundo Informe Interino para su revisión a su autorizador de estatutos, la Oficina de Educación del Condado de Contra Costa. CCCOE revisa y envía el informe al Departamento de Educación de CA (CDE). | Votar | James McLean | 5 m |
| D. | Convenios de Auditoría e Impuestos del 2025
La Sección 41020 del Código de Educación requiere que cada LEA debe contratar una firma de auditoría para la auditoría de su año fiscal antes del 1 de abril de cada año fiscal. Se deberá presentar una copia del contrato de auditoría de cada distrito escolar ante la CCCOE antes del 1 de abril. | Votar | Hung Mai | 5 m |

Impacto Fiscal: \$35,600

- | | | | | |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------|-----|
| E. | Aceptar actas del Comité Asesor de Finanzas de marzo
La Junta de MWA revisa y acepta las actas de la reunión del Comité Asesor de Finanzas de marzo. | Aprobar Actas | Alicia Malet Klein | 1 m |
| F. | Aprobación de las Actas: Reunión de la junta directiva de enero
La Junta Directiva de MWA revisa y acepta las actas de la reunión de la junta de enero. | Aprobar Actas | Alicia Klein | 1 m |

VI. Temas de Discusión

6:31 PM

- | | | | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|-----|
| A. | Agradecimientos por parte de la Junta Directiva
Según lo dispuesto en la Ley de Reuniones Abiertas del Estado de California, no se pueden tomar medidas en relación con este punto de la agenda. El único propósito de este tema de la agenda es brindar una oportunidad para que la Junta Directiva haga comentarios. | Para su Información | Alicia Klein | 5 m |
| B. | Calendario de Reuniones Restantes de la Junta Directiva para 2024-25
• 5 de mayo del 2025 a las 4:00 pm
• 16 de junio del 2025 a las 11:00 am | FYI | Alicia Klein | 2 m |

VII. Sesión a Puerta Cerrada

6:38 PM

- | | | | | |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|------|
| A. | Empleado Público Disciplina/Despido/Liberación
La junta se aplazará para una sesión a puerta cerrada sobre un asunto confidencial de personal de conformidad con la Sección 54957. | | Alicia Malet Klein | 10 m |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------|------|

VIII. Diapositivas de la Presentación del Día (Directiva de MWA: No Leer por Adelantado)

6:48 PM

- | | | |
|-----------|-----------------------------------------------------------------|-------------------|
| A. | Diapositivas Presentadas en la Reunión de la Junta DirectivaFYI | Bryan Fitzpatrick |
| B. | FYI | Alicia Klein |

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que brindan una breve explicación de los temas de la agenda, así como el informe escolar escrito por la Directora de la Escuela Superior y sus líderes escolares. Por favor tenga en cuenta que no todos los temas incluyen una portada; las portadas se crean principalmente para temas que requieren explicaciones más allá de una breve descripción del tema.

IX. Temas de Clausura

A.	Cierre de la Reunión	Voto	Alicia Klein
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Informe de la Junta Directiva

En Toda la Escuela

Informe de la Junta Escolar – Marzo del 2025

Escuela Secundaria/Escuela Completa

Dra. Tameka Jackson, directora/asistente interina de la escuela superior

Tina Garrison, Subdirectora de la Escuela Secundaria

Marjorie McCown, entrenadora educativa

Alefiyah Lokhandwala, Instructora de Matemáticas

Brandie Crump, entrenadora de instrucción de ELA

Genethia Lowe-Reese, entrenadora educativa

¿Qué?

Durante el último mes, hemos participado en una variedad de iniciativas centradas en la retroalimentación de los estudiantes, las pruebas, el desarrollo curricular, las actividades extracurriculares y los procesos de inscripción. Estos esfuerzos son fundamentales para mantener un ambiente de aprendizaje de apoyo y garantizar el éxito de los estudiantes.

Encuesta sobre el clima y la participación familiar

Una responsabilidad clave este mes fue gestionar la Encuesta de Clima para MWA (por sus siglas en inglés). Esta encuesta anual recopila comentarios de las familias sobre la seguridad escolar, la conexión y la experiencia general. La encuesta, diseñada para tomar menos de 10 minutos, alienta a las familias a enviar una respuesta por cada escuela a la que asista su hijo. La recopilación de estos datos es fundamental para identificar áreas de mejora y fomentar un entorno escolar positivo.

Además, están en marcha los preparativos para el evento de bienvenida a las nuevas familias el 5 de marzo. Este evento presentará a las familias recién aceptadas a nuestra comunidad, garantizando una transición sin problemas y brindando información esencial sobre el próximo año escolar.

Pruebas y evaluaciones académicas

Este mes se realizaron varias evaluaciones:

- Prueba de aptitud física - proporcionó datos valiosos sobre la salud física de los estudiantes.
- Encuesta sobre niños saludables de California - se recopilaron conocimientos sobre el bienestar de los estudiantes y el clima escolar.
- Evaluaciones formativas provisionales (IAB, por sus siglas en inglés) - las valuaciones de matemáticas se realizaron del 21 al 23 de enero, seguidas de las evaluaciones de ELA del 27 al 31 de enero para los grados 5.º a 8.º y 9.º a 11.º. Estos resultados se utilizarán para orientar futuras decisiones de instrucción.
- Pruebas ELPAC - la parte oral se ha completado para los grados 5.º, 6.º y 7.º, con tasas de finalización del 100 %, 95 % y 97 %, respectivamente. Las pruebas de expresión oral de octavo grado están programadas para principios o mediados de marzo, con pruebas de recuperación continuas de lectura, escritura y comprensión auditiva.
- Planificación de pruebas CAASPP/CAST - se revisaron los cronogramas y se ajustó a logística para garantizar un período de pruebas sin inconvenientes y la preparación de los estudiantes.

Desarrollo curricular y apoyo educativo

Se han logrado avances significativos en la alineación del currículo y el apoyo a las prácticas de enseñanza:

- ELA de 5.º grado - se desarrolló una **matriz de cobertura de estándares** y un **alcance** revisado & **Secuencia** para alinearse con los cambios novedosos. Se creó una carpeta de entrenamiento para profesores de ELA para agilizar el apoyo.
- ELA de 6.º grado - se diseñó un **modelo de resumen semanal** para la Unidad 4 para garantizar que la instrucción

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de no ficción se imparta con fidelidad.

- 7.º grado ELA - leyeron la novela de la Unidad 4 para refinar la alineación del currículo y elabore un **Alcance revisado & Secuencia** para garantizar que los estudiantes cumplan con todos los estándares antes de la prueba CAASPP.

- ELA de 8.º grado - **preguntas de Springboard** preseleccionadas para la Unidad 3 y **organizadores gráficos estructurados** desarrollados para

apoyar la escritura de los estudiantes. Además, colaboró con Edison para alinear las evaluaciones de escritura con los requisitos de análisis literario.

- Estudios sociales de la escuela superior & Historia - Se investigaron las opciones curriculares para el próximo año para garantizar una alineación continua con los estándares estatales.
- Planificación de lecciones colaborativas - facilité **PLC (por sus siglas en inglés) semanales** para equipos de escuelas intermedias y superiores para fortalecer la internalización y planificación de lecciones.

Apoyo y orientación del profesorado

- Evaluaciones del personal docente del ciclo 2 - se está programando la evaluación para garantizar la alineación con los hitos clave.
- Capacitación para maestros - los docentes de matemáticas reciben capacitación quincenal o mensual, y toda la planificación instructiva está guiada por objetivos SMART (por sus siglas en inglés) para mejorar la efectividad de las lecciones.
- Incorporación de nuevo personal - bienvenida la **Sra. Kaul (Earth & Profesora de Ciencias)** y **Betsy Romans (sustituta de matemáticas de séptimo grado a largo plazo)** mientras continúa la búsqueda de una sustituta de largo plazo de Álgebra I.

Actividades extracurriculares y participación estudiantil

- Deportes de primavera - las pruebas de béisbol, fútbol, atletismo y voleibol masculino se llevaron a cabo el 10 de febrero, lo que marcó el inicio de una temporada emocionante.
- Asamblea del Mes de la Historia Negra, organizada por la **Unión de Estudiantes Negros (BSU, por sus siglas en inglés)**, con actuaciones del equipo de danza de África Occidental, el equipo de animadoras y un recital del Himno Nacional Negro.
- Excursión al Museo de Arte - los estudiantes visitaron el **Museo de Arte Moderno de San Francisco (SFMOMA, por sus siglas en inglés)** el 25 de febrero, enriqueciendo su comprensión del arte contemporáneo.
- Actividades para personas mayores - Se coordinaron **los pagos de la Noche de Graduación de Disney** con las familias del 12.º grado.
- Charlas para padres - Se informó a las familias de la escuela secundaria sobre las próximas actividades estudiantiles, incluido el **viaje a Six Flags para estudiantes de octavo grado** y actualizaciones importantes sobre las pruebas.
- Eventos escolares - Desafortunadamente, el **baile Night of Bloom** se canceló debido a la baja venta de entradas, lo que provocó una revisión de cómo evaluar mejor el interés de los estudiantes en eventos futuros.

Próximos pasos y prioridades

De cara al futuro, nos centraremos en:

- Analizar los resultados de la encuesta sobre clima para identificar áreas de mejora.
- Revisión de datos de evaluación provisional para guiar la planificación de la instrucción.
- Finalizando los preparativos para el evento de bienvenida a la nueva familia para garantizar una experiencia atractiva e informativa.

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- Continuamos con las pruebas ELPAC y la preparación para CAASPP/CAST para apoyar el éxito de los estudiantes.
- Brindar orientación educativa continua y apoyo del profesorado para fortalecer las prácticas de enseñanza.
- Mejorar la participación de los estudiantes y la planificación de eventos basándose en conocimientos recientes.

Estos esfuerzos colectivos reflejan nuestro compromiso con el rendimiento estudiantil, el desarrollo del personal y una comunidad escolar próspera.

¿Y Eso Qué?

Las siguientes iniciativas y tareas son esenciales para apoyar a los docentes y garantizar que los estudiantes de ELA reciban una educación cohesiva y bien alineada. Cada esfuerzo contribuye al objetivo más amplio de mejorar los resultados del aprendizaje de los estudiantes a través de la planificación estratégica, la colaboración y el apoyo continuo.

Alineación curricular y apoyo educativo

- Colaborar con los profesores de ELA en la selección de nuevas ideas garantiza que los materiales de instrucción se alineen con los objetivos de aprendizaje clave, reforzando la comprensión y el compromiso de los estudiantes.
- Proporcionar matrices y marcos ayuda a los docentes a alinear las evaluaciones y los planes de instrucción con los estándares de MWA, creando coherencia en todas las aulas.

Establecer expectativas claras para el coaching

- Alineación de objetivos de coaching: Los esfuerzos de coaching están diseñados para apoyar la misión de la escuela mejorando las prácticas de enseñanza, los resultados de los estudiantes y el desarrollo profesional.
- Definición de métodos de coaching: Poner énfasis en un enfoque colaborativo y de apoyo garantiza que el coaching siga siendo una herramienta de crecimiento en lugar de una herramienta de evaluación. La estructura se basa en la retroalimentación continua, la reflexión y el aprendizaje profesional.
- Personalización del soporte: El coaching se adapta a las necesidades individuales de cada docente, reconociendo sus experiencias únicas, niveles de habilidades y objetivos profesionales.

Sesiones regulares de coaching individual

- Compromiso constante: Las sesiones de coaching quincenales o mensuales mantienen una comunicación sólida y un desarrollo profesional continuo.
- Observaciones específicas: Las observaciones en el aula identifican fortalezas y áreas de mejora, lo que permite un apoyo basado en datos.
- Comentarios prácticos: Ofrecer comentarios específicos, constructivos y positivos resalta los éxitos y al mismo tiempo ofrece orientación para el crecimiento.
- Práctica reflexiva: Las discusiones posteriores a la observación permiten a los docentes analizar sus estrategias de instrucción, abordar desafíos y perfeccionar sus métodos de enseñanza.

Reestructuración del currículo de la Academia Marlin

- El plan de estudios se reestructuró para alinearse más de cerca con las expectativas del condado, garantizando el cumplimiento de los estándares y mejorando la eficacia educativa.

Mejoras en el proceso de pruebas

- El perfeccionamiento de los procedimientos de evaluación y el aumento de la eficiencia en la administración de las pruebas respaldan el rendimiento de los estudiantes y garantizan que se satisfagan todas sus necesidades durante las evaluaciones.

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Nuevo programa de bienvenida a la familia

- Se están realizando esfuerzos para garantizar que el programa esté bien organizado y fomente una transición positiva para los estudiantes que ingresan a la escuela secundaria.

Apoyo a nuevos docentes

- Proporcionar los recursos y la orientación necesarios garantiza que el nuevo docente esté preparado para tener éxito en su función y brindar instrucción de alta calidad.

Impacto de la planificación y el coaching colaborativos

- A medida que atravesamos un período exigente del año académico, las Comunidades de Aprendizaje Profesional (PLC, por sus siglas en inglés) continúan fomentando la colaboración, el intercambio de conocimientos y el crecimiento profesional. El coaching sigue siendo una herramienta vital para abordar las diversas necesidades de los docentes y garantizar que se sientan apoyados.

Conclusiones de la conferencia

- La reciente conferencia proporcionó estrategias valiosas para hacer que las matemáticas sean más relevantes, útiles y atractivas para los estudiantes. Estos conocimientos se han integrado en los debates del PLC y han servido de base para la facilitación de la enseñanza.

Tutorial para socios de instrucción

- Las observaciones de ocho clases de matemáticas se centraron en las tendencias en la alineación de estándares y rigor, las verificaciones de comprensión y la participación de los estudiantes en el pensamiento matemático más allá de las respuestas. Estos hallazgos servirán de base para las próximas sesiones de coaching y planificación.

Impacto en la dotación de personal

- Los esfuerzos combinados de la Sra. Romans, con su sólida formación académica y dedicación, junto con las iniciativas de coaching y el nuevo grupo de apoyo docente, garantizarán que los estudiantes sigan prosperando en el plan de estudios Open Up.

Cada uno de estos esfuerzos contribuye a una base educativa más sólida, una mejor participación de los estudiantes y una experiencia de aprendizaje más cohesiva en toda la escuela.

¿Y Ahora Qué?

A medida que avanzamos, estamos priorizando varios elementos de acción clave para garantizar el progreso continuo en la implementación del plan de estudios, el entrenamiento instructivo y el desarrollo profesional.

Implementación y alineación del currículo

- Alcance & Implementación de secuencia: Realizar un seguimiento de la implementación del alcance y las secuencias revisados para garantizar la coherencia y la fidelidad en todas las aulas.
- Revisiones de alineación: Supervisar y apoyar a los docentes en la aplicación eficaz de las revisiones curriculares.
- Apoyo instructivo de ELA: Utilice la **carpeta de capacitación recientemente creada para el personal docente de ELA de quinto grado** para optimizar los esfuerzos de capacitación y mejorar la coherencia instructiva.
- Apoyo de ELA de octavo grado: Implemente **preguntas de Springboard** para mantener la estructura y la alineación de la lección.
- Datos de auditoría de APEX: Aproveche los hallazgos de la auditoría para planificar los próximos pasos específicos tanto para los estudiantes como para los docentes.

Desarrollo profesional y coaching

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- Coaching Transformacional-PLC (24 de febrero del 2025): Capacitación continua y apoyo para el crecimiento instructivo.
- Módulos de formación: Líderes Juntos (26 de febrero del 2025): Desarrollo profesional enfocado a fortalecer el liderazgo y la organización.
- Coaching instructivo & Registro de entrada: Sesiones individuales periódicas con el liderazgo para brindar apoyo específico.
- Reuniones de coaching colaborativo: Colaboración continua entre **los capacitadores instructivos de ELA y matemáticas** para garantizar un enfoque instructivo cohesivo.

Implementación de retroalimentación de IP y enseñanza basada en datos

- Utilice las tendencias de retroalimentación de los socios instructivos (IP, por sus siglas en inglés) para evaluar el impacto de los PLC y refinar la planificación instructiva para el resto del año.

Conferencias y crecimiento profesional

- Compartir las conclusiones clave de conferencias recientes durante las sesiones del PLC para implementar las mejores prácticas.
- Explorar oportunidades para que más docentes asistan a conferencias de alto impacto como Asilomar para promover su aprendizaje profesional.

Personal y apoyo educativo

- Álgebra I Vacante: Priorizar la búsqueda de un maestro sustituto a largo plazo o de tiempo completo para garantizar la continuidad educativa y el éxito de los estudiantes.

Al centrarnos en estas áreas, continuaremos fortaleciendo las prácticas de instrucción, apoyando a los maestros y fomentando el rendimiento estudiantil.

Departamento de Orientación Universitaria y Profesional

Dra. Arika Spencer-Brown, Directora de Asesoramiento Universitario y Profesional

Atieris Adams, Directora Asociada de Orientación Universitaria y Profesional

Inayah Baaqee, Directora Asociada de Asesoramiento Académico

Kevin Alegría, Coordinador de Orientación Universitaria y Profesional

¿Qué?

El equipo de Orientación Universitaria y Profesional (CCC, por sus siglas en inglés) realizó un análisis profundo del porcentaje de estudiantes, **de 9.º a 12.º grado**, que se consideran en la “cúspide”. Los datos se especifican en el informe a continuación (**de otoño del 2024**). En términos de “*lo que está sucediendo para remediar la situación crediticia en comparación con el año pasado*”, es que el proceso no ha cambiado. Debido a que MWA ya no ofrece la opción de escuela de verano, MWA ahora ofrece **APEX** durante el año escolar solo para estudiantes de 11.º y 12.º grado, dando prioridad a los estudiantes de 12.º grado. Además, debido a la opción de “sin escuela de verano”, MWA utiliza **el aprendizaje virtual de Edmentum** para los estudiantes de 11.º y 12.º grado que necesitan servicios de recuperación de créditos y de apoyo. La diferencia entre APEX y Edmentum es que Edmentum tiene un profesor en vivo (virtual) que los estudiantes pueden utilizar y consultar sobre su progreso y finalización.

Datos combinados de las cúspides 9.º a 12.º:

- 202 calificaciones F a partir del otoño del 2024

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- 101 grados individuales están en la cúspide (60-69%)
- Haga clic en el siguiente enlace para revisar los datos completos [Calificaciones F](#)
(El informe incluye todos los cursos menos ELB (bloque de aprendizaje extendido))

¿Y Eso Qué?

Se sugiere que recuperemos el **Equipo de Coordinación de Servicios (COST, por sus siglas en inglés)**. COST incorporaría varios departamentos e individuos de varios departamentos, es decir, el Equipo del Decano, Trabajo Social, Orientación Universitaria y Profesional y el Equipo de Educación Especial, para apoyar a nuestros estudiantes más vulnerables.

¿Y Ahora Qué?

- Respecto a las opciones de escuela de verano: El CCC se ha comunicado con WCCUSD (por sus siglas en inglés) y con contactos individuales en las escuelas secundarias Pinole, Richmond y San Pablo que potencialmente podrían ofrecer una escuela de verano donde los estudiantes de MWA podrían recuperar créditos. Estamos esperando confirmación.
- Respecto a la remediación y recuperación de créditos: El CCC continuará administrando las prácticas actuales (según la dirección administrativa de MWA) para apoyar a los estudiantes en la recuperación de créditos en (11.º y 12.º grado)

Disciplina y Prácticas Restaurativas/Servicios de Apoyo a Estudiantes

Estephannie Fuentes,

Decana

Erika Sarmiento, Decana

Davonte Wilson, Decano

Sonja Jackson, trabajadora social

¿Qué?

A principios del segundo semestre, el Equipo del Decano comenzó a compartir informes semanales de nuestros datos de comportamiento de Kickboard. Esta iniciativa tiene como objetivo ayudarnos a realizar un mejor seguimiento de nuestro progreso como escuela e identificar cómo podemos abordar áreas de crecimiento juntos.

Nuestra esperanza es que los informes de datos semanales:

- Proporcionar información sobre las tendencias y patrones en el comportamiento de los estudiantes.
- Resalte áreas o momentos específicos en los que se puede necesitar apoyo adicional (por ejemplo, pasillos, baños, asesoramiento y ELB).
- Ofrecer un enfoque proactivo para comprender y abordar las necesidades de los estudiantes antes de que las preocupaciones se conviertan en problemas más grandes.
- Servir como recurso para apoyar la gestión del aula y las estrategias de participación estudiantil.

¿Y Eso Qué?

Proceso de infracción en la escuela secundaria (MS, por sus siglas en inglés)

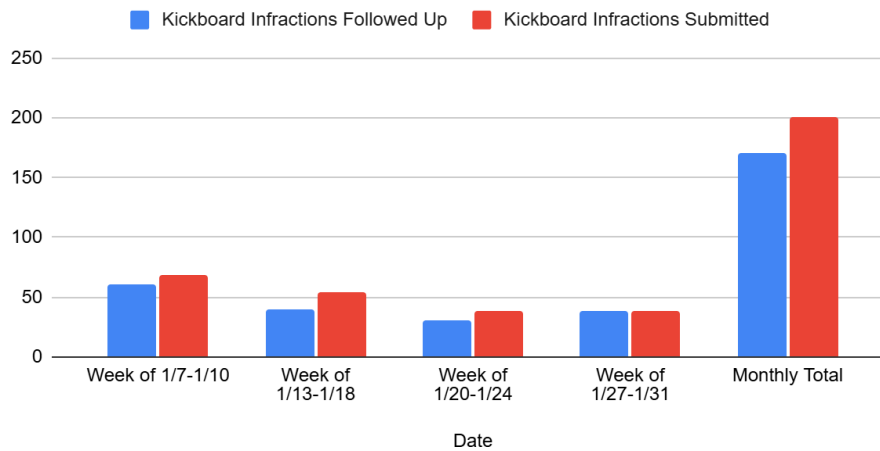
- Para contextualizar, cuando se presentan infracciones, la oficina del Decano de MS trabaja para responder a cada infracción. Esta respuesta generalmente consta de una o una combinación de las siguientes opciones: Conversación directa con estudiantes, paquete de reflexión, seguimiento para padres, actividad reflexiva o conversación sobre justicia restaurativa. Las intervenciones mencionadas están alineadas con el Manual para estudiantes, padres o tutores, y están diseñadas para abordar los comportamientos antes de que ocurran

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infracciones más graves.

- Resumen de infracciones de enero:

Kickboard Infractions Followed Up and Kickboard Infractions Submitted



Proceso de infracción de la escuela secundaria (EE. UU.)

- El próximo mes, la oficina del Decano de EE. UU. implementará un nuevo sistema para abordar las infracciones de Kickboard antes de que se conviertan en derivaciones. Somos optimistas que este nuevo sistema tendrá un impacto positivo en los comportamientos que observamos.

¿Y Ahora Qué?

- Continuaremos monitoreando nuestros datos de comportamiento con la esperanza de encontrar formas de mejorar nuestro sistema de respuesta de comportamiento.
- La Oficina del Decano continuará aportando transparencia en nuestro manejo de las infracciones en el campus.

Servicios de apoyo al

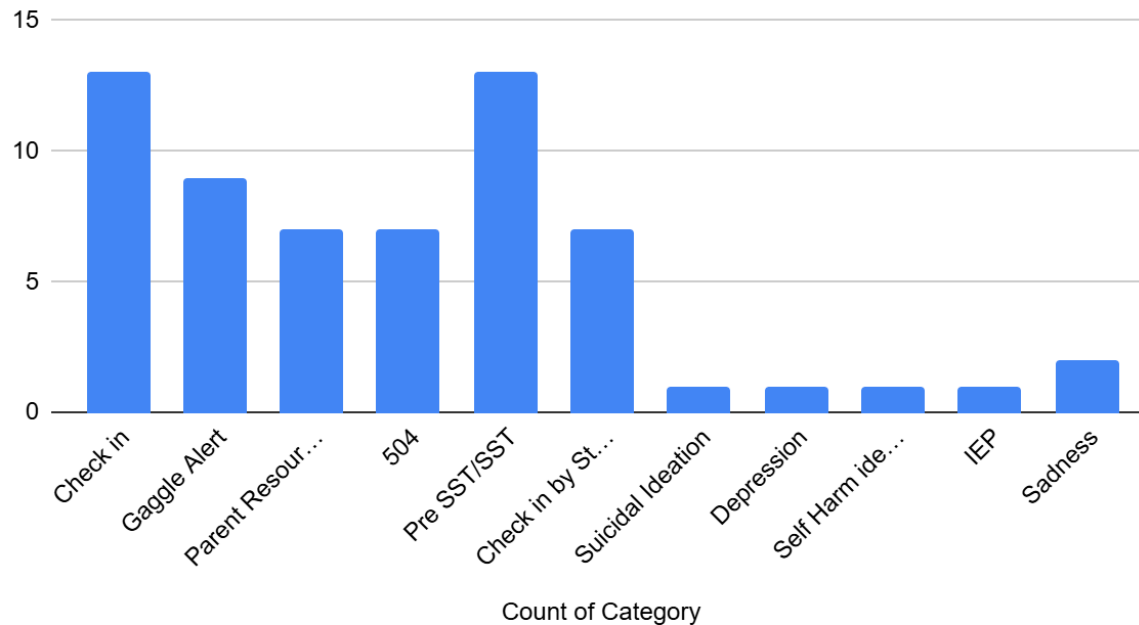
estudiante ¿Qué?

En mi informe de trabajador social de diciembre describí algunos puntos en los que quería centrarme con respecto a los Servicios de Apoyo a los Estudiantes. El objetivo de Servicios Estudiantiles es seguir esforzándose por brindar apoyo identificado a estudiantes, profesores y familias. En respuesta, he distribuido encuestas 504 a estudiantes y docentes y un taller para padres sobre las necesidades de evaluación.

En enero me reuní con 63 estudiantes.

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Count of Category

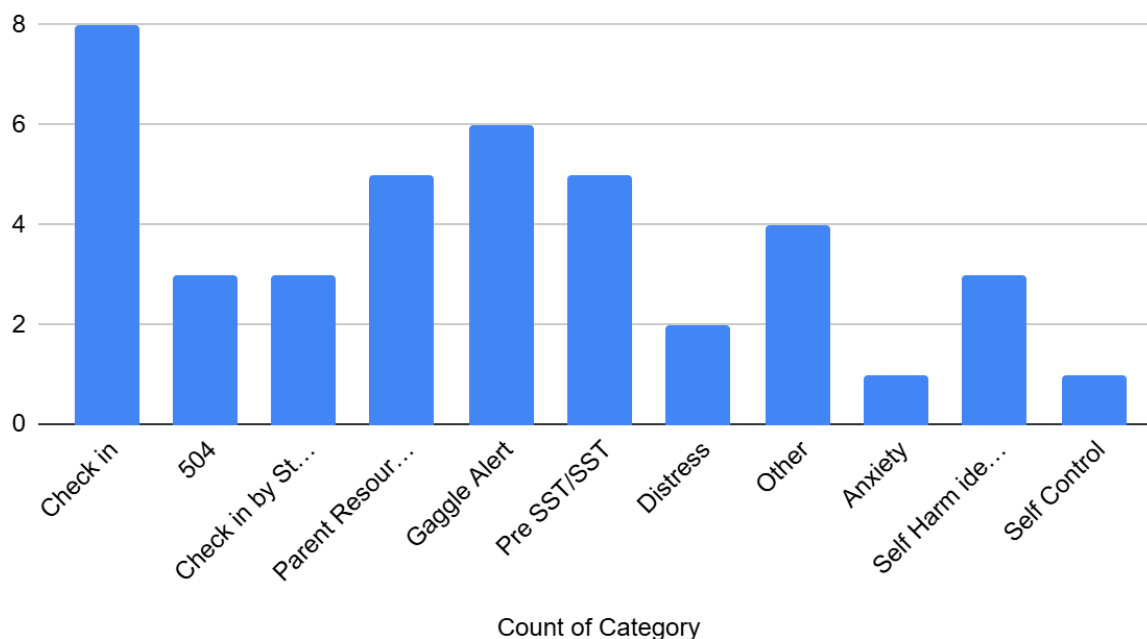


Las principales razones para ser visto en enero son:

1. Registro de entrada de los estudiantes iniciado por el trabajador social o por solicitud del personal.
2. Programación previa de SST/SST (por sus siglas en inglés)- esto incluiría reuniones iniciales y de seguimiento
3. Seguimiento de alertas grupales por contenido cuestionable de salud mental que incluye depresión, ideas suicidas y autolesiones.
4. Registro de entrada del estudiante - 504 reuniones iniciales y de revisión - Recursos para padres - Esto incluiría proporcionar a los padres información de TalkSpace, derivaciones y proporcionar recursos comunitarios.

En febrero me reuní con 42 estudiantes (hasta la tercera semana de febrero).

Count of Category



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Las principales razones por las que los estudiantes fueron atendidos en febrero fueron:

1. Chequeos de entrada de los estudiantes iniciado por el trabajador social o por solicitud del personal.
2. Gaggles alerta sobre contenido cuestionable sobre salud mental que incluye depresión, ideas suicidas y de autolesión, seguidas de
3. Pre SST/SST's: esto incluiría reuniones iniciales y de seguimiento y recursos para padres.
4. Otros: esto incluiría otras reuniones escolares e interacciones con padres que no se relacionan con las categorías enumeradas.

Lo que observo de los datos anteriores es que los registros iniciados siguen siendo la principal razón por la que se atiende a los estudiantes. Luego siguen alertas grupales donde los estudiantes escriben en su motor de búsqueda temas relacionados con la salud mental, hacen comentarios cuestionables en los hilos del grupo y hacen referencia a los desafíos de salud mental en sus tareas reflexivas.

Ha habido un aumento en las derivaciones de Apoyo Estudiantil para programar reuniones del equipo de Estudio Estudiantil, ya que los maestros han identificado estudiantes con desafíos académicos que ven con respecto a una posible discapacidad de aprendizaje, desafíos de procesamiento mostrados, estudiantes que están reprobando 2 o más clases y tienen puntajes de lectura y matemáticas por debajo del promedio y existe la necesidad de una intervención académica urgente. Ha habido un aumento en las reuniones del plan 504 debido a las revisiones anuales y las adaptaciones recientemente solicitadas debido a desafíos médicos y de salud mental como el TDAH y la ansiedad.

También hubo un aumento en la provisión de recursos para padres en febrero debido a una tendencia de informes de glorificación de conductas autolesivas entre la clase de quinto grado. Los decanos y los servicios de apoyo estudiantil, incluidas las enfermeras, han identificado a los estudiantes preocupantes y se han comunicado con los padres para informarles y alentarlos a buscar servicios o tratamientos para sus hijos. A los padres se les ha ofrecido TalkSpace y servicios comunitarios adicionales de asesoramiento y crianza para abordar este problema.

¿Y Eso Qué?

En respuesta a la encuesta realizada a 504 estudiantes, en enero comencé a reunirme con 504 estudiantes, lo que haré a lo largo del semestre. En estas reuniones individuales revisé el plan 504 de los estudiantes, pregunté sobre el apoyo académico que estaban recibiendo, la implementación del plan 504 y proporcioné una copia de su plan para tenerla a mano, alentando a los estudiantes a familiarizarse con él y sentirse cómodos al solicitar sus adaptaciones.

He organizado horas de oficina semanales para que los maestros o el personal discutan preguntas sobre el plan 504. He ofrecido horas de oficina durante 7 semanas y al menos 5 profesores y/o miembros del personal se han unido semanalmente. Me comuniqué con los líderes de nivel de grado para poder presentarles al equipo de nivel de grado el proceso SST/504. Hasta el momento los líderes de los grados 9 y 10 me han invitado a realizar una presentación.

He distribuido encuestas para padres a través de Parent Square en inglés y español para obtener información sobre las áreas en las que los padres necesitan apoyo. No recibí ninguna respuesta de la encuesta en inglés y los resultados se tomaron de las respuestas en español. Los resultados son los siguientes:

Académica

83.3%- Apoyo a las tareas y habilidades de

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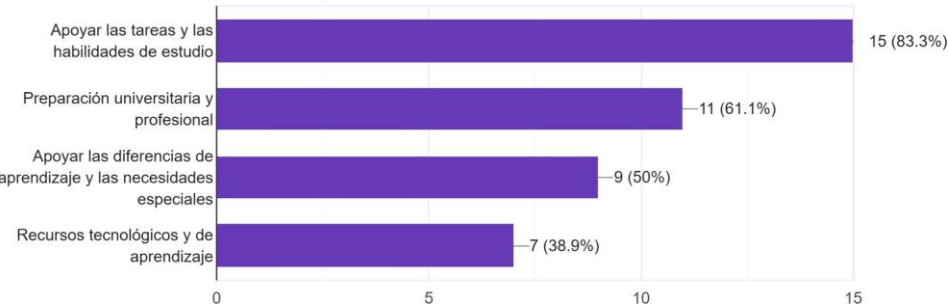
estudio

81.1%- Universidad y carrera

50.0%- Apoya las diferencias de aprendizaje

38.9%- Tecnología y recursos de aprendizaje

Apoyo Académico Por favor consulte las áreas de interés
18 responses



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Crianza y desarrollo infantil

64.7%- Comunicación eficaz con adolescentes

11.8%- Crianza positiva

47.1%- Salud mental infantil y adolescente

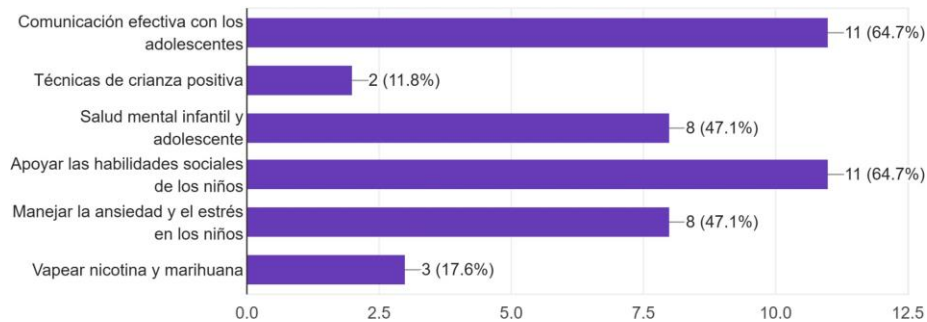
64.7%- Apoyo a las habilidades sociales del niño

47.1%- Manejo de la ansiedad y el estrés

17.6% - Nicotina/marihuana para vapear

Crianza y desarrollo infantil Por favor marque el área de interés

17 responses



Apoyo familiar y comunitario

77.8% - Educación financiera y planificación universitaria

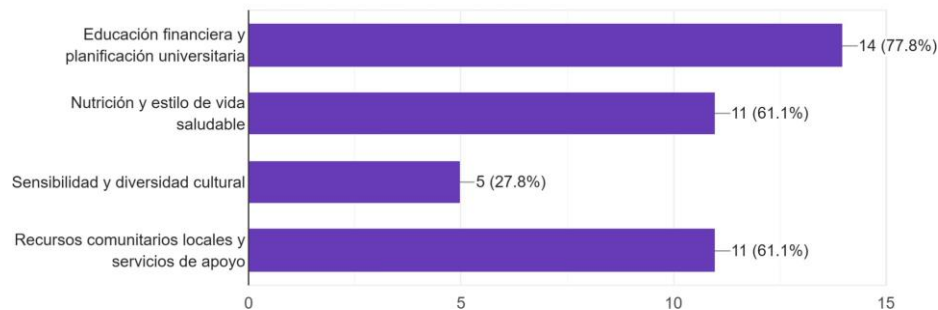
61.1%- Nutrición y estilo de vida saludable

27.8%- Sensibilidad cultural y diversidad

61.1%- Recursos y apoyo de la comunidad local

Apoyo familiar y comunitario Por favor marque el área de interés

18 responses



¿Y ahora qué?

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Ahora que los resultados de la encuesta a estudiantes y maestros están completos, mi objetivo es llevar a cabo un sistema consistente para poder revisar los planes 504 con estudiantes y maestros con la esperanza de medir la efectividad de la implementación. Continuaré realizando controles periódicos con 504 estudiantes, ofreceré apoyo docente a través de horas de oficina y asistiré a las reuniones del equipo de nivel de grado.

reuniones y colaborar con los capacitadores instructivos para mostrarles a los maestros cómo modificar las tareas y crear intervenciones en clase para 504 estudiantes.

En apoyo a nuestros padres, algunos han identificado las áreas que necesitan apoyo. Trabajaré en colaboración con el Departamento de Carrera y Orientación Universitaria, enfermeras y recursos comunitarios externos para brindar talleres para padres que incluirán algunos de los temas de interés. Estaré trabajando en una propuesta para el Dr. Jackson para incluirla en el calendario maestro para comenzar en marzo. Estos talleres tendrán una duración de una hora, más larga que las Charlas para padres, para poder disponer de tiempo suficiente para presentaciones en profundidad, preguntas, respuestas y distribución de encuestas del taller a los participantes.