



Making Waves Academy

October Board Meeting

Date and Time

Monday October 20, 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=SVFZNGlTbVVHb1NFYUd2WWNTaW8wQT09>

Passcode: 073032

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

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+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

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Webinar ID: 878 5502 2048

Passcode: 073032

International numbers available: <https://mwacademy.zoom.us/j/6469313860>

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.			
II. Closed Session			4:01 PM
A. Public Employee Performance Evaluation	Discuss	Alicia Malet Klein	10 m
Pursuant to Section 54957, the board will adjourn to closed session to discuss the annual CEO performance review.			
B. Public Employee Discipline/Dismissal/Release	Discuss	Elizabeth Martinez	10 m
Pursuant to Section 54957, the board will adjourn to closed session to discuss a confidential personnel matter.			
III. Additional Opening Items			4:21 PM
A. Remarks by Board President	Discuss	Alicia Malet Klein	5 m
Focus Area: Critical Learners			
• Instructional approaches to support teaching practice and student achievement. • Strategies to address student behavior and current data on suspensions • Strategic Plan update			

	Purpose	Presenter	Time
	• Current positive data		
WASC/LCAP Goals:			
	• Goal 1 - Support for All Learners • Goal 3 - Diversity, Equity, and Inclusion		
B.	Public Comment	FYI	Alicia Malet Klein
			20 m
	• 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 ◦ <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. • 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. • <i>Speakers may submit a request to speak before 9:00 AM on the day of the board meeting, fill out of a comment card at the meeting, or use the raise hand function during the public comment sections of the meeting.</i> ◦ <i>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.</i> ◦ <i>Your submission should:</i> ▪ <i>indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).</i> ▪ <i>include your name so that you can be called when it is your turn to speak.</i> ◦ <i>During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.</i> • 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.		

	Purpose	Presenter	Time
• De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia: • La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.			
• <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> • <i>Bajo comentario público, los miembros del público pueden:</i> ◦ <i>Hacer comentarios sobre los puntos del orden del día</i> ◦ <i>Hacer comentarios sobre puntos no incluidos en el orden del día</i> ◦ <i>Las presentaciones están limitadas a dos minutos cada una, o un total de veinte minutos para todos los oradores, o se puede acortar el límite de dos minutos.</i> • <i>De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.</i> • <i>Mientras las reuniones se llevan a cabo virtualmente, los miembros del publico que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.</i> ◦ <i>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.</i> ◦ <i>En su solicitud:</i> ▪ <i>Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.</i> ▪ <i>indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).</i> ▪ <i>Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.</i> • <i>En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que</i>			

	Purpose	Presenter	Time
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se incluya un nombre, se debe informar a la junta antes de su comentario público.

IV. Standing Reports

4:46 PM

A.	Mission Connection	FYI	Instructional Leadership Team	10 m
	Video showing a combination of instructional approaches with Coaches, Lead Teachers, and Content Leads.			
B.	ASB Update	FYI	J. Thomas / C. Ruiz	10 m
	Update from officers of the Associated Student Body (ASB) and Q&A with the board.			
C.	Deep Dive: Critical Learners	Discuss	T. Levine-Hall & S. Lopez	15 m
	Taking a look into how we improve instruction for Critical Learners, specifically focusing on SWD and ELs.			
D.	Q&A on Written School Report	Discuss	Alton B. Nelson Jr.	15 m
	Board members will have an opportunity to ask questions about the contents of the written report.			
E.	Q&A on Chief Executive Officer Report (CEO)	FYI	Alton B. Nelson Jr.	10 m
	Board members will have an opportunity to ask questions about the contents of the written CEO report.			
F.	Q&A on Chief Operating Officer Report (COO)	Discuss	Elizabeth Martinez	10 m
	Board members will have an opportunity to ask questions about the contents of the written COO report.			
G.	Q&A on Written Finance Report	Discuss	Elizabeth Martinez	5 m
	Board members will have an opportunity to ask questions about the contents of the written report.			
H.	Break			5 m

V. Non-Action Items

6:06 PM

A.	Board Work and Advisory Committee Updates	FYI	Alicia Klein	5 m
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	Purpose	Presenter	Time
Reminder that YM&C Ethics and Brown Act Training needs to be completed by January 1, 2026.			
Student Board Member Perspectives			
Advisory Committees will provide a summary of work-to-date and next steps.			
• Advisory Committees ◦ Curriculum and Instruction Review/WASC ◦ Finance ◦ Culture and Climate ◦ Audit			
B.	Strategic Plan Update	FYI	A. Nelson & E. Martinez
The board receives and reviews a regular update on strategic planning work.			
VI.	Action Items		6:21 PM
Fiscal Impact: \$136,698.25			
A.	MWA & Reach University MOU	Vote	Meuy Saechao
Board votes on renewing partnership with Reach University to support recruitment of teachers on the path to earning a California teaching credential.			
B.	Extended Learning Opportunities Plan	Vote	Z Bakheit & B Ruiz
The ELO-P plan serves as our official blueprint for delivering a high-quality, expanded learning program.			
C.	CDW Quote for Middle School Network Switch Replacement	Vote	Damon Edwards
The IT Team will replace all network switches that have reached the end of their life in the Middle School buildings later this year. This CDW quote details the costs for this new equipment.			
Fiscal Impact: \$136,698.25			
D.	Cal State East Bay and Sacramento State University	Vote	Arika Spencer-Brown

	Purpose	Presenter	Time
School will present and board will vote on the development of a "priority admissions MOU" with both Institutions.			
E.	California College Guidance Initiative Agreement Vote	Elizabeth Martinez	1 m
The board will review the agreement we must enter into with the state of California for the College Guidance Initiative.			
VII.	Consent Action Items		6:35 PM
Total fiscal impact: \$2,867,837.31			
A.	Accept Minutes: September Board Meeting Approve Minutes	Alicia Klein	1 m
MWA Board reviews and accepts the September board meeting minutes.			
B.	Vendor Invoices Vote	Lawrence Lee	1 m
Board to review and approve bill payments for August and September 2025.			
Fiscal Impact: \$2,867,837.31			
VIII.	Discussion Items		6:37 PM
A.	Appreciations by the Board of Directors FYI	Alicia Klein	5 m
As provided for in the State of California Open Meeting Act, actions cannot be taken under this agenda item. The only purpose of this agenda item is to provide an opportunity for Board of Directors to make comments.			
B.	Schedule of Remaining Board of Directors Meetings for 2025-26 FYI	Alicia Klein	2 m
• Dec 15, 2025 at 11am • Jan 26, 2025 at 11am • Mar 9, 2026 at 4pm • May 4, 2026 at 4pm • Jun 15, 2026 at 11am			
IX.	Closing Items		6:44 PM

	Purpose	Presenter	Time
A. Adjourn Meeting	Vote	Alicia Klein	

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

- 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

FYI

Alicia Klein

Este año, continuaremos traduciendo la agenda de la junta directiva al español. Además, este año traduciremos las portadas que contienen una breve explicación de los artículos incluidos en la agenda, así como el informe escolar que sera escrito por la directora principal de la escuela y sus líderes escolares. Tome en cuenta que no todos los artículos incluyen una hoja de portada; las hojas de portada se crean principalmente para artículos que requieren explicación más allá de la breve descripción del artículo.

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

Coversheet

Mission Connection

Section:	IV. Standing Reports
Item:	A. Mission Connection
Purpose:	FYI
Submitted by:	
Related Material:	October 2025 Mission Connect Video MWA Board Meeting.mp4

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

October 2025 Mission Connect Video MWA Board Meeting.mp4

Coversheet

ASB Update

Section:	IV. Standing Reports
Item:	B. ASB Update
Purpose:	FYI
Submitted by:	
Related Material:	ASB Board Report.pdf



ASB Board Report

ASB Members: **Abdiel Perez** , **Dipika Thajali**



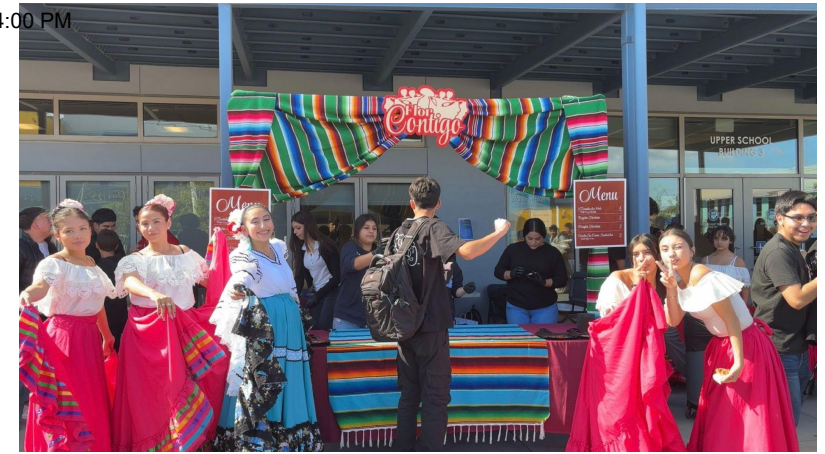
Table of Contents

- **Successes - Abdiel**
- **Outlook - Dipika**
- **Questions & Conversation**

Successes

Successes

- **US Club Fair**
 - Successful advertising
 - ASB pie booth
 - New and creative ideas from student-led clubs
- **Hispanic Heritage Month ASM**
 - Performances from Florcorigo
 - Interactive games
 - Suicide prevention awareness
- **Hispanic Heritage Month Recognition**
 - Lunch activities weekly
 - Morning announcements



Outlook

Priorities

- **Spirit Week (10/27-10/31)**
 - Google form sent out
 - Planned lunch events
- **US Fall Dance (10/24)**
 - Officially started selling tickets
 - Advertising on our social media
 - New activities
- **S.L.U.G (Student Led Unity Grant)**
 - Filling out application
 - MWA alumni undergraduate presentation

Priorities

- **Unity Gala**
 - Ongoing planning with Ms.Fitz
 - Event for MWA parents to attend
 - Additional fundraiser opportunity for student-led clubs

Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Deep Dive: Critical Learners

Section: IV. Standing Reports
Item: C. Deep Dive: Critical Learners
Purpose: Discuss
Submitted by: Stephani Lopez
Related Material: Deep Dive_ Critical Learners 10_20_25.pdf

BACKGROUND:

This deep dive provides an overview of supports and outcomes for our critical learner groups, students with disabilities (SPED) and English Learners (ELs). The presentation highlights current demographics, program structures, and recent initiatives aimed at improving access, inclusion, and academic growth. It also outlines key accomplishments, identifies areas of need, and presents next steps for supporting students.

RECOMMENDATION:

We recommend that the Board support the efforts of ELD and SPED staff to sustain progress and improve student outcomes.



Deep Dive: Critical Learners

Presenter(s): Tyler Levine-Hall and Stephani Lopez
Date: October 20, 2025

Powered by BoardOnTrack



Learn. Graduate. Give Back.



Agenda

- **Introductions**
- **Demographic Breakdown**
- **Program Overview**
- **Accomplishments/Key Changes**
- **Goals**
- **Next Steps**



Introduction

My name is Tyler Levine-Hall and I'm the new Director of Special Education at Making Waves Academy. This is my 16th year in education and 9th year in Administration. I've worked almost exclusively at Charter Schools in the East Bay and am passionate about serving the community in which I was raised. I value relationships as the biggest lever for engaging and supporting our students academically, behaviorally, and socially/emotionally.



Stephani Lopez, ELD Coordinator

I hold a Master of Arts in Teaching from Mount Holyoke College and have 10 years of experience teaching English Learners (ELs) in grades 7–12 as well as adults. I am passionate about creating equitable, engaging learning environments where multilingual students are seen for their strengths. I strive to challenge deficit mindsets and release the stigma often associated with ELD, helping students and families view bilingualism as an asset and a source of pride.

Credentials:

California Clear Single Subject Teaching Credential - World Language: English Language Development
Massachusetts Professional Teaching License - English as a Second Language (ESL), Grades 5–12
Massachusetts Sheltered English Immersion (SEI) Endorsement

Publications:

Challenging Deficit Perspectives of Multilingual Learners in Everyday Talk — Accurso, K., Lopez Rodriguez, S., & Lopez, A. (2019). In MATSOL Currents, Vol. 42, No. 1.



Demographic Breakdown

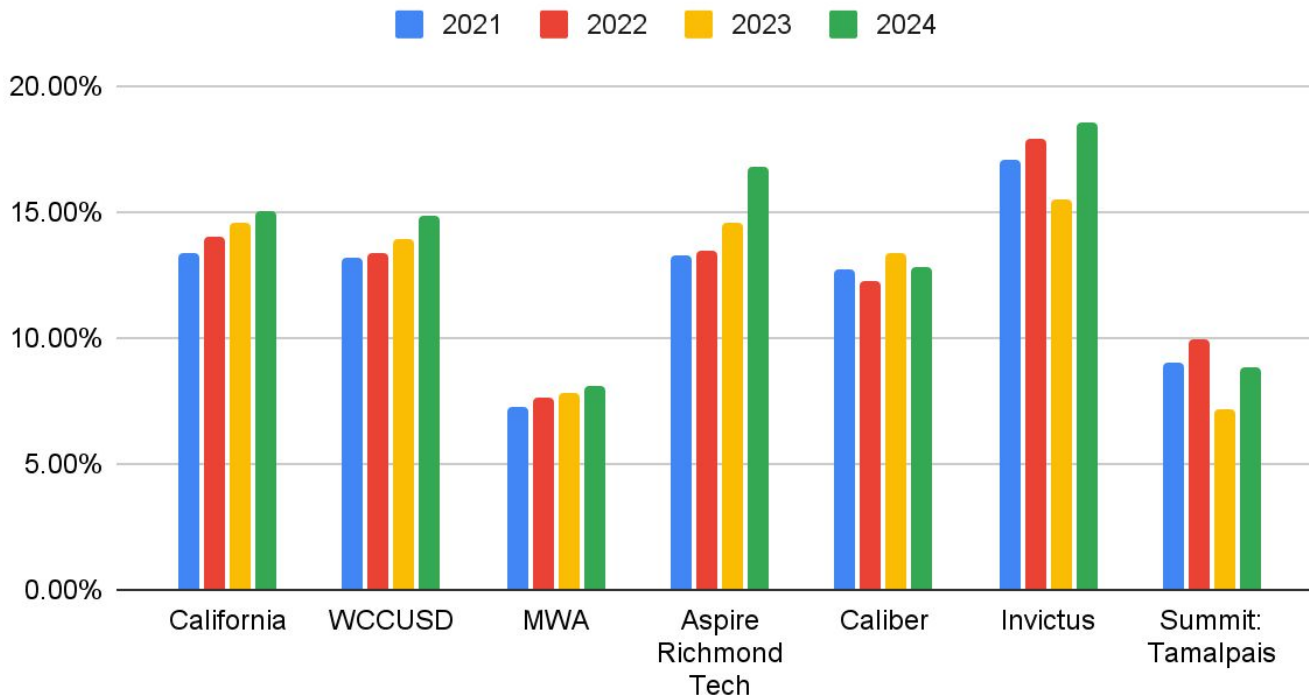
- **Students with Individualized Education Programs (IEPs):** Represent **10.2%** of the total student population.
- **English Learners (EL):** At the start of the year, ELs represent **25.87%** of the total student population. After processing all pending reclassifications, ELs now represent **21%**.
- **Dual-identified (EL + IEP):** Represent **2.64%** of the total student population.

Special Education Department

SPED Population Breakdown



SPED/IEP Population, Over time





SPED Acronyms

Special Education Eligibilities:

- OHI - Other Health Impairment
- SLD - Specific Learning Disability
- VI - Visual Impairment
- OI - Orthopedic Impairment
- AUT - Autism
- ED - Emotional Disturbance
- ID - Intellectually Disabled
- TBI - Traumatic Brain Injury
- SLI - Speech and Language Impairment
- DHH - Deaf and Hard of Hearing
- MD - Multiple Disabilities
- DB - Deaf and Blindness
- HI - Hearing Impairment

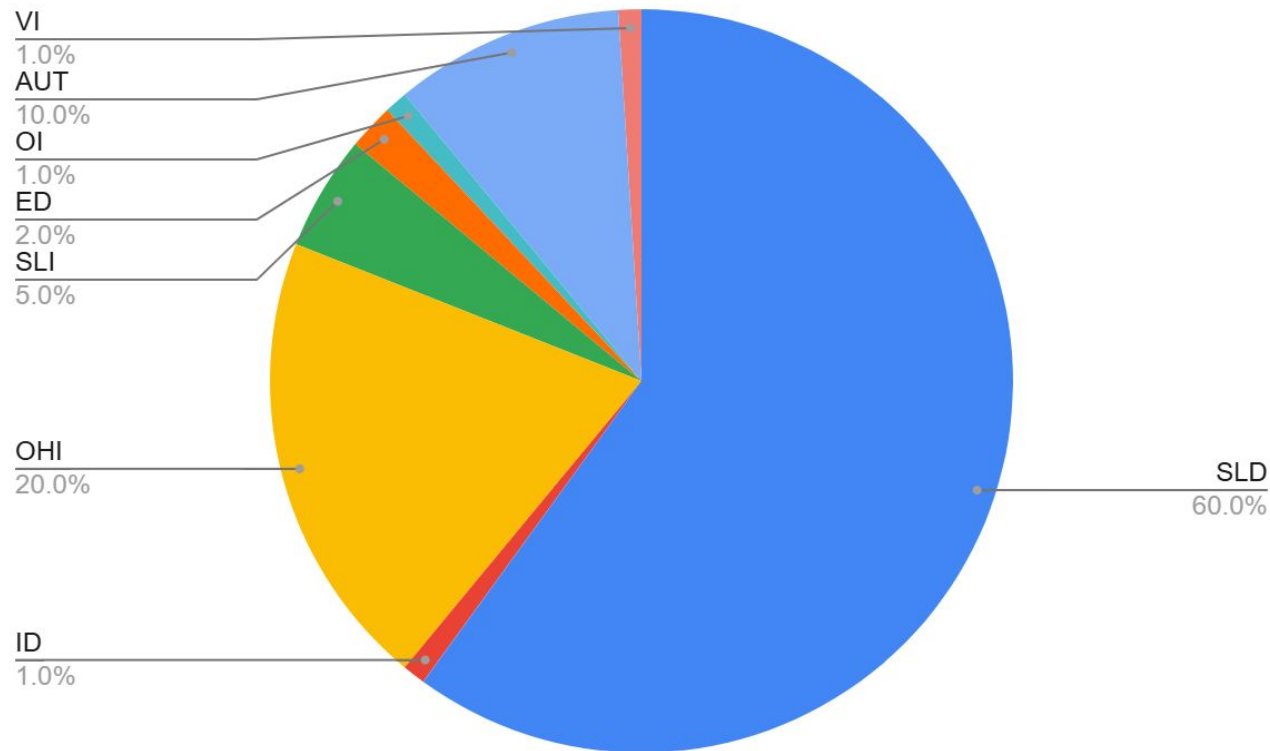


Additional Acronyms

FBA - Functional Behavioral Analysis
BIP - Behavior Intervention Plan
FERPA - Family Educational Rights and Privacy Act
IEP - Individualized Education Plan
LRE - Least Restrictive Environment
FAPE - Free and Appropriate Public Education
SAI - Specialized Academic Instruction
SLP - Speech and Language Pathologist
SELPA - Special Education Local Plan Area
SEIS - Special Education Information System
SST - Student Support Team
ERMHS - Educationally Related Mental Health Services
PT - Physical Therapist
OT - Occupational Therapist
RTI - Response To Intervention
MTSS - Multi Tiered System of Supports
UDL - Universally Designed Learning



SPED Eligibility Breakdown





SPED Team Overview

1 Director of Special Education	Tyler Levine-Hall
4.5 Education Specialists	Emily Anderson 5th/6th Claudia Munoz Cortes 7th/8th Joseph Babbitt 9th/10th Ray Webb 11th/12th (Contracted) Nancy Altman 5th/11th (Contracted)
5 Instructional Aides	Yadira Ibarra 5th Erika Ochoa Cisneros 6th Susana Diaz 7th Sonann Hakimi 9th Kevin Boyd 10th Josephina Ruelas 11th Cristina Lopez 12th
1 Registered Behavior Technician	Wendy Gutierrez



SPED Team Overview

1 School Psychologist	Nicole Jurand
1.5 School Counselors	Mady Bick (Contracted) Skye Apriletti (Contracted .5)
1 Speech and Language Pathologist (SLP)	Cristina Wiborg (Contracted)
1 Occupational Therapist (OT)	Julie Kim (Contracted)
1 Adapted Physical Education (APE)	Victoria Rettmann (Contracted)
1 Vision Impairment Specialist (VI)	Erin Waite (Contracted)
1 Board Certified Behavior Analyst (BCBA)	Sheri Artis
1 504 Coordinator	Emily Omaque



Accomplishments/Key Changes

- 4 in person Education Specialists
- Vision Impairment Specialist hired
- 504 Coordinator hired
- Moved towards a full inclusion model for academic services in MS
- Held all 30 day IEPs on time
- Improving how accommodations are written in the IEP
- Ensuring grade level standard IEP goals have accommodations embedded
- Partnered with Clayton Valley Charter High School to provide Adult Transitioning Services
- Attended Leadership Training with the SELPA in Sacramento
- Team attending SELPA PD opportunities such as the new teacher training
- Establishing strong relationships with families and students through consistent communication and tangible action steps



Goals

- Hire an in person and in-house Speech and Language Pathologist
- Hire an in-house School Psychologist
- Building out an Response to Intervention team (RTI)
- Building out a streamlined referral process based in objective data
- Establishing an Multi Tiered Student Support System (MTSS) utilizing Universally Designed Learning (UDL) methods
- Establishing a strong rapport with families, staff and students
- Identifying more options for our students requiring Adult Transition Services
- Move to a full inclusion model with co-teaching aspects



Next Steps

- Identifying students with 504s who receive medical and have mental health needs
- Observing the Adult Transition Program at West Contra Costa Unified School District
- Hiring a SPED Manager
- Continuing to author IEPs in an accessible and implementable fashion
- Identifying key stakeholders for RTI team and creating a streamlined/data driven referral process
- Increasing SEL tier 1 and 2 supports
- Increasing formal communication between SPED department and Gen Ed teachers

English Language Development





Acronyms/Terms

- **ELD**

English Language Development

- **ELPAC**

English Language Proficiency Assessments for California

- **ELAC**

English Learner Advisory Committee

- **Reclassification**

When a student scores **Level 4 on the ELPAC** and demonstrates grade level proficiency on **SBAC ELA** or **i-Ready**.



ELD Overview

Schedule: Twice a week

- Middle School: During Homeroom
- Upper School: During Study Hall

Staffing:

- Middle School: Two teachers per grade (primarily English teachers)
- Upper School: One English teacher per grade

→ English teachers lead ELD instruction because they know grade-level content and can better meet students' language needs.

Curriculum & Focus:

- English 3D, aligned with California ELD Standards
- Focus on academic language, reading, writing, listening, and speaking
- Upper School: Some grades include writing intervention (writing structure, organization, etc.)



ELD Program Goals

- Develop student English proficiency in listening, speaking, reading, and writing
- Build academic language for success across all content areas
- Strengthen teacher capacity to integrate ELD strategies
- Engage parents and families in understanding ELD through ELAC, helping them feel connected and informed about their child's learning
- Ensure students are well prepared for the ELPAC
- Increase reclassification rates and reduce long-term English learners
- Increase student morale, confidence and engagement in ELD

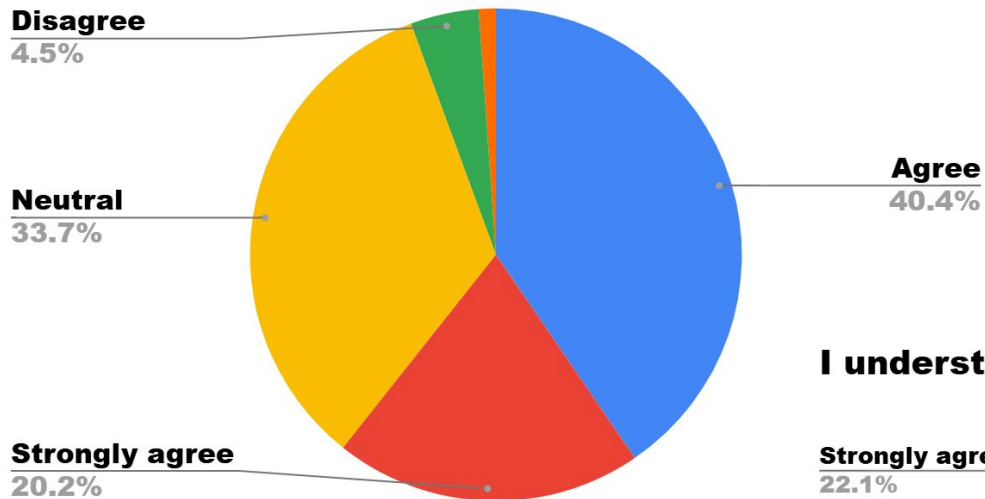


Accomplishments

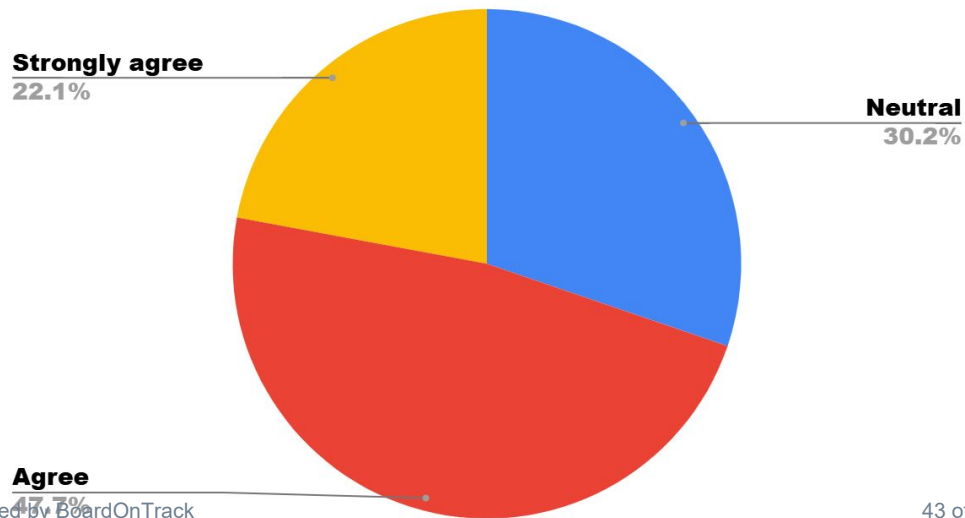
- **Full Implementation:** Rolled out ELD across all grade levels this school year.
- **Reclassification Progress:** 48 students have already reclassified which is up from 45 total reclassifications last spring.
- **Middle School Engagement:**
 - a. On the Fall 2025 ELD Experience Survey ~60% of students agreed or strongly agreed that their ELD lessons are interesting and help strengthen their English skills and ~70% agreed or strongly agreed that they understand their ELD lessons.
- **Family Engagement:** Held our first in-person ELAC meeting in over a year, with 20 parent attendees!



My ELD lessons are interesting and help strengthen my skills in English (reading, writing, listening, speaking).



I understand what I am learning in my ELD class.





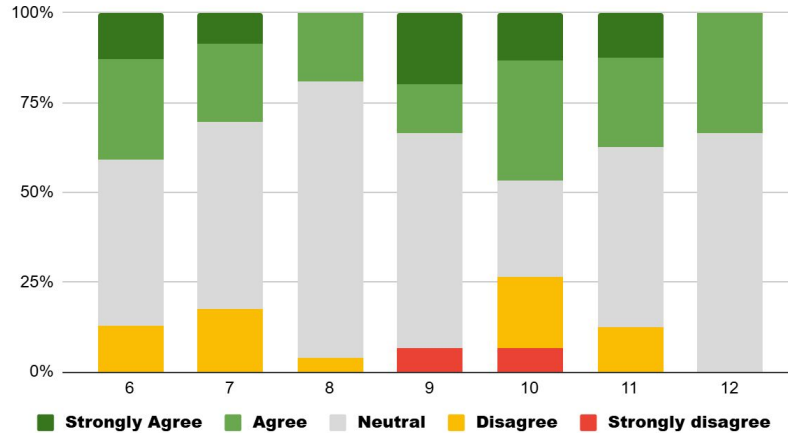
Fall ELD Experience Surveys

At the end of September, students in grades 6-12 completed a survey about their experiences in ELD. The survey measured:

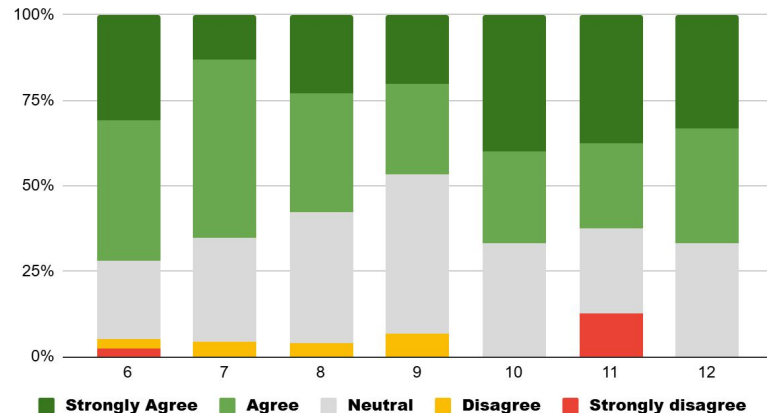
- **Comfort and confidence** in ELD class and with the class content and activities
- **What students find most helpful** and **what could be improved** in ELD
- **How well their ELD lessons help them feel prepared** for the ELPAC and confidence in **reclassification**



I feel prepared for tests like ELPAC because of my ELD lessons.



I feel like I can reach my goal of reclassification.



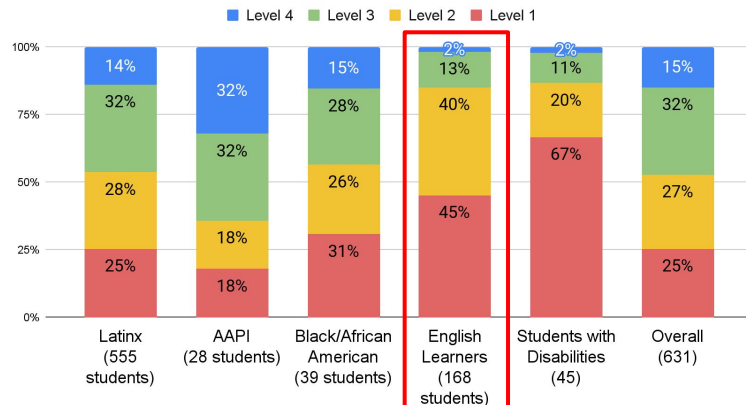
ELPAC Readiness and Confidence in Reclassification:

As it pertains to the ELPAC, students are **mostly neutral** about whether their current ELD lessons make them feel fully prepared. However, the majority **agree that they can reach their goal of reclassification**, showing optimism and confidence in their progress.



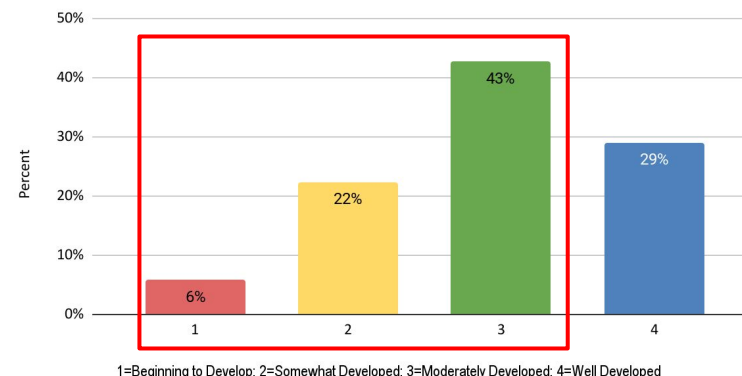
ELD Trends

SBAC ELA by Student Groups (all tested grades, 2024-25)



Summative ELPAC Proficiency Levels 2024-25, Grades 5-12

All tested grades, MWA 2024



Reclassification Criteria:

- **ELPAC:** *Level 4*
- **SBAC:** *Level 3* or *i-Ready* score **at** or **one** grade level below.
- Teacher Recommendation
- Parent Consultation

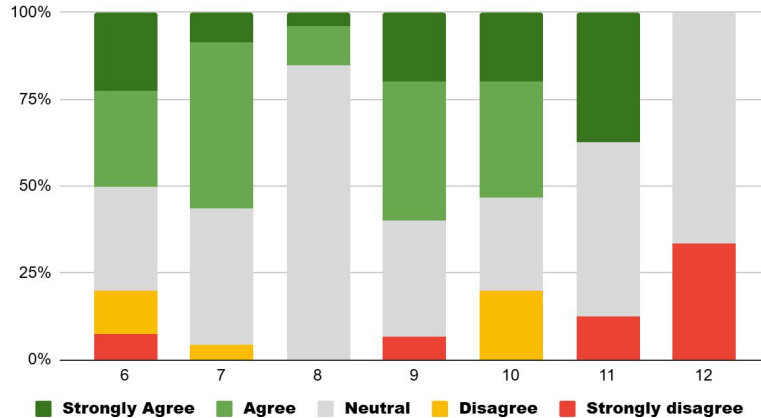


Next Steps, Pt. 1

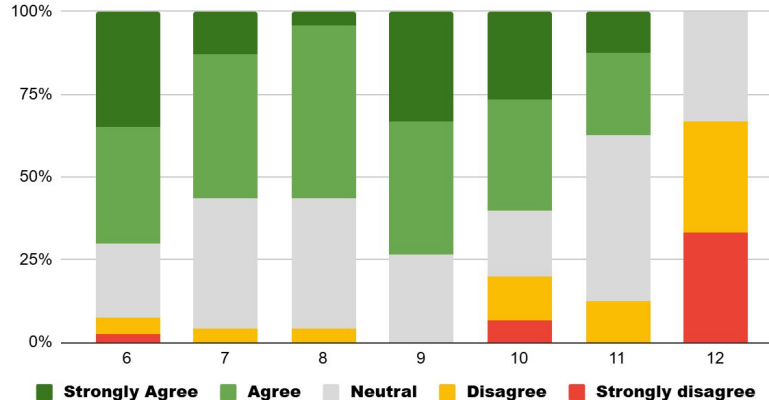
- I am leading a **four-part professional development series for ELD teachers focused on the ELPAC**, including the different question types and strategies for effective student preparation.
- **ELPAC Test Prep materials have been purchased** to support ELs ELPAC readiness.
- We will be rolling out test prep sessions in ELD classes starting in November.



I feel comfortable asking questions and participating in ELD.



My ELD lessons are interesting and help strengthen my skills in English (reading, writing, listening, speaking).



Morale and Engagement:

When it comes to morale and engagement, there is a **downward trend as grade levels increase.**

In the lower grades, neutrality may reflect uncertainty or developing awareness, but in the higher grades, students are **more openly expressing disengagement and discomfort.** This may be linked to the **stigma some students feel about being identified as ELs** as they get older. It may also suggest that the current curriculum lacks the rigor and engagement needed to meet the interests and needs of older learners.



Next Steps, Pt. 2

- I am implementing an **incentive system at the middle school** to increase student engagement in ELD.
Students can earn stamps on their ELD rewards card, which can be exchanged for stickers, fidget toys, or MWA-approved snacks.
- I have already begun research on different curriculum that may be better suited for our Upper School ELs, especially those with IEP's, to possibly implement in future school years.



Thank you!



Coversheet

Q&A on Written School Report

Section: IV. Standing Reports
Item: D. Q&A on Written School Report
Purpose: Discuss
Submitted by:
Related Material: October 2025_School Board Report for BoT_2025-26 (1).pdf

BACKGROUND:

The other two copies that may show up here are the same as the good one. The first two documents did not save properly and therefore are not accessible on BoT.



MWA School Board Report

School Board Report - October 20, 2025

From the Director's Desk

Zubida Bakheit, M.Ed

Alton B. Nelson, Jr., M.Ed. (See MWA CEO Report)

School-wide Focus Areas

Instructional Practices: We welcomed Instruction Partners (IP) to MWA upper and middle school divisions as part of our ongoing effort to strengthen teaching and learning. IP is partnering with us to enhance our instructional coaching program, which directly supports both teacher growth and student achievement. This collaboration builds on last year's focus on strengthening Professional Learning Communities (PLCs), with an emphasis on making math and English instruction more rigorous. Our focus is supported by school-wide professional development and targeted coaching, ensuring consistent, high-quality instruction across all subjects - from math to history and encore (e.g. music and art).

Coaching: The Instructional Leadership Team (ILT) has completed two full coaching cycles for all teachers, providing personalized support. Key strengths observed include strong behavior management, effective lesson pacing, teacher preparedness, improved curriculum knowledge, and focused PLC collaboration. Teachers are also making a strong effort to implement IEP (Individualized Education Plans) accommodations.

Areas for growth include more consistent checks for understanding, creating opportunities for "productive struggle", improved lesson execution, stronger enforcement of classroom expectations (e.g., phone use), better pacing aligned with data, and enhanced classroom management strategies.

To further support student engagement, teachers may need more training in formative assessment, active participation strategies (like Think-Pair-Share), and gradual release of responsibility to promote student ownership. Ongoing support with intervention strategies can also help teachers feel more confident and effective in the classroom.

Vertical Alignment: We held two vertical alignment meetings during all-staff professional development days to give teachers dedicated time to collaborate across grade levels. These meetings focused on aligning content and skills, ensuring a clear progression of learning as students move from one grade to the next. We will continue to support teachers with a structured planning approach that strengthens our instructional framework - building foundational knowledge and skills in earlier grades and advancing them in a coherent, intentional way throughout each grade level.

50% Grading Floor: We are now implementing a grade floor of **50%** on all assignments (with the exception of summative assessments (unit tests), papers, and projects). The aim is to ensure students remain engaged and supported- while preserving accountability. Students can maintain motivation to continue if the distance they have to close to pass a class remains challenging but within reach (e.g. bringing a grade up from 55% vs. 35% where 70% is passing). Even with the floor, a 50% is still a failing grade. To pass the class, students must complete work at higher levels; doing nothing will not suffice. Work that is submitted - even if incomplete - is evaluated using existing rubrics so that quality, accuracy, and partial understanding are rewarded above the floor. We are providing professional development and guidance so teachers grade consistently, distinguishing between missing work and low-quality submission. To support students, we will strengthen re-engagement strategies such as office hours, intervention plans, student and parent conferences, and opportunities for mandatory retakes/redos. The shift is foundational: from enforcing compliance to building learning, growth, and ownership.

Middle School Focus Areas

The school year launched strongly: our middle school is fully staffed - with only one long-term substitute and no agency placements - and teachers participated in an effective beginning-of-year training that has accelerated curriculum rollout

School Board Report - October 20, 2025

in classrooms. Back-to-School Night further strengthened our start by creating valuable opportunities for communication with parents, nurturing trust, and fostering a collaborative partnership among families and educators.

I-Ready Learning: We have successfully launched i-Ready Learning to administer diagnostics and have used it to establish baseline readiness levels for students in both ELA and Math. This new system replaces MAP testing and gives teachers comprehensive, actionable data to more precisely identify strengths, gaps, and learning needs. With i-Ready, every student receives an individualized intervention action plan, and the platform integrates with independent learning tools like IXL, making it accessible and engaging for students, families, and teachers. The insights gleaned from these diagnostics now directly inform our grade-level intervention plans of action, positioning us to improve overall student readiness and performance.

Grade Level Academic Plans of Action: We have adopted *Grade Level Academic Plans of Action* as focused, skill-based intervention roadmaps designed to sustain and elevate student achievement over the course of the year. In support of this, we are providing teacher aides in 5th and 6th grade and partnering with Marlin Academy (the afterschool program in the middle school) to extend targeted support. These strategies are driven by continuous student data analysis, ensuring that interventions are responsive to the diverse learning needs of our students, especially the 5th and 6th graders.

Collaborative Planning Practice: Over the course of the academic year, grade levels have continued to refine their collaborative planning practices using the tools and frameworks provided by Instruction Partners. Our focus continues to evolve as teams are routinely analyzing student work samples, deepening their lesson internalization to enable stronger scaffolding, and crafting more meaningful Depth of Knowledge (DOK) questions to support a rigorous, engaging curriculum.

English Language Development (ELD): We have officially initiated the implementation of our ELD program across applicable grades. Key components are now underway, including the alignment with state ELD standards, onboarding of instructional materials, and targeted professional development for teachers to support both designated and integrated ELD instruction. Assessment tools are being used to identify students in need of support, and initial data is guiding the creation of scaffolded lessons and differentiated support. We are also refining how ELD students are supported in mainstream classes to ensure language development is embedded across all content areas. As the program takes shape, we will continue monitoring progress, refining implementation, and ensuring that our ELD students receive the support they need to grow in proficiency and fully access the curriculum.

Get Focused, Stay Focused / Building Bridges to Your Future: We have introduced the college prep curriculum to our 8th graders as a pilot. Implementation of the program pilot is now underway. This program is designed to guide students in life planning with an emphasis on college and career readiness: they engage in career exploration, decision-making, and begin constructing a 10-year plan as they prepare for high school. As the program progresses, we expect it to bolster student self-efficacy, cultivate long-range planning skills, and give students a clearer vision of their futures as they move into secondary education.

Plans and Data

i-Ready Learning & Diagnostic Data

- Use the diagnostic results to continuously monitor and adjust instruction.
- Share actionable data with teachers to inform small-group instruction, interventions, and enrichment.
- Engage families and students with progress reports and goal setting via the i-Ready platform.

Grade-Level Academic Intervention Plans

- Roll out and refine the Grade-Level Academic Plans of Action across grades, with special focus on 5th and 6th.

School Board Report - October 20, 2025

- Deploy teacher aides in 5th and 6th grades and coordinate with ELO-P afterschool programming to deliver intervention support.
- Regularly review student performance data to adapt interventions in real time.

Collaborative Planning & Instructional Quality

- Continue developing collaborative planning routines using Instruction Partners' tools and protocols.
- Deepen analysis of student work to align scaffolding and pacing.
- Ensure that teams are crafting rigorous questions (DOK) and embedding differentiation in lessons.

English Language Development (ELD)

- Fully implement the ELD program: align to state standards, deploy instructional materials, and deliver professional development.
- Use assessment data to identify students needing support and establish scaffolded, differentiated lessons.
- Integrate language development into mainstream instruction so ELD students receive language support across subjects.

College & Career Readiness (Get Focused, Stay Focused / Building Bridges)

- Continue rolling out the curriculum with 8th graders, supporting students in career exploration and long-term goal planning.
- Monitor student engagement, reflections, and plan developments.
- Use student feedback and outcomes to refine program delivery and support structures.

Next Steps

Instructional Coaching and Support: Moving forward, we'll deepen our partnership with Instruction Partners to strengthen instructional coaching and support across all disciplines. Our ongoing coaching cycles will pivot toward more consistent use of formative assessment, active student engagement strategies (e.g. Think-Pair-Share), and gradual release of responsibility to foster student ownership.

Content and Grade-Level Collaboration: We'll also target content and grade level collaborations and coaching around more frequent checks for understanding, refining lesson execution and adjusting pacing based on data. For grade-level coordination, the focus will shift to creating a comprehensive, vertically-aligned literacy intervention plan spanning 5th and 6th grades. We will implement a tiered support system with targeted interventions, provide training for new support staff, and establish a clear accountability framework to track student progress.

Vertical Alignment: To sustain coherence and continuity, our vertical alignment work will remain a priority: dedicated collaboration time across grade levels will help us ensure that skills and content build intentionally from year to year, supported by structured planning templates and frameworks.

50% Grading Floor Implementation: The 50 % grading floor policy was rolled out with clear guidelines and consistent support. Teachers will receive support in distinguishing between missing and low-quality work, applying rubrics fairly, and using the floor as a means to keep students engaged in the learning process, not merely punish noncompliance.

To back this shift, we'll expand re-engagement practices: office hours, intervention plans, mandated retakes or redos, and student/parent conferences will help prevent students from stagnating at the minimum. The goal is a culture transition - from compliance toward ownership and growth - while maintaining academic accountability.

School Board Report - October 20, 2025

Instructional Coaches:

Genthia Lowe-Reese, Instructional Coach for 5th-6th Grade

Below is a summary of areas of focus:

- Initial Coaching Cycles and observations near completion.
- The introduction and implementation of integrating Instructional Aides to assist with student interventions in core and extended day classes.
- The development of Academic Support and Prevention Plans for each grade level in middle school.
- Implementation and supporting *Building a Bridge to your Future* (a career exposure curriculum), a Pilot Program with the 8th grade organized by the College and Career Counseling Team.
- 5th & 6th Grade ELA & Math Weekly Interventions

Successes

Increased Student Participation and Understanding of Unit Lessons and Content - Instructional Aides provide small-group and one-on-one support, allowing students to ask questions, clarify misunderstandings, and engage more deeply with lesson material.

Improved Homework Completion and Student Engagement - With added support during and after school, students are more equipped to understand and complete assignments, leading to better academic habits and ownership of learning.

Enhanced Differentiation and Personalized Support - Aides assist in modifying instruction based on student needs, helping to meet learners at their level and accelerating progress for both struggling and advanced students.

Reduced Student-to-Teacher Ratio During Interventions - Smaller group sizes lead to more focused instruction and faster identification of learning gaps, allowing for quicker remediation and support.

Stronger Relationships and Mentorship Opportunities - Aides often serve as trusted adults that students can relate to, which enhances social-emotional support, especially for students needing extra encouragement.

Support for English Language Learners and Students with IEPs/504 Plans - Instructional Aides help scaffold instruction, ensure accommodations are implemented effectively, and assist with language development and comprehension.

Increased Teacher Capacity and Instructional Focus - Teachers are better able to focus on delivering high-quality instruction while aides manage small group tasks, classroom materials, or provide targeted reteaching.

Improved Assessment and Progress Monitoring - Aides help administer informal assessments, track student progress, and communicate valuable insights to teachers for instructional planning.

Challenges/Improvements

- Aides may come with varying levels of experience or background in education.
- Without structured and ongoing training, they may struggle to effectively implement instructional strategies or interventions.

Making Meaning of Our Instructional Aide Integration Journey

Over the past year, we discussed the integration of Instructional Aides into both Core and Extended Day classes to bolster student interventions. This decision was rooted in a growing recognition: our students—especially those performing below grade level or requiring additional support—needed more frequent, personalized attention than our classroom ratios allowed.

School Board Report - October 20, 2025

i-Ready Diagnostic - Fall 2025 (% of students two grade levels or more below)

- ELA - 52% (249 students) & Math - 44% (208 students)
- Teachers indicated a need for additional adult support to manage differentiation and intervention effectively.
- Extended Day programs, while rich in time, lacked instructional consistency aligned with core instruction.

In response, we prioritized hiring and training aides who could push into classrooms and pull out small groups during and beyond the school day.

- Developing a structured **training plan** for Instructional Aides aligned to core instructional strategies, behavior management, and intervention delivery.
- Monitoring 5th & 6th grade Intervention Systems and Supports Plan

An intervention monitoring plan aims to ensure that students in 5th and 6th grade receive systematic, data-driven, and personalized academic support in ELA and Math. As students transition to 7th-8th grades, timely interventions become essential to closing learning gaps, especially in foundational literacy and numeracy. Through a consistent weekly structure, educators can:

- Identify and respond to academic challenges early
- Provide targeted instruction based on real-time data
- Empower students to take ownership of their learning
- Collaborate with intervention teams to adjust supports as needed
- Document progress in a shared monitoring system
Communicate with intervention teams and parents as needed

Masin Persina, Instructional ELA Coach (School-wide)

Successes

- Two rounds of observation cycles completed for most teachers in ELA and Social Sciences with high leverage next steps, such as aligning objectives to the end of class Check for Understanding.
- Text is at the center of ELA classrooms across MWA with growth made in grade level-aligned text from last year
- Stronger use of sequenced questions when engaging with text

Challenges

- Continuing to refine what productive struggle looks like for students when reading and writing in ELA classes across the academy
- Keeping the assigned curriculum at the center of a lesson.

In partnership with *Instruction Partners*, the MWA ELA departments in the middle and upper school have focused on how to use the curriculum to meet our students' needs without lowering the grade-level rigor. Curriculums target grade level proficiency and sometimes require additional work for teachers to unpack and internalize the curriculum to better anticipate student learning needs during instruction. The work in our weekly ELA professional learning community (PLCs) meetings is to use what is called a *Lesson Internalization Protocol*. Our teachers will get better at using this protocol with repeated use and practice. The intention of the protocol is to support teachers to internalize their curriculum's lesson

School Board Report - October 20, 2025

with a clear sense of how the learning objective and end of class exit ticket (formative assessment) align. The protocol also supports teachers in better determining the best time in the lesson and the best questions to ask students to best prepare them for the end of lesson exit ticket as a mini-assessment of learning.

This work is important as it supports students reading grade-level appropriate text and are “productively struggling” to complete rigorous analytical or evaluative tasks. It is tempting for teachers to pick other readings that might have more buy-in but may sacrifice rigor, or for teachers to ask less rigorous questions with the aim of moving the class forward smoothly. Teachers asking the right kinds of check-for-understanding questions and using appropriate scaffolds to help their students succeed will result in effective productive struggle for students and will lead to more of our students reading and writing at grade level and prepared for the rigor of any career they want to pursue.

At this point, the ELA department, across MWA, will continue to work toward mastery of the internalization protocol in planning using grade-level curriculum. In the middle school, the focus will be to better understand how to align the objective and the exit ticket. In the upper school, the focus will be how to create moments of productive struggle for students using “backpocket questions”, those follow-up questions a teacher has in their “backpocket” to extend time for the student to try to get the answer on their own before immediately giving the student the answer .

Alefiyah Lokhandwala, Instructional Math Coach (School-wide)

Summary of Activity

- Initial coaching cycles completed with all math teachers school-wide between coach and lead teacher (14 teachers)
- Middle and upper school professional learning community (PLC) meetings are in full-swing
- Onboarded three long-term math subs to teach 7th math, algebra I and finance; transitioned a long-term sub out
- Hosted Instruction Partners (IP) for a walkthrough and saw stability/growth around defined IPG indicators

Next Steps

- The foundation of initial coaching cycles work allows us to transition into the newly-launched five-step coaching cycle where we continue to provide evidence-based and differentiated coaching.
- Based on walkthroughs with Instruction Partners (IP), there has been overall growth in standard-aligned lessons and displaying student thinking. We need to continue supporting teachers in developing “check for understanding” questions that effectively assess student learning during instruction.
- PLCs provide space to build this capacity through collaborative lesson planning and team building to support learning.
- Using *student work analysis* in PLCs to continue building their skills around check for understanding and further develop teacher capacity.
- Continue providing more intensive coaching support for long-term subs and new teachers (5 math teachers/substitutes)

Marjorie McCowan, Instructional Coach (New Teachers)

Summary of Activity

- Completed initial one-to-one meetings with teachers to establish relationships and coaching goals.

School Board Report - October 20, 2025

- Completed initial coaching sessions for all new teachers.
- Every teacher has received at least one classroom observation and/or debrief session.
- Provided all new teachers with a “Start Strong” checklist to set up effective classroom routines and expectations.
- Supported several teachers through classroom resets and intensive coaching cycles to address urgent management and instructional challenges.
- Conducted our first round of peer observations, where new teachers had the opportunity to observe veteran teachers in action. This allowed them to gain knowledge of effective classroom practices, reflect on their own teaching, and strengthen their instructional toolkit.
- Preparing to launch New Teacher Bootcamp, an interactive intensive training that includes:
 - Classroom management foundations, focusing on building culture and consistency.
 - Entry and exit routines for smooth transitions.
 - Discovering your “why” for being in the classroom to ground teachers in purpose.
 - Engagement strategies to increase student participation.
 - Objective writing and lesson alignment.
 - Incorporating accommodations for EL and Special Education students.
 - Modeling and practice opportunities, where teachers role-play and rehearse routines and strategies to build confidence and transfer learning directly into their classrooms.

Structures/Systems - Establishing these early structures and systems have created a foundation for teacher growth and consistency across classrooms.

Expectations/Support - Teachers are equipped with clear expectations and support, which strengthens classroom culture and student engagement in the opening months of school.

Observations/Feedback - Observations and debriefs provide real-time, individualized feedback, accelerating growth in areas such as student engagement, checks for understanding, and classroom management.

Classroom Resets - Classroom resets have prevented learning loss by quickly addressing management breakdowns and rebuilding routines for struggling teachers.

Instructional Bootcamp - Bootcamp will provide a common language and shared toolkit for new teachers, ensuring that they are better prepared to meet the diverse needs of students, including English Learners and students with IEPs/504s. Teachers will also have opportunities to build relationships with one another and collaborate.

This work contributes to building teacher capacity, resilience, and instructional quality, while also improving student outcomes through more effective teaching practices.

Next Steps

- Continue coaching cycles with all 26 new teachers (new to teaching/new to MWA), moving beyond initial support into targeted growth areas such as lesson internalization, engagement strategies, and differentiation.

School Board Report - October 20, 2025

- Launch and facilitate Bootcamp as a cornerstone of new teacher development, ensuring that strategies are implemented consistently across classrooms.
- Expand the use of low-inference observation notes and coaching tools to track teacher progress more systematically and guide professional growth conversations.
- Partner with leadership and other coaches to align coaching priorities with school-wide goals, ensuring coherence between academic rigor, classroom culture, and student support systems.
- Develop structures for sustained support, including ongoing intensives and targeted interventions, for teachers who need additional coaching throughout the year.

Special Education

Tyler Levine-Hall, Director of SPED

Summary of Activity

- Hired 4 in- person, Education Specialists
- Vision Impairment Specialist hired
- 504 Coordinator hired
- Moved towards a full inclusion model for academic services in MS
- Held all 30-day IEP meetings on time
- Improving how accommodations and goals are written in the IEP
- Ensuring grade-level standard IEP goals have accommodations embedded
- Partnered with Clayton Valley Charter High School to provide Adult Transitioning Services for some of our students
- Attended Leadership Training with the SELPA in Sacramento
- Team attending SELPA PD opportunities like the new teacher training

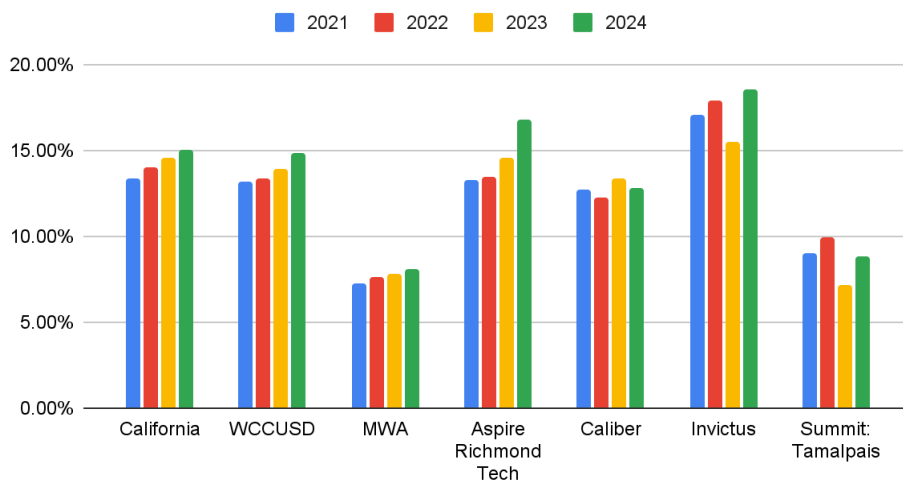
Challenges

- No MTSS supports in place as of yet
- Lack of clear referral process for Special Education or 504 plans
- Family historical experience with the IEP process/services created distrust and cognitive dissonance
- Streamlined data collection
- Equipping Gen Ed teachers with UDL (Universal Design for Learning) strategies
- MWA students entering MWA academically below grade level (starting in 5th grade)
- Under-identified students with processing needs

School Board Report - October 20, 2025

Our SPED population percentage is substantially less than similar schools in the area (aside from Summit Tamalpais who has experienced a lot of turnover in their SPED department). We anticipate there are students within our population who have either been misidentified or not yet identified as having academic/speech/social emotional/behavioral needs that should be addressed through IEP services. We need to create a more streamlined and data based process for how we refer students to Special Education and instilling steps (i.e. 6-8 week intervention cycles and documented new teaching strategies) prior to making a referral to Special Education.

SPED/IEP Population, Over time



Next Steps

Our next steps to improve our Multi Tiered Systems of Support (MTSS) and provide Tier 1 & 2 support starts with identifying students with 504s who have both medical and mental health needs. I'm working with *Seneca Family of Agencies* (Northern California) to provide mental health services through medical benefits coverage so we can increase our mental health support for our Gen Ed students and to try out 6-8 week intervention cycles. Additionally, we'll be identifying key stakeholders for this team to consult and provide guidance around ways to support struggling students. Aligned with this goal, we're working on improving and expanding our push-in model for SAI (Specialized Academic Instruction) services so that students are in the general education classrooms more of the time. Additionally, I'll be observing the Adult Transition Program at West Contra Costa Unified School District as we don't have the student population required to create our own program. Lastly, we will be amending IEPs for students who qualified for ERMHS (Educationally Related Mental Health Services), but aren't receiving services in their IEPs so that their needs are addressed through the plan.

ELD

Stephani Lopez, ELD Coordinator

Successes

- Rolled out ELD across multiple grade levels. ELD occurs twice a week during homeroom (MS) and study hall (US).
- 48 students have reclassified so far this school year, using assessment data that was made available *after* the deadline for Spring reclassification. That said, this number is already up from the 45 students who reclassified last year.
- Middle school students are responding well to the curriculum. On our Fall 2025 ELD Experience Survey, approximately 60% reported that they agree or strongly agree that their ELD lessons are interesting and help strengthen their English skills and approximately 70% reported that they agree or strongly agree that they are understanding their ELD lessons.

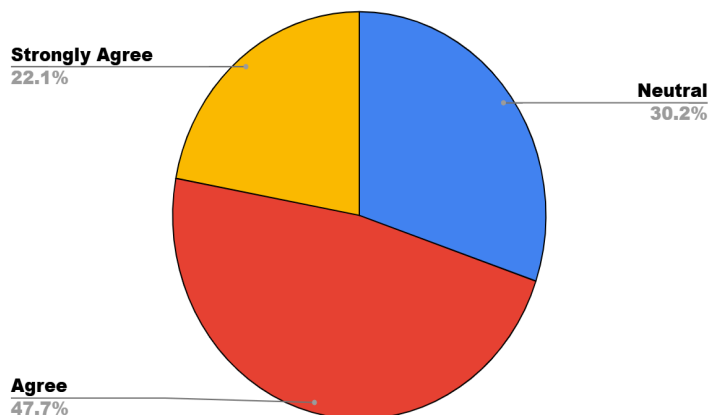
School Board Report - October 20, 2025

Challenges

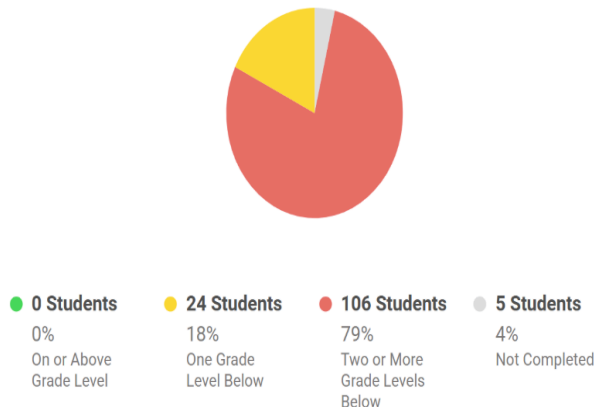
- A challenge in middle school is that implementation during homeroom creates strong logistical issues when a teacher is absent, since ELD is not officially on student schedules. Substitutes may not know the procedure or have access to the necessary documents to carry out the plan. In contrast, at the upper school ELD is clearly marked on student schedules, which makes implementation more straightforward.
- 79% of our ELs enrolled in the middle school are two or more grade levels below in **reading** according to our first iReady diagnostic. This poses a significant challenge, as iReady is one of two measures (along with SBAC ELA) that students must demonstrate grade-level proficiency in to reclassify. With so many students performing below grade level, the path to reclassification is daunting.
- 71% of students scored at Level 3 or below on the most recent ELPAC (Level 4 is required for reclassification), indicating a strong need for targeted ELPAC preparation to close the gap and support students toward reclassification. Additionally, more than half of our MS ELs reported that they feel “neutral” about whether or not their ELD lessons are helping them feel prepared for ELPAC on our Fall 2025 ELD Experience Survey.
- English Learners are disproportionately struggling academically. They make up 49.6% of middle school students who are failing at Progress Report 1.

These findings highlight more than scores. Many English Learners are behind in English proficiency and struggle to engage in rigorous coursework or earn passing grades. They make up 49.6% of middle school students who are failing at Progress Report 1, highlighting the urgent need for targeted support. Strengthening our support now will give English Learners a fair chance to succeed alongside their peers, accelerate reclassification and improve long-term outcomes for all students.

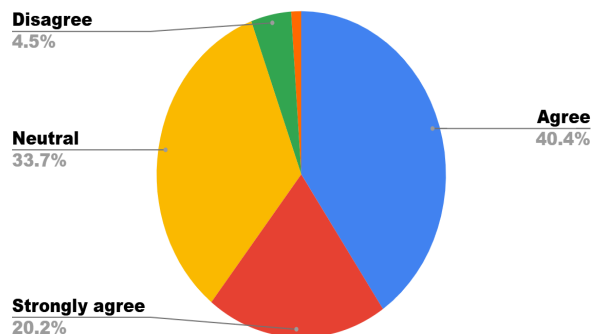
I understand what I am learning in my ELD class.



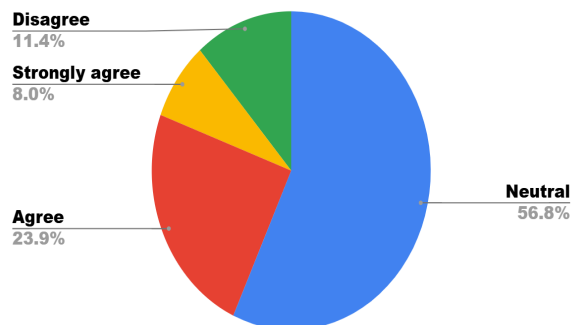
iReady Fall Data: English Learners (Middle School)



My ELD lessons are interesting and help strengthen my skills in English.



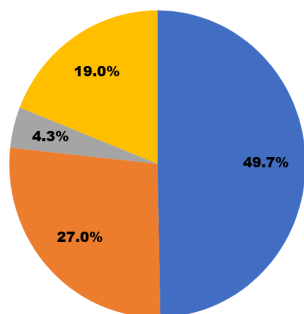
I feel prepared for tests like ELPAC because of my ELD lessons.



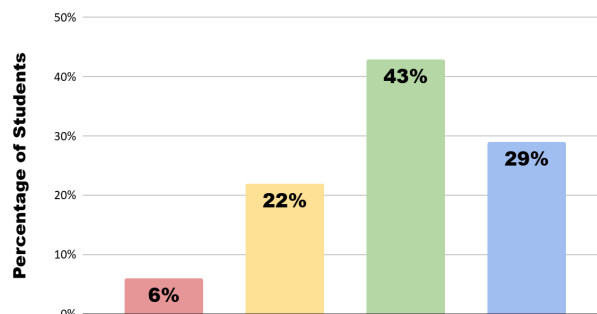
School Board Report - October 20, 2025

ELA Status of MS Students Failing in Progress Report #1

- English Learner
- English Only
- Initially Fluent English Proficient
- Reclassified Fluent English Proficient



Summative ELPAC Proficiency Levels 2024-2025 Grades 5-12



Next Steps

Building on these insights, we will strengthen ELPAC preparation by training ELD teachers on test taking strategies and dedicating instructional time to targeted ELPAC practice. At the middle school level, we will address logistical challenges by creating clear substitute plans and centralizing access to ELD resources, while also looking ahead to next year to explore the possibility of making ELD an official course on student schedules.

College and Career Counseling Department

Dr. Arika Spencer-Brown, Director of College and Career Counseling
 Atieris Adams, Associate Director of College and Career Counseling
 Brissa Teodoro, Associate Director of Career Development & Internships
 Kevin Alegria, College and Career Counseling Coordinator

August was an exciting month for MWA students. Below are a few updates in the hopes we all feel more connected to our students and how they're engaging with the exposure trips the CCC is leading.

SF Giants Career Education Day - On August 28th, the SF Giants hosted their first-ever Career Education Day, aiming to introduce students to the wide range of careers within the sports industry. The event highlighted that you don't need to be a professional athlete to work in sports—there are many different paths to get involved. The day featured two panels: one all-women panel where professionals shared their experiences in the sports industry, and a second panel exploring the science behind athlete performance, including insights into digital media roles in sports.



"The Career Day was really fun and it also helped me see that I can be a scientist in sports. It really showed me different career paths." - MWA Student

School Board Report - October 20, 2025

Marketing and Storytelling Career Day at MWEF - Bonnie and the team at Making Waves Education Foundation hosted a group of our juniors and seniors at the Foundation to talk all things business, marketing, and storytelling! They had a diverse group of panelists who spoke on their personal and professional journey in landing their careers. The MWEF marketing interns led a hands-on activity for our students to create some engaging, thoughtful, and fun MWA-centered content! See photos and student takeaways from that below:



"One takeaway I got from this field trip is to always believe in yourself. One of our panelists said that oftentimes, the greatest obstacle we face is our own self and mentality. His advice to always believe in yourself and to push past those negative thoughts really spoke to me both academically and personally." - MWA Student

The CCC is excited to partner with the MS 8th-grade team to implement the "Building a Better Future" pilot.

- Please see the flyer (attached) and the one-pager (attached) outlining outcomes and impact. These docs provide additional color to the Career Choices curriculum and pilot.
- Teachers were debriefed, and it is the desire that the pilot schedule should include:

Curriculum will be led in cohort sections per week (example: Cohort 1 (A, B, C) will engage in lesson 1 of the curriculum and Cohort 2 (D, E, F) will engage in lesson 1 of the curriculum the following week). This means students will complete two lessons every month. One teacher will be responsible for leading a session, and the other 2 teachers will be floaters providing students with hands-on support. This will allow teachers the flexibility to rotate in delivering lessons.

College Application Season Is Underway - The CCC Department is in full swing, supporting 125 enthusiastic seniors as they begin their college application journeys! Stay tuned for updates on how Wave 23's season is progressing.

Expanding Our Partnership with MWEF - Our collaboration with MWEF continues to grow. With the addition of an MWA staff member specializing in career development and internships, students will now have access to curated opportunities tailored to their interests, and we couldn't be more excited!

Looking Ahead: College and Career Week - We are busy planning College and Career Week, taking place the week of October 20th. We look forward to welcoming colleges/universities, employers, and organizations to provide meaningful experiences for our students.

College Rep Visits - So far, our students have had the opportunity to engage with representatives from prestigious institutions, including Stanford University and Vassar College, gaining valuable insights into the college experience and application process. We have more college rep visits planned.

School Board Report - October 20, 2025

We will continue to move the needle forward to provide support, resources, and experiences that will assist our students in planning their post-secondary experiences. The CCC will provide periodic updates to the great work we are doing in the name of our core values.

Student Support Services Dept. (SSSD)

Student Behavior & Social and Emotional Learning

Ahja D. Moore, Director of Student Support Services

Erika Sarmiento, Dean (US)

Estephania Fuentes, Dean (US)

Davonte Wilson, Dean (MS)

Adriana Santos, Associate Dean (MS)

Sonja Jackson, Social Worker (School-wide)

Successes

Tier 3 Behavior Interventions - Fully operational, with Deans actively engaging in and piloting “Other Means of Correction” (i.e. Restorative Justice Practices, and intensive intervention) in lieu of suspension for discretionary offenses.

Social Worker Engagement - Drop-in visits are increasing, demonstrating students view the service as accessible and supportive.

Transition Planning - The Deans Office had been operating at a limited capacity due to planned long-term absences and are excited to be fully staffed and operating at a full capacity by mid-October.

Proactive Intervention - SSSD is prioritizing early parent/guardian engagement to address emerging concerns before escalation; SSSD is continuing its practice of ongoing weekly and monthly “behavior spotlight” messaging to students and staff to build awareness around high expectations of student conduct and real-time behavioral- standing.

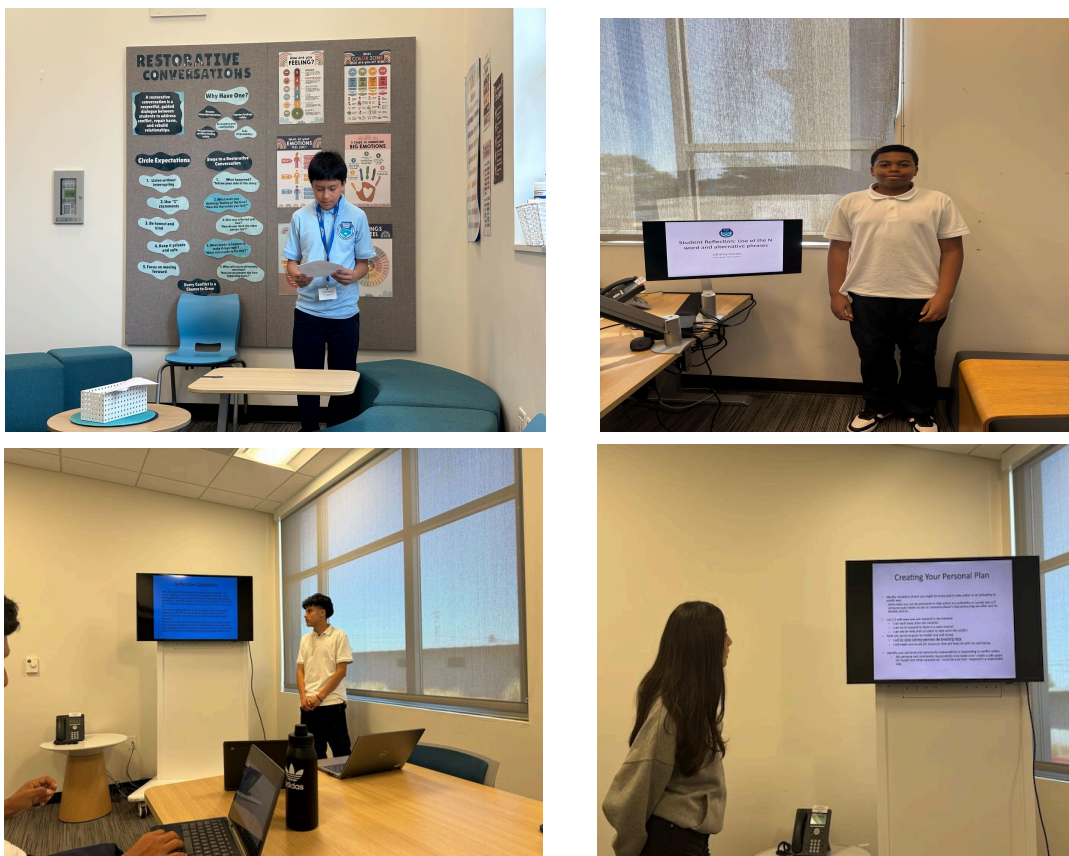
Dean Coverage/Division Focus

- The US Deans' Office will be transitioning to holding split grade levels. Ms. Fuentes is rejoining the upper school and hold grades 9 & 11 full-time after supporting middle school through the first half of the semester, and Ms. Sarmiento is holding grades 10 & 12;
- Mr. Wilson will resume holding all grade levels in the MS with the direct support of our new Associate Dean, Ms. Santos.

Suspension Data

Suspension Rates				
(Unduplicated Suspensions by Grade)				
As of September 30				
Grade Level	2025-26 YTD	2025-26 YTD %	2024-25 YTD	2023-24 YTD
5th	0	0.00%	5	0
6th	0	0.00%	20	15
7th	0	0.00%	15	24
8th	0	0.00%	8	8
9th	0	0.00%	10	13
10th	0	0.00%	16	13
11th	1	0.85%	10	9
12th	0	0.00%	4	12

School Board Report - October 20, 2025



Challenges

Tier 1 Needs - School-wide data shows an increase in *derogatory language and unkind speech* referrals (including a harmful “joke culture” in the MS) and a growing need to build awareness of healthy coping mechanisms for anxiety and navigating unhealthy social dynamics in the US.

Tier 2 Criteria - Small group intervention was paused largely due to department capacity and a need to reset qualifying criteria and target groups of students.

Student Demand - Rising Social Worker drop-ins signals and emerging patterns from the lower-level behavior referrals indicate a larger need for more Tier 1 & 2 intervention over 1:1 intensive Tier 3 intervention that’s currently happening.

Family Engagement Risks - Without proactive intervention, students in special populations, with prior suspensions, or frequent Gaggle alerts are at higher risk of escalation to Tier 3 interventions.

Data and Analysis

The next phase of the year is about tightening up systems (Tier 2), shaping a healthy campus culture (Tier 1), and building department capacity (Tier 3) while ensuring families and leadership transitions are engaged proactively to sustain progress.

- Schoolwide data highlights the need to directly address unkind speech, “joke culture,” and coping strategies as Tier 1 priorities.
- Increased Social Worker drop-ins underscore both the accessibility of support and the rising level of student need.

School Board Report - October 20, 2025

- Clearer Tier 2 criteria are essential to balance student caseloads and ensure students receive appropriate levels of intervention and targeted skill development.
- Building Dean capacity in facilitating Restorative Justice Practices is essential to creating sustainable culture change through skill development and formal structures to process and repair harm.
- Proactive family engagement is a critical lever in preventing escalation to Tier 3 interventions.
- Leadership transitions are being managed intentionally, but ongoing alignment is necessary for continuity across grade levels

US September Referral Data.



MS September Referral Data.



Areas of Focus

School Climate - The persistence of derogatory language, “joke culture,” and limited coping skills reflects more than isolated behaviors; it signals underlying cultural norms that, if unaddressed, can erode inclusivity, safety, and belonging.

Student Needs - Rising Social Worker drop-ins demonstrate that students are seeking support, which is positive, but also indicate an increasing strain on existing systems and the urgency for accessible Tier 1 and Tier 2 supports.

Systems & Equity - Without clear Tier 2 criteria, students may receive inconsistent levels of intervention. This not only risks overburdening Social Workers but also creates inequities in access to the right supports at the right time.

Family-School Partnership - Proactive engagement with parents/guardians is not simply procedural—it is foundational to preventing escalation, building trust, and aligning strategies between home and school for students most at risk.

Leadership & Capacity - The Dean transitions and professional learning focus are about more than role coverage; they represent an opportunity to build sustainable leadership practices, strengthen adult responses to behavior, and embed restorative approaches into the school’s culture.

School Board Report - October 20, 2025

Next Steps

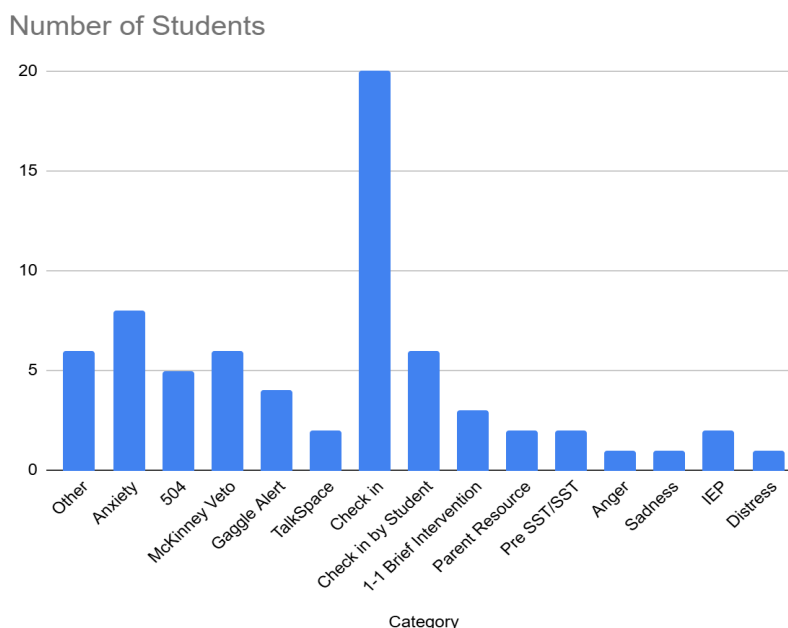
1. Introduce Tier 1 behavior interventions of Restorative Language and Restorative conversations to address and de-escalate low-level staff-to-student conflict; Facilitate SEL skill-building through Wave Meetings and potential advisory push-ins.
2. Finalize and communicate Tier 2 referral criteria to ensure equitable, consistent access to supports; resume Check-in Cycles" in mid-October
3. Continue Tier 3 professional development for Deans and Social Worker, focusing on Restorative Justice Practices facilitation and collaborative problem-solving.
4. Continue to facilitate proactive parent/guardian meetings for identified students to address early warning signs; build awareness of healthy alternatives to decision-making.
5. Monitor Dean transition plans to ensure seamless coverage, communication, and stability across the remainder of the 2nd semester.

Student Services

Sonja Jackson, Social Worker

Summary of Activity

- 13 students on check in cycle for August-September
- 20 SST referrals from August to September
- 5 students being serviced under McKinney Veto
- August seen 70 students, top 3 student encounters
 - 1. Requested check in by staff and or teachers
 - 2. Anxiety
 - 3. Student Check-ins (McKinney Vento and other)



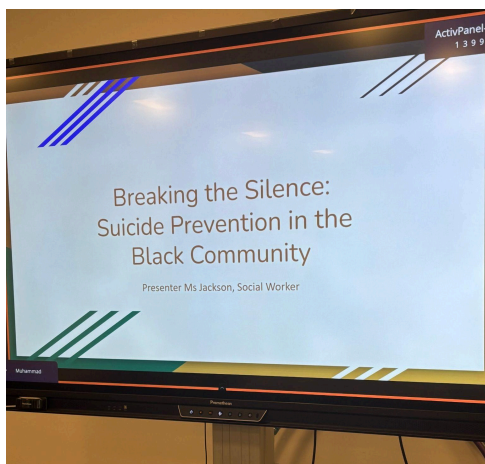
School Board Report - October 20, 2025

- September - Top 3 student encounters (75 students)
 - 1. Requested check in by staff and or teachers
 - 2. Gaggle alerts indicating suicide and or self harming
 - 3. Pre SST/SST
- I have had 3 students referred for 1-1 Brief intervention, these are students who have identified vaping use
- Transitioning out of overseeing 504 plans

Areas of Focus

Now that a 504 coordinator has been hired, I am providing a warm hand-off and training by 10/10/25. I will now have more bandwidth to conduct check-ins as my capacity was limited beforehand. I am also planning to facilitate student skills groups starting in the upcoming months, in some focus areas of anxiety, healthy boundaries and grief and loss. I am also looking forward to collaborating with Mariela Labrada, Parent Organizer, in partnering in organizing parent workshops.

September was Suicide Prevention Awareness month. During the wave-wide meetings I presented warning signs and resources. I also sent out messaging to parents on signs and community resources via ParentSquare. During Black student union (BSU) for upper school and middle school I presented Breaking the Silence: Suicide Prevention in the Black Community to club members.



School Board Report - October 20, 2025



Next Steps

Check-ins

- Addressing gap for social worker check in that existed due to capacity constraints
- Develop a prioritization system (high-risk students first, then tiered approach); establish a realistic schedule (weekly/biweekly) that's sustainable

Student Skills Groups (starting in November)

- Focus areas (anxiety, boundaries, grief/loss) that address common adolescent needs
- Determine group size, frequency, and duration
 - Create referral/selection criteria
 - Plan pre/post assessments to measure impact

Student Activities

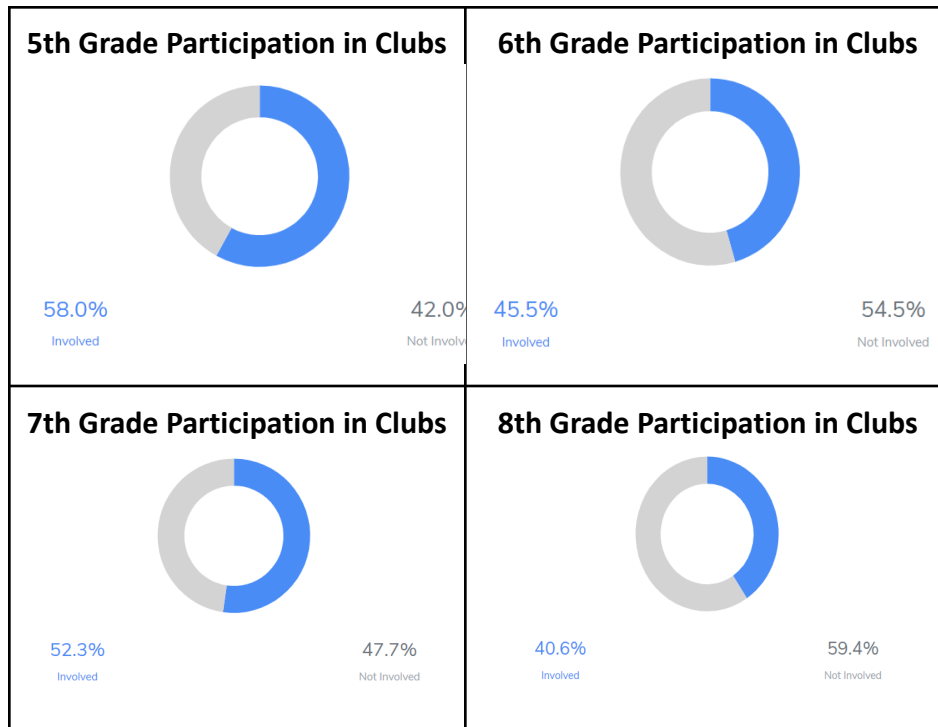
Hugo Valdovinos, middle school Student Activities Coordinator

Student & staff leadership are always at the forefront of Student Activities. This means creating new opportunities for students and staff and helping them as they navigate through different challenges. For example, Ms. Orona has been a teacher at Making Waves Academy for 10 years but has never been a Club Advisor. By starting the 8th grade planning committee and asking her to be an Advisor she can work with her students in a different capacity and develop different skills in the process. Also, this gives 8th grade students that didn't get elected into ASB a chance to participate in a leadership opportunity to prepare them for upper school. The goal is to have a variety of clubs for students to be engaged in something that they like or can identify with.

Student Activities:

- August/September were exciting months for Student Activities. We kicked off ASB's 3rd year in the middle school. We had our retreat and prepared for the first assembly where we welcomed the 5th grade and introduced some new staff members.
- Student Club meetings also started in the month of August and though student participation could always improve, we do have many students involved in clubs. (See graphs below)
- We had our first 8th Grade Committee meeting of this year. This committee was started last year in the second semester as a way for 8th grade students to come together and figure out new ways to fundraise. This year we are expanding on that and started meeting the first semester. I've asked Ms. Orona (8th grade math teacher) to be the advisor. We also participated in the upper school club fair and had a booth for the first time!
- We've had new clubs this year like Queer & Trans Alliance, Speech & Debate, & Coding Club and are actively working to strengthen our Robotics Club & ASB program.

School Board Report - October 20, 2025

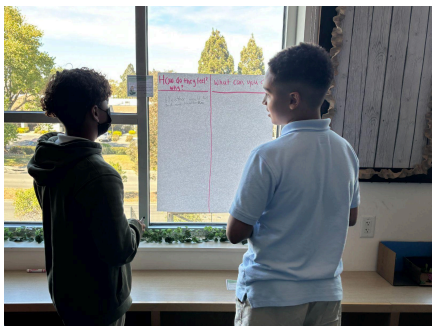


I will continue to promote the different opportunities students can get involved in and will continue to strengthen the programs/clubs that we already have.

Marlin Academy Program

Brenda Ruiz, Extended Day & Enrichment Programs Coordinator

Marlin Academy is committed to providing a high-quality, focused program that supports both the academic success and holistic development of our students. Our current efforts prioritize core academic support while strategically integrating Project-Based Learning (PBL) activities.



Academic Support and Curriculum Alignment

We have implemented several initiatives to strengthen academic outcomes:

- **Targeted Homework Assistance** - We have partnered with 5th and 6th Grade Teacher Assistants who now dedicate the first hour of Marlin Academy to providing direct support, helping students complete homework and addressing immediate academic challenges.

School Board Report - October 20, 2025

- **Curriculum Integration** - Both of our full-time instructors are proactively embedding themselves in core-day classrooms. This ensures they have a deep understanding of the current curriculum, allowing them to provide more effective and relevant support to our students during Marlin Academy.
- **GPA Monitoring and Communication** - We are diligently tracking student GPAs and have established a proactive parent communication protocol for any student whose GPA falls below a 2.5. This ensures parents are informed and partnered with us early to address academic needs.

Serving Our Unduplicated Pupil Population (UPP)

Marlin Academy is dedicated to serving our Unduplicated Pupil Population (UPP), which includes English Language Learners, students experiencing homelessness or foster care, and those eligible for Free and Reduced Lunch.

- **Commitment to Equity** - The California Department of Education (CDE) apportionment requires us to make our program available to this high-priority group. We currently face the significant challenge of serving a UPP that accounts for 85% of our total middle school population.
- **Staffing Challenge** - The scale of this need, coupled with staffing limitations, presents a challenge in creating a program that can effectively serve this large student population.
- **Expanding Enrichment Opportunities** - In compliance with the Expanded Learning Opportunities Program (ELO-P) requirement, which mandates both an academic and an enrichment element, we are preparing for a phased expansion:
- **Enrichment Rollout** - We will be slowly introducing enrichment courses beginning next semester, which will allow us to gradually offer the full program to more students.
- **Future Challenges** - Our primary focus for the coming months will be on securing reliable vendors and/or identifying and utilizing internal staff to develop high-quality, engaging enrichment opportunities for all Marlin Academy participants.

Coversheet

Q&A on Chief Executive Officer Report (CEO)

Section:	IV. Standing Reports
Item:	E. Q&A on Chief Executive Officer Report (CEO)
Purpose:	FYI
Submitted by:	
Related Material:	MWA CEO Report to the MWA Board_OCT 2025_ABN.docx (1).pdf



MWA CEO Report to the MWA Board

OCTOBER 2025

The school year has continued in a positive direction. And, it's the time of year where the "newness" of the start of the school year is wearing off and the more "normal" ebbs and flows are happening. In the upper school, I challenged the students to a "Book Challenge". Students are challenged to read 1,000 books before the Fall Break ("Thanksgiving" Break). This would be about 2 books per person. There will be weekly updates that will be shared in the monitors around the upper school campus. We are also inviting staff to participate to share books they are reading to help model for the students and perhaps share some book recommendations. I share detailed updates in the Appendix portion of the report connected to the larger goals for the school year.

Strategic Plan Updates

I am excited about the work we are doing to evolve (not pivot) our MWA model for the future, adding programming and hands-on opportunities adding more extensive career exposure opportunities to our already strong and proven college-preparatory model. I think this evolution comes at the right time for MWA as we are seeing that increasingly, students need more than just a college degree or vocational certificate to land jobs that can lead to upward mobility and continued opportunities for professional growth. .

The Portrait of a Graduate work is part of our plan to evolve the MWA model. One of the things we should make more explicit is that it entails maintaining a primary focus on "Engine 1" work, while also beginning to pilot and test out "Engine 2" work. "Engine 1" is maintaining our effective, core programmatic approach. "Engine 2" would include the expansion of career exposure opportunities and earlier college and career education. These two parts of the work would combine to evolve our current, academic, college-preparatory model.

Current Work/Pilots for Engine 2

- **New Position** - Dir. of Career Development and Internships (Brissa Teodoro); lead and liaison with MWEF and outside organizations to secure career exposure and internship opportunities.
- **8th Grade Pilot** - piloting the use of "Building a Better Future" materials
- **11th Grade Pilot** - Working on a design sprint to help design an approach

Below, I describe the difference between Engine 1 and Engine 2 at MWA.

	Engine 1	Engine 2
Model	• A focus on the <u>existing program</u> • A focus on <u>continuous improvement</u>, somewhat <u>risk avoidant</u>, seeks to improve <u>efficiency and effectiveness</u> • Seeking to <u>sustain success</u>	• <u>New programming, innovation</u> • Includes <u>risk, experimentation, creativity, and agility</u> • <u>Next iteration</u> that will help the organization sustain into the future
MWA	• <u>College-readiness</u> for all students and majority of students admitted to college • Embrace multiple post-secondary pathways for students that include college and career opportunities • Students are able to graduate from college with <u>minimal debt</u>, give back to their community, valuable contributors to the workforce, and good citizens	• <u>Earlier college access and career education</u> (start in 5th grade) • More <u>career exposure and internship opportunities</u> for students • Students have <u>durable skills, economic mobility</u>, have jobs and careers that <u>align to their level of education</u>, and have opportunities to <u>grow in their careers</u>

In early October me, Liz, Pat and Daisy Han (VP of Career Launch) from the Making Waves Education Foundation, presented at the Linked Learning conference in downtown Oakland. The Linked Learning Alliance is composed of high schools and organizations focused on “linking” college preparation in high school with career technical education. The goal is to engage students and help in making the learning more relevant. Our presentation shared our journey to get to this point with our respective work in expanding career exploration. The Big Blur (<https://www.jff.org/idea/big-blur/> - developed by the organization, *Jobs for the Future*), inspired our approach in evolving our model. The Big Blur suggests the line between 12th grade and the first 1-2 years after high school is arbitrary. By seeing the time between 11th grade and early college as a distinct unit of time, education and experiences can be organized in such a way to make education more relevant and engaging for young people trying to make decisions about their futures and career paths. The presentation was well received. It also provided us with the opportunity to further reflect on and internalize some of our own learning through the process.

WASC/LCAP/“Big Rocks” Glossary

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

APPENDICES

Big Rocks for 2025-26

1. Support a successful WASC re-accreditation process.
2. Strengthen instructional practices through coaching, particularly math and English.
3. Focus on improving academic outcomes and support for vulnerable student populations.
4. Supporting and seeing material progress on strategic plan initiative - increasing career exposure opportunities for MWA students.

"Big Rock" Updates

Big Rock #1:

Support a successful WASC re-accreditation process.

Work with Bryann and leaders across the school to support completing critical milestones required for us in order to make sure we are as prepared as possible for a successful WASC accreditation renewal process this year.

UPDATES:

- Completed initial DRAFT of Chapters 1 and 2 of 5 chapters.
- Currently working on Chapter 3.
- The third stakeholder feedback window is from mid to late October.

WASC Accreditation Renewal: Visiting team is campus April 12-15, 2026.

Big Rock #2:

Strengthen instructional practices through coaching, particularly math and English.

Through the use of standardized coaching protocols and tools, participate, discuss, and support instructional leaders and teacher leaders towards progress on more targeted, curricular-aligned, engaging, and effective Tier 1 core instruction, particularly in math and English classes.

UPDATES:

- We had three days of on-site capacity-building work with Instruction Partners (IP). Over those three days we observed classes in the middle and upper schools, discussed coaching best practices, created a vision for coaching, and finalized goals for the number of observations per month we want to do for each teacher along with teachers completing a survey on their experiences with the coaching so far.
- The Instructional Leadership Team (ILT) meets weekly to discuss instruction and coaching goal progress. The ILT is discussing and coming to an agreement on a comprehensive system to evaluate teachers in the areas of instruction, student management, and professional responsibilities.
- Through September, the ILT has completed 128 observations and 128 coaching debriefs (w/9 coaches).
- Our focus through coaching and lesson plan review continues to be strengthening instructional practices and rigor through pacing, standards-based instruction, questions that get at rigor, and Professional Learning Communities (PLCs) for math and ELA.

Big Rock #3:

Focus on improving academic outcomes and support for vulnerable student populations.

Our annual state assessment data points to a need to focus on some of our critical subgroup of learners. The goal will be to see progress and material student achievement growth for students in these subgroups.

UPDATES:

- Dir. of SPED, Tyler, is making important contributions to ILT meetings through the lens of how to best support student learning and IEP goal setting and progress monitoring.
- I met with Tyler to discuss specific students and their progress. This is an opportunity for he and I to calibrate on approaches and actions we can take to strengthen support for some of our vulnerable students. In addition, Tyler was able to hire a 504 Coordinator, which will further support students and teachers are receiving the support they need to receive their accommodations.
- The English Language Advisory Committee (ELAC) met in person this month for the first time in a very long time.

Big Rock #4:

Supporting and seeing material progress on strategic plan initiative - increasing career exposure opportunities for MWA students.

Work with our "Portraits of a Graduate" group (select teachers, teacher leaders, and staff) to further discuss piloting various approaches to opening up more career exposure opportunities for students.

UPDATES:

- In regularly scheduled check-in meetings with Dr. Spencer-Brown (Dir. Of CCC) and Brissa Teodoro (Associate Director of Career Development and Internships) I received updates on the 8th grade pilot using a career development curriculum. They are working at a deliberate pace in considering the time it is taking for the 8th grade teachers to get acquainted with the curriculum and adapt it for their classes.
- Brissa, Arika, and I are also working with Transcend to help us with designing a "pilot sprint" that can inform our approach to the work we want to do with juniors in exposing them to career-related experiences and durable skill development sooner. The "pilot sprint" is meant to be a very brief but targeted way to address a particular challenge we want to learn from that can inform our pilot and program design. In this case, what can we learn from the sprint that can inform how the 11th grade pilot is set up and implemented?
- Liz and I partnered with MWEF senior leaders to present at a Linked Learning conference to share our learnings so far through our work to evolve our model. The network is composed of schools and organizations serving young people with a focus in career-oriented experiences in high school.
- Pat (with Liz) spoke to MWA staff about the evolution of our model work at the October 10th full-day professional development day. Pat shared updates of the work MWEF is doing, alongside Liz who shared Portrait of a Graduate work updates. This is part of our plan to better align MWA and MWEF and provide more opportunities for direct exposure to each of our work.

Other Responsibilities/Activities

Role	Entity	Activity	Meeting Frequency
<i>NCS Board Past Pres.</i>	North Coast Section (NCS)	Interscholastic athletics – rules, policies, & championships in the northern coastal counties.	7 Board & Exec. Mtgs.
<i>CIF Executive Committee Member</i>	CA Interscholastic Federation (CIF)	Interscholastic athletics – rules, policies, & championships for CA	7 Board & Exec. Mtgs
<i>Nominating Committee Member</i>	CIF Executive Committee	Discuss and vote on nominees to serve on the Exec. Committee.	1x
<i>NCS Delegate</i>	CIF Federated Council	Formal board representing all 10 sections of CIF.	3 Mtgs.
<i>CIF Special Committee</i>	CIF	TBD	TBD
<i>5C Board President</i>	Contra Costa County Charter Coalition (5C)	Expand the membership of 5C, support schools going through renewal, and host charter leader convenings.	1:1 mtgs w/ ED & 7 Board mtgs.

Additional Leadership and Governance Responsibility Updates

<i>NCS</i>	Attended the 1st <u>NCS Executive Committee</u> and <u>Board of Managers</u> meetings of the school year. We discussed and approved a system for how wins will be counted in football to help determine playoff eligibility.
<i>CIF</i>	Attended the 2nd <u>executive committee meeting</u> of the year and first Federated Council meeting in Los Angeles. At the CIF meetings, we discussed transfer rules, potential legislation related to state athletics, and regular business.
<i>5C</i>	One of the <u>5C schools</u>, <i>Voices</i>, is going through their charter renewal process with WCCUSD.

Coversheet

Q&A on Chief Operating Officer Report (COO)

Section:	IV. Standing Reports
Item:	F. Q&A on Chief Operating Officer Report (COO)
Purpose:	Discuss
Submitted by:	
Related Material:	October 2025_COO Board Report.pdf



Board Report

Chief Operating Officer

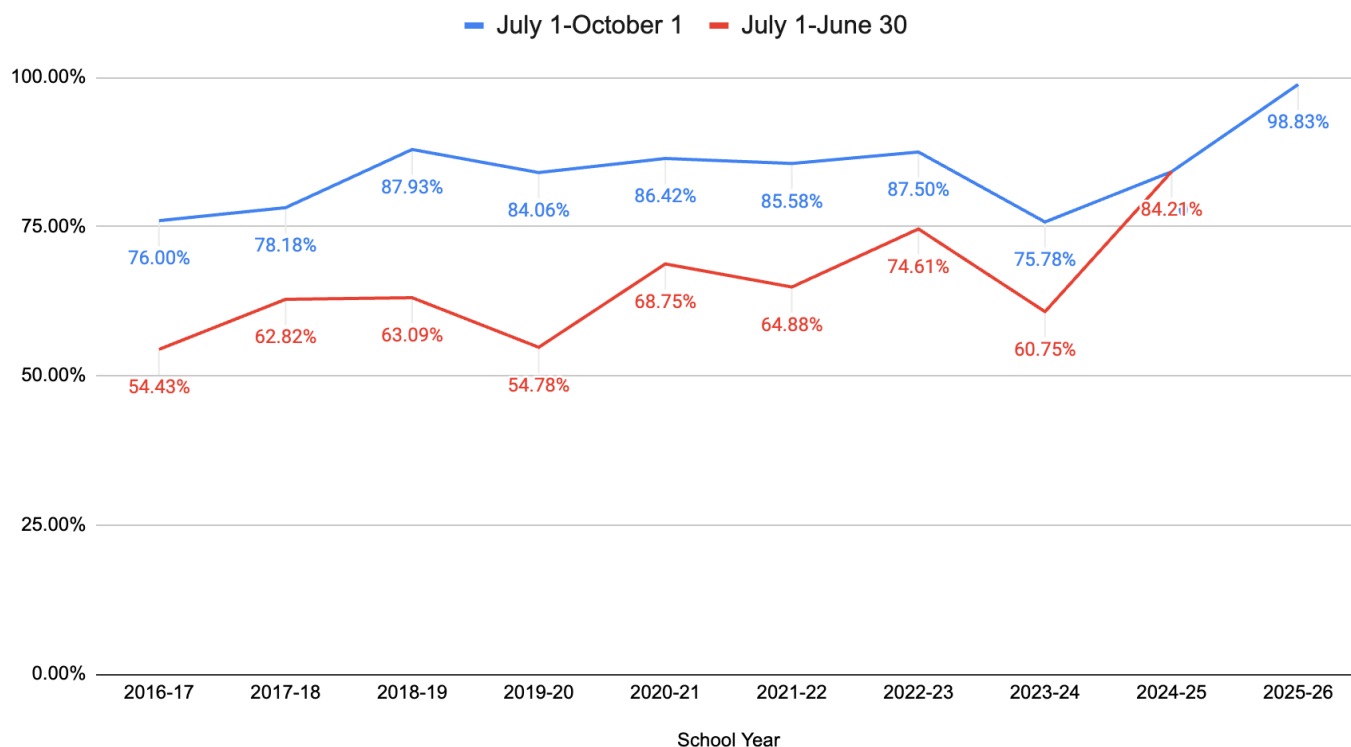
October 2025

Elizabeth Martinez

Chief Operating Officer

The year is well underway and now that we are settled in, I can start to look at the data from last year to inform planning for next year. **One of the key indicators for the year, from my perspective, is staff retention rates at the start of the school year.** For the purposes of my year-to-year comparisons I define the start of the year as July 1-October 1. Every year, I track retention rates for that period and compare it against the rate for the full year. **One important consideration for the end of this school year** is that we will be sunsetting the Temporary Cost of Living stipend and we anticipate that will impact our retention rate as we head into the next school year, more to come!

Retention Rate Comparisons



At the suggestion of a school leader, I gathered feedback from people in different spaces to understand what went well this school year; this report is dedicated to that analysis. The school year saw significant success across several areas, primarily driven by changes that **signaled respect for staff time, promoted clarity, and fostered strong synergy.** Feedback also highlighted clear opportunities for greater **intention, efficiency, and alignment** moving forward.

October 2025

Successes

1. Calendar & Planning: Proactive and clear planning was a major success, simplifying logistics and respecting staff time.

- **Teacher Workdays:** Moving PD and early release to **Fridays** (instead of Wednesdays), along with a specific successful work day on January 5th, were key improvements. A shorter teacher period in August was also appreciated.
- **Staggered Start:** Bringing **new staff and teachers in earlier** than returning staff, and **not staggering start dates for 5th and 9th graders**, streamlined the beginning of the year.
- **Communication:** Sharing the calendar **early** with clear communication helped manage expectations.

2. Operational Efficiencies & Support Systems: New technology and streamlined processes led to significant gains in efficiency and support.

- **Account Provisioning:** Automated student account provisioning via **Clever IDM** saved time and ensured data accuracy.
- **Ticketing System:** The system is **well-utilized** by all staff and students for quick help, prioritization, and trend tracking.
- **IT Onboarding:** Completing the EOY process immediately after the school year allowed the IT Team to set up new accounts on time for summer orientation.
- **Progress Reports:** Moving to a **monthly cadence** for progress reports proved helpful.

3. Communication & Collaboration: New and existing tools in conjunction with decentralized efforts built stronger connections and problem-solving capacity.

- **Decentralized Problem Solving:** The success came from **connecting people to each other** to solve problems, rather than centralizing all solutions.
- **Internal Tools:** **Slack** proved effective for quick communication.
- **WASC Process:** The beginning of the WASC process worked well due to **shared responsibility** and high staff participation.
- **Staff Morale & Trust:** Teachers showed **good morale**, attributed to returning staff "knowing the ropes" and strong summer PD. **Trust and flexibility** among staff were essential, particularly in navigating unexpected

Areas for Improvement

1. Scheduling & Logistics: Refining the use of time can boost instructional hours and ease administrative burden.

- **Testing Schedules:** The school should **reduce testing at the beginning of the year** to protect instructional time and **avoid testing on Mondays** to increase engagement, aligning with best practices.
- **Progress Reports:** Shifting the September Progress Report deadline to a **Monday** would allow teachers to use the prior Friday work day for grading.
- **Community Building:** **Bringing back community-building days** for students would help them connect, resettle, and clarify behavioral expectations early in the year.

October 2025

2. Professional Development (PD) & Alignment: PD needs to be more intentional, targeted, and consistent.

- **Tailored PD:** Offer **abbreviated, focused PD** for returning staff on changes and growth areas, reserving full-length sessions for new staff.
- **Facilitation & Alignment:** Increase **mid-level leader facilitation** and establish **clear standards** for delivering masterful, consistent PD.
- **Digital Skills:** Implementing a role-based **Digital Skills Bootcamp** would empower staff and reduce the need for support requests.

3. Communication & Information Management: Better organization and clear messaging are needed to prevent staff from feeling overwhelmed or uninformed.

- **Centralized Hub:** All **schedules and master calendars** must be consolidated into **one location**.
- **All-Staff Messaging:** Determine the **right channels and cadence** for All-Staff communication to ensure messages are effective, not excessive.

4. Planning & Inclusivity: Planning processes must be more proactive and inclusive of all stakeholders.

- **Inclusive Planning:** Include **all affected parties** in discussions and planning from the start, especially for changes in academics, management, and staff transitions.
- **Clarity & Focus:** Ensure all teams **create a shared goal/vision** and that meetings produce **clear action steps**.

All of this information is invaluable as I begin to plan for the upcoming school year.

Coversheet

Q&A on Written Finance Report

Section:	IV. Standing Reports
Item:	G. Q&A on Written Finance Report
Purpose:	Discuss
Submitted by:	
Related Material:	01 MWA September Financials-10.15.25 - Board Meeting.pdf



Making Waves Academy September 2025 Financial Report

At the end of September 2025, Making Waves Academy (MWA) closed its books with:

- \$9.9M in cash
 - \$2.9M Deferred Revenue (Restricted)
 - \$7.0M Unrestricted Cash
- Monthly expense burn is averaging \$2.5M and we expect to draw down \$2.0M JRSF funds in January.
 - September Burn: \$2.6M
 - YTD average Burn: \$2.5M
 - Budgeted average burn: \$2.7M
- As of September 2025 (year-to-date), on a consolidated basis, MWA is \$689K under budget. Savings are primarily due to unfilled positions and the timing of invoices.
 - Revenue:
 - \$482K better than budget due to property tax revenue timing, compared with the prior year.
 - Expense:
 - \$210K under budget due to salary and benefits: Vacancies/substitutes and COLA savings.
 - \$28K over budget due to supplies, to be reflected in the 1st interim budget draft.
 - \$25K under budget due to timing of various types of expenses.

Monthly Performance: September 2025

- MWA, on a consolidated basis, September expenditures totaled **\$2.6M**.
 - **\$2.26M** for MWA - "School"
 - **\$317K** for MWA Central Office
- MWA, on a consolidated basis, expenditures were under budget for the month.
 - MWA - "School" operated \$22K (1%) under budget.
 - MWA Central Office operated \$15K (5%) under budget.
 - Variance for both MWA - "School" and Central Office is mainly due to vacancies, the timing of staff's professional development, and the timing of invoices received from various contract services.



Year-to-Date Performance: (July 2025-September 2025)

MWA - "School" YTD Budget to Actuals

1. **Revenues:** Exceeded budget by \$482K, primarily due to the **timing** of in-lieu property tax receipts. The variance is expected to normalize in the upcoming months.
 - **Government Revenues Received:** \$2.3M YTD
 - i. \$1.65M – State Aid and other grants
 - ii. \$179K – State Special Education funding
 - iii. \$465K – Monthly recognition of restricted one-time funding (deferred revenue)
2. **Expenses:**
 - **Salaries & Benefits:** \$181K savings from unfilled positions and paused recruitment. Adjustments will be reflected in the **1st Interim Budget**.
 - i. 5 Full-Time Equivalent (FTE) positions remain vacant and are under active recruitment
 - a) 2 teachers, 3 non-teaching
 - ii. Recruitment for 5 additional FTE positions has been paused to reassess staffing needs as part of right-sizing efforts.
 - iii. Compared to September of last year, when there were 54.5 vacant FTE positions, staffing levels are more stable this year
 - **Supplies:** \$28K over budget, primarily due to replacement of expired emergency water reserves. Adjustments will be reflected in the **1st Interim Budget**.
 - **Contracted Services:** \$37K net savings from the **timing** of invoices related to staff professional development, telecommunications, and building maintenance.

MWA Central Office YTD Budget to Actuals

1. **Salaries & Benefits:** \$13K savings, primarily due to holding the Director of Finance position vacant and higher PTO utilization during the summer months. Some savings are expected to materialize by year-end.
2. **Supplies & Contract Services:** \$4K savings, mainly due to invoice **timing** for professional development and contract services. Expenditures in these areas are expected to increase as the school year progresses.

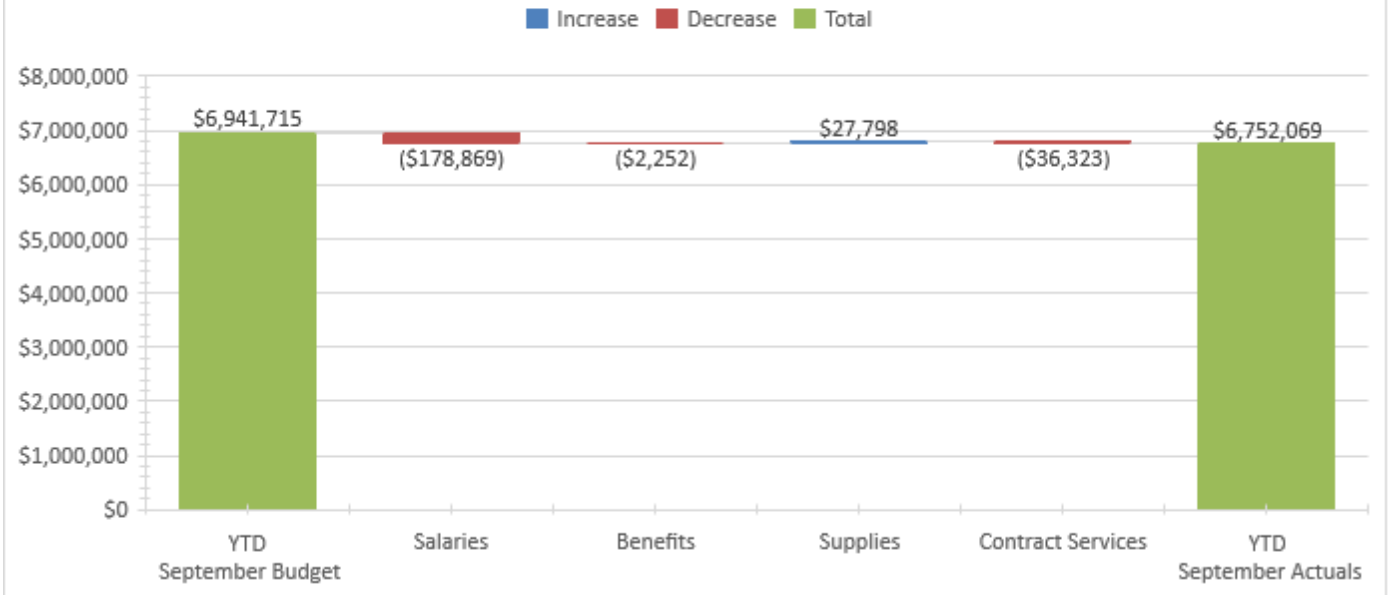


**Making Waves Academy
Statement of Activities
Consolidated
As of September 30, 2025**

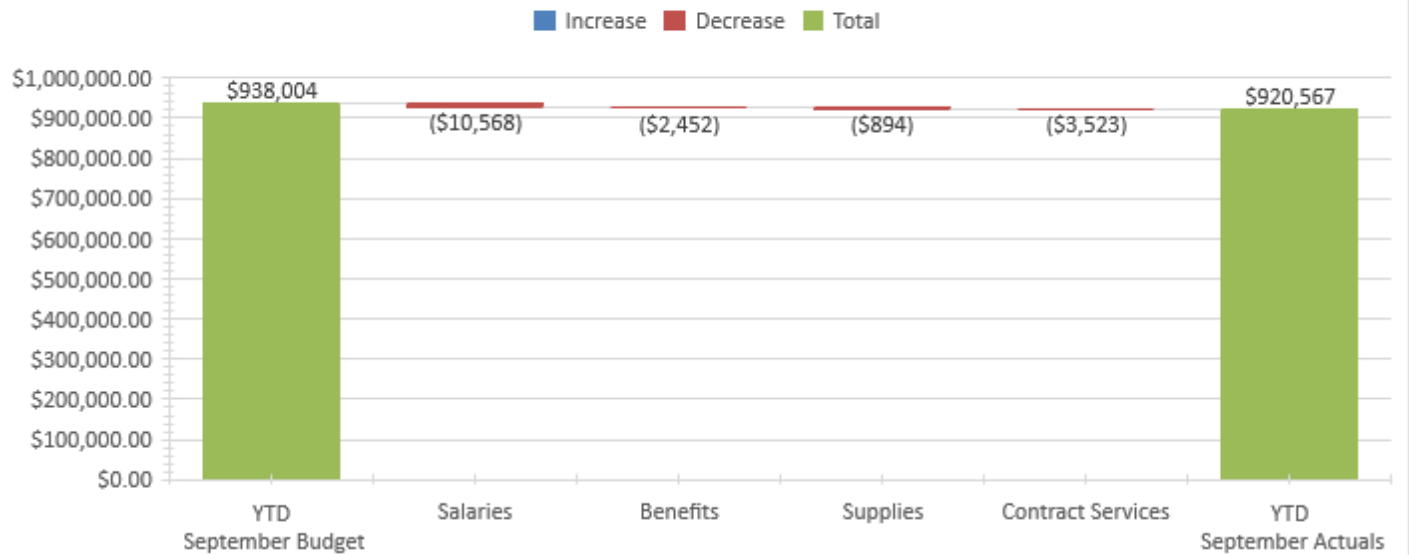
	Actuals	Budget	Variance
Revenue			
Government Revenue	\$2,299,104	\$1,796,674	\$502,430
Interest Income	\$52,425	\$58,545	(\$6,120)
Non-JRSF Contributions	\$1,191	\$15,213	(\$14,022)
JRSF Contributions	\$1,300,000	\$1,300,000	\$0
Other Donations	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Total Revenue	\$3,652,720	\$3,170,432	\$482,288
Expenses			
Personnel	\$4,310,752	\$4,504,893	\$194,141
Supplies	\$652,605	\$625,700	(\$26,905)
Travel	\$8,567	\$21,586	\$13,019
Facilities	\$880,954	\$884,034	\$3,080
Contract Services	\$1,148,577	\$1,164,646	\$16,069
General & Administrative	<u>\$308,103</u>	<u>\$315,766</u>	<u>\$7,663</u>
Total Expenses	\$7,309,558	\$7,516,625	\$207,067
Net Surplus/Deficit	(\$3,656,838)	(\$4,346,193)	\$689,355



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



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





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%



MWA - "School" FY2026 Spending Budget Tracking Report
Actuals vs. Preliminary Budget
 September 2025

MWA Spending Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25- Actuals	07.01.25 - 09.30.25 - Preliminary Budget	Variance	% Variance	Notes
1100 - Teacher Salaries	5,233,399	1,095,427	1,114,500	(19,073)	-2%	
1103 - Substitute Teacher Salaries	381,038	43,955	79,383	(35,428)	-45%	Savings from onboarding 2 onsite subs later than budgeted
1200 - Certificated Pupil Support	846,776	215,571	195,410	20,161	10%	Variance from the compensation study, will adjust in 1st interim
1300 - Certificated Supervisor & Administrator Salaries	1,672,195	313,347	389,929	(76,582)	-20%	Savings from: • Pause Recruitment for the following positions: - Head of School - Division Director - Instructional Coach • Savings from summer stipends
1409 - Special Temporary COLA	1,692,000	211,000	352,500	(141,500)	-40%	Savings from staff not receiving STCOLA due to compensation study
1900 - Certificated Other Salaries	364,000	46,176	85,885	(39,709)	-46%	Variance from the following: • Pause recruitment for Maker Space Innovation Specialist • Manager of SPED vacancy
2100 - Classified Instructional Aide Salaries	464,208	210,504	107,125	103,379	97%	On-boarded the following positions not in the budget, will adjust in 1st Interim: • 4 Teacher Assistants • 3 SPED Instructional Aids
2200 - Classified Support Staff Salaries	1,059,233	302,902	244,438	58,464	24%	Variance from the compensation study, will adjust in 1st interim
2300 - Classified Supervisor & Administrator Salaries	386,287	52,262	89,143	(36,881)	-41%	Pause recruitment for Director of Operations & Safety
2400 - Classified Clerical and Office Salaries	705,205	167,817	162,740	5,077	3%	
2900 - Classified Other Salaries	262,658	43,836	60,613	(16,777)	-28%	
Total Salaries	13,066,999	2,702,797	2,881,666	(178,869)	-6%	
3101 - State Teachers Retirement System (STRS)	1,592,098	312,471	349,271	(36,800)	-11%	
3301 - Social Security and Medicare	435,203	92,667	100,842	(8,175)	-8%	Savings from vacancies that we pause recruitment for
3401 - Health & Welfare Benefits	1,939,941	394,264	464,985	(70,721)	-15%	
3501 - Unemployment Insurance	25,053	82,702	369	82,333	22312%	Contribution to the unemployment insurance reserve, will adjust in 1st interim
3601 - Workers Comp Insurance	169,870	37,199	42,808	(5,609)	-13%	
3701 - 403(B) Retirement Match	105,609	11,051	24,372	(13,321)	-55%	
3999 - Accrued Paid Time Off	62,091	65,557	15,516	50,041	323%	Variance is due to staff resignation with PTO paid out and staff taking more PTO time



MWA - "School" FY2026 Spending Budget Tracking Report
Actuals vs. Preliminary Budget
 September 2025

MWA Spending Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25- Actuals	07.01.25 - 09.30.25 - Preliminary Budget	Variance	% Variance	Notes
Total Benefits	4,329,865	995,911	998,163	(2,252)	0%	
Total Salaries & Benefits	17,396,864	3,698,708	3,879,829	(181,121)	-5%	
4100 - Approved Textbooks and Core Curricula Materials	217,073	89,701	87,909	1,792	2%	
4200 - Books and Other Reference (Faculty and Staff)	3,400	799	2,286	(1,487)	-65%	
4315 - Custodial Supplies	69,000	18,970	15,281	3,689	24%	
4325 - Instructional Materials & Supplies	364,768	117,486	122,635	(5,149)	-4%	
4330 - Office Supplies	1,800	-	278	(278)	-100%	
4410 - Furniture, Equipment & Supplies (non-capitalized)	81,500	17,113	23,888	(6,775)	-28%	
4420 - Computers and IT Supplies (non-capitalized)	583,500	251,977	255,970	(3,993)	-2%	
4710 - Student Food Services	317,000	90,129	80,743	9,386	12%	
4910 - Emergency Supplies	35,950	61,500	30,887	30,613	99%	Replacement expired emergency water
4990 - Contingency	12,000	-	-	-	-100%	
Total Supplies	1,685,991	647,675	619,877	27,798	4%	
5210 - Conference and Professional Development	93,900	5,222	15,238	(10,016)	-66%	
5215 - Travel - Mileage, Parking, Tolls	6,425	292	308	(16)	-5%	
5220 - Travel - Airfare & Lodging	33,725	2,295	972	1,323	136%	
5225 - Travel - Meals	11,500	-	-	-	-100%	
5305 - Professional Dues & Memberships	19,800	562	13,515	(12,953)	-96%	
5421 - General Liability Insurance	505,462	173,819	149,396	24,423	16%	Premium increase, will adjust in 1st Interim
5510 - Utilities - Gas and Electric	497,500	129,810	121,604	8,206	7%	
5515 - Janitorial and Gardening Services	642,000	163,640	160,500	3,140	2%	
5525 - Utilities - Waste	71,000	19,929	18,005	1,924	11%	
5530 - Utilities - Water	83,000	19,027	19,211	(184)	-1%	
5605 - Equipment Leases and Rentals	120,000	35,644	31,096	4,548	15%	
5610 - Occupancy Rent	1,932,880	483,219	483,219	-	0%	
5612 - Facilities Use Fees	19,000	-	1,778	(1,778)	-100%	
5615 - Repairs and Maintenance - Building	125,000	28,503	47,326	(18,823)	-40%	
5617 - Repairs and Maintenance - Non-computer Equipm	2,300	-	-	-	-100%	
5618 - Repairs & Maintenance - Auto	20,000	678	124	554	447%	



MWA - "School" FY2026 Spending Budget Tracking Report
Actuals vs. Preliminary Budget
 September 2025

MWA Spending Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25- Actuals	07.01.25 - 09.30.25 - Preliminary Budget	Variance	% Variance	Notes
5806 - County Oversight Fees	145,240	-	-	-	-100%	
5810 - Contracted Services	718,617	146,615	146,220	395	0%	
5810.001 - Food Service Administration	1,000	-	-	-	-100%	
5810.003 - Student Transportation	212,000	21,625	18,987	2,638	14%	
5810.005 - Psychological Services	283,152	15,500	37,788	(22,288)	-59%	Variance from service model change, will shift partial amount down to Special Education during 1st Interim
5810.006 - Substitute Teachers	730,000	96,884	112,275	(15,391)	-14%	
5810.008 - Information Technology	883,984	483,215	482,102	1,113	0%	
5811 - Student Exams Fees	17,000	-	-	-	-100%	
5821 - Printing and Reproduction	36,750	14,307	19,714	(5,407)	-27%	
5840 - Study Trip - Entrance, Admission, & Ticket Fees (nc	59,300	7,791	10,185	(2,394)	-24%	
5897 - Special Education	532,790	149,825	133,630	16,195	12%	
5898 - Use Tax	1,000	-	-	-	-100%	
5905 - Company Cell Phones	34,000	9,931	15,641	(5,710)	-37%	
5910 - Internet	96,000	22,034	24,000	(1,966)	-8%	
5915 - Postage and Delivery	16,000	5,000	8,413	(3,413)	-41%	
5920 - Landlines and Office Based Phones	12,000	2,691	2,919	(228)	-8%	
6900 - Depreciation and Amortization	19,000	4,550	4,749	(199)	-4%	
INCO.EXP - 5895 MWAS (Central Office) Fees	1,452,400	363,078	363,094	(16)	0%	
Total Contract Services	9,433,725	2,405,686	2,442,009	(36,323)	-1%	
Total Salaries & Benefits	17,396,864	3,698,708	3,879,829	(181,121)	-5%	
Total Supplies	1,685,991	647,675	619,877	27,798	4%	
Total Contract Services	9,433,725	2,405,686	2,442,009	(36,323)	-1%	
Total Expenses	28,516,580	6,752,069	6,941,715	(189,646)	-3%	



MWA Central Office FY2026 Expenditure Budget Tracking Report
Actuals vs. Preliminary Budget
 September 2025

MWAS (Central Office) Spending Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25- Actuals	07.01.25 - 09.30.25 - Preliminary Budget	Variance	% Variance	Notes
1409 - Special Temporary COLA	168,000	17,500	35,000	(17,500)	-50%	
2300 - Classified Supervisor & Administrator Salaries	1,582,558	313,213	355,206	(41,993)	-12%	Stop recruitment for Director of Finance
2400 - Classified Clerical and Office Salaries	310,772	120,641	71,716	48,925	68%	Variance from compensation study, will be adjusted during 1st Interim
Total Salaries	2,061,330	451,354	461,922	(10,568)	-2%	
3101 - State Teachers Retirement System (STRS)	68,544	16,384	14,792	1,592	11%	
3301 - Social Security and Medicare	126,447	28,048	29,180	(1,132)	-4%	
3401 - Health & Welfare Benefits	346,719	68,677	86,680	(18,003)	-21%	
3501 - Unemployment Insurance	5,353	12,951	-	12,951	-100%	
3601 - Workers Comp Insurance	26,798	6,993	6,699	294	4%	
3701 - 403(B) Retirement Match	57,697	13,399	13,315	84	1%	
3999 - Accrued Paid Time Off	49,923	14,238	12,476	1,762	14%	
Total Benefits	681,481	160,690	163,142	(2,452)	-2%	
Total Salaries & Benefits	2,742,811	612,044	625,064	(13,020)	-2%	
4200 - Books and Other Reference (Faculty and Staff)	1,550	-	1,042	(1,042)	-100%	
4330 - Office Supplies	8,700	2,172	2,345	(173)	-7%	
4410 - Furniture, Equipment & Supplies (non-capitalized)	1,000	-	158	(158)	-100%	
4420 - Computers and IT Supplies (non-capitalized)	10,200	2,758	2,278	480	21%	
4990 - Contingency	10,000	-	-	-	-100%	
Total Supplies	31,450	4,930	5,823	(893)	-15%	
5210 - Conference and Professional Development	28,500	400	4,625	(4,225)	-91%	
5215 - Travel - Mileage, Parking, Tolls	3,825	(56)	184	(240)	-130%	
5220 - Travel - Airfare & Lodging	9,000	208	259	(51)	-20%	
5225 - Travel - Meals	4,200	206	-	206	-100%	
5305 - Professional Dues & Memberships	32,500	9,430	25,644	(16,214)	-63%	
5605 - Equipment Leases and Rentals	5,000	1,182	1,295	(113)	-9%	
5803 - Accounting Fees	38,390	10,080	11,956	(1,876)	-16%	
5804 - Legal Fees	50,000	14,674	13,638	1,036	8%	
5810 - Contracted Services	412,000	125,834	121,485	4,349	4%	



MWA Central Office FY2026 Expenditure Budget Tracking Report
Actuals vs. Preliminary Budget
 September 2025

MWAS (Central Office) Spending Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25 - Actuals	07.01.25 - 09.30.25 - Preliminary Budget	Variance	% Variance	Notes
5810.002 - Student Information & Assessment	75,040	53,122	53,423	(301)	-1%	
5810.008 - Information Technology	78,469	47,488	48,427	(939)	-2%	
5820 - Recruiting - Students	5,000	-	-	-	-100%	
5821 - Printing and Reproduction	2,000	-	1,617	(1,617)	-100%	
5850 - Staff Recruitment	30,000	5,592	5,037	555	11%	
5851 - Continuing Education Support	3,000	16,274	-	16,274	-100%	
5853 - Payroll Processing Fees	66,000	11,119	10,186	933	9%	
5905 - Company Cell Phones	7,500	-	3,451	(3,451)	-100%	
5915 - Postage and Delivery	4,750	800	2,497	(1,697)	-68%	
5992 - Bank fees (not interest charges)	24,000	7,240	3,393	3,847	113%	
Total Contract Services	879,174	303,593	307,117	(3,524)	-1%	
Total Salaries & Benefits	2,742,811	612,044	625,064	(13,020)	-2%	
Total Supplies	31,450	4,930	5,823	(893)	-15%	
Total Contract Services	879,174	303,593	307,117	(3,524)	-1%	
Total Expenses	3,653,435	920,567	938,004	(17,437)	-2%	



MWA Consolidated - FY2026 Revenue Budget to Actual
Actuals vs. Preliminary Budget
 September 2025

MWA Revenue Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25 - Actuals	07.01.25 - 09.30.25 Preliminary Budget	Variance	% Variance	Notes
Revenue						
8011 - State Aid - General Apportionment	9,122,838	830,519	912,284	81,765	9%	
8012 - Prop 30 - Education Protection Account Entitlement	1,638,912	-	-	-	0%	
8096 - In Lieu of Property Taxes	3,610,649	718,430	239,506	(478,924)	-200%	Received the September portion on time versus received it in October last year
8181 - Federal - Special Education	159,935	-	-	-	0%	
8220 - Federal - Child Nutrition Programs	277,263	-	-	-	0%	
8290 - Federal - Title I - Basic Grant	388,867	-	-	-	0%	
8295 - Federal - Title II - Teacher and Principal Training	52,072	-	-	-	0%	
8296 - Federal - Title III - LEP	35,666	-	-	-	0%	
8297 - Federal - Title IV, Part A - Student Support	24,000	-	-	-	0%	
8311 - State - Special Education	945,116	179,343	179,572	229	0%	
8313 - State - Special Education - Level 2 Mental Health Funding	85,477	-	-	-	0%	
8319 - State - Other Revenues - Prior Years		24,193	-	(24,193)	0%	
8520 - State - Child Nutrition Programs	164,356	-	-	-	0%	
8526 - State - Expanded Learning Opportunities Program	350,000	87,501	87,501	-	0%	
8527 - State - Educator Effectiveness	155,335	38,835	38,835	-	0%	
8528 - State - A-G Completion Improvement Grant	271,377	67,845	67,845	-	0%	
8531 - State - Arts, Music, and Instructional Materials Discretionary Block Grant	312,247	78,063	78,063	-	0%	
8532 - State - Learning Recovery Emergency Block Grant	500,000	125,001	125,001	-	0%	
8545 - State - School Facilities	1,378,851	-	-	-	0%	
8550 - State - Mandate Block Grant	39,423	-	-	-	0%	
8560 - State - Lottery	265,048	-	-	-	0%	
8596 - State - Prop 28 Arts & Music in Schools (AMS) funding	272,267	68,067	68,067	-	0%	
8597 - State - Career Technical Education Incentive Grant	-	81,307	-	(81,307)	0%	
8621 - Local - Parcel Taxes	302,649	-	-	-	0%	
8811 - Interest Income	234,180	52,425	58,545	6,120	10%	
8980 - Contributions - Unrestricted	200,000	1,191	15,213	14,022	92%	



MWA Consolidated - FY2026 Revenue Budget to Actual
Actuals vs. Preliminary Budget
 September 2025

MWA Revenue Budget	Preliminary Budget FY2026	07.01.25 - 09.30.25 - Actuals	07.01.25 - 09.30.25 Preliminary Budget	Variance	% Variance	Notes
8981 - John Regina Scully (JRS)	9,966,087	1,300,000	1,300,000	-	0%	
8986 - School Supply Fund Donations	6,000	-	-	-	0%	
8988 - In-Kind Donations	9,000	-	-	-	0%	
Total Revenues	30,767,615	3,652,720	3,170,432	(482,288)	-15%	
<u>YTD Revenue Non-JRSF</u>						
Total Governmental Revenue	20,352,348	2,299,104				
Total Grants, Interest Income, and non-SRE donations	<u>449,180</u>	<u>53,616</u>				
Total external sources of revenue	<u>20,801,528</u>	<u>2,352,720</u>				
Cumulative Revenues		2,352,720				
% of FY2026 Annual budget		11%				
Total student count (EOM) - 96% ADA		972				
Governmental revenue/student		\$2,367				
Grants and non-SRE donations/student		\$55				
Total external revenues per student		\$2,422				



Making Waves Academy
Statement of Financial Position
 September 2025

	06/30/2025	09/30/2025	
	Actual	Actual	Period Diff
Assets			
Current Assets			
Cash and Cash Equivalents			
9120.101 - *5882 BB ZBA Payroll	(2,242)	185,462	(187,704)
9120.102 - *5358 BB ICS	2,730,233	5,998,883	(3,268,650)
9120.103 - *8637 BB Operating	6,436	58,809	(52,373)
9120.300 - *3822 MWA Chase - Operations Cash	3,360,384	3,389,303	(28,919)
9120.301 - *3798 MWA Chase - Fundraising and Club Monies	250,792	251,494	(702)
Total Cash and Cash Equivalents	6,345,603	9,883,951	(3,538,348)
Accounts Receivable, Net			
Accounts Receivable			
9210 - Accounts Receivable (not grants or pledges)	9,430,753	503,336	8,927,417
Total Accounts Receivable	9,430,753	503,336	8,927,417
Other Current Assets			
Prepaid Expenses			
9331 - Prepaid and Deposits - Current Portion (non-employee)	293,805	840,414	(546,609)
Total Prepaid Expenses	293,805	840,414	(546,609)
Total Current Assets	16,070,161	11,227,701	4,842,460
Long-term Assets			
Property & Equipment			
9460 - Leasehold Improvements	435,813	435,813	-
9470 - Vehicles	22,401	22,401	-
9461 - AD - Leasehold Improvements	(202,719)	(207,270)	4,551
9471 - AD - Vehicles	(22,401)	(22,401)	-
Total Property & Equipment	233,093	228,543	4,550
Other Long-term Assets			
Other Assets			
9475 - Right of Use Asset	154,670	154,670	-
9476 - Right of Use Asset Amortization	(101,693)	(113,001)	11,308
Total Other Long-term Assets	52,977	41,669	11,308
Total Long-term Assets	286,070	270,212	15,858
Total Assets	16,356,231	11,497,913	4,858,318



Making Waves Academy Statement of Financial Position September 2025

	06/30/2025	09/30/2025	
	Actual	Actual	Period Diff
Liabilities and Net Assets			
Liabilities			
Short-term Liabilities			
Accounts Payable			
9500 - Accounts Payable	1,413,972	1,047,684	366,288
9500.999 - Employee Expense Payables	116	-	116
9520.497 - CC*6315 Chase	37,460	24,041	13,419
9590 - Due to Grantor Governments	760,400	760,400	-
Total Accounts Payable	2,211,948	1,832,125	379,823
Accrued Liabilities			
9601 - Payroll Liabilities	299,433	(1,340)	300,773
9602 - Benefits Liabilities	28,120	9,722	18,398
9603 - Accrued Paid Time Off Liability	471,272	551,067	(79,795)
9620 - Funds Held for Others (Student Groups and Agencies)	29,770	29,565	205
9625 - Funds Held for Chromebook	11,455	19,852	(8,397)
9630 - Funds Held for Summer Holdback	268,425	75,722	192,703
Total Accrued Liabilities	1,108,475	684,588	423,887
Deferred Revenue	3,290,639	2,904,143	386,496
Total Short-term Liabilities	6,611,062	5,420,856	1,190,206
Long Term Liabilities			
Other Long-term Liabilities			
Other Liabilities			
9745 - Operating Lease Liability	53,331	42,057	11,274
Total Long Term Liabilities	53,331	42,057	11,274
Total Liabilities	6,664,393	5,462,913	1,201,480
Net Assets			
9800 - Equity			-
Beginning Net Assets*	9,756,300	9,691,838	64,462
Change In Net Assets**	(64,462)	(3,656,838)	3,592,376
Total Net Assets	9,691,838	6,035,000	3,656,838
Total Liabilities and Net Assets	16,356,231	11,497,913	4,858,318
			-

* Beginning net assets refer to the net assets on the first day of the fiscal year.

** Change in net assets refer to the changes in net assets between the first day of the fiscal year and the balance sheet date.



Making Waves Academy
Cash Flow Projection

	Actuals	Actuals	Actuals	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate	Estimate
Descriptions	Jul-25	Aug-25*	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26*	Feb-26	Mar-26	Apr-26	May-26	Jun-26*	Total
Beginning Cash	6,345,603	6,523,530	5,614,039	9,883,951	9,245,002	7,944,715	8,029,278	9,017,961	8,745,599	7,512,352	6,699,850	6,628,549	6,345,603
Cash In													
Government	202,687	641,752	1,455,052	1,489,651	1,114,081	2,533,936	1,975,823	1,784,669	1,061,219	1,997,475	2,489,058	2,650,004	19,395,405
Donation (Non-SRE)	356	379	456	137	164,308	9,145	6,014	54	54	54	585	9,059	190,602
Dividend & Realized Gains/Loss on	17,670	16,258	18,497	19,515	19,515	19,515	19,515	19,515	19,515	19,515	19,515	25,635	234,180
Total Cash In	220,713	658,389	1,474,005	1,509,303	1,297,904	2,562,596	2,001,352	1,804,239	1,080,788	2,017,044	2,509,158	2,684,697	19,820,187
Cash Out**													
MWA	1,534,095	2,713,231	2,126,371	2,200,505	2,076,673	2,154,271	2,601,268	2,055,190	2,241,668	2,168,469	2,257,049	2,844,716	26,973,507
MWAS (Central Office)	207,240	349,495	296,159	239,456	378,295	253,922	381,007	258,828	279,760	338,415	284,957	408,390	3,675,925
Total Cash Out	1,741,335	3,062,726	2,422,530	2,439,961	2,454,968	2,408,193	2,982,275	2,314,018	2,521,428	2,506,884	2,542,006	3,253,106	30,649,432
Net Change In Cash (In - Out)	(1,520,622)	(2,404,337)	(948,525)	(930,659)	(1,157,064)	154,402	(980,923)	(509,779)	(1,440,640)	(489,840)	(32,849)	(568,409)	(10,829,245)
Net Change in Cash from Operating	177,927	(2,909,491)	(1,230,088)	(638,949)	(1,300,287)	84,563	(1,011,317)	(272,362)	(1,233,246)	(812,503)	(71,301)	(8,246,939)	(17,463,993)
JRSF Contributions - FY2025-26	-	-	1,300,000	-	-	-	2,000,000	-	-	-	-	6,666,088	9,966,088
JRSF Pledge Receivable - FY2024-25***		2,000,000	4,200,000										6,200,000
Ending Cash	6,523,530	5,614,039	9,883,951	9,245,002	7,944,715	8,029,278	9,017,961	8,745,599	7,512,352	6,699,850	6,628,549	5,047,698	5,047,698
Deferred Revenue - Restricted****	4,056,041	3,785,242	2,904,143	2,701,783	2,499,423	2,297,063	2,094,703	1,892,343	1,689,983	1,487,623	1,285,263	1,082,903	
Unrestricted Cash	2,467,489	1,828,797	6,979,808	6,543,219	5,445,292	5,732,215	6,923,258	6,853,256	5,822,369	5,212,227	5,343,286	3,964,795	
Date Needed		8/20/2025	9/19/2025				1/15/2026					6/15/2026	
Notes:													
*Three payrolls Funded													
**Does not include non-cash items (i.e.: vacation, depreciation, and MWAS (Central Office) Fees to school)													
Cash request from JRSF for FY2025-26													
***Cash request from JRSF grant pledge of \$6.2M accrued on 06/30/25													
****Reclassified Teacher Residency Grant from Deferred Revenue to AP account Due to Grantor in Sept													

Coversheet

Strategic Plan Update

Section: V. Non-Action Items
Item: B. Strategic Plan Update
Purpose: FYI
Submitted by: Elizabeth Martinez
Related Material: MWA Board Presentation on Strat Plan .pdf

BACKGROUND:

This update is intended to provide a window into the strategic planning work happening across Making Waves (Academy and Education Foundation).

RECOMMENDATION:

Board reviews and asks questions about the update.



PILOTING PATHWAYS: TRANSFORMING “TO AND THOUGH COLLEGE” MODELS FOR ECONOMIC MOBILITY

**ADAPTED FOR THE MWA BOARD BY
LIZ MARTINEZ
COO**

Making Waves
Academy

October 14, 2025

WE'RE PROUD OF OUR WORK AND WE KNOW THE 'COLLEGE FOR ALL' MODEL IS INSUFFICIENT



Nationally, nearly half of low-income college grads are underemployed in their first job – and two-thirds remain underemployed five years later.

– Talent Disrupted

THERE IS A GAP BETWEEN EDUCATION AND EMPLOYMENT



"The biggest structural barrier to increasing college completion rates and career success in the U.S. is the enduring and seemingly intractable disconnect between high school, higher education, and our workforce systems."

– The Big Blur

WHAT THE DATA TOLD US



Half of **low-income bachelor's degree grads are underemployed in their first job**; two-thirds remain so five years later (Burning Glass).



In March 2025, unemployment among college grads age 22–27 hit 5.8% vs 4.2% overall—**largest gap in unemployment in ~30 years.**



Two-thirds of our students who start at a 4-year college earn a bachelor's degree, compared to 40% of their peers nationally; but that still means that **1/3 aren't persisting to graduation.**

WE'RE EXPLORING A NEW MODEL

That bridges
education and
employment



We're exploring expanding our **intermediary capacity** across Contra Costa County to:

- **Connect K–12, higher education, and industry**
- Create accelerated, supported **pathways to high-wage jobs**
- Build this into **our college program**



We're evolving from a "college for all" to a **"college and career for all" model.**

USING DUAL- ENGINE INNOVATION ACROSS MAKING WAVES

Keep Engine 1 running strong

- Majority of team (90% or more) focuses on core programs
- Mitigates risk to both student support and staff burnout

Grow Engine 2

- Senior leadership time, fractional staff, and external experts build innovation capacity
- At least 10% of our budget to Engine 2 to have the resources to experiment and try new things



STARTING SMALL, TESTING, THEN BUILDING

ENGINE 2 (MWEF)

We can't plan our way into the answer; we have to learn our way into it.

Pilots with Kaiser for high-wage, high-demand jobs in healthcare

What needs to exist for this intermediary model to thrive at scale?

Labor market analysis

Real-time learning to build K-12, higher ed, and industry ecosystem

Pilots are building blocks for long-term vision

STARTING SMALL, TESTING, THEN BUILDING

ENGINE 2 (MWA)

*We can't plan our way into
the answer; we have to learn
our way into it.*



Assessing our current model
through data

Hiring dedicated capacity – Brissa
Teodoro's Role

8th Grade Career Curriculum Pilot

Transcend pilot with 11th grade
(defining ikagai, developing social
capital)

Career-focused field trips

Coversheet

MWA & Reach University MOU

Section: VI. Action Items
Item: A. MWA & Reach University MOU
Purpose: Vote
Submitted by: Meuy Saechao
Related Material: MWA and Reach University MOU Renewal 2025-2010.pdf

BACKGROUND:

MWA originally entered into an agreement with Reach University to strengthen its teacher pipeline by offering existing staff—paraeducators, tutors, and other school employees—opportunities to complete undergraduate and graduate degree programs while working at MWA. The program is uniquely structured as job-embedded learning, requiring candidates to apply their coursework directly in classrooms and school settings.

Reach University is accredited by the WASC Senior College and University Commission and collaborates with Alternatives in Action, a California Commission on Teacher Credentialing (CCTC)-accredited recommending agency, to provide credentialing pathways.

Key Components of the Renewal

- **Undergraduate Access:** Bachelor of Arts in Liberal Studies (BLS), enabling front-line staff to earn a bachelor's degree while working.
- **Graduate & Credential Programs:**
 - Master of Arts in Teaching (M.A.T.)
 - Intern Teacher Credential Program (with Early Completion Option)
 - Teacher Induction Program (TIP) leading to Clear Credentials
- **Shared Responsibilities:**
 - MWA provides employment verification, mentor assignments, and site-level support.
 - Reach University provides academic programming, candidate support, and field supervision.
- **Term:** Five (5) years (2025–2030), with renewal possible upon mutual agreement.
- **Legal Review:** Agreement reviewed by legal counsel (September 22, 2025).

Fiscal Impact

- No mandatory financial commitment by MWA.
- Candidates remain responsible for tuition and fees.
- MWA retains the option to provide voluntary tuition support if determined beneficial in the future.

RECOMMENDATION:

Renewing this MOU sustains a high-impact partnership that:

- Expands career pathways for MWA staff into teaching roles.

- Reduces teacher vacancies by growing internal talent.
- Strengthens retention through investment in professional development.

Recommend Board approval of the MWA–Reach University MOU renewal for 2025–2030.



Reach University

Employer Partnership Memorandum Of Understanding

Local Education Agency:

Date:

Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at
reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding ("Agreement") is entered into on the date listed above between the entity named above ("Local Education Agency") and Reach University ("Reach University") (together, the "Parties") for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency's workforce needs and provide opportunities for Reach University candidates to complete the job-embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- **Primary Employer Partnership Contact:** The primary person responsible for communicating between the Local Education Agency and Reach University.
- **Candidate:** a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- **Partnership Advisory Committee:** a system-level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies
- **Program:** The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor's degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1 Bachelor Of Arts In Liberal Studies (BLS) Degree Program

The program description herein reflects Reach University's program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The B.A. in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisors, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job–embedded learning for at least 15 hours per week in an academic environment. This job–embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on–site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: B.A. in Liberal Studies

Credential Earned: None

Program Duration: 2–4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs. For full program details, please visit reach.edu/programs.

4. Partnership Responsibilities

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies (BLS) program.

4.1 Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site–level leads, and a program liaison (“Primary Employer Partnership Contact”).
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign and provide a dedicated point of contact to support onboarding and act as liaison for partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2 Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
 - Are employed by the Local Education Agency in roles supporting job–embedded learning.
 - Hold a high school diploma or equivalent.

- Are U.S. citizens, legal permanent residents, or have valid work authorization.
- Have successfully passed required background checks.
- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
 - Providing a list of eligible prospective candidates and their contact information to the extent permitted by law to Reach University at least once per recruitment cycle.
 - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual Information Sessions presented by Reach University.
 - Hosting informational sessions for prospective candidates.
- Verify candidate employment during the admissions process and prior to the start of each academic term.
- Assign mentors for candidates, if applicable.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and info session invitations.
- Align outreach activities with the Local Education Agency's workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3 Job–Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job–embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school–based support staff.
- Notify Reach University if a candidate's role materially changes and may no longer meet the job–embedded learning requirements.
- Provide site–level support to candidates.
- Participate in periodic Reach University–hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- In the event that a candidate's role no longer meets the job-embedded learning requirements, Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re-established.

4.4 Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgment.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed-upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1 Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage:

\$1 million general liability, \$1 million personal injury, and \$2 million general aggregate; and educator's legal liability of \$1 million per occurrence and \$2 million aggregate.

5.2 Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Parties may mutually agree in writing to renew this Agreement for successive five (5) year terms. Any renewal must be expressly documented in writing.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3 Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4 Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5 Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site. In addition, to the extent allowed by law, Reach University agrees to indemnify, defend, and hold harmless the Local Education Agency from and against any claims arising out of Reach University's negligence, breach of this Agreement, or failure to perform its obligations under this Agreement.

5.6 Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7 Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any

term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8 Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity. In the event litigation arises under this Agreement, the exclusive venue shall be the state and federal courts of Contra Costa County, California.

5.9 Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10 Severability

If any provision of this Agreement is determined to be invalid, illegal, or unenforceable, the remaining provisions shall remain in full force and effect.

5.11 Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to the subject matter herein.

5.12 Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13 Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
Title	
Work Phone	Work Phone
Email Address	glee@reach.edu
Signature	
Date	

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	Making Waves Academy
State	California
Authorized Approver	Alton B. Nelson, Jr.
Title	Chief Operating Officer
Work Phone	510-262-1511
Email Address	anelson@mwacademy.org
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding **Addendum: Graduate Programs (General)**

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing accredited recommending agency. This Addendum sets forth additional terms and responsibilities among Reach University, Alternatives in Action, and the Local Education Agency and shall be effective as of the date of the last signature on this Addendum.

This Addendum outlines additional terms, responsibilities, and partnership commitments related to Reach University's graduate degree programs and credential programs offered through Alternatives in Action. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

Reach University is accredited by the WASC Senior College and University Commission and provides Master level academic courses and candidate support services to enrolled candidates. Alternatives in Action is accredited by the California Commission on Teacher Credentialing ("CCTC") to offer state-authorized educator preparation (certification) programs in California. Alternatives in Action partners with Reach University to deliver credential pathway programming. Alternatives in Action provides program oversight for Reach University's credential programming and recommends eligible candidates for the appropriate credentials. If Reach University receives CTC authorization as an independent recommending agency, Reach University may assume the responsibilities described herein as currently fulfilled by Alternatives in Action. **The programs referenced in this Addendum are available exclusively in California.**

A.1 Definitions

- Program(s): All degree programs and the CCTC-authorized educator preparation programs, including California Preliminary Single-Subject and Multiple-Subject Teaching Credential programs (including the Early Completion Option or ECO) and/or Induction (the Clear Teaching Credential program), and the Master of Arts in Teaching program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.
- Primary School Site Contact: Acts as a liaison to Alternatives in Action and the Reach Teachers College Division of Graduate Studies. This representative is required to meet and/or communicate regularly with Reach University Program staff to address candidate needs.

A.2 Roles & Responsibilities

This section outlines the commitments of the Local Education Agency, Alternatives in Action, Reach University, and all parties jointly to ensure the successful implementation of Reach University's graduate programs and associated credentialing pathways operated by Alternatives in Action.

A.2.1 Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Designee (Employment Verification Contact) who will verify the employment of candidates enrolled in Reach University programs each term.
- Assign a representative to meet and/or communicate regularly with Alternatives in Action and Reach University to address candidate needs and necessary updates, e.g., Intern Preservice (pre-semester preparation course, which starts two months before the starting semester), Intern Subject Matter Competence Requirement, Intern Early Completion Option (ECO), and/or Induction Mentor hours.
- Select placement sites that demonstrate commitment to collaborative, evidence-based practices and continuous improvement; maintain partnerships with educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); and provide robust programs and support for English learners.
- Permit video capture for candidate field supervision, coursework, reflection, and state performance tasks such as the California Teacher Performance Assessment (TPA) and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessments.

Reach University Responsibilities

- Comply and submit reports or other information on matters related to accreditation or program requirements and activities to Alternatives in Action, the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and the Western Association of Schools and Colleges (WASC), as required.
- Establish effective and ongoing communication between the Local Education Agency or Primary School Site Contact and Reach University to promote this agreement and address candidate needs.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with candidates, Primary School Site Contact, mentors, and program staff in a timely manner regarding program requirements and updates.
- Communicate with Alternatives in Action as needed, who verifies that credential program candidates have successfully completed all program and credential requirements.

Alternatives in Action Responsibilities

- Oversee and recommend candidates for credentials in credentialing pathways.
- Maintain compliance with all CCTC requirements for intern and induction programs.

A.2.2Candidate Support & Collaboration

Local Education Agency Responsibilities

- Support candidate success by supervising and evaluating candidates using established Local Education Agency processes and performance assessment tools.

Reach University Responsibilities

- Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
- Facilitate program-specific advisory councils to support candidate success and align with Local Education Agency and Alternatives in Action expectations.
- Share verifying information and recommendations with Alternatives in Action on behalf of candidates; Alternatives in Action will recommend eligible candidates for the applicable California credential.

A.2.3Program & Data Collaboration

Shared Responsibilities

- Convene the committee regularly to gather feedback and insights for enhancing processes and systems within each program, and to contribute to the development and oversight of new programs.
- Collaborate to maintain effective communication with all stakeholders to support candidate success and program quality.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
---------------------------	----------

Title	
Signature	
Date	

Local Education Agency

Local Education Agency	Making Waves Academy
Authorized Approver	Alton B. Nelson, Jr.
Signature	
Date	

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding **Addendum: Intern Teacher Credential and Master of Arts in Teaching Program**

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing ("CCTC") accredited recommending agency.

This Addendum outlines additional terms, responsibilities (among Reach University, Alternatives in Action, and the Local Education Agency), and program details specific to the Teacher Intern credentialing pathway offered through Alternatives in Action. All credential recommendations are made by Alternatives in Action, a CCTC-accredited recommending agency. Reach University provides the Master of Arts in Teaching degree pathway. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

A.1 Program Overview & Definitions

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Intern Program allows candidates to earn their Master of Arts in Teaching degree while participating in a credentialing pathway operated by Alternatives in Action. Reach University supports candidates' academic progress; Alternatives in Action oversees all credentialing processes and recommendations. An Early Completion Option (ECO) is offered to qualified Intern candidates; however, ECO candidates are not eligible for the Master of Arts in Teaching program, as they do not complete coursework for credit.

A.1.1 Definitions

- **Intern Program:** An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- **Preservice:** Candidates must complete Preservice in order to be eligible for an Intern Credential. At Reach University, Preservice is a three-unit (135-hour) graduate-level course. Once granted, Intern Credentials may be backdated by 90 calendar days (current CTC policy). Preservice for Single-Subject and Multiple-Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- **Fieldwork:** Employment as a teacher of record, where fieldwork, practice, support, supervision, and application of coursework to teaching take place. The Local Education Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming

go hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- ECO: The Early Completion Option (ECO) is intended to provide candidates who have requisite skills and knowledge an opportunity to challenge the coursework portion of a Single-Subject or Multiple-Subject Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the candidate. The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

A.1.2 Intern Teacher Credential & Master Of Arts In Teaching Program

Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and a Master of Arts in Teaching degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, Intern candidates attend synchronous classes and engage in approximately 10 hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least 5 hours of supervision with an Intern District-Employed Mentor each week, and engage in twelve one-on-one coaching cycles with a Reach University-provided field supervisor per academic year. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and Master of Arts in Teaching Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Local Education Agencies are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Degree Earned: Master of Arts in Teaching

Credential Earned: California Intern Teaching Credential and California Preliminary Single-Subject or Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single-Subject or Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admission requirements can be found at reach.edu.

To be recommended for an Intern Credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the Intern Credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre-service preparation established by the CCTC (the Reach Preservice Course taken in the term *before* the starting semester does meet this requirement).
- Have a qualified Intern District–Employed Mentor identified who meets the CCTC criteria for mentor eligibility.

Alternatives in Action, the recommending agency, reserves the right to determine admissions and continued enrollment. Once admitted, all two-year pathway candidates are eligible for Reach University's concurrent Master of Arts in Teaching Program.

Program Components:

- As candidates enroll in Alternatives in Action's teacher intern program, they will begin by completing preservice. Candidates must complete Preservice in order to be eligible for an Intern Credential. Preservice is a three-unit (135-hour) graduate-level course that must cover general pedagogy—such as classroom management and planning, reading/language arts, subject-specific pedagogy, human development—as well as specific content on teaching English Learners, in accordance with California Code of Regulations §80033.
- Fieldwork is a required component of the Intern program. The Local Education Agency must ensure that candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*
- Intern District–Employed Mentor: Intern candidates must be assigned an Intern District–Employed Mentor. An Intern District–Employed Mentor must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K–12 teaching experience. The Intern District–Employed Mentor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and an Intern District–Employed Mentor must be a collaborative process between the Local Education Agency and the Program. The Program provides Intern Mentors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The Program ensures that Intern District–Employed Mentors remain current in the knowledge and skills for candidate supervision and program expectations. Intern District–Employed Mentor must also

provide opportunities for candidates to be observed and receive feedback, co-observe and debrief, co-plan lessons, and review student data around structured literacy, diagnostic and intervention techniques, oral and written language, and provide support for students with dyslexia per the California Dyslexia Guidelines. At a minimum, the Intern District-Employed Mentor provides their Intern an average of five hours of support and guidance per week.

- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing Local Education Agencies shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the Intern District-Employed Mentor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by employer support. Passing the CalTPA is required in order for a candidate to be recommended for a Preliminary Teaching Credential.
- Coursework: Key elements are aligned with California TPEs and Reach University's PLOs. The Program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the Program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments. Reach University will provide all CCTC-required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program, ensure Intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral), and work with students needing intervention when available.
- Master of Arts in Teaching candidates in the two-year Intern Program pathway take two additional elective courses to obtain a master's degree.

A.2 Roles & Responsibilities

This section defines the commitments of the Local Education Agency, Reach University, and Alternatives in Action to support successful implementation of the Teacher Intern Program.

A.2.1 Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Employment Verification Contact responsible for verifying candidate employment each term and liaising with Alternatives in Action and Reach University.
- Assign a Primary School Site Contact to meet regularly with Reach University and Alternatives in Action staff to address candidate needs and stay current on program processes and materials.

- Assign a School Site Leader who has mentors and/or candidates on staff, and who should be informed about program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
- **Inform employees/Intern candidates of the TWO CCTC requirements to earn an Intern Credential:**
 - **Preservice completion:** A preparation course (135 hours) in the term *before* the starting semester. Preservice must be passed to be eligible for an Intern Credential as well as to continue in the Intern Program (e.g., for a Fall enrollee, the Preservice course is offered in the summer term). Preservice covers general pedagogy, including classroom management and planning, subject-specific pedagogy, and specific content regarding the teaching of English Learners pursuant to the California Code of Regulations.
 - **Subject Matter Competence Requirement (SMCR)** completion through CSETs and/or collegiate courses (including a combination of the two).
- Ensure and verify that all Intern candidates are placed in classrooms designed to provide the most comprehensive clinical practice experiences possible, particularly in literacy instruction for all students. Placements must provide:
 - Opportunities to work with other education professionals and veteran practitioners serving students at risk for or with dyslexia or literacy-related disabilities.
 - Sites where candidates can practice screening and diagnostic techniques, implement early intervention strategies, and develop oral and written literacy skills aligned with state Literacy Standards.
 - Ample opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
- Ensure any Intern candidate assigned to a Transitional Kindergarten (TK) classroom meets at least one of the following criteria:
 - Possesses 24 units in early childhood education/child development.
 - Holds professional experience equivalent to 24 units.
 - Holds a child development teacher permit issued by the CTC.
- Permit video capture for field supervision, coursework, and state performance tasks (e.g., CalTPA) and maintain a recording policy to accommodate credentialing requirements.

Reach University and Alternatives in Action Responsibilities

- Provide academic programming and support aligned with the Master of Arts in Teaching degree.
- Establish effective communication with the Primary Employer Partnership Contact to promote this Agreement.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with Alternatives in Action as needed to verify that Intern candidates have completed all program and credential requirements.

A.2.2 Candidate Supervision & Evaluation

Shared Responsibilities

- Collaboratively supervise candidates through a team consisting of the Intern District–Employed Mentor, School Site Leader, Alternatives in Action supervisor, and Reach University faculty.
- Ensure all program supervision meets the CCTC–required 144 hours annually, including 45 hours specific to teaching English learners, provided through a combination of district–employed mentoring and Reach University field supervision.
- Conduct formal observations that include feedback, formative/summative assessment analysis, and candidate performance data review.

A.2.3 Program & Data Collaboration

Shared Responsibilities

- Establish a Partnership Advisory Committee with superintendents/designees from partnering Local Education Agencies, Reach University’s Program Director, and Alternatives in Action representatives.
- Convene the committee regularly to provide leadership, gather feedback, and support continuous program improvement.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum, and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	Making Waves Academy
Authorized Approver	Alton B. Nelson, Jr.
Signature	
Date	

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding **Addendum: Teacher Induction Program**

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action ("Alternatives in Action"), the current California Commission on Teacher Credentialing ("CCTC") accredited recommending agency.

This Addendum outlines additional terms, responsibilities (among Reach University, Alternatives in Action, and the Local Education Agency), and program details specific to the Teacher Induction Program, operated through Alternatives in Action. Alternatives in Action serves as the lead sponsor and CCTC-accredited recommending agency for all credential recommendations. Reach University provides administrative support where applicable, but does not independently offer or recommend candidates for the Teacher Induction Program. All provisions of the Base Agreement and Graduate Programs Addendum remain in full force and effect unless expressly modified by this Addendum.

A.1 Program Overview

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Induction Program is a two-year job-embedded individualized induction program focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential through Alternatives in Action.

Induction candidates are teachers who have attained their Preliminary Teaching Credential and are seeking to attain their Clear Teaching Credential. Teacher Induction Program provides job-embedded support and professional learning for induction candidates to obtain a Clear California Single-Subject or Multiple-Subject credential or Education Specialist Credential. The Teacher Induction Program supports candidate development and growth in the teaching profession by building on the knowledge and skills they have gained during their preliminary preparation program through a robust mentoring system. Mentoring support includes both "just in time" and long-term analysis of their teaching practice to support candidates in developing enduring professional skills through cycles of inquiry. The Teacher Induction Program serves to strengthen teachers' professional practice and contribute to their retention in the profession. Reach University will provide the California Standards for the Teaching Profession (CSTPs) for the Induction candidates.

Credential Earned: California Clear Teaching or Education Specialist Credential.

Program Duration: Two years. Transferred credits are not accepted.

Program Eligibility: To be recommended for a Clear Credential, candidates must: (a) meet with a TIP Mentor for a minimum of 30 hours per year and provide documentation, (b) complete an Individualized Learning Plan (ILP), including a CSTP co-assessment (between the candidate and TIP Mentor) and a triad meeting (a candidate, their TIP Mentor, and the School Site Leader) within the first 60 days of enrollment, (c) successfully complete Cycles of Inquiry in collaboration with a

TIP Mentor, and (d) satisfy all renewal requirements placed on their California Preliminary Teaching or Education Specialist Credential by the CCTC.

Key Program Components – Mentorship and Fieldwork:

The Teacher Induction Program requires each candidate to be assigned a qualified mentor who provides guidance and expectations for the mentoring experience. All TIP Mentors for Induction candidates are hired and managed by Reach University. They will have their employment verified during the enrollment process and must meet all TIP Mentor requirements established by the CCTC. Qualifications for mentors will include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- A Clear California Teaching Credential
- Meet candidates' needs for support
- Have a minimum of 3 years of effective teaching experience

TIP Mentors are expected to support candidates in the Program to the best of their abilities through various means, including but not limited to:

- Provide "just in time" support for candidates, in accordance with their ILP, in addition to providing support for the candidates in their cycles of inquiry
- Support candidate progress towards mastery of the California Standards for the Teaching Profession
- Facilitate candidate growth and development through modeling, guiding reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically review the ILP with candidates and make adjustments as needed

The Program will provide ongoing training and support for TIP Mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks
- Processes designed to support candidates' growth and effectiveness

Fieldwork Provisions and Guidelines: For candidates in the Teacher Induction Program, teaching assignments must include at least **one** class in the teacher's designated credential area (i.e., a single-subject science credentialed teacher must teach at least one science class). Candidates must be allowed to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction, and analyze the resultant data representing student learning.

→ *Please note that the completion of mentor hours is a CCTC requirement with a minimum of 30 hours per year of the two-year program.*

A.2 Roles & Responsibilities

This section defines the commitments of the Local Education Agency, Reach University, and Alternatives in Action to support successful implementation of the Teacher Induction Program.

Alternatives in Action Responsibilities

Alternatives in Action, as the California Commission on Teacher Credentialing (CCTC)–approved Induction program sponsor and credential recommending body, agrees to:

- Maintain CCTC accreditation in good standing and ensure the Teacher Induction Program remains compliant with all applicable standards, guidelines, and reporting requirements.
- Recommend eligible candidates for the California Clear Credential upon successful completion of all Teacher Induction Program requirements.
- Ensure the overall design, implementation, and continuous improvement of the Teacher Induction Program, including oversight of curriculum, mentoring systems, and candidate assessment practices.
- Monitor and verify each candidate's completion of program requirements, including documented mentor hours, Individualized Learning Plan (ILP) components, and cycles of inquiry.
- Ensure that all data collection and reporting to the CCTC reflects accurate records of candidate participation, progress, and program completion.
- Provide guidance and technical assistance to Reach University staff and Local Education Agencies regarding credentialing requirements and program compliance.
- Maintain secure records for all Teacher Induction Program candidates and ensure confidentiality in accordance with state and federal regulations.
- Respond to CCTC audits, inquiries, or data requests as required, and communicate relevant findings or updates to Reach University and the Local Education Agency as needed.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	Making Waves Academy
Authorized Approver	Alton B. Nelson, Jr.
Signature	
Date	

Alternatives in Action

Authorized Representative	Daniel Zarazua
Title	
Signature	
Date	

Reach University Employer Partnership Memorandum Of Understanding

Addendum: Tuition & Billing

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and shall be effective as of the date of the last signature on this Addendum. This Addendum outlines additional terms and responsibilities regarding tuition contributions and billing for Reach University candidates. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

A.1 Local Education Agency Responsibilities

- Notify Reach University at least 30 days prior to the start of each academic term if the Local Education Agency intends to cover full or partial tuition for any candidates.
- Confirm the list of candidates for whom the Local Education Agency will be invoiced, including verification of employment and employer recommendation to ensure billing accuracy.
- Provide accurate billing contact information to Reach University and promptly communicate any updates.
- Process invoices in a timely manner according to the agreed-upon tuition support arrangement.
- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.

A.2 Tuition Support Confirmation

The Local Education Agency shall confirm the following details regarding tuition contribution:

Is the Local Education Agency contributing to tuition for any candidates?	☐ Yes, our organization will contribute toward tuition. ☒ No, our organization will not contribute toward tuition at this time.
If you selected "yes," please complete the following section.	

Program (check all that apply)	☐ Bachelor Of Arts In Liberal Studies (BLS) Degree Program ☐ Bachelor of Arts in Global Education (Educator Preparation Program Pathway for Arkansas and Louisiana) <i>Graduate Programs only offered in California:</i> ☐ Intern Teacher Credential / Master of Arts in Teaching (M.A.T.) Program ☐ Teacher Induction Program
Tuition Support Level	☐ Entire net candidate contribution ☐ Other: <u>Other</u>
Accounts Payable Contact Name	Contact Name
Accounts Payable Contact Title	Contact Title

A.3 Billing Terms

- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate’s primary responsibility unless the Local Education Agency chooses to provide support.
- If the Local Education Agency agrees to pay Reach University for tuition and fees associated with candidates enrolled in Reach University programs, Reach University will invoice the Local Education Agency once per academic term, typically in September and February.
- **Payment Terms:** The Local Education Agency shall remit full payment within thirty (30) calendar days of the invoice date, unless otherwise agreed to in writing. Payments shall be made via electronic funds transfer or another approved method as specified on the invoice.
- **Nonpayment Clause:** Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies’ failure to meet their financial obligations.

A.4 Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	Gene Lee
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Signature	
Date	

Local Education Agency

Local Education Agency	Making Waves Academy
Authorized Approver	Alton B. Nelson, Jr.
Signature	
Date	

4938-4420-7208, v. 2

Coversheet

Extended Learning Opportunities Plan

Section: VI. Action Items
Item: B. Extended Learning Opportunities Plan
Purpose: Vote
Submitted by:
Related Material: ELOP_ProgramPlan25-26 Unprocted.pdf

BACKGROUND:

In the Program Plan for the Extended Learning Program, also known as Marlin Academy, you will find a comprehensive outline of how we have designed and will implement the program for our 5th and 6th grade students. The plan highlights how students will experience the program through the lens of the quality standards established by the California Department of Education (CDE) for ELO-P programs.

RECOMMENDATION:

We recommend that the board approves the ELO-P Plan to be able to communicate to all stakeholders that Making Waves is committed to offer a high quality program by posting the approved plan on our website.

Expanded Learning Opportunities Program Plan Guide

Prepared by:
Expanded Learning Division
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923



This Program Plan Template Guide is required by California *Education Code (EC)* Section 46120(b)(2).

Note: This cover page is an example, programs are free to use their own seals and the name of their program.

November 2024

Local Educational Agencies and Expanded Learning Opportunities Program Plan Sites

Local Educational Agency (LEA) Name: Making Waves Academy

Contact Name: Brenda Ruiz

Contact Email: bruiz@mwacademy.org

Contact Title: ELO Program Coordinator

Contact Phone: (510) 730-9118

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Making Waves Academy
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Governing Board Approval Date:

Review/Revision Date:

Review/Revision Date:

Purpose

This template will aid LEAs in the development of a program plan as required by *EC* Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child and students' Social and Emotional Learning (SEL) and development.

Definitions

“Expanded learning”:

Expanded Learning refers to before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (See [EC Section 8482.1(a).])

“Expanded Learning Opportunities”:

Expanded Learning Opportunities has the same meaning as “expanded learning” as defined in EC Section 8482.1. “Expanded learning opportunities” does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (See [EC Section 46120(g)(1)].)

Expanded Learning is currently funded through After School Education and Safety (ASES), 21st Century Community Learning Center (CCLC), and ELO-P.

Educational Element:

An educational enrichment element may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities. Activities may also include hiring literacy coaches, high-dosage tutors, school counselors, and instructional day teachers and aides to assist pupils as part of the local educational agency's program enrichment activities. (See [EC Section 46120(d)(3)])

Enrichment Element:

These opportunities may include arts, career technical education, recreation, technology, and more. The United States government has provided examples of tools and resources that can support positive youth development. Those tools and resources can be found at <https://youth.gov/youth-topics/positive-youth-development>.

Off-Site Locations:

Off-Site or Non-LEA Sites include a physical location other than a school campus or other facility associated and operated by the LEA.

Plan Instructions

Development/Review of the Plan

Collaborating with Partners

LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include partners in the development and review of the plan.

Quality Programs

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California and introduced requirements for Continuous Quality Improvement (CQI) to help programs reflect on **program goals, program content, and outcome measures**. Additionally, to be intentional about program management practices and activities delivered to students, LEAs should download and reference the Quality Standards to provide ongoing improvements to the program. You can find information about the Quality Standards on the California Department of Education Quality Standards and CQI web page at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>

Completing the Program Plan

To create the program plan, provide a narrative description in response to all of the prompts listed under each Quality Standard (Program Goal) and General Question below. The LEA may customize and include additional prompts, such as describing SEL activities or refining the plan.

In addition to the narrative response, include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. As needed, include attachments as addenda to further illustrate and respond to the prompts.

Due Date, Approval, and Posting of the Plan

Program Plan Due Dates

All LEAs currently operating an ELO-P should have a Program Plan in place. See below for requirements for revising. It is the CDE's guidance that LEAs who receive ELO-P Funding for the first time must adopt a program plan within six months of the first apportionment of funding. The CDE may issue guidance on the development of a program plan (See [EC Section 46120(b)(C)(2)]).

Approving and Posting Program Plans

It is the CDE's guidance that this Program Plan needs to be approved by the LEA's Governing Board in a public meeting and publicly posted on the LEA's website within 30 days of approval.

Revisions/Changes

Reviewing and Revising Program Plans

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates to the law, and to provide continuous improvement in the development of an effective ELO-P.

It is recommended that the plan be reviewed annually. If there are substantive changes to any aspect of this plan it should be updated sooner than the three year timeline.

1—Safe and Supportive Environment

Physical Safety

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the school site or off campus. If not onsite, describe where in the community it will be and how students will be supported to get there. Additionally, describe the elements such as staff training, incident reporting, and maintenance of health records.

Students will sign in upon arrival in the Middle School Commons, and daily attendance will be taken to start the program. This will help us identify which students are on campus and support us making sure we know where they are on campus. The student to teacher/mentor ratios will be less than their classroom averages in supporting less students to manage and keep safe.

Routines, expectations, and procedures will be established and reviewed regularly to support student safety physically and social-emotionally while in the program. Support from our deans or social workers can be provided upon request for incidents related to discipline, social-emotional concerns, or other wellness concerns. Students will be supervised and supported daily for dismissal at the end of the program.

Emotionally Safe & Supportive

Describe how the program provides an emotionally safe and supportive environment for students. This may include how the program incorporates social emotional learning.

Students will participate in Building intentional Communities (BIC) activities that focus on creating a program that promotes inclusion, gives students leadership opportunities and help students develop into well-rounded critical thinkers.

Students are expected to follow MWA student handbook guidelines as well as expectations from the Marlin Academy Program. If any of the guidelines and expectations are not followed then students will have restorative conversations with ELO Program Coordinator.

2—Active and Engaged Learning

Explain how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

An emphasis on project-based learning and applied learning opportunities have been developed.

Technology tools will be utilized to differentiate learning and pace in supporting students.

Students will be able to participate in club/sports offered by MWA, and enrichment activities offered by Marlin Academy staff.

3—Skill Building

Detail how the program will provide opportunities for students to experience skill building.

Staff sits in core day classrooms to better understand the curriculum that students are learning and be able to better help students during homework time.

Reading Skills - Technology tools, individualized and group reading support, and public celebration of progress will be used to track student progress in their reading fluency and comprehension. We will set goals and track progress over time.

Writing Skills - Technology tools, projects, and journaling will be utilized to provide regular practice in writing - writing for different audiences and writing to reflect.

Math Skills - Technology tools will be used to differentiate and provide practice to students for developing and improving upon their math computation, math fluency, and math problem solving skills.

Collaborative Skills - Students will work together on projects to practice and develop their collaboration and communication skills.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership. Consider and describe what opportunities youth have to lead activities or provide mentorship within the program. Address how youth are included in program quality assessment and improvement.

Students will rotate being team leaders. In this role, they will have responsibility to help organize their group for that week, make sure their team has all the materials needed for projects, and check back in any equipment or materials that remain at school, and act as peer support to move between activities.

We will conduct quarterly satisfaction surveys and self-reflection surveys to the students. This student input, along with a small group of student leaders, will help us prioritize and recommend specific actions to address or celebrate the data.

5—Healthy Choices and Behaviors

Explain how the program will provide opportunities for students to engage in healthy choices and behaviors. Include the plan to provide nutritious meals and snacks and how opportunities for physical activity will be provided.

Students will have regularly scheduled presentations and discussions regarding healthy choices and behaviors. These include topics such as addressing bullying behavior, emotional self-regulations strategies, and conflict resolution skills. Students will use technology-based tools to help facilitate reflection and discussion.

Students will be served snacks that comply with our stated healthy food and snack policies in our Student-Parent/Guardian Handbook that prohibits consumption on campus for items such as sodas, chips, and candy. As our school is a Provision 2 school in the National School Lunch Program, we would choose healthy snacks from our vendor who supplies them to us for our meals and snacks. We will reinforce the expectations as stated in our handbook for any students who try to bring in snacks that do not comply with our policy.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Include how the ELO-P will provide access for students with disabilities.

The program will offers students opportunities to experience cultural themed curricula, events, including celebrating cultural holidays and student diversity. Examples of the curricula includes PowerPoint presentation for each activity and related activities that give students opportunities to celebrate diverse cultural events and a platform for each student to share with their peers about their own unique background.

The program actively recruits students from target populations and ensures equal access to students with disabilities, English-language learners, and other students who have potential barriers to participate in the program. Students with disabilities will have full access to all pragmatic offerings and will work with the SPED department to ensure students needs are offered and met during the program.

7—Quality Staff

Staff Engagement

Detail how the program will provide opportunities for students to engage with quality staff.

All staff meets or exceed the Contra Costa County Office of Education (CCCOE)

requirements for Instructional Assistants. To ensure that all staff meets the minimum Instructional Assistant requirements, the program coordinator works with the MWA Talent Team to ensure new hire candidates directly supervising pupils undergo a rigorous screening and hiring process.

Minimum Staff Qualifications

What are the minimum qualifications of an instructional aide pursuant to the policies of the LEA? Describe the process for health and safety screening for staff. Describe how your program will maintain minimum staffing ratios. (See [EC Section 46120(b)(2)(D)]).

The process includes a résumé review; interviews; a teaching demonstration and debrief; reference checks; a department of justice background check; and Tuberculosis screening.

Staff Development

Describe your staff training and development plan. Include the tools and resources offered to staff to provide them with the competencies needed to engage and enrich students. LEAs operating ASES, 21st CCLC, and/or the ELO Program, may close program to offer up to 3 days of staff development. This activity is allowable during the instructional days or the nonschooldays. (See [EC Section 46120(b)(8)]).

In partnership with the core day, staff will attend professional development prior to the start of school in August. Staff will also receive 1:1 coaching from coordinator. Coordinator will introduce quality standards during team meetings that take place every Monday. Sign-Up for professional development opportunities provided by Region 4 ELO-P CCCOE

8—Clear Vision, Mission, and Purpose

Explain the program's clear vision, mission, and purpose.

The program's vision is to cultivate well-rounded, productive members of society through an academically focused program that complements core coursework while exposing students to a variety of activities that support their academic and social-emotional growth; health and well-being; college readiness; and school and community engagement.

The mission is to build resilience in students participating in the program by equipping them with practical tools and creating meaningful incentives so they can forge a better path for themselves. Students in the programs are taught about goal setting and directed to focus on positive academic outcomes.

9—Collaborative Partnerships

Students and Families

Describe how students and families were involved in the creation of the program plan and how they are engaged throughout the year.

The program delivery is designed around a common vision to strengthen school and community coordination, communication, and implementation to best meet the needs of our families and students. The goal is for any collaborative partners and the program coordinator to meet consistently to share ideas, coordinate services, and plan additional offerings or services that could be provided.

Staff will collaborate with faculty and staff to ensures the integrity of the program including delivery of educational, literacy and educational enrichment elements and overall coordination of services.

The LEA will ensure programmatic and fiscal compliance. Collaboration among key partnerships will work together to submit all required reports and maintain accurate records for audits. These groups will ensure that the site is in compliance with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to the program.

Site Administration and Leadership provide coordination and facilitation of regular school program in alignment to the program. They help communicate school expectations with the program staff and facilitate solutions to all issues and concerns.

Site Core-day Instructional Staff provides classrooms for the program, information concerning regular day instructional activities, as well as provide additional afterschool offerings such as clubs and sports. They communicate with and respond to staff inquiries in a timely manner.

Parents will be partners in making sure students needs are met. We plan to have parents provide feedback and assistance through telephone calls, completion of surveys, volunteering or participation in family events and serving as partners in upholding program rules and expectations.

Community Partners provide expertise and guidance in youth development and programmatic delivery. Community partners will be asked to provide presentations, special classes and activities, supplies, and staff development for the program.

Community Based Organizations and other Non-LEA Partners

Describe how the LEA engaged Community Based Organizations and other non-LEA partners to design the program plan and how they will be included in the administration/implementation of the program. Include how ELO-P will be coordinated with other initiatives such as Community Schools, Multi-Tiered Systems of Support.

N/A

10—Continuous Quality Improvement

Describe the collection and use of student social, behavioral, or skill development data to support CQI, to engage in reflection and be intentional about program management practices and activities delivered to students. Data outcomes may relate to specific social-emotional competencies, including, but not necessarily limited to, social skills, self-control, academic mindset, perseverance, conflict resolution, and school connectedness. More information on CQI can be found on the CDE Quality Standards and CQI web page, as previously provided.

Program effectiveness is monitored through data analysis as well as parent surveys and feedback from students, program instructors, instructional staff and administration.

Students, parents, program staff, core-day instructional staff, and community partners are all involved in the ongoing design and development of the program. This collaborative group is tasked with ensuring that the program's mission, vision, goals, and expected outcomes are in line with the needs of the community.

Data Analysis informs program improvements.

Engagement and collaboration will be part of the improvement plan. To evaluate whether the program is meeting its academic goals, we will periodically analyze academic data to see the effectiveness of the support provided to enrolled students

Just as students are surveyed periodically throughout the year, families, program staff, core-day instructional staff, and other community partners will have the opportunity to participate in similar surveys to give back feedback. Program feedback and suggestions will be used to evaluate if programmatic shifts are needed.

11—Program Management

Policies and Procedures

Include as an addendum (or hyperlink) any approved program policies, procedures, or manuals. This should include documentation and record-keeping practices, including enrollment/registration, attendance tracking, etc.

The sites executive district team will support to prepare all fiscal reports within the reporting and auditing standards required by the CDE.

Ongoing training and technical assistance is provided by the programs coordinator for all staff and stakeholders involved during the program evaluation and systems implementation periods.

The programs coordinator assumes primary responsibility for the evaluation design, developing materials and procedures, providing training and monitoring data collection. The program staff will be responsible for collaboratively analyzing and reporting outcome results.

The monitoring of student academic progress is facilitated by the program coordinator in collaboration with the regular day teachers and the enrichment instructors.

This collaboration assists the program in tailoring the instruction to meet the identified needs of the students. Standardized benchmark assessments are reviewed in collaboration with the sites academic instructional team and recommendations are made to core-day instructional staff to ensure students are on track to meet the state standards in the core subject areas.

Budget

Provide your budget for the program including cost-share items. The LEA is required to ensure all costs charged to the program are reasonable, necessary, and allowable in accordance with applicable statutes, regulations, and program plans for the Expanded Learning Opportunities Program³. How does this budget reflect the needs of students and families within the community?

\$496,348.00

Provide a detailed description of how the LEA will ensure the proper implementation of the above requirements.

Use of the budget will be to be able to offer more enrichment based activities for the students to engage with. Looking for quality instructional materials and also creating opportunities to be able to bring vendors that specialize in arts, dance, music.

¹ (California Public Contract Code (CPCC) 20110- 20118; CSAM including but not limited to 101, 405, 410; California Code of Regulations (CCR) Title IV 70; GC 1090; EC 14500-14509; EC 41010-41024)

² (California School Accounting Manual (CSAM) Procedure 905; Education Code (EC) 14500-14509; EC 41010-41024; California Government Code (GC) 13401-13407)

³ (EC 46120[b][8]; 46120 [d][3]; 46120 [d][8][A-B])

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent programmatic requirements will be adopted for program guidance.

Do you have an ASES Grant? ☐ Yes ☒ No

Do you have a 21st CCLC Grant? ☐ Yes ☒ No

If one or both grants are held, describe how these funding sources will be leveraged with the ELO-P funding to create one comprehensive and universal Expanded Learning Program.

N/A

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (See [EC Section 46120(b)(2)(D)]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally informed to address this younger age group?

N/A

Offer and Provide Access

Describe how your LEA will offer ELO-P to their pupils and families using culturally and linguistically effective/appropriate communication channels. Describe how your LEA will provide access to the ELO-P by describing the enrollment process. Include the distribution of the form, signature process, and how the forms are stored. Will transportation be provided?

Application for the program is deistributed by SchoolMint to reach all 5th and 6th grade families. The application is a Google Form that stores all of the applications on Google Drive. The application is both in english and spanish. Parents are sent reminders of intercession days or events happening in the program through ParentSquare which allows parents to choose their preferred language to receive communication. During orientation parents ELO Coordinator invites families to apply if they have not done so.

Field Trips

Field trips for entertainment purposes are not allowable. However, field trips can be a valuable educational and enrichment experience for youth. Field trips should be connected to the academic or enrichment program and provide an educational experience from which students can grow academically or culturally.

ELO-P funding can only be used for educational field trips that are coordinated and provided by the ELO-P. The educational field trips should be directly connected to the academic or enrichment components of the ELO-P. ELO-P funding cannot be used for field trips provided or coordinated by the core instructional day. ELO-P Field trips must follow ELO-P program requirements, such as maintaining ratios and ensuring staff meet the minimum requirements for an instructional aide based on district policies. The LEA should also follow local policies and procedures related to field trips.

Describe the purpose of the field trip and learning outcomes intended. Include the specific knowledge and skills students will develop. Include the field trip location and its educational significance. Include the anticipated dates(s), duration of the trip, grade level(s) participating, and transportation arrangements.

Academy Of Science San Francisco- Students will be able to learn about marine life, coral reef biodiversity, local California ecosystems, and global sustainability solutions. Connecting to the Oceanic Exploration Class they have been taking during the first semester. It will take place in November during intercession date. Transportation will be on bus. Buses will depart Making Waves Academy at 9:30am and return

Program Fees

Every student attending a school operating a program is eligible to participate in the program. Programs may charge family fees. Programs that charge family fees shall waive the cost of these fees for students who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

If applicable, describe your fee structure, including the process for waiving fees as outlined above and your sliding scale. If no fees will be collected please write that in the space provided.

N/A

Sample Program Schedule- Regular Schoolday

Please include a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, and all other grades, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). **Programs are required to**

include both an educational and enrichment element; the sample program schedule should clearly identify that this requirement is met.

8:30 9:15 45 Homeroom

9:20 10:30 70 Period 1

10:30 10:40 10 Break

10:45 11:55 70 Period 2

11:55 12:30 35 Lunch

12:35 1:45 70 Period 3

1:50 3:00 70 Period 4

3:00-3:15 ELP Snack

3:15-4:30 Homework Hour

4:30-5:30 PBL/Enrichment

Additional Legal Requirements

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

Operations, Sites, ELO Program Plan, Family Fees, Ratio EC Section 46120(b)(2):

Local educational agencies operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

- (A) The department's guidance.
- (B) Section 8482.6.
- (C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.
- (D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

Regular Schooldays and Hours EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are no less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Nonschool Days and Hours EC Section 46120(b)(1)(B):

- (A) For at least 30 nonschooldays, inclusive of extended school year days provided pursuant to paragraph (3) of subdivision (b) of Section 56345, no less than nine hours of in-person expanded learning opportunities per day.
- (B) Extended school year days may include in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, recess, and meals, are not less than nine hours of combined instructional time, recess, meals, and expanded learning opportunities per instructional day.

Prioritizing School Sites

EC Section 46120(b)(3):

Local educational agencies shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunity programs across their attendance area.

Grades Served

EC Section 46120(b)(4):

Local educational agencies may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

Partners

EC Section 46120(b)(6):

Local educational agencies are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunity programs offered across their attendance areas.

Audit

EC Section 46120(c)(1):

Commencing with the 2023–24 fiscal year, a local educational agency shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

Snacks and Meals

EC Section 8482.3(d)(1-2):

- (A) [Local educational agencies] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.
- (B) [Local educational agencies] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 U.S.C. Sec. 1766).

Program Capacity, Family Fees, Sliding Scale

EC Section 46120(b)(5):

Local educational agencies may charge pupil fees for expanded learning opportunity programs provided pursuant to this section, consistent with Section 8482.6.

Staff Minimum Qualifications, Ratio

EC sections 8483.4(a) and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal.

The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

Program Components

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

- (A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.
- (B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

Third Party Notifications

EC Section 8483.4(b-d):

- (A) When a local educational agency contracts with a third party to operate a program pursuant to this article, the local educational agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of, the occurrence of any health- or safety-related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c).
- (B) For purposes of this section, an “event” includes any of the following:
 - (1) Death of a child from any cause.
 - (2) Any injury to a child that requires medical treatment.
 - (3) Any unusual incident or child absence that threatens the physical or emotional health or safety of a child.
 - (4) Any suspected child abuse or neglect, as defined in Section 11165.6 of the Penal Code.
 - (5) Epidemic outbreaks.

- (6) Poisonings.
 - (7) Fires or explosions that occur in or on the premises.
 - (8) Exposure to toxic substances.
 - (9) The arrest of an employee of the third party.
- (C) Any other event as specified by the local educational agency.
- When a local educational agency contracts with a third party, the local educational agency shall require the third party to request from parents or guardians pupil health information, such as whether a pupil has allergies or asthma, before pupil enrollment. Parents or guardians may provide this information at their discretion and are not required to provide pupil health information for the pupil to receive services pursuant to this article.

Coversheet

CDW Quote for Middle School Network Switch Replacement

Section: VI. Action Items
Item: C. CDW Quote for Middle School Network Switch Replacement
Purpose: Vote
Submitted by: Damon Edwards
Related Material: CDW MS Network Switch Quote September 2025.pdf

BACKGROUND:

The IT Team will proactively replace all end-of-life network switches currently in use within the Middle School facilities. This CDW quote details the costs for this new equipment. Completing this project helps to ensure our technology environment remains robust, reliable, and fully supportable for our students and staff.

RECOMMENDATION:

Please approve the attached CDW quotes with a fiscal impact of \$136,698.25 in the 2025-2026 school year.



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
PPTC782	9/19/2025	PPTC782	12272277	\$136,698.25

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: California AEPA-025F K-12 (025-F)	1	8365178	\$5,900.00	\$5,900.00
Cisco Meraki Enterprise - subscription license (3 years) - 1 license Mfg. Part#: LIC-C9300-48E-3Y Electronic distribution - NO MEDIA Contract: California AEPA-025F K-12 (025-F)	1	7646986	\$1,500.00	\$1,500.00
Cisco Meraki Catalyst 9300-24U - switch - 24 ports - managed - rack-mountab Mfg. Part#: C9300-24U-M Contract: California AEPA-025F K-12 (025-F)	13	7758855	\$4,000.00	\$52,000.00
Cisco Meraki Enterprise - subscription license (3 years) - 24 ports Mfg. Part#: LIC-C9300-24E-3Y Electronic distribution - NO MEDIA Contract: California AEPA-025F K-12 (025-F)	13	7686748	\$800.00	\$10,400.00
Cisco Meraki Catalyst 9300-48UXM - switch - 48 ports - managed - rack-mount Mfg. Part#: C9300-48UXM-M Contract: California AEPA-025F K-12 (025-F)	1	7694629	\$8,000.00	\$8,000.00
Cisco Meraki Enterprise - subscription license (3 years) - 1 license Mfg. Part#: LIC-C9300-48E-3Y Electronic distribution - NO MEDIA Contract: California AEPA-025F K-12 (025-F)	1	7646986	\$1,500.00	\$1,500.00
Cisco Meraki Catalyst 9300-24UX - switch - 24 ports - managed - rack-mounta Mfg. Part#: C9300-24UX-M	5	7686744	\$8,000.00	\$40,000.00

QUOTE DETAILS (CONT.)

Contract: California AEPA-025F K-12 (025-F)

Cisco Meraki Enterprise - subscription license (3 years) - 24 ports	5	7686748	\$800.00	\$4,000.00
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Mfg. Part#: LIC-C9300-24E-3Y

Electronic distribution - NO MEDIA

Contract: California AEPA-025F K-12 (025-F)

Cisco Meraki - power supply - hot-plug - 1100 Watt	2	7663233	\$1,400.00	\$2,800.00
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Mfg. Part#: PWR-C1-1100WAC-P-M

Contract: California AEPA-025F K-12 (025-F)

SUBTOTAL	\$126,100.00
SHIPPING	\$0.00
SALES TAX	\$10,598.25
GRAND TOTAL	\$136,698.25

PURCHASER BILLING INFO

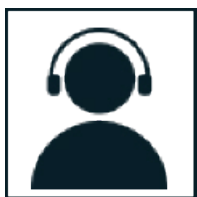
Billing Address:
 MAKING WAVES ACADEMY
 ACCTS PAYABLE
 4123 LAKESIDE DR
 RICHMOND, CA 94806-1942
Phone: (510) 262-1511
Payment Terms: NET 30 Days-Govt/Ed

DELIVER TO

Shipping Address:
 MAKING WAVES ACADEMY
 DAMON EDWARDS
 4123 LAKESIDE DR
 RICHMOND, CA 94806-1942
Phone: (510) 262-1511
Shipping Method: DROP SHIP-GROUND

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Coversheet

Cal State East Bay and Sacramento State University

Section: VI. Action Items
Item: D. Cal State East Bay and Sacramento State University
Purpose: Vote
Submitted by: Arika Spencer-Brown
Related Material:
DRAFT Guaranteed Admissions Making Waves Academy and CSUEB MOU.docx.pdf
SAC STATE Priority Admissions MOU Making Waves Academy (1).pdf

BACKGROUND:

The MWA College and Career Department (CCC) seeks to develop partnerships with California State University, East Bay and Sacramento State University to create clearer, more supported pathways for students to complete their bachelor's degrees. These collaborations are often formalized through a **Memorandum of Understanding (MOU)** or as part of broader CSU system initiatives.

Key Features of the Partnership:

Guaranteed Admission. The core of these agreements is to guarantee admission to eligible MWA students to the CSU system.

Goal: To simplify the often-complex process, ensuring a more seamless transition from high school to a four-year university.

Requirements: Students must meet specific academic criteria, such as maintaining a minimum GPA of 2.5 and completing required A-G coursework.

Enhanced Support Services

A critical component of these partnerships, and what sets them apart from basic admissions agreements, is the provision of wrap-around support services and early engagement.

Advising: CSU representatives (from Cal State East Bay and Sacramento State) often work directly with students.

Resources: Students may gain early access to university resources, such as campus libraries, academic advising, and financial aid information, which helps them feel connected to the four-year institution before they officially attend.

Targeted Initiatives: Some partnerships, like Sacramento State's agreements with community colleges for guaranteed admission into its **Black Honors College**, are designed to specifically support the success and enrollment of traditionally underrepresented student populations.

These MOUs and agreements represent a collective commitment by the respective CSU campuses to increase higher education access and improve degree completion rates for students across California, ultimately helping to meet the state's workforce needs.

Lastly, the MWA CCC Department recognizes that, most recently, Senate Bill 640 was passed to guarantee direct admission to all CSU-eligible students in California, but strongly believes a direct MOU will also specifically enhance the need for added support services offered by each college to support students while navigating through college.

RECOMMENDATION:

We recommend that the Board support the efforts of the CCC Department to establish these MOUs to develop academic persistence and provision of enhanced support services for our MWA students.

Memorandum of Understanding
Between
Making Waves Academy
And
California State University, East Bay (CSUEB)

Making Waves Academy and California State University, East Bay (CSUEB), desire to establish a relationship between the institutions who agree to cooperate with each other as follows:

Scope of Cooperation

Subject to mutual consent, the areas of cooperation will include academic and support services offered by both institutions to carry out the development and implementation of Guaranteed Admissions to California State University, East Bay. Making Waves Academy will identify a Guaranteed Admissions point person and or task force to implement the items listed in the scope of cooperation.

- A. CSUEB will communicate to the Making Waves Academy point person regarding Guaranteed Admissions policies and processes and related upcoming CSUEB events and provide promotional materials and messaging regarding Guaranteed Admissions and related CSUEB programs and services for the Making Waves Academy point person to distribute utilizing Making Waves Academy communication tools. Communications may target populations such as: HS counselors, students, families, parent associations, clubs, etc.
- B. Making Waves Academy will allow a CSUEB Representative, per the CSUEB Representative's availability, to promote Guaranteed Admissions to students and or families. Making Waves Academy will be responsible for coordinating and reserving a venue location for up to four presentations per academic calendar year.
- C. Making Waves Academy will ensure that all student participants are on track upon high school graduation to complete A-G coursework with a minimum of 2.5 grade point average and/or a [multi-factor score](#) that meets the CSU minimum for CA residents and/or are held to the current admissions requirements of CSUEB for non-impacted majors.

- D. Making Waves Academy acknowledges that Guaranteed Admissions does not apply to impacted majors as they have their own set of criteria that needs to be met.
 - a. Students who meet CSU minimum requirements but do not meet impacted major requirements, will be admitted into their alternate major.
- E. CSUEB will organize campus events and programming annually for Making Waves Academy students and families.
- F. Making Waves Academy students must submit a Cal State Apply Application to CSUEB and pay the application fee by the application deadline. Making Waves Academy or another organization on behalf of Making Waves Academy may [purchase application fee coupon codes](#) from the CSU to distribute to students.
- G. Making Waves Academy students must graduate in good standing in the Fall or Spring term prior to their admissions entry term at CSUEB.
- H. Making Waves Academy is required to continue participation in the California College Guidance Initiative ([CCGI](#)) as a partner district with a dedicated point person overseeing the educator/student/parent accounts and will provide all pertinent data to CSUEB as needed including but not limited to:
 - a. Making Waves Academy provides a list of students annually who are A-G eligible between 9th-11th grade by January 31st.
 - b. Making Waves Academy provides a list of 12th grade students who are A-G eligible annually by September 15th.
 - c. Making Waves Academy provides an annual list in December of students who are A-G eligible but have not submitted a CalState Apply application during the priority application period (October 1 - November 30) for fall.
- I. Making Waves Academy and CSUEB will share data related to the implementation of this agreement. Student data will remain confidential and will not be shared to partners outside of CSUEB without student and/or parental consent. Data sharing within CSUEB will be used to support students with admissions and outreach efforts.

- J. Making Waves Academy will have a point person attend CSUEB's annual counselor conference and distribute information to district counselors.
- K. CSUEB will offer additional cradle-to-career resources to Making Waves Academy students, including but limited to:
 - a. Increase FAFSA/CA Dream Act Application completion support.
 - b. Promote access to CalKids College savings accounts administered by the ScholarShare Investment Board that provides \$500-\$1500 of funding to be used towards college expenses for those who qualify.
 - c. Offer Making Waves Academy-specific admissions programming for students and families prior to enrollment to CSUEB.
 - d. Provide Making Waves Academy students who enroll in CSUEB with additional college and career navigation and access to basic need resources.
 - e. Monitoring Making Waves Academy cohort undergraduate degree persistence and completion.

The terms for each specific service or activity implemented under this *Memorandum of Understanding* shall be mutually agreed upon in writing by both parties prior to the initiation of that activity and subject to available resources each academic year. Any such agreements entered into, as outlined above, will form appendixes to this *Memorandum of Understanding*. The designated liaisons for the purposes of executing services and activities for Guaranteed Admissions are:

Making Waves Academy

Name:

Title:

Address:

Telephone:

Email:

California State University East Bay

Name: Angela Hummel

Title: AVP, Enrollment Management

Address: 25800 Carlos Bee Blvd
Hayward, CA, 94542

Telephone: (510) 885- 3973

Email: angela.hummel@csueastbay.edu

Notification of any change in liaisons shall be made by letter without amending this *Memorandum of Understanding*.

Renewal, Termination, and Amendment

This Memorandum of Understanding shall remain in force for a period of four (4) years from the date of execution, with the understanding that it may be terminated by the appropriate authorities of either party giving six months notice to the other party in writing, unless an earlier termination date is mutually agreed upon. The Memorandum of Understanding may be amended or extended by mutual written consent of the two parties.

Making Waves Academy

Signature: _____

Name:

Title:

Date:

California State University, East Bay

Signature: _____

Name: Dr. Cathy Sandeen

Title: President, California State
University East Bay

Date:

**MEMORANDUM OF UNDERSTANDING
BETWEEN
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
MAKING WAVES ACADEMY**

This Memorandum of Understanding (“Agreement”) is made and entered into by and between California State University, Sacramento, acting on behalf of its **Department of Enrollment Management** (hereinafter referred to as the “Sacramento State”), and **Making Waves Academy** (hereinafter referred to as the “Collaborating Institution”).

For purposes of this Agreement, Sacramento State and Collaborating Institution shall each be referred to individually as a “Party” and collectively as the “Parties”.

1. Purpose

This agreement establishes a collaborative partnership between Sacramento State and the Collaborating Institution to provide an admission pathway for students transferring from or graduating from Collaborating Institution contingent upon the requirements as set forth herein.

2. Scope

This agreement applies to eligible students at Collaborating Institution who intend to enroll in undergraduate programs at Sacramento State.

3. Term

This Agreement shall become effective upon the date of final signature and shall remain in effect for a period of four (4) academic years from the date of execution. The Agreement may be renewed for up to four (4) successive one (1) year terms upon the mutual written agreement of the Parties.

4. Termination

This Agreement may be terminated by either Party upon providing sixty (60) days’ written notice to the other Party.

5. Benefits to Students

- **Priority Admission Status:** Students who meet the eligibility requirements outlined in Section 8 will be given priority admission to Sacramento State. Majors identified as impacted are not included in priority admission.
- **Priority Application Review:** Students from Collaborating Institution will receive priority application review.
- **Dedicated Transfer/Admissions Support:** Sacramento State will assign a designated counselor to support Collaborating Institution students.
- **Students will receive a clear and comprehensive outline of admission requirements, ensuring transparency and eliminating uncertainty regarding the admission process.**

6. Sacramento State Commitments

- Provide admissions presentations and support to students and counselors at Collaborating Institution.
- Host a minimum of one information session per semester for Collaborating Institution students and families.
- Share Sacramento State scholarship and financial aid information.
- Provide Collaborating Institution with a letter of recognition and a certificate of partnership which can be shared publicly.

7. Collaborating Institution Commitments

- Publicize the Sacramento State admission agreement to students, faculty and staff.
- Assign a point of contact to work with the Sacramento State representative.
- Provide Sacramento State with opportunities to participate in college fairs, school visits, and counselor workshops hosted by the Collaborating Institution.
- Share information as appropriate about Sacramento State resources and events.

8. Eligibility Requirements

- Submit a complete application for admission by the posted deadline.
- First-year students must complete the equivalent of the CSU college preparatory pattern of coursework, as detailed in Figure 1 below, earning a letter grade of C or higher in each course, maintain a minimum grade point average of 2.5 and successfully graduate from high school.

Figure 1

Area	Subject	Years
A	U.S. History/Social Science: 2 years including 1 year US History/Government and 1 year social science (world history, geography, etc.)	2
B	English: 4 years (8 semesters) of college preparatory English composition and literature	4
C	Math: Courses may be part of a traditional sequence (Algebra 1, Geometry, Algebra 2) or an integrated sequence (Mathematics I, II, and III). In addition, acceptable courses may be combinations of algebra, geometry, probability, statistics, trigonometry or other higher level math courses.	3 (4 years Recommended)
D	Laboratory Science: 2 years including 1 year physical science (chemistry, physics, etc.) and 1 year biological science (biology, zoology, anatomy, etc.)	2
E	Language Other than English: 2 years in the same language (subject to waiver for applicants demonstrating equivalent competence)	2
F	Visual and Performing Arts: 1 year: art, dance, drama/theatre, or music	1
G	College Preparatory Elective: One more year of any college preparatory subject	1

- Transfer students must complete a minimum of 60 transferable semester units and required GE areas with a college-level grade point average of 2.5 or higher. Grades in required GE area courses must be a C- or better.
 - A1 - Oral Communication
 - A2 - Written Communication
 - A3 - Critical Thinking
 - B4 - Quantitative Reasoning (Mathematics above Intermediate Algebra)

9. General Provisions

A. Applicable Law and Venue

This Agreement shall be construed in accordance with and governed by the laws of the State of California.

B. Amendments

This Agreement may be amended at any time by mutual agreement of the Parties without additional consideration, provided that before any amendment shall take effect, it shall be reduced to writing and signed by both Parties.

C. Assignment

Neither Party shall voluntarily or by operation of law, assign or otherwise transfer this Agreement without the other Party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

D. Captions

Captions and headings in this Agreement are solely for the convenience of the parties, are not a part of this Agreement, and shall not be used to interpret or determine the validity of this Agreement or any of its provisions

E. Independent Status

It is expressly understood and agreed that the Parties are independent entities, and nothing in this Agreement shall be construed to create a relationship of employer and employee between them.

F. Notices

Any notice required or permitted hereunder shall be deemed given when personally delivered to the recipient thereof or when mailed by registered or certified mail, return receipt requested, or by electronic mail which may include .pdf documents, at the addresses set forth below, however acceptance of any proposed changes shall occur in accordance with Section IV General Provisions, e., of this Agreement:

Sacramento State:

California State University, Sacramento
Attn: Contract Specialist
6000 J Street, MS 6008
Sacramento, CA 95819
contractservices@csus.edu

Collaborating Institution:

Making Waves Academy
Attn:
Address:
City, State, Zip:
Email:

G. Severability

If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.

H. Entire Agreement

This Agreement sets forth the entire agreement between the Parties and fully supersedes any and all prior agreements or understandings, written or oral, between the Parties pertaining to the subject matter hereof.

10. Execution

IN WITNESS WHEREOF, by signing below, each of the following represent that they have authority to execute this Agreement and to bind the Party on whose behalf their signature is made.

California State University, Sacramento

Making Waves Academy

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

Coversheet

California College Guidance Initiative Agreement

Section: VI. Action Items
Item: E. California College Guidance Initiative Agreement
Purpose: Vote
Submitted by: Carmen Velarde
Related Material: FINAL_DPA_LEA_MOU_2024.pdf
FINAL_GTC_LEA_MOU_2024.pdf
FINAL_PartnershipAgreement_LEA.pdf

BACKGROUND:

The **California College Guidance Initiative** (CCGI), which manages CaliforniaColleges.edu, is a legislatively authorized service provider to all California school districts as established in California Education Code Section [60900.5](#).

CaliforniaColleges.edu is California's state-funded, comprehensive, digital platform with the tools students need to develop their college and career plans, available **at no cost** to students, educators, and parents/guardians in public school districts.

RECOMMENDATION:

We recommend that the board approves this because it will greatly benefit all of our students by providing them with a free way to track their progress to college and access resources.

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DATA PRIVACY AND SECURITY ADDENDUM

The purpose of this addendum is to provide a more detailed review of federal and state data privacy and security compliance measures that apply to this Agreement, specifically addressing the requirements of the Family Educational Rights and Privacy Act (“FERPA”), the Children’s Online Privacy Protection Act of 1998 (“COPPA”), California Education Code Section 49073.1, and California Business and Professions Code Section 22584, commonly referred to as the “Student Online Personal Information Protection Act” (or “SOPIPA”). All Parties shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in this Data Privacy and Security Addendum (“DPA”). Definitions for capitalized terms are provided at the end of this DPA.

The Foundation for California Community Colleges (“Foundation”), on behalf of its fiscally sponsored project, the California College Guidance Initiative (“CCGI”) (may be referred to as “Foundation” or “CCGI” throughout), receives public funding via the state of California, for the purpose of developing, operating, and maintaining CaliforniaColleges.edu (“CaliforniaColleges Website”). Foundation, on behalf of CCGI, sub-contracts with a third-party vendor (“Vendor”) to perform the development, operation, and maintenance work on the CaliforniaColleges Website. Foundation staff perform data analysis, LEA support, and serve as the direct point of contact for CaliforniaColleges Website users, as well as manage data sharing relationships and technological articulations with institutions of higher education and financial aid providers. CCGI has been authorized by the state of California to provide services to all LEAs in the State of California. In this capacity CCGI operates as an authorized provider of outsourced institutional services (see 34 C.F.R. § 99.31(a)(1)(B)). CCGI’s statewide role is described in California Education Code § 60900.5 and § 10861.

Foundation Contact for Security Inquiries

Matthew Crownover
Foundation for California Community Colleges
1102 Q Street, Suite 4800
Sacramento, CA 95811
916.956.7542
Mcrownover@foundationccc.org

Vendor Contacts for Data Privacy and Security Inquiries

Satish Mirle
Chief Executive Officer
MaiaLearning, Inc.
871 Sycamore Drive
Palo Alto, CA 94303
(408) 332-1534

Last Updated on March 15, 2024



I. DATA COLLECTION

- A. As the official provider of college and career planning tools and services for the State of California, CCGI collects Student Data pursuant to the method described in the Data Specifications posted at: <https://www.cacollegeguidance.org/tcp/>
- B. CCGI acknowledges and agrees that Education Records, including Student Data, provided by the participating Local Educational Agency (“LEA”) continue to be the property of and under the control of the LEA. However, CCGI, intends to retain LEA Education Records, including Student Data for both current and former students unless deletion is requested by the LEA, in order to perform its function under the Education Code. Current and former students may follow the privacy policy on CaliforniaColleges.edu, which describes the way in which they may view and/or delete their accounts.
- C. A parent, legal guardian, or Eligible Student must contact LEA to correct any erroneous information that was uploaded by LEA into a CaliforniaColleges Website account, as the LEA is responsible for verifying the accuracy of its Student’s Data. Upon receipt of a request to amend erroneous information uploaded by LEA, LEA shall notify Foundation and provide the Foundation an amended transcript file with the correct information. Upon receipt of the amended transcript file, Foundation shall upload the amended transcript file within a commercially reasonable time.
- D. Unless a System User elects to maintain their CaliforniaColleges Website account beyond the Term of this Agreement, any Student Data uploaded by LEA will not be retained or available to Foundation or any third party upon termination of this Agreement, except for the purposes of converting a System User’s account to an account provisioned with data from the California Department of Education.

E. Handling of Data Following Termination of Agreement

- 1. Deletion of Data. Education Records provided under the Agreement shall be destroyed by Foundation and Vendor upon termination of this Agreement or within thirty (30) days from the date on which LEA requests destruction of the data or determines that such Education Records and/or Student Data are no longer needed for the purposes of this Agreement. In order to commence the procedure for requesting destruction of Education Records and/or Student Data, LEA shall provide written notice to the Foundation requesting destruction of the data. Upon receipt of LEA’s written notice, the Foundation and Vendor agree to use reasonable commercial efforts to certify within thirty (30) days after the Termination Date that Education Records and Student Data are no longer retained or accessible to the Foundation and Vendor. This section shall not apply to Education Records or Student Data used by CCGI to convert a System User’s account to an account using California Department of Education data.

Last Updated on March 15, 2024



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2. Requests for Return of Data to LEA. In lieu of destruction of Education Records, as provided in Section I.E.1 of this DPA, the LEA may request return of the data. In the event of such a request, the LEA shall provide thirty (30) days advance written notice to the Foundation. Upon request and notice by LEA in accordance with this Section I.E.2 of this DPA, Foundation shall provide assistance with the migration and conversion of historical data in a flat file or other format reasonably requested by LEA and reasonably acceptable to Foundation. LEA shall be responsible for all costs and expenses associated with such requests including but not limited to costs for migration and data conversion and shall otherwise cooperate with Foundation to transfer such data to the LEA.
3. Retention of Student Data by the System User after Termination. The Parties acknowledge and agree that the requirements provided in Section I.E.1 of this DPA shall not apply to data entered or created by the student or the student's parent/guardian onto CaliforniaColleges Website. Foundation shall retain System User access credentials to allow System Users to retain access to their student generated data after termination of this Agreement.

II. DATA USE

- A. The information described in the Data File Specifications available at <https://www.cacollegeguidance.org/tcp/> is used to create student portfolios on the CaliforniaColleges Website for use in college and career planning and guidance activities.
- B. The Education Records shared with Foundation may only be used as specifically required or permitted by this Agreement.
- C. Foundation shall not sell, use or permit any third party to use Education Records and/or Student Data for commercial purposes or for targeted advertising.

III. WHO HAS ACCESS TO DATA (AUTHORIZED DISCLOSURE)

- A. The information from student's portfolios is only disclosed to the officials or employees of the following groups who have a legitimate interest in the information for purposes consistent with this Agreement:
 1. Foundation (collects and maintains Student Data).
 2. Vendor (maintains Student Data).
 3. CaliforniaColleges Website and FTP infrastructure (will not access or use content for any purpose other than as legally required and for maintaining services and will not directly process or access content).

Last Updated on March 15, 2024



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4. Any College or College System to which a System User has applied for admission (can be provided Student Data for the purposes of admission, enrollment, matriculation, placement, and supportive services).
5. System-wide Offices of Educational Segments in California and their employees, contractors, and vendors with a legitimate educational interest in the data for the purpose of performing longitudinal analysis.
6. Any Financial Aid Organization to which a System User has applied for aid, or with whom the LEA has legally shared Student Data under California law, including, but not limited to, the California Student Aid Commission (“CSAC”).
7. The LEA’s County Office of Education for the purpose of assisting in planning or preparing for college or a career, seeking admission to college or financial aid for college, and/or research and analysis to help improve instruction and student success.
8. If the LEA is a charter school, Foundation may provide Student Data to LEA’s charter-authorizing entity pursuant to the Charter Schools Act (Education Code section 47600 et seq.) Upon request by Foundation, Charter schools must provide to Foundation a list of the schools and County-District-School (“CDS”) codes of sites they are authorized to share Student Data with.
9. Foundation may provide Student Data in an aggregated or non-personally identifiable form, to other contracted entities for the purpose of evaluating the impact and effectiveness of the CCGI program or to inform research and evaluation related to state funded grant programs that require participation in CCGI.
 - a) If the LEA is a participant in a grant funded college and/or career readiness collaborative, funded by a state or local agency, in which provision of accounts on CaliforniaColleges.edu is a grant requirement, Foundation may provide Student Data in an aggregated, non-personally identifiable form, to such state and local entities and any collaborative lead agencies for the purpose of evaluating career college readiness services or streamlining eligibility for services. CCGI will not share LEA data under this section, unless CCGI and the funding entity have entered into an agreement regarding use and security of LEA’s aggregate, de-identified data.
 - b) Foundation may also provide aggregate level data to California public institutions of higher education (“IHE”) in order to support IHE’s in their outreach, admissions, and placement efforts to drive and improve student outcomes.
 - c) Foundation may also disclose aggregate level data to state agencies including, but not limited to: Cradle to Career Data System, CSAC, and the California Department of Education in order to support inter-segmental cooperation and help identify where

Last Updated on March 15, 2024



information or support can help students to optimize their post-secondary opportunities.

- B. The Parties shall maintain policies and procedures for the designation and training of responsible staff members to ensure the confidentiality and security of Student Data. The Foundation provides data security and privacy training upon hire and on an annual basis to staff handling Student Data. The training covers Federal, State, and local regulations for maintenance of Student Data, as well as best practices. All new staff undergo data security and privacy training prior to gaining access to CaliforniaColleges.edu. All data is encrypted both at rest and during transmission using commercially reasonable practices.

IV. UNAUTHORIZED DISCLOSURE

- A. The Foundation agrees to maintain an incident response program for purposes of memorializing Foundation's obligations under applicable law in the event Foundation detects any loss due to a Data Breach, or unauthorized access or use of Education Records or Student Data. Upon confirmation of a Data Breach, Foundation will notify LEA in accordance with its obligations under applicable law, but in any event within one business day of discovery of a Data Breach.
- B. LEA is responsible for any notices to parents as may be required under applicable law and for providing the parent(s), guardian(s) or student(s) with an opportunity to inspect and challenge the contents of the Student Data in question. The Foundation shall cooperate with the LEA in providing such notices and opportunities to review and challenge the content of the Student Data.
- C. LEA agrees to cooperate fully with Foundation to ensure Foundation can comply with any notification obligations Foundation may have to student or any other parties for which notification by Foundation may be required under FERPA and any other applicable law.

V. DEFINITIONS

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

“Confidential Information” shall mean any and all information, data, Software (as defined below), know-how and intellectual property of a confidential or proprietary nature, including but not limited to, information, data, Software, know-how and intellectual property relating to (a) technical, scientific, developmental, marketing, manufacturing, sales, operating, performance and cost matters, (b) processes, (c) designs and (d) techniques, in any and all forms in which the foregoing may appear including, but not limited to, all record-bearing media containing or disclosing any of the foregoing.

Last Updated on March 15, 2024



“Data Breach” shall mean actual evidence of the loss or unauthorized access to, or unauthorized use of Student Data (as defined below) uploaded to the CaliforniaColleges Website.

“Education Record” shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

"Eligible Student" shall mean a student who has reached 18 years of age or is attending an institution of postsecondary education.

“Party” or “Parties” shall mean either Foundation, on behalf of CCGI, or LEA, or both as applicable.

“Student Data” shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent or legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent or legal guardian by LEA. Student Data includes Personally Identifiable Information. Student Data does not include information created by a student, including, but no limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of that information.

“Services” means the services and levels of support offered by Foundation and accepted by LEA, as described in Section IV.C of the K-12 Data Sharing and Services Partnership Agreement.

“Software” shall mean, at a minimum, the computer programs, in machine-readable object code and source code, created by Vendor, pursuant to its separate agreement with the Foundation, in order to develop, operate and maintain the CaliforniaColleges Website.

"Personally Identifiable Information" or “PII” shall have the meaning specified in FERPA regulations, 34 CFR §99.3.

“System User” shall mean any student or parent/guardian whose Student Data are disclosed to the CaliforniaColleges Website by the LEA or by a student or parent/guardian who is assigned to use the CaliforniaColleges Website by the LEA.

Last Updated on March 15, 2024



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The following capitalized terms when used in this Terms and Conditions of Partnership shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined. These Terms and Conditions of Partnership are incorporated into the Data Sharing and Services Agreement, all references to the "Agreement," shall be a reference to the Data Sharing and Services Agreement or such documents incorporated by reference into that Agreement. References to LEA shall be to the applicable Local Educational Agency entering into the Agreement with the Foundation for California Community Colleges, on behalf of the California College Guidance Initiative ("Foundation" or "CCGI").

"Confidential Information" shall mean any and all information, data, Software (as defined below), know-how and intellectual property of a confidential or proprietary nature, including but not limited to, information, data, Software, know-how and intellectual property relating to (a) technical, scientific, developmental, marketing, manufacturing, sales, operating, performance and cost matters, (b) processes, (c) designs and (d) techniques, in any and all forms in which the foregoing may appear including, but not limited to, all record-bearing media containing or disclosing any of the foregoing. Confidential Information shall include, but not be limited to, all information, data, Software, know-how, and intellectual property that is (a) marked as "confidential" or "proprietary" at the time it is provided by or on behalf of the Party providing it, (b) expressly stated by or on behalf of the Party providing it to the Party receiving it at the time of disclosure to be considered confidential or proprietary, or (c) would under the circumstances be recognized by someone generally experienced in business affairs to be confidential or proprietary.

"CaliforniaColleges Website" shall mean the Internet website located at www.CaliforniaColleges.edu. The Foundation is responsible for directly contracting and compensating a third-party technology vendor ("Vendor") for the continued operation and maintenance of www.CaliforniaColleges.edu under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, available at <https://www.cacollegeguidance.org/tcp/> herein incorporated by reference. This definition shall also include any successor website thereto including any such site established on some other form of interactive digital or electronic communications offered over or via any alternative or successor broad band or narrow band network or method of broadcast including wireless, intranets, extranets, and interactive television or cable.

"Education Record" shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

"Misuse" shall have the meaning as set forth in Section IV.A of the Terms and Conditions of Partnership.

"Party" or "Parties" shall mean either Foundation, on behalf of CCGI, or LEA, or both.

"Student Data" shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent or legal guardian of the student through the use of the

Last Updated on March 15, 2024



CaliforniaColleges Website, as assigned to the student or parent or legal guardian by LEA. Student Data includes Personally Identifiable Information. Student Data does not include information created by a student, including, but no limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, and account information that enables ongoing ownership of that information.

“Services” means the services and levels of support offered by Foundation and accepted by LEA, as described in Section IV.C of the K-12 Data Sharing and Services Partnership Agreement.

“Software” shall mean, at a minimum, the computer programs, in machine-readable object code and source code, created by Vendor, pursuant to its separate agreement with the Foundation, in order to develop, operate and maintain the CaliforniaColleges Website.

"Personally Identifiable Information" or “PII” shall have the meaning specified in FERPA regulations, 34 CFR §99.3.

“System User” shall mean any student or parent/guardian whose Student Data are disclosed to the CaliforniaColleges Website by the LEA or by a student (or parent/guardian) who is assigned to use the CaliforniaColleges Website by the LEA.

I. EDUCATOR ACCOUNT CREATION, AUTHORIZATION, AND MAINTENANCE

A. LEA authorizes CCGI to provide LEA’s designated lead educator (“LEA Admin”) with the ability to designate appropriate LEA educators with access to educator accounts. LEA Admin shall be responsible for creation of educator accounts for approved educators at LEA.

B. LEA shall identify the individual who will lead educator account creation at LEA. The LEA Admin will be assigned an administrator role on CaliforniaColleges.edu, this individual must be selected by the LEA’s Superintendent, or their designee.

C. CCGI shall maintain educator accounts for LEA on CaliforniaColleges Website that allows educators at LEA to access applicable student accounts on CaliforniaColleges Website. This may include providing educators at the LEA access to student accounts generated with data provided by the California Department of Education, instead of LEA-provided data.

D. It shall be LEA’s responsibility, specifically the LEA Admin’s responsibility, to maintain educator accounts across the LEA, which includes deleting accounts for those who leave the LEA or should otherwise no longer have access to an educator account.

1. LEA Admin and any other LEA employees with administrative access on CaliforniaColleges Website shall be required to attend an informational meeting (whether recorded or live) to learn about the permissions of their new account, what student data they have access to, and review basic educator account management features in order to comply with their responsibility to protecting/safeguarding Student Data.

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II. INTELLECTUAL PROPERTY

A. **Data Ownership.** Foundation acknowledges and agrees that Education Records provided by the LEA continue to be the property of and under the control of the LEA.

B. **Proprietary Rights and Licenses**

2. **Reservation of Rights.** Subject to the limited rights expressly granted hereunder, Foundation reserves all of its rights, title and interest in and to the Services, including all of Foundation's related intellectual property rights in the Software. No rights are granted to LEA hereunder other than as expressly set forth herein.
3. **License by LEA to Use Feedback.** LEA grants to Foundation a worldwide, perpetual, irrevocable, royalty-free license to use and incorporate into the Services any suggestion, enhancement request, recommendation, correction or other feedback provided by LEA or Users relating to the operation of the Services.

III. INDEMNIFICATION AND INSURANCE

A. **Indemnification Obligations of the Parties in the Event of A Data Breach**

1. **Foundation**

- A. Foundation's indemnification obligations under this Section III.A.1 shall continue in full force and effect during the Term of the Agreement.
- B. Foundation shall, at its own expense, indemnify, defend, and hold harmless LEA from any expense, cost, claim, loss, or liability (collectively, "Loss") resulting from any Data Breach provided that the Loss arises solely from Foundation's loss or unauthorized access or use of Student Data and does not arise as the result of: (1) any Misuse by LEA as defined in Section IV.A of below; (2) any action or inaction by LEA or any officer, director, employee, affiliate, contractor, or subcontractor of LEA; or (3) any action or inaction by a System User.
- C. LEA shall promptly (and in no event more than ten (10) calendar days after LEA receives notice of a potential or actual Loss) notify Foundation of such Loss that may give rise to an obligation of Foundation under this Section III.A.1.
- D. Foundation promptly takes reasonable actions, if any, to mitigate the harm caused as a result of the data loss or disclosure.

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2. LEA

- A. LEA's indemnification obligations under this Section III.A.2 of this Agreement shall continue in full force and effect during the Term of this Agreement.
- B. LEA shall, at its own expense, indemnify, defend, and hold harmless Foundation from any expense, cost, claim, loss, or liability (collectively, "Loss") resulting from any Data Breach provided that: the Loss arises solely from LEA's Misuse of the CaliforniaColleges Website or System or any action or inaction by LEA or any officer, director, employee, affiliate, contractor, or subcontractor of LEA

B. Mutual Indemnification Each Party to this Agreement ("Indemnitor") agrees to indemnify, defend and hold harmless the other, and its directors, trustees, officers, employees, agents (collectively "Indemnitees") against any and all liability, claims, demands, suits, losses, costs, legal fees including reasonable attorneys' fees, personal injury or illness and/or death, resulting from, arising out of, or connected with (a) Indemnitor's performance or omissions related to same under this Agreement, except as otherwise provided in Section III.A above; (b) any breach by Indemnitor of this Agreement. The Indemnitee must approve the extension of all settlement offers proposed by the Indemnitor and Indemnitee's approval shall not be unreasonably withheld. The Indemnitor shall furnish Indemnitees with all related evidence in its control. Nothing in this Agreement shall constitute a waiver of limitation of any rights which Indemnitees may have under applicable law.

C. Insurance

1. LEA. At LEA's sole cost and expense, LEA will obtain, keep in force, and maintain insurance as listed below. Coverages required will not limit any liability of LEA and will include: commercial general liability insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence and automobile liability insurance for all owned, scheduled, or hired automobiles with a combined single limit of no less than one million dollars (\$1,000,000.00) per accident; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. The Commercial General Liability Policy shall name Foundation for California Community Colleges, its directors, officers, and employees as Additional Insureds. LEA, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish Foundation with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by LEA and/or Indemnitor shall be primary, and not contributory, to any insurance carried by Foundation.
2. Foundation. At Foundation's sole cost and expense, Foundation will obtain, keep in force, and maintain insurance as listed below. Coverage required will not limit any liability of Foundation and will include: commercial general liability insurance with a combined single limit of no less than one million dollars (\$1,000,000.00) per occurrence and automobile liability insurance for all

Last Updated on March 15, 2024



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owned, scheduled, or hired automobiles with a combined single limit of no less than one million dollars (\$1,000,000.00) per accident; cybersecurity and data breach insurance with a combined single limit of no less than two million dollars (\$2,000,000.00) per occurrence; and workers' compensation as required under the Workers' Compensation and Safety Act of the State of California, as amended from time to time. Foundation, upon the execution of this Agreement, shall cause their insurance carrier(s) to furnish LEA with a properly executed Certificate(s) of Insurance and endorsements effecting coverage as required herein. All insurance required to be carried by Foundation and/or Indemnitor shall be primary, and not contributory, to any insurance carried by LEA.

IV. OTHER TERMS AND CONDITIONS

A. Misuse of CaliforniaColleges Website. LEA acknowledges and agrees that this Section IV.A shall set forth the certain acts which shall either singularly or collectively constitute ("Misuse") under this Agreement. The Parties agree that the below Sections IV.A.1 through IV.A.8 shall not be construed to limit Foundation with respect to a determination of any other acts which may constitute Misuse under this Agreement, and which may not otherwise be included in this Section IV.A in Foundation's sole discretion. LEA agrees that it shall not, nor allow any System Users under the direct control of LEA to engage in any of the acts as set forth below:

1. Access or use CaliforniaColleges Website in breach of the terms of this Agreement;
2. Access or use CaliforniaColleges Website in violation of applicable federal, foreign, international, provincial, state and local laws, rules and regulations or any applicable privacy or data protection laws, rules, regulations or directives;
3. Access or use CaliforniaColleges Website for any unauthorized, fraudulent or malicious purpose;
4. Access or use CaliforniaColleges Website in a manner that could damage, disable, overburden or impair the CaliforniaColleges Website so as to diminish or destroy Foundation or Vendor's ability to provide CaliforniaColleges Website to System Users;
5. Share, obtain or use, or attempt to share, obtain or use, CaliforniaColleges Website related access codes or passwords;
6. Engage in any act that would cause Foundation or Vendor's failure in maintaining the integrity of CaliforniaColleges Website;
7. Engage in any use of CaliforniaColleges Website or engage in any acts which could substantially interfere with or substantially degrade the website and impact System Users;
8. Violate the CaliforniaColleges Website terms of use or violate the terms of use for any Foundation or third party applications hosted by or accessible within CaliforniaColleges Website for utilization by System Users.

Last Updated on March 15, 2024



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B. Confidential Information

1. LEA and Foundation each agrees that (i) it shall receive and use the Confidential Information it receives (in such capacity a “Recipient”) in connection with this Agreement from the other Party (in such capacity a “Discloser”) solely for the purposes contemplated by this Agreement, (ii) it shall not use any such Confidential Information for any other purpose, and (iii) it shall receive and hold such Confidential Information in trust and confidence for the benefit of the Discloser. All Confidential Information provided in connection with this Agreement:
 - A. Shall not be distributed, disclosed, or disseminated in any way or form by the Recipient to anyone except those of its own employees and professional advisors who have a reasonable need to know said Confidential Information for the purpose or purposes described above, who are informed of the confidential and proprietary nature of the Confidential Information, and who have agreed in a writing in favor of the Recipient to protect the confidentiality of the Confidential Information with terms at least as restrictive as those in this Section IV.B;
 - B. Shall be treated by the Recipient with at least the same degree of care utilized by Recipient to protect its own confidential and proprietary information of a similar nature, but in no event with less than reasonable care;
 - C. Shall not be used by the Recipient for its own purposes, except as otherwise expressly provided in this Agreement; and
 - D. Shall remain the property of and be returned to the Discloser or, at the Discloser’s election, destroyed (along with all copies or other embodiments thereof) immediately upon the termination or expiration of this Agreement for any reason and by either Party.
2. The obligations of a Recipient pursuant to this Section IV.B hereof shall not apply, however, to any Confidential Information which (i) at the time it is delivered to the Recipient hereunder is already in the public domain or subsequent to such delivery comes into the public domain in a manner that does not involve a breach of this Agreement by the Recipient or its employees or advisors; (ii) at the time it is delivered to the Recipient hereunder is already in the Recipient’s possession free of any obligation of confidentiality; (iii) is received independently by the Recipient from a third Party who is entitled to disclose such information to the Recipient; (iv) is subsequently independently developed by the Recipient without use of or benefit from or reference to the Confidential Information of Discloser.
3. Notwithstanding anything to the contrary herein, the Recipient may disclose Confidential Information if required to be disclosed by a court or regulatory or other governmental agency of competent jurisdiction, provided that in connection with any such requirement

Last Updated on March 15, 2024



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the Recipient shall (A) if legally permitted, promptly notify the Discloser of such requirement in writing, (B) cooperate with the Discloser, at the Discloser's request and expense, to obtain a protective order or other confidential treatment or to contest such required disclosure, (C) shall afford the Discloser all available opportunities to obtain a protective order or other confidential treatment or challenge such required disclosure, including the opportunity to challenge it in the name and with the standing of the Recipient, (D) shall comply with any protective order or other confidential treatment obtained by the Discloser, and (E) shall disclose only the minimum amount of information that the Recipient is required to disclose.

C. Representation, Warranties and Covenants of the Parties

1. Exchange of Information. The Parties represent and warrant that all information that each Party presently knows or reasonably should recognize to be materially relevant to the other Party's understanding of their obligations under the Agreement has been provided to that Party.
2. Compliance with Laws. The Parties agree to comply with all applicable national, state, and local laws and regulations in the performance of their obligations under the Agreement, including but not limited to the observance of all applicable laws and regulations related to the privacy and security of the Student Data provided by LEA or any System User.
3. Relationship of the Parties. Foundation is acting as an independent non-profit organization to facilitate the Services under this Agreement. Foundation shall have no right or authority to enter into agreements on behalf of or otherwise bind, LEA, and LEA shall have no right to enter into agreements or otherwise bind Foundation.
4. Due Authorization. Each of the Parties represents and warrants that (i) it has all requisite power, authority, and capacity to enter this Agreement and to perform its obligations herein; (ii) the execution and delivery of this Agreement by such Party and the consummation of the transactions contemplated herein by such Party have been duly and validly authorized by all necessary action, including all approvals and consents required from any other person or governmental authority; and (iii) this Agreement constitutes a valid, legally binding Agreement of such Party, enforceable against such Party in accordance with its terms.
5. Instruments. Each of the Parties hereto represents and warrants that the execution, delivery, and performance of this Agreement by such Party, its compliance with the terms hereof, and the consummation by it of the transactions contemplated herein will not violate, conflict with, result in a breach of, or constitute a default under its certificate of incorporation or other charter instrument, by-laws, or any instrument or agreement to which it is a Party or by which it is bound, any state or federal law, rule or regulation, or any judicial or administrative decree, order, ruling or regulation applicable to it.

Last Updated on March 15, 2024



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6. Covenant of Further Assistance. In the event that at any time after the date hereof any further action is necessary or desirable to carry out the purposes of this Agreement, each Party will cooperate with the other Party and take such further action for such purposes (including the execution and delivery of such further instruments and documents) as the other party reasonably may request and to which the recipient of the request has no reasonable objection

D. Disclaimer of Warranties. FOUNDATION MAKES NO WARRANTIES RELATED TO THE SERVICES PROVIDED BY FOUNDATION OR VENDOR HEREUNDER, AND HEREBY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NONINFRINGEMENT. LEA ASSUMES TOTAL RESPONSIBILITY FOR ITS USE OF THE RESULTS OBTAINED FROM THE SERVICES. FOUNDATION DOES NOT WARRANT THAT THE SERVICES MEET LEA'S REQUIREMENTS OR WILL BE UNINTERRUPTED OR ERROR FREE.

E. Limitations of Liability. IN NO EVENT WILL FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) BE LIABLE FOR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, INCIDENTAL, EXEMPLARY OR PUNITIVE DAMAGES UNDER THIS AGREEMENT OR IN CONNECTION WITH ANY SERVICES PROVIDED BY FOUNDATION HEREUNDER, INCLUDING WITHOUT LIMITATION, DAMAGES FOR LEA'S MISUSE OF THE CALIFORNIA COLLEGES WEBSITE, LOSS OF BUSINESS PROFITS, BUSINESS INTERRUPTION, LOSS OF BUSINESS INFORMATION, OR OTHER PECUNIARY LOSS ARISING OUT OF THE USE OR INABILITY TO USE THE SERVICES, DATA OR ANY OUTPUT, EVEN IF FOUNDATION HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES AND EVEN IF AVAILABLE REMEDIES ARE FOUND TO HAVE FAILED OF THEIR ESSENTIAL PURPOSE. THE TOTAL LIABILITY, IF ANY, OF FOUNDATION (INCLUDING ITS SUBSIDIARIES, ITS PARENT AND SUBSIDIARIES OF ITS PARENT, ITS SERVICE PROVIDERS AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) IN THE AGGREGATE OVER THE TERM OF THIS AGREEMENT FOR ALL CLAIMS, CAUSES OF ACTION OR LIABILITY WHETHER SOUNDING IN CONTRACT, TORT OR OTHERWISE ARISING UNDER OR IN ANY WAY RELATED TO THIS AGREEMENT AND/OR THE SERVICES PROVIDED HEREUNDER (COLLECTIVELY, "CLAIMS"), SHALL BE LIMITED TO THE LEA'S DIRECT DAMAGES, ACTUALLY INCURRED. FOUNDATION, (INCLUDING ITS SERVICE PROVIDERS, VENDOR, AND LICENSORS, AND THE EMPLOYEES, OFFICERS, DIRECTORS AND AGENTS THEREOF) SHALL HAVE NO LIABILITY, EXPRESS OR IMPLIED, WHETHER ARISING UNDER CONTRACT, TORT OR OTHERWISE, FOR ANY CLAIM OR DEMAND: (A) RESULTING DIRECTLY OR INDIRECTLY FROM FOUNDATION'S INTERNAL OPERATIONS, EQUIPMENT, SYSTEMS OR SOFTWARE OWNED OR LICENSED BY

Last Updated on March 15, 2024



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FOUNDATION; OR (B) BY THIRD PARTIES, EVEN IF FOUNDATION WAS ADVISED OF THE POSSIBILITY OF SUCH CLAIMS OR DEMANDS, EXCEPT AS EXPRESSLY PROVIDED OTHERWISE HEREIN. LEA ACKNOWLEDGES THAT FOUNDATION PROVIDES THESE SERVICES WITHOUT A FEE AND ENTERED INTO THIS AGREEMENT IN RELIANCE UPON THE LIMITATIONS OF LIABILITY AND THE DISCLAIMERS OF WARRANTIES AND DAMAGES SET FORTH IN THIS AGREEMENT, AND THAT THE SAME FORM AN ESSENTIAL BASIS OF THE BARGAIN BETWEEN THE PARTIES.

F. Data Quality Maintenance. Foundation shall provide a written notice (either by e-mail or physical mail delivery to the LEA's authorized notice recipient) to LEA in the event the quality of LEA Student Data and/or Education Records uploaded onto CaliforniaColleges.edu is outdated or otherwise insufficient, as determined by Foundation. In the event LEA fails to remedy such deficiencies within sixty (60) calendar days, Foundation reserves the right to:

1. Convert accounts from LEA-provided data to "Basic Accounts" (where Student Data or Education Records are provided through CalPADS data from the California Department of Education).
2. Disable transcript-informed functionality for LEA and LEA System Users.

In order to ensure that student accounts are populated with current and accurate data, LEA shall:

1. Provide data elements according to the Data File Specifications and manifest file uploads on a minimum monthly basis, though a weekly upload frequency is strongly recommended, in order to ensure alignment between the districts SIS and data as displayed on CaliforniaColleges.edu and as passed to higher education systems.
2. Provide graduation elements and end of year course grades according to the Data Specifications in a timely manner, in support of CSU and UC final transcript submission timelines.
3. Be responsive to CCGI's notifications and support to investigate and resolve data quality and/or accuracy concerns.

G. Mutual Audit Rights of the Parties. The Parties shall be entitled to upon reasonable notice to the other party an opportunity to conduct compliance audits under 20 U.S.C. Section 1232g. The Parties shall negotiate the scope, length, and terms of such audits in good faith between each Party's representatives.

H. Independent Status. Foundation is an independent non-profit entity, in business for itself, which shall perform the specific tasks relative to providing technical support and related Services to fulfill the terms of this Agreement. Foundation does not have the authority to incur any obligation, contractual or otherwise, in the name or on behalf of LEA.

Last Updated on March 15, 2024



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I. Waiver. No verbal or implied waiver of any breach of any provisions of this Agreement will constitute a waiver of any prior, concurrent or subsequent breach of the same or any other provisions in this Agreement. Any waiver by either party must be in writing and delivered to the other party.

J. Governing Law. This Agreement shall be construed in accordance with the laws of the State of California without giving effect to any choice or conflict of law provision or rule (whether of the State of California or any other jurisdiction) that would cause the application of the laws of any jurisdiction other than the State of California.

K. Counterparts. This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but both of which together shall constitute one and the same instrument. If this Agreement is executed in counterparts, no signatory hereto shall be bound until both the parties have fully executed a counterpart of this Agreement.

L. Entire Agreement. This Agreement constitutes the entire, complete, final and exclusive agreement between the parties with respect to the subject matter hereof and supersedes and replaces any and all prior and contemporaneous communications between Foundation and LEA regarding such subject matter.

M. Construction of Agreement. Both parties have participated in the negotiation and drafting of this Agreement. Therefore, the terms and conditions of this Agreement shall not be construed against either party as the drafting party.

N. Authority to Bind. The parties each represent and warrant that the signatories below are authorized to sign this Agreement on behalf of themselves or the party on whose behalf they execute this Agreement.

O. Survival. Sections II, III, IV(A-F), IV(J), and IV(O-P) of these General Terms and Conditions of Partnership shall survive Termination of the Agreement. Additionally, any terms and conditions in the Agreement that require a Party to continue an obligation (such as the Foundation's obligation to delete data following termination of the Agreement) shall survive Termination of the Agreement.

P. Severability. If any part of this Agreement is found invalid or unenforceable, that part will be amended to achieve as nearly as possible, the same economic effect as the original provision and the remainder of this Agreement will remain in full force and effect.

Q. Education Code § 49406 and 45125.1. Prior to having contact with LEA students, Foundation employees, agents, or volunteers that will have more than limited contact with LEA students will receive a criminal background check pursuant to California Education Code § 45125.1. Foundation shall conduct criminal background checks through the California Department of Justice ("CDOJ"), including both CDOJ and Federal Bureau of Investigation ("FBI") background checks, and must obtain

Last Updated on March 15, 2024



subsequent arrest notification. Foundation certifies that no Foundation employee, agent or volunteer who has been convicted of a serious or violent felony as defined by California Education Code § 45125.1 (citing California Education Code § 45122.1), a sexual offense as defined by California Education Code § 44010, a controlled substance offense as defined by California Education Code § 44011, or any other offense that renders Foundation proximity to children or services to the LEA inappropriate, shall have contact with LEA students under this Agreement. Additionally, Foundation shall maintain on file documents confirming that Foundation/CCGI Parties received a Tuberculosis (TB) test or TB assessment that complies with the requirements of California Education Code § 49406.

Last Updated on March 15, 2024



K-12 DATA SHARING AND SERVICES PARTNERSHIP AGREEMENT

THE FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES

On behalf of:
The California College Guidance Initiative

And

Making Waves Academy

Agreement No. [FCCC will enter]

This K-12 Data Sharing and Services Partnership Agreement (“Agreement”) is entered into by and between the Foundation for California Community Colleges, a nonprofit 501(c)(3) organization (“Foundation”), on behalf of the California College Guidance Initiative (“CCGI”), and the **Making Waves Academy** (“Local Educational Agency” or “LEA”), collectively (“Parties”) to set forth the roles and responsibilities of the Parties related to LEA’s uploading of its students’ Education Records to www.CaliforniaColleges.edu (“CaliforniaColleges Website”) and Foundation’s provision of account support services on the CaliforniaColleges Website, the state of California’s official college and career planning platform. The Parties understand and intend that CCGI be designated as an outsourced provider of institutional services and a “school official” with legitimate educational interests in such Educational Records as described in 34 C.F.R. 99.31(a).

I. DEFINITIONS

The following capitalized terms when used in this Agreement shall have the meanings ascribed to them respectively, in this Definitions section, unless such term is otherwise expressly defined in this Agreement.

“**Agreement**” shall have the meaning set forth in the preamble above and includes all linked addenda, schedules, and other attachments hereto (see below), as each may be amended from time to time to align CCGI’s practices with California state policy, institutional policies of the public college systems in California and the California Student Aid Commission, and to update improvements in CCGI’s security practices. Amendments to the addenda, schedules, and other attachments linked below will only take effect upon thirty (30) days’ notice to LEA. Should there be any conflict between the terms of this K-12 Data Sharing and Services Partnership Agreement and any other terms linked below, this K-12 Data Sharing and Services Partnership Agreement shall take precedence, any other conflicts shall follow the following order of precedence: (1) Terms and Conditions of Partnership, (2) Data Privacy and Security Addendum, (3) Data File Specifications, available at <https://www.cacollegeguidance.org/tcp/>. The Data File Specifications provide instructions for uploading Student Data onto the California Colleges Website.

[Terms and Conditions of Partnership](#)
[Data Privacy and Security Addendum](#)
[Data File Specifications](#)

“**CaliforniaColleges Website**” shall mean the website located at www.CaliforniaColleges.edu. The Foundation is responsible for directly contracting and compensating a third-party technology vendor (“Vendor”) for the continued operation and maintenance of www.CaliforniaColleges.edu under a separate agreement. Information describing the current Vendor can be found in the **Data Privacy and Security Addendum**, which is incorporated by reference. This definition shall also include any successor website performing the same function as www.CaliforniaColleges.edu.

Data Sharing and Services Agreement
Agreement No. XXXXXXXX

Last Updated on March 15, 2024

“Education Record” shall have the meaning as set forth in 34 CFR §99.3 or under applicable state law. Education Records are those records that directly relate to a student and are maintained by an education agency or institution or by a party acting for the agency or institution. The term Education Record shall not include records that are otherwise excluded under 34 CFR §99.3 or applicable state laws.

“Student Data” shall mean any information (a) contained in a student's Education Record maintained by or for the LEA and provided to the CaliforniaColleges Website by an employee or agent of the LEA; or (b) acquired directly from a student or parent/legal guardian of the student through the use of the CaliforniaColleges Website, as assigned to the student or parent/legal guardian by LEA. Student Data does not include information created by a student, including, but not limited to: college lists, career assessment results, portfolios, creative writing, photographs, and account information that enables ongoing ownership of that information which is governed by CaliforniaColleges Website privacy policy.

II. TERM AND TERMINATION

A. Term. This Agreement will be deemed to be effective as of the date the Agreement is fully executed by all signatories to the Agreement and will continue until terminated by either Party. No fees will be assessed under this Agreement while CCGI continues to be the provider of operational tools for the State of California.

B. Termination for Convenience. The Parties shall have the right to terminate this Agreement for any reason or no reason, without penalty, at any time by providing the other with written notice of termination in accordance with Section V of this Agreement at least sixty (60) calendar days in advance of the Termination Date. However, it is mutually understood and agreed that if the Foundation does not receive sufficient funding from the State of California to provide the Services described in this Agreement, Foundation may without penalty, terminate this Agreement by providing LEA with written notice of termination in accordance with Section V of this Agreement at least forty-five (45) calendar days in advance of the Termination Date.

III. DISTRICT RESPONSIBILITIES

A. Data Sharing

1. LEA shall comply with all applicable federal and state laws regarding privacy and security of Education Records and Student Data, including but not limited to those identified and discussed in the **Data Privacy and Security Addendum** attached at <https://www.cacollegeguidance.org/tcp/> and hereby incorporated by reference.
2. LEA shall upload course catalog files at least once a year to enable the use of academic planning tools by a student planning coursework at a high school operated by LEA.
3. LEA agrees to verify accuracy of courses entered by LEA into the University of California (“UC”) Course Management Portal (“CMP”) at the UC Office of the President.
4. LEA agrees to upload Education Records, in accordance with the **Data File Specifications**, attached at <https://www.cacollegeguidance.org/tcp/>, and hereby incorporated by reference. In alignment with state policy and/or to evolve functionality that serves students in the planning for and transition to college, the Data File Specifications may be iterated over time and additional optional fields may be added to the Data File Specifications. LEA data may be submitted via sFTP or an API if available.
 - a. LEA agrees to provide a centralized upload (not school site by school site) of Education Records from the local Student Information System (“SIS”) into the CaliforniaColleges Website or an FTP server, both hosted by Amazon Web Services, using a standard data format with naming conventions and using a pre-defined protocol. If CCGI has an API integration with LEA’s SIS provider, data may alternatively be shared via said API.

Last Updated on March 15, 2024

B. Implementation

1. LEA shall make staff, appropriate technology resources, and space available for ongoing professional development and user support.
2. LEA agrees to collaborate with Foundation staff to provide both individual user experience and technical feedback in order to improve implementation for all users.
3. LEA agrees to identify a point of contact to (1) assist the Foundation during implementation phase; and (2) navigate or immediately report any issues regarding availability of the CaliforniaColleges Website.
4. LEA is responsible for identifying and maintaining which educators at the LEA are provided accounts on the California Colleges Website. To do so LEA is responsible for compliance with Section I of the Terms and Conditions of Partnership, “Educator Account Creation, Authorization, and Maintenance” attached at <https://www.cacollegeguidance.org/tcp/> and hereby incorporated by reference.

IV. FOUNDATION RESPONSIBILITIES

A. Technical and Service Level Support. The CaliforniaColleges Website is operated and maintained by Vendor. Service level support for the CaliforniaColleges Website is provided directly by Vendor. LEA should reach out to operations@californiacolleges.edu in order to facilitate communication with Vendor regarding technical issues with CaliforniaColleges Website.

B. Fees and Payments for Services. Foundation will provide the Services under this Agreement to LEA free of charge while Foundation continues to receive funding from the State of California. In the event that funding from the State of California is not sustained in future years, the Parties understand that the Foundation may assess and charge a fee for services provided to the LEA. In the event a fee is assessed, this Agreement will be amended, in writing, to affect that arrangement. Foundation shall provide LEA with a 45-day notice if funding from the State of California is reduced or discontinued.

C. Scope of Services. “Services” means the services and support offered by Foundation under this Agreement or on the CaliforniaColleges Website.

1. Foundation shall provide the necessary support for the integration of Education Records and Student Data into individual student accounts on the CaliforniaColleges Website. Foundation agrees to cooperate with representatives from the LEA to ensure the data is properly uploaded in accordance with the requirements and instructions as more fully set forth and incorporated herein as **Data File Specification** available at <https://www.cacollegeguidance.org/tcp/> to this Agreement.
2. CCGI shall maintain and process Education Records and Student Data on behalf of the LEA in a manner that meets the standards of the California Community Colleges, California State University (“CSU”), California Student Aid Commission (“CSAC”), and UC systems for verified transcript data.
3. Foundation will provide an audit report of LEA’s a-g course listings in the UC CMP database to identify discrepancies. Foundation agrees to provide technical assistance, guidance, and support to LEA staff for purposes of reconciliation of any identified discrepancies.
4. Foundation shall provide access to CSU and UC eligibility analyses, both individual student reports and aggregate tracking and reporting capability for counselors.
5. Foundation shall provide students with the ability to launch their application to the California Community Colleges using the CCCApply platform in a manner that tracks submission on the CaliforniaColleges Website.
6. Foundation shall provide students with the ability to auto-populate applications for admission to all CSU campuses with course data from their individual account on the CaliforniaColleges Website, when such data matches to the CMP at the UC Office of the President, and which enables students, their parent/guardian, educators in their school, and LEA to track application submission.

Last Updated on March 15, 2024

7. Foundation shall provide students with the ability to launch their application for admission to the UC using the UC application in a manner that tracks submission on the CaliforniaColleges Website. Additionally, beginning fall of 2024, students will have the ability to auto-populate course data into their UC application.
8. Foundation shall provide students with the ability to initiate their Free Application for Federal Student Aid (“FAFSA”) from within the CaliforniaColleges.edu, in a manner that allows students, their parent/guardian, educators at their school site, and LEA to track the launch of this application and which enables CCGI to provide CSAC with information that supports the Cal-grant eligibility determination process.
9. Foundation shall provide students with the ability to launch additional college and financial aid applications, as they may become available, as additional institutions develop articulation agreements with CCGI.
10. Foundation shall provide the following support for LEA:
 - a) Technical assistance to support alignment between LEA’s a-g course list in the UC CMP and the LEA SIS.
 - b) Training opportunities.
 - c) Implementation planning and support for strategic goal setting.
 - d) User support to respond to student, educator, or parent/guardian questions or other inquiries.

V. NOTICE

Any request, notice or other communication by either Party shall be given in writing and shall be deemed given when actually delivered physically or via electronic mail to the addresses specified below:

CCGI:

Name: Contracts Manager

Email: ccgicontracts@californiacolleges.edu

Mailing Address:

Foundation for California Community Colleges
1102 Q Street, Suite 4800
Sacramento, CA 95811

LEA:

Name: Elizabeth Martinez

Email: emartinez@mwacademy.org

Mailing Address:

4123 Lakeside Drive
Richmond, CA 94806

THE PARTIES HEREBY EXECUTE THIS AGREEMENT

[Making Waves Academy]	FOUNDATION/CCGI
By: _____	By: _____
Print Name: <u>Elizabeth Martinez</u>	Print Name: _____
Title: <u>Chief Operations Officer</u>	Title: _____
Date: _____	Date: _____

Coversheet

Accept Minutes: September Board Meeting

Section:	VII. Consent Action Items
Item:	A. Accept Minutes: September Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for September Board Meeting on September 8, 2025

APPROVED



Making Waves Academy

Minutes

September Board Meeting

Date and Time

Monday September 8, 2025 at 4:00 PM

Location

In-person at:

Making Waves Academy
4123 Lakeside Dr.
Richmond, CA 94806

And streaming on zoom:

[https://mwacademy.zoom.us/j/87855022048?](https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFIYUd2WWNTaW8wQT09)

[pwd=SVFZNGITbVVHb1NFIYUd2WWNTaW8wQT09](https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGITbVVHb1NFIYUd2WWNTaW8wQT09)

Passcode: 073032

Or One tap mobile :

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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

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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.***
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- **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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accommodations, please contact:

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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, Esther Hugo, Felicia Selva, Janis Glover, Margaret Watson

Directors Absent

None

Guests Present

Alton B. Nelson Jr., Bryann Fitzpatrick, Elizabeth Martinez, Mindy Manzo (remote), Zubida Bakheit, vserrano@stu.mwacademy.org

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 Sep 8, 2025 at 4:09 PM.

B. Record Attendance

C. Remarks by Board President

This meeting is dedicated to former board member Daryle Morgan, who died last month; he will be greatly missed.

Recognition for Janis Glover's recently deceased husband Federal, who gave himself in service to Contra Costa County for over 30 years, an example for us all.

Welcoming new board members: parent Felicia Selva and student Valeria Serrano.

Recognition for Alton Nelson's 15th year and Liz Martinez's 10th year.

Appreciation for positive environment on campus so far this year.

Reminder to the team that all coversheets (except minutes) should have brief summary descriptions; these are issued in Spanish as well as English.

D. Public Comment

No public comment.

II. Standing Reports

A. Mission Connection: New Leaders

New leaders introduced themselves, their backgrounds, and their vision for this upcoming year:

- Zubida Bakheit - MS Division Director
- Stephani Lopez - ELD Coordinator
- Ahjia Moore - Director of Student Support Services
- Tyler Levine-Hall - Director of SPED
- Brissa Teodoro - Assoc. Director of Career Development and Internships

B. ASB Update

ASB students Bryan Marinez and Jared Rodriguez Perez noted how recent All School Meetings (ASMs) have helped to encourage positive energy on campus. They also noted struggles with securing physicals on-site this year for student athletes. Ideas for the upcoming Fall Club Fair and Fall Dance were shared, as was the concept of an ASB newsletter.

C. Deep Dive: Priorities for this Year.

Discussion centered around MWA's LCAP/WASC goals and noted that it is a WASC year for the school. Discussion focused on strengthening instructional practices and improving academic outcomes for vulnerable student populations including who is involved in this work.

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

Discussions included positive reflections from the new format for Back-to-School Nights from multiple perspectives, the approach taken to August PD for the start of this school year, and the role and support of the Instructional coaches for this year.

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

Discussion included questions on staffing and hiring for vacant leadership roles, the decrease in long-term subs (LTS) this year, and the relationship between the Portrait of a Graduate and WASC self-study for our long-term plan as a school. Also discussed was the new platform being used to supplement the few upper school courses lacking a full time teacher, Edmentum (instead of Apex) and the fact that includes a real-time subject-proficient teacher online.

F. Q&A on Written Finance Report

The Finance Advisory Committee (FAC) recommended the board accept the unaudited actuals. Fractional CFO Mindy Manzo introduced herself.

G. Break

III. Non-Action Items

A. Board Work and Advisory Committee Updates

Reminder to the board that they need to complete their ethics and Brown Act training by January 1. Link to the webinar will be resent by YM&C.

New student board member Valeria Serrano introduced herself.

B. Portrait of a Graduate Work

An update on the process for the Portrait of a Graduate was shared, along with the draft of goals for where we would like our student to be once they graduate. Participants in the project were shared. More updates will be shared at the October board meeting.

C. Homeless Liaison for the Year

Sonja Jackson has been designated as MWA's Homeless Liaison for the 2025-26 school year.

D. Instructional Continuity Plan

MWA's Instructional Continuity Plan was shared with the board.

IV. Action Items

A. Appoint Expulsion Hearing Officer: Alton B. Nelson Jr.

Esther Hugo made a motion to approve appointment.

Margaret Watson seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

Discussion focused on the purpose of appointing an officer and what this change will look like with Alton also acting as the current head of school.

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

B. RCM Healthcare Services Contract

Felicia Selva made a motion to approve contract.

Amy Obinyan seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

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

C. 2025-26 Employee Handbook

Margaret Watson made a motion to approve handbook.

Esther Hugo seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

Praise was given to the revisions and noted that the history will need to be adjusted to recognize Regina Scully as a co-founder of the school.

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

D. MWA & Western Governors University MOU

Felicia Selva made a motion to approve MOU.

Margaret Watson seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

Noted: No fiscal impact

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

E. 2025-26 Budget Alternative Form Correction

Esther Hugo made a motion to approve corrections.

Margaret Watson seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

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

F. San Millan Sped

Enrique Romero made a motion to approve contract.

Esther Hugo seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

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

G. New IEE policy

Felicia Selva made a motion to approve policy.

Enrique Romero seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving this item.

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

V. Consent Action Items

A. FY25 Unaudited Actuals Report

Esther Hugo made a motion to approve all consent action items.

Janis Glover seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving the consent action items.

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

B. Accept Minutes: June Board Meeting

Esther Hugo made a motion to approve the minutes from June Board Meeting on 06-16-25.

Janis Glover seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving the consent action items.

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

C. Accept Minutes: Finance Advisory Committee

Esther Hugo made a motion to approve the minutes from Finance Advisory Committee Meeting on 09-03-25.

Janis Glover seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving the consent action items.

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

D. Prop 28 - Arts & Music Annual Report

Esther Hugo made a motion to approve all consent action items.

Janis Glover seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving the consent action items.

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

E. Vendor Invoices

Esther Hugo made a motion to approve all consent action items.

Janis Glover seconded the motion.

Student board member cast her preferential vote first and stated that she supports approving the consent action items.

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

VI. Discussion Items

A. Appreciations by the Board of Directors

Appreciations were shared for having Janis and Esther back in person, our new student board member Valeria Serrano, the board as a whole, the school pushing students through and preparing them for college and their lives beyond the school, Mr. Nelson, Ms. Martinez, Ms. Bahkeit, and the school's leadership, the board for being welcoming of new members, new board members, Amy Obinyan who has continued her service even once her students have graduated.

B. Schedule of Remaining Board of Directors Meetings for 2025-26

- Sep 8, 2025 at 4pm
- Oct 20, 2025 at 4pm
- Dec 15, 2025 at 11am
- Jan 26, 2025 at 11am
- Mar 9, 2026 at 4pm
- May 4, 2026 at 4pm
- Jun 15, 2026 at 11am

VII. Closed Session

A. Public Employee Discipline/Dismissal/Release

No action was taken.

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:46 PM.

Respectfully Submitted,
Alicia Malet Klein

Documents used during the meeting

- _ASB Board Report (2).pdf
- Areas_of_Focus_for_2025-26.pptx
- MWA CEO Report to the MWA Board_SEP 2025_ABN.docx.pdf
- September 2025_COO Board Report.pdf
- MWA FAC September Packet_090525 (1).pdf
- MWA _ POG Memo.pdf
- Making Waves _ PoG_09082025_MWA Board Meeting (1).pdf
- 2025_Instructional_Continuity_Plan_(ICP)_Making_Waves_Academy_20250630.pdf
- MWA25-26 Contract _ RCM HEALTHCARE SERVICES _ Board Approved June 2025.pdf
- Summary of Changes to 2025_2026 Employee Handbook (1).pdf
- Employee Handbook 2025_2026.pdf
- MWA WGU Collaboration Agreement_wgu legal 7.18.25 (002).docx (1).pdf
- Tab 01 & 03 - Original Board Cert & Alternative Form_FY26_Revised_08.04.25-Signed.pdf
- 25_26 Making Waves Master Contract w_ San Milan.pdf
- MWA IEE Policy.pdf
- 2024-25 Unaudited Actuals-Making Waves Academy School.pdf
- 2024-25 Unaudited Actuals-Central Office.pdf
- prop28annualreport-FY25.pdf
- Bill Payment List - Jun-Jul 2025.pdf
- September 2025_Board Slides.pdf
- 2025_09_08_board_meeting_agenda-Spanish.pdf

Coversheet

Vendor Invoices

Section:	VII. Consent Action Items
Item:	B. Vendor Invoices
Purpose:	Vote
Submitted by:	
Related Material:	Bill Payment List - Aug-Sep 2025.pdf

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
8/4/2025		501(c) Agencies Trust	\$ 95,653.82	Unemployment Insurance
9/22/2025		AAA Workspace	\$ 2,523.37	
8/4/2025		AAA Workspace	\$ 1,261.69	
9/2/2025	20628	Academic Innovations LLC	\$ 140.63	Supplies
8/18/2025		Accrediting Commission for Schools, WASC	\$ 1,270.00	Membership Dues
8/11/2025	20610	Acme Fire Extinguisher Co., Inc.	\$ 6,852.43	Repairs and Maintenance - Building
9/22/2025		Adriana San Millan School Psychology and Special Education Services, LLC	\$ 6,760.00	
9/16/2025		Adriana San Millan School Psychology and Special Education Services, LLC	\$ 11,772.54	
9/2/2025		Adriana San Millan School Psychology and Special Education Services, LLC	\$ 7,070.96	
9/2/2025	Voided - 20629	Adriana San Millan School Psychology and Special Education Services, LLC	\$ (7,070.96)	
9/2/2025	20629	Adriana San Millan School Psychology and Special Education Services, LLC	\$ 7,070.96	
8/25/2025		Adriana San Millan School Psychology and Special Education Services, LLC	\$ 6,760.00	
8/18/2025		Adriana San Millan School Psychology and Special Education Services, LLC	\$ 5,004.09	
8/18/2025		Adriana San Millan School Psychology and Special Education Services, LLC	\$ 3,599.70	
9/16/2025		All Cal Golf and Industrial Vehicle/ East Bay Golf	\$ 215.69	Repairs and Maintenance - Building
9/8/2025		All Cal Golf and Industrial Vehicle/ East Bay Golf	\$ 164.96	Repairs and Maintenance - Building
9/8/2025		Ameriflex LLC	\$ 298.80	FSA Administrative Fee
8/18/2025		Ameriflex LLC	\$ 286.35	FSA Administrative Fee
8/4/2025	20609	Amplify Education, Inc	\$ 1,680.00	Supplies
8/4/2025		Amplify Education, Inc	\$ (1,680.00)	Supplies
8/4/2025		Amplify Education, Inc	\$ 1,680.00	Supplies
9/22/2025		Anchor Counseling & Education Solutions	\$ 6,568.33	SPED Service
8/11/2025		Anchor Counseling & Education Solutions	\$ 4,175.00	SPED Service
9/22/2025		Arthur J. Gallagher Risk Management Services, LLC	\$ 27,243.00	Contracted Services

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
9/16/2025		Arthur J. Gallagher Risk Management Services, LLC	\$ 50,000.00	Contracted Services
8/25/2025		Arthur J. Gallagher Risk Management Services, LLC	\$ 47,090.00	Contracted Services
8/11/2025		Arthur J. Gallagher Risk Management Services, LLC	\$ 601,579.65	Contracted Services
9/22/2025	20641	AT&T CALNET	\$ 895.54	Utility
8/18/2025	20617	AT&T CALNET	\$ 894.30	Utility
9/16/2025		AVI-SPL LLC	\$ 1,766.10	
9/22/2025		Bay Area Charters	\$ 6,901.25	Transportation for Field Trip and Sport
9/8/2025		Bay Area Charters	\$ 5,743.75	Transportation for Field Trip and Sport
8/11/2025		Bay Area Charters	\$ 1,215.00	Transportation for Field Trip and Sport
8/4/2025	20605	Bay Area Conference	\$ 97.44	Conference Fees
9/22/2025		Bay Area International Translation Services LLC	\$ 1,315.00	Translation Services
8/25/2025		Bay Area International Translation Services LLC	\$ 2,923.00	Translation Services
8/25/2025	Voided - 20250	Bay Area International Translation Services LLC	\$ (905.00)	Translation Services
8/11/2025	20611	Bayside Press	\$ 3,156.38	Printing and Production
8/11/2025		Bayside Press	\$ (3,156.38)	Printing and Production
8/11/2025		Bayside Press	\$ 3,156.38	Printing and Production
8/11/2025		BEI Construction Inc.	\$ 34,922.25	Contracted Services
8/4/2025		BEI Construction Inc.	\$ 8,891.08	Contracted Services
8/11/2025	20616	BSM Facility Services Group	\$ 187.00	Repairs and Maintenance - Building
8/11/2025		BSM Facility Services Group	\$ (187.00)	Repairs and Maintenance - Building
8/11/2025		BSM Facility Services Group	\$ 187.00	Repairs and Maintenance - Building
9/16/2025		BSNSports	\$ 957.98	Sport Supplies
9/9/2025		BSNSports	\$ 6,489.36	Sport Supplies
8/25/2025		BSNSports	\$ 7,896.88	Sport Supplies
9/8/2025		California Choice Benefit Administrators	\$ 182,816.79	Health Insurance
8/11/2025		California Choice Benefit Administrators	\$ 150,017.06	Health Insurance
9/8/2025	20631	California Crosspoint Academy	\$ 400.00	
8/25/2025		California IT in Education	\$ 3,200.00	
9/22/2025		CDW Government	\$ 11,982.30	IT Supplies

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
9/16/2025		CDW Government	\$ 4,006.80	IT Supplies
8/11/2025		CDW Government	\$ 23,789.00	IT Supplies
8/4/2025	20606	CellGate	\$ 359.40	Contracted Services
9/16/2025		Cengage Learning	\$ 12,523.64	Book Supplies
8/18/2025		Cengage Learning	\$ 18,446.06	Book Supplies
9/2/2025		Charter Safe	\$ 13,064.00	Liability and Worker Comp Insurance
8/4/2025		Charter Safe	\$ 18,064.00	Liability and Worker Comp Insurance
9/8/2025		Charter Schools Development Center	\$ 4,060.00	Membership Dues
9/25/2025		Chase	\$ 69,635.60	Credit Card Payment
8/27/2025		Chase	\$ 31,595.13	Credit Card Payment
8/25/2025	20621	CIF State Office	\$ 562.68	Contracted Services
9/16/2025		Cintas	\$ 207.20	Custodial Supplies
9/16/2025		Cintas	\$ 403.34	Custodial Supplies
9/16/2025		Cintas	\$ 2,446.62	Custodial Supplies
9/2/2025		Cintas	\$ 246.16	Custodial Supplies
9/2/2025		Cintas	\$ 266.58	Custodial Supplies
9/2/2025		Cintas	\$ 2,731.60	Custodial Supplies
8/18/2025		Cintas	\$ 181.09	Custodial Supplies
8/18/2025		Cintas	\$ 907.60	Custodial Supplies
8/18/2025		Cintas	\$ 1,780.61	Custodial Supplies
8/4/2025		Cintas	\$ 193.38	Custodial Supplies
8/4/2025		Cintas	\$ 705.65	Custodial Supplies
8/4/2025		Cintas	\$ 6,728.85	Custodial Supplies
8/25/2025	20622	Claypeople, Inc	\$ 1,642.23	
8/18/2025		Click & Pledge	\$ 5.00	Contracted Services
8/18/2025		Coda Technology Group	\$ 330.00	Contracted Services
9/2/2025		College Board	\$ 14,584.03	AP Exam and Book Supplies
9/16/2025		Colonial Life	\$ 311.10	Health Insurance
8/25/2025		Colonial Life	\$ 311.10	Health Insurance

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
8/11/2025		Concord Locksmith	\$ 4,224.27	Contracted Services
9/8/2025		Concur Technologies, Inc.	\$ 423.60	IT Contracted Services
9/2/2025		Concur Technologies, Inc.	\$ 847.20	IT Contracted Services
9/2/2025		Contra Costa County Charter Coalition	\$ 15,000.00	Contracted Services
9/8/2025		Cornerstone Educational Solutions	\$ 5,040.00	Contracted Services
8/11/2025		Cross Country Education	\$ 931.12	SPED Service
9/16/2025		Cruz-Reiber, Jeannette	\$ 900.00	Contracted Services
9/16/2025		Cruz-Reiber, Jeannette	\$ 900.00	Contracted Services
9/8/2025		Curriculum Associates, LLC	\$ 2,300.00	Supplies
9/22/2025	20642	Department of Justice	\$ 132.00	Staff Recruitment
9/2/2025	20630	Department of Justice	\$ 255.00	Staff Recruitment
9/8/2025		Dialink Corporation	\$ 2,232.24	IT Contracted Services
8/4/2025		Dialink Corporation	\$ 2,232.24	IT Contracted Services
9/16/2025		Document Tracking Services	\$ 3,729.83	IT Contracted Services
8/25/2025		EBMUD	\$ 829.49	Utility
8/25/2025		EBMUD	\$ 1,041.37	Utility
8/25/2025		EBMUD	\$ 549.87	Utility
8/25/2025		EBMUD	\$ 170.02	Utility
8/25/2025		EBMUD	\$ 1,033.75	Utility
8/25/2025		EBMUD	\$ 1,033.75	Utility
8/25/2025		EBMUD	\$ 2,447.72	Utility
8/25/2025		EBMUD	\$ 383.07	Utility
8/25/2025		EBMUD	\$ 4,918.76	Utility
8/25/2025		EBMUD	\$ 392.78	Utility
8/25/2025		EBMUD	\$ 385.16	Utility
8/25/2025		EBMUD	\$ 268.58	Utility
8/25/2025		EBMUD	\$ 424.77	Utility
8/25/2025		EBMUD	\$ 268.58	Utility
8/25/2025		EBMUD	\$ 1,033.75	Utility

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
8/25/2025		EBMUD	\$ 3,461.67	Utility
8/25/2025		EBMUD	\$ 383.07	Utility
9/16/2025		Edmentum	\$ 21,640.00	IT Contracted Services
8/11/2025		Edmentum	\$ 18,980.00	IT Contracted Services
9/8/2025	20633	EdTec Inc	\$ 1,401.75	School Attendance Service
9/8/2025		EdTec Inc	\$ (1,401.75)	School Attendance Service
9/8/2025		EdTec Inc	\$ 1,401.75	School Attendance Service
8/4/2025	20607	EdTec Inc	\$ 1,401.75	School Attendance Service
8/4/2025	20608	Educational Testing Service	\$ 379.50	Student Information & Assessment
8/25/2025	20623	Elson Electric Holdings, Inc	\$ 3,428.00	Repairs and Maintenance - Building
9/9/2025		Everway LLC	\$ 2,247.00	
8/25/2025		Global Office Inc	\$ 1,583.45	Copier Lease
9/22/2025		Hanna Interpreting Services LLC	\$ 7,590.00	Contracted Services
9/16/2025		Hanna Interpreting Services LLC	\$ 1,090.95	Contracted Services
8/25/2025		Hanna Interpreting Services LLC	\$ 6,600.00	Contracted Services
8/18/2025		Hertz Furniture	\$ 7,923.83	
8/11/2025		Instruction Partners	\$ 39,680.25	Contracted Services
8/18/2025		Iron Mountain	\$ 1,481.79	Contracted Services
8/25/2025		IXL Learning	\$ 7,982.50	IT Contracted Services
9/8/2025		Justifacts Credential Verification, Inc	\$ 613.34	Background Check
8/11/2025		Justifacts Credential Verification, Inc	\$ 2,139.65	Background Check
9/16/2025		Kronos	\$ 5,597.74	Payroll system
9/8/2025		Kronos	\$ 5,520.64	Payroll system
8/11/2025		Krueger International, Inc.	\$ 3,404.68	
9/22/2025		Law Offices of Young, Minney & Corr, LLP	\$ 112.50	Legal Fees
9/16/2025		Law Offices of Young, Minney & Corr, LLP	\$ 250.00	Legal Fees
9/8/2025		Law Offices of Young, Minney & Corr, LLP	\$ 9,456.00	Legal Fees
9/2/2025		Law Offices of Young, Minney & Corr, LLP	\$ 250.00	Legal Fees
8/11/2025		Law Offices of Young, Minney & Corr, LLP	\$ 4,605.50	Legal Fees

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
9/16/2025		Layered Education	\$ 7,100.00	Contracted Services
8/18/2025		Layered Education	\$ 17,330.16	Contracted Services
9/2/2025		LBM, Business Services Inc.	\$ 1,500.00	E-Rate
8/4/2025		LBM, Business Services Inc.	\$ 1,500.00	E-Rate
9/16/2025		Linde Group	\$ 22,367.50	IT Support
9/8/2025		Linde Group	\$ 28,394.15	IT Support
8/25/2025		Linde Group	\$ 4,775.50	IT Support
8/11/2025		Linde Group	\$ 13,206.25	IT Support
9/8/2025		Making Waves Education Foundation	\$ 161,073.00	School Lease
8/4/2025		Making Waves Education Foundation	\$ 161,073.00	School Lease
9/16/2025		Manzo, Mindy	\$ 8,312.50	
8/18/2025		Manzo, Mindy	\$ 4,812.50	
8/11/2025		Marcia Brenner Associates	\$ 1,404.20	IT Contracted Services
9/16/2025		Marin Benefits Administrators	\$ 350.00	Contracted Services
8/11/2025		Marin Benefits Administrators	\$ 350.00	Contracted Services
9/16/2025		MCDONALD HOPKINS LLC	\$ 93.00	IT Contracted Services
8/25/2025		MCDONALD HOPKINS LLC	\$ 310.00	IT Contracted Services
8/18/2025		MCDONALD HOPKINS LLC	\$ 410.00	IT Contracted Services
8/11/2025		MCDONALD HOPKINS LLC	\$ 2,011.00	IT Contracted Services
8/4/2025		MCDONALD HOPKINS LLC	\$ 546.00	IT Contracted Services
8/25/2025		MealTime, a part of Harris School Solutions	\$ 763.40	Contracted Services
8/11/2025		Myers-Stevens & Toohey & Co., Inc.	\$ 19,358.65	General Liability Insurance
9/22/2025		Newsela Inc	\$ 9,600.00	IT Contracted Services
9/8/2025		Nob Hill Catering Inc	\$ 41,556.25	Student Food
8/11/2025		Nob Hill Catering Inc	\$ 2,285.75	Student Food
8/4/2025		Nob Hill Catering Inc	\$ 2,349.10	Student Food
9/2/2025		NumWorks, Inc.	\$ 5,925.90	
9/22/2025		Office Depot	\$ 214.65	Office Supplies
9/22/2025		Office Depot	\$ 3,367.34	Office Supplies

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
9/8/2025		Office Depot	\$ 274.53	Office Supplies
9/8/2025		Office Depot	\$ 2,104.73	Office Supplies
9/8/2025		Office Depot	\$ 668.45	Office Supplies
8/25/2025		Office Depot	\$ 67.58	Office Supplies
8/25/2025		Office Depot	\$ 3,579.16	Office Supplies
8/25/2025		Office Depot	\$ 95.68	Office Supplies
8/25/2025		Office Depot	\$ 204.79	Office Supplies
8/25/2025		Office Depot	\$ 2,979.95	Office Supplies
8/25/2025		Office Depot	\$ 318.34	Office Supplies
8/25/2025		Office Depot	\$ 73.50	Office Supplies
8/25/2025		Office Depot	\$ 1,309.88	Office Supplies
8/11/2025		Office Depot	\$ 10,438.96	Office Supplies
8/4/2025		Office Depot	\$ 47.73	Office Supplies
8/4/2025		Office Depot	\$ 168.97	Office Supplies
8/4/2025		Office Depot	\$ 203.97	Office Supplies
8/4/2025		Office Depot	\$ 236.99	Office Supplies
8/4/2025		Office Depot	\$ 137.11	Office Supplies
8/4/2025		Office Depot	\$ 6,131.62	Office Supplies
8/4/2025		Office Depot	\$ 103.80	Office Supplies
8/4/2025		Office Depot	\$ 561.05	Office Supplies
8/4/2025		Office Depot	\$ 33.78	Office Supplies
8/4/2025		Office Depot	\$ 48.27	Office Supplies
8/4/2025		Office Depot	\$ 386.52	Office Supplies
8/4/2025		Office Depot	\$ 58.92	Office Supplies
8/11/2025		Open Up Resources	\$ 900.64	Professional Development
8/4/2025		Open Up Resources	\$ 1,604.48	Professional Development
9/2/2025		Pacheco's Cleaning Service	\$ 54,640.00	Janitorial Services
8/4/2025		Pacheco's Cleaning Service	\$ 54,500.00	Janitorial Services
8/4/2025		ParentSquare Inc.	\$ 8,735.66	Contracted Services

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
9/2/2025		PG & E - 0911653377-0	\$ 3,189.69	Utility
8/4/2025		PG & E - 0911653377-0	\$ 2,833.77	Utility
9/2/2025		PG & E - 1229161920-8	\$ 9,597.34	Utility
8/4/2025		PG & E - 1229161920-8	\$ 9,274.47	Utility
9/2/2025		PG & E - 2052957541-5	\$ 2,699.12	Utility
8/4/2025		PG & E - 2052957541-5	\$ 2,641.02	Utility
9/2/2025		PG & E - 2538827590-8	\$ 41,308.87	Utility
8/4/2025		PG & E - 2538827590-8	\$ 8,900.63	Utility
9/2/2025		PG & E - 5344744823-3	\$ 940.52	Utility
8/4/2025		PG & E - 5344744823-3	\$ 5,160.80	Utility
9/2/2025		PG & E - 6293019192-9	\$ 10,718.29	Utility
8/4/2025		PG & E - 6293019192-9	\$ 4,783.54	Utility
8/4/2025		Pittsburgh Water Cooler Service, Inc.	\$ 4,619.85	Supplies
9/16/2025	20638	PlanSource Benefits Administration, Inc.	\$ 1,608.14	Contracted Services
9/2/2025		PLIC - SBD GRAND ISLAND	\$ 22,259.99	Health Insurance
8/4/2025		PLIC - SBD GRAND ISLAND	\$ 18,260.86	Health Insurance
8/4/2025		PowerSchool Group LLC	\$ 23,716.77	Student Information & Assessment
8/26/2025		Precision Parking	\$ 2,500.00	Contracted Services
9/11/2025		Primo Brands	\$ 66.48	Drinking Water Supplies
8/11/2025		Primo Brands	\$ 66.48	Drinking Water Supplies
8/4/2025		Quadient Finance USA, Inc	\$ 5,000.00	Postage
9/2/2025		Quadient Leasing USA, Inc	\$ 1,643.46	Copier Lease
9/8/2025		Republic Services #851	\$ 6,301.34	Waste Management
8/11/2025		Republic Services #851	\$ 6,301.34	Waste Management
9/16/2025		Rids Brother Company Inc	\$ 8,563.50	SPED Transportation Service
8/11/2025		Rids Brother Company Inc	\$ 2,158.00	SPED Transportation Service
9/8/2025	20632	San Jose State University	\$ 5,000.00	Tuition Payment
8/11/2025		Savvas Learning Company LLC	\$ 20,414.44	Book Supplies
8/11/2025		School Datebooks	\$ 9,986.32	Printing and Production

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
8/4/2025		School Food Solutions L3C	\$ 25.00	Contracted Services
8/4/2025		School Food Solutions L3C	\$ 4,075.88	Contracted Services
9/8/2025		School Services of Ca Inc.	\$ 4,100.00	Membership Dues
9/2/2025		SchoolMint Inc	\$ 5,993.00	IT Contracted Services
9/22/2025		Scoot Education Inc	\$ 3,948.00	Substitutes Fee
9/16/2025		Scoot Education Inc	\$ 3,552.00	Substitutes Fee
9/8/2025		Scoot Education Inc	\$ 5,919.00	Substitutes Fee
9/2/2025		Scoot Education Inc	\$ 4,204.00	Substitutes Fee
8/25/2025		Scoot Education Inc	\$ 4,185.00	Substitutes Fee
8/18/2025		Scoot Education Inc	\$ 4,740.00	Substitutes Fee
8/11/2025		Scoot Education Inc	\$ 465.00	Substitutes Fee
9/22/2025		Seneca Family of Agencies	\$ 3,029.00	SPED Service
9/8/2025		Seneca Family of Agencies	\$ 22,083.33	SPED Service
9/2/2025		Seneca Family of Agencies	\$ 4,194.00	SPED Service
8/4/2025		Seneca Family of Agencies	\$ 5,328.00	SPED Service
8/25/2025	20624	St. Vincent de Paul College Prep Boys Basketball Restricted Account	\$ 400.00	Membership Dues
9/22/2025		Stericycle, Inc.	\$ 79.15	Contracted Services
8/18/2025		Stericycle, Inc.	\$ 79.15	Contracted Services
8/25/2025		Superior Plumbing & Drain Cleaning Services	\$ 4,500.00	Building Repairs/Maintenance
9/22/2025		Swing Education, Inc	\$ 8,700.00	Substitutes Fee
9/16/2025		Swing Education, Inc	\$ 8,337.50	Substitutes Fee
9/8/2025		Swing Education, Inc	\$ 9,425.00	Substitutes Fee
9/2/2025		Swing Education, Inc	\$ 7,431.25	Substitutes Fee
8/25/2025		Swing Education, Inc	\$ 7,250.00	Substitutes Fee
8/18/2025		Swing Education, Inc	\$ 2,900.00	Substitutes Fee
8/11/2025		Swing Education, Inc	\$ 2,500.00	Substitutes Fee
9/2/2025		T-Mobile	\$ 4,527.26	Telephone
9/2/2025		T-Mobile	\$ 1,735.00	Telephone
8/4/2025		T-Mobile	\$ 2,607.65	Telephone

Making Waves Academy				
Bill Payment List				
August to September 2025				
Date	Num	Vendor	Amount	Descriptions
8/4/2025		T-Mobile	\$ 1,735.00	Telephone
9/16/2025		Talkspace Provider Network, PA	\$ 5,250.00	Psychologist
8/18/2025		Talkspace Provider Network, PA	\$ 5,000.00	Psychologist
9/22/2025		The Speech Pathology Group	\$ 244.00	SPED Service
9/2/2025		The Speech Pathology Group	\$ 271.50	SPED Service
9/2/2025		Triton Sensors LLC	\$ 1,890.00	Supplies
9/16/2025	20639	U.S. Department of Education	\$ 1,500.00	Tuition Payment
9/16/2025		vChief	\$ 2,300.00	Contracted Services
9/8/2025		vChief	\$ 13,800.00	Contracted Services
8/11/2025		vChief	\$ 13,800.00	Contracted Services
9/2/2025		Vision Service Plan	\$ 1,762.62	Health Insurance
8/4/2025		Vision Service Plan	\$ 1,344.54	Health Insurance
8/11/2025		Wells Fargo Vendor Financial Services, LLC	\$ 5,799.19	Copier Lease
		August to September 2025	\$ 2,867,837.31	
		August to September 2024	\$ 2,770,283.44	

Coversheet

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

Section:	X. 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:	October 2025_Board Slides.pdf



October 20, 2025

MWA School Board Meeting



Learn. Graduate. Give Back.



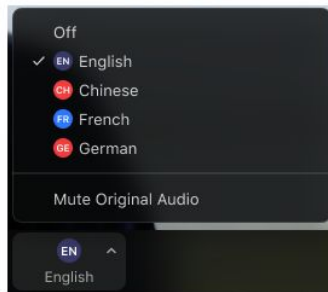
Activating Interpretation / Activar Interpretación

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**.

Call Meeting to Order



Remarks by Board President



Remarks

Focus Areas: Critical Learners

- Instructional approaches to support teaching practice and student achievement.
- Strategies to address student behavior and current data on suspensions
- Strategic Plan update

WASC/LCAP Goal:

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

Public Comment





Public Comment

Use the raise hand function when your name is called.

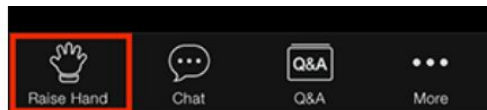
Computer

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



Mission Connection: Critical Learners





ASB Update: Abdiel Perez & Dipika Thajali





ASB Board Report

ASB Members: **Abdiel Perez , Dipika Thajali**

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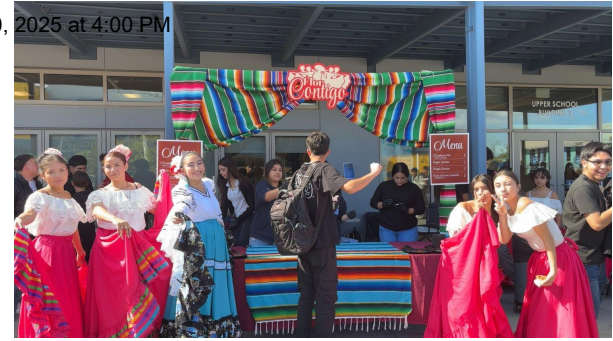
Table of Contents

- **Successes - Abdiel**
- **Outlook - Dipika**
- **Questions & Conversation**

Successes

Successes

- **US Club Fair**
 - Successful advertising
 - ASB pie booth
 - New and creative ideas from student-led clubs
- **Hispanic Heritage Month ASM**
 - Performances from Florcorigo
 - Interactive games
 - Suicide prevention awareness
- **Hispanic Heritage Month Recognition**
 - Lunch activities weekly
 - Morning announcements



Outlook

Priorities

- **Spirit Week (10/27-10/31)**
 - Google form sent out
 - Planned lunch events
- **US Fall Dance (10/24)**
 - Officially started selling tickets
 - Advertising on our social media
 - New activities
- **S.L.U.G (Student Led Unity Grant)**
 - Filling out application
 - MWA alumni undergraduate presentation

Priorities

- **Unity Gala**

- Ongoing planning with Ms.Fitz
- Event for MWA parents to attend
- Additional fundraiser opportunity for student-led clubs



Questions & Conversation



Learn. Graduate. Give Back.

Deep Dive: Critical Learners





Deep Dive: Critical Learners

Presenter(s): Tyler Levine-Hall and Stephani Lopez
Date: October 20, 2025

Powered by BoardOnTrack



Learn. Graduate. Give Back.



Agenda

- **Introductions**
- **Demographic Breakdown**
- **Program Overview**
- **Accomplishments/Key Changes**
- **Goals**
- **Next Steps**



Introduction

My name is Tyler Levine-Hall and I'm the new Director of Special Education at Making Waves Academy. This is my 16th year in education and 9th year in Administration. I've worked almost exclusively at Charter Schools in the East Bay and am passionate about serving the community in which I was raised. I value relationships as the biggest lever for engaging and supporting our students academically, behaviorally, and socially/emotionally.



Stephani Lopez, ELD Coordinator

I hold a Master of Arts in Teaching from Mount Holyoke College and have 10 years of experience teaching English Learners (ELs) in grades 7–12 as well as adults. I am passionate about creating equitable, engaging learning environments where multilingual students are seen for their strengths. I strive to challenge deficit mindsets and release the stigma often associated with ELD, helping students and families view bilingualism as an asset and a source of pride.

Credentials:

California Clear Single Subject Teaching Credential - World Language: English Language Development
Massachusetts Professional Teaching License - English as a Second Language (ESL), Grades 5–12
Massachusetts Sheltered English Immersion (SEI) Endorsement

Publications:

Challenging Deficit Perspectives of Multilingual Learners in Everyday Talk — Accurso, K., Lopez Rodriguez, S., & Lopez, A. (2019). In MATSOL Currents, Vol. 42, No. 1.



Demographic Breakdown

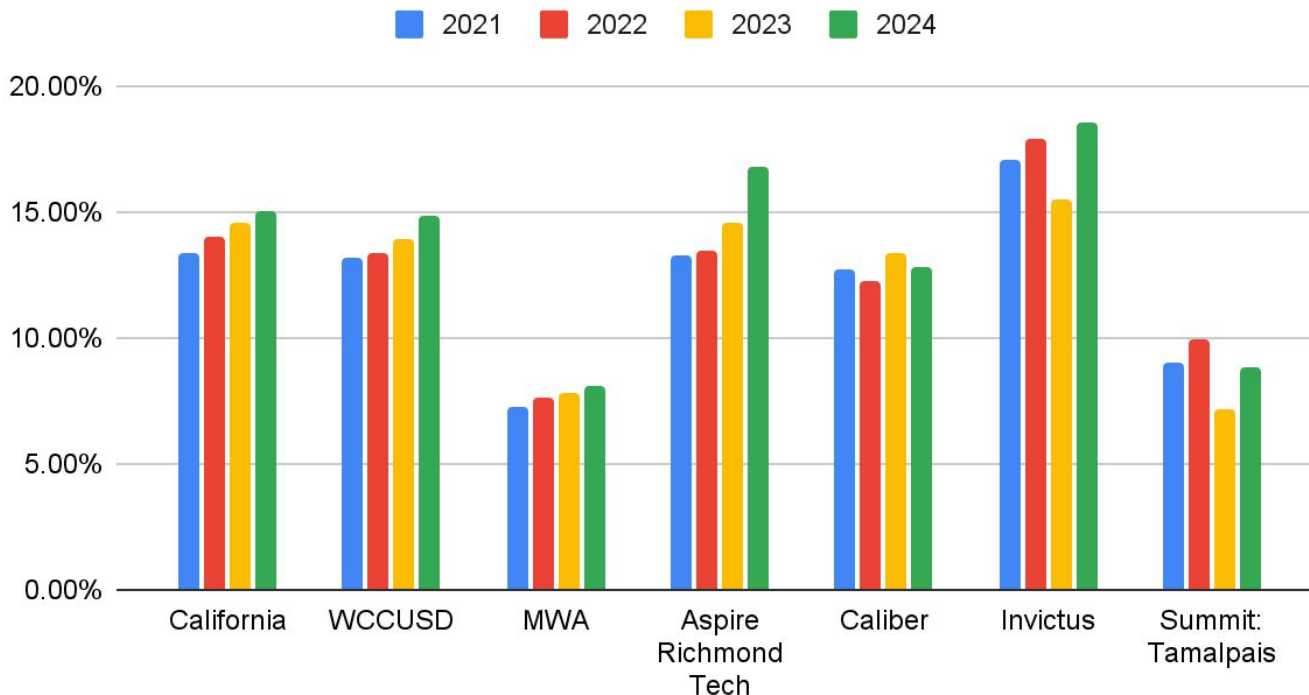
- **Students with Individualized Education Programs (IEPs):** Represent **10.2%** of the total student population.
- **English Learners (EL):** At the start of the year, ELs represent **25.87%** of the total student population. After processing all pending reclassifications, ELs now represent **21%**.
- **Dual-identified (EL + IEP):** Represent **2.64%** of the total student population.

Special Education Department

SPED Population Breakdown



SPED/IEP Population, Over time





SPED Acronyms

Special Education Eligibilities:

- OHI - Other Health Impairment
- SLD - Specific Learning Disability
- VI - Visual Impairment
- OI - Orthopedic Impairment
- AUT - Autism
- ED - Emotional Disturbance
- ID - Intellectually Disabled
- TBI - Traumatic Brain Injury
- SLI - Speech and Language Impairment
- DHH - Deaf and Hard of Hearing
- MD - Multiple Disabilities
- DB - Deaf and Blindness
- HI - Hearing Impairment

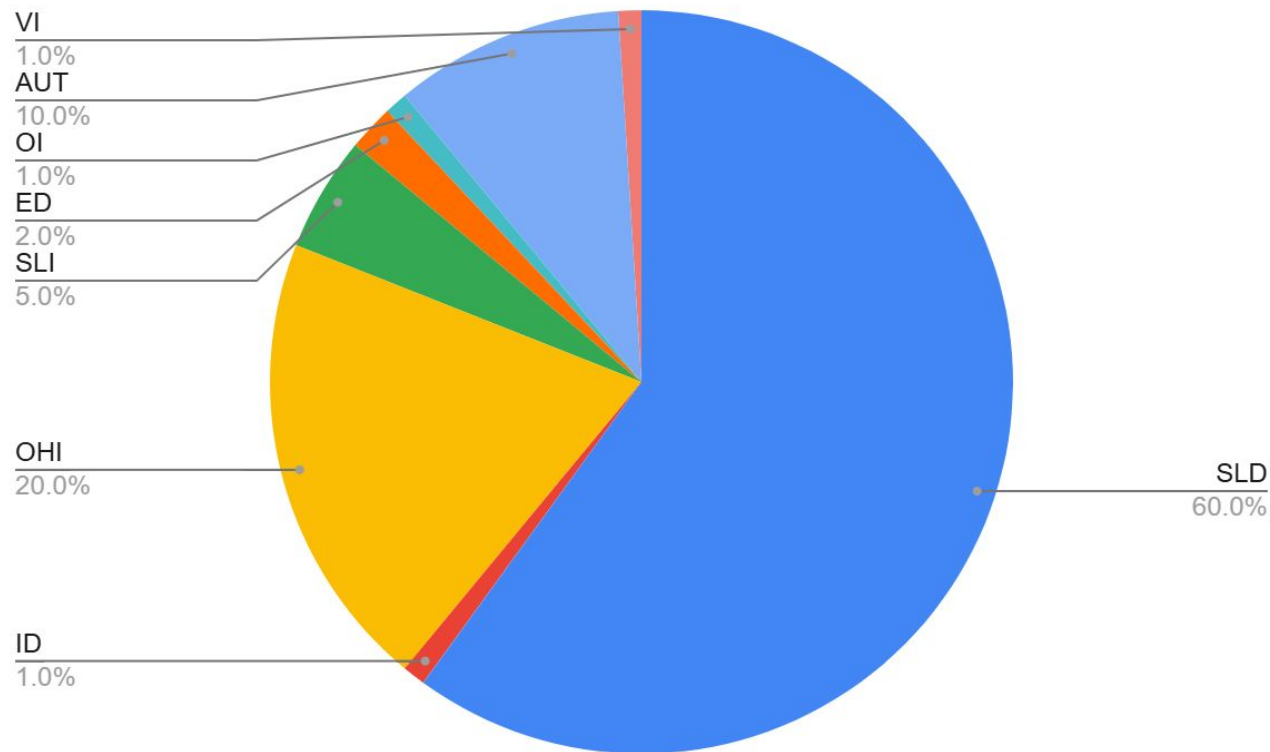


Additional Acronyms

- FBA - Functional Behavioral Analysis
- BIP - Behavior Intervention Plan
- FERPA - Family Educational Rights and Privacy Act
- IEP - Individualized Education Plan
- LRE - Least Restrictive Environment
- FAPE - Free and Appropriate Public Education
- SAI - Specialized Academic Instruction
- SLP - Speech and Language Pathologist
- SELPA - Special Education Local Plan Area
- SEIS - Special Education Information System
- SST - Student Support Team
- ERMHS - Educationally Related Mental Health Services
- PT - Physical Therapist
- OT - Occupational Therapist
- RTI - Response To Intervention
- MTSS - Multi Tiered System of Supports
- UDL - Universally Designed Learning



SPED Eligibility Breakdown





SPED Team Overview

1 Director of Special Education	Tyler Levine-Hall
4.5 Education Specialists	Emily Anderson 5th/6th Claudia Munoz Cortes 7th/8th Joseph Babbitt 9th/10th Ray Webb 11th/12th (Contracted) Nancy Altman 5th/11th (Contracted)
5 Instructional Aides	Yadira Ibarra 5th Erika Ochoa Cisneros 6th Susana Diaz 7th Sonann Hakimi 9th Kevin Boyd 10th Josephina Ruelas 11th Cristina Lopez 12th
1 Registered Behavior Technician	Wendy Gutierrez



SPED Team Overview

1 School Psychologist	Nicole Jurand
1.5 School Counselors	Mady Bick (Contracted) Skye Apriletti (Contracted .5)
1 Speech and Language Pathologist (SLP)	Cristina Wiborg (Contracted)
1 Occupational Therapist (OT)	Julie Kim (Contracted)
1 Adapted Physical Education (APE)	Victoria Rettmann (Contracted)
1 Vision Impairment Specialist (VI)	Erin Waite (Contracted)
1 Board Certified Behavior Analyst (BCBA)	Sheri Artis
1 504 Coordinator	Emily Omaque



Accomplishments/Key Changes

- 4 in person Education Specialists
- Vision Impairment Specialist hired
- 504 Coordinator hired
- Moved towards a full inclusion model for academic services in MS
- Held all 30 day IEPs on time
- Improving how accommodations are written in the IEP
- Ensuring grade level standard IEP goals have accommodations embedded
- Partnered with Clayton Valley Charter High School to provide Adult Transitioning Services
- Attended Leadership Training with the SELPA in Sacramento
- Team attending SELPA PD opportunities such as the new teacher training
- Establishing strong relationships with families and students through consistent communication and tangible action steps



Goals

- Hire an in person and in-house Speech and Language Pathologist
- Hire an in-house School Psychologist
- Building out an Response to Intervention team (RTI)
- Building out a streamlined referral process based in objective data
- Establishing an Multi Tiered Student Support System (MTSS) utilizing Universally Designed Learning (UDL) methods
- Establishing a strong rapport with families, staff and students
- Identifying more options for our students requiring Adult Transition Services
- Move to a full inclusion model with co-teaching aspects



Next Steps

- Identifying students with 504s who receive medical and have mental health needs
- Observing the Adult Transition Program at West Contra Costa Unified School District
- Hiring a SPED Manager
- Continuing to author IEPs in an accessible and implementable fashion
- Identifying key stakeholders for RTI team and creating a streamlined/data driven referral process
- Increasing SEL tier 1 and 2 supports
- Increasing formal communication between SPED department and Gen Ed teachers

English Language Development





Acronyms/Terms

- **ELD**

English Language Development

- **ELPAC**

English Language Proficiency Assessments for California

- **ELAC**

English Learner Advisory Committee

- **Reclassification**

When a student scores **Level 4 on the ELPAC** and demonstrates grade level proficiency on **SBAC ELA** or **i-Ready**.



ELD Overview

Schedule: Twice a week

- Middle School: During Homeroom
- Upper School: During Study Hall

Staffing:

- Middle School: Two teachers per grade (primarily English teachers)
- Upper School: One English teacher per grade

→ English teachers lead ELD instruction because they know grade-level content and can better meet students' language needs.

Curriculum & Focus:

- English 3D, aligned with California ELD Standards
- Focus on academic language, reading, writing, listening, and speaking
- Upper School: Some grades include writing intervention (writing structure, organization, etc.)



ELD Program Goals

- Develop student English proficiency in listening, speaking, reading, and writing
- Build academic language for success across all content areas
- Strengthen teacher capacity to integrate ELD strategies
- Engage parents and families in understanding ELD through ELAC, helping them feel connected and informed about their child's learning
- Ensure students are well prepared for the ELPAC
- Increase reclassification rates and reduce long-term English learners
- Increase student morale, confidence and engagement in ELD

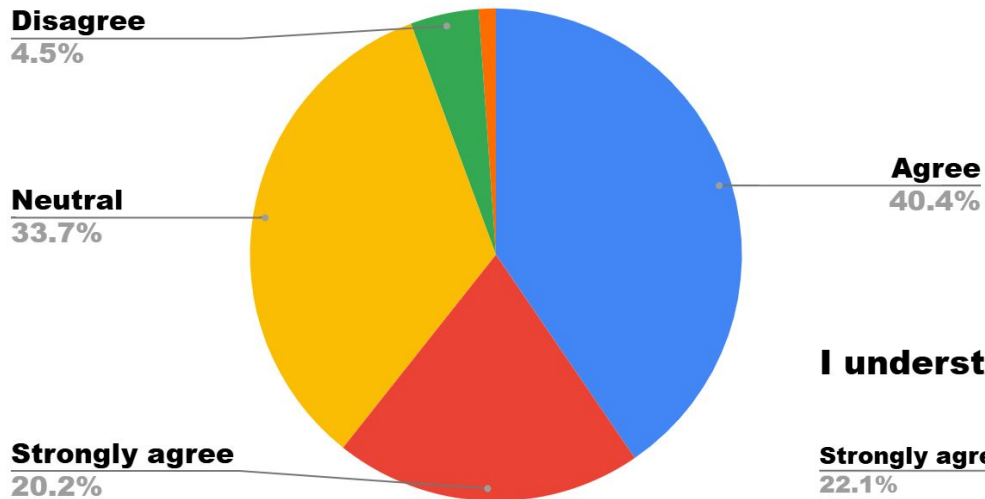


Accomplishments

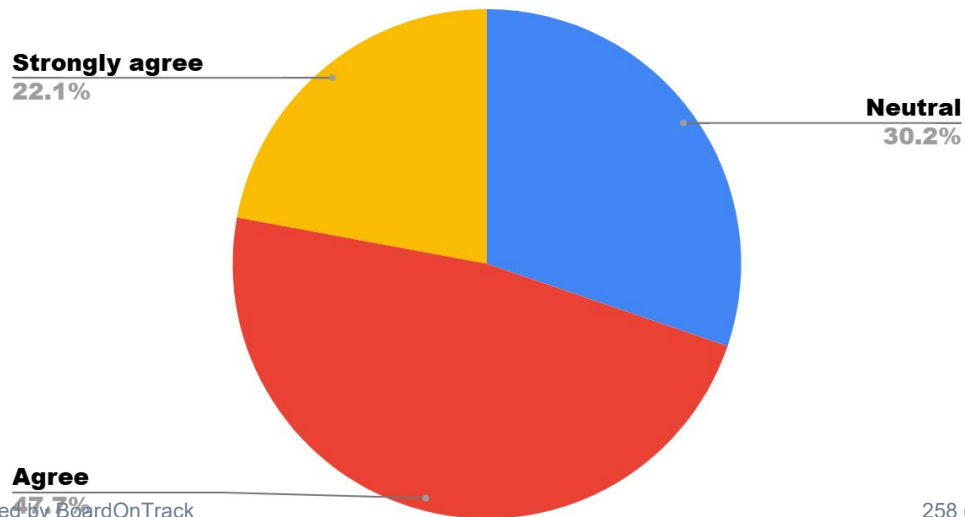
- **Full Implementation:** Rolled out ELD across all grade levels this school year.
- **Reclassification Progress:** 49 students have already reclassified which is up from 45 total reclassifications last spring.
- **Middle School Engagement:**
 - a. On the Fall 2025 ELD Experience Survey ~60% of students agreed or strongly agreed that their ELD lessons are interesting and help strengthen their English skills and ~70% agreed or strongly agreed that they understand their ELD lessons.
- **Family Engagement:** Held our first in-person ELAC meeting in over a year, with 20 parent attendees!



My ELD lessons are interesting and help strengthen my skills in English (reading, writing, listening, speaking).



I understand what I am learning in my ELD class.





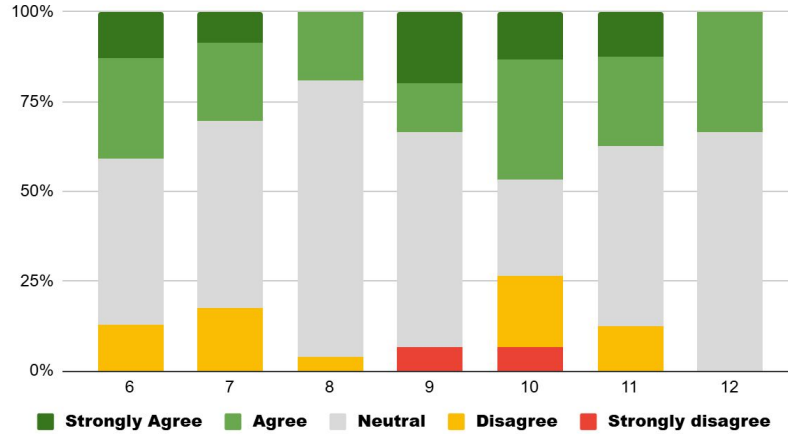
Fall ELD Experience Surveys

At the end of September, students in grades 6-12 completed a survey about their experiences in ELD. The survey measured:

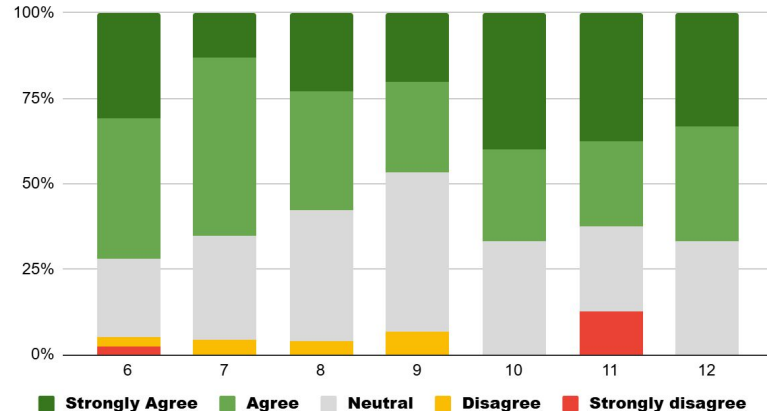
- **Comfort and confidence** in ELD class and with the class content and activities
- **What students find most helpful** and **what could be improved** in ELD
- **How well their ELD lessons help them feel prepared** for the ELPAC and confidence in **reclassification**



I feel prepared for tests like ELPAC because of my ELD lessons.



I feel like I can reach my goal of reclassification.



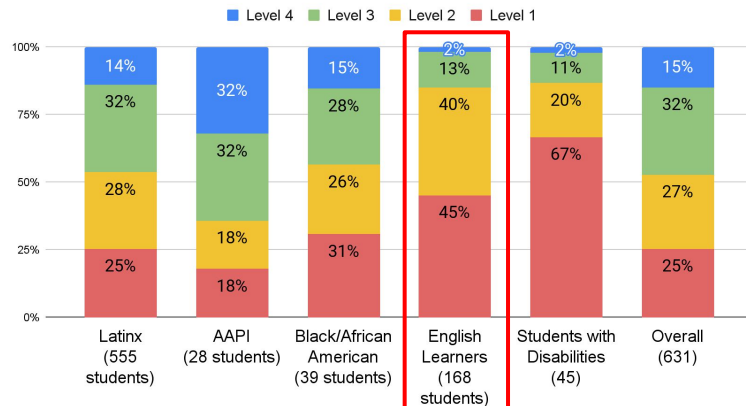
ELPAC Readiness and Confidence in Reclassification:

As it pertains to the ELPAC, students are **mostly neutral** about whether their current ELD lessons make them feel fully prepared. However, the majority **agree that they can reach their goal of reclassification**, showing optimism and confidence in their progress.



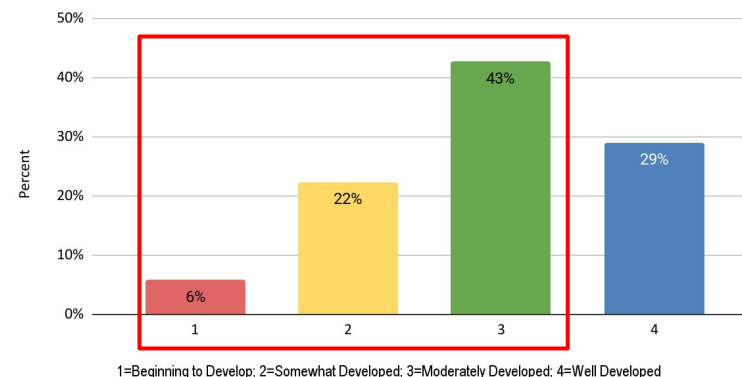
ELD Trends

SBAC ELA by Student Groups (all tested grades, 2024-25)



Summative ELPAC Proficiency Levels 2024-25, Grades 5-12

All tested grades, MWA 2024



1=Beginning to Develop; 2=Somewhat Developed; 3=Moderately Developed; 4=Well Developed

Reclassification Criteria:

- **ELPAC:** *Level 4*
- **SBAC:** *Level 3* or *i-Ready* score **at** or **one** grade level below.
- Teacher Recommendation
- Parent Consultation

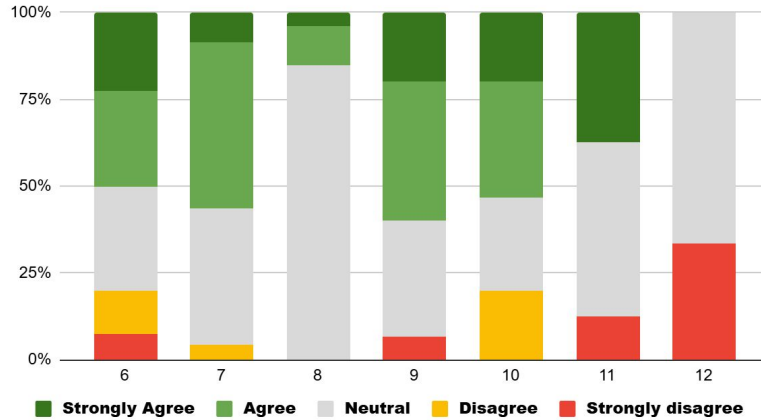


Next Steps, Pt. 1

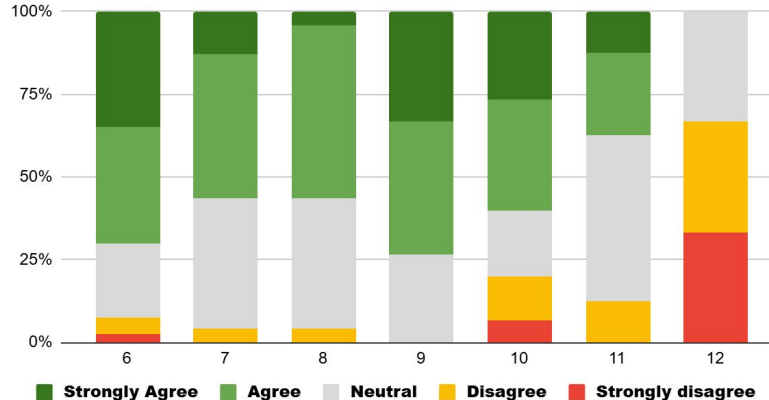
- I am leading a **four-part professional development series for ELD teachers focused on the ELPAC**, including the different question types and strategies for effective student preparation.
- **ELPAC Test Prep materials have been purchased** to support ELs ELPAC readiness.
- We will be rolling out test prep sessions in ELD classes starting in November.



I feel comfortable asking questions and participating in ELD.



My ELD lessons are interesting and help strengthen my skills in English (reading, writing, listening, speaking).



Morale and Engagement:

When it comes to morale and engagement, there is a **downward trend as grade levels increase.**

In the lower grades, neutrality may reflect uncertainty or developing awareness, but in the higher grades, students are **more openly expressing disengagement and discomfort.** This may be linked to the **stigma some students feel about being identified as ELs** as they get older. It may also suggest that the current curriculum lacks the rigor and engagement needed to meet the interests and needs of older learners.



Next Steps, Pt. 2

- I am implementing an **incentive system at the middle school** to increase student engagement in ELD.
Students can earn stamps on their ELD rewards card, which can be exchanged for stickers, fidget toys, or MWA-approved snacks.
- I have already begun research on different curriculum that may be better suited for our Upper School ELs, especially those with IEP's, to possibly implement in future school years.



Thank you!





Closed Session

Upcoming Board Meetings

- ~~Sep 8, 2025 at 4pm~~
- ~~Oct 20, 2025 at 4pm~~
- Dec 15, 2025 at 11am
- Jan 26, 2025 at 11am
- Mar 9, 2026 at 4pm
- May 4, 2026 at 4pm
- Jun 15, 2026 at 11am

Adjourn Meeting



Coversheet

Documentos traducidos al español/Documents translated to Spanish

Section:	X. 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:	October 2025_School Board Report_2025-26-Spanish.pdf 2025_10_20_board_meeting_agenda-Spanish.pdf



Informe de la Junta Escolar de MWA

Informe de la Junta Escolar - 20 de octubre del 2025

Desde el Escritorio del Director

Zubida Bakheit, M.Ed

Alton B. Nelson, Jr. , M.Ed. (Ver Informe del CEO de MWA)

Áreas de Enfoque de toda la Escuela

Prácticas Instruccionales: Damos la bienvenida a Instruction Partners (IP) a las divisiones de escuelas superiores y escuelas secundarias de MWA como parte de nuestro esfuerzo continuo por fortalecer la enseñanza y el aprendizaje. IP se está asociando con nosotros para mejorar nuestro programa de entrenamiento instructivo, que apoya directamente tanto el crecimiento de los maestros como el logro de los estudiantes. Esta colaboración se basa en el enfoque del año pasado en el fortalecimiento de las Comunidades de Aprendizaje Profesional (PLC), con énfasis en hacer que la instrucción de matemáticas e inglés sea más rigurosa. Nuestro enfoque se ve respaldado por el desarrollo profesional en toda la escuela y la formación específica, lo que garantiza una enseñanza coherente y de alta calidad en todas las materias, desde matemáticas hasta historia y actividades extracurriculares (por ejemplo, música y arte).

Entrenamiento: El Equipo de Liderazgo Educativo (ILT) ha completado dos ciclos completos de formación para todos los maestros, proporcionando apoyo personalizado. Entre los puntos fuertes observados se incluyen una sólida gestión del comportamiento, un ritmo eficaz en las clases, la preparación de los maestros, un mejor conocimiento del plan de estudios y una colaboración centrada en el PLC. Los maestros también están haciendo un gran esfuerzo para implementar adaptaciones en los IEP (Planes Educativos Individualizados).

Las áreas de crecimiento incluyen controles más consistentes de la comprensión, creación de oportunidades para una “lucha productiva”, una mejor ejecución de las lecciones, una aplicación más estricta de las expectativas del aula (por ejemplo, el uso del teléfono), un mejor ritmo alineado con los datos y estrategias mejoradas de gestión del aula.

Para apoyar aún más la participación estudiantil, los maestros pueden necesitar más capacitación en evaluación formativa, estrategias de participación activa (como Think-Pair-Share) y una liberación gradual de responsabilidad para promover la propiedad estudiantil. El apoyo continuo con estrategias de intervención también puede ayudar a los maestros a sentirse más seguros y eficaces en el aula.

Alineación Vertical: Celebramos dos reuniones de alineación vertical durante los días de desarrollo profesional de todo el personal para brindarles a los maestros tiempo dedicado a colaborar en todos los niveles de grado. Estas reuniones se centraron en alinear el contenido y las habilidades, garantizando una progresión clara del aprendizaje a medida que los estudiantes pasan de un grado al siguiente. Continuaremos apoyando a los maestros con un enfoque de planificación estructurada que fortalezca nuestro marco instructivo, desarrollando conocimientos y habilidades fundamentales en los grados anteriores y avanzándolos de manera coherente e intencional a lo largo de cada nivel de grado.

50 % de Calificación Mínima: Ahora estamos implementando una calificación mínima del **50%** en todas las tareas (con excepción de evaluaciones sumativas (pruebas unitarias), trabajos y proyectos). El objetivo es garantizar que los estudiantes permanezcan comprometidos y apoyados, preservando al mismo tiempo la responsabilidad. Los estudiantes pueden mantener la motivación para continuar si la distancia que deben recorrer para aprobar una clase sigue siendo desafiante pero está a su alcance (por ejemplo, subir una calificación del 55% frente al 35%, donde el 70% es aprobar). Incluso con el mínimo, un 50% sigue siendo una calificación reprobatoria. Para aprobar la materia, los estudiantes deben completar trabajos de niveles superiores; no hacer nada no será suficiente. El trabajo entregado, incluso si está incompleto, se evalúa utilizando rúbricas existentes para que la calidad, la precisión y la comprensión parcial se recompensen por encima del mínimo. Ofrecemos desarrollo profesional y orientación para que los maestros califiquen consistentemente, distinguiendo entre trabajos faltantes y entregas de-baja calidad. Para apoyar a los estudiantes, fortaleceremos las estrategias de-reincorporación, como horarios de oficina, planes de intervención,

Informe de la Junta Escolar - 20 de octubre del 2025

conferencias de estudiantes y padres, y oportunidades para repeticiones/retoques obligatorios. El cambio es fundamental: pasar de exigir el cumplimiento a fomentar el aprendizaje, el crecimiento y la responsabilidad.

Áreas De Enfoque De La Escuela Secundaria

El año escolar comenzó con fuerza: nuestra escuela secundaria cuenta con todo el personal, con solo un sustituto a largo-plazo y sin colocaciones en agencias, y los maestros participaron en una capacitación efectiva-de-año que aceleró la implementación del plan de estudios en las aulas. La Noche de-de-Regreso a Clase fortaleció aún más nuestro comienzo al crear oportunidades valiosas para la comunicación con los padres, fomentar la confianza y promover una asociación colaborativa entre familias y instructores.

i-Aprendizaje Listo: Hemos lanzado con éxito i-Ready Learning para administrar diagnósticos y lo hemos utilizado para establecer niveles de preparación básicos para los estudiantes tanto en ELA como en matemáticas. Este nuevo sistema sustituye a las pruebas MAP y proporciona a los maestros datos completos y útiles para identificar con mayor precisión las fortalezas, las deficiencias y las necesidades de aprendizaje. Con i-Ready, cada estudiante recibe un plan de acción de intervención individualizado y la plataforma se integra con herramientas de aprendizaje independientes como IXL, lo que la hace accesible y atractiva para estudiantes, familias y maestros. Los conocimientos obtenidos de estos diagnósticos ahora informan directamente nuestros planes de acción de intervención-a nivel de grado, posicionándonos para mejorar la preparación y el desempeño general de los estudiantes.

Planes De Acción Académicos Por Nivel de Grado: Hemos adoptado *Planes de Acción Académica por Nivel de Grado* como hojas de ruta de intervención enfocadas en habilidades-, diseñadas para sostener y elevar el rendimiento de los estudiantes a lo largo del año. Para apoyar esto, estamos proporcionando asistentes de maestros en 5º y 6º grado y nos asociamos con Marlin Academy (el programa extracurricular en la escuela secundaria) para extender el apoyo específico. Estas estrategias están impulsadas por el análisis continuo de datos de los estudiantes, lo que garantiza que las intervenciones respondan a las diversas necesidades de aprendizaje de nuestros estudiantes, especialmente los del 5º y 6º grado.

Práctica De Planificación Colaborativa: A lo largo del año académico, los grados han continuado perfeccionando sus prácticas de planificación colaborativa utilizando las herramientas y los marcos proporcionados por Instruction Partners. Nuestro enfoque continúa evolucionando a medida que los equipos analizan rutinariamente muestras de trabajo de los estudiantes, profundizan la internalización de sus lecciones para permitir un andamiaje más sólido y elaboran preguntas de Profundidad de Conocimiento (DOK) más significativas para respaldar un plan de estudios riguroso y atractivo.

Desarrollo Del Idioma Inglés (ELD): Hemos iniciado oficialmente la implementación de nuestro programa ELD en todos los grados correspondientes. Los componentes clave ya están en marcha, incluyendo la alineación con los estándares ELD estatales, la incorporación de materiales de instrucción y el desarrollo profesional específico para los maestros para apoyar la instrucción ELD designada e integrada. Se están utilizando herramientas de evaluación para identificar a los estudiantes que necesitan apoyo, y los datos iniciales están orientando la creación de lecciones estructuradas y apoyo diferenciado. También estamos perfeccionando la forma en que se apoya a los estudiantes de ELD en las clases regulares para garantizar que el desarrollo del lenguaje esté integrado en todas las áreas de contenido. A medida que el programa toma forma, continuaremos monitoreando el progreso, perfeccionando la implementación y garantizando que nuestros estudiantes de ELD reciban el apoyo que necesitan para crecer en competencia y acceder completamente al currículo.

Concéntrese, Manténgase Enfocado / Construyendo Puentes Hacia Su Futuro: Hemos introducido el plan de estudios de preparación universitaria a nuestros estudiantes del 8º grado como prueba piloto. La implementación del programa piloto ya está en marcha. Este programa está diseñado para guiar a los estudiantes en la planificación de su vida con énfasis en la preparación para la universidad y la carrera profesional: participan en la exploración de carreras, la toma

Informe de la Junta Escolar - 20 de octubre del 2025

de decisiones–y comienzan a construir un plan de 10–años mientras se preparan para la escuela preparatoria. A medida que avanza el programa, esperamos que fortalezca la autoeficacia–de los estudiantes, cultive habilidades de planificación a largo–plazo y les dé una visión más clara de su futuro a medida que pasan a la educación secundaria.

Planes y Datos

i–Ready Learning & Datos de Diagnóstico

- Utilice los resultados del diagnóstico para supervisar y ajustar continuamente la instrucción.
- Comparta datos útiles con los maestros para informar la instrucción, las intervenciones y el enriquecimiento en grupos–pequeños.
- Involucre a las familias y estudiantes con informes de progreso y establecimiento de objetivos a través de la plataforma i–Ready.

Planes de intervención académica por–grado

- Implementar y perfeccionar los Planes de Acción Académica por Nivel de Grado en todos los grados, con especial atención en 5º y 6º.
- Desplegar asistentes maestros en los grados 5º y 6º y coordinar con la programación extraescolar de ELO–P para brindar apoyo de intervención.
- Revisar periódicamente los datos de desempeño de los estudiantes para adaptar las intervenciones en tiempo real.

Planificación Colaborativa Y Calidad De La Enseñanza

- Continuar desarrollando rutinas de planificación colaborativa utilizando las herramientas y protocolos de Instruction Partners.
- Profundizar el análisis del trabajo de los estudiantes para alinear el andamiaje y el ritmo.
- Asegúrese de que los equipos elaboren preguntas rigurosas (DOK) e incorporen la diferenciación en las lecciones.

Desarrollo Del Idioma Inglés (ELD)

- Implementar completamente el programa ELD: alinearse con los estándares estatales, implementar materiales de instrucción y brindar desarrollo profesional.
- Utilice los datos de la evaluación para identificar a los estudiantes que necesitan apoyo y establecer lecciones diferenciadas y estructuradas.
- Integrar el desarrollo del lenguaje en la instrucción general para que los estudiantes de ELD reciban apoyo lingüístico en todas las materias.

Preparación Para La Universidad Y La Carrera Profesional (Concéntrese, Manténgase Enfocado / Construyendo Puentes)

- Continuar implementando el plan de estudios con estudiantes del 8º grado, apoyando a los estudiantes en la exploración de carreras y la planificación de objetivos a largo–plazo.
- Monitorear la participación de los estudiantes, las reflexiones y planificar el desarrollo.
- Utilice la retroalimentación y los resultados de los estudiantes para perfeccionar la ejecución del programa y las estructuras de apoyo.

Próximos Pasos

Orientación Y Apoyo Educativo: En el futuro, profundizaremos nuestra asociación con Instruction Partners para fortalecer la capacitación y el apoyo instructivo en todas las disciplinas. Nuestros ciclos de entrenamiento en curso se orientarán hacia un uso más consistente de la evaluación formativa, estrategias de participación activa de los estudiantes (por ejemplo, Pensar–Emparejar–Compartir) y una liberación gradual de la responsabilidad para fomentar la propiedad de los estudiantes.

Colaboración Entre Contenidos Y Niveles De Grado: También nos centraremos en la colaboración y el entrenamiento

Informe de la Junta Escolar - 20 de octubre del 2025

en cuanto a contenido y nivel de grado para realizar verificaciones más frecuentes de la comprensión, refinar la ejecución de las lecciones y ajustar el ritmo en función de los datos. Para la coordinación a nivel de grado, el enfoque se centrará en la creación de un plan de intervención de alfabetización integral y alineado verticalmente que abarque los grados 5º y 6º. Implementaremos un sistema de apoyo escalonado con intervenciones específicas, brindaremos capacitación para el nuevo personal de apoyo y estableceremos un marco de responsabilidad claro para realizar un seguimiento del progreso de los estudiantes.

Alineación Vertical: Para mantener la coherencia y la continuidad, nuestro trabajo de alineación vertical seguirá siendo una prioridad: el tiempo dedicado a la colaboración entre los distintos niveles educativos nos ayudará a garantizar que las habilidades y los contenidos se desarrollen de forma intencionada año tras año, con el apoyo de plantillas y marcos de planificación estructurados.

Implementación del 50 % de Calificación Mínima: La política de calificación mínima del 50 % se implementó con pautas claras y apoyo constante. Los maestros recibirán apoyo para distinguir entre trabajos faltantes y de baja calidad, aplicar rúbricas de manera justa y utilizar el aula como un medio para mantener a los estudiantes involucrados en el proceso de aprendizaje, no simplemente castigar el incumplimiento.

Para respaldar este cambio, ampliaremos las prácticas de reincorporación-horarios de oficina, planes de intervención, repeticiones o repeticiones obligatorias de exámenes y conferencias entre estudiantes y padres que ayudarán al mínimo a evitar que los estudiantes se estanquen. El objetivo es una transición cultural, desde el cumplimiento hacia la propiedad y el crecimiento - manteniendo al mismo tiempo la responsabilidad académica.

Informe de la Junta Escolar - 20 de octubre del 2025

Entrenadores Instruccionales

Genthia Lowe-Reese, Instructora para 5º y 6º grado

A continuación se presenta un resumen de las áreas de enfoque:

- Ciclos Iniciales De Entrenamiento Y Observaciones próximas a su finalización.
- La introducción e implementación de la integración de Asistentes Instructivos para ayudar con las intervenciones de los estudiantes en las clases básicas y de jornada prolongada.
- El desarrollo de Planes de Apoyo Académico y Prevención para cada grado de la escuela secundaria.
- Implementación y apoyo a *Construyendo un Puente hacia tu Futuro* (un currículo de exposición profesional), un Programa Piloto con el 8º grado organizado por el Equipo de Orientación Universitaria y Profesional.
- Intervenciones Semanales De Ela Y Matemáticas del 5º y 6º grado

Éxitos

Mayor Participación y Comprensión de los Estudiantes en las Lecciones y el Contenido de las Unidades - Los auxiliares de enseñanza brindan apoyo en grupos pequeños y de manera individual, lo que permite a los estudiantes hacer preguntas, aclarar conceptos erróneos y profundizar en el material de la lección.

Mejora en la Realización de las Tareas y el Compromiso de los Estudiantes - Con el apoyo adicional durante y después de la escuela, los estudiantes están mejor preparados para comprender y completar las tareas, lo que conduce a mejores hábitos académicos y a una mayor implicación en el aprendizaje.

Diferenciación Mejorada y Apoyo Personalizado - Los asistentes ayudan a modificar la enseñanza en función de las necesidades de los estudiantes, contribuyendo a adaptarse al nivel de cada aprendiz y acelerando el progreso tanto de los estudiantes con dificultades como de los más avanzados.

Reducción de la Proporción de Estudiantes por Maestro Durante las Intervenciones - Los grupos más pequeños permiten una enseñanza más centrada y una identificación más rápida de las deficiencias de aprendizaje, lo que permite una corrección y un apoyo más rápidos.

Relaciones más Sólidas y Oportunidades de Mentoría - Los asistentes suelen actuar como adultos de confianza con los que los estudiantes pueden relacionarse, lo que mejora el apoyo socioemocional, especialmente para los estudiantes que necesitan un estímulo adicional.

Apoyo para Estudiantes que Están Aprendiendo Inglés y Estudiantes con Planes IEP/504 - Los Asistentes de Instrucción ayudan a estructurar la enseñanza, garantizan que las adaptaciones se implementen de manera eficaz y colaboran con el desarrollo y la comprensión del lenguaje.

Mayor Capacidad del Maestro y Enfoque en la Enseñanza - Los maestros pueden enfocarse mejor en impartir una enseñanza de alta calidad mientras los asistentes se encargan de las tareas de los grupos pequeños, los materiales del aula o brindan enseñanza adicional específica.

Mejora de la Evaluación y el Seguimiento del Progreso - Los asistentes ayudan a administrar evaluaciones informales, realizar un seguimiento del progreso de los estudiantes y comunicar información valiosa a los maestros para la planificación de la instrucción.

Desafíos/Mejoras

- Los asistentes pueden tener distintos niveles de experiencia o antecedentes en educación.
- Sin una formación estructurada y continua, ellos pueden tener dificultades para implementar eficazmente estrategias o

Informe de la Junta Escolar - 20 de octubre del 2025

intervenciones instructivas.

Dando Sentido A Nuestro Proceso De Integración De Asistentes Educativos

Durante el último año, hemos debatido la integración de Asistentes de Instrucción tanto en las clases Básicas como en las de Jornada Prolongada para reforzar las intervenciones con los estudiantes. Esta decisión se basó en un reconocimiento creciente: nuestros estudiantes, especialmente aquellos con un rendimiento inferior al del grado o que necesitaban apoyo adicional, necesitaban una atención más frecuente y personalizada que la que permitían las proporciones de nuestras aulas.

i-Diagnóstico de Preparación - Otoño del 2025 (% de estudiantes dos niveles de grado o más por debajo)

- ELA - 52% (249 estudiantes) y Matemáticas - 44% (208 estudiantes)
- Los maestros indicaron la necesidad de apoyo adicional de los adultos para gestionar la diferenciación y la intervención de manera efectiva.
- Los programas de jornada extendida, si bien eran ricos en tiempo, carecían de una coherencia instructiva alineada con la instrucción básica.

En respuesta, priorizamos la contratación y capacitación de asistentes que pudieran ingresar a las aulas y sacar a pequeños grupos durante y después del día escolar.

- Desarrollar un **plan de capacitación** estructurado para asistentes de instrucción alineado con las estrategias de instrucción básicas, el manejo del comportamiento y la prestación de intervenciones.
- Plan de Monitoreo de Sistemas de Intervención y Apoyos de 5º y 6º grado

Un plan de monitoreo de intervenciones tiene como objetivo garantizar que los estudiantes del 5º y 6º grado reciban apoyo académico sistemático, basado en datos y personalizado en ELA y matemáticas. A medida que los estudiantes pasan al 7º y 8º grado, las intervenciones oportunas se vuelven esenciales para cerrar las brechas de aprendizaje, especialmente en alfabetización y aritmética básicas. A través de una estructura semanal consistente, los instructores pueden:

- Identificar y responder a los desafíos académicos de manera temprana
- Proporcionar instrucción específica basada en datos en tiempo real
- Capacitar a los estudiantes para que se apropien de su aprendizaje
- Colaborar con los equipos de intervención para ajustar los apoyos según sea necesario.
- Documentar el progreso en un sistema de monitoreo compartido. Comunicarse con los equipos de intervención y los padres según sea necesario.

Masin Persina, Instructora de ELA (en toda la escuela)

Éxitos

- Se completaron dos rondas de ciclos de observación para la mayoría de los maestros en ELA y Ciencias Sociales con próximos pasos de alto impacto, como alinear los objetivos al final de la clase y verificar la comprensión.
- El texto está en el centro de las aulas de ELA en todo MWA con un crecimiento en el texto alineado con el nivel de grado desde el año pasado
- Uso más fuerte de preguntas secuenciadas al interactuar con el texto

Desafíos

Informe de la Junta Escolar - 20 de octubre del 2025

- Continuamos perfeccionando lo que significa la lucha productiva para los estudiantes al leer y escribir en las clases de ELA en toda la academia.
- Mantener el currículo asignado en el centro de una lección.

En asociación con *Instruction Partners*, los departamentos de ELA de MWA en la escuela secundaria y superior se han centrado en cómo utilizar el plan de estudios para satisfacer las necesidades de nuestros estudiantes sin reducir el rigor del nivel de grado. Los planes de estudio apuntan a la competencia del nivel de grado y, a veces, requieren trabajo adicional para que los maestros los analicen e internalicen para anticipar mejor las necesidades de aprendizaje de los estudiantes durante la instrucción. El trabajo en nuestras reuniones semanales de la comunidad de aprendizaje profesional (PLC) de ELA es utilizar lo que se denomina un *Protocolo de internalización de lecciones*. Nuestros maestros mejorarán en el uso de este protocolo con el uso y la práctica repetidos. La intención del protocolo es ayudar a los maestros a internalizar la lección de su currículo con una idea clara de cómo se alinean el objetivo de aprendizaje y el boleto de salida de la clase (evaluación formativa). El protocolo también ayuda a los maestros a determinar mejor el momento más adecuado de la clase y las preguntas más adecuadas que deben plantear a los estudiantes para prepararlos mejor para la ficha de salida al final de la clase, que sirve como una mini evaluación del aprendizaje.

Este trabajo es importante porque ayuda a los estudiantes a leer textos apropiados para su grado y a “esforzarse productivamente” para completar tareas analíticas o evaluativas rigurosas. Es tentador para los maestros elegir otras lecturas que podrían tener más aceptación pero que pueden sacrificar el rigor, o hacer preguntas menos rigurosas con el objetivo de hacer avanzar la clase sin problemas. Los maestros que formulan los tipos correctos de preguntas para verificar la comprensión y utilizan andamiajes apropiados para ayudar a sus estudiantes a tener éxito darán como resultado una lucha productiva y efectiva para los estudiantes y conducirán a que más de nuestros estudiantes lean y escriban al nivel de su grado y estén preparados para el rigor de cualquier carrera que quieran seguir.

En este punto, el departamento de ELA, en todo MWA, continuará trabajando para dominar el protocolo de internalización en la planificación utilizando el currículo de nivel de grado. En la escuela secundaria, el enfoque será comprender mejor cómo alinear el objetivo y la tarjeta de salida. En la escuela superior, el enfoque será cómo crear momentos de lucha productiva para los estudiantes usando “preguntas de bolsillo”, esas preguntas de seguimiento que un maestro tiene en su “bolsillo trasero” para extender el tiempo para que el estudiante intente obtener la respuesta por su cuenta antes de darle inmediatamente la respuesta al estudiante.

Alefiyah Lokhandwala, Instructora de Matemáticas (en toda la Escuela)

Resumen de la Actividad

- Se completaron los ciclos iniciales de formación con todos los maestros de matemáticas de la escuela entre el formador y el maestro principal (14 maestros).
- Las reuniones de la comunidad de aprendizaje profesional (PLC) de la escuela secundaria y superior están en pleno apogeo
- Se incorporaron tres suplentes de matemáticas a largo plazo para enseñar matemáticas del 7º grado, álgebra I y finanzas; se hizo la transición de un suplente a largo plazo
- Socios de Instrucción Alojados (IP) para una guía paso a paso y observaron estabilidad/crecimiento en torno a indicadores IPG definidos.

Próximos Pasos

- La base del trabajo de los ciclos iniciales de entrenamiento nos permite pasar al recién lanzado ciclo de entrenamiento de cinco pasos, en el que seguimos ofreciendo un entrenamiento diferenciado y basado en la evidencia.

Informe de la Junta Escolar - 20 de octubre del 2025

- Con base en los recorridos realizados con Instruction Partners (IP), ha habido un crecimiento general en las lecciones alineadas con los estándares y en la exhibición del pensamiento de los estudiantes. Necesitamos seguir apoyando a los maestros en el desarrollo de preguntas de “verificación de comprensión” que evalúen eficazmente el aprendizaje de los estudiantes durante la instrucción.
- Los PLC brindan espacio para desarrollar esta capacidad a través de la planificación colaborativa de lecciones y la formación de equipos para apoyar el aprendizaje.
- Utilizar *el análisis del trabajo de los estudiantes* en las PLC para seguir desarrollando sus habilidades en torno a la verificación de la comprensión y desarrollar aún más la capacidad de los maestros.
- Continuar brindando apoyo de entrenamiento más intensivo para los sustitutos a largo plazo y los nuevos maestros (5 maestros/suplentes de matemáticas)

Marjorie McCowan, instructora pedagógica (maestros nuevos)

Resumen de la Actividad

- Se realizaron reuniones individuales iniciales con los maestros para establecer relaciones y objetivos de entrenamiento.
- Se completaron sesiones de entrenamiento inicial para todos los nuevos maestros.
- Cada maestro ha recibido al menos una sesión de observación y/o informe en clase.
- Proporcionó a todos los nuevos maestros una lista de verificación de “Start Strong” (Empezar con Fuerza) para establecer rutinas y expectativas efectivas en el aula.
- Apoyé a varios maestros en restablecimientos de aulas y ciclos intensivos de entrenamiento para abordar desafíos urgentes de gestión e instrucción.
- Realizamos nuestra primera ronda de observaciones entre compañeros, donde los nuevos maestros tuvieron la oportunidad de observar a los maestros veteranos en acción. Esto les permitió adquirir conocimientos sobre prácticas efectivas en el aula, reflexionar sobre su propia enseñanza y fortalecer su conjunto de herramientas de instrucción.
- Preparándonos para el lanzamiento de New Teacher Bootcamp, una capacitación intensiva interactiva que incluye:
 - Fundamentos de la gestión del aula, centrándose en la construcción de cultura y coherencia.
 - Rutinas de entrada y salida para transiciones suaves.
 - Descubrir su “por qué” para estar en el aula para fundamentar a los maestros en el propósito.
 - Estrategias de participación para aumentar la participación de los estudiantes.
 - Redacción de objetivos y alineación de lecciones.
 - Incorporando adaptaciones para estudiantes EL y de Educación Especial.
 - Oportunidades de modelado y práctica, donde los maestros representan roles y ensayan rutinas y estrategias para generar confianza y transferir el aprendizaje directamente a sus aulas.

Estructuras/Sistemas - El establecimiento de estas estructuras y sistemas tempranos ha creado una base para el crecimiento y la coherencia de los maestros en todas las aulas.

Expectativas/Apoyo - Los maestros cuentan con expectativas y apoyo claros, lo que fortalece la cultura del aula y la participación

Informe de la Junta Escolar - 20 de octubre del 2025

de los estudiantes en los primeros meses de clases.

Observaciones/Retroalimentación - Las observaciones y los informes brindan retroalimentación individualizada en tiempo real, lo que acelera el crecimiento en áreas como la participación de los estudiantes, las verificaciones de comprensión y la gestión del aula.

Reinicios de Aulas - Los reinicios de aulas han evitado la pérdida de aprendizaje al abordar rápidamente las fallas de gestión y reconstruir las rutinas para los maestros con dificultades.

Bootcamp Instructivo - Bootcamp proporcionará un lenguaje común y un conjunto de herramientas compartidas para los nuevos maestros, asegurando que estén mejor preparados para satisfacer las diversas necesidades de los estudiantes, incluyendo los Aprendices de inglés y los estudiantes con IEP/504. Los maestros también tendrán oportunidades de construir relaciones entre ellos y colaborar.

Este trabajo contribuye a desarrollar la capacidad del maestro, la resiliencia y la calidad de la enseñanza, mejorando al mismo tiempo los resultados de los estudiantes mediante prácticas de enseñanza más eficaces.

Próximos Pasos

- Continuar los ciclos de entrenamiento con los 26 nuevos maestros (nuevos en la enseñanza/nuevos en MWA), yendo más allá del apoyo inicial hacia áreas de crecimiento específicas como la internalización de lecciones, estrategias de participación y diferenciación.
- Lanzar y facilitar Bootcamp como piedra angular del desarrollo de nuevos maestros, garantizando que las estrategias se implementen de manera consistente en todas las aulas.
- Ampliar el uso de notas de observación de baja inferencia y herramientas de entrenamiento para seguir el progreso de los maestros de manera más sistemática y guiar las conversaciones sobre crecimiento profesional.
- Colaborar con el liderazgo y otros entrenadores para alinear las prioridades de entrenamiento con los objetivos de toda la escuela, asegurando la coherencia entre el rigor académico, la cultura del aula y los sistemas de apoyo a los estudiantes.
- Desarrollar estructuras de apoyo sostenido, incluyendo cursos intensivos continuos e intervenciones específicas, para maestros que necesitan entrenamiento adicional a lo largo del año.

Educación Especial

Tyler Levine-Hall, Director de SPED

Resumen de la Actividad

- Se contrataron 4 Especialistas en Educación presenciales
- Se contrató a un Especialista en Discapacidad Visual
- Coordinador 504 contratado
- Avanzando hacia un modelo de inclusión total para los servicios académicos en MS
- Se llevaron a cabo todas las reuniones del IEP de 30 días a tiempo.
- Mejorar la forma en que se redactan las adaptaciones y los objetivos en el IEP
- Garantizar que los objetivos del IEP estándar del nivel de grado tengan adaptaciones incorporadas
- Nos asociamos con la Escuela Preparatoria Clayton Valley Charter para brindar servicios de transición para adultos a

Informe de la Junta Escolar - 20 de octubre del 2025

algunos de nuestros estudiantes.

- Asistió a la Capacitación de Liderazgo con SELPA en Sacramento
- Equipo que asiste a oportunidades de desarrollo profesional de SELPA, como la nueva capacitación del maestro.

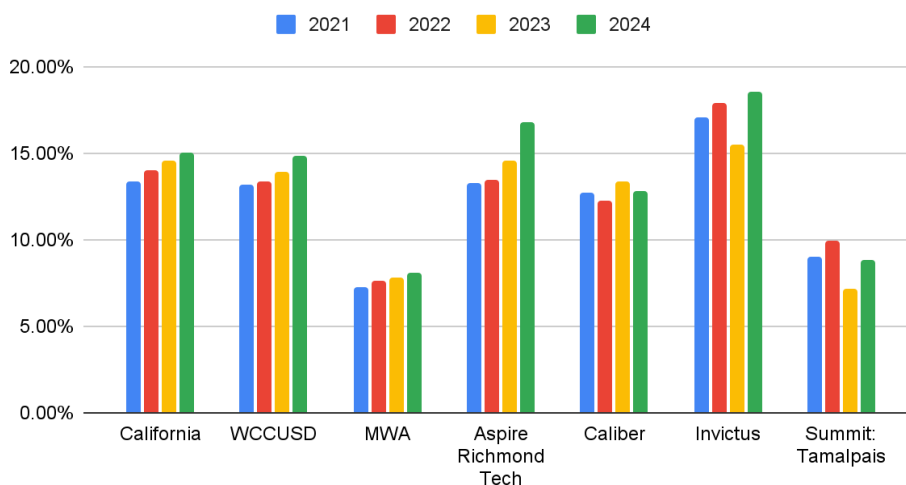
Desafíos

- Aún no hay apoyo MTSS disponible
- Falta de un proceso de referencia claro para Educación Especial o planes 504
- La experiencia histórica familiar con el proceso/servicios del IEP generó desconfianza y disonancia cognitiva
- Recopilación de datos optimizada
- Equipar a los Maestros de Educación General con estrategias UDL (Diseño Universal para el Aprendizaje)
- Estudiantes de MWA que ingresan a MWA académicamente por debajo del nivel de grado (a partir del 5º grado)
- Estudiantes subidentificados con necesidades de procesamiento

Informe de la Junta Escolar - 20 de octubre del 2025

Nuestro porcentaje de población de educación especial es sustancialmente menor que el de escuelas similares en el área (aparte de Summit Tamalpais, que ha experimentado una gran rotación en su departamento de educación especial). Nosotros prevemos que hay estudiantes dentro de nuestra población que han sido identificados erróneamente o aún no identificados como personas con necesidades académicas, del habla, socioemocionales y conductuales que deberían abordarse a través de los servicios del IEP. Necesitamos crear un proceso más simplificado y basado en datos sobre cómo referimos a los estudiantes a Educación Especial e inculcar pasos (es decir, ciclos de intervención de 6 a 8 semanas y nuevas estrategias de enseñanza documentadas) antes de realizar una referencia a Educación Especial.

SPED/IEP Population, Over time



Próximos Pasos

Nuestros próximos pasos para mejorar nuestros Sistemas de Apoyo de Múltiples Niveles (MTSS) y brindar apoyo de Nivel 1 y 2 comienzan con la identificación de estudiantes con 504 que tienen necesidades médicas y de salud mental. Yo estoy trabajando con *Seneca Family of Agencies* (Norte de California) para brindar servicios de salud mental a través de la cobertura de beneficios médicos para que podamos aumentar nuestro apoyo de salud mental para nuestros estudiantes de educación general y probar ciclos de intervención de 6 a 8 semanas. Además, identificaremos a las partes interesadas clave para que este equipo consulte y brinde orientación sobre formas de apoyar a los estudiantes con dificultades. En consonancia con este objetivo, estamos trabajando para mejorar y ampliar nuestro modelo de inserción laboral de servicios de SAI (Instrucción Académica Especializada) para que los estudiantes estén en las aulas de educación general la mayor parte del tiempo. Además, estaré observando el Programa de Transición de Adultos en el Distrito Escolar Unificado de West Contra Costa, ya que no tenemos la población estudiantil necesaria para crear nuestro propio programa. Por último, enmendaremos los IEP de los estudiantes que reúnen los requisitos para recibir servicios de salud mental relacionados con la educación (ERMHS), pero que no están recibiendo dichos servicios en sus IEP, a fin de que sus necesidades se aborden a través del plan.

ELD

Stephani Lopez, Coordinadora de ELD

Éxitos

- Se implementó ELD en varios niveles de grado. ELD se lleva a cabo dos veces por semana durante el aula (MS) y la sala de estudio (US).

Informe de la Junta Escolar - 20 de octubre del 2025

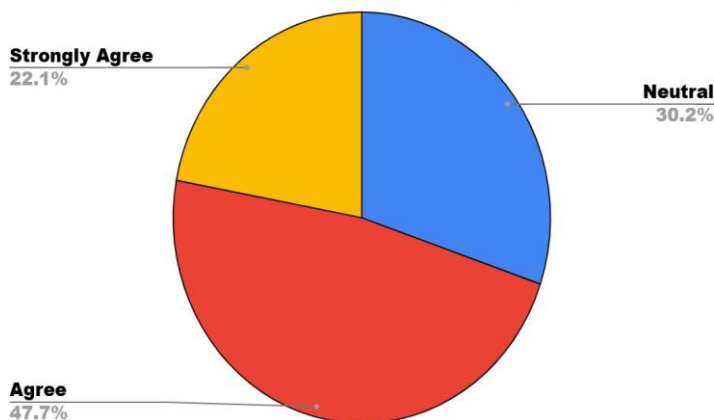
- En lo que va del año escolar, 48 estudiantes han sido reclasificados, utilizando datos de evaluación que se pusieron a disposición *después de* la fecha límite para la reclasificación de primavera. Dicho esto, esta cifra ya es superior a los 45 estudiantes que se reclasificaron el año pasado.
- Los estudiantes de secundaria están respondiendo bien al plan de estudios. En nuestra Encuesta de Experiencia ELD de Otoño de 2025, aproximadamente el 60% informó que está de acuerdo o muy de acuerdo en que sus lecciones de ELD son interesantes y ayudan a fortalecer sus habilidades en inglés y aproximadamente el 70% informó que está de acuerdo o muy de acuerdo en que está comprendiendo sus lecciones de ELD.

Desafíos

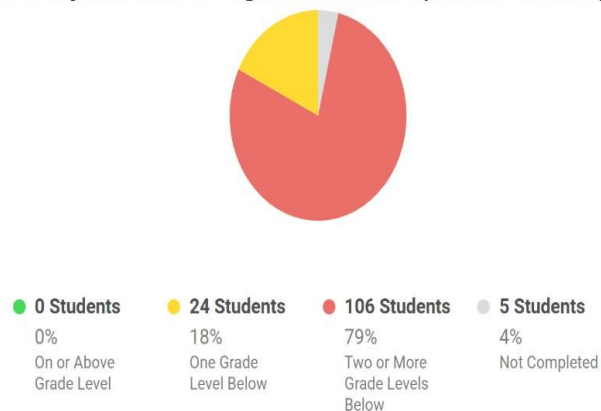
- Un desafío en la escuela secundaria es que la implementación durante las horas de clase crea fuertes problemas logísticos cuando un maestro está ausente, ya que el ELD no está oficialmente en los horarios de los estudiantes. Es posible que los sustitutos no conozcan el procedimiento o no tengan acceso a los documentos necesarios para llevar a cabo el plan. Por el contrario, en la escuela superior el ELD está claramente marcado en los horarios de los estudiantes, lo que hace que su implementación sea más sencilla.
- El 79% de nuestros EL inscriptos en la escuela secundaria están dos o más niveles de grado por debajo en **lectura** según nuestro primer diagnóstico iReady. Esto plantea un desafío importante, ya que iReady es una de las dos medidas (junto con SBAC ELA) en las que los estudiantes deben demostrar competencia a nivel de grado para reclasificar. Con tantos estudiantes con un rendimiento por debajo del nivel de grado, el camino hacia la reclasificación es desalentador.
- El 71% de los estudiantes obtuvieron una puntuación de Nivel 3 o inferior en el ELPAC más reciente (se requiere el Nivel 4 para la reclasificación), lo que indica una fuerte necesidad de una preparación ELPAC específica para cerrar la brecha y apoyar a los estudiantes hacia la reclasificación. Además, más de la mitad de nuestros EL de MS informaron que se sienten "neutrales" sobre si sus lecciones de ELD los ayudan o no a sentirse preparados para ELPAC en nuestra Encuesta de experiencia de ELD de otoño del 2025.
- Los estudiantes de inglés tienen dificultades académicas desproporcionadas. Representan el 49.6% de los estudiantes de secundaria que están reprobando el Informe de Progreso 1.

Estos hallazgos resaltan más que puntuaciones. Muchos aprendices de inglés tienen un nivel bajo de dominio del idioma y les cuesta seguir el ritmo de cursos exigentes o sacar calificaciones que les permitan aprobar. Representan el 49.6% de los estudiantes de secundaria que no aprueban el Informe de Progreso 1, lo que resalta la necesidad urgente de apoyo específico. Fortalecer nuestro apoyo ahora dará a los Aprendices de inglés una oportunidad justa de tener éxito junto con sus compañeros, acelerará la reclasificación y mejorará los resultados a largo plazo para todos los estudiantes.

I understand what I am learning in my ELD class.

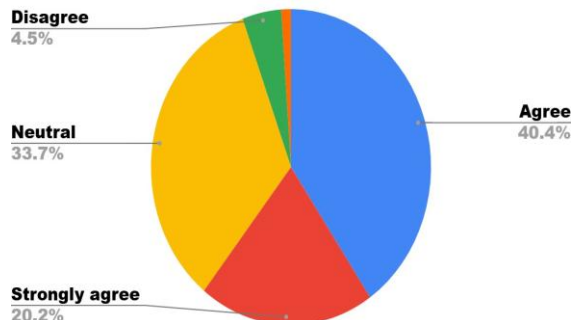


iReady Fall Data: English Learners (Middle School)

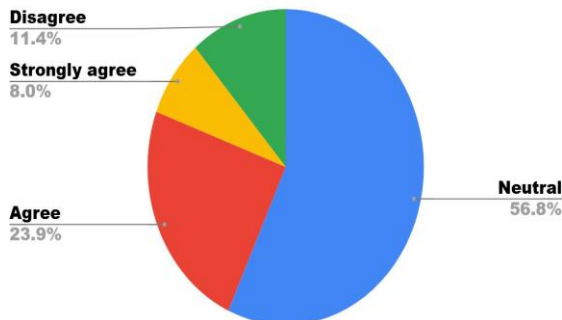


Informe de la Junta Escolar - 20 de octubre del 2025

My ELD lessons are interesting and help strengthen my skills in English.

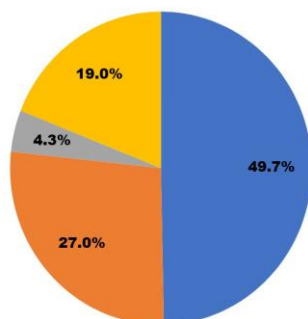


I feel prepared for tests like ELPAC because of my ELD lessons.

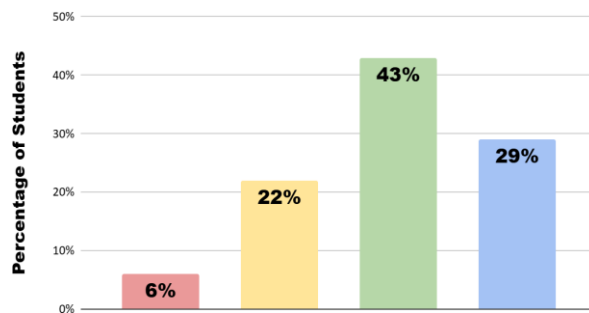


ELA Status of MS Students Failing in Progress Report #1

- English Learner
- English Only
- Initially Fluent English Proficient
- Reclassified Fluent English Proficient



Summative ELPAC Proficiency Levels 2024-2025 Grades 5-12



Próximos Pasos

Basándonos en estos conocimientos, fortaleceremos la preparación para el examen ELPAC capacitando a los maestros de ELD en estrategias para tomar exámenes y dedicando tiempo de instrucción a prácticas específicas del ELPAC. En el nivel de escuela intermedia, abordaremos los desafíos logísticos creando planes sustitutos claros y centralizando el acceso a los recursos de ELD, mientras también miramos hacia el próximo año para explorar la posibilidad de hacer de ELD un curso oficial en los horarios de los estudiantes.

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
 Brissa Teodoro, Directora Asociada de Desarrollo Profesional y Pasantías
 Kevin Alegría, Coordinador de Orientación Universitaria y Profesional

Agosto fue un mes emocionante para los estudiantes de MWA. A continuación se presentan algunas actualizaciones con la esperanza de que todos nos sintamos más conectados con nuestros estudiantes y cómo participan en los viajes de exposición que lidera el CCC.

Día De Educación Profesional De Los SF Giants - El 28 de agosto, los SF Giants organizaron su primer Día de Educación Profesional, con el objetivo de presentarles a los estudiantes la amplia gama de carreras dentro de la industria del deporte. El evento destacó que no es necesario ser un atleta profesional para trabajar en el deporte - hay muchos caminos diferentes para involucrarse. El día contó con dos paneles: un panel compuesto exclusivamente por mujeres donde las profesionales compartieron sus experiencias en la industria del deporte, y un segundo panel que exploró la

Informe de la Junta Escolar - 20 de octubre del 2025

ciencia detrás del rendimiento de los atletas, incluyendo conocimientos sobre los roles de los medios digitales en los deportes.



"El Día de Educación Profesional fue muy divertido y también me ayudó a ver que puedo ser un científico en el deporte. "Realmente me mostró diferentes caminos profesionales". - Estudiante de MWA

Día de Educación Profesional en Marketing y Narración de Historias en el MWEF - Bonnie y el equipo de Making Waves Education Foundation recibieron a un grupo de nuestros estudiantes de penúltimo y último año en la Fundación para hablar sobre negocios, marketing y narración de historias. Contaron con un grupo diverso de panelistas que hablaron sobre su trayectoria personal y profesional para lograr sus carreras. Los pasantes de marketing de MWEF dirigieron una actividad práctica para que nuestros estudiantes crearan contenido atractivo, reflexivo y divertido centrado en MWA. Vea las fotos y las conclusiones que los estudiantes obtuvieron a continuación:



"Una de las enseñanzas que obtuve de esta excursión es que siempre hay que creer en uno mismo. Uno de nuestros panelistas dijo que muchas veces el mayor obstáculo que enfrentamos es nuestro propio ser y nuestra mentalidad. "Su consejo de creer siempre en uno mismo y dejar atrás esos pensamientos negativos realmente me afectó tanto académica como personalmente". - Estudiante de MWA

El CCC está emocionado de asociarse con el equipo del 8º grado de MS para implementar el piloto "Construyendo un futuro mejor".

- Consulte el folleto (adjunto) y la página (adjunta) que describe los resultados y el impacto. Estos documentos aportan color adicional al plan de estudios y al programa piloto de Career Choices.
- Se informó a los maestros y se desea que el programa piloto incluya:

Informe de la Junta Escolar - 20 de octubre del 2025

El plan de estudios se impartirá en secciones de cohorte por semana (ejemplo: La cohorte 1 (A, B, C) participará en la lección 1 del plan de estudios y la cohorte 2 (D, E, F) participará en la lección 1 del plan de estudios la semana siguiente). Esto significa que los estudiantes completarán dos lecciones cada mes. Un maestro será responsable de dirigir una sesión y los otros 2 maestros serán maestros flotantes que brindarán a los estudiantes apoyo práctico. Esto permitirá a los maestros la flexibilidad de rotar en la impartición de lecciones.

La Temporada De Solicitudes Para La Universidad Está En Marcha - el Departamento CCC está en plena marcha, apoyando a 125 estudiantes de último año entusiastas a medida que comienzan su viaje de solicitud para la universidad! Mantente atento a las actualizaciones sobre cómo progresa la temporada de la Wave 23.

Ampliando Nuestra Asociación con MWEF - nuestra colaboración con MWEF continúa creciendo. Con la incorporación de un miembro del personal de MWA especializado en desarrollo profesional y pasantías, los estudiantes ahora tendrán acceso a oportunidades seleccionadas adaptadas a sus intereses, ¡y no podríamos estar más emocionados!

Mirando Hacia El Futuro: Semana de la Universidad y la Carrera Profesional - Estamos ocupados planificando la Semana de la Universidad y la Carrera Profesional, que tendrá lugar la semana del 20 de octubre. Esperamos dar la bienvenida a universidades, empleadores y organizaciones para brindar experiencias significativas para nuestros estudiantes.

Visitas De Representantes Universitarios - Hasta ahora, nuestros estudiantes han tenido la oportunidad de interactuar con representantes de prestigiosas instituciones, incluyendo la Universidad de Stanford y Vassar College, obteniendo información valiosa sobre la experiencia universitaria y el proceso de solicitud. Tenemos planeadas más visitas de representantes universitarios.

Seguiremos avanzando para brindar apoyo, recursos y experiencias que ayudarán a nuestros estudiantes a planificar sus experiencias postsecundarias. El CCC proporcionará actualizaciones periódicas sobre el gran trabajo que estamos realizando en nombre de nuestros valores fundamentales.

Departamento de Servicios de Apoyo al Estudiante (SSSD) *Comportamiento Estudiantil & Aprendizaje Social y Emocional*

Ahja D. Moore, Directora de Servicios de Apoyo Estudiantil

Erika Sarmiento, Decana (EE.UU.)

Estephannie Fuentes, Decana (EE. UU.)

Davonte Wilson, Decano (MS)

Adriana Santos, Decana Asociada (MS)

Sonja Jackson, Trabajadora Social (de toda la Escuela)

Éxitos

Intervenciones De Comportamiento De Nivel 3 -En pleno funcionamiento, con Decanos participando activamente y poniendo a prueba "Otros Medios de Corrección" (es decir, Prácticas de Justicia Restaurativa e intervención intensiva) en lugar de suspensión por delitos discrecionales. **Participación De Los Trabajadores Sociales** - Las visitas sin cita previa están aumentando, lo que demuestra que los estudiantes consideran que el servicio es accesible y de apoyo.

Planificación De La Transición - La Oficina del Decano ha estado operando con una capacidad limitada debido a ausencias planificadas a largo plazo y está entusiasmada de contar con personal completo y operar a plena capacidad a mediados de octubre.

Informe de la Junta Escolar - 20 de octubre del 2025

Intervención Proactiva - SSSD está priorizando la participación temprana de los padres/tutores para abordar las inquietudes emergentes antes de que escalen; SSSD continúa con su práctica de enviar mensajes semanales y mensuales de "behavior spotlight" (foco en el comportamiento) a los estudiantes y al personal para crear conocimiento sobre las altas expectativas de conducta de los estudiantes y el estado del comportamiento en tiempo real.

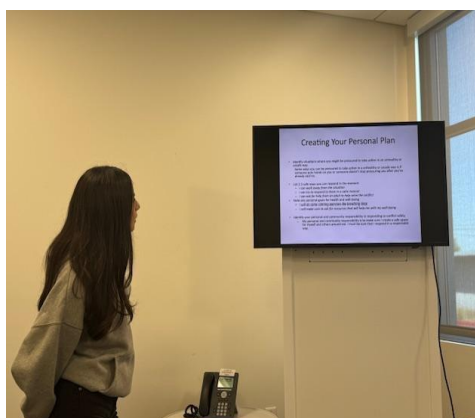
Cobertura Del Decano/Enfoque De La División

- La Oficina del Decano de los EE. UU. pasará a tener niveles de grado divididos. La Sra. Fuentes se reincorpora a la escuela superior y está a cargo de los grados 9 y 11 a tiempo completo después de apoyar a la escuela secundaria durante la primera mitad del semestre, y la Sra. Sarmiento está a cargo de los grados 10 y 12;
- El Sr. Wilson reanudará la conducción de todos los grados en la escuela secundaria con el apoyo directo de nuestra nueva Decana Asociada, la Sra. Santos.

Datos de Suspensión

Suspension Rates (Unduplicated Suspensions by Grade)				
As of September 30				
Grade Level	2025-26 YTD	2025-26 YTD %	2024-25 YTD	2023-24 YTD
5th	0	0.00%	5	0
6th	0	0.00%	20	15
7th	0	0.00%	15	24
8th	0	0.00%	8	8
9th	0	0.00%	10	13
10th	0	0.00%	16	13
11th	1	0.85%	10	9
12th	0	0.00%	4	12

Informe de la Junta Escolar - 20 de octubre del 2025



Desafíos

Necesidades de Nivel 1 - Los datos de toda la escuela muestran un aumento en las denuncias por *lenguaje despectivo y comentarios hirientes* (incluyendo una "joke culture" (cultura de bromas) dañina en la escuela secundaria) y una creciente necesidad de crear conocimiento sobre mecanismos saludables para lidiar con la ansiedad y navegar por las dinámicas sociales poco saludables en los EE. UU.

Criterios de Nivel 2 - La intervención en grupos pequeños se suspendió en gran medida debido a la capacidad del departamento y la necesidad de restablecer los criterios de calificación y los grupos objetivo de estudiantes.

Demanda de los Estudiantes - Las Crecientes visitas de los Trabajadores Sociales y los patrones emergentes de las referencias de comportamiento de nivel inferior indican una mayor necesidad de una mayor intervención de nivel 1 y 2 que la intervención intensiva 1:1 de nivel 3 que se está llevando a cabo actualmente.

Riesgos de la Participación Familiar - Sin una intervención proactiva, los estudiantes en poblaciones especiales, con suspensiones previas o alertas frecuentes de Gaggle corren un mayor riesgo de pasar a intervenciones de Nivel 3.

Datos y Análisis

La siguiente fase del año trata de reforzar los sistemas (Nivel 2), dar forma a una cultura de plantel saludable (Nivel 1) y desarrollar la capacidad del departamento (Nivel 3), al tiempo que se garantiza que las familias y las transiciones de liderazgo participen de manera proactiva para sostener el progreso.

- Los datos de toda la escuela resaltan la necesidad de abordar directamente el lenguaje desagradable, la "joke culture" (cultura de la broma) y las estrategias de afrontamiento como prioridades de Nivel 1.
- El aumento de las visitas de Trabajadores Sociales pone de relieve tanto la accesibilidad al apoyo como el creciente nivel

Informe de la Junta Escolar - 20 de octubre del 2025

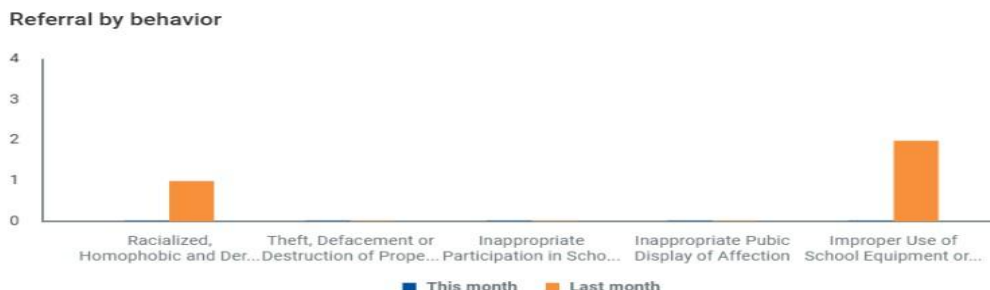
de necesidades de los estudiantes.

- Es esencial contar con criterios de Nivel 2 más claros para equilibrar la carga de trabajo de los estudiantes y garantizar que reciban niveles adecuados de intervención y desarrollo de habilidades específicas.
- Desarrollar la capacidad del Decano para facilitar Prácticas De Justicia Restaurativa es esencial para crear un cambio cultural sostenible a través del desarrollo de habilidades y estructuras formales para procesar y reparar el daño.
- La participación familiar proactiva es una herramienta fundamental para evitar la escalada a intervenciones de Nivel 3.
- Las transiciones de liderazgo se están gestionando intencionalmente, pero es necesaria una alineación continua para la continuidad en todos los niveles de grado.

US September Referral Data.



MS September Referral Data.



Áreas de Enfoque

Clima Escolar - La persistencia del lenguaje despectivo, la “joke culture,” y las limitadas habilidades para afrontar situaciones difíciles reflejan algo más que comportamientos aislados; son indicios de normas culturales subyacentes que, si no se abordan, pueden erosionar la inclusión, la seguridad y el sentido de pertenencia.

Necesidades de los Estudiantes - El aumento de las visitas de Trabajadores Sociales demuestra que los estudiantes están buscando apoyo, lo cual es positivo, pero también indica una presión creciente sobre los sistemas existentes y la urgencia de contar con apoyos accesibles de Nivel 1 y Nivel 2.

Sistemas y Equidad: Sin criterios claros de Nivel 2, los estudiantes pueden recibir niveles inconsistentes de intervención. Esto no sólo corre el riesgo de sobrecargar a los Trabajadores Sociales, sino que también crea desigualdades en el acceso a los apoyos adecuados en el momento adecuado.

Asociación entre la Familia y la Escuela - La participación proactiva con los padres/tutores no es simplemente un procedimiento: es fundamental para prevenir la escalada, generar confianza y alinear estrategias entre el hogar y la escuela para los estudiantes con mayor riesgo.

Informe de la Junta Escolar - 20 de octubre del 2025

Liderazgo y Capacidad - Las transiciones del Decano y el enfoque en el aprendizaje profesional implican más que la cobertura de roles; representan una oportunidad para desarrollar prácticas de liderazgo sostenibles, fortalecer las respuestas de los adultos al comportamiento e incorporar enfoques restaurativos en la cultura de la escuela.

Próximos Pasos

1. Introducir intervenciones de comportamiento de Nivel 1 de lenguaje restaurativo y conversaciones restaurativas para abordar y reducir los conflictos de bajo nivel entre el personal y los estudiantes; facilitar el desarrollo de habilidades SEL a través de reuniones de olas y posibles impulsos de asesoramiento.
2. Finalizar y comunicar los criterios de referencia de Nivel 2 para garantizar un acceso equitativo y constante a los apoyos; reanudar los "Ciclos de Registro" a mediados de octubre.
3. Continuar el desarrollo profesional del Nivel 3 para Decanos y Trabajadores Sociales, centrándose en la facilitación de prácticas de justicia restaurativa y la resolución colaborativa de problemas.
4. Continuar facilitando reuniones proactivas de padres y tutores para los estudiantes identificados para abordar las señales de alerta temprana; crear conocimiento sobre alternativas saludables para la toma de decisiones.
5. Supervisar los planes de transición del Decano para garantizar una cobertura, comunicación y estabilidad fluidas durante el resto del 2º semestre.

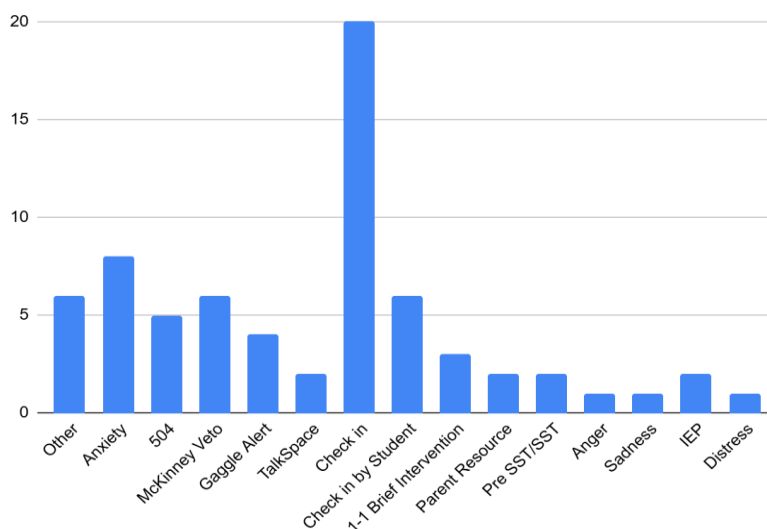
Servicios Estudiantiles

Sonja Jackson, Trabajadora Social

Resumen de la Actividad

- 13 estudiantes en el ciclo de registro para agosto-septiembre
- 20 referencias de SST de agosto a septiembre
- 5 estudiantes atendidos en virtud de la ley McKinney Veto
- Agosto vio 70 estudiantes, los 3 mejores encuentros estudiantiles
 - 1. Registro de entrada solicitado por el personal y/o maestros.
 - 2. Ansiedad:
 - 3. Registro de Estudiantes (McKinney Vento y otros)

Number of Students



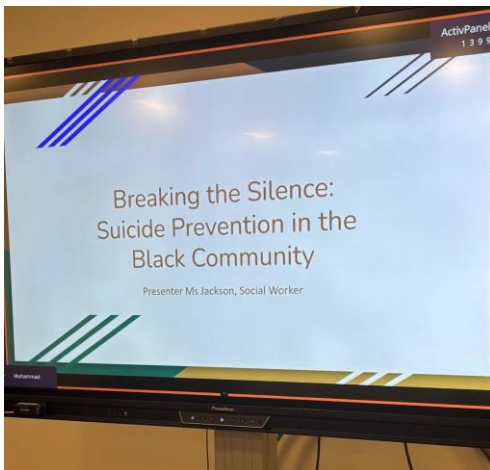
Informe de la Junta Escolar - 20 de octubre del 2025

- Septiembre - Los 3 mejores encuentros estudiantiles (75 estudiantes)
 - 1. Registro de entrada solicitado por el personal y/o maestros.
 - 2. Alertas de grupo que indican suicidio y/o autolesión
 - 3. Pre SST/SST
- Yo he tenido 3 estudiantes referidos para 1-1 intervención breve individual. Se trata de estudiantes que han identificado el uso de vapeo.
- Transición para dejar de supervisar los planes 504

Áreas de Enfoque

Ahora que se ha contratado a un coordinador 504, yo brindaré una transferencia cálida y capacitación para 10/10/25. Ahora yo tendré más capacidad para realizar verificaciones, ya que antes mi capacidad era limitada. También yo estoy planeando facilitar grupos de habilidades estudiantiles a partir de los próximos meses, en algunas áreas de enfoque de ansiedad, límites saludables y duelo y pérdida. También yo espero colaborar con Mariela Labrada, organizadora de padres, para asociarme en la organización de talleres para padres.

Septiembre fue el mes de Conocimiento sobre la Prevención del Suicidio. Durante las reuniones generales, presenté señales de advertencia y recursos. También yo envié mensajes a los padres sobre rótulos y recursos comunitarios a través de ParentSquare. Durante la Unión de Estudiantes Negros (BSU) de la escuela secundaria y preparatoria presenté Rompiendo el Silencio: Prevención del Suicidio en la Comunidad Afroamericana a los miembros del club.



Informe de la Junta Escolar - 20 de octubre del 2025



Próximos Pasos

Registros

- Abordar la brecha en el registro de Trabajadores Sociales que existía debido a limitaciones de capacidad
- Desarrollar un sistema de priorización (primero los estudiantes de alto riesgo, luego un enfoque escalonado); establecer un horario realista (semanal/quincenal) que sea sostenible

Grupos De Habilidades Estudiantiles (a partir de noviembre)

- Áreas de enfoque (ansiedad, límites, duelo/pérdida) que abordan las necesidades comunes de los adolescentes.
- Determinar el tamaño del grupo, la frecuencia y la duración
 - Crear criterios de referencia/selección
 - Planifique evaluaciones previas y posteriores para medir el impacto

Actividades Estudiantiles:

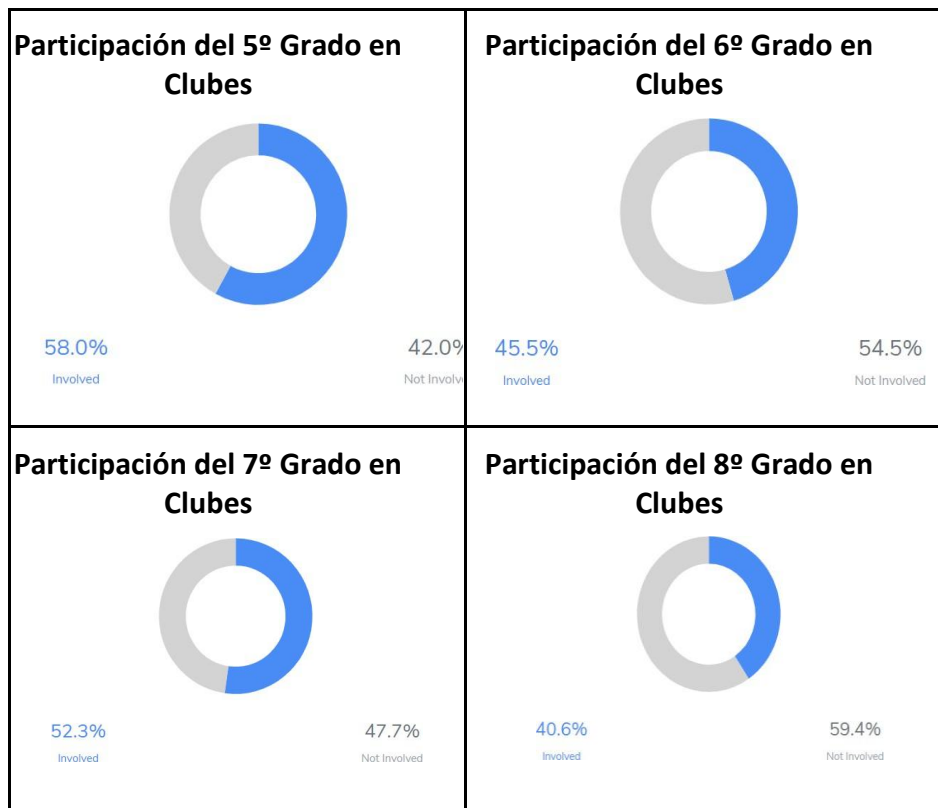
Hugo Valdovinos, Coordinador de Actividades Estudiantiles de secundaria

El liderazgo estudiantil y del personal siempre está a la vanguardia de las actividades estudiantiles. Esto significa crear nuevas oportunidades para los estudiantes y el personal y ayudarlos a enfrentar diferentes desafíos. Por ejemplo, la Sra. Orona ha sido maestra en Making Waves Academy durante 10 años, pero nunca ha sido asesora del club. Al iniciar el comité de planificación del 8º grado y pedirle que sea asesora, puede trabajar con sus estudiantes en una capacidad diferente y desarrollar diferentes habilidades en el proceso. Además, esto les da a los estudiantes del 8º grado que no fueron elegidos para ASB la oportunidad de participar en una oportunidad de liderazgo para prepararlos para la escuela superior. El objetivo es tener una variedad de clubes para que los estudiantes participen en algo que les guste o con lo que puedan identificarse.

Actividades Estudiantiles:

- Agosto y septiembre fueron meses emocionantes para las actividades estudiantiles. Nosotros comenzamos el 3º año de ASB en la escuela secundaria. Nosotros tuvimos nuestro retiro y nos preparamos para la primera asamblea donde dimos la bienvenida al 5º grado y presentamos a algunos nuevos miembros del personal.
- Las reuniones del Club de Estudiantes también comenzaron en el mes de agosto y, aunque la participación estudiantil siempre puede mejorar, tenemos muchos estudiantes involucrados en clubes. (Véanse los gráficos a continuación).
- Nosotros tuvimos nuestra primera reunión del Comité del 8º Grado de este año. Este comité se inició el año pasado en el segundo semestre como una forma para que los estudiantes del 8º grado se reunieran y descubrieran nuevas formas de recaudar fondos. Este año nosotros estamos ampliando eso y comenzamos a reunirnos durante el primer semestre. Yo le pedí a la Sra. Orona (maestra de matemáticas del 8º grado) que sea la asesora. ¡Nosotros también participamos en la feria del club de la escuela superior y tuvimos un stand por primera vez!
- Este año nosotros hemos tenido nuevos clubes como Queer & Trans Alliance, Speech & Debate y Coding Club y estamos trabajando activamente para fortalecer nuestro Club de Robótica y el programa ASB.

Informe de la Junta Escolar - 20 de octubre del 2025

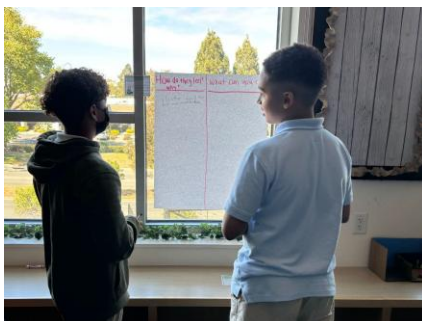


Yo continuaré promoviendo las diferentes oportunidades en las que los estudiantes pueden involucrarse y continuaré fortaleciendo los programas/clubes que ya tenemos.

Programa de la Academia Marlin

Brenda Ruiz, Coordinadora de Programas de Día Extendido y Enriquecimiento

Marlin Academy se compromete a ofrecer un programa enfocado y de alta calidad que respalde tanto el éxito académico como el desarrollo integral de nuestros estudiantes. Nuestros esfuerzos actuales priorizan el apoyo académico básico al tiempo que integran estratégicamente actividades de aprendizaje basado en proyectos (PBL).



Apoyo Académico Y Alineación Curricular

Nosotros hemos implementado varias iniciativas para fortalecer los resultados académicos:

- **Asistencia Específica con las Tareas** - nosotros nos hemos asociado con asistentes de maestros del 5º y 6º grado que ahora dedican la primera hora de Marlin Academy a brindar apoyo directo, ayudar a los estudiantes a completar las tareas

Informe de la Junta Escolar - 20 de octubre del 2025

y abordar los desafíos académicos inmediatos.

- **Integración Curricular** - Nuestros dos instructores de tiempo completo se están integrando de manera proactiva en las aulas de día principal. Esto garantiza que ellos tengan una comprensión profunda del plan de estudios actual, lo que les permite brindar un apoyo más efectivo y relevante a nuestros estudiantes durante la Academia Marlin.
- **Monitoreo y Comunicación del GPA** - Nosotros estamos rastreando diligentemente los GPA de los estudiantes y hemos establecido un protocolo proactivo de comunicación con los padres para cualquier estudiante cuyo GPA esté por debajo de 2.5. Esto garantiza que los padres estén informados y colaboren con nosotros desde el principio para abordar los problemas académicos. necesidades.

Atendemos A Nuestra Población Alumnos No Duplicada (UPP)

Marlin Academy se dedica a servir a nuestra población de Alumnos No Duplicados (UPP), que incluye a los Aprendices que aprenden inglés, los estudiantes que experimentan falta de vivienda o cuidado de crianza y aquellos que son elegibles para almuerzo gratuito o reducido.

- **Compromiso con la Equidad** - La asignación de recursos del Departamento de Educación de California (CDE) nos exige que pongamos nuestro programa a disposición de este grupo de alta prioridad. Actualmente enfrentamos el desafío importante de atender a una UPP que representa el 85% de nuestra población total de escuela secundaria.
- **Desafío de Personal** - Escala de esta necesidad, sumada a las limitaciones de personal, presenta un desafío a la hora de crear un programa que pueda servir eficazmente a esta gran población estudiantil.
- **Ampliación de Oportunidades de Enriquecimiento** - En cumplimiento con el requisito del Programa de Oportunidades de Aprendizaje Ampliadas (ELO-P), que exige un elemento académico y de enriquecimiento, nos estamos preparando para una expansión gradual:
- **Implementación de Enriquecimiento** - Nosotros implementaremos lentamente cursos de enriquecimiento a partir del próximo semestre, lo que nos permitirá ofrecer gradualmente el programa completo a más estudiantes.
- **Desafíos Futuros** - Nuestro enfoque principal para los próximos meses será asegurar proveedores confiables y/o identificar y utilizar personal interno para desarrollar oportunidades de enriquecimiento atractivas y de alta calidad para todos los participantes de Marlin Academy.



Making Waves Academy

Reunión de la Junta Directiva de octubre

Fecha y Hora

Lunes 20 de octubre del 2025 a las 4:00 PM (hora del Pacífico)

Lugar

En persona en:

Making Waves Academy

4123 Lakeside Dr.

Richmond, CA 94806

Y transmitiendo por Zoom:

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

Código de Acceso: 073032

O acceso con un solo toque:

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

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

O por Teléfono:

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

+1 669 444 9171 EE. UU.

+1 669 900 6833 EE. UU. (San Jose)

+1 253 205 0468 EE. UU.

+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. US. (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>

VIENE PRÓXIMAMENTE

- [HAGA CLIC AQUÍ](https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108) 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 tiene preguntas sobre la agenda de la junta y los materiales, o si necesita adaptaciones relacionadas con una 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 que están en 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 su respuesta a declaraciones o preguntas de personas que comenten sobre 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 tiene preguntas sobre la agenda de la junta y los materiales, o si necesita adaptaciones relacionadas con una 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 aproximados.

Agenda		Propósito	Presentador	Hora
I.	Temas de Apertura			4:00 PM
	Temas de Apertura			
A.	Convocar a la Reunión		Alicia Malet Klein	
	Alicia Malet Klein presidirá la apertura de la reunión.			
B.	Registrar Asistencia		Alicia Malet Klein	1 m
	Pasar lista y verificación de quórum.			
C.	Observaciones del Presidente de la Junta Directiva	Discusión	Alicia Malet Klein	5 m
	Área de Enfoque: Aprendices Críticos			
	- Enfoques instructivos para apoyar la práctica de la enseñanza y el rendimiento de los estudiantes. - Estrategias para abordar el comportamiento estudiantil y datos actuales sobre suspensiones - Actualización del Plan Estratégico			
	Objetivo WASC/LCAP:			
	- Objetivo 1 - Apoyo para Todos los Estudiantes - Objetivo 3 Diversidad, Equidad e Inclusión			
D.	Comentario Público		Alicia Malet Klein	20 m
	- El público puede dirigirse a la Junta de MWA sobre cualquier tema dentro de la jurisdicción de la junta directiva de MWA. - Bajo Comentarios Públicos, los miembros del público pueden			

Propósito

Presenta

Hora

- Comentar sobre los temas que están en 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 su respuesta a declaraciones o preguntas de personas que comenten sobre temas que no están en la agenda.
- **Los oradores pueden enviar una solicitud para hablar antes de las 9:00 AM del día de la reunión de la junta directiva, completar una tarjeta de comentarios en la reunión o levantar la mano/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.**
 - 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.

	Propósito	Presenta	Hora
II. Informes Permanentes			4:26 PM
A. Conexión de la Misión	Para su Información	Equipo de Liderazgo Instructivo	10 m
Vídeo que muestra una combinación de enfoques instructivos con Entrenadores, Profesores Líderes y Líderes de Contenido.			
B. Actualización de ASB	Para Su Información (FYI)	J. Thomas / C. Ruíz	10 m
Actualización de los oficiales del Cuerpo Estudiantil Asociado (ASB) y sesión de preguntas y respuestas con la junta directiva.			
			15 m
C. Análisis Profundo: Aprendices Críticos	Discusión	T. Levine-Hall & S. Lopez	
Analizamos cómo mejorar la enseñanza para los Aprendices Críticos, centrándonos específicamente en los estudiantes con discapacidades (SWD) y los estudiantes de inglés (EL).			
D. Preguntas y Respuestas sobre el Informe Escolar Escrito	Discusión	Alton B. Nelson Jr.	15 m
Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escrito.			
E. Sesión de Preguntas y Respuestas sobre el Informe del Director Ejecutivo (Executive Officer Report/CEO)	Para Su Información (FYI)	Alton B. Nelson Jr.	10 m
Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escrito del Director Ejecutivo (CEO).			
F. Sesión de Preguntas y Respuestas sobre el Informe del Director de Operaciones (COO)	Conversar	Elizabeth Martínez	10 m
Los miembros de la junta tendrán la oportunidad de formular preguntas sobre el contenido del informe escrito del director de operaciones (COO).			
G. Sesión de Preguntas y Respuestas sobre el Informe Financiero Escrito	Conversar	Elizabeth Martínez	5 m
Los miembros de la junta tendrán la oportunidad de hacer preguntas sobre el contenido del informe escrito.			
H. Descanso			5 m
III. Elementos Que No Son De Acción			5:46 p.m.
A. Actualizaciones del Trabajo de la Junta y del Comité Asesor	Para su información	Alicia Klein	5 m
Recordatorio que la capacitación sobre Ética y la Ley Brown de YM&C debe			

	Proposit	Presenta	Hora
completarse antes del 1 de enero de 2026.			
Los Comités Asesores proporcionarán un resumen del trabajo realizado hasta la fecha y los próximos pasos; los comités en negrita (bold) harán la presentación.			
• Comités Asesores ◦ Revisión de Currículo e Instrucción/WASC ◦ Finanzas ◦ Cultura y Clima ◦ Auditoría			
10 m			
B.	Actualización del Plan Estratégico	Para su información	A. Nelson y E. Martinez
La junta recibe y revisa una actualización periódica sobre el trabajo de planificación estratégica.			

IV. Temas de Acción

6:01 PM

Impacto Fiscal: \$136,698.25

A.	Memorando de Entendimiento entre MOU y Reach University	Voto	Meuy Saechao	1 m
La junta vota sobre la renovación de la asociación con Reach University para apoyar el reclutamiento de maestros en el camino hacia la obtención de una credencial de maestros de California.				
B.	Plan de Oportunidades de Aprendizaje Ampliado	Votación	Z Bakheit y B Ruiz	1 m
El plan ELO-P sirve como nuestro modelo oficial para ofrecer un programa de aprendizaje ampliado y de alta calidad.				
C.	Presupuesto de CDW para la Sustitución de Conmutadores de Red de la Escuela Secundaria	Votación	Damon Edwards	1 m
El equipo de IT sustituirá todos los conmutadores de red que hayan llegado al final de su vida útil en los edificios de la Escuela Secundaria a finales de este año. Esta cotización de CDW detalla los costos de este nuevo equipo.				
Impacto Fiscal: \$136,698.25				
D.	Cal State East Bay y la Universidad Estatal de Sacramento	Votar	Arika Spencer-Brown	10 m

	Proposit	Presenta	Hora
	La escuela presentará y la junta votará sobre el desarrollo de un "memorando de entendimiento de admisiones prioritarias" con ambas instituciones.		
E.	Acuerdo de Iniciativa de Orientación Universitaria de California	Votar Elizabeth Martinez	1 m
	La junta revisará el acuerdo que debemos firmar con el estado de California para la Iniciativa de Orientación Universitaria.		

V. Temas de Acción por Consentimiento 6:15 PM

Impacto fiscal total: \$2,867,837.31

A.	Aprobación del Acta: Reunión de la Junta Directiva de Septiembre	Aprobar Actas Alicia Klein	1m
	La Junta Directiva de MWA revisa y aprueba el acta de las reuniones de la Junta Directiva.		
B.	Facturas de Proveedores	Votar Lawrence Lee	1 m
	La Junta revisará y aprobará los pagos de facturas de agosto y septiembre del 2025.		

Impacto Fiscal: \$2,867,837.31

VI. Temas de Discusión 6:17 PM

A.	Agradecimientos por parte de la Junta Directiva	Para su Información Alicia Klein	5 m
	Según lo establecido en la Ley de Reuniones Abiertas del Estado de California, no se pueden tomar acciones bajo este punto del orden del día. El único propósito de este tema de la agenda es brindar una oportunidad para que la Junta Directiva haga comentarios.		
B.	Calendario de las Reuniones Restantes de la Junta Directiva para 2025-26	Para su Información Alicia Klein	2 m
	• 15 de diciembre del 2025 a las 11am • 26 de enero del 2025 a las 11am • 9 de marzo del 2026 a las 4pm • 4 de mayo del 2026 a las 4pm • 15 de junio del 2026 a las 11 a. m.		

	Proposit	Presenta	Hora
VII. Sesión Cerrada			6:24 PM

- | | | | | |
|-----------|--|-----------|--------------------|------|
| A. | Evaluación del Rendimiento de los Empleados Públicos | Discusión | Alicia Malet Klein | 10 m |
|-----------|--|-----------|--------------------|------|
- De Conformidad con la Sección 54957, la Junta se cerrará a sesión privada para discutir la revisión anual del desempeño del CEO.

VIII. Elementos de Cierre			6:34 p.m.
----------------------------------	--	--	------------------

- | | | | |
|-----------|----------------------|------|--------------|
| A. | Cierre de la Reunión | Voto | Alicia Klein |
|-----------|----------------------|------|--------------|

IX. Diapositivas de Presentación del Día (Junta MWA:) No leer por adelantado)

- | | | | |
|-----------|--|---------------------|-------------------|
| A. | Diapositivas Presentadas en la Reunión de la Junta (Personal, por favor no vinculen presentaciones aquí) | Para Su Información | Bryan Fitzpatrick |
|-----------|--|---------------------|-------------------|

- | | | | |
|--|--|---------------------|--------------|
| | | Para Su Información | Alicia Klein |
|--|--|---------------------|--------------|
- B.** Documentos traducidos al español/Documents traducidos al español

Este año, continuaremos traduciendo la agenda de la junta 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 elaboran principalmente para los temas que requieren una explicación adicional más allá de la breve descripción del tema.