Making Waves Academy

October Board Meeting

Critical Learners

Date and Time

Monday October 19, 2026 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
Or One tap mobile :
+16694449171,,87855022048#,,,,*073032# US
+16699006833,,87855022048#,,,,*073032# US (San Jose)
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
+1 669 444 9171 US
+1 669 900 6833 US (San Jose)
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 719 359 4580 US
+1 689 278 1000 US
+1 929 436 2866 US (New York)

+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US
+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
Webinar ID: 878 5502 2048
Passcode: 073032
International numbers available: https://mwacademy.zoom.us/u/keaPhEAWej

---

COMING SOON

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish: https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108
- HAGA CLIC AQUI 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 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.***
    - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a bfitzpatrick@mwacademy.org*** *en inglés o español.*
    - *En su solicitud:*
        - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
        - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
        - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*

- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:
Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.
Please note that all agenda times are estimates.
Tenga en cuenta que todos los horarios de la agenda son estimaciones.

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. Existing Litigation / Conference with Legal Counsel	Discuss	Elizabeth Martinez	10 m
	Pursuant to Subdivision (a) of Section 54956.9, the board will move to closed section, case name unspecified as disclosure would jeopardize service of process.			
III.	**Additional Opening Items**			**4:11 PM**
	A. Remarks by Board President	Discuss	Alicia Malet Klein	5 m
	Focus Area: Critical Learners			

		Purpose	Presenter	Time

- Critical learner achievement
- Intervention programs
- MTSS implementation

WASC/LCAP Goals:

LCAP Goal 1: Support for All Learners

LCAP Goal 3: Community Engagement and Climate

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
  - ***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 of a comment card at the meeting, or use the raise hand function during the public comment sections of the meeting.***
  - ***If you would like to send your request to speak prior to the meeting, please email your request to 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

Purpose Presenter Time

federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

- De acuerdo con AB 361 en el Estado de California, organizaremos esta reunión de la junta directiva a través de teleconferencia debido a la siguiente circunstancia:
- La Junta Directiva de MWA sea reunera durante un estado de emergencia proclamado por el Estado de California debido a la pandemia de COVID-19.

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

	Purpose	Presenter	Time

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.

IV. Standing Reports — 4:36 PM

A. Mission Connection: English Learner Advisory Committee — FYI — Stephani Lopez — 10 m

Video showcasing the first English Learner Advisory Committee (ELAC) of the year, and showcasing family perspectives.

CLICK HERE TO SEE THE VIDEO

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: English Language Development — Discuss — Stephani Lopez — 15 m

English Language Development (ELD) Coordinator, Stephani Lopez, shares supports and priorities in place for English Learners (ELs).

D. Q&A on Written School Report — Discuss — A. Nelson & Z. Bakheit — 15 m

Board members will have an opportunity to ask questions about the contents of the written report incuding reflections from the Instructional Leadership Team (ILT), College and Career Counseling department (CCC), Special Education Department (SPED), and English Language Development Coordinator.

E. Q&A on Executive Director Report — Discuss — Elizabeth Martinez — 15 m

ED will provide a preview of the recently released State Dashboard, which highlights our progress across multiple metrics. Board members will also have an opportunity to ask questions about the contents of the written ED report.

F. 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.

G. Break — 5 m

V. Non-Action Items — 5:51 PM

		Purpose	Presenter	Time
A.	Board Work and Advisory Committee Updates	FYI	Alicia Klein	10 m

(Updates on bold items)

- **Student Board Member Perspectives from Jeremy Cruz Perez**
- **5C update from Felicia Selva**
- Advisory Committees:
  - Culture and Climate (January)
  - Curriculum Review/WASC (December)
  - Finance (December)
  - Audit (December)

B.	AI Task Force Status Update	FYI	Damon Edwards	10 m

This report provides an update on the AI Task Force's first session of the 2026–27 school year, facilitated by aiEDU. This year, the Task Force will work to build shared understanding and co-create guidance that addresses current gaps in policy.

C.	Instruction Partners	FYI	Alton B. Nelson Jr.	3 m

Notifying the board and the public of MWA's data sharing agreement with Instruction Partners that allows for meaningful professional development and capacity building regarding our assessment data.

D.	EdCode Local Assignment Options List for 2026-2027	FYI	Meuy Saechao	1 m

In compliance with the Board-approved MWA EC Local Assignment Policy, a list of credentialed teachers who have been approved to teach assignments through the EC Local Assignment options shall be presented to the Board following the start of each school year.

E.	September Comments from Executive Director	FYI	Elizabeth Martinez	1 m

The Executive Director's presentation and response to questions submitted from the September 14, 2026 board meeting, as she was unable to attend.

CLICK HERE TO ACCESS THE RECORDING
Passcode: 4GZa+V$Y

VI. Action Items — 6:16 PM

Fiscal Impact: N/A

		Purpose	Presenter	Time
A.	Finance Advisory Committee Appointment	Vote	Alicia Malet Klein	1 m

Appoint Kyle Cooper as a member of MWA's Finance Advisory Committee (FAC).

B.	Updated Uniform Complaint Procedure & Policy	Vote	Carmen Velarde	1 m

Updating the Uniform Complain Procedures (UCP) to replace Liz Martinez with Carmen Velarde as the point of contact, as well as other minor changes for compliance purposes per the recommendation of legal counsel.

C.	Vertex Agreement	Vote	Elizabeth Martinez	5 m

Review proposal to contract with Vertex Education for outsourced school finance compliance and grant management services.

Fiscal Impact: $36,000

VII. Consent Action Items — 6:23 PM

Total fiscal impact: $413,858.73

A.	Vendor Invoices	Vote	Lawrence Lee	1 m

Board reviews and approves bill payments for September

Fiscal Impact: $413,858.73

B.	Accept Minutes: September Board Meeting	Approve Minutes	Alicia Klein	1 m

MWA Board reviews and accepts the September board meeting minutes.

C.	Accept Minutes: Finance Advisory Committee	Approve Minutes	Alicia Malet Klein	1 m

MWA Board reviews and accepts the September Finance Advisory Committee meeting minutes.

Approve minutes for Finance Advisory Committee Meeting on September 10, 2026

VIII. Discussion Items — 6:26 PM

A.	Comments and Appreciations by the Board of Directors	FYI	Alicia Klein	5 m

		Purpose	Presenter	Time
	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 2026-27 • Dec 14, 2026 at 11am • Jan 25, 2027 at 11am • Mar 8, 2027 at 4pm • May 3, 2027 at 4pm • Jun 14, 2027 at 11am	FYI	Alicia Klein	2 m

IX. Closing Items — 6:33 PM

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 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 articulos incluidos en la agenda, así como el informe escolar que sera escrito por la directora principal de la escuela y sus líderes escolares. Tome en cuenta que no todos los articulos incluyen una hoja de portada; las hojas de portada se crean principalmente para articulos que requieren explicación más allá de la breve descripción del articulo. This year, we will continue to translate the board agenda to Spanish. Additionally, this year we will be translating the coversheets which provide a brief explanation of the items on the agenda as well as the school report which is written by the Senior School Director and her school leaders. Please note that not all items include a coversheet - coversheets are mostly created for items that require more explanation beyond the brief item description.	FYI	Alicia Klein	

Coversheet

ASB Update

Section: IV. Standing Reports
Item: B. ASB Update
Purpose: FYI
Submitted by:
Related Material: ASB Board Report - October 2026.pdf



ASB Board Report

ASB Members: Aisosa Aigbuza, Daniel Mora, Oscar Guerrero

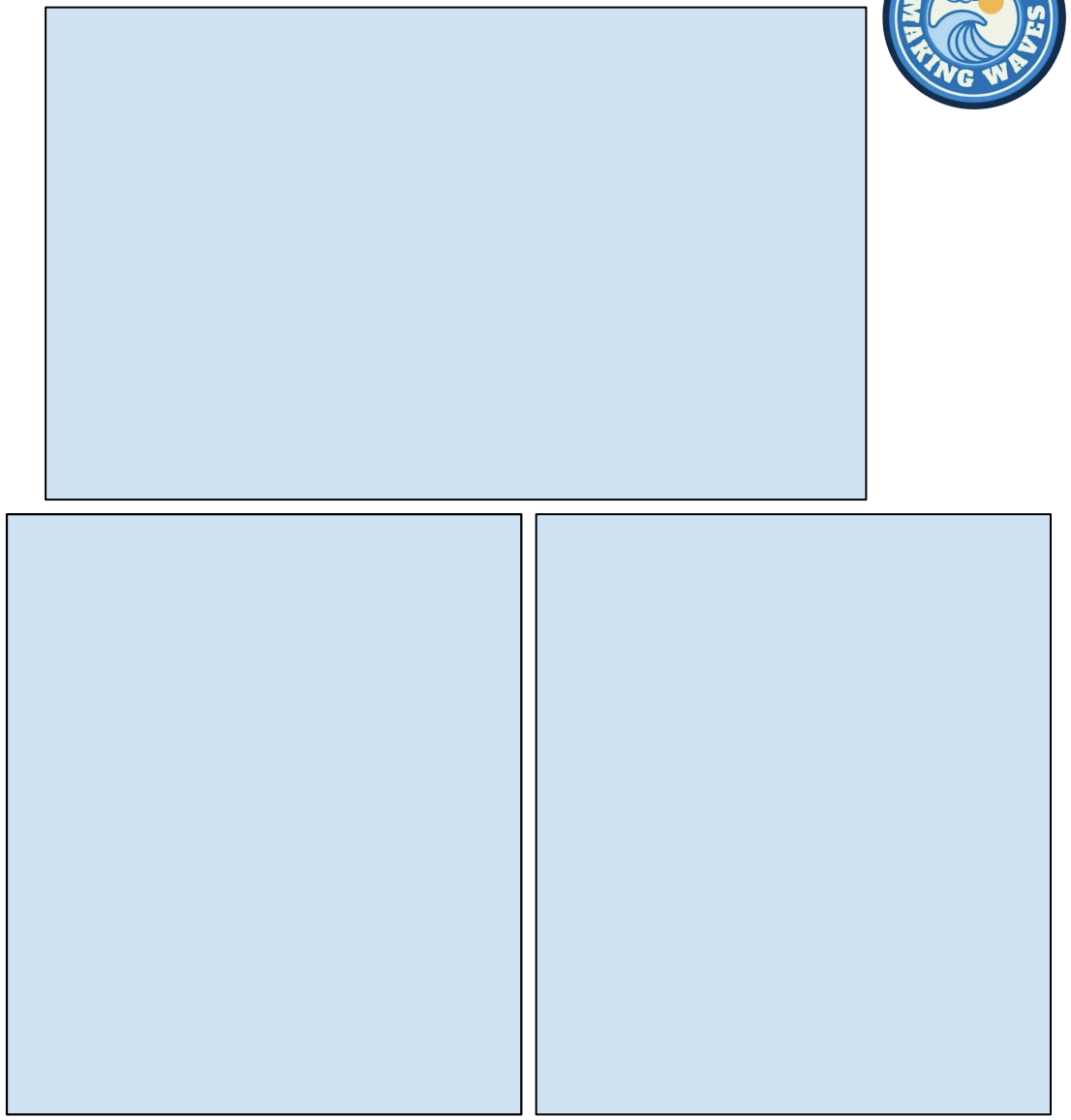
Table of Contents

- Successes
- Areas for Improvement
- Outlook
- Questions & Conversation

Successes

Successes

- **Fall Club Fair**
  - High number of attendance
  - ASB Photobooth
  - $6,879!
  - Senior Committee made $1,200
- **Hispanic Heritage Month ASM**
- **Volleyball Senior Night**

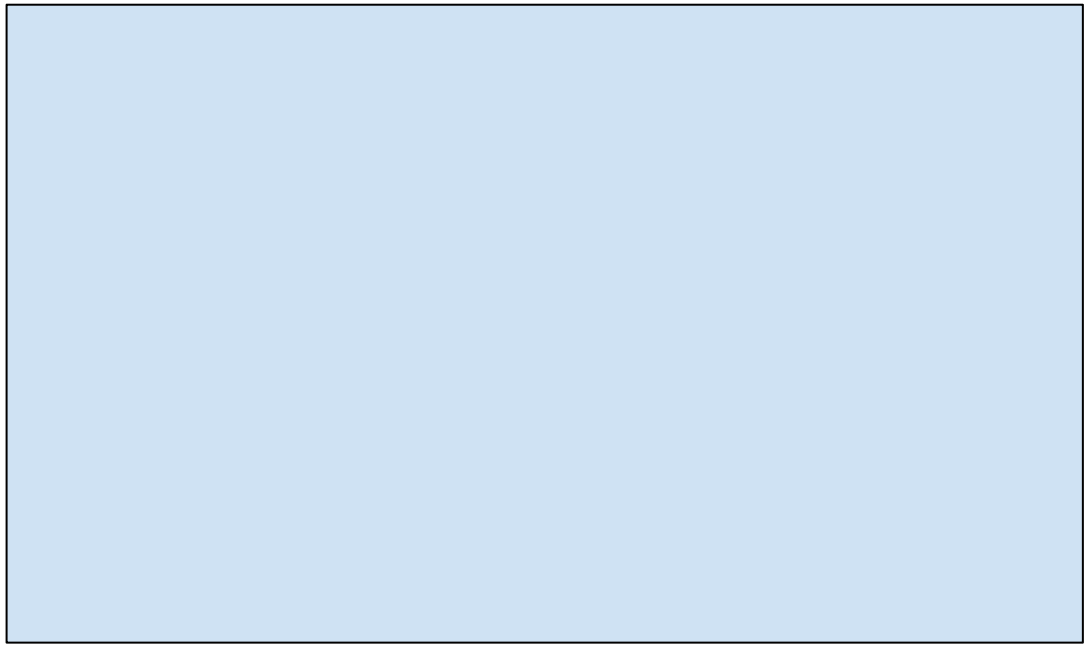


Areas for Improvement



Areas for Improvement

- **Fall Club Fair**
  - Stronger Advertisement for ASB Booth



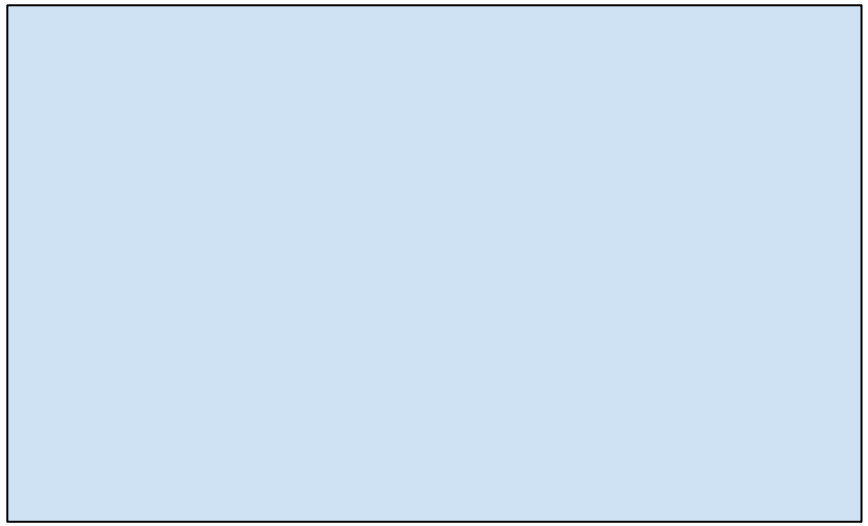
Priorities



Priorities

- **October Newsletter**
  - Promote and highlight upcoming events
- **Spirit Week**
  - Themes Decided
  - Meeting w/ Deans
- **Fall Dance**
  - Attendance Goal: **180+**
  - KIWIN'S Haunted Hallway
  - Tote bag painting
  - Limbo activity
  - Photo Booth
- **Pep Rally**
  - Breast Cancer Awareness Month Recongition





Student Life!

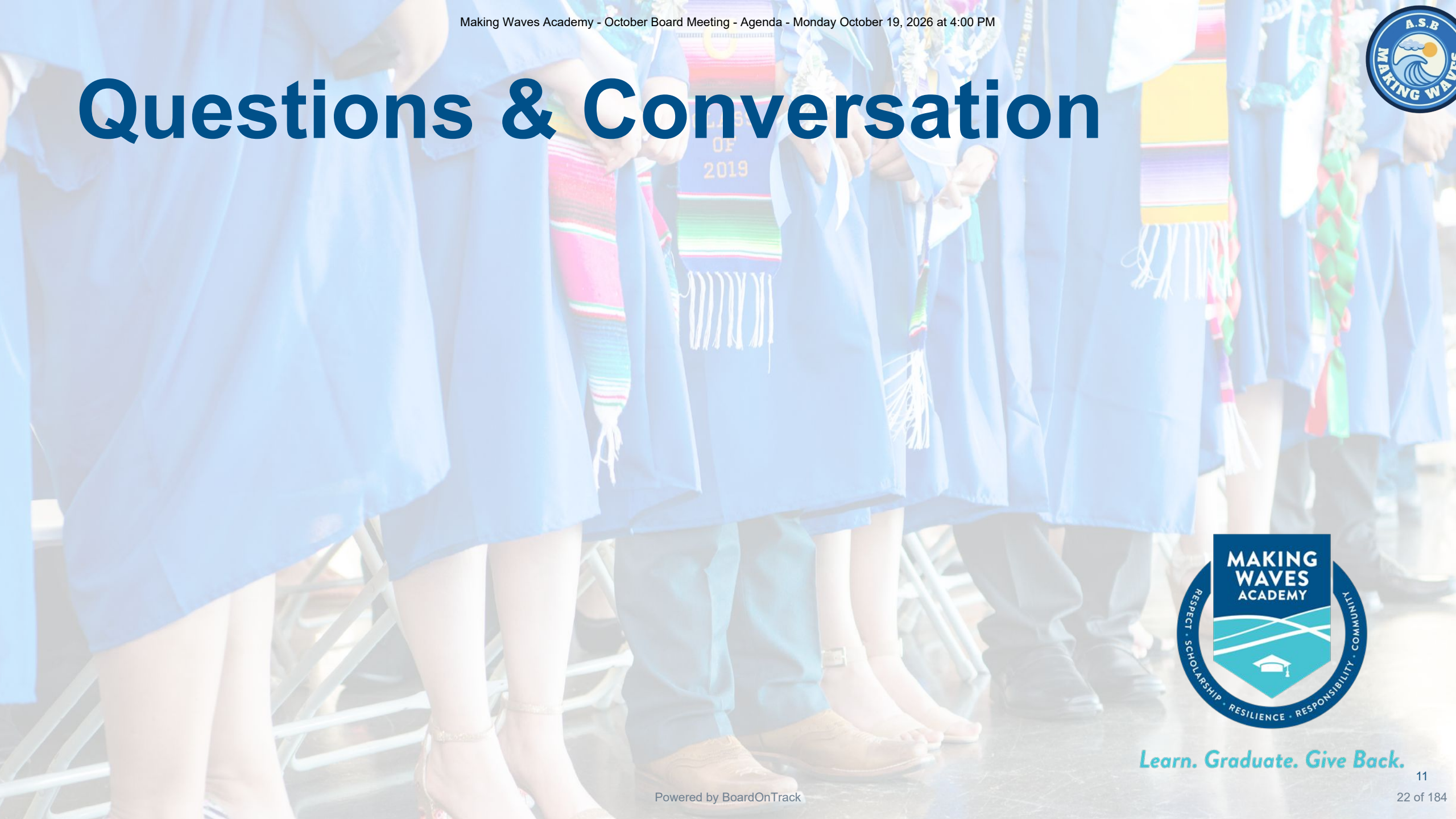








Questions & Conversation



Learn. Graduate. Give Back.

Coversheet

Deep Dive: English Language Development

Section: IV. Standing Reports
Item: C. Deep Dive: English Language Development
Purpose: Discuss
Submitted by: Stephani Lopez
Related Material: October Board Meeting_ EL Deep Dive.pdf

BACKGROUND:

Overview of MWA's English Learner population, ELD services, student outcomes, and current areas of need, with a focus on language development, literacy, reclassification, and LTEL progress.

RECOMMENDATION:

We recommend that the Board acknowledge the progress of our ELD program and support continued efforts to strengthen English Learner outcomes.



ELD Program Deep Dive

Stephani Lopez

English Language Development (ELD) Coordinator

Learn. Graduate. Give Back.

Acronym Breakdown

EL: English Learner

LTEL: Long-Term English Learner — designated as an EL for 6+ years

ARLTEL: At-Risk Long-Term English Learner — a student who has been enrolled in U.S. schools for 4–5 years without achieving the English proficiency needed to reclassify as fluent

RFEP: Reclassified Fluent English Proficient

ELD: English Language Development

MWA's English Learner (EL) Population



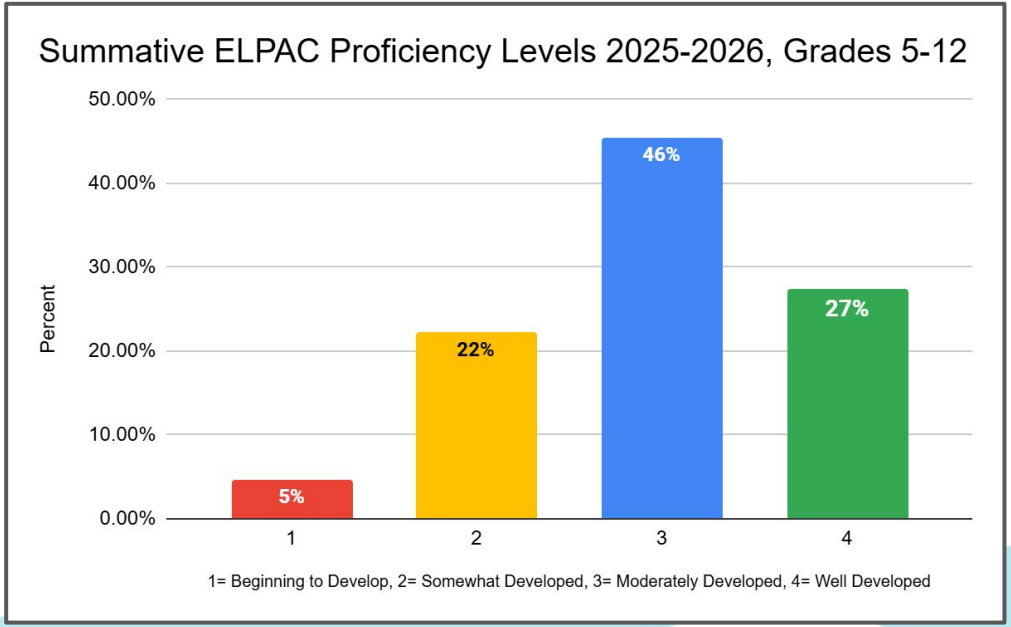
English Learner Quick Facts

182 English Learners across both divisions

Middle School: 123

Upper School: 59

Languages Represented: Spanish, Portuguese, Arabic, Thai, Swahili, and more!



ELD Vision and Goals



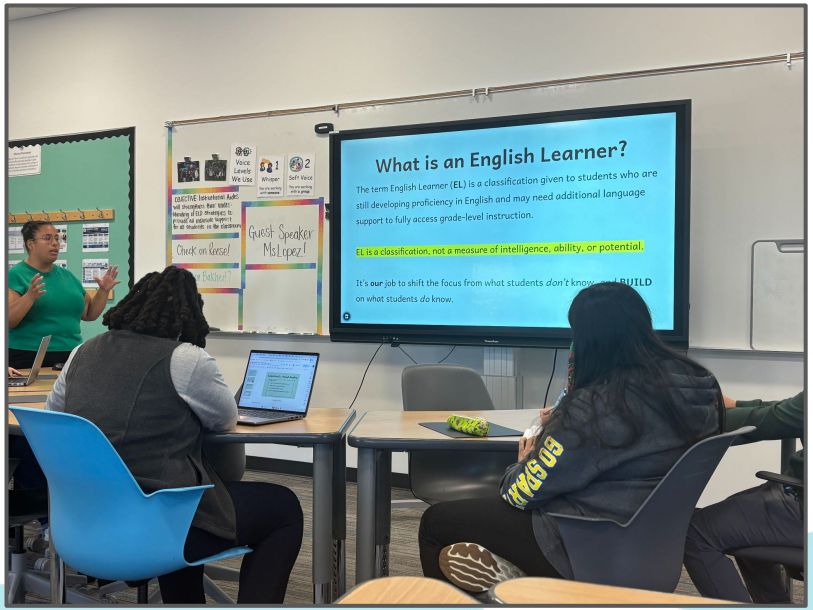
Building Teacher Capacity

Four whole-school professional development sessions are included in our 2026–27 PD calendar, beginning in October, to strengthen teacher capacity to support English Learners through Tier 1 instruction

We also provided an ELD training for incoming staff in August to establish a shared foundation for supporting English Learners at MWA.

2026-2027 Integrated ELD Trainings

1. **New Teacher Training** ✅
   Supporting English Learners
2. **Instructional Aide Training** ✅
   ELD Fundamentals & Reading Intervention
3. **The Language of Learning** ✅
   Academic Language & ELD Standards
4. **Making Learning Accessible**
   Tier 1 Scaffolds
5. **Language for Thinking**
   Academic Conversation
6. **From Talk to Independence**
   Reading, Writing & Language Production



ELPAC Data 2025-2026



Data Headlines:

- ★ **Overall performance remains stable.**
  ELPAC results have remained relatively consistent over the past several years, with 28% of English Learners reaching Level 4 in 2025–26.
- ★ **Students show stronger outcomes at the end of grade-level bands.**
  Grades 8, 10, and 12 had the strongest Level 4 outcomes, while the transition into 9th grade continues to be an area requiring targeted support.
- ★ **Reading continues to be our greatest language-domain need.**
  Compared with speaking, listening, and writing, reading has the largest percentage of students at the Beginning to Develop level.
- ★ **LTEL growth is a bright spot.**
  Nearly half of our Long-Term English Learners moved up at least one ELPAC level in 2025–26, showing stronger growth than the previous year.

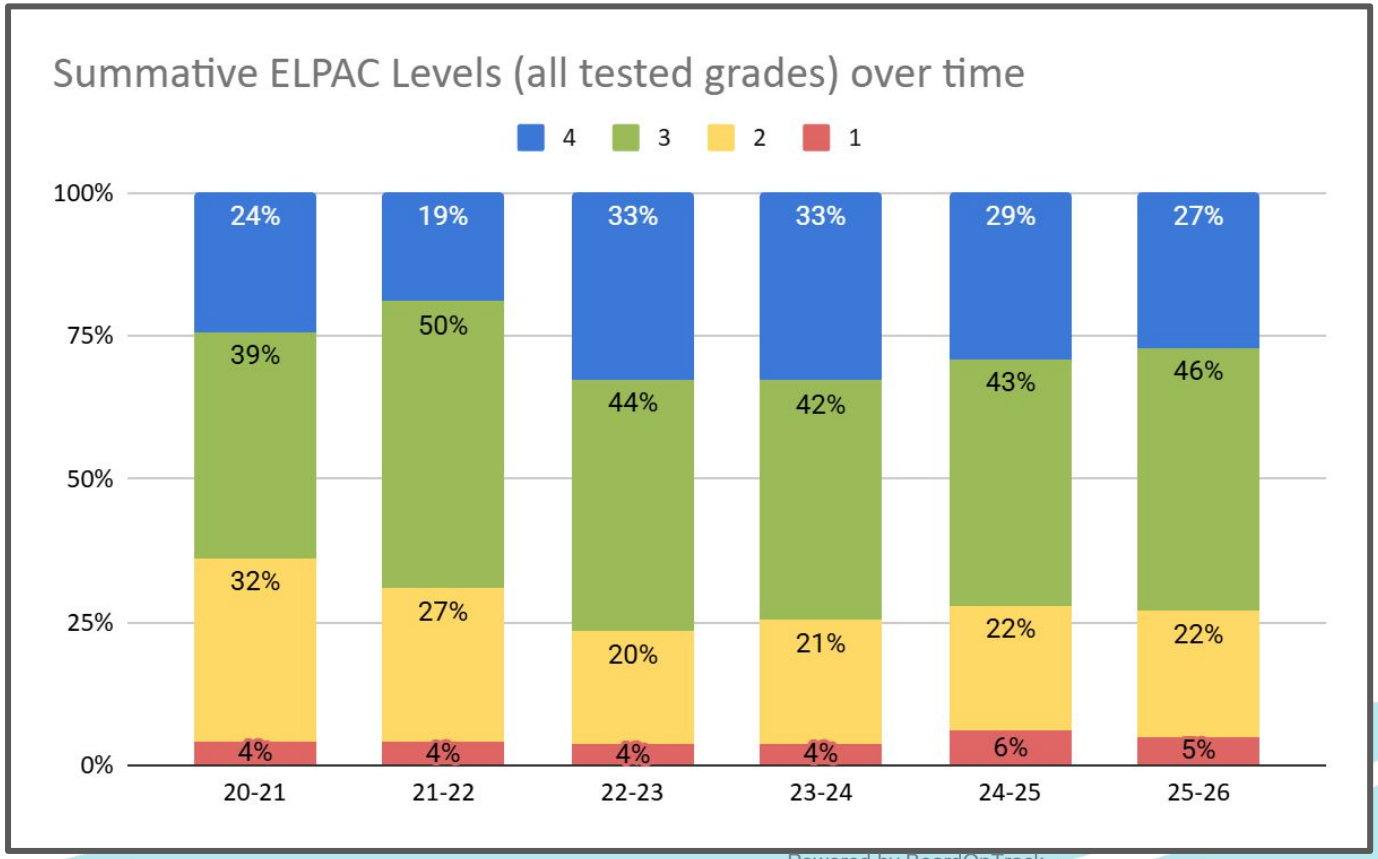
The ELPAC tests measure 4 distinct areas:



Students test within their designated grade-level bands:

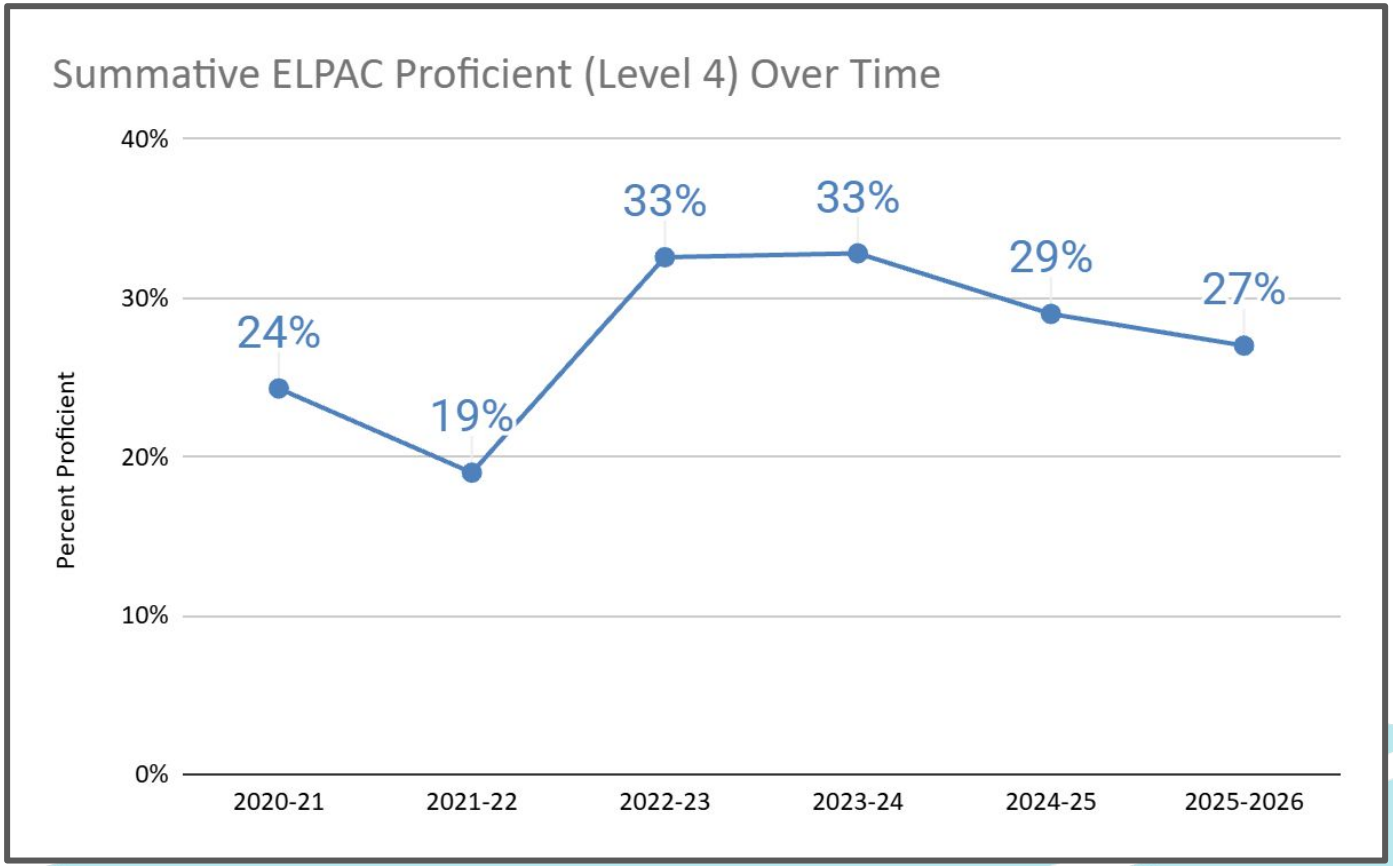
- Grades 3–5
- Grades 6–8
- Grades 9–10
- Grades 11–12

Comparisons with previous years

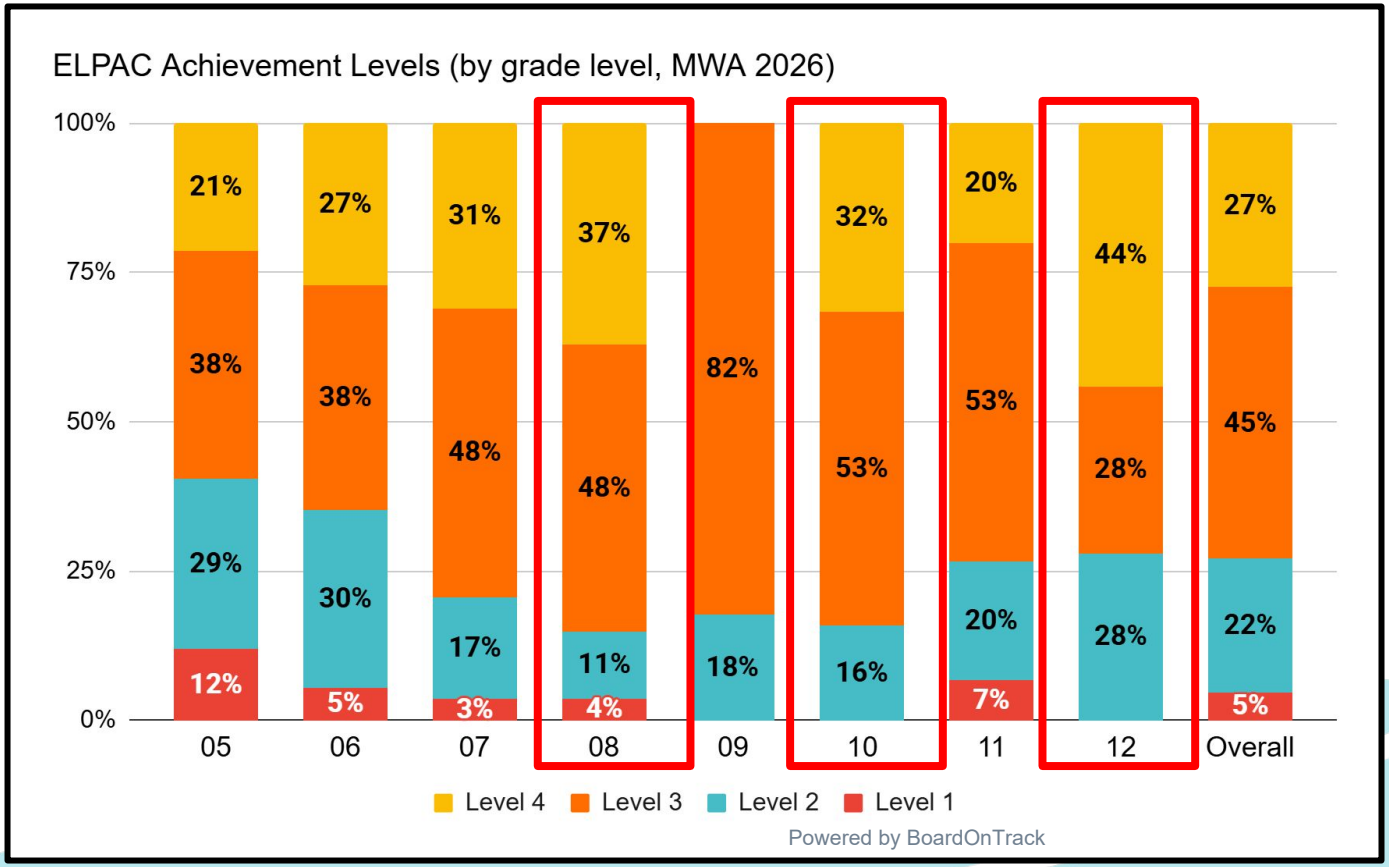


A comparison of the last two ELPAC administrations reveals consistent performance and comparable outcomes overall.

Summative ELPAC Proficient, Over Time

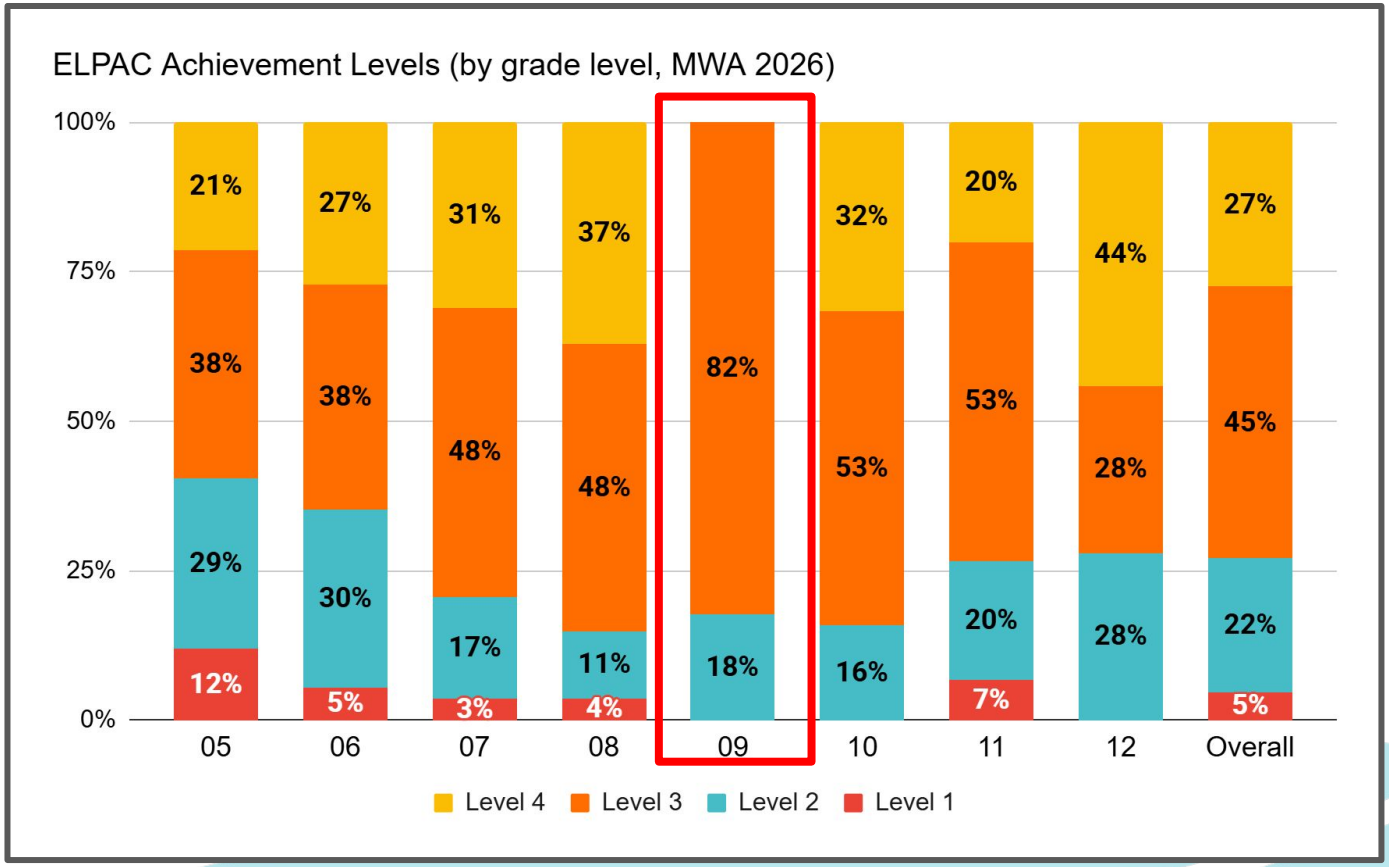


Summative ELPAC 2025-26, by grade level



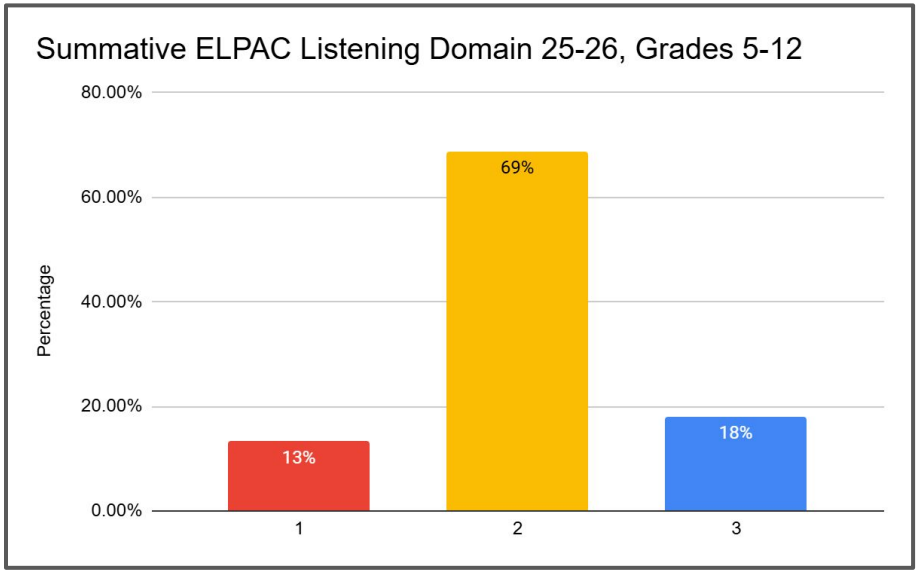
Students at the *end* of each ELPAC grade-level band show stronger Level 4 outcomes, with grades 8, 10, and 12 demonstrating the highest rates.

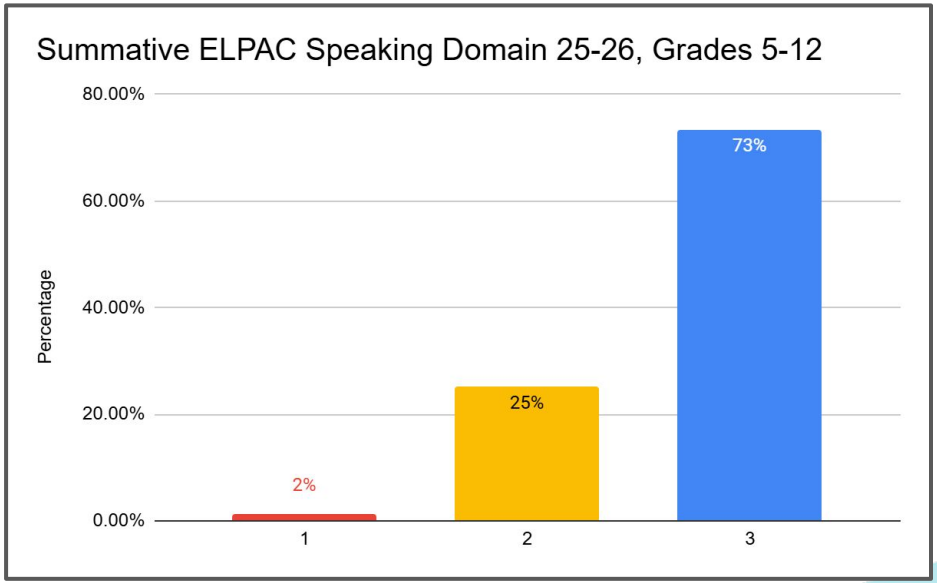
Summative ELPAC 2025-26, by grade level



The *8th-to-9th grade transition* presents unique ELPAC challenges. Following zero 9th graders reaching Level 4, we established two smaller ELD sections averaging 9 students for targeted support.

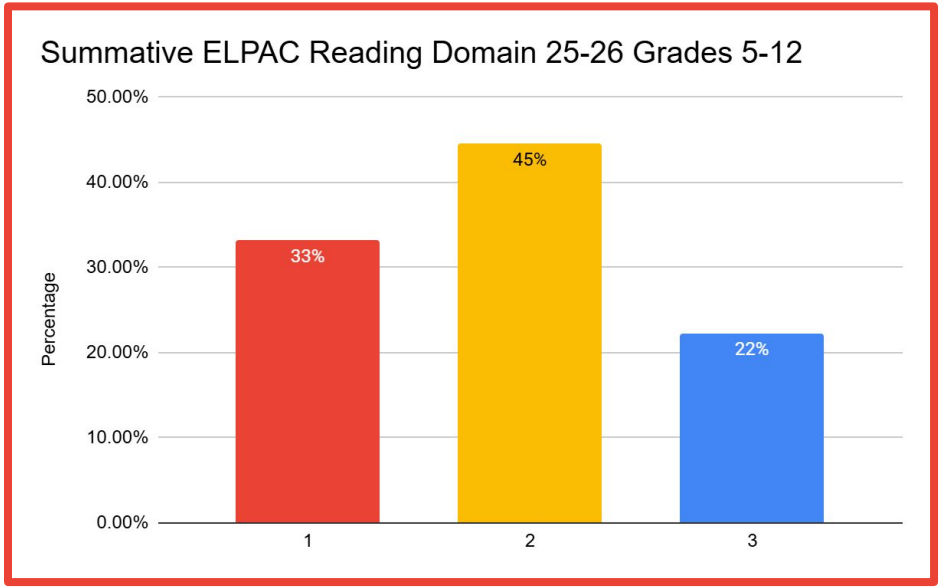
Scores by Domain (all grades)

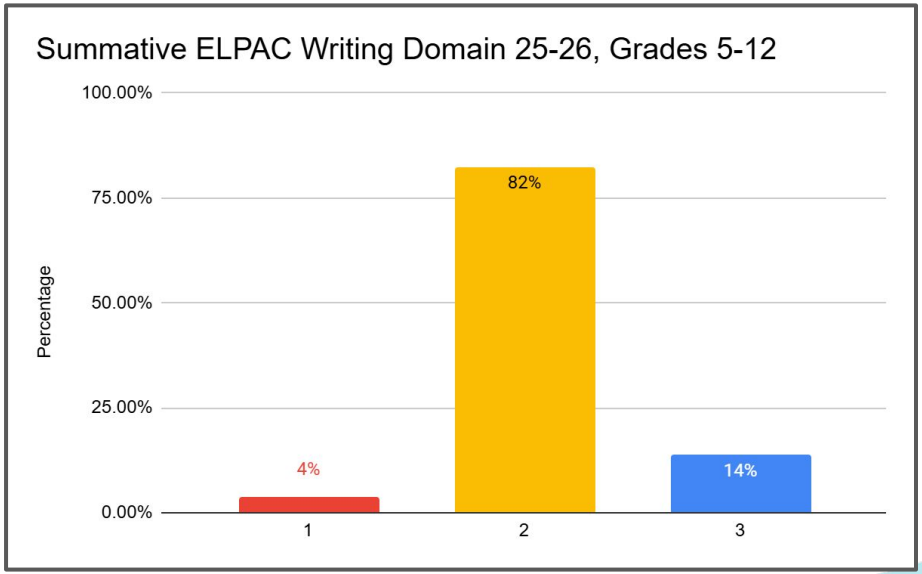




Beginning to Develop | **Somewhat/Moderately Developed** | **Well Developed**

Scores by Domain (all grades)



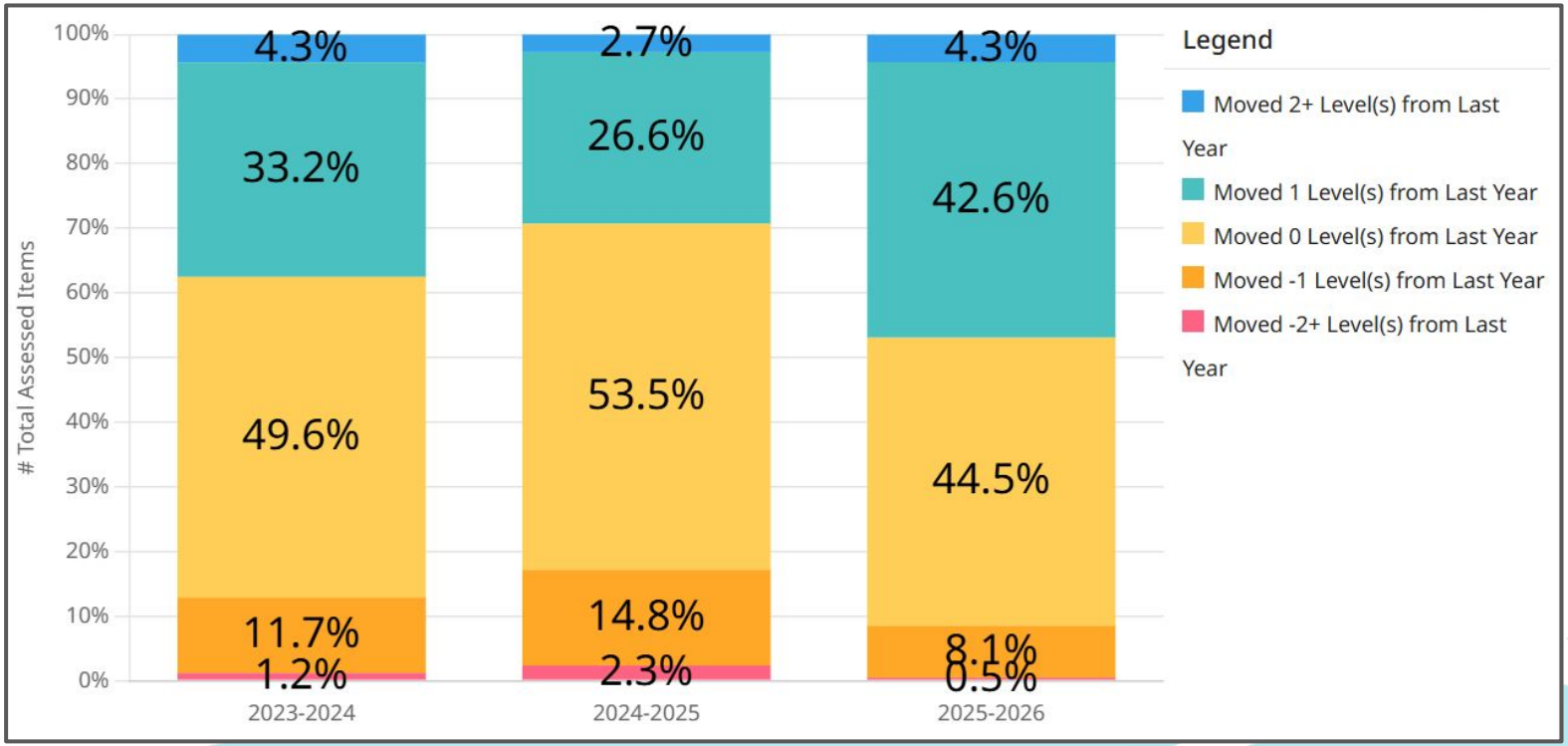


Reading is our greatest language-domain need.

Beginning to Develop **Somewhat/Moderately Developed** **Well Developed**

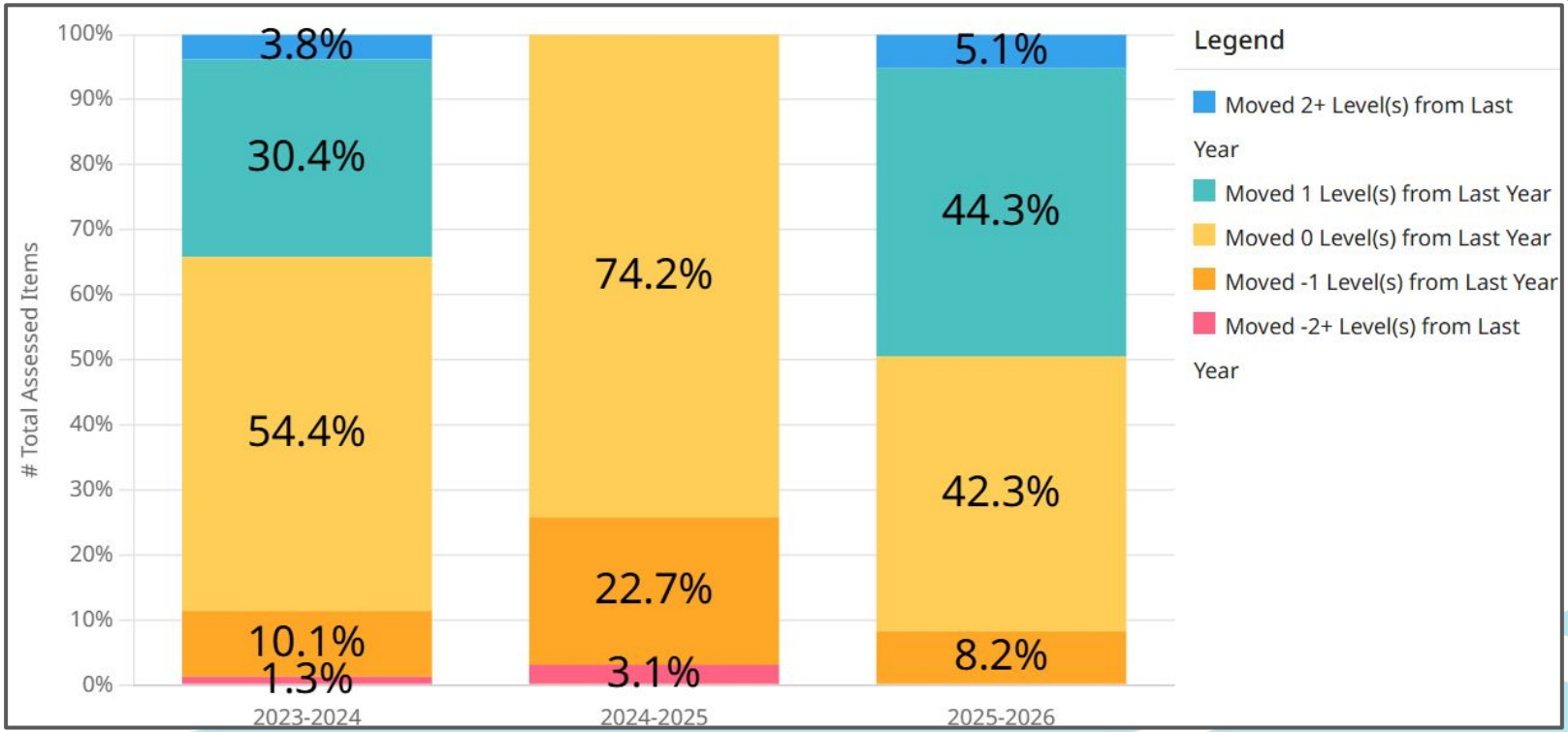
ELPAC Growth Over Time

All English Learners



ELPAC Growth Over Time

Long Term English Learners



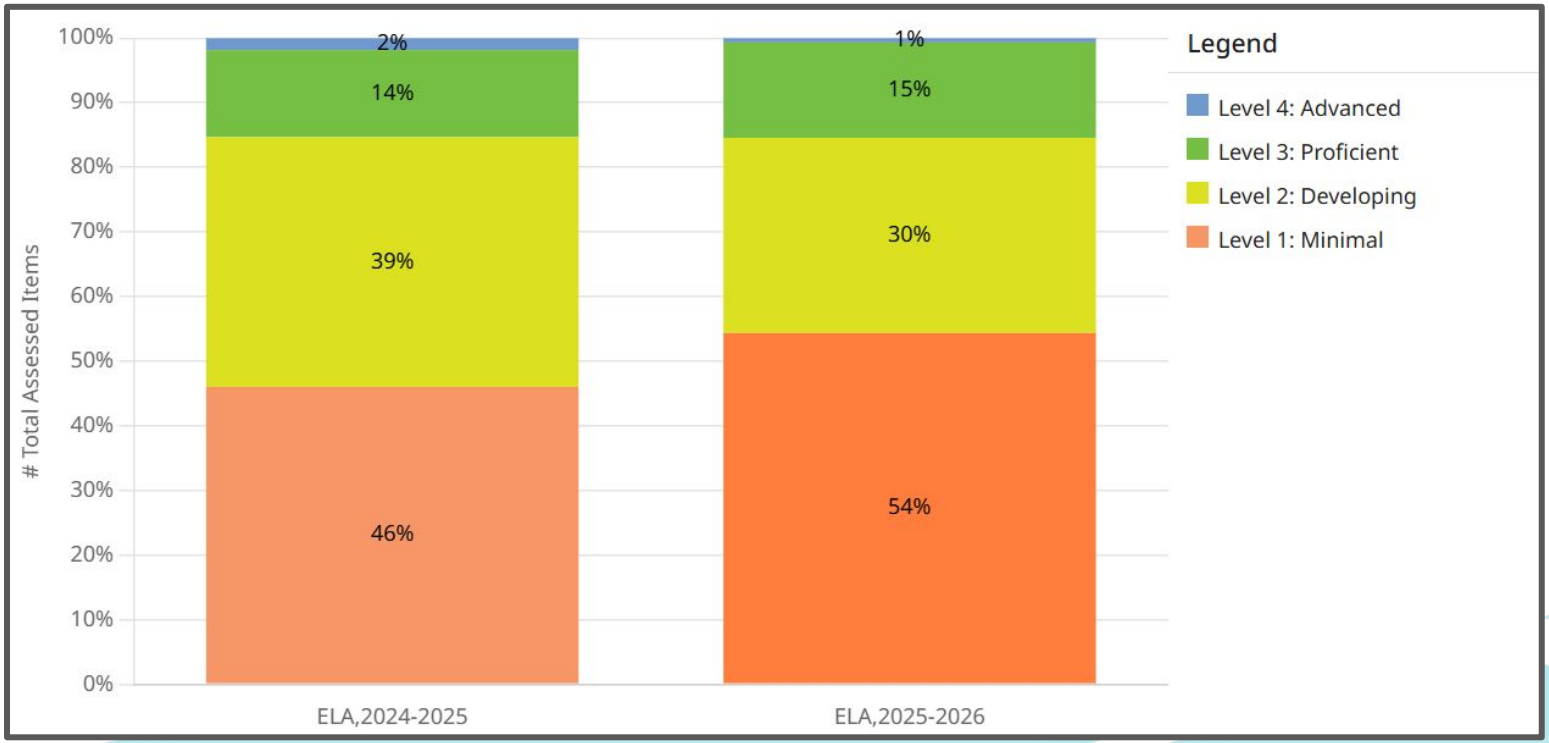
CAASPP Data: ELA and Math



Data Headlines:

- **Academic outcomes show a continued need for support.**
  Overall EL performance declined in ELA and Math, with more students performing at Level 1.
- **LTEL progress is a bright spot.**
  LTELs showed improvement in both ELA and Math, with fewer students performing at Level 1.
- **ELPAC and CAASPP point to a shared literacy need.**
  Reading is the greatest area of need on ELPAC, and ELA achievement remains low on CAASPP.
- **The data reinforces our focus on Tier 1 instruction.**
  Strengthening language-rich instruction across content areas remains a key strategy for improving academic access and achievement.

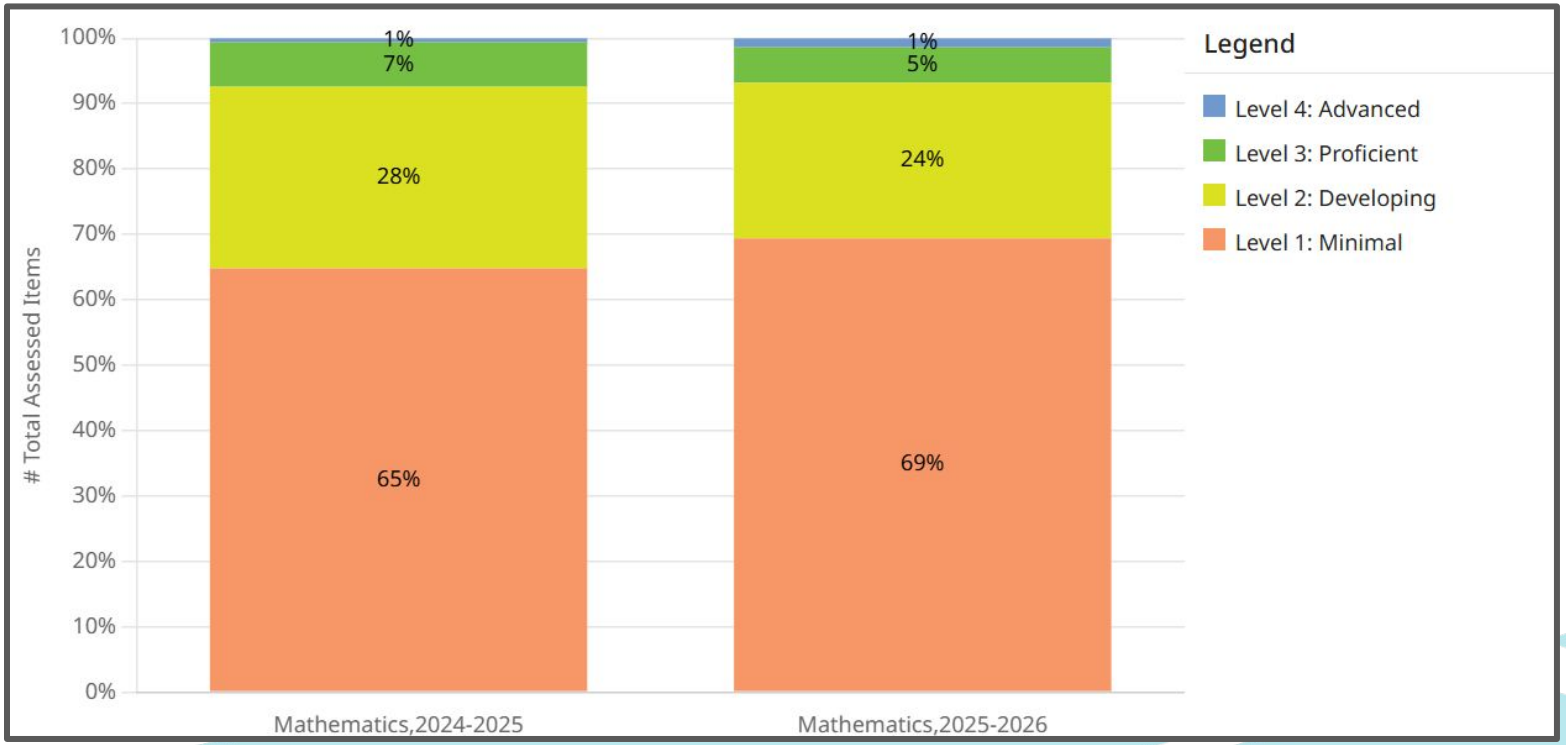
English - All ELs



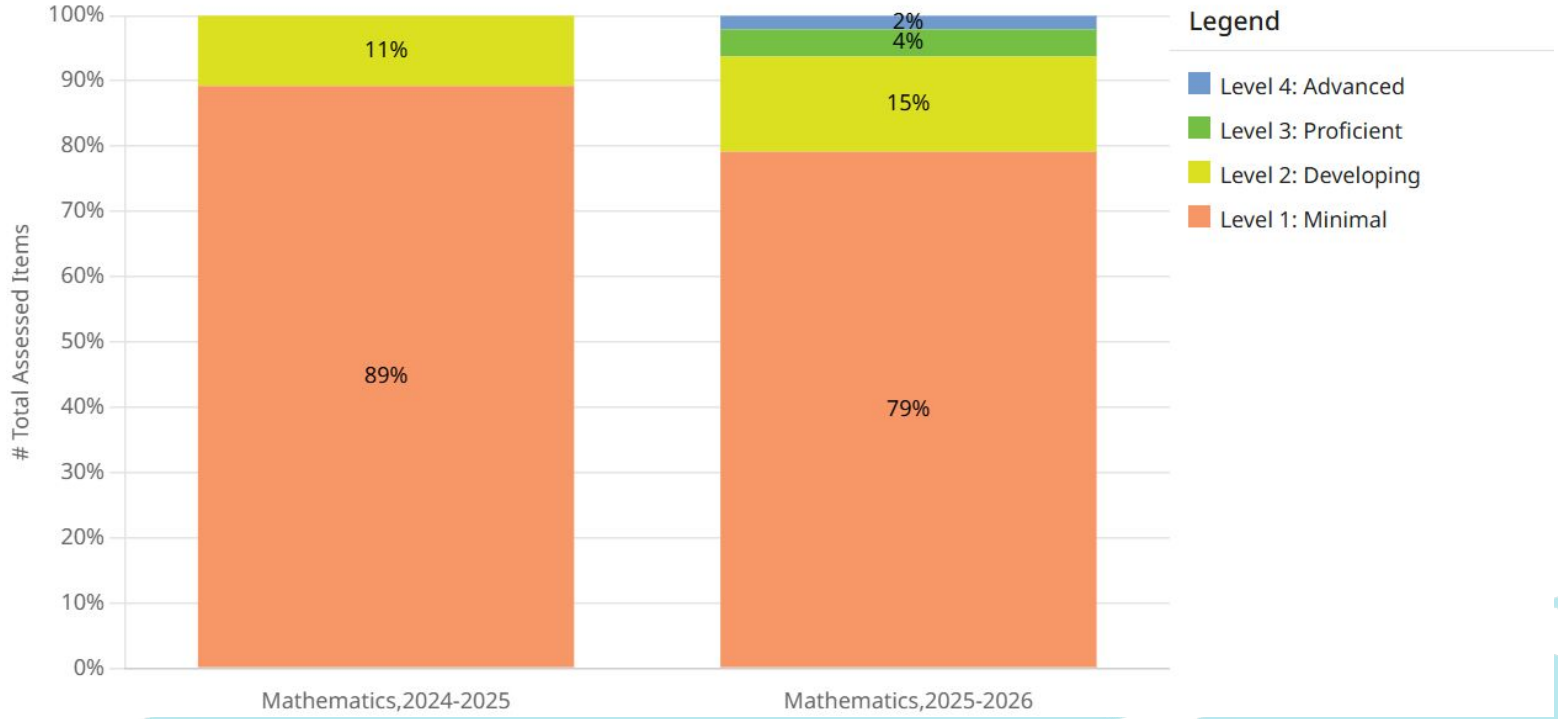
English - LTELs



Math - All ELs


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Total Assessed Items
1%
7%
28%
65%
1%
5%
24%
69%
Mathematics,2024-2025
Mathematics,2025-2026
Legend
Level 4: Advanced
Level 3: Proficient
Level 2: Developing
Level 1: Minimal

Math - LTELs


100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Total Assessed Items
11%
89%
2%
4%
15%
79%
Mathematics,2024-2025
Mathematics,2025-2026
Legend
Level 4: Advanced
Level 3: Proficient
Level 2: Developing
Level 1: Minimal

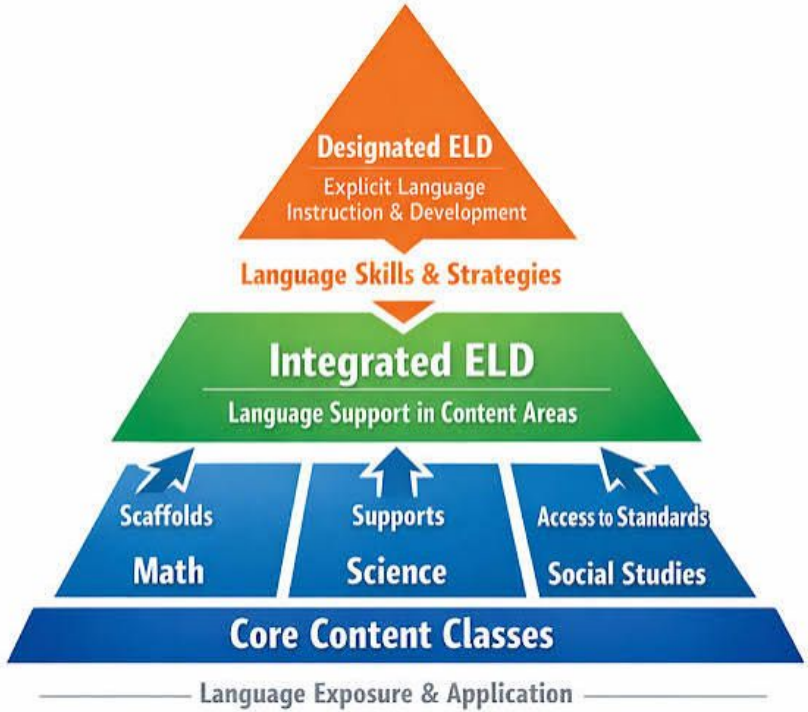
Our ELD Instructional Model



ELD Services at MWA

ELs are **required** to receive English Language Development (ELD) services during the core academic day. These services are delivered via two specific models:

Integrated ELD
and
Designated ELD



Source: J.Bedard for English Learner Education: Policy in Practice (2026)

	Integrated ELD	Designated ELD
Purpose	Develop English proficiency through academic content instruction	Explicitly teach English language skills aligned to ELD standards
Time	Throughout the school day and across content area	Specific **protected** time within the school day
Standards	CA Content Standards + CA ELD Standards	CA ELD Standards
Instructional Focus	Support students in using academic language to access grade-level content through vocabulary instruction, scaffolds, structured discussion, reading, and writing	Critical English language skills necessary for academic content learning

What does this look like at MWA?

Middle School

- Students receive Designated ELD 2–3 times per week, depending on the weekly schedule.
- Each Designated ELD block is 70 minutes.
- The third weekly block alternates every other week and is 55 minutes long.

Upper School

- Students receive Designated ELD 2 times each week
- Each Designated ELD block is 40 minutes.

Since most of our English Learners are in Middle School, we have increased our focus on their language development and progress to increase reclassification rates and reduce the number of students entering high school as ELs or becoming LTELs.

Significant increase in ELD time: From 90 to 195 minutes per week, adding 105 minutes of targeted language instruction.

Curriculum



English 3D (all grades)

Core ELD curriculum focused on academic language, vocabulary, and literacy development.



American Reading Company (5th Grade Pilot)

Pilot focused on strengthening reading proficiency, vocabulary, and independent reading through targeted instruction, differentiated practice, and progress monitoring.

Reclassification and RFEP Monitoring



Updated Reclassification Criteria

Effective September 27, 2026

AB 2555 is a California law that changes how English Learners are reclassified as Fluent English Proficient (RFEP).

Old Criteria

1. ELPAC Score of 4
2. SBAC 3 **or** i-Ready Reading within one grade-level band
3. Teacher Evaluation
4. Parent Consultation

New Criteria

1. Summative ELPAC Score of 4 **or** Alternate ELPAC Score of 3



Reclassified Student Count

★ 2025-2026

Total: 48 (at ceremony)

\+ **8 seniors** **who reclassified after the ceremony but before graduation.**

★ 2026-2027

Total: 48

Reclassification Ceremony June 2026



RFEP Monitoring

Students' academic progress is monitored for 4 years after reclassification, with progress reviewed twice each school year.

When concerns are identified:
I collaborate with teachers to identify appropriate supports and, when needed, consider a C.O.S.T. referral.

Why this matters:
With fewer reclassification criteria, strong RFEP monitoring helps ensure students continue to make academic progress after reclassification.

Family Engagement



ELAC

The English Learner Advisory Committee (ELAC) is a space for **parents/guardians, school staff, and faculty to collaborate on supporting English Learners and strengthening their educational experience.**

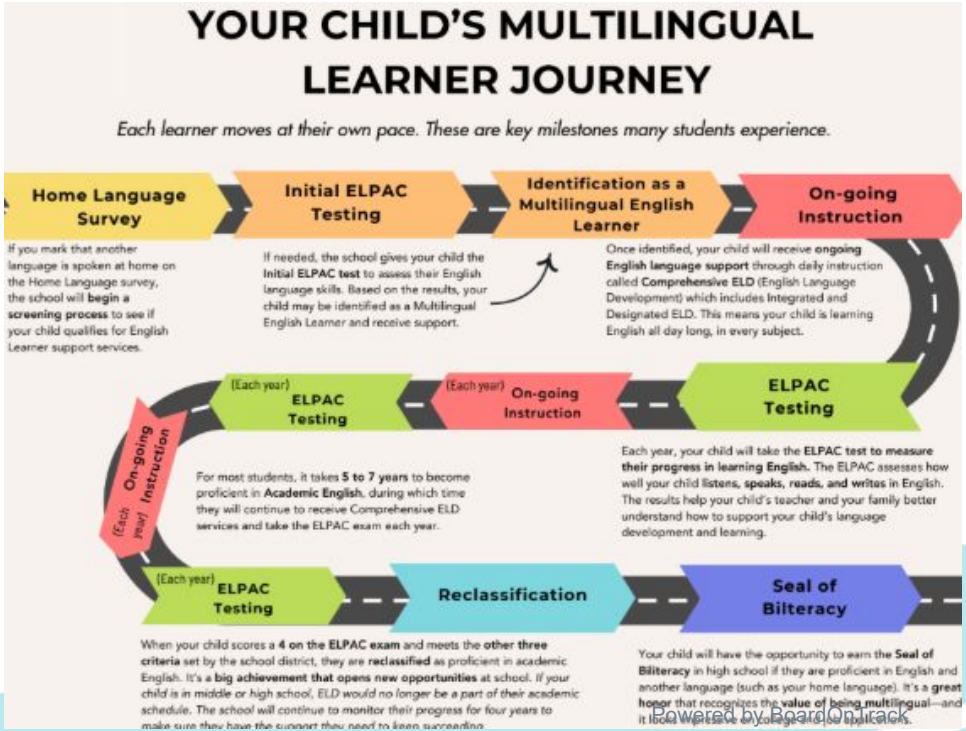
Together, we share information, review student needs and data, provide input on programs and services, and work together to ensure English Learners have the support they need to thrive.

August: Parents learned about ELAC and shared their hopes and dreams for our children's education and future.





September: Parents took an in-depth look at the ELPAC and reclassification process and learned how they support their child's English language development.





October:


Our Next ELAC Meeting: October 20th
We will talk about:
Family Listening Session
Families share what is working, what is challenging, and what their children need to thrive. This way, they can provide essential context and insight that data alone cannot capture.
Thank you for coming!
Your voice matters.
We are stronger together.
Invite a friend!

2026-2027 Priorities and Next Steps



2026-2027 ELD Priorities

Priority 1: Strengthen Tier 1 Integrated ELD

Why: SBAC results show a need for stronger grade-level academic support for English Learners.

Action: Continue schoolwide PD focused on academic language, scaffolds, and language-rich Tier 1 instruction.

Priority 2: Accelerate Literacy & Language Growth

Why: ELPAC reading and SBAC ELA results identify literacy as a key area of need.

Action: Strengthen targeted reading instruction, continue the 5th-grade ARC pilot, and monitor student progress.

2026-2027 ELD Priorities

Priority 3: Strengthen RFEP Monitoring

Why: With fewer reclassification criteria under AB 2555, strong monitoring after reclassification is increasingly important.

Action: Strengthen twice-yearly RFEP monitoring and quickly identify students who need additional academic support.

Priority 4: Deepen Family Partnership

Why: ELAC families have provided valuable feedback and insight into student and family needs.

Action: Continue ELAC and create more opportunities for families to provide input and help shape the ELD program.

How We Will Measure Progress

- **ELPAC Growth**
  Increase the percentage of students making progress toward English proficiency.
- **Academic Achievement**
  Monitor ELA, Math, and reading outcomes, with particular attention to LTELs.
- **Reclassification & RFEP Success**
  Monitor reclassification trends and ensure RFEP students continue making academic progress.
- **Family Engagement**
  Continue gathering ELAC family feedback and use that input to strengthen programming

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 2026_School Board Report_2026-27.pdf

Division Director Board Report

School-Wide

Division Director Board Report - October 19, 2026

Instructional Leadership Team

Masin Persina, ELA Instructional Coach

ELA Successes:

- 41 individual teacher observation cycles took place for our ELA teachers so far this semester, which comes out to an average of 3 cycles per teacher so far. A teacher observation cycle includes a 1) teacher/classroom observation and debrief, 2) a bite-size action step discussed for the teacher, 3) practice together on a component of planning or delivery of instruction, and 4) a follow-up classroom visit to observe how the action step is being implemented.
- Agreed action steps are followed at least in part 75% of the time during the following observation.
- In September, the majority of middle school (MS) ELA teachers "centered the text" in their lessons, ensuring at least 80% of students are refining their initial thinking for better evidence.

ELA Observations by Campus

Middle School | Select a campus and indicator to filter data

3C: Evidence Provided	August	September #1	September #2	October #1
Count of Teachers Scoring 1		1		1
Count of Teachers Scoring 2	1	2	1	
Count of Teachers Scoring 3	5	3	5	2
Count of Teachers Scoring 4				
Count of "Proficient" Teachers	**5 / 6**	**3 / 6**	**5 / 6**	**2 / 3**

Challenges

- Having students engage in academic discourse (discussions) regarding a text which does not involve a teacher remains an area that the ELA department is working towards.
- Coaching has been valuable, and a few teachers are still working toward the growth we're aiming for. To deepen that support, we'll pair coaching with peer observations at their grade level and a review of student data, giving them new insight into what's working in classrooms like theirs.

Coaching Approach & Areas of Focus for Coaching

Last year, the ELA department's focus was to ensure all classrooms had viable curricular text at the center of each lesson. Coaching and PLC's focused on training teachers on how to ask students questions about a text without carrying the cognitive load for them.

Due to last year's growth, this year's focus is to provide students opportunities to have peer-based discussions about the choices an author makes regarding a specific text, without the aid of a teacher. This might look like a whole class discussion, small group discussion, or even partner sharing, where students are talking to each other directly without the teacher. To have 80%-94% of students engaged in these discussions and using textual evidence is the goal.

Division Director Board Report - October 19, 2026

In order for more peer-based discussions to happen, we look for four indicators. We use a tool called the ***IPG*** (Instructional Practice Guide). The IPG indicators and areas of focus for this school year are:

- ***2A: Questions & tasks*** address the qualitative features of the text, the objective of the lesson and/or the depth of the standard.
- ***2B: Questions and tasks*** require students to use evidence from the text(s) to demonstrate understanding and to support their ideas. These ideas are expressed through written and/or oral responses.
- ***3C: Students provide*** accurate text evidence to support the explanation of their ideas and display precision in their oral and/or written responses.

Once these three are in place, ***Academic Discourse (3D)*** can occur:

- ***3D:*** **Students talk and ask questions** about each other's thinking in order to clarify or improve their understanding

The belief is that if these four indicators are present for all students in all ELA classrooms, then all students will be working at grade level standards and above in ELA. Equally important, students will take ownership and investment of the texts they are reading.

ELA Curriculum Changes

SpringBoard, MWA's current ELA curriculum for grades 6-11, is ending this school year. SpringBoard's publisher, the College Board, will no longer publish the SpringBoard curriculum and is sharing its curricula and tools with the education publisher, McGraw Hill. ELA teachers will test three new curricula this semester (*Common Lit 360, Fishtank, and McGraw Hill*). After getting input, I will put forward a recommendation to Liz and the two division directors in advance of the spring Curriculum Instruction Review Advisory Committee (CIRAC) meeting.

ELA teachers are using i-Ready benchmark data results from August to inform focus standards in their classes. They will note what part of a lesson provides an opportunity to focus on that growth standard and spend structured time on it. They will also measure standards through monthly checkpoints in the middle school.

Alefiyah Lokhandwala, Math Instructional Coach

School-wide Math Coaches/Teacher Leaders

- 1 Instructional Coach:
  - myself (school-wide and coaches 9 teachers)
- 2 Lead Teachers:
  - Mr. Amey (middle school and coaches 3 teachers)
  - Ms. Muhammad (upper school, 3 teachers)
- 2 Content leads
  - Ms. Orona (middle school, new to the role and a 12-year veteran)
  - Ms. Bray (upper school, continuing)

Division Director Board Report - October 19, 2026

Both *content leads* are developing their capacity to support their divisional teams. Joshua Amey is the new middle school *lead teacher*. We are excited to bring him on after eight years of dedication in 7th grade math with a strong record of student learning and achievement.

Math Successes

- **Fully staffed math team of 15 in both divisions**
  - for the first time since the pandemic**,** including credentialed teachers and teachers in their first and second years of the credentialing program
- **Expanded coaching and leadership capacity**
  - All lead teacher and content lead roles are filled, with 2 new teacher leaders in the MS
- **45 observations completed** across upper and middle school since the beginning of the year, each a full cycle from observation through debrief
- **Strong, universal alignment to grade-level standards:** all 15 of 15 observed teachers scored proficient on Indicator 1A (Goal Reflects Standards) in the September #2 cycle, reflecting consistent use of grade-level, high-rigor curriculum
- **Solid foundation in making the math clear:** 14 of 15 observed teachers scored at least a 2 on Indicator 2A (Making Math Clear) in the September #2 cycle, showing teachers are using examples to make math accessible
- **Coaching and PLC structures are in place,** meeting biweekly with shared tools (internalization tool, 5 Practices guide for orchestrating mathematical discussion)

Math Challenges

- This year's IPG focus areas are year-long growth goals, and teachers are at the early stages of building these skills:
  - ***Sharing student thinking:*** learning to strategically choose which student ideas to highlight and how to sequence them toward the learning goal
  - ***Using mathematical language:*** building consistent, intentional use of mathematical language across classrooms
- **Many teachers are new to the credentialing process,** so coaching must balance instructional growth with foundational support
- **New coaching structure is still developing,** with two newer coaches taking on caseloads for the first time

Next Steps

- **Continue biweekly coaching cycles and PLCs** centered on this year's IPG focus, "centering student work & thinking"
- **Deepen use of the 5 Practices** (anticipating, monitoring, selecting, sequencing, connecting) to help teachers surface and sequence student thinking

Division Director Board Report - October 19, 2026

- **Use the internalization tool** during lesson prep so teachers can anticipate student thinking and continue to refine clear examples
- **Build teacher capacity with mathematical language** through targeted coaching feedback and shared practice in PLCs
- **Develop the new coaching structure:** Mr. Amey and Ms. Muhammad coach their caseloads with support and calibration from me
- **Track growth over time** across observation cycles on all indicators and report progress at the next board update

Observation Data

Count of teachers at each rubric level by indicator, September #1 observation cycle (15 teachers). This serves as an early-year baseline; proficiency on the focus indicators is a long-term goal.

All Math Observations

September #1	⬅ Select an observation cycle filter data			
	1A: Goal Reflects Standards	2A: Making Math Clear	2B: Sharing Student Thinking	3E: Mathematical Language
Count of Teachers Scoring 1		1	6	3
Count of Teachers Scoring 2		9	7	7
Count of Teachers Scoring 3	15	5	2	4
Count of Teachers Scoring 4				1
Count of "Proficient" Teachers	15 / 15	5 / 15	2 / 15	5 / 15

Marjorie McCowan, New Teacher Instructional Coach

Successes

New Teacher Success Program

This year, we launched the *New Teacher Success Program*, creating a more cohesive system of development, coaching, and ongoing support for new teachers.

- Successfully completed the 7-week New Teacher Bootcamp with 8 graduates.
- Bootcamp met twice per week for 45 minutes, providing consistent professional learning and opportunities for teachers to immediately apply strategies within their classrooms.

Division Director Board Report - October 19, 2026

- Bootcamp focused on foundational teacher practices, including classroom management, routines and procedures, student development, behavior management, professional expectations, instructional systems, and sustainable planning practices.
- Introduced time blocking and intentional prep-period planning as an additional component this year. Teachers practiced structuring their prep time around planning, grading, coaching, PLCs, parent communication, and other responsibilities.
- 100% of new teachers have been observed at least three times outside of Bootcamp, allowing coaching and support to become increasingly responsive to individual classroom needs.

Teacher Success Program

The *Teacher Success Program* was also launched this year to provide targeted, individualized support to teachers at any experience level.

- Teachers may be referred by a coach or supervisor when focused support is needed in a specific area.
- Common areas of support include classroom management, entry and exit routines, transitions, pacing, student engagement, teacher language and directions, classroom systems, and responding to behavior challenges.
- Support may also include classroom observations, coaching, co-planning, modeling, strategy development, and follow-up observations.
- Teachers requiring targeted improvement may be placed on a Teacher Growth Plan, which includes specific goals, frequent observations, modeling, feedback, and progress monitoring through an intensive coaching cycle.

Challenges

Teachers continue to enter support at a wide range of readiness levels. Some teachers are ready to refine and strengthen existing practices, while others require support establishing foundational classroom-management systems and baseline expectations. This range requires support to be increasingly differentiated rather than relying on a one-size-fits-all approach.

Time and capacity have also emerged as an important consideration. While meeting twice weekly during the seven-week Bootcamp created consistency and opportunities for continued practice, it was also a significant commitment alongside teaching, planning, PLCs, coaching, grading, and other responsibilities.

Feedback will be collected from participating teachers to better understand their experience with the content, frequency, pacing, and structure of Bootcamp and determine what adjustments may strengthen future cohorts.

Division Director Board Report - October 19, 2026

Conditions

The first several weeks of the school year have reinforced that effective teacher development requires multiple levels of support. *New Teacher Bootcamp* establishes common foundational practices and language, while ongoing observations allow support to become more individualized. *The Teacher Success Program* creates an additional pathway for teachers at any experience level to receive focused intervention when a specific classroom need emerges.

Together, these structures allow us to identify and respond to needs earlier. Rather than waiting for a classroom-management or instructional challenge to become a larger concern, coaches and supervisors can identify a specific area for growth and connect the teacher with targeted support. This work is also helping us identify schoolwide trends. When similar needs emerge across multiple classrooms, those trends can inform professional-learning opportunities that are available to the entire staff.

What Next?

With the seven-week New Teacher Bootcamp complete, the next phase will shift from intensive beginning-of-year support toward ongoing, differentiated teacher development.

New teachers will continue to receive observations and individualized coaching based on their needs. Feedback from Bootcamp participants will be collected and used alongside observation data to refine the program for future cohorts.

The *Teacher Success Program* will continue providing short-term, targeted interventions for teachers referred by coaches and supervisors, with Teacher Growth Plans used when a more intensive coaching cycle is needed.

We will also launch the first round of optional all-school workshops, providing teachers with opportunities to select professional learning based on their individual needs and interests, regardless of how long they have been teaching.

First All-School Workshop: Time Blocking

October 20 | 3:45–4:30 PM

Time blocking was selected as the first workshop based on its impact during New Teacher Bootcamp. Teachers will learn strategies for intentionally structuring prep periods, prioritizing responsibilities, and maximizing the school day so that more work can be completed during contractual hours.

The goal is not simply increased productivity, but helping teachers develop sustainable systems that support effectiveness at school while contributing to a healthier work-life balance.

Division Director Board Report - October 19, 2026

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

Grade 5/6 Math & ELA Instructional Framework

The Grade 5/6 Instructional Framework establishes common expectations for effective teaching and learning across Math and English Language Arts. Through informal classroom observations, teacher debriefs, and targeted feedback, the framework supports instructional consistency, student engagement, and stronger alignment from Grade 5 to Grade 6.

Successes

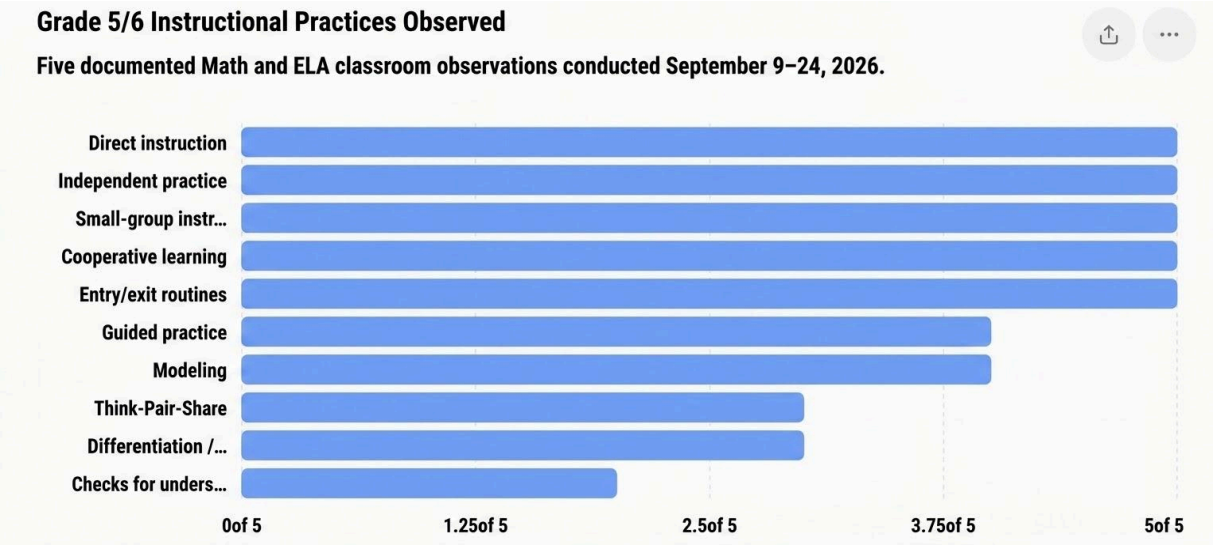
- Consistent use of concise checks for understanding across Grade 5 and Grade 6 Math and ELA classrooms.
- Informal observations indicate that teachers are consistently incorporating concise checks for understanding during instruction, creating opportunities to monitor student learning and identify whether students are following the lesson content.

Challenges

- Strengthening the use of checks for understanding to ensure all students demonstrate understanding.
- A continued area of focus is helping teachers use checks for understanding to gather evidence from all students, identify misconceptions or gaps in understanding, and make timely instructional adjustments based on the evidence collected.

This instructional framework is designed for **5th and 6th-grade Instructional Aides (IAs)** working with students to increase their academic achievements and grade levels.

- Preparation and Alignment
- Targeted Diagnostics
- Student Interventions
  - Classroom Observation
  - Targeted Interventions
  - Whole and Small Group Instruction
- Support Emotional and Social Learning



/

Division Director Board Report - October 19, 2026

Next Steps

Continue to ***strengthen 5th and 6th grade alignment*** by building consistent expectations and shared instructional priorities:

- Ensure coherent academic progression across grade levels
- Reduce variability in student experience across 5th and 6th
- Address signs and uneven collaboration
- Extend effective practices across 5th and 6th
- Relationship Building-Share relationship-building insights that support student engagement and connection.
- Student Supports-Surface student supports, accommodations, and targeted intervention needs.
- Peer Dynamics-Consider peer dynamics that positively or negatively impact the learning environment.
- Cohort Design-Develop balanced cohort recommendations that support long-term student success.



Division Director Board Report - October 19, 2026

College & Career Counseling (CCC)

Arika Spencer-Brown, Director of College & Career Counseling

Overview of the Start of the Year

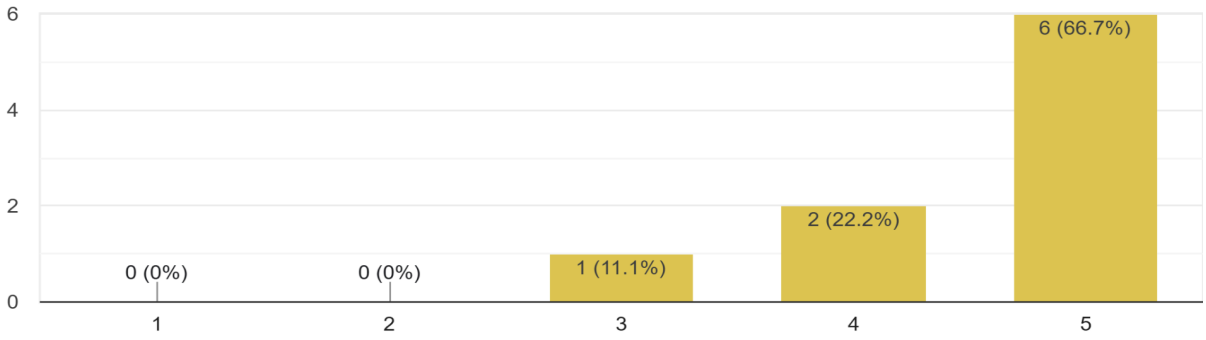
The start of the new school year has brought the usual busyness as we prepare for ***college application season, career internships, college study trips, career-focused study trips, and more***. We are currently in the planning stages for the opening of the various college application platforms and are collecting college lists from our senior class to help ensure students are prepared for the application process.

- We are happy to report that no significant challenges have been identified
- The College and Career Counseling (CCC) Department, in collaboration with Student Services, has launched our new **Wayfinder Curriculum and more**!
    - Every Wednesday, our **5th–7th and 9th–10th grade students** participate in college-and-career-focused lessons designed to help them explore their interests, build essential skills, and begin thinking intentionally about their futures.
    - Our **8th and 11th grade students** participate in **career-focused advisory and homeroom curriculum**, providing age-appropriate opportunities to explore career pathways, develop workplace skills, and prepare for their next steps.
    - Our **12th-grade students** continue to receive **specialized college and career support services**, including individualized guidance throughout the college application, financial aid, career, and postsecondary planning processes.
    - Together, these programs create a developmental college and career readiness experience that supports students at every grade level from exploring possibilities in middle school to preparing for life after graduation.
- The CCC staff has also begun meeting individually with seniors to support them with their Personal Insight Questions (PIQs) and college essays. Between 12–15 of the seniors participated in our ***Inaugural PIQ Bootcamp*** held this past summer, providing them with an early start on their writing and a stronger understanding of how to approach the PIQ process. ***Below are charts and summaries capturing participant feedback from the Bootcamp (Scale 1-5 w/ 1 being the lowest and 5 being the highest).***

Division Director Board Report - October 19, 2026

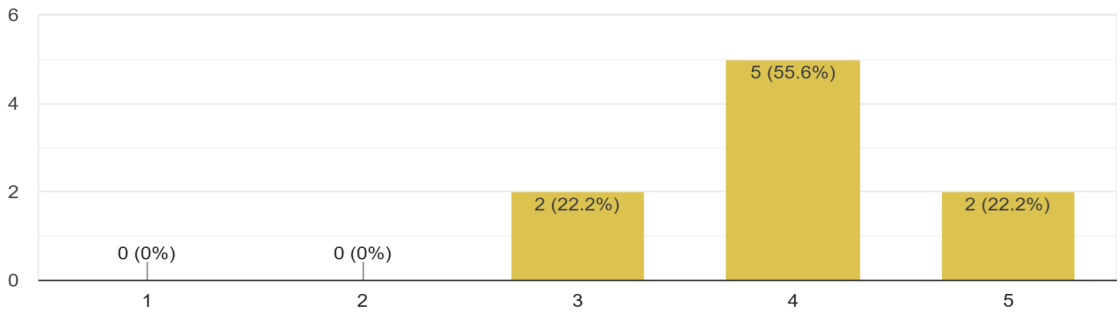
How helpful was the PIQ Bootcamp overall?

9 responses



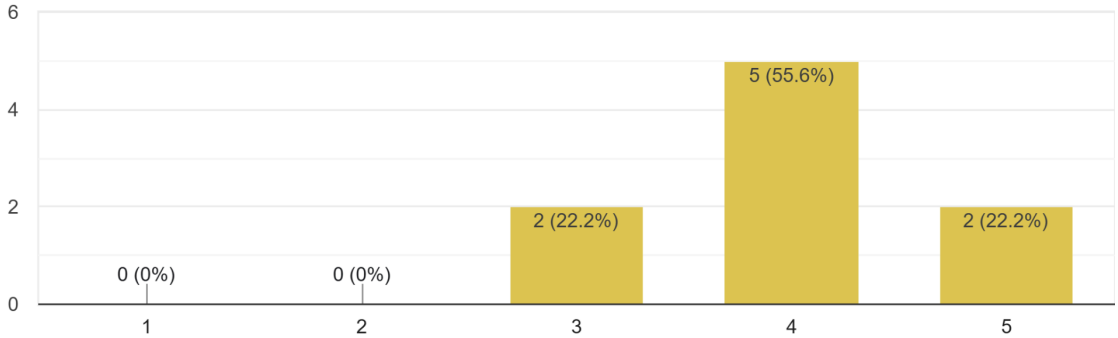
How prepared do you feel writing your PIQ's after the Bootcamp?

9 responses



How prepared do you feel writing your PIQ's after the Bootcamp?

9 responses



Division Director Board Report - October 19, 2026

WHAT SESSION WAS MOST HELPFUL?

- **Drafting and Writing Sessions:** The sessions focused on drafting, outlining, and actually writing the Personal Insight Questions (PIQs) were the most beneficial for completing the work.
- **Interactive and Review Sessions:** Engaging in discussions, asking questions, reviewing PIQs, and opening up during the earlier sessions provided a good understanding of the writing topics.

WHAT SESSION WAS LEAST HELPFUL:

- **Overall Value:** Most respondents found all sessions helpful and beneficial for growing their knowledge and beginning to write.
- **Introductory Sessions:** The first session was viewed by some as dragged out or less helpful.
- **Independent Work and Specific Topics:** Spending a whole day on personality and the session involving independent work were also noted as less helpful by individual respondents.

WAS THERE ANYTHING WE DID NOT DO THAT YOU WOULD HAVE LIKED TO HAVE SEEN?

Overall Satisfaction: The program was well-explained, went well overall, and left nothing notable unaddressed.

- **Additional Assistance:** More one-on-one help with drafting and getting started would be a welcome addition.

College and Career Counseling Updates

- **Wayfinder**: It is still early in the school year, and we are in the initial stages of implementing these components of the aforementioned programming. As we move further into the year, we will have greater context and insight into how each component is working, how students and staff are engaging with the programming and support services, and where adjustments or refinements may be needed. We anticipate that the Advisory/Homeroom program will continue to evolve as we gather feedback, monitor implementation, and learn more about what best meets our students' needs.
- **College Application Season Programming:** As the fall semester progresses, the CCC Department will continue to refine and strengthen college and career counseling services based on student needs, engagement, and emerging priorities. Services will become increasingly targeted by grade level, with students receiving developmentally appropriate support related to career exploration, college planning, applications, financial aid, scholarships, and postsecondary pathways. Because we are still early in the school year, we anticipate gaining greater insight into what is working well and where additional support or adjustments may be needed. This ongoing feedback will help inform the continued development of programming throughout the school year.

College Success Program Integration Follow-up

- Current open questions:
  - Context that is important/relevant to the successes/challenges. *How did we get here?*
  - A clear sense of the meaning for us as an organization. *Why do we care?*
  - A clear sense of the impact, if you know what it is. Okay to state if you are unsure. *What do you believe or know to be true?*

Division Director Board Report - October 19, 2026

College & Career Counseling Next Steps

College and Career Counseling

Counseling services will become increasingly **targeted and individualized** as students progress through key developmental and postsecondary milestones. Middle school students will have opportunities to begin exploring their interests, strengths, future possibilities, and the connection between their current academic experiences and future goals. High school students will receive increasingly focused support related to career exploration, college planning, academic preparation, postsecondary options, applications, financial aid, and career pathways.

College Success Program Integration Follow-up

We will continue to monitor implementation and collect meaningful data to help tell the story of Wayfinder's impact and determine whether it is making a significant difference in students' early college and career preparation. This ongoing data collection will help us assess what is working well, identify opportunities for growth, and inform future decisions about the program.

SPED

Tyler Levine-Hall, Dir. of Special Education

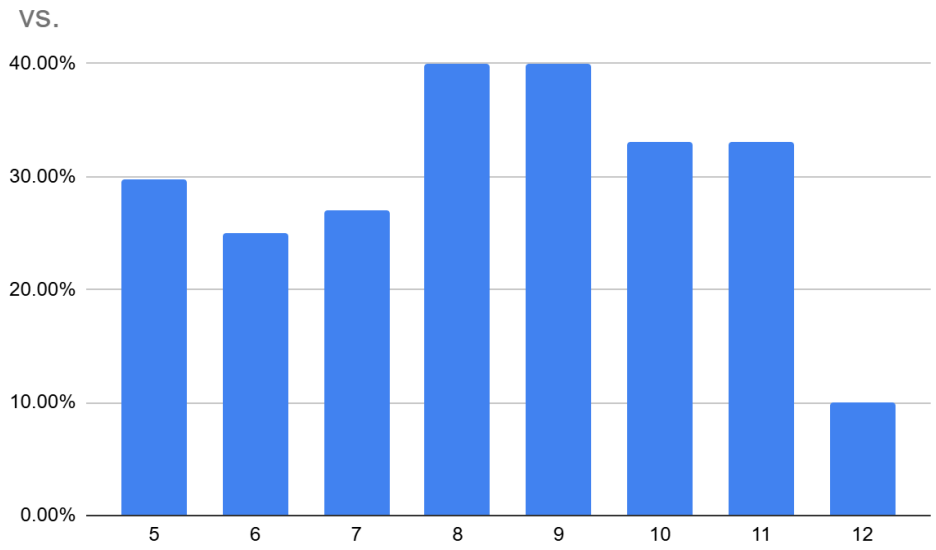
Successes

- **504 meetings** - We've held sixteen 504 plan meetings and have 6 more scheduled within the next three weeks (at this point last year, we had held two 504 meetings). The goal is to hold at least 30 meetings before December as we'll have at least 54 meetings over the course of the school year. MWA is being audited for past and current 504 practices and we've been able to provide effective and succinct strategies for the current model/system.
- **Compliance/IEP meetings** - The team was able to hold all 30-day IEP meetings on time
- **Hiring** - Hired an in-house and full-time school psychologist. We've also contracted with an in-person, Occupational Therapist to provide in-person services for the first time in over two years.
- **Coordination of Services Team (COST)** - Through the leadership of Ahjia Moore, MWA has established a COST team to discuss students of concern as referred by teachers. This is a huge step in creating a more streamlined referral process based on objective data. Additionally, this has allowed the team to do consultancies and provide clear next steps to support students with specific interventions.
- **Increased targeted pull-out instruction and progress monitoring** - Our department has held meetings to discuss specific pull out interventions to target students' foundational skills, supplemented with probes to determine specific student academic levels (i.e. Dibels probes to determine the grade level, rate and accuracy students are reading at). Additionally, we've given access and professional development regarding the implementation of GoalBook, a resource to support our students with progress monitoring tools and IEP goal templates aligned to grade level standards.
- **Increased teacher input prior to IEP meetings** - Last year, the team inconsistently received teacher input prior to IEP meetings despite sharing teacher input forms, reaching out to schedule meetings, etc. This year, each IEP has included a form of teacher input highlighting specific data/present levels for the students and how they're performing in their general education classrooms. We're still looking for increased input, but the high school has been filling out the teacher input forms at nearly 90%.

Division Director Board Report - October 19, 2026

Challenges

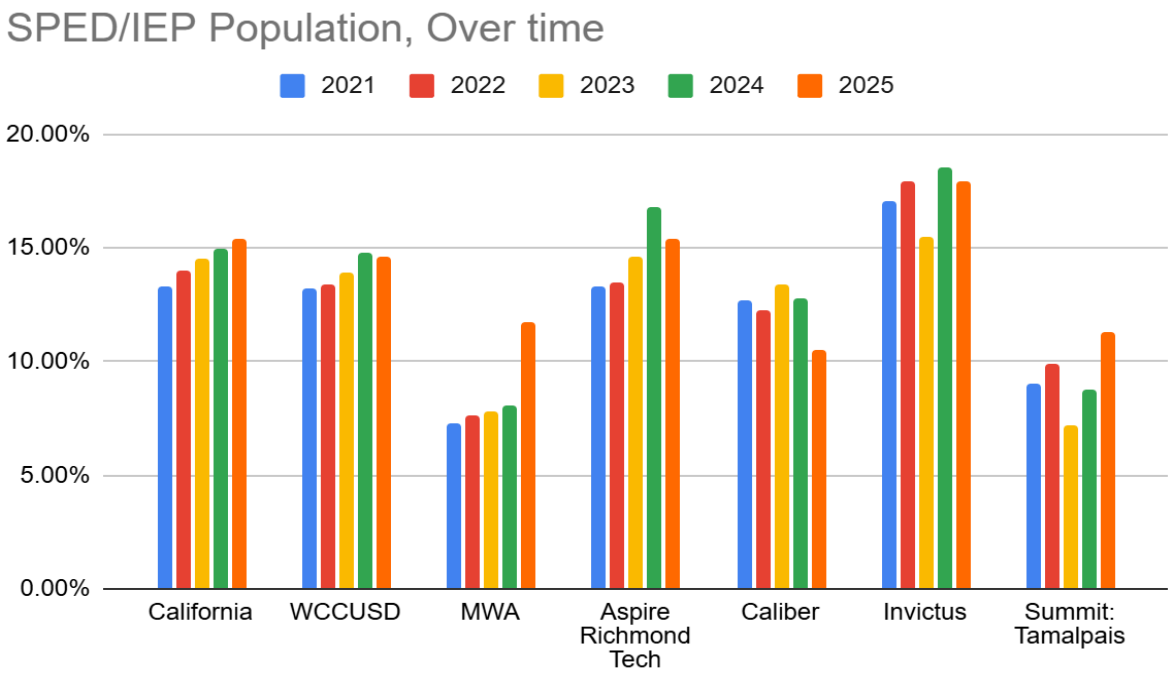
- **Hiring** - Team was informed over the Summer about a new Educational Specialist vacancy which was compounded when we were informed in September about another staff departure. We were able to fill the initial vacancy, but are still looking to fill the second vacancy. All other service providers are filled
- **General Education (GenEd) Teacher attendance in 504 and IEP meetings** - This is the data breakdown of percentages of general education teachers attending IEP meetings. All but 2 IEP meetings have had at least one teacher in attendance, but the representation from the general education staff is limited. This can be attributed at times to the fact that some of the IEPs are scheduled during the school day; however, our department is very intentional about scheduling meetings after school and only conduct them during school hours if specifically requested by the family.



- **Accessing General Education Curriculum** - Equipping GenEd teachers with UDL (Universal Design for Learning) strategies and checks for understanding. Additionally, despite providing a few professional development opportunities for the instructional staff, some teachers are unaware of where to locate 504 plans and IEP-at-a-glance documents and are not fully aware of the students in their classrooms who have IEPs. This gap is one additional barrier for our students in accessing the curriculum and the learning opportunities.
- **MWA students entering MWA academically below grade level (starting in 5th grade) -** Our I-READY data indicated that over 67% of students are arriving at MWA at least two grade levels behind in both math and reading.
- **Disproportionate referrals** - Prior to establishing the COST team, teachers were sending student referrals to our social worker with a direct pathway to an SST/504/or IEP. Without using objective data, we discovered that nearly 50% of the students referred for special education were African American boys.
- **Under-identified students with processing needs** - When looking at the percentage of IEP students at schools in close proximity to MWA, it's clear that we have a population of underidentified students. Without over assessing our students for special education eligibility, we'll need to establish systems that rely on objective data and student growth while simultaneously highlighting the teaching strategies required to get students to access the general education curriculum.

Division Director Board Report - October 19, 2026

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) yet made a similar increase in their IEP student population over the course of last year. 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. Additionally, our student population increased over the 2026 Summer, resulting in a lower percentage of IEP students to begin this year than when compared to last year (even though the total number of IEP students increased).



Next Steps

Our next steps to improve our Multi Tiered Systems of Support (MTSS) and provide Tier 1 & 2 support includes:

- ***504's/Mental Health Support*** - 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 GenEd students and to try out 6-8 week intervention cycles. We should receive updates about this potential service by the end of October.
- **Coordination of Services Team (COST) Approach** - The COST approach establishes a systematic and organized way 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 so that general education classrooms are more environmentally accessible (grouping student desks, calming corners, etc.).
- **ERMHS (Educationally Related Mental Health Services)** - Lastly, we will be amending IEPs for students who qualified for ERMHS but aren't receiving services in their IEPS so that their needs are addressed through the plan. The goal is to tier students based on academic skills using universal screeners which have yet to be identified.

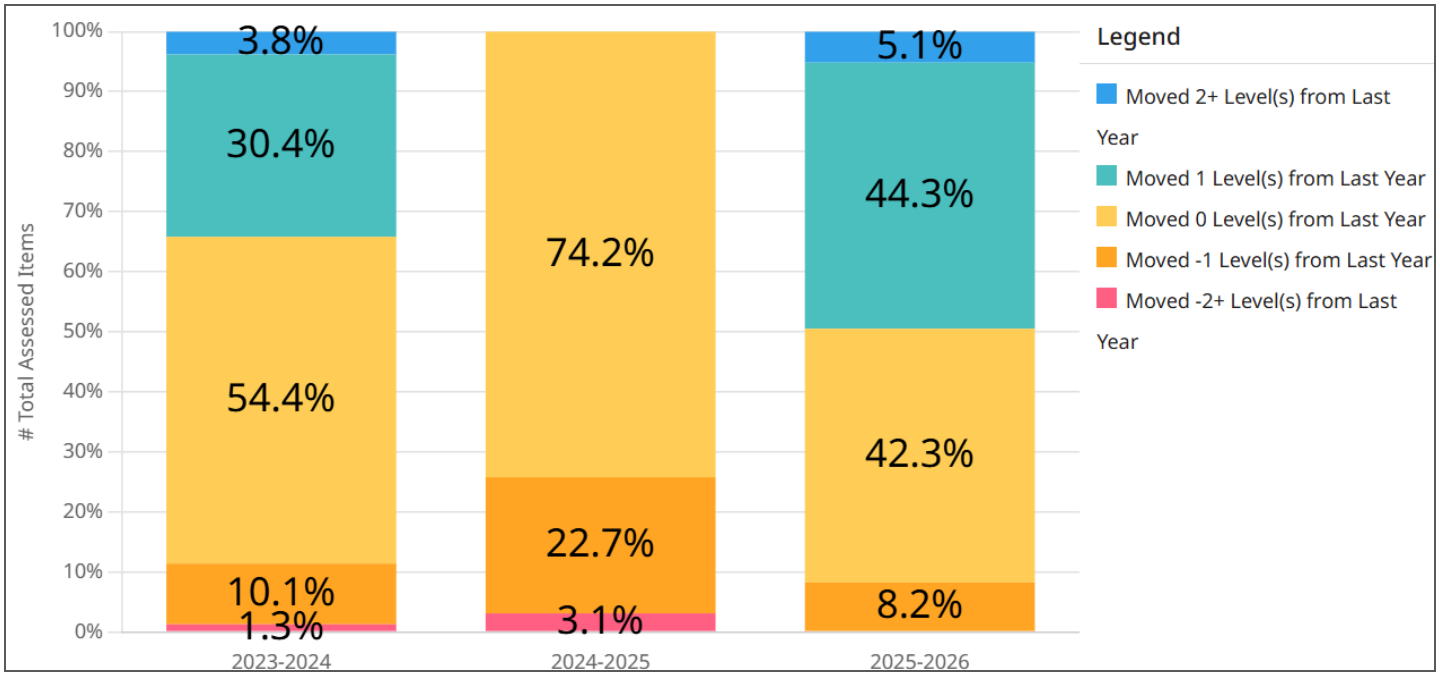
Division Director Board Report - October 19, 2026

ELD

Stephani Lopez, ELD Coordinator (school-wide)

Successes

- **Strengthening Tier 1 Instruction:** We have delivered foundational ELD training for new teachers, instruction on ELD and reading intervention for instructional aides, and our opening school-wide Integrated ELD professional development focusing on ELD Standards and academic language.
- **Strengthening ELD Services:** We increased designated ELD time in middle school from 90 to 195 minutes per week, providing additional opportunities for targeted language and literacy development.
- **Reclassification Updates:** With *AB 2555* officially enacted, California's reclassification criteria have shifted from four separate metrics to a single requirement (the ELPAC). Student reclassification remains a key highlight, with 48 students reclassified this year.
- **LTEL Progress:** Almost 50% of our Long-Term English Learners advanced by at least one ELPAC level during the 2025–26 school year. Furthermore, LTELs demonstrated academic gains in both ELA and Math, marked by a decrease in the proportion of students scoring at Level 1.

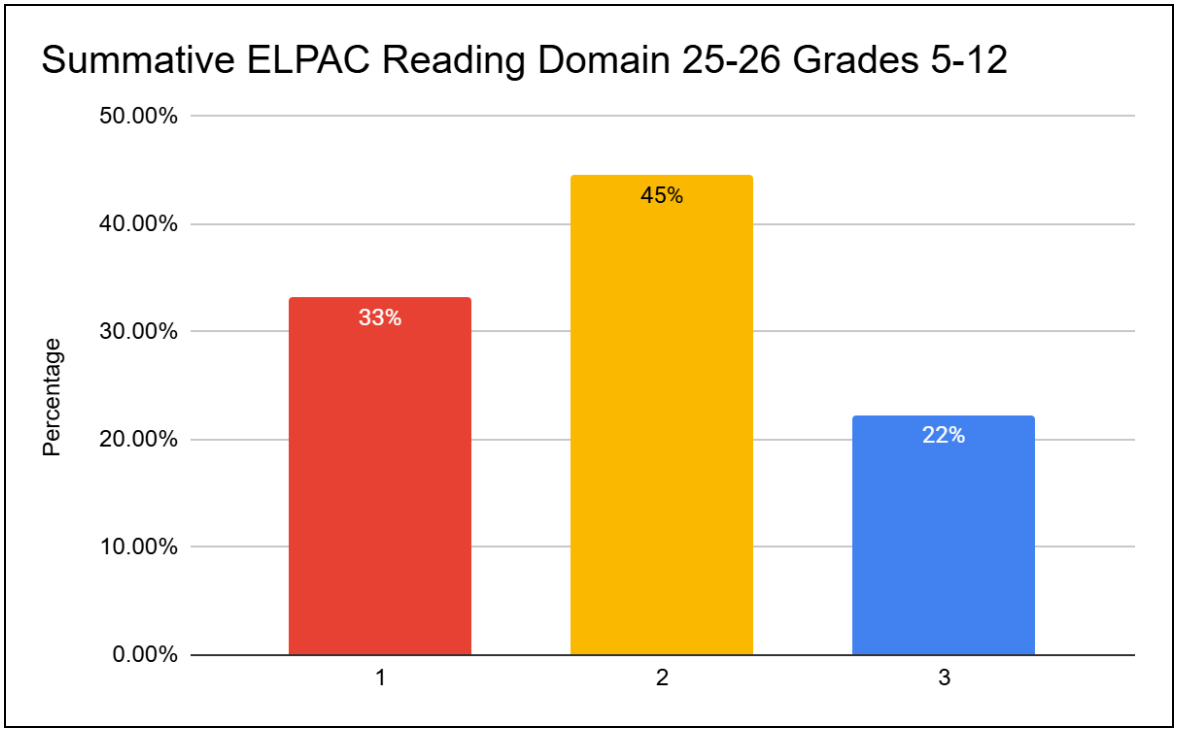


- **Family Engagement:** English Learner Advisory Committee (ELAC) meetings offer families key insights into ELD services at Making Waves Academy, ELPAC testing, the reclassification process, and strategies to foster language growth at home, while simultaneously gathering parent input regarding student and family.

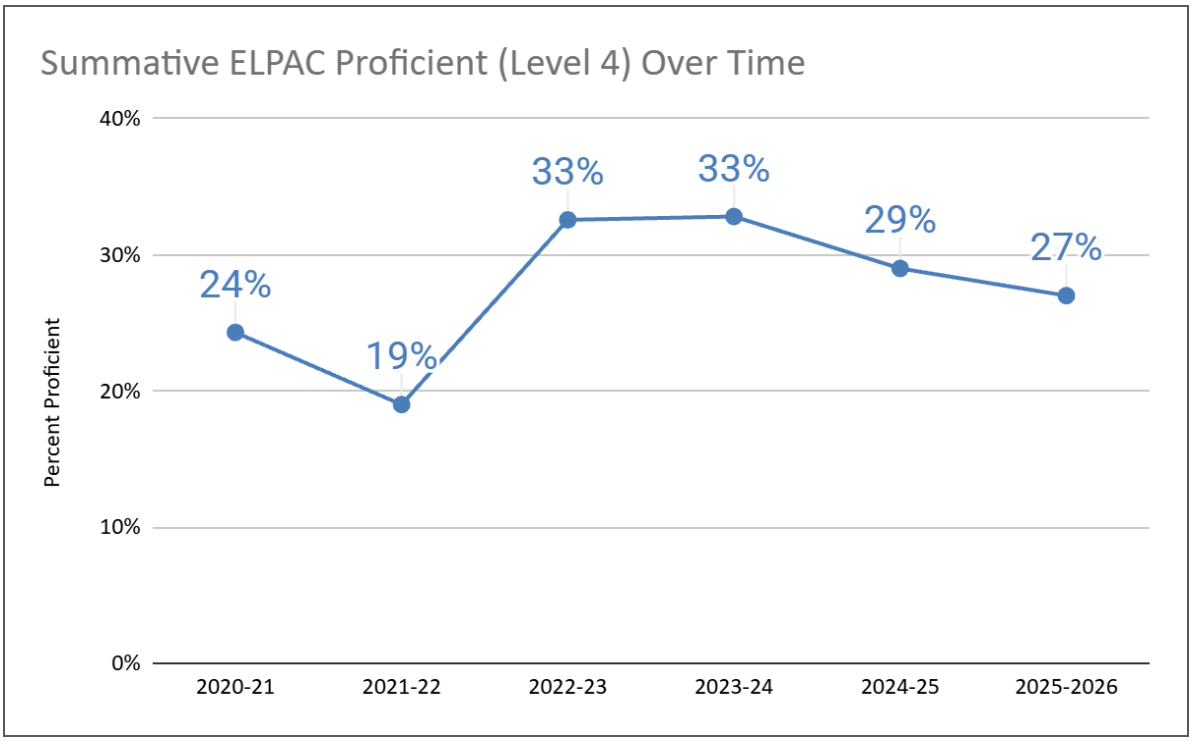
Division Director Board Report - October 19, 2026

Challenges

- Reading remains our primary focus in language development following an analysis of SBAC ELA and ELPAC data.



- Across Mathematics and ELA, English Learners still require targeted academic intervention and ongoing support.
- ELPAC proficiency levels have plateaued, highlighting the critical need to continuously improve and align Integrated and Designated ELD instruction.

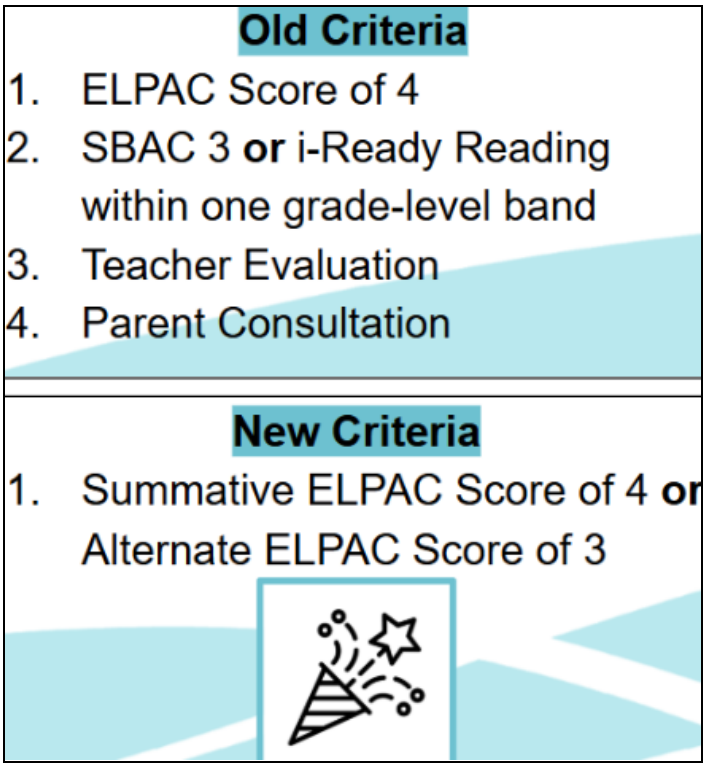


Division Director Board Report - October 19, 2026

Data and Reclassification

Our data shows meaningful progress alongside continued need. Growth among LTELs and the reclassification of 48 students is encouraging, while reading and academic achievement data reinforce the need to strengthen students' access to grade-level content. English Learner success cannot depend on Designated ELD alone. Students need consistent opportunities to develop academic language, read, write, and engage in meaningful discussion across the school day. This is why building teacher capacity through Integrated ELD professional development remains a central part of our approach.

Our work is also shifting in response to new reclassification criteria under AB 2555. With the new ELPAC-based criteria, strong RFEP monitoring becomes increasingly important to ensure students continue making academic progress after exiting ELD services.



Next Steps

Moving forward, we will…

- ***Staff Capacity & Professional Development*** - Continue building staff capacity through schoolwide Integrated ELD professional learning, with three additional sessions scheduled.
- ***Literacy Development*** - To address our literacy needs, we are piloting the American Reading Company (ARC) Accelerator curriculum in 5th grade to provide targeted reading support and determine whether the model is viable for expansion to other grades.
- ***Reclassified Fluent English Proficient (RFEP) Monitoring*** - We will also strengthen RFEP monitoring, reclassify students who are currently eligible, and continue engaging families through ELAC.

Division Director Board Report - October 19, 2026

Student Support Services Department (SSSD)

Student Behavior, Social and Emotional Learning, & Student Services

Ahjia D. Moore, Managing Director of Student Support Services
Davonte Wilson, Associate Director of Student Support Services
Estephanie Fuentes, Dean of Students (US)
Frank Chaisson, Associate Dean of Students (US)
Brianahna Baskett, Dean of Students (MS)
Adriana Santos, Associate Dean of Students (MS)
Lindsey De Leon, School Counselor (US & MS)
Tyler Levine-Hall, Director of Special Education (US & MS)

What?

Successes

- **School Safety & Student Support:** Student Support Services Department (SSSD) met with each Wave at the start of the year to reinforce schoolwide expectations, access to support services, and key school safety information.
    - Restorative Practices and “Other Means of Correction” continue to be implemented schoolwide; no suspensions in the Upper School to date.
- **Belonging & Social Emotional Learning (SEL):** Held schoolwide “Welcome Week” and launched new Wayfinder SEL programming across all Advisories and Homerooms, including a schoolwide screener to help identify differentiated SEL needs.
- **Targeted Student Support:** SEL small groups and check-in cycles launched this month, focus areas include: purpose and healthy coping strategies, healthy friendships and boundaries, values-aligned decision-making, and grief and loss.
    - Launched Coordination of Services Team (C.O.S.T.) and addressed 100% of all “high” and “moderate” student referrals - approximately 80% of total student referrals to date.
- **Family Partnership:** Tabled at both Back-to-School Night events and connected families with community health and social-service resources.
- **Professional Development:** Facilitated two SPED professional development trainings on inclusive classrooms, effective IEP practices, and building capacity in utilizing appropriate accommodations.
- **Personnel:** Kicked off the year with a fully staffed SSSD, including adding a new School Counselor, MS Dean of Students, US Associate Dean of Students, and School Psychologist.

Challenges

- Some grade levels are experiencing more challenges implementing the Wayfinder curriculum than others.
- During Back-to-School Night, some families expressed feeling like they had to choose between visiting the SSSD’s table to get resource information, and meeting with each of their child/childrens’ teachers.
- Despite extending the survey window, only 96% of Middle Students completed the SEL screener and 91% of Upper School students.
- Students who were referred by staff for “mild” concerns are still in the process of being reviewed by C.O.S.T..
- The new 8th grade students are demonstrating a need for grade level belonging and deeper understanding of MWA culture and expectations.
- The Middle School has experienced four student suspensions to date compared to zero at this time last school year.
    - Concentrated challenges with students engaging in harmful “joke culture” and discriminatory language in the 7th, 8th and 9th grades.
- The Upper School small group start date has been delayed due to low permission slip return rate.

Division Director Board Report - October 19, 2026

So What?

The SSSD began the school year proactively by delivering essential information to students and families in order to set them up for success. Focusing on relationship building and moving up Wave Meetings to earlier in the initial weeks fostered earlier, more meaningful student engagement and schoolwide SEL alignment. This approach directly responded to prior student survey data, which highlighted a need for greater awareness and internalization of: safety expectations, available support services, and Restorative Practices. This year, the SSSD is also partnering more closely with Grade Level Leads to discuss and address grade level culture and behavioral supports.

Aligned with Multi-Tiered Systems of Support (MTSS), the SSSD administered a schoolwide "Waypoints" SEL screener early on to identify key support needs. The screener data is being leveraged to guide tiered interventions, such as identifying student participants and topics for SEL small-groups and areas for Tier 1 baseline support. Grade Level Leads are supporting faculty through the rollout of the new Wayfinder curriculum, providing direct assistance while offering ongoing feedback to Advisory/Homeroom programming leads and Wayfinder. Though some minor challenges have been identified through the rollout process, there is generally positive reception to the SEL curriculum and its direct connection to our North Star.

The new Coordination of Services Team (C.O.S.T.) meetings offer a multidisciplinary space that evaluates academic progress, attendance, physical health, and social-emotional well-being when planning interventions for students in need. While the current model effectively creates a designated space to arrange holistic support for all "high" and "moderate" student referrals, the group is working to refine its workflow to address "mild" student referrals more efficiently.

Beginning this school year fully staffed has enabled the SSSD to provide more prompt and comprehensive services. The Dean Team continues to triage behavior intervention that addresses real-time safety concerns, while supporting underlying needs. Our new school counselor introduced a student self-referral system that simplified outreach and improved access to on-site mental health resources, offering real-time insight into student needs. Building upon last year’s new partnership with Zocalo Health, the SSSD continues to host tabling events with our students and families and is scheduling future events at “high traffic” events like the "Unity Gala". This approach ensures ongoing community access to medical, mental health, and social services.

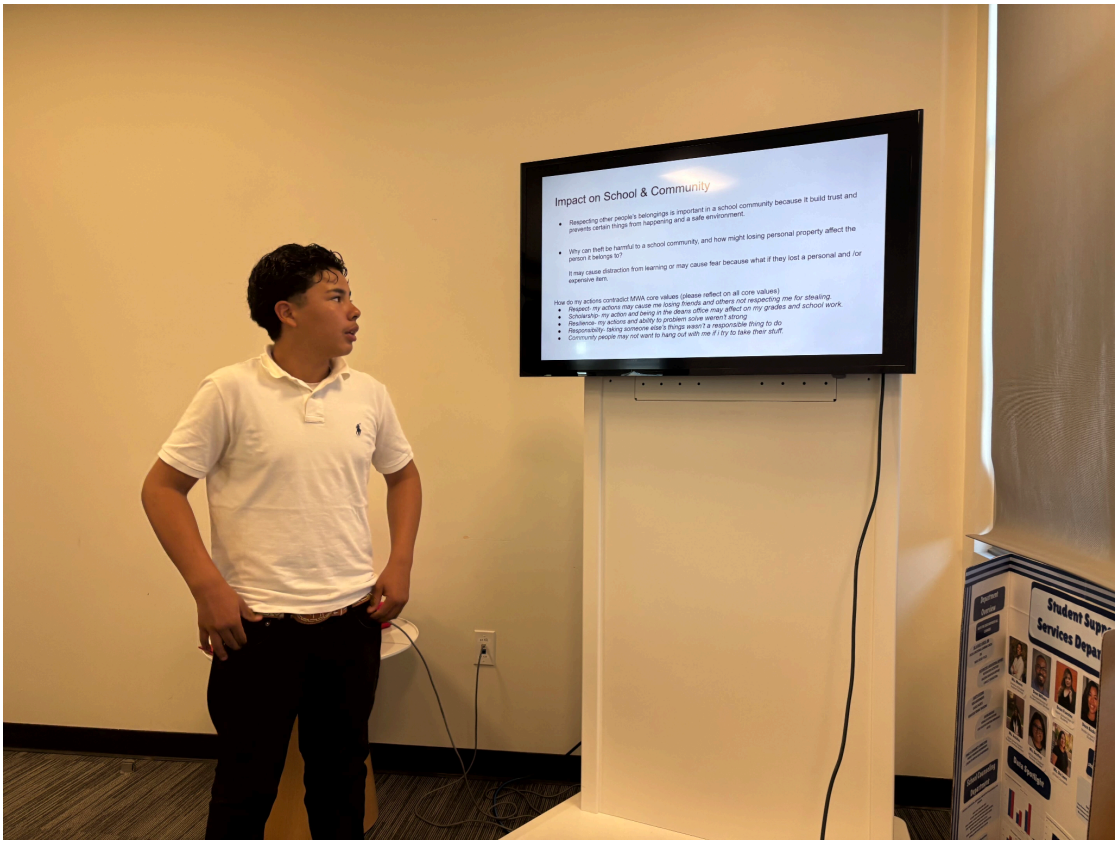
Staff and faculty have participated in two highly-rated professional development sessions focused on building higher capacity to support students with disabilities. There are several more upcoming trainings dedicated to this critical learner group.

- ***Monitor Impact of Intervention:*** *Track the effectiveness of Wayfinder SEL programming, SEL small groups and check-in cycles, and C.O.S.T. process.*
- ***Prevent and Restore Harm:*** *Continue to utilize “Other Means of Correction” when it is viable and facilitate more targeted intervention for students who have engaged in repeated or serious behaviors.*
- ***Spotlight Support Resources:*** *Continue to share and market the medical, social, emotional, and mental health resources available to students and families.*

Division Director Board Report - October 19, 2026



The SSSD Facilitating a MS Wave Assembly



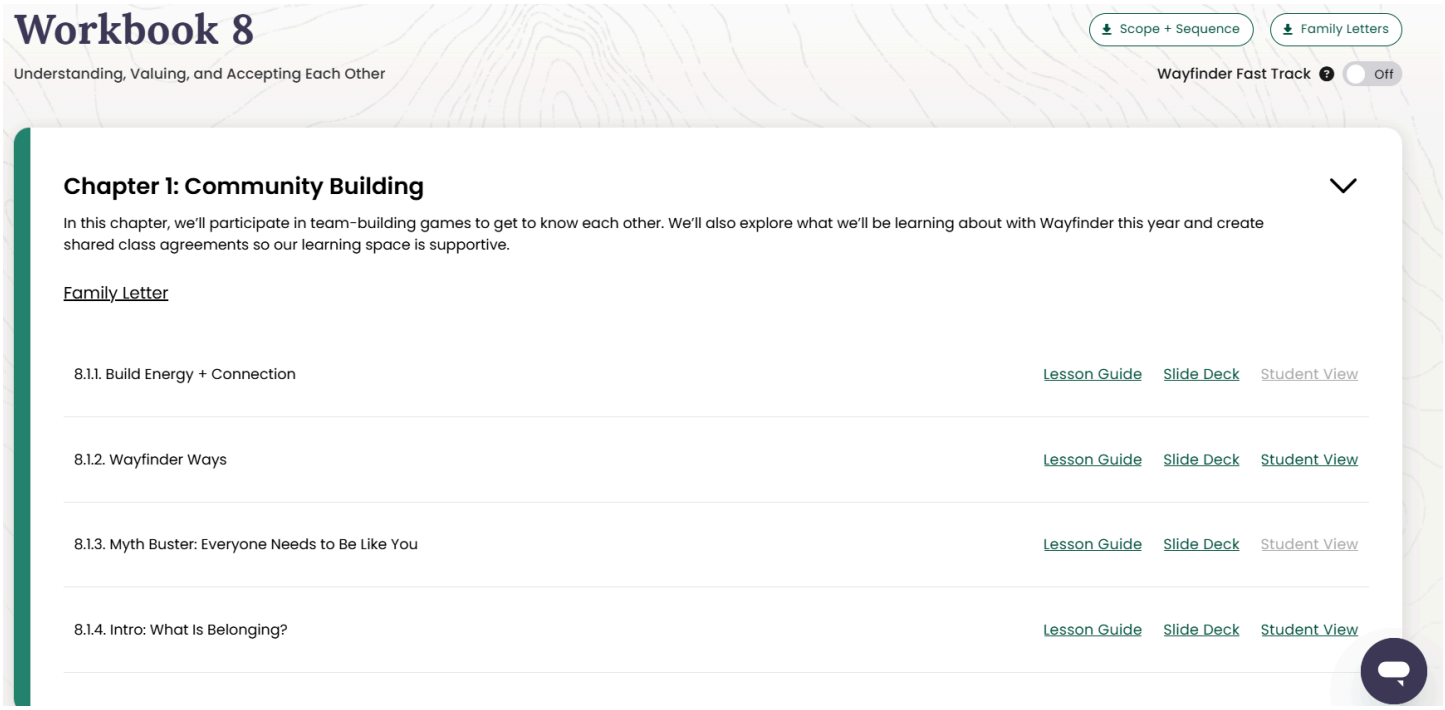
Division Director Board Report - October 19, 2026

US Student Presenting their Restorative Project

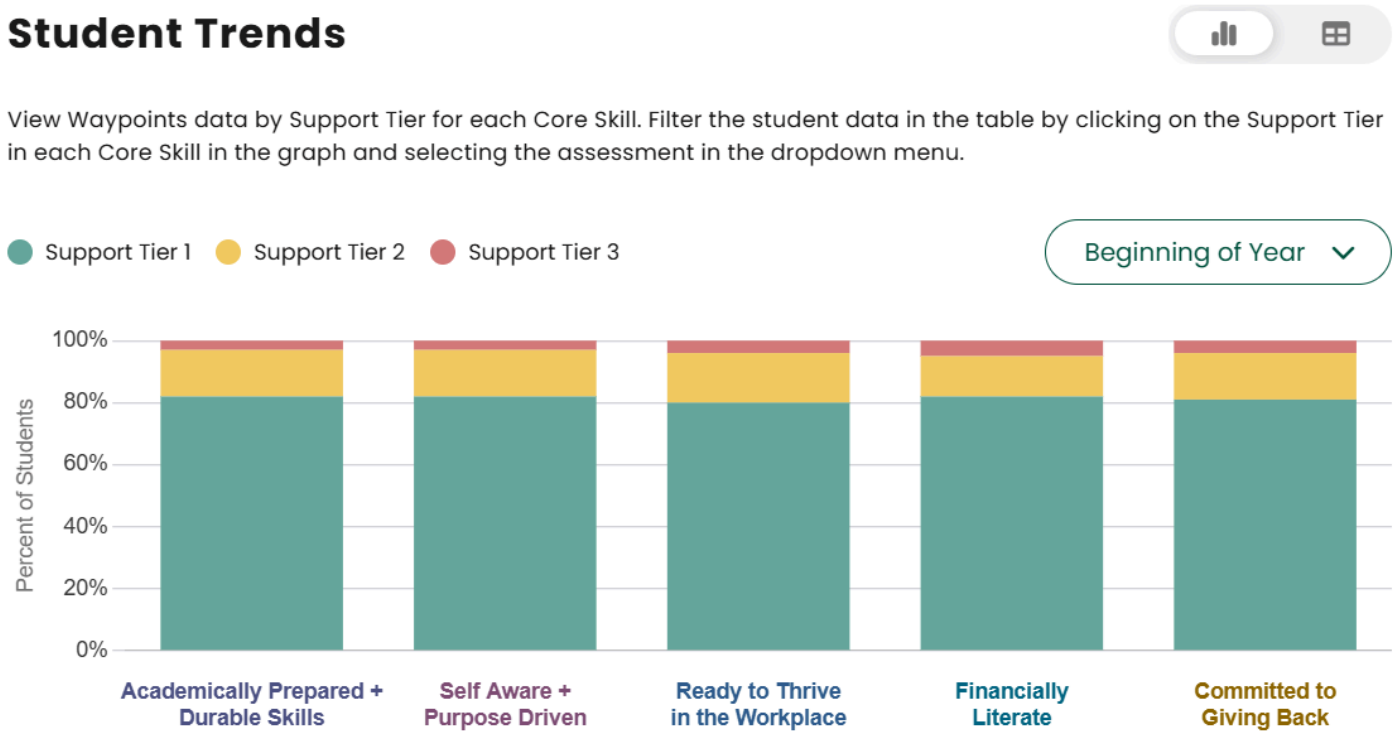


Zocalo Health Tabling at Back-to-School Night

Division Director Board Report - October 19, 2026

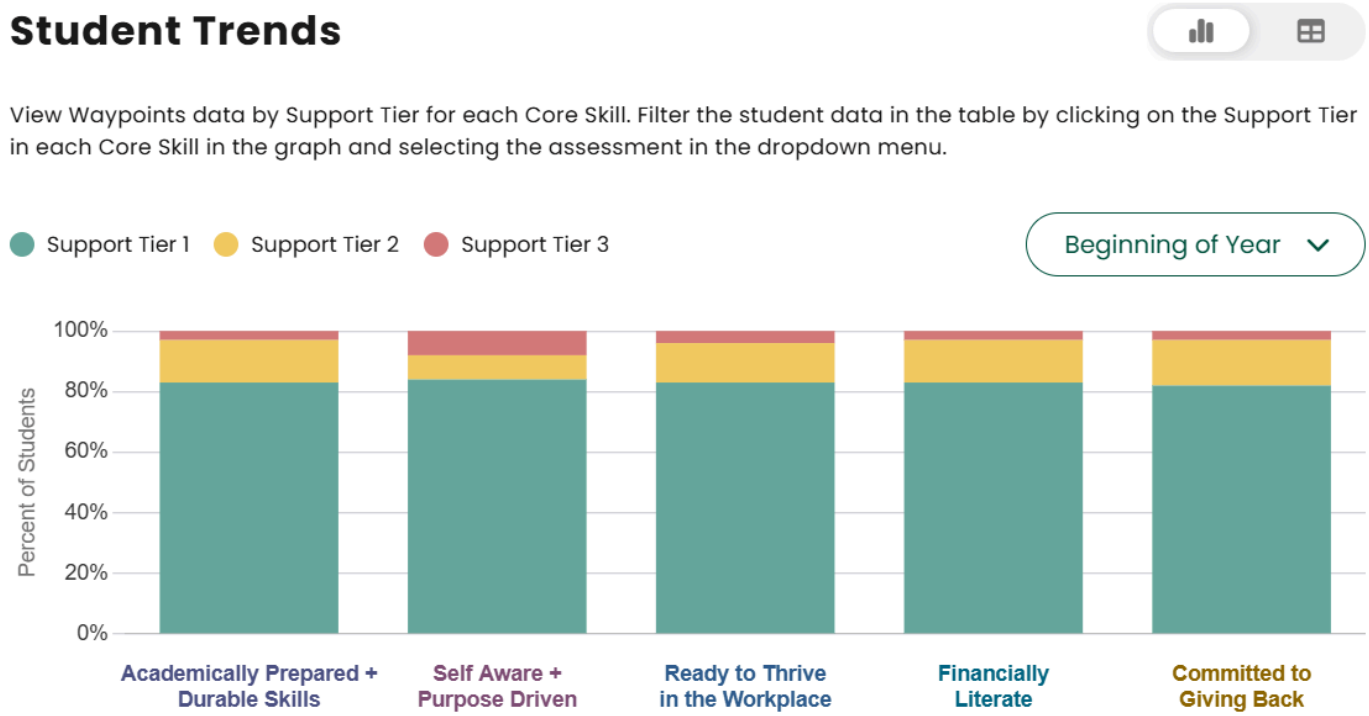


Wayfinder SEL Programming Snapshot - 8th Grade



Division Director Board Report - October 19, 2026

Middle School SEL Screener - Snapshot



Upper School SEL Screener - Snapshot

Now What?

To continue to build positive momentum and address current challenges, the SSSD will focus on facilitating more responsive, targeted intervention. Key priorities include continued implementation of Restorative Practices and standardizing alternatives to suspension, particularly for students with repeated behavioral incidents. The SSSD will monitor the impact of SEL small groups, Wayfinder curriculum implementation, and the C.O.S.T. process framework to ensure student interventions are timely and effective. Lastly, outreach efforts - including a new monthly SSSD Newsletter - are being developed to increase student and family awareness of safety-related trends and available community health resources, ensuring equitable access to support systems.

Coversheet

Q&A on Executive Director Report

Section: IV. Standing Reports
Item: E. Q&A on Executive Director Report
Purpose: Discuss
Submitted by:
Related Material: October 2026_Executive Director Report (1).pdf

College Success Program Integration

Elizabeth "Liz" Martinez, Executive Director

October 2026

Overview

As we advance our commitment to Making Waves Academy's "North Star" of long-term economic mobility, I am happy to provide a mid-point update on our integration plan to absorb the College Success Program from the Making Waves Education Foundation (MWEF).

To ensure our Wave-Makers experience a seamless trajectory from high school through postsecondary completion, ***six evidence-based college and career components (Appendix A) originally developed by the Foundation are transferring directly into MWA*** to create a unified college and career program. This integration includes the transfer of three full-time employee (FTE) positions, four interactive online courses, and a comprehensive student database into MWA's operational umbrella.

Mid-Point Integration Alignment

On September 22, 2026, leadership from MWA and MWEF convened for a Mid-Point Demo meeting to review operational workflows, clarify policy adjustments, and establish timeline alignments.

Current Reach & Student Engagement

- **College Reach:** MWEF estimates serving approximately 365 total college students in FY27. To date, 242 students have completed the scholarship renewal process. All students maintain access to college coaching regardless of whether they receive scholarship funding.
- **Senior Opt-In:** 113 MWA high school seniors have opted into senior-year college prep programming for FY27.
- **Transition & Phased Support:** Upperclassmen (3rd-year and beyond) will officially phase out of coaching by December 2026, with MWEF actively managing student communications leading up to the transition.
- **Non-MWA Community Scholars:** The 40–55 community scholarship recipients (non-MWA graduates) are receiving coaching via Beyond 12 during FY27 and will fully phase out by FY29 upon completion of their five-year funding cycles.

Considerations & Risk Management

During our mid-point review, leadership identified key operational nuances and strategic questions that are currently being refined ahead of final handoff:

- ➔ **Preserving Student Relationships & Data Integrity:**
  - ◆ *Challenge:* Transferring caseloads from MWEF to MWA creates a potential risk of losing historical student context or weakening established coaching relationships.
  - ◆ *Mitigation:* We have a central database repository and are establishing warm handoff protocols to ensure full continuity of meeting logs, academic histories, and personal rapport.
- ➔ **Differentiated Coaching & High-Need Caseloads:**
  - ◆ *Challenge:* Caseload numbers alone do not capture total coaching workload. Historically, approximately 10% of students on a coach's caseload drop below the 2.0 GPA or full-time unit requirement and require intensive intervention.
  - ◆ *Mitigation:* We are considering a tiered coaching model where coaching frequency can flex dynamically based on student risk indicators—such as lower high school cumulative GPAs or

first-term college struggles—rather than adhering strictly to a mandatory once-a-month template for all students.

- ➔ **Community College Transfer Guidance:**
  - *Challenge:* Community college students typically transfer to four-year institutions during their 2nd or 3rd year. Because standard coaching transitions out after Year 2, transfer-track students risk missing critical guidance during their application window.
  - *Mitigation:* MWA and MWEF are evaluating targeted advising structures specifically for 3rd-year community college Wave-Makers actively navigating four-year transfer applications.
- ➔ **Pending Policy Clarifications:**
  - *Transfer Application Fees:* Finalizing policy confirmation on whether Foundation fee waivers will continue covering four-year application fees for community college transfer students.
  - *Learning Management System (LMS) Updates:* Updating all student-facing LMS modules to explicitly reflect the Wave 25 scholarship policy changes and unified funding levels ($2,000 for 2-year / $5,000 for 4-year).
- ➔ **Re-engagement Protocols:**
  - Challenge: There is no set policy or time-limits on re-engaging students who do not meet renewal criteria in a given term. Students who are not receiving the scholarship are currently supported if they reach out, for an indefinite amount of time, to help them address academic or unit deficits and regain scholarship eligibility in subsequent years.
  - Mitigation: MWA will be developing a clear policy to address this issue with the goal of providing support and preserving coaching capacity for students who are actively receiving the scholarship support.

Next Steps & Timeline

- **October – November 2026:** Finalize MWA staff capacity models and coaching caseload structures based on MWEF's "Year at a Glance" roadmap.
- **December 2026:** Complete phased transition for 3rd-year+ college students and conclude MWEF upperclassmen communications.
- **Spring 2027:** Complete LMS content revisions for Wave 25 senior application rollout and finalize joint financial audit workflows.
- **FY28 / 2027-2028 Academic Year:** Full launch of the unified MWA College & Career Program under Wave 25 scholarship guidelines.

As we move towards the full launch of our unified *college access and success* program in the 2027–2028 school year, ***I am incredibly energized by the transformative potential of this integration.*** Bringing these six proven components under one roof is far more than an operational milestone—it is a vital leap forward in realizing our "North Star" of long-term economic mobility. Together, we are building a seamless experience for every Wave-Maker who wants to attend college. Our approach will provide them tools to not only step onto a college campus, but to thrive, graduate, and step into a career of lasting opportunity. I look forward to partnering with our board and leadership team as we bring this next exciting chapter to life for our students and community.

Appendix A

Core Program Components (DRAFT)

The unified program transfers six core components designed to drive specific short-term student outcomes and reinforce long-term economic mobility. ***Please note that this is an initial draft and once finalized, official communications will go out to families and students.***

Fee Waivers

Purpose & Value	Operational Model
Removes initial financial barriers so students can focus on postsecondary planning without financial anxiety. Covers college application fees, entrance exam fees, college enrollment deposits, housing deposits, and orientation fees.	MWEF requests and manages the college application budget. The MWA College and Career Counseling (MWA-CCC) team processes payments and completes documentation. MWEF provides 0.2 FTE financial coach support for auditing and operations.
Key Metric: Target of achieving a >90% college commitment rate.	

Performance-Based Scholarship (Updated Process)

Purpose & Value	Operational Model
Incentivizes full-time unit completion and aligns with state and federal financial aid timelines to keep students on track toward on-time graduation.	**Eligibility & Renewal:** Continuing college recipients must maintain a minimum 2.0 GPA per term, complete 24 semester units (or 36 quarter units) annually, stay enrolled in an accredited institution, and submit required financial aid documents during the summer re-application window. MWEF provides 0.8 FTE financial coach support. **Senior Process Sunsetting & Policy Evolution:** FY27 (Wave 24) marks the final year for the legacy merit-based senior scholarship application process managed by Coach Ashley. Beginning in FY28 / 2027–2028 (Wave 25), all graduating MWA seniors enrolling in an accredited two- or four-year college will be eligible for funding by completing a streamlined summer enrollment process. **Funding Allocations:** Standardized annual awards of $2,000 for community college students and $5,000 for four-year university students (with legacy awards ranging up to $10,000).
Key Metric: Targets a scholarship renewal rate that supports our overall 63% college graduation rate goal.	

Financial Aid Coaching (High School Senior Year)

Purpose & Value	Operational Model
Builds student self-sufficiency in navigating complex financial aid systems, analyzing award letters, and creating realistic college budgets.	Delivered by a dedicated MWA Financial Coach (1.0 FTE) alongside the custom online course and structured financial prep checklists.
First-Year College Enrollment Rate (tracked via National Student Clearinghouse).	

College Choice

Purpose & Value	Operational Model
Guides students toward selecting institutions with high graduation rates suited to their academic and personal goals.	Asynchronous online module paired with live advisory support.
Estimated College Completion Rate (tracked via IPEDS).	

College Coaching (First Two Years of College)

Purpose & Value	Operational Model
Delivers proactive, relational, and holistic coaching during the most vulnerable transition phase of higher education, fostering sense of belonging, self-advocacy, and academic resilience.	Powered by 2.0 FTE MWA College Coaches. Coaching begins with a First-Year Kickoff prior to campus arrival, followed by monthly 1-on-1 coaching sessions during the academic year. Meetings are virtual, informed by pre-meeting reflection forms, and supported by the LMS course "Thriving in College: A Guide for First-Generation Students".
First- to Second-Year College Persistence Rate (tracked via National Student Clearinghouse).	

Major Choice

Purpose & Value	Operational Model
Assists students in choosing academic majors that align with high-growth employment fields, ensuring post-secondary success translates into career opportunities.	Online course covering labor market dynamics and major exploration.
Major and Labor Market Match Rate (tracked via National Student Clearinghouse and ESG Labor Market Analysis).	

Coversheet

Q&A on Written Finance Report

Section: IV. Standing Reports
Item: F. Q&A on Written Finance Report
Purpose: Discuss
Submitted by:
Related Material: Finance Report_October 2026.pdf

Finance Report

Elizabeth "Liz" Martinez, Executive Director

October 2026

The Finance Department is actively expanding operational capacity, refining internal controls for disbursements, and establishing scalable compliance management. By reallocating responsibilities across our core team and leveraging specialized external support, the department is positioned to maintain strong financial governance and operational efficiency. As you all may recall, MWA's finance department was down to 1 FTE since July which has caused significant processing delays. We are happy to report that we are on our way to getting back on track.

Staffing & Onboarding Update

Our new **AP Specialist** started the first full week of October. The **Finance Manager** is focusing on payroll and audit duties, but will shift focus back to accounts payable and audit work to lead onboarding for the new team member. The AP Specialist will shadow the Finance Manager across all accounts payable operations to quickly gain full functional familiarity.

Governance & Internal Controls Enhancement

The Finance Manager identified a segregation-of-duties conflict regarding online payments for vendors not currently integrated into our system, where a single user cannot act as both approver and payer online. To address this risk, we have established a phased control framework:

- **Short-Term Solution:** The **CFO** approves all payments online, and the Finance Manager executes the disbursements.
- **Long-Term Solution:** Once fully onboarded, the AP Specialist will process AP transactions, and the Finance Manager will serve as the approver. In parallel, the CFO and Finance Manager will collaborate to verify vendor details, onboard vendors into MineralTree, or establish standardized check processing.

Compliance Management & External Services

Vertex provided a quote of $3,000 per month to manage our compliance reporting. This pricing represents a strong value for the required scope, and leadership is negotiating to explore potential cost reductions. Under this arrangement, Vertex will implement compliance processes and handle routine reporting, while the CFO and Finance Manager maintain oversight and perform final work reviews.

Workload & Resource Distribution

A review by the CFO and Finance Manager confirmed that core accounting functions can be fully sustained using existing headcount and strategic vendor support:

- **AP, Payroll & PO Processing:** Managed primarily by the AP Specialist, supported by the Finance Manager, with foundational accounting support provided by EdgePursuit.
- **Purchasing:** Currently retained by MWA. The Finance Manager and CFO will optimize purchasing workflows before transitioning responsibility to the AP Specialist.
- **General Accounting:** Handled between MWA and EdgePursuit.
- **Compliance Reporting:** Managed externally by Vertex, with process oversight and review by the Finance Manager and CFO.
- **Financials & FAC Preparation:** Prepared by the Finance Manager, with formal secondary review and sign-off by the CFO.

We look forward to getting back on track following a very busy summer and start of the school-year.

Coversheet

AI Task Force Status Update

Section: V. Non-Action Items
Item: B. AI Task Force Status Update
Purpose: FYI
Submitted by: Damon Edwards
Related Material: Board Update on the AI Task Force — Fall 2026.pdf

BACKGROUND:

This report provides an update on the AI Task Force's first session of the 2026–27 school year, facilitated by aiEDU. This year, the Task Force will work to build shared understanding and co-create guidance that addresses current gaps in policy.

Board Update on the AI Task Force — Fall 2026

Intro

The AI Task Force reconvened on October 6 for its first session of the 2026–27 school year. Since our June update, we reviewed the staff survey results together and are using them to shape our priorities for the fall.

Staff were clear; they want thoughtful guidance and shared expectations, and many raised important concerns about protecting student learning. In response, the Task Force will serve this year as a strategy-and-guidance body. Our focus is listening to stakeholders, building shared understanding, and developing clear guardrails and guidelines, not rolling out tools or asking any educator to use AI.

Work Completed

Since our June update, the Task Force reviewed the staff survey results and is translating them into our priorities and action plan for 2026–27. At our October 6 session, the Task Force:

- **Revisited what AI readiness means.** The Task Force revisited aiEDU's definition of AI readiness, which centers on human skills like critical thinking alongside an understanding of the technology. Task Force members shared what AI readiness means for them and how they are envisioning it for MWA students and staff.
- **Reviewed staff survey results.** 69 employees (45%) across certificated, classified, and administrative roles responded. Staff told us they want clearer policy and guidance on AI and don't yet feel prepared to support students as they encounter it. AI use and attitudes vary across roles, and student over-reliance was among their top concerns.
- **Discussed implications for this year's work.** Participants discussed how the survey results shape the Task Force's work and reviewed a proposed roadmap for 2026–27, which the Task Force will continue to refine.

What's Ahead

During the next two meetings on October 23 and November 19, the Task Force will focus on two areas:

- **Begin defining a shared vision.** The Task Force will review example vision and principles statements and begin drafting a vision grounded in MWA's values, strategic plan, and Portrait of a Graduate.
- **Plan how to gather staff input.** With support from our aiEDU partner, the Task Force will explore options for staff perspectives to shape our ongoing work, such as listening sessions and opportunities to help define what AI readiness and responsible use mean at MWA. Where possible, these conversations will fit into existing meetings to respect staff time and will include staff with a full range of views on AI.

Summary

The Task Force is taking a deliberate approach grounded in what staff shared; our fall work centers on building shared understanding and a vision aligned with MWA's mission.

We look forward to sharing an update this winter on our draft vision, what we heard from staff, and next steps.

Coversheet

Instruction Partners

Section: V. Non-Action Items
Item: C. Instruction Partners
Purpose: FYI
Submitted by:
Related Material: SY2627_Making Waves_Data Sharing Agreement.pdf

Instruction Partners Data Sharing Agreement

Making Waves Academy

2026-2027

Instruction Partners
Data Sharing Agreement

1. Purpose and Scope of Data Use.

Instruction Partners and Making Waves Academy ("Partner," and together with Instruction Partners, the "Parties") have entered into an agreement, for Instruction Partners to provide instructional support. Now, therefore, for good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged by Instruction Partners and Partner, by signature of its authorized representatives below, hereby agrees to be bound by this Data Sharing Agreement ("Agreement").

The purpose of this Agreement is to facilitate the sharing of individual-level data on students from the Partner in a manner consistent with the Family Education Records Privacy Act of 1974 ("FERPA"). FERPA describes circumstances under which educational agencies are authorized to release data from an education record. This information can be disclosed to organizations conducting studies on behalf of those agencies, provided that Federal, State or local law authorizes the evaluation in question, and all provisions of FERPA and all other applicable Federal, State, and local laws are followed.

These data will aid Instruction Partners' technical support of the Partner, inform Instruction Partners on how to improve instruction, programming, and contribute to student outcomes, as well as the evaluation of practices and programs that impact students in the Partner's system. An equity lens will be used to examine the data, thus it is important to be able to examine the data by demographic factors such as race/ethnicity, language, and free/reduced price meals status. In order to complete these studies and in order to have a positive impact on the instruction of children, Instruction Partners requires the use of student data from the Partner.

In order to effect the transfer and use of data subject to FERPA, Instruction Partners agrees to comply in all respects with the provisions of FERPA. For purposes of this Agreement, FERPA includes any amendments or other relevant provisions of federal law, as well as all requirements of Chapter 99 of Title 34 of the Code of Federal Regulations. Nothing in this Agreement may be construed to allow either party to maintain, use, disclose or share student or parent information in a manner not allowed by federal law or regulation.

2. Data Types.

Requested data may include, but is not limited to:

a. Student Directory Data
    I. Unique Student Identifier
    II. Classroom/Teacher ID
    III. Demographic Data
        - Race/Ethnicity
        - Gender
    IV. Free/reduced-priced meal or equivalent flag for economic status
    V. Multilingual/Language Learner status
        - If possible, home language
    VI. Special education status
        - Individualized Education Program Referral Status
        - Individualized Education Program Status

b. Teacher Directory Data
    I. Unique Teacher Identifier

II. Classroom ID
III. Teacher Email (To be used only for survey purposes)
IV. Demographic Data
    - Race/Ethnicity
    - Gender
    - Years of Teacher Experience
    - Subject
V. Certifications and Endorsements
VI. Language(s) Used in Classroom

c. School Level Performance Data
    I. End-of-Course Data
    II. Attendance Data
    III. Graduation Data

d. Assessment Data
    I. State Assessment
    II. Interim Curriculum Assessments
    III. Benchmark/Universal Screeners

e. Family and student survey data
    I. Student and family engagement survey data

In addition, Instruction Partners may seek to collect the following information from school staff, students, and community members in the form of surveys, interviews, and focus groups:

a. Staff engagement and experience information
b. Student engagement and experience information
c. Community feedback and experience information

3. Use of Data.

Instruction Partners and the Partner agree that the data shared under this Agreement shall be used for no purpose other than research authorized under Section 99.31(a)(6)(i) of Title 34 of the Code of Federal Regulations. Instruction Partners agrees to use personally identifiable information from any education records only to meet the purposes of the studies hereunder. Instruction Partners further agrees not to share data received under this Agreement with any other entity without the Partner's written consent.

4. Timeline, Transfer, and Storage of Data.

a. If possible, an identified member of Instruction Partners data team is given downloading access to any software or program where requested data is housed. Any information received in this way will be directly stored on Instruction Partners secure server and access codes will not be shared without the written consent of the Partner.

b. If it is not possible to receive data as identified above, all data to be downloaded should be transferred to Instruction Partners secure server within 10 business days of receipt of data request in order to fulfill all deliverable requirements in a timely manner.

c. If the purpose of the data sharing requires continuous data entry by the Partner, the Partner may share a Google Sheet with an identified member of the Instruction Partners data team. Ownership of the Google Sheet must remain with the Partner and therefore the sheet must be stored in the Partner's Google Drive.

The Instruction Partners data team member will conduct all analyses within Google Sheets and will not store this data on Instruction Partners' secure server.

d. All data downloaded by Instruction Partners and containing personal identifiable information will be stored within a secure, cloud-based application in an instance specifically procured for confidential data sharing.

e. All data and copies of data will only be accessible to those specifically designated to have permission because they have a legitimate interest in the data, and they will not copy, reproduce, or transmit data obtained pursuant to this Agreement except as necessary to fulfill the purpose of the original request or with written consent of the Partner.

f. All copies of data of any type, including any modification or additions to data from any source that contains information regarding students, are subject to the provisions of this Agreement in the same manner as the original data.

5. Data Requests.

The Partner may decline to comply with a request if it determines that providing the data in the manner requested would violate FERPA and/or would not be in the best interest of its current or former students.

All requests shall include a statement of the purpose for which it is requested and an estimation of the time needed to complete the project for which the data is requested. Data requests may be submitted by post or electronic mail.

Instruction Partners agrees that the Partner makes no warranty concerning the accuracy of the student data provided.

6. Permissions.

Data will be accessed only by Instruction Partners Data Team and the assigned Partnership Team who have a legitimate interest in the data. Instruction Partners will provide the Partner with a list of all members of Instruction Partners who will access data and notify, in writing, of any additions to the list during the term of the Agreement.

Instruction Partners will require all employees, contractors and agents of any kind to comply with all applicable provisions of FERPA and other federal, state, and local laws with respect to the data shared under this Agreement. Instruction Partners agrees to require and maintain an appropriate confidentiality agreement from each employee, contractor or agent with access to data pursuant to this Agreement. Instruction Partners may share the data with a third-party with written consent of the Partner. Nothing in this paragraph authorizes sharing data provided under this Agreement with any other entity for any purpose other than completing Instruction Partners' work authorized under this Agreement.

7. Publication Rules.

Instruction Partners agrees not to disclose any data obtained under this Agreement in a manner that could identify an individual student to any other entity in published results of studies as authorized by this Agreement, nor attempt to infer or deduce the identity of any individual student based on
data provided by the Partner, nor claim to have identified or deduced the identity of any student based on data provided by the Partner.

Instruction Partners agrees not to provide any data obtained under this Agreement to any party ineligible to receive data protected by FERPA or prohibited from receiving data from any entity.

To ensure that premature public disclosure of learning does not adversely affect the interests of all Parties, and that the data presented are in compliance with federal and state regulations, Instruction Partners shall submit preliminary findings of analyses and provide a copy of publication collateral to the Partner for information and review 14 days in advance of any publication, presentation, or results arising out of the use of the data. Failure of the Partner to provide review and comment within 14 days shall constitute permission to publish as submitted.

Publicly available discussions, presentations, and reports will not include information that would make it reasonably possible to identify an educator, classroom, school, or district unless specific permission has been granted by the Partner to Instruction Partners in writing to do so.

Instruction Partners will present a summary of findings to the Partner if requested.

Partner agrees to provide a citation to Instruction Partner's publicly available discussions, presentations, and reports if Partner uses these materials in its own publicly available discussions, presentations, and reports. Partner recognizes that the term "Instruction Partners" is trademarked by Instruction Partners and remains the sole property of Instruction Partners.

8. Disposal.

a. If Instruction Partners has downloaded and stored the student-level data designated in this Agreement, the data will be destroyed when the information is no longer needed for the purposes for which the study was conducted, which shall be no more than two years after the Agreement end date.

b. If the student-level data designated in this Agreement is owned and stored by the Partner in Google Sheets, Instruction Partners will request that their access be removed when the information is no longer needed for the purposes for which the study was conducted, which shall be no more than two years after the Agreement end date.

c. If an extension on the data destruction is needed, Instruction Partners will contact Making Waves Academy in writing to request an extension. Such extension shall be in compliance with FERPA, as well as other relevant federal, state, and local laws.

d. Nothing in this Agreement authorizes Instruction Partners to maintain data beyond the time period reasonably needed to complete the purpose of this request.

e. All data no longer needed shall be destroyed or returned to the Partner in compliance with 34 C.F.R. § 99.31(a)(6)(iii)(C)(4).

f. Instruction Partners agrees to require all employees, contractors, or agents of any kind to comply with this provision.

9. Term and Termination.

a. This Agreement takes effect upon signature by the authorized representative of each party and will remain in effect until the Agreement has expired. The Contract's initial term will end on June 30, 2027, and subject to extension as set forth therein.

b. The Parties acknowledge that, if either party is not satisfied with the progress of the studies or if one fails to comply with the requirements of this Agreement, either party may terminate their participation in this Agreement by providing written notice.

c. The ability to access or maintain data under this Agreement shall not under any circumstances transfer from Instruction Partners to any other institution or entity without written consent of Partner.

10. Governing Law.

This agreement shall be governed exclusively by the laws of the State of Tennessee, without regard to any applicable principles of conflict of law.

11. Breach and Default.

Upon breach of any of the provisions, obligations, or duties embedded in this Agreement, the parties may exercise any administrative, contractual, equitable, or legal remedies available, without limitation. The waiver of any occurrence of breach or default is not a waiver of such subsequent occurrences, and the parties retain the right to exercise all remedies mentioned herein and at law and equity.

12. Amendment.

This Agreement may be modified or amended provided that any such modification or amendment is in writing and is signed by the parties to this Agreement. It is agreed, however, that any amendments to laws, rules, or regulations cited herein will result in the correlative modification of this Agreement, without the necessity for executing a written amendment.

13. Assignment of Rights.

Neither this Agreement, nor any rights, duties, or obligations described herein shall be assigned by Instruction Partners without the prior express written consent of the Partner.

14. Notice Address.

Unless expressly provided otherwise, all notices under this Agreement will be in writing and will be deemed to have been duly given if delivered personally or by a nationally recognized courier service, or mailed by registered or certified mail, return receipt requested, postage prepaid, to the Parties at the addresses set forth in below:

To Making Waves Academy:

c/o Alton Nelson, Jr.

4123 Lakeside Dr.

Richmond, CA 94806

To Instruction Partners:
PO Box 68461
Nashville, TN 37206

All notices under this Agreement that are addressed as provided above if delivered personally or by a nationally recognized courier service, will be deemed given upon receipt; and if delivered by mail in the manner described above, will be deemed given on the third (3rd) business day after the day it is deposited in a regular depository of the United States mail. Any Party from time to time may change its address or designee for notification purposes by giving the other Parties notice of the new address or designee and the date upon which such change will become effective.

15. Entirety of Agreement and Severability.

Neither this Agreement, nor any rights, duties, or obligations described herein shall be assigned by Instruction Partners without the prior express written consent of the Partner.

16. Counterparts; Electronic Signature.

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and all of which shall constitute one and the same Agreement. This Agreement may be executed and delivered using an electronic copy containing the appropriate signature. Evidence of a signature found on such electronic copy shall be deemed to be an original signature of that signing party.

17. Signatures.

Instruction Partners



Justin Testerman

Executive Director, Partnerships
justin.testerman@instructionpartners.org
09 / 06 / 2026

Making Waves Academy



Alton B. Nelson, Jr.

CEO/Acting Upper School Director
anelson@mwacademy.org
09 / 25 / 2026

CERTIFICATE *of* SIGNATURE

REF. NUMBER
JKVWX-NR43C-OIRZR-DNZMW

DOCUMENT COMPLETED BY ALL PARTIES ON
25 SEP 2026 16:15:11
UTC

SIGNER	TIMESTAMP	SIGNATURE
JUSTIN TESTERMAN EMAIL JUSTIN.TESTERMAN@INSTRUCTIONPARTNERS.ORG	SENT 03 SEP 2026 23:15:03 VIEWED 06 SEP 2026 15:36:50 SIGNED 06 SEP 2026 15:37:00	 IP ADDRESS 97.64.79.170
RECIPIENT VERIFICATION	EMAIL VERIFIED 06 SEP 2026 15:36:50	
ALTON NELSON EMAIL ANELSON@MWACADEMY.ORG	SENT 03 SEP 2026 23:15:03 VIEWED 25 SEP 2026 16:09:23 SIGNED 25 SEP 2026 16:15:11	 IP ADDRESS 50.201.141.106 LOCATION FAIRFIELD, UNITED STATES
RECIPIENT VERIFICATION	EMAIL VERIFIED 25 SEP 2026 16:09:23	

Signed with PandaDoc

Coversheet

EdCode Local Assignment Options List for 2026-2027

Section: V. Non-Action Items
Item: D. EdCode Local Assignment Options List for 2026-2027
Purpose: FYI
Submitted by: Meuy Saechao
Related Material: EdCode Local Assignment Options 2026-27 Pending Approval.docx.pdf

BACKGROUND:

California has many provisions within the Education Code that provide avenues for the assignment of certificated employees outside their basic credential authorization. These Education Code options provide school districts with local-level flexibility for staffing.

RECOMMENDATION:

Motion by a member of the Board to approve these options under the guidance and standards of California EC §44256, §44258.2(b), §44263, §44258.3, and §442583.7.

Making Waves Academy
4123 Lakeside Dr., Richmond, CA 94806
Phone: 510.262.1511 FAX: 510.262.1558
www.makingwavesacademy.org

Education Code Local Assignment Option 2026-2027

	Committee on Assignment (CoA) for Making Waves Academy	
Role	**Name, Title**	**Term**
Lead	Zubida Bakheit, Division Director	2026-2027 to 2027-2028
Primary	LaWanda Muhammad, Lead Teacher, Math	2026-2027 to 2027-2028
Primary	Masin Persina, Instructional Coach, ELA	2026-2027 to 2027-2028
Support/Approver	Elizabeth Martinez, Executive Director	2026-2027 to 2027-2028

*A Committee on Assignments (CoAs), selected by Making Waves Academy, will consist of site administrators and teachers. Selection of the Committee on Assignments members will consider content expertise and professional experience at MWA. Member terms shall be two (2) academic years, subject to renewal. The Committee on Assignments conducts an assessment before the assignment begins in accordance with the applicable Education Code. This assessment must determine evidence of the candidate's knowledge of the subject matter to be taught and at the grade level to be taught.
*People Operations will send CoA details to the County Office of Education in August.

Teacher First	Teacher Last	Course	Credential	Local Assignment Option	Unit Total	Ed Code	Status
Joshua	Amey	Math 7	MS General Subjects	Craven assessment conducted	n/a	**EC §44258.3**	Qualified; pending approval
Eva	Arias-Ramirez	Math 5/6	Single Subject Science	Craven assessment conducted	n/a	**EC §44258.3**	Qualified; pending approval
Katalina	Vang	English 5/6	Single Subject Social Science	Craven assessment conducted	n/a	**EC §44258.3**	Qualified; pending approval

Prior Board approvals: Joshua Amey—2023–2024; Eva Arias-Ramirez and Katalina Vang—2025–2026.

Coversheet

Updated Uniform Complaint Procedure & Policy

Section: VI. Action Items
Item: B. Updated Uniform Complaint Procedure & Policy
Purpose: Vote
Submitted by: Carmen Velarde
Related Material: UCP Policy and Procedures_(4932-8856-7765.v1)-10.2.26.pdf

BACKGROUND:

Every LEA is required to:

- Adopt UCP complaint policies and procedures consistent with the California Code of Regulations, Title 5 sections 4600–4694, and
- Designates a staff member to be responsible for receiving, investigating and resolving complaints and makes sure the staff member is knowledgeable about the laws/programs they are assigned.

MWA's UCP policy has been added to replace Liz with Carmen Velarde, and to incorporate edits from the attorneys (highlighted in green).

RECOMMENDATION:

We recommend that the board approves this updated policy.

Adopted/Ratified: 09/08/2022
Revision Date: 10/2/2026

Learn. Graduate. Give Back.

UNIFORM COMPLAINT POLICY AND PROCEDURES

Making Waves Academy ("MWA") complies with applicable federal and state laws and regulations. MWA is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, sexual orientation, or any combination of those characteristics, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics or any combination of those characteristics in any MWA program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code sections 243(a) or 244.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Career Technical and Technical Education;
   - Career Technical and Technical Training Programs
   - Child Care and Development Programs;
   - Consolidated Categorical Aid Programs;
   - Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Child Education Programs;
   - and/or School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.
   b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers. Pupil fees include:

i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. Complaints regarding pupil fees, local control and accountability plans ("LCAP"), or noncompliance with Education Code sections 243 or 244 only, may be filed anonymously (without an identifying signature) if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

d. If MWA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MWA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MWA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MWA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable are subject to the UCP. If MWA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 no longer fall under the UCP. Instead, they are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 no longer fall under the UCP. Instead, they are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

MWA acknowledges and respects every individual's right to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent practicable and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MWA cannot assure anonymity or confidentiality of the complainant's identity. MWA may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Director of Data and Accountability or designee on a case-by-case basis. MWA shall take reasonable steps to protect complainants from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MWA's compliance with law:

Adopted/Ratified: 09/08/2022
Revision Date: 10/2/2026

Carmen Velarde, Director of Data and Accountability
4123 Lakeside Drive, Richmond, CA 94806
(510) 262-1511, compliance@mwacademy.org

The Director of Data and Accountability or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Director of Data and Accountability or designee.

Should a complaint be filed against the Director of Data and Accountability, the compliance officer for that case shall be the President of the MWA Board of Directors.

Notifications

The Director of Data and Accountability or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on MWA's website.

MWA shall annually provide written notification of MWA's UCP to employees, students, parents/guardians, advisory committees, school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary, under Education Code section 48985, if fifteen percent (15%) or more of the students enrolled in MWA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in that primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MWA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MWA is operating pursuant to Title 22 licensing requirements.
3. A statement that MWA is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MWA's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MWA's Decision, except if MWA has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MWA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents

exceptional circumstances and informs the complainant.

9. A statement that if MWA finds merit in a UCP complaint, or the CDE finds merit in an appeal, MWA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MWA's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MWA has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Director of Data and Accountability or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Director of Data and Accountability or designee shall be made in writing. The period for filing may be extended by the Director of Data and Accountability or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Director of Data and Accountability shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MWA Board of Directors approved the LCAP or the annual update was adopted by MWA.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and notation of date received.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP, or noncompliance with Education Code section 243 or 244 may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MWA staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of engaging in mediation with a neutral third-party. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of a discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree that the mediator must maintain confidentiality.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend MWA's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MWA's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

MWA shall issue an investigation report (the "Decision") based on the evidence. MWA's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MWA's receipt of the complaint unless the timeframe is extended with the written agreement of the complainant. MWA's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MWA is in compliance with the relevant law.
3. Corrective actions, if MWA finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MWA's Decision within thirty (30) calendar days to the CDE, except when MWA has used its UCP to address complaints that are not subject to the UCP requirements.

5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and the employee was informed of MWA's expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MWA and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MWA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MWA's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MWA's Decision are not supported by substantial evidence.
4. The legal conclusion in MWA's Decision is inconsistent with the law.
5. In a case in which MWA's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Director of Data and Accountability or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MWA's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MWA for resolution as a new complaint. If the CDE notifies MWA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MWA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

Adopted/Ratified: 09/08/2022
Revision Date: 10/2/2026

The CDE may directly intervene in the complaint without waiting for action by MWA when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MWA has not taken action within sixty (60) calendar days of the date the complaint was filed with MWA.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by MWA The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MWA's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE. before pursuing civil law remedies. The waiting period does not apply to injunctive relief and is applicable only if MWA has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Learn. Graduate. Give Back.

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: _____First Name/MI: _____

Student Name (if applicable): _____Grade: _____Date of Birth: _____

Street Address/Apt. #:

_____

City: _____State: _____Zip Code: _____

Home Phone: _____Cell Phone: _____Work Phone: _____

School/Office of Alleged Violation:

_____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

- ☐ Career Technical and Technical Education/Career Technical and Technical Training
- ☐ Consolidated Categorical Aid Programs
- ☐ Child Care and Development Programs
- ☐ Education or graduation of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families
- ☐ Every Student Succeeds Act
- ☐ Local Control Funding Formula/ Local Control and Accountability Plan
- ☐ Migrant Child Education Programs
- ☐ School Safety Plan
- ☐ Pupil Fees
- ☐ Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

- ☐ Age
- ☐ Ancestry
- ☐ Color
- ☐ Disability (Mental or Physical)
- ☐ Ethnic Group Identification
- ☐ Gender / Gender Expression / Gender Identity
- ☐ Genetic Information
- ☐ Immigration Status/Citizenship
- ☐ Marital Status
- ☐ Medical Condition
- ☐ Nationality / National Origin
- ☐ Race or Ethnicity
- ☐ Religion
- ☐ Sex (Actual or Perceived)
- ☐ Sexual Orientation (Actual or Perceived)
- ☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MWA personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to the Compliance Officer:

Carmen Velarde, Director of Data and Accountability
4123 Lakeside Drive, Richmond, CA 94806
(510) 262-1511

Coversheet

Vertex Agreement

Section: VI. Action Items
Item: C. Vertex Agreement
Purpose: Vote
Submitted by: Elizabeth Martinez
Related Material: Making Waves Academy - Compliance (SFO) - Vertex Education.pdf

BACKGROUND:

Proposal to contract with Vertex Education for outsourced school finance compliance and grant management services at a rate of $3,000 per month ($36,000 annually). The partnership will transfer routine grant reporting and state compliance filings to Vertex, freeing up internal finance leadership to focus on strategic budgeting and overall financial oversight.

RECOMMENDATION:

We recommend the board approves this proposal.

Vertex Education – SFO Compliance Proposal

Agenda

- What We Heard
- Who We Are
- SFO Compliance Proposal
- Discuss Next Steps

What We Heard - Strengths

- **Experienced finance leadership:** Mindy brings public-education compliance expertise; Lawrence provides institutional knowledge.
- **Improving processes:** Better documentation and upfront expense tagging provide a foundation for consistent compliance.
- **Existing accounting support:** Outsourced general accounting creates room for a focused compliance partnership.
- **Public governance infrastructure:** Published board materials and policies provide a foundation for financial oversight.
- **Established reporting framework:** Published LCAPs and funding-report resources support transparency and alignment of spending with student priorities.

What We Heard - Challenges

- **Concentrated workload:** AP/payroll vacancies leave Lawrence balancing transactions, compliance, and financial leadership.
- **Manual payroll processes:** Timesheet reviews, weighted-average calculations, and journal entries consume scarce capacity.
- **System disruption:** The Rippling-to-UKG transition adds coding challenges and dependence on undocumented workflows.
- **Grant accounting demands:** Expense tagging, payroll allocations, and reclassifications require dedicated execution.
- **Coordination risk:** Multiple accounting contributors need clear ownership, approvals, and handoffs to prevent conflicting entries.

What We Heard – Success

- **Hands-on compliance execution:** Vertex manages agreed grant reconciliations, coding corrections, approved reclassifications, and reporting.
- **Clear accountability:** MWA owns budgets and approvals; Vertex coordinates execution with Lawrence and the accounting firm.
- **Reliable reporting:** A shared deadline calendar, monthly grant reviews, and documented support produce timely, traceable submissions.
- **More leadership capacity:** Reduced transaction work allows Lawrence to strengthen budgeting, forecasting, and financial oversight.
- **Flexible, measurable support:** Start with compliance; price AP/payroll and broader accounting options separately, tracking hours saved, timeliness, and rework.

Vertex Education

Founded in 2007, Vertex Education is proud to partner with schools of various sizes and educational models across the country.

400+
EXPERTS

400+
SCHOOLS

258k+
STUDENTS

OUR VISION

We will be the premier partner for any school, delivering innovative solutions for any problem with unmatched quality and efficiency, enabling schools to focus on their mission.

Learn more about all of our services at

vertexeducation.com/services

- Human Resources
- Talent Acquisition
- Enrollment Marketing
- Food Services (NSLP) Administration
- IT Support
- Strategic Finance Office

SFO Compliance Partnership Proposal

Responsibilities Map

	Vertex Compliance, Data, & Finance	Making Waves Finance & Accounting
Propose journal entries	✓	
Reconcile bank accounts		✓
Monthly grant tracking support	✓	
Grant eligibility support (adjustments)	✓	
Generate month end financial statements		✓
Compliance reporting submissions (financial)	✓	
Finance consulting (budget, revenues, compliance)	✓	
Data support	✓	
Strategic budget development		✓
LCAP		✓
Board preparation and support		✓
Financial analysis presentations		✓
Programmatic compliance and accountability		✓
Grant Applications		✓
Comprehensive financial audit support		✓

Our partnership comes with a deep bench of charter school experts, no staffing interruptions, and 1000+ years of charter experience

Understanding Funding & Compliance



Funding Structure (key nuances)



Compliance Landscape



Common Risk Areas

State Reporting Timelines	Audit Focus Areas	Grant Complexity

Grant Compliance – Scope of Work

	Vertex Team	Making Waves Academy Team
CARS Expenditure Reporting (Title)	✓	
CARS Application (Title)		✓
CMDC (Title)	✓	
ELOP Expenditure Report	✓	
Prop 28 Expenditure Report	✓	
Prop 28 Annual Report		✓
Student Support Prof. Dev. Block Grant Exp. Report	✓	
SB740 Application		✓
Mandate Block Grant Application	✓	
LCAP Expenditure Tables		✓
Learning Recovery Expenditure Report	✓	
Special Education MOE	✓	
Special Education Federal & State Exp. Report	✓	
CNIPS Reimbursement Reporting & Requests	With training	✓
Interims, UA, district oversight reporting		✓

Our partnership comes with a deep bench of charter school experts, no staffing interruptions, and 1000+ years of charter experience

Compliance Partnership Option

SFO – Compliance Support

Term	Year Total	Monthly
12-month	$36,000	**$3,000**

*Annual fee will be adjusted upwards each year based on the greater of 3% or the change in the May annual CPI-U

Next Steps

- Review questions and thoughts on our proposal.
- Do you have any concerns with moving forward?
- What is your ideal timeframe to begin a partnership?
- Would you like to partner for a Board presentation?
- When should we follow-up with you again?


vertex
EDUCATION

Coversheet

Vendor Invoices

Section: VII. Consent Action Items
Item: A. Vendor Invoices
Purpose: Vote
Submitted by:
Related Material: Bill Payment List - Sept 2026.pdf

Making Waves Academy
Bill Payment List
September 2026

Date	Num	Vendor	Amount	Descriptions
9/1/2026		PLIC - SBD GRAND ISLAND	$ 62,350.08	Health Insurance
9/14/2026		Ameriflex LLC	$ 321.20	FSA Administrative Fee
9/17/2026	20769	Slide Ranch	$ 337.50	Field Trip
9/17/2026	ACH8637-388	Charter Safe	$ 12,968.00	Liability and Worker Comp Insurance
9/17/2026		PG & E - 0911653377-0	$ 1,750.70	Utility
9/17/2026		PG & E - 1229161920-8	$ 8,703.53	Utility
9/17/2026		PG & E - 2052957541-5	$ 2,896.16	Utility
9/17/2026		Ambrose Group Inc	$ 9,059.63	Building Repairs/Maintenance
9/17/2026		Pacheco's Cleaning Service	$ 54,500.00	Janitorial Services
9/17/2026	20767	Houghton Mifflin Company	$ 10,899.59	Book Supplies
9/17/2026	20768	Slide Ranch	$ 393.75	Field Trip
9/17/2026		PG & E - 2538827590-8	$ 1,362.96	Utility
9/17/2026		PG & E - 5344744823-3	$ 1,638.25	Utility
9/17/2026		PG & E - 6293019192-9	$ 6,434.01	Utility
9/17/2026		EBMUD	$ 1,057.83	Utility
9/17/2026		EBMUD	$ 1,057.83	Utility
9/17/2026		EBMUD	$ 414.09	Utility
9/17/2026		EBMUD	$ 1,611.72	Utility
9/17/2026		PG & E - 2538827590-8	$ (1,362.96)	Utility
9/17/2026		EBMUD	$ 184.98	Utility
9/17/2026		EBMUD	$ 5,067.57	Utility
9/17/2026		EBMUD	$ 593.29	Utility
9/17/2026		EBMUD	$ 9,585.44	Utility
9/17/2026		EBMUD	$ 440.75	Utility
9/17/2026		EBMUD	$ 1,066.35	Utility
9/17/2026		EBMUD	$ 954.83	Utility
9/17/2026		EBMUD	$ 432.56	Utility
9/17/2026		EBMUD	$ 370.17	Utility
9/17/2026		EBMUD	$ 316.30	Utility
9/17/2026		EBMUD	$ 1,308.99	Utility
9/17/2026		PG & E - 2538827590-8	$ 29.25	Utility
9/17/2026		EBMUD	$ (954.83)	Utility
9/18/2026		PowerSchool Group LLC	$ 22,939.32	Student Information & Assessment
9/21/2026		EBMUD	$ 1,057.83	Utility

Powered by BoardOnTrack

	A	B	C	D	E
1	**Making Waves Academy**				
2	**Bill Payment List**				
3	**September 2026**				
4					
5	**Date**	**Num**	**Vendor**	**Amount**	**Descriptions**
40	9/21/2026		EBMUD	$ 414.97	Utility
41	9/21/2026		EBMUD	$ 3,215.38	Utility
42	9/23/2026		Vision Service Plan	$ 4,358.87	Health Insurance
43	9/23/2026		California Choice Benefit Administrators	$ 145,769.59	Health Insurance
44	9/23/2026		PLIC - SBD GRAND ISLAND	$ 20,725.35	Health Insurance
45	9/23/2026		Colonial Life	$ 933.30	Health Insurance
46	9/29/2026		Cintas	$ 1,395.81	Custodial Supplies
47	9/29/2026		Cintas	$ 886.32	Custodial Supplies
48	9/29/2026		Cintas	$ 4,586.49	Custodial Supplies
49	9/30/2026		Wells Fargo Vendor Financial Services, LLC	$ 11,785.98	Copier Lease
50			**September 2026**	**$ 413,858.73**	
51					
52			**September 2025**	**$ 1,129,759.66**	

Powered by BoardOnTrack

Coversheet

Accept Minutes: September Board Meeting

Section: VII. Consent Action Items
Item: B. Accept Minutes: September Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for September Board Meeting on September 14, 2026

DRAFT

Making Waves Academy

Minutes

September Board Meeting

Teaching & Learning

Date and Time
Monday September 14, 2026 at 4:00 PM

Location
In-person at:
Making Waves Academy
4123 Lakeside Dr.
Richmond, CA 94806

And streaming on zoom:
https://mwacademy.zoom.us/j/87855022048?pwd=SVFZNGlTbVVHb1NFYUd2WWNTaW8wQT09
Passcode: 073032
Or One tap mobile :
+16694449171,,87855022048#,,,,*073032# US
+16699006833,,87855022048#,,,,*073032# US (San Jose)
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
+1 669 444 9171 US
+1 669 900 6833 US (San Jose)
+1 253 205 0468 US
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
+1 719 359 4580 US

+1 689 278 1000 US
+1 929 436 2866 US (New York)
+1 301 715 8592 US (Washington DC)
+1 305 224 1968 US
+1 309 205 3325 US
+1 312 626 6799 US (Chicago)
+1 360 209 5623 US
+1 386 347 5053 US
+1 507 473 4847 US
+1 564 217 2000 US
+1 646 931 3860 US
Webinar ID: 878 5502 2048
Passcode: 073032
International numbers available: https://mwacademy.zoom.us/u/keaPhEAWej

COMING SOON

- HAGA CLIC AQUÍ para acceder a la agenda y portadas en español/CLICK HERE to access agenda and cover sheets in Spanish: https://acrobat.adobe.com/id/urn:aaid:sc:VA6C2:b0d63deb-2b65-4e64-9482-9d332a156108
- HAGA CLIC AQUI 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 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.***
    - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a bfitzpatrick@mwacademy.org*** *en inglés o español.*
    - *En su solicitud:*
        - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
        - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*

- *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*

- *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

If you have questions about the board agenda and materials or you are in need of disability-related
accommodations, please contact:
Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la
discapacidad, comuníquese con:

Bryann Fitzpatrick at bfitzpatrick@mwacademy.org or (510) 994-6486.
Please note that all agenda times are estimates.
Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Directors Present
Alicia Malet Klein, Amy Obinyan, Eleanor Boli, Esther Hugo, Kyle Cooper

Directors Absent
Enrique Romero, Felicia Selva

Guests Present
Alton B. Nelson Jr., Bryann Fitzpatrick, Jeremy Cruz Perez

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 14, 2026 at 4:13 PM.

B. Record Attendance

II. Closed Session

A. Public Employee Discipline/Dismissal/Release

No action was taken.

B. Existing Litigation / Conference with Legal Counsel

No action was taken. The case name remains unspecified because disclosure would jeopardize service of the process.

III. Additional Opening Items

A. Remarks by Board President

The overall strong start to the new school year as evidenced by the reports was noted, as was the absence of ED Liz Martinez for a family emergency in Los Angeles.

Members were reminded to complete the newly required trainings on sexual harassment, sexual abuse and manadated reporting.

Focus Area: Teaching & Learning

WASC/LCAP Goals:
LCAP Goal 1: Support for All Learners
LCAP Goal 2: College and Career Readiness

The board welcomed the new Chief of Staff, Bianca Muonekwu, and 3 new members:

Jeremy Cruz Perez

- Member of the 24th Wave, the second student board member to serve in office.

Eleanor Boli

- Former Dean and Associate Director at MWA for 8 years, now working on economic and community development with an eye to small business.

Kyle Cooper

- Executive in the finance technology industry, has consulted with MWA pro bono and started his career as a high school science teacher with TFA.

B. Public Comment

Two public comments were made.

A MWA alum sharing concerns about MWEF's new scholarship policies.

A MWA parent shared kind regards and appreciation at the starts of the school year and encouraged parents to become involved.

IV. Standing Reports

A.

Mission Connection: Back to School PD

The Board received an overview of the 2026 - 2027 professional development (PD) plan, including the schedule for the year and the focus on instructional practices, student and family support, teacher development, and feedback-driven priorities. Board members discussed the integration of parent engagement opportunities and also encouraged sharing the PD presentation with faculty.

B. ASB Update

ASB President Dipika Thajali and Vice Predisent Jasmin Fajardo gave an update highlighting strong student engagement, including 38,000 views across five ASB media posts and a student voice form to gather feedback and ideas. ASB also identified communication and coordination as areas for improvement, including creating a form for morning announcements.

The upper school ASB intends to invite the middle school ASB members to an upcoming meeting to share their process and help connect students across grade levels.

C. Deep Dive: Strategic Plan

The Board reviewed the progress on the strategic plan’s shift in the North Star from college attainment to economic mobility, including 10-year goals, 3-year targets and 1-year operational steps. Academic outcomes, preliminary test score results, employee retention, and positive impacts of restorative practices were all discussed. The Board identified a need to determine measurable career-focused goals to match the academic goals and discussed potential metrics,such as number of interviews, creation of personal budgets and resumes/brand presence strategies, number of internships, and evidence of networking.

In discussion of the coming integration of college coaching and support into MWA's CCC, it was noted that MWA does not and will not issue college scholarships; that function will continue to live at Making Waves Education Foundation.

It was noted that board members can email any questions to the ED, since she was absent.

D. Q&A on Written School Report: Start of Year Overview

The Board reviewed the start-of-year school reports, including the use of Wayfinder curriculum across all grade levels and the focused instructional coaching in ELA and math. Discussion highlighted the need to continue building content-specific support in science and history through content leads and outside providers.

Regarding the middle school report, it was noted that board members can submit questions to the ED or division director, since they were absent.

E. Q&A on Executive Director Report

The board noted the strong start-of-year results including 97% ADA, improved retention and suspension rates, and increased diversity in the fifth-grade class resulting from the priority changes in the charter. The Board also recognized the leadership team's start-of-year retreat and emphasis on building alignment around instructional priorities, particularly support for English Learners and students with disabilities.

Board questions can be submitted to the ED.

F. Q&A on Written Finance Report

The Board noted the Finance Advisory Committee's recommendation to approve the unaudited actuals later in the meeting and recognized the work of the school's Controller Lawrence Lee while the search is underway to fill vacancies on the finance team.

G. Break

V. Non-Action Items

A. Board Work and Advisory Committee Updates

Culture and Climate Committee: Enrique Romero

- The committee is currently looking to identify the appropriate scope and members. They look forward to having their first meeting with new leadership this semester.

Parent Leadership Team (PLT) and 5C: Felicia Selva

- The PLT has already hosted several outreach events this semester, including the parent/guardian assembly, Back to School Night activities, and the 5C Family Leadership Institute. Their next meeting is on September 30, 2026.

Student Perspectives: Jeremy Cruz Perez

- The Student Board Member shared positive feedback on increased staff and teacher engagement at the start of the school year, and identified inconsistent Wi-Fi access as a concern. The Managing Director of IT and Operations Damon Edwards shared ways to address the issues and will collect broader information from faculty and students.

Enrique Romero and Felicia Selva were unable to attend the meeting, so the board president read updates they provided.

B. Notification on Homeless Liaison

The board has been notified that Lindsey De Leon Rodas, School Counselor, is designated as the homeless liaison for the 2026-27 school year for Making Waves Academy.

VI. Action Items

A. Appoint Expulsion Hearing Officer

Esther Hugo made a motion to Appoint Liz Martinez as the Expulsion Hearing Officer at Making Waves Academy for the 2026-27 school year.
Eleanor Boli seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

B. Extended Learning Opportunities Plan

Amy Obinyan made a motion to Approve the 2026-27 ELO-P, with the condition that the number of students served this year is clarified.
Kyle Cooper seconded the motion.
The board asked for clarification on Marlin Academy's hours and days of service and the number of students served.

Jeremy Cruz Perez gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

C. Updated Upper School Curriculum List

Eleanor Boli made a motion to Approve the updates to the upper school curriculum list.
Esther Hugo seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

D. Updated 26-27 Bell Schedule

Amy Obinyan made a motion to approve the revised MS bell schedule.
Kyle Cooper seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

E. Making Waves Education Foundation MOU

Esther Hugo made a motion to approve the MOU with MWEF.
Eleanor Boli seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve this item.

Alicia Malet Klein abstained, given she is also member of the board of MWEF.
The board **VOTED** unanimously to approve the motion.

F. FY26 Unaudited Actuals Report

Kyle Cooper made a motion to Approve the FY26 Unaudited Actuals Report at the recommendation of the FAC.
Amy Obinyan seconded the motion.
Two changes were made: Alton B. Nelson signing instead of Liz Martinez, due to her absence and the submission deadline, and a system true-up on the fund balance (page 6).

Jeremy Cruz Perez gave a preferential vote to approve this item.
The board **VOTED** unanimously to approve the motion.

VII. Consent Action Items

A. BEI Security Systems Maintenance Contract

Kyle Cooper made a motion to Approve all consent action items.
Esther Hugo seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve all consent action items.
The board **VOTED** unanimously to approve the motion.

B. Prop 28 - Arts & Music Annual Report

Kyle Cooper made a motion to Approve all consent action items.
Esther Hugo seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve all consent action items.
The board **VOTED** unanimously to approve the motion.

C. Vendor Invoices

Kyle Cooper made a motion to Approve all consent action items.
Esther Hugo seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve all consent action items.
The board **VOTED** unanimously to approve the motion.

D. Accept Minutes: June Board Meeting

Kyle Cooper made a motion to approve the minutes from June Board Meeting on 06-15-26.
Esther Hugo seconded the motion.
Jeremy Cruz Perez gave a preferential vote to approve all consent action items.
The board **VOTED** unanimously to approve the motion.

VIII. Discussion Items

A. Appreciations by the Board of Directors

Appreciations for staff, student leadership, ong-serving Board members, and CEO Alton Nelson in his final year were shared. Strong student engagement, growth in academic outcomes, and the huge expansion of student clubs were also noted.

B. Schedule of Remaining Board of Directors Meetings for 2026-27

- Oct 19, 2026 at 4pm
- Dec 14, 2026 at 11am
- Jan 25, 2027 at 11am
- Mar 8, 2027 at 4pm
- May 3, 2027 at 4pm
- June 14, 2027 at 11am

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:10 PM.

Respectfully Submitted,
Alicia Malet Klein

Documents used during the meeting

- Copy of MWA PD Approach - 2026-27 - SEP 2026.pdf
- ASB Board Report - September 2026.pdf
- Deep Dive_MWA Strategic Plan Overview_September 2026.pdf
- September 2026_School Board Report_2026-27.pdf
- September 2026_Executive Director Report (2).pdf
- Unaudited_Actual_vs_2nd_Interim_budget_reports.pdf
- Executive_Summary_-_2025-26_Unaudited_Actuals-09.04.26.pdf
- ELOP_ProgramPlan26-27.pdf
- 2026_2027 Curriculum & Textbooks - Upper School.pdf
- MWA Bell Schedule 2026-2027_Pending Approval.pdf
- FY26 MOU MWA-MWEF.pdf
- 2025-26 Unaudited Actuals-Making Waves Academy School.pdf

- 2025-26 Unaudited Actuals-Central Office.pdf
- 2603481 MWA 2026 PM (SEC_03_1260).pdf
- prop28annualreport FY26.pdf
- Bill Payment List - Jun to Aug 2026.pdf
- MWA Board September Deep Dive_September 14 2026.pptx
- Sep Board Meeting Slides_2026.pdf
- September 2026_School Board Report_2026-27_Spanish.pdf

Coversheet

Accept Minutes: Finance Advisory Committee

Section:	VII. Consent Action Items
Item:	C. Accept Minutes: Finance Advisory Committee
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Finance Advisory Committee Meeting on September 10, 2026

DRAFT

Making Waves Academy

Minutes

Finance Advisory Committee Meeting

Date and Time
Thursday September 10, 2026 at 10:00 AM

Location
Please click the link below to join the webinar:
https://mwacademy.zoom.us/j/82344244988?pwd=NXJQc0IvNDhZVjlEaGVaOEZBaDg1QT09
Passcode: 933369
Or One tap mobile :
US: +16694449171,,82344244988#,,,,*933369# or +16699006833,,82344244988#,,,,*933369#
Or Telephone:
Dial(for higher quality, dial a number based on your current location):
US: +1 669 444 9171 or +1 669 900 6833 or +1 253 215 8782 or +1 346 248 7799 or +1 646 931 3860 or +1 929 436 2866 or +1 301 715 8592 or +1 312 626 6799 or +1 386 347 5053 or +1 564 217 2000
Webinar ID: 823 4424 4988
Passcode: 933369
International numbers available: https://mwacademy.zoom.us/u/kIOKXnpaN

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 for Special Committee Meetings, members of the public may
  - The public may address the Board regarding any item that has been described in the notice for this meeting.
  - ***Presentations are limited to two minutes each***, or a total of ten minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- ***While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the meeting or use the raise hand function during the public comment sections of the meeting.***
  - ***If you would like to send your request to speak prior to the meeting, please email your request to 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:*
  - El público puede dirigirse a la Junta con respecto a cualquier tema que se haya descrito en el aviso para esta reunión.
  - ***Las presentaciones están limitadas a dos minutos cada una****, o un total de diez 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 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.

- ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a bfitzpatrick@mwacademy.org*** *en inglés o español.*
- *En su solicitud:*
  - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
  - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
  - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*

• *En virtud de la SB1036, las actas de esta reunión omitirán los nombres de los estudiantes y padres y otra información del directorio, excepto cuando lo requiera la orden judicial o por la ley federal. Si un padre/tutor legal desea que se incluya un nombre, se debe informar a la junta antes de su comentario público.*

If you have questions about the board agenda and materials or you are in need of disability-related
accommodations, please contact:
Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la
discapacidad, comuníquese con:

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

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

Committee Members Present
Alicia Malet Klein (remote)

Committee Members Absent
Ken Blum

Guests Present
Bryann Fitzpatrick (remote), Elizabeth Martinez (remote), Lawrence Lee (remote), Mindy Manzo (remote)

I. Opening Items

A.

Record Attendance

B. Call the Meeting to Order

Alicia Malet Klein called a meeting of the Finance Committee of Making Waves Academy to order on Thursday Sep 10, 2026 at 10:01 AM.
Noted that Ken Blum was absent from the meeting.

C. Public Comment

No public comment.

II. Finance

A. Unaudited Actuals (2025-2026 Fiscal Year)

The committee reviewed the FY26 unaudited actuals and recommended them for approval at the regular board meeting on 9/14.

B. Miscellaneous

The committee discussed the upcoming finance team hire, new compliance processes, and opportunities to automate internal processes. The team will assess MWA's budget compared to typical charter school budgets and will also look to update to the list of activities funded by MWEF.

Additional time will be added to the next FAC meeting, date and time TBD, to cover other usual fall items.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:23 AM.

Respectfully Submitted,
Alicia Malet Klein

Documents used during the meeting

- Executive Summary - 2025-26 Unaudited Actuals-09.04.26.pdf
- Unaudited Actual vs 2nd Interim budget reports.pdf
- FAC Sep 2026.pdf

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 2026_School Board Report_2026-27-Spanish.pdf

Informe del Director de División de la Junta Directiva

En Toda la Escuela

Informe de la Junta Directiva de la División - 19 de octubre de 2026

Equipo de Liderazgo Instructivo

Masin Persina, Asesor de Instrucción de Lengua y Literatura Inglesa

Logros en ELA:

- En lo que va del semestre, se han realizado 41 ciclos de observación individual para nuestros profesores de Lengua y Literatura Inglesa, lo que supone una media de 3 ciclos por profesor hasta la fecha. Un ciclo de observación del profesor incluye: 1) una observación y análisis posterior del profesor/aula, 2) un paso de acción breve que se discute con el profesor, 3) práctica conjunta sobre un componente de la planificación o impartición de la clase, y 4) una visita de seguimiento al aula para observar cómo se está implementando el paso de acción.
- Durante la siguiente observación, se siguen al menos parcialmente los pasos acordados en el 75% de los casos.
- En septiembre, la mayoría de los profesores de Lengua y Literatura (ELA) de secundaria "centraron sus lecciones en el texto", asegurando que al menos el 80% de los estudiantes estén refinando su pensamiento inicial para obtener mejores pruebas.

ELA Observations by Campus

Middle School	Select a campus and indicator to filter data			
3C: Evidence Provided	August	September #1	September #2	October #1
Count of Teachers Scoring 1		1		1
Count of Teachers Scoring 2	1	2	1	
Count of Teachers Scoring 3	5	3	5	2
Count of Teachers Scoring 4				
Count of "Proficient" Teachers	5 / 6	3 / 6	5 / 6	2 / 3

Desafíos

- Lograr que los estudiantes participen en discursos académicos (debates) sobre un texto sin la presencia de un profesor sigue siendo un área en la que el departamento de Lengua y Literatura Inglesa está trabajando.
- El acompañamiento pedagógico ha sido valioso, y algunos profesores siguen trabajando para lograr el crecimiento que nos hemos propuesto. Para reforzar ese apoyo, combinaremos el acompañamiento personalizado con observaciones entre compañeros de su mismo nivel educativo y una revisión de los datos de los estudiantes, lo que les permitirá comprender mejor qué funciona en aulas como la suya.

Enfoque del Mentor y Areas de Enfoque para la Asesoría

El año pasado, el departamento de Lengua y Literatura Inglesa se centró en garantizar que todas las aulas contaran con textos curriculares viables como eje central de cada lección. La asesoría y las comunidades de aprendizaje profesional se centraron en capacitar a los profesores sobre cómo hacer preguntas a los estudiantes sobre un texto sin conllevar la carga cognitiva por ellos.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

Debido al crecimiento del año pasado, el objetivo de este año es brindar a los estudiantes oportunidades para tener debates entre compañeros sobre las decisiones que toma un autor con respecto a un texto específico, sin la ayuda de un profesor. Esto podría consistir en un debate con toda la clase, en grupos pequeños o incluso un intercambio entre parejas, donde los alumnos hablan directamente entre sí sin la intervención del profesor. El objetivo es lograr que entre el 80% y el 94% de los estudiantes participen en estos debates y utilicen evidencia textual.
Para que se produzcan más debates entre compañeros, buscamos cuatro indicadores. Utilizamos una herramienta llamada ***IPG*** (Guía de Práctica Instruccional). Los indicadores y áreas de enfoque del IPG para este año escolar son:

- ***2A) Las preguntas y tareas*** abordan las características cualitativas del texto, el objetivo de la lección y/o la profundidad del estándar.
- ***2B) Las preguntas y tareas*** requieren que los estudiantes utilicen evidencia del texto o los textos para demostrar su comprensión y respaldar sus ideas. Estas ideas se expresan a través de respuestas escritas y/o orales.
- ***3C) Los estudiantes proporcionan*** evidencia textual precisa para respaldar la explicación de sus ideas y demuestran exactitud en sus respuestas orales y/o escritas.

Una vez que estos tres elementos estén establecidos, podrá tener lugar el ***Discurso Académico (3D)***:

- ***3D)*** **Los estudiantes platican y se hacen preguntas** sobre lo que otros piensan de los demás para aclarar o mejorar su comprensión.

Se cree que, si estos cuatro indicadores están presentes en todos los estudiantes de todas las clases de Lengua y Literatura, entonces todos los estudiantes estarán trabajando al nivel de su grado escolar o por encima del mismo en Lengua y Literatura. De igual importancia es que los estudiantes se apropien de los textos que leen y se involucren en ellos.

Cambios en el Plan de Estudios de Lengua y Literatura Inglesa

SpringBoard, el programa actual de Lengua y Literatura Inglesa de MWA para los grados 6 a 11, finalizará este año escolar. La editorial de SpringBoard, College Board, dejará de publicar el programa de estudios de SpringBoard y compartirá sus programas y herramientas con la editorial educativa McGraw Hill. Los profesores de Lengua y Literatura Inglesa pondrán a prueba tres nuevos programas de estudio este semestre (*Common Lit 360, Fishtank y McGraw Hill*). Tras recabar opiniones, presentaré una recomendación a Liz y a los dos directores de división antes de la reunión de primavera del Comité Asesor de Revisión de la Instrucción Curricular (CIRAC).

Los profesores de Lengua y Literatura Inglesa están utilizando los resultados de los datos de referencia de i-Ready de agosto para definir los estándares clave en sus clases. Tomarán nota de qué parte de la lección ofrece la oportunidad de centrarse en ese estándar de crecimiento y dedicarle un tiempo estructurado. También evaluarán los estándares mediante controles mensuales en la escuela secundaria.

Alefiyah Lokhandwala, Instructora de Matemáticas

Asesores/Líderes Docentes de Matemáticas en toda la Escuela

Informe de la Junta Directiva de la División - 19 de octubre de 2026

- 1 Asesor de Instrucción:
    - yo mismo (en toda la escuela y tutores, 9 profesores)
- 2 Profesores Principales:
    - Sr. Amey (profesor de secundaria y asesora a 3 profesores)
    - Sra. Muhammad (escuela secundaria superior, 3 profesores)
- 2 Líderes de Contenido
    - La Sra. Orona (profesora de secundaria, nueva en el cargo y con 12 años de experiencia)
    - Sra. Bray (escuela secundaria, continúa)

Ambos *responsables de contenido* están desarrollando su capacidad para brindar apoyo a sus respectivos equipos divisionales. Joshua Amey es el nuevo *profesor principal* de la escuela secundaria. Nos complace darle la bienvenida tras ocho años de dedicación a las matemáticas de 7mo grado, con un sólido historial de aprendizaje y logros estudiantiles.

Logros en Matemáticas

- **Equipo completo de matemáticas compuesto por 15 personas en ambas divisiones.**
    - por primera vez desde la pandemia, se incluye a profesores acreditados y aquellos en su primero y segundo año del programa de acreditación.

- **Capacidad ampliada de asesoramiento y liderazgo**
    - Todos los puestos de profesor principal y líder de contenido están cubiertos, con 2 nuevos profesores líderes en la escuela secundaria.

- **Se han completado 45 observaciones** en los niveles de secundaria y preparatoria desde principios de año, cada una abarcando un ciclo completo desde la observación hasta la sesión informativa posterior.

- **Fuerte alineación universal con los estándares del nivel de grado:** los 15 de 15 profesores observados obtuvieron una calificación de competente en el Indicador 1A (El objetivo refleja los estándares) en el ciclo de septiembre n.° 2, lo que refleja el uso constante de un currículo riguroso y acorde al nivel de grado.

- **Una base sólida para que las matemáticas sean claras:** 14 de los 15 profesores observados obtuvieron una puntuación de al menos 2 en el Indicador 2A (Hacer que las matemáticas sean claras) en el ciclo de septiembre n.° 2, lo que demuestra que los profesores están utilizando ejemplos para hacer que las matemáticas sean accesibles.

- **Se han implementado estructuras de tutoría y PLC,** con reuniones quincenales y herramientas compartidas (herramienta de internalización, guía de 5 prácticas para organizar debates matemáticos).

Desafíos Matemáticos

- Las áreas de enfoque del IPG de este año son objetivos de crecimiento que se extienden durante todo el año, y los profesores se encuentran en las primeras etapas del desarrollo de estas habilidades:

    - ***Compartir el pensamiento de los estudiantes:*** aprender a elegir estratégicamente qué ideas de los estudiantes destacar y cómo secuenciarlas para alcanzar el objetivo de aprendizaje.

    - ***Uso del lenguaje matemático:*** cómo fomentar un uso coherente e intencional del lenguaje matemático en todas las aulas.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

- **Muchos profesores son nuevos en el proceso de certificación,** por lo que el asesoramiento debe equilibrar el crecimiento pedagógico con el apoyo fundamental.
- **La nueva estructura de tutoría aún está en desarrollo,** y dos nuevos tutores están asumiendo casos por primera vez.

Próximos Pasos

- **Continuar con los ciclos de tutoría quincenales y las comunidades de aprendizaje profesional (PLC)** centrados en el enfoque del IPG de este año: "centrar el trabajo y el pensamiento de los estudiantes".
- **Profundizar en el uso de las 5 prácticas** (anticipar, monitorear, seleccionar, secuenciar, conectar) para ayudar a los profesores a descubrir y secuenciar el pensamiento de los estudiantes.
- **Utilizae la herramienta de internalización** durante la preparación de la lección para que los profesores puedan anticipar el pensamiento de los estudiantes y seguir perfeccionando ejemplos claros.
- **Desarrollar la capacidad del profesor en lenguaje matemático** a través de retroalimentación de tutoría específica y práctica compartida en comunidades de aprendizaje profesional (PLC).
- **Desarrollar la nueva estructura de capacitación:** El Sr. Amey y la Sra. Muhammad supervisan sus casos con mi apoyo y orientación.
- **Realizar un seguimiento de los logros a lo largo del tiempo** en todos los ciclos de observación en todos los indicadores e informar sobre el progreso en la próxima actualización de la junta directiva.

Datos de Observación

Recuento de profesores en cada nivel de rúbrica por indicador, ciclo de observación de septiembre n.° 1 (15 profesores). Esto sirve como punto de partida para los primeros años; el dominio de los indicadores clave es un objetivo a largo plazo.

All Math Observations

September #1 ← Select an observation cycle filter data

	1A: Goal Reflects Standards	2A: Making Math Clear	2B: Sharing Student Thinking	3E: Mathematical Language
Count of Teachers Scoring 1		1	6	3
Count of Teachers Scoring 2		9	7	7
Count of Teachers Scoring 3	15	5	2	4
Count of Teachers Scoring 4				1
Count of "Proficient" Teachers	15 / 15	5 / 15	2 / 15	5 / 15

Informe de la Junta Directiva de la División - 19 de octubre de 2026

Marjorie McCowan, Nueva Asesora Pedagógica

Logros

Nuevo Programa de Logros del Profesorado

Este año, lanzamos el *Programa de Logros para Nuevos Profesores*, creando un sistema más coherente de desarrollo, capacitación y apoyo continuo para los nuevos profesores.

- Se completó con éxito el programa intensivo de formación de nuevos profesores de 7 semanas, con 8 graduados.
- El programa intensivo se reunía dos veces por semana durante 45 minutos, brindando un aprendizaje profesional constante y oportunidades para que los profesores aplicaran de inmediato las estrategias en sus aulas.
- El programa intensivo se centró en las prácticas profesores fundamentales, incluyendo el manejo del aula, las rutinas y los procedimientos, el desarrollo del alumnado, la gestión del comportamiento, las expectativas profesionales, los sistemas de instrucción y las prácticas de planificación sostenible.
- Este año hemos introducido la organización del tiempo y la planificación intencionada del período de preparación como un componente adicional. Los profesores practicaron la estructuración de su tiempo de preparación en torno a la planificación, la calificación, el asesoramiento, las comunidades de aprendizaje profesional, la comunicación con los padres y otras responsabilidades.
- El 100% de los nuevos profesores han sido observados al menos tres veces fuera del programa de formación intensiva, lo que permite que el acompañamiento y el apoyo se adapten cada vez más a las necesidades individuales del aula.

Programa de Logros del Profesorado

Este año también se puso en marcha el *Programa de Logros del Profesorado,* cuyo objetivo es brindar apoyo específico e individualizado a los profesores de cualquier nivel de experiencia.

- Los profesores pueden ser remitidos por un tutor o supervisor cuando se necesita apoyo específico en un área concreta.
- Las áreas comunes de apoyo incluyen la gestión del aula, las rutinas de entrada y salida, las transiciones, el ritmo de aprendizaje, la participación de los estudiantes, el lenguaje y las instrucciones del profesor, los sistemas del aula y la respuesta a los problemas de comportamiento.
- El apoyo también puede incluir observaciones en el aula, tutorías, planificación conjunta, modelado, desarrollo de estrategias y observaciones de seguimiento.

- Los profesores que requieran una mejora específica pueden ser incluidos en un Plan de Desarrollo de Profesores, que incluye objetivos concretos, observaciones frecuentes, modelado, retroalimentación y seguimiento del progreso a través de un ciclo intensivo de tutoría.

Desafíos

Los profesores siguen accediendo a programas de apoyo con una amplia gama de niveles de preparación. Algunos profesores están preparados para perfeccionar y fortalecer las prácticas existentes, mientras que otros necesitan apoyo para establecer sistemas básicos de gestión del aula y expectativas fundamentales. Esta gama de productos requiere una asistencia cada vez más diferenciada, en lugar de basarse en un enfoque único para todos.

El tiempo y la capacidad también han surgido como factores importantes a considerar. Si bien las reuniones dos veces por semana durante el programa intensivo de siete semanas crearon consistencia y oportunidades para la práctica continua, también representaron un compromiso significativo junto con la enseñanza, la planificación, las comunidades de aprendizaje profesional, el entrenamiento, la calificación y otras responsabilidades.

Se recopilarán las opiniones de los profesores participantes para comprender mejor su experiencia con el contenido, la frecuencia, el ritmo y la estructura del Bootcamp, y para determinar qué ajustes pueden mejorar las futuras generaciones de profesores.

Condiciones

Las primeras semanas del curso escolar han reforzado la idea de que un desarrollo eficaz de los profesores requiere múltiples niveles de apoyo. *El programa de Capacitación Inicial para Nuevos Profesores* establece prácticas y un lenguaje comunes, mientras que las observaciones continuas permiten que el apoyo sea más individualizado. *El Programa de Logros del Profesorado* crea una vía adicional para que los profesores de cualquier nivel de experiencia reciban una intervención específica cuando surja una necesidad concreta en el aula.

En conjunto, estas estructuras nos permiten identificar las necesidades y responder a ellas con mayor antelación. En lugar de esperar a que un problema de gestión del aula o de enseñanza se convierta en una preocupación mayor, los tutores y supervisores pueden identificar un área específica de mejora y conectar al profesor con el apoyo adecuado. Este trabajo también nos está ayudando a identificar tendencias en toda la escuela. Cuando surgen necesidades similares en varias aulas, esas tendencias pueden servir de base para diseñar oportunidades de formación profesional disponibles para todo el personal.

¿Qué Sigue?

Una vez finalizado el programa intensivo de siete semanas para nuevos profesores, la siguiente fase pasará del apoyo intensivo de inicio de curso al desarrollo continuo y diferenciado del profesorado.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

Los nuevos profesores seguirán recibiendo observaciones y formación individualizada en función de sus necesidades. Se recopilarán las opiniones de los participantes del programa intensivo y se utilizarán junto con los datos de observación para perfeccionar el programa para futuras generaciones.

El *Programa de Logros del Profesorado* continuará brindando intervenciones breves y específicas para los profesores derivados por tutores y supervisores, y se utilizarán Planes de Desarrollo del Profesorado cuando se necesite un ciclo de asesoramiento más intensivo.

También pondremos en marcha la primera ronda de talleres opcionales para toda la escuela, brindando a los profesores la oportunidad de seleccionar la formación profesional basdo en sus necesidades e intereses individuales, independientemente del tiempo que lleven enseñando.

Primer Taller Para Toda la Escuela: Gestión del Tiempo

20 de octubre | 3:45–4:30 PM

La técnica de gestión del tiempo se seleccionó como el primer taller debido a su impacto durante el Curso Intensivo para Nuevos Profesores. Los profesores aprenderán estrategias para estructurar intencionalmente los períodos de preparación, priorizar las responsabilidades y aprovechar al máximo la jornada escolar para poder completar más trabajo durante las horas contractuales.

El objetivo no es simplemente aumentar la productividad, sino ayudar a los profesores a desarrollar sistemas sostenibles que fomenten la eficacia en la escuela y, al mismo tiempo, contribuyan a un equilibrio más saludable entre la vida laboral y personal.

Genthia Lowe-Reese, Asesora de Instrucción para la Alineación de 5.º y 6.º Grados

Marco Didáctico de Matemáticas y Lengua y Literatura para 5.º y 6.º Grados

El Marco Didáctico de 5.º y 6.º Grados establece expectativas comunes para una enseñanza y un aprendizaje eficaces en Matemáticas y Lengua y Literatura Inglesa. Mediante observaciones informales en el aula, sesiones informativas con los profesores y comentarios específicos, el marco de trabajo fomenta la coherencia en la enseñanza, la participación de los estudiantes y una mayor alineación entre el 5to y el 6to grados.

Logros

- Uso sistemático de comprobaciones concisas de comprensión en las clases de Matemáticas y Lengua y Literatura de 5to y 6to grados.
- Las observaciones informales indican que los profesores incorporan sistemáticamente comprobaciones concisas

Informe de la Junta Directiva de la División - 19 de octubre de 2026

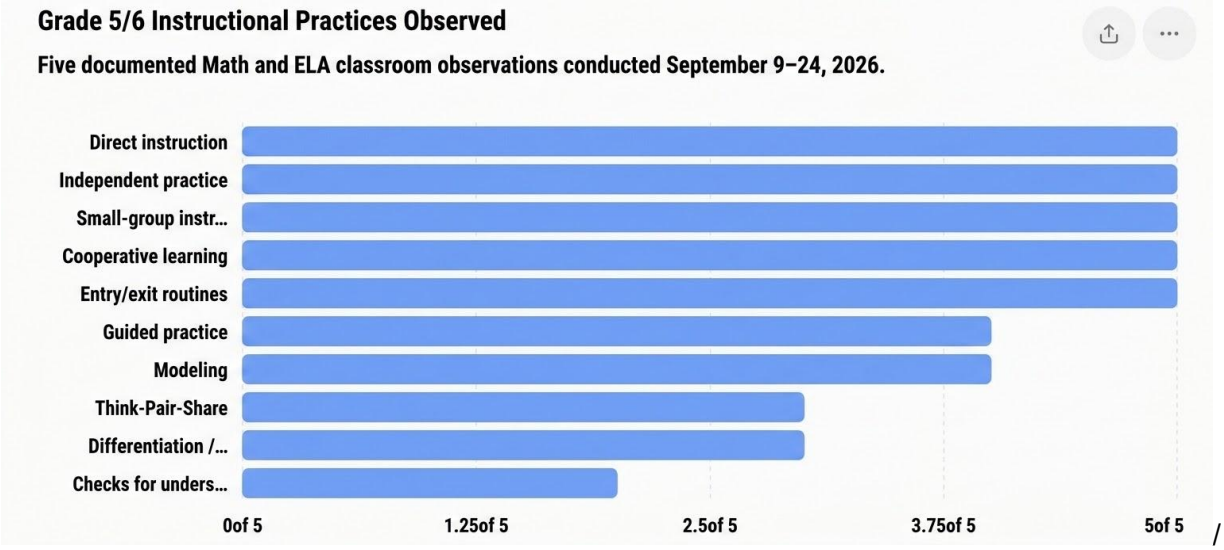
de la comprensión durante la enseñanza, lo que crea oportunidades para supervisar el aprendizaje de los alumnos e identificar si están siguiendo el contenido de la lección.

Desafíos

- Reforzar el uso de pruebas de comprensión para garantizar que todos los estudiantes demuestren haber comprendido.
- Un área de enfoque constante es ayudar a los profesores a utilizar comprobaciones de comprensión para recopilar evidencia de todos los estudiantes, identificar ideas erróneas o lagunas en la comprensión y realizar ajustes didácticos oportunos basados en la evidencia recopilada.

Este marco didáctico está diseñado para **Profesores Auxiliares de 5.º y 6.º grados** que trabajan con los estudiantes para mejorar sus logros académicos y su nivel de grado.

- Preparación y Alineación
- Diagnóstico Dirigido
- Intervenciones Estudiantiles
  - Observación en la Aula
  - Intervenciones Dirigidas
  - Instrucción en Grupos Completos y Pequeños
- Apoyar el Aprendizaje Emocional y Social



Próximos Pasos

Continuar ***fortaleciendo la alineación entre 5.º y 6.º grados*** mediante el establecimiento de expectativas consistentes y prioridades de enseñanza compartidas:

- Garantizar una progresión académica coherente en todos los niveles educativos.
- Reducir la variabilidad en la experiencia de los estudiantes entre 5.º y 6.º grados.
- Afrontar las señales y colaboración desiguales
- Extender las prácticas efectivas a los grados 5 y 6.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

- Creación de Relaciones: Comparta ideas sobre cómo crear relaciones que fomenten la participación y la conexión de los estudiantes.
- Apoyo al estudiante: Permite identificar el apoyo al estudiante, las adaptaciones y las necesidades de intervención específicas.
- Dinámica entre compañeros: Considere la dinámica entre compañeros que impacta positiva o negativamente el entorno de aprendizaje.
- Diseño de grupos: Desarrollar recomendaciones equilibradas para la formación de generaciones que favorezcan el éxito estudiantil a largo plazo.



Orientación Universitaria y Profesional (CCC)

Arika Spencer-Brown, Directora de Orientación Universitaria y Profesional

Panorama General de Inicio del Año

El inicio del nuevo año escolar ha traído consigo la habitual actividad mientras nos preparamos para ***la temporada de solicitudes universitarias, prácticas profesionales, viajes de estudio universitarios, viajes de estudio orientados a la carrera profesional y mucho más***. Actualmente nos encontramos en la fase de planificación para la apertura de las

Informe de la Junta Directiva de la División - 19 de octubre de 2026

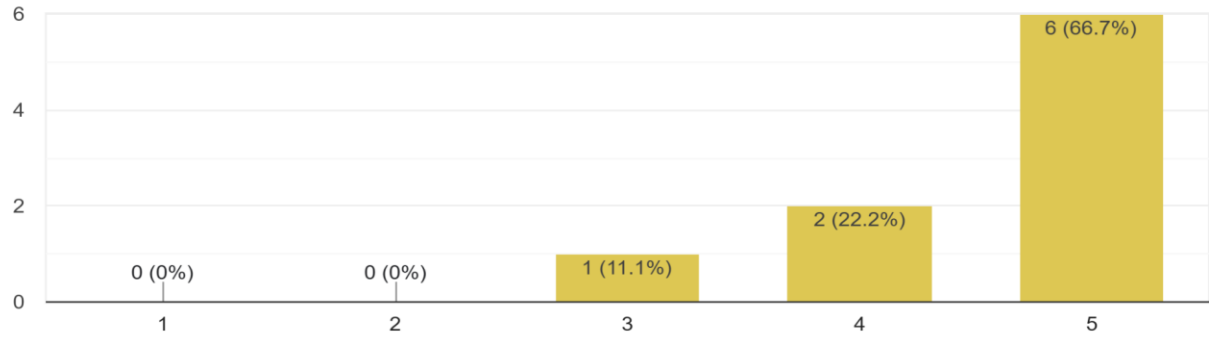
distintas plataformas de solicitud de admisión universitaria y estamos recopilando las listas de universidades de nuestros alumnos de último curso para ayudar a garantizar que estén preparados para el proceso de solicitud.

- Nos complace informar que no se han identificado desafíos significativos.
- El Departamento de Orientación Universitaria y Profesional (CCC), en colaboración con los Servicios Estudiantiles, ha lanzado nuestro nuevo **programa de estudios Wayfinder ¡y mucho más**!
    - Todos los miércoles, nuestros **alumnos de 5.º a 7.º grado y de 9.º a 10.º grado** participan en clases orientadas a la universidad y la carrera profesional, diseñadas para ayudarles a explorar sus intereses, desarrollar habilidades esenciales y empezar a pensar de forma intencionada sobre su futuro.
    - Nuestros **alumnos de 8.º y 11.º grado** participan en **programas de tutoría y orientación profesional**, que les brindan oportunidades adecuadas a su edad para explorar trayectorias profesionales, desarrollar habilidades laborales y prepararse para sus próximos pasos.
    - Nuestros **estudiantes de último año (12.º grado)** siguen recibiendo **servicios especializados de apoyo universitario y profesional**, que incluyen orientación individualizada durante los procesos de solicitud de ingreso a la universidad, ayuda financiera, planificación profesional y estudios postsecundarios.
    - En conjunto, estos programas crean una experiencia de desarrollo que prepara a los estudiantes para la universidad y la vida profesional, brindándoles apoyo en todos los niveles educativos, desde la exploración de posibilidades en la escuela secundaria hasta la preparación para la vida después de la graduación.
- El personal del CCC también ha comenzado a reunirse individualmente con los estudiantes de último año para ayudarlos con sus Preguntas de Reflexión Personal (PIQ, por sus siglas en inglés) y sus ensayos para la universidad. Entre 12 y 15 estudiantes de último año participaron en nuestro ***Primer Campamento Intensivo PIQ,*** que se llevó a cabo el verano pasado, lo que les permitió comenzar pronto con su escritura y comprender mejor cómo abordar el proceso PIQ. ***A continuación se muestran gráficos y resúmenes que recogen las opiniones de los participantes del Bootcamp o Curso Intensivo (escala del 1 al 5, donde 1 es la puntuación más baja y 5 la más alta).***

Informe de la Junta Directiva de la División - 19 de octubre de 2026

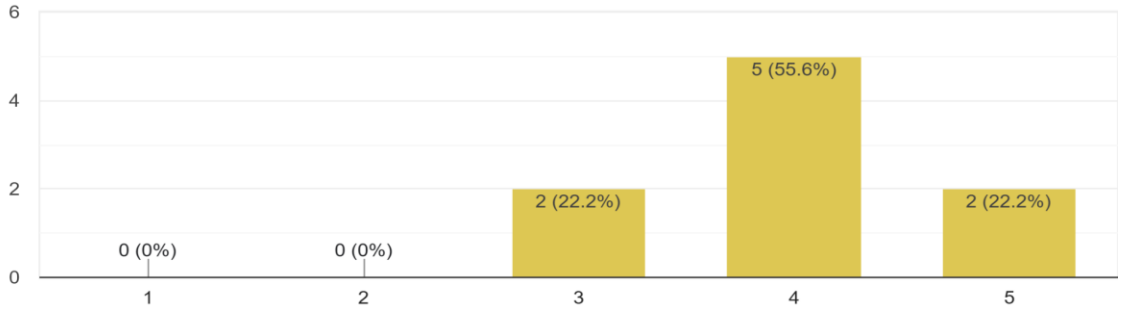
How helpful was the PIQ Bootcamp overall?

9 responses



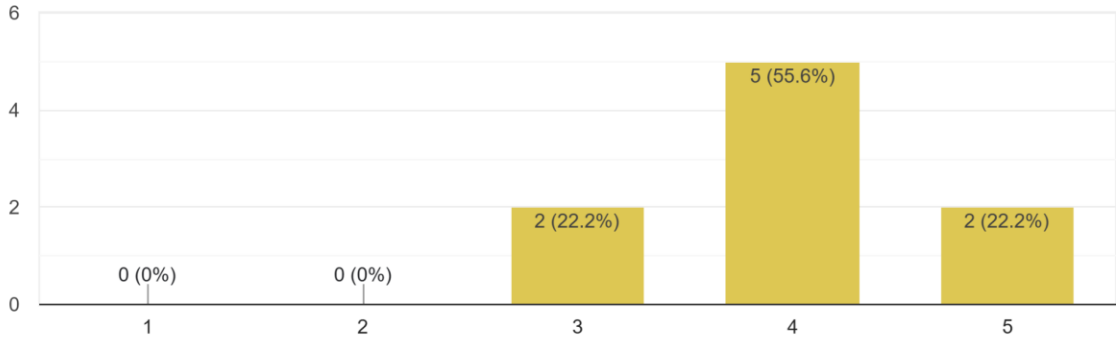
How prepared do you feel writing your PIQ's after the Bootcamp?

9 responses



How prepared do you feel writing your PIQ's after the Bootcamp?

9 responses



¿QUÉ SESIÓN FUE LA MÁS ÚTIL?

- **Sesiones de Escritura y Elaboración de Borradores:** Las sesiones centradas en la elaboración de borradores, la

elaboración de esquemas y la escritura propiamente dicha de las Preguntas de Reflexión Personal (PIQ) fueron las más benéficas para completar el trabajo.

- **Sesiones Interactivas y de Repaso:** Participar en debates, hacer preguntas, revisar los PIQ y expresarse con libertad durante las sesiones anteriores proporcionó una buena comprensión de los temas de escritura.

¿QUÉ SESIÓN FUE LA MENOS ÚTIL?

- **Valor General:** La mayoría de los encuestados consideraron que todas las sesiones fueron útiles y beneficiosas para ampliar sus conocimientos y comenzar a escribir.
- **Sesiones Introductorias:** Algunos consideraron que la primera sesión fue demasiado larga o poco útil.
- **Trabajo Independiente y Temas Específicos:** Los encuestados también señalaron que dedicar un día entero a la personalidad y la sesión que implicaba trabajo independiente resultaron menos útiles.

¿HUBO ALGO QUE NO HICIMOS Y QUE LE HUBIERA GUSTADO VER?

Satisfacción en General: El programa estuvo bien explicado, transcurrió sin problemas en general y no dejó puntos importantes sin abordar.

- **Asistencia Adicional:** Sería muy útil contar con más ayuda personalizada para la redacción y los primeros pasos en el proyecto.

Actualizaciones sobre Orientación Universitaria y Profesional

- **Wayfinder**: Aún estamos al comienzo del año escolar y nos encontramos en las etapas iniciales de la implementación de estos componentes de la programación mencionada anteriormente. A medida que avance el año, tendremos un mayor contexto y una mejor comprensión de cómo funciona cada componente, cómo interactúan los estudiantes y el personal con los programas y los servicios de apoyo, y dónde pueden ser necesarios los ajustes o mejoras. Anticipamos que el programa de Tutoría/Orientación Grupal seguirá evolucionando a medida que recopilemos comentarios, supervisemos su implementación y aprendamos más sobre lo que mejor satisface las necesidades de nuestros estudiantes.

- **Programación para la Temporada de Solicitudes de Ingreso a la Universidad:** A medida que avance el semestre de otoño, el Departamento de CCC seguirá perfeccionando y fortaleciendo los servicios de orientación universitaria y profesional con base en las necesidades de los estudiantes, su participación y las prioridades emergentes. Los servicios se adaptarán cada vez más a cada nivel educativo, y los estudiantes recibirán apoyo apropiado para su desarrollo en relación con la exploración de carreras profesionales, la planificación universitaria, las solicitudes de admisión, la ayuda financiera, las becas y las opciones para la educación superior. Dado que aún estamos al comienzo del año escolar, anticipamos obtener una mejor comprensión de lo que está funcionando bien y dónde puede ser necesario brindar apoyo adicional o realizar ajustes. Esta retroalimentación constante ayudará a orientar el desarrollo continuo de la programación a lo largo del año escolar.

Seguimiento de la Integración del Programa de Éxito Universitario

- Preguntas abiertas actuales:
  - Contexto que es importante/relevante para los éxitos/desafíos. *¿Cómo llegamos hasta aquí?*
  - Una idea clara del significado que tiene para nosotros como organización. *¿Por qué nos importa?*
  - Una idea clara del impacto, si se sabe cuál es. No hay problema en indicarlo si no estás seguro. *¿Qué crees*

o sabes que es verdad?

Próximos Pasos en la Orientación Universitaria y Profesional

Orientación Universitaria y Profesional
Los servicios de orientación psicológica serán cada vez más **específicos e individualizados** a medida que los estudiantes avancen en etapas clave de su desarrollo y de su formación postsecundaria. Los estudiantes de secundaria tendrán la oportunidad de comenzar a explorar sus intereses, fortalezas, posibilidades futuras y la conexión entre sus experiencias académicas actuales y sus metas futuras. Los estudiantes de preparatoria recibirán un apoyo cada vez más específico en relación con la exploración de carreras profesionales, la planificación universitaria, la preparación académica, las opciones de educación superior, las solicitudes de admisión, la ayuda financiera y las trayectorias profesionales.

Seguimiento de la Integración del Programa de Éxito Universitario
Continuaremos supervisando la implementación y recopilando datos relevantes para ayudar a contar la historia del impacto de Wayfinder y determinar si está marcando una diferencia significativa en la preparación temprana de los estudiantes para la universidad y su futura carrera profesional. Esta recopilación continua de datos nos ayudará a evaluar qué está funcionando bien, identificar oportunidades de crecimiento y fundamentar futuras decisiones sobre el programa.

SPED

Tyler Levine-Hall, Director de Educación Especial

Logros

- **Reuniones del plan 504**: Hemos celebrado dieciséis reuniones sobre el plan 504 y tenemos programadas 6 más para las próximas tres semanas (en esta misma época el año pasado, habíamos celebrado dos reuniones del plan 504). El objetivo es celebrar al menos 30 reuniones antes de diciembre, ya que tendremos al menos 54 reuniones a lo largo del año escolar. MWA está siendo auditada en cuanto a sus prácticas pasadas y presentes relacionadas con la Sección 504, y hemos podido proporcionar estrategias eficaces y concisas para el modelo/sistema actual.
- **Reuniones de cumplimiento/IEP**: El equipo pudo celebrar todas las reuniones de IEP de 30 días a tiempo.
- **Contratación**: Se ha contratado a un psicólogo escolar interno a tiempo completo. También hemos contratado a una terapeuta ocupacional para que preste servicios presenciales por primera vez en más de dos años.
- **Equipo de Coordinación de Servicios (COST)**: Bajo el liderazgo de Ahjia Moore, MWA ha establecido un equipo COST para analizar los casos de estudiantes que requieren atención especial, según lo remitan los profesores. Este es un gran paso para crear un proceso de derivación más ágil basado en datos objetivos. Además, esto ha permitido al equipo realizar consultorías y proporcionar pasos claros a seguir para apoyar a los estudiantes con intervenciones específicas.
- **Mayor instrucción individualizada y seguimiento del progreso**: Nuestro departamento ha celebrado reuniones para analizar intervenciones específicas fuera del aula dirigidas a reforzar las habilidades fundamentales de los alumnos, complementadas con pruebas para determinar sus niveles académicos específicos (por ejemplo, las pruebas Dibels para determinar el nivel de grado, la velocidad y la precisión de la lectura de los alumnos). Además, hemos facilitado el acceso y el desarrollo profesional en relación con la implementación de GoalBook, un recurso que ayuda a nuestros estudiantes con herramientas de seguimiento del progreso y plantillas de objetivos del IEP alineadas con los estándares del nivel de grado.
- **Mayor participación de los profesores antes de las reuniones del IEP**: el año pasado, el equipo recibió de forma

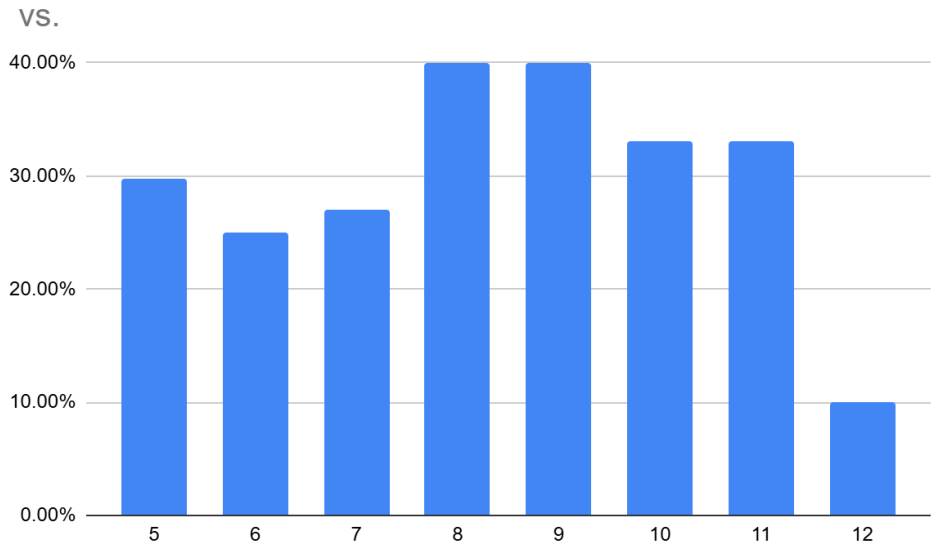
Informe de la Junta Directiva de la División - 19 de octubre de 2026

inconsistente la opinión de los profesores antes de las reuniones del IEP, a pesar de compartir formularios para recibir comentarios de los profesores, contactarlos para programar reuniones, etc. Este año, cada IEP ha incluido un formulario con la opinión del profesor, donde se destacan datos específicos y los niveles actuales de los alumnos, así como su desempeño en las aulas de educación general. Seguimos buscando una mayor participación, pero la escuela secundaria ha estado completando los formularios de opinión de los profesores en casi un 90%.

Desafíos

- **Contratación**: Durante el verano, el equipo fue informado de una nueva vacante de Especialista en Educación, situación que se complicó aún más cuando, en septiembre, nos informaron de la salida de otro miembro del personal. Hemos podido cubrir la primera vacante, pero seguimos buscando a alguien para cubrir la segunda. Todos los demás proveedores de servicios están completos.

- **Asistencia de Profesores de Educación General (GenEd) a reuniones de planes 504 e IEP**: este es el desglose de datos de los porcentajes de profesores de educación general que asisten a reuniones de IEP. En todas las reuniones del IEP, excepto en 2, ha estado presente al menos un profesor, pero la representación del personal de educación general es limitada. Esto puede atribuirse en ocasiones al hecho de que algunas de las reuniones del Programa de Educación Individualizada (IEP) están programadas durante el horario escolar; sin embargo, nuestro departamento se esfuerza por programar las reuniones después del horario escolar y solo las lleva a cabo durante el horario escolar si la familia lo solicita específicamente.



- **Acceso al Currículo de Educación General**: Capacitación de los profesores de educación general en estrategias de Diseño Universal para el Aprendizaje (DUA) y métodos de verificación de la comprensión. Además, a pesar de ofrecer algunas oportunidades de desarrollo profesional para el profesorado, algunos profesores desconocen dónde encontrar los planes 504 y los documentos de resumen del IEP, y no están plenamente al tanto de los estudiantes en sus aulas que tienen un IEP. Dicha carencia representa una barrera adicional para que nuestros estudiantes accedan al plan de estudios y a las oportunidades de aprendizaje.

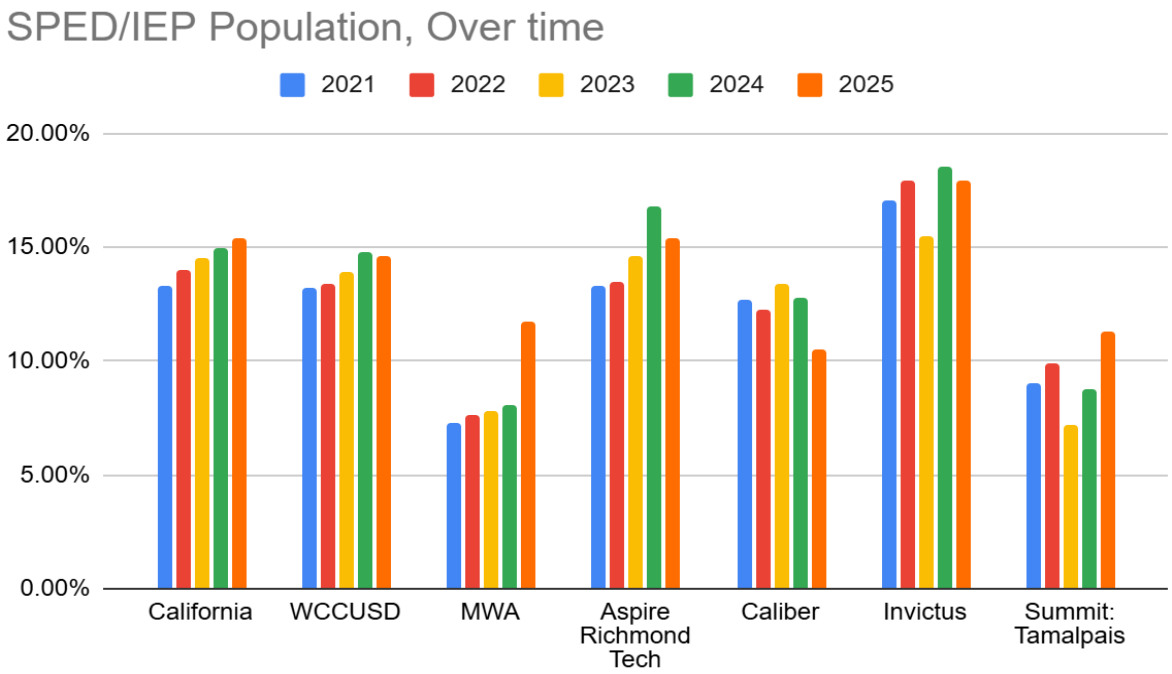
- **Estudiantes de MWA que ingresan a MWA con un nivel académico inferior al de su grado (a partir del 5.º grado):** nuestros datos de I-READY indicaron que más del 67 % de los estudiantes llegan a MWA con al menos dos niveles de grado de retraso tanto en matemáticas como en lectura.

- **Derivaciones desproporcionadas**: antes de la creación del equipo COST, los profesores enviaban derivaciones de

estudiantes a nuestra trabajadora social con una vía directa hacia un SST/504/o IEP. Sin utilizar datos objetivos, descubrimos que casi el 50% de los estudiantes remitidos a educación especial eran niños afroamericanos.

- **Estudiantes con necesidades de procesamiento insuficientemente identificadas**: al observar el porcentaje de estudiantes con IEP en escuelas cercanas a MWA, queda claro que tenemos una población de estudiantes insuficientemente identificados. Sin sobreevaluar a nuestros estudiantes para determinar su elegibilidad para la educación especial, necesitaremos establecer sistemas que se basen en datos objetivos y en el progreso del estudiante, al tiempo que resaltan las estrategias de enseñanza necesarias para que ellos accedan al currículo de educación general.

Nuestro porcentaje de alumnos con necesidades educativas especiales es sustancialmente menor que el de escuelas similares en la zona (a excepción de Summit Tamalpais, que ha experimentado una gran rotación en su departamento de educación especial), pero aun así registró un aumento similar en su población de alumnos con IEP a lo largo del año pasado. Anticipamos que dentro de nuestra población hay estudiantes que han sido mal identificados o que aún no han sido identificados como personas con necesidades académicas, del habla, socioemocionales o conductuales que deberían abordarse a través de los servicios del Programa de Educación Individualizada (IEP). Además, nuestra población estudiantil aumentó durante el verano de 2026, lo que resultó en un menor porcentaje de estudiantes con IEP al comienzo de este año en comparación con el año pasado (a pesar de que el número total de estudiantes con IEP aumentó).



Próximos Pasos

Nuestros próximos pasos para mejorar nuestros Sistemas de Soporte de Múltiples Niveles (MTSS) y brindar soporte de Nivel 1 y 2 incluyen:

- ***Planes 504/Apoyo a la Salud Mental***: Identificar a los estudiantes con planes 504 que tienen necesidades tanto médicas como de salud mental. Estoy colaborando con *Seneca Family of Agencies* (Norte de California) para proporcionar servicios de salud mental a través de la cobertura de beneficios médicos, de modo que podamos aumentar nuestro apoyo en materia de salud mental para nuestros estudiantes de Educación General y probar ciclos de intervención de 6 a 8 semanas. Deberíamos recibir información actualizada sobre este posible servicio a finales de octubre.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

- **Enfoque del Equipo de Coordinación de Servicios (COST)**: El enfoque COST establece una manera sistemática y organizada de consultar y brindar orientación sobre cómo apoyar a los estudiantes con dificultades. En consonancia con este objetivo, estamos trabajando para mejorar y ampliar nuestro modelo de integración para la educación especial, de modo que las aulas de educación general sean más accesibles desde el punto de vista ambiental (agrupación de pupitres, rincones de relajación, etc.).
- **Servicios de Salud Mental Relacionados con la Educación (ERMHS)**: Por último, modificaremos los IEP de los estudiantes que calificaron para los ERMHS pero que no están recibiendo servicios en sus IEP para que sus necesidades se aborden a través del plan. El objetivo es clasificar a los estudiantes con base en sus habilidades académicas utilizando pruebas de evaluación universales que aún no se han identificado.

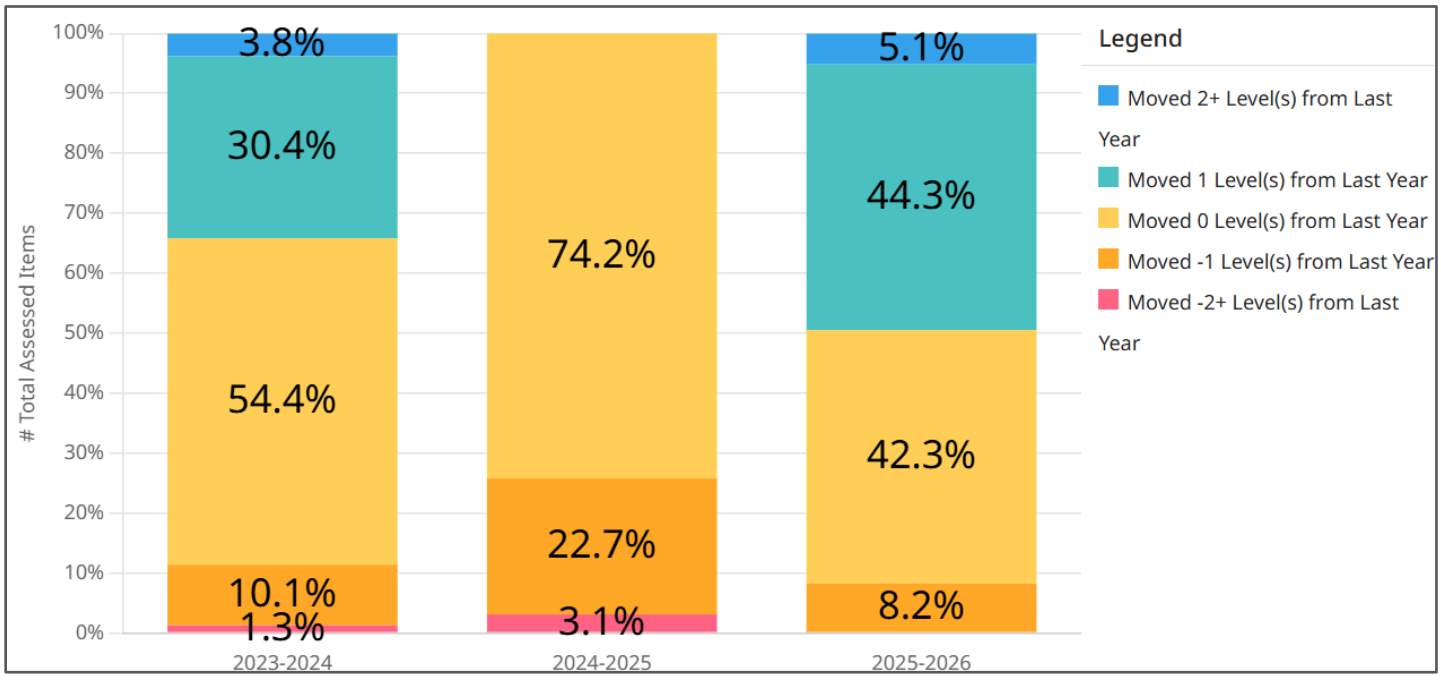
Informe de la Junta Directiva de la División - 19 de octubre de 2026

ELD

Stephani López, Coordinadora de ELD (en toda la escuela)

Logros

- **Reforzando la Instrucción de Nivel 1:** Hemos impartido formación básica en ELD para nuevos profesores, instrucción sobre ELD e intervención en lectura para profesores auxiliares, y nuestro programa inicial de desarrollo profesional integrado de ELD para toda la escuela, centrado en los estándares de ELD y el lenguaje académico.
- **Fortalecimiento de los Servicios de ELD:** Hemos aumentado el tiempo dedicado al desarrollo del lenguaje y la alfabetización en la escuela secundaria de 90 a 195 minutos por semana, lo que proporciona oportunidades adicionales para el desarrollo específico del lenguaje y la alfabetización.
- **Actualizaciones de Reclasificación:** Tras la entrada en vigor oficial de *la ley AB 2555*, los criterios de reclasificación de California han pasado de cuatro indicadores distintos a un único requisito (el ELPAC). La reclasificación de estudiantes sigue siendo un aspecto clave, con 48 estudiantes reclasificados este año.
- **Progreso de LTEL:** Casi el 50% de nuestros estudiantes de inglés a largo plazo avanzaron al menos un nivel en el ELPAC durante el año escolar 2025-26. Además, los alumnos de LTEL demostraron mejoras académicas tanto en Lengua y Literatura como en Matemáticas, evidenciadas por una disminución en la proporción de estudiantes que obtuvieron una puntuación de Nivel 1.

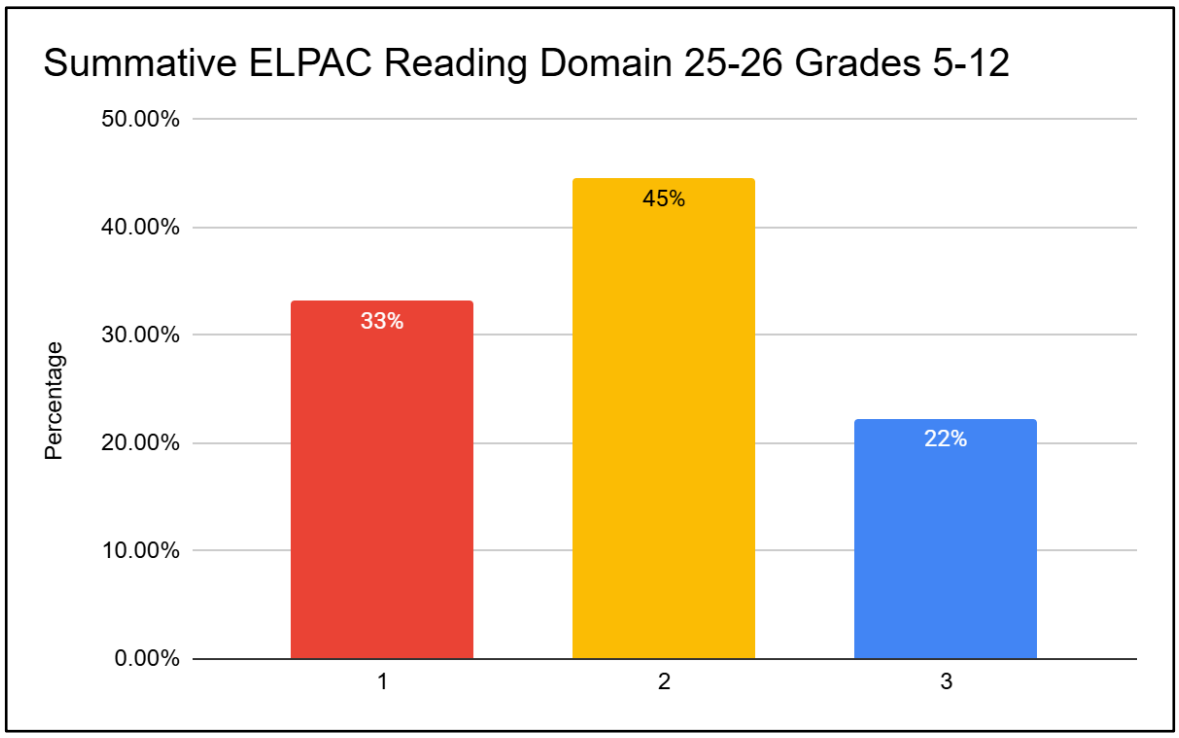


- **Participación Familiar:** Las reuniones del Comité Asesor de Estudiantes de Inglés **(**ELAC) ofrecen a las familias información clave sobre los servicios de ELD en Making Waves Academy, las pruebas ELPAC, el proceso de reclasificación y las estrategias para fomentar el desarrollo del lenguaje en el hogar, al tiempo que recopilan la opinión de los padres sobre el estudiante y la familia.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

Desafíos

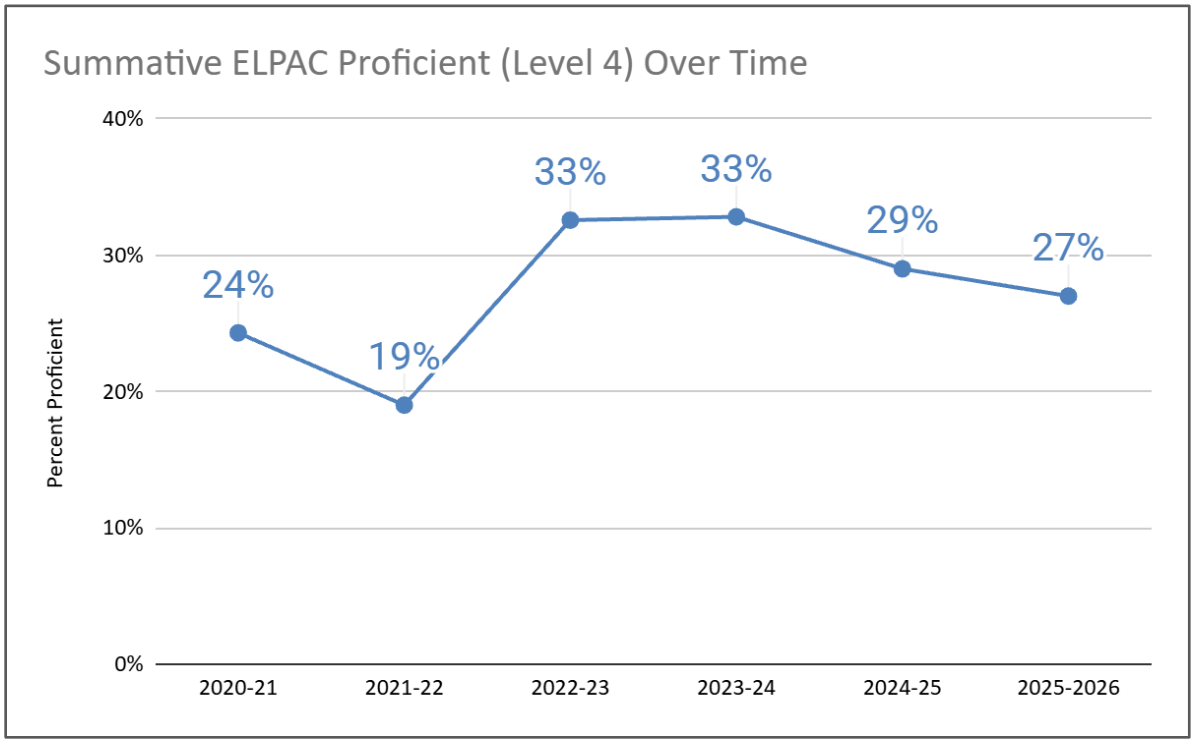
- Tras un análisis de los datos de SBAC ELA y ELPAC, la lectura sigue siendo nuestro principal objetivo en el desarrollo del lenguaje.



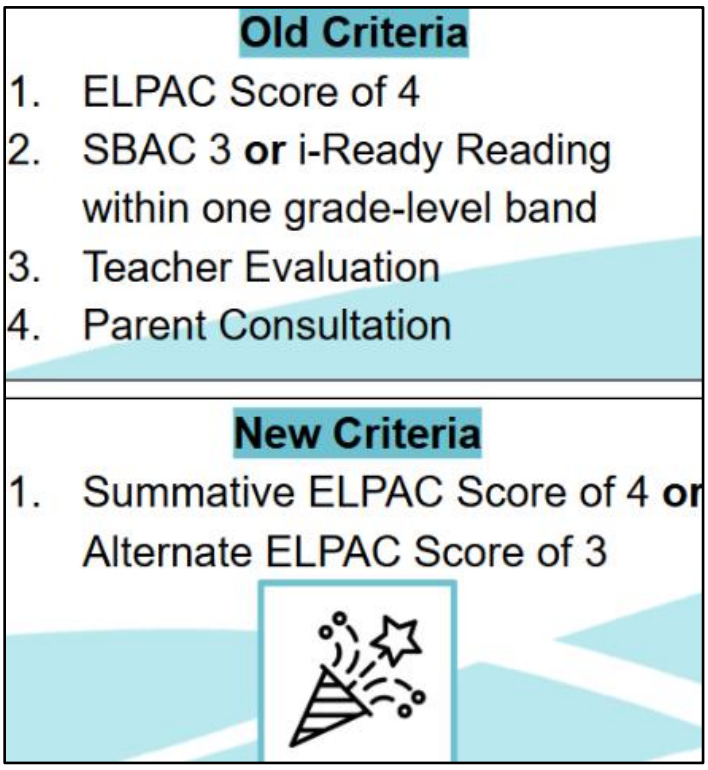
- Tanto en Matemáticas como en ELA, los estudiantes que aprenden inglés siguen necesitando una intervención académica específica y apoyo continuo.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

- Los niveles de dominio de ELPAC se han estancado, lo que pone de manifiesto la necesidad crítica de mejorar y armonizar continuamente la instrucción integrada y la instrucción específica de ELD.



Datos y Reclasificación



Nuestros datos muestran un progreso significativo, a la vez que persisten las necesidades. El crecimiento entre los estudiantes con LTEL, con dificultades de aprendizaje, y la reclasificación de 48 alumnos son alentadores, mientras que los datos sobre lectura y rendimiento académico refuerzan la necesidad de fortalecer el acceso de los estudiantes al contenido correspondiente a su nivel educativo. El éxito de los estudiantes de inglés no puede depender únicamente de un programa ELD específico. Los estudiantes necesitan oportunidades constantes para desarrollar el lenguaje académico, leer, escribir y participar en debates significativos a lo largo de la jornada escolar. Por ello, el desarrollo de las capacidades del profesorado a través de la formación profesional integrada en el ámbito del inglés como lengua extranjera sigue siendo una parte fundamental de nuestro enfoque.

Nuestro trabajo también está cambiando en respuesta a los nuevos criterios de reclasificación establecidos en la ley AB 2555. Con los nuevos criterios basados en ELPAC, un seguimiento riguroso de los Reclasificados como Capaces en Inglés o RFEP, se vuelve cada vez más importante para garantizar que los estudiantes sigan progresando académicamente después de dejar los servicios de ELD.

Próximos Pasos

De ahora en adelante, trabajaremos en el…

- ***Desarrollo Profesional y Capacitación del Personal***: Continuar fortaleciendo las capacidades del personal a través de un aprendizaje profesional integrado sobre el desarrollo del inglés como lengua extranjera (ELD) en toda la escuela, con tres sesiones adicionales programadas.

- ***Desarrollo de la Alfabetización***: para abordar nuestras necesidades de alfabetización, estamos implementando un programa piloto del plan de estudios Accelerator de American Reading Company (ARC) en 5to grado para brindar apoyo específico a la lectura y determinar si el modelo es viable para su expansión a otros grados.

- ***Seguimiento del Programa de Reclasificación de Estudiantes con Inglés Fluido y Competente (RFEP)***: También reforzaremos el seguimiento del RFEP, reclasificaremos a los estudiantes que actualmente cumplen los requisitos y continuaremos involucrando a las familias a través de ELAC.

Departamento de Servicios de Apoyo Estudiantil (SSSD)

Comportamiento Estudiantil, Aprendizaje Socioemocional y Servicios Estudiantiles

Ahjia D. Moore, Directora General de Servicios de Apoyo Estudiantil
Davonte Wilson, Director Asociado de Servicios de Apoyo Estudiantil
Estephanie Fuentes, Directora de Asuntos Estudiantiles (Preparatoria)
Frank Chaisson, Subdirectora de Asuntos Estudiantiles (Preparatoria)
Brianahna Baskett, Directora de Asuntos Estudiantiles (Secundaria)
Adriana Santos, Subdirectora de Asuntos Estudiantiles (Secundaria)
Lindsey De Leon, Consejera Escolar (Preparatoria y Secundaria)
Tyler Levine-Hall, Director de Educación Especial (Preparatoria y Secundaria)

¿Qué?
Logros

- **Seguridad Escolar y Apoyo al Alumnado:** El Departamento de Servicios de Apoyo Estudiantil (SSSD) se reunió con cada grupo de alumnos al comienzo del año escolar para reforzar las expectativas de toda la escuela, el acceso a los servicios de apoyo y la información clave sobre seguridad escolar.
    - Las prácticas restaurativas y "Otros Medios de Corrección" se siguen implementando en toda la escuela; hasta la fecha no se han producido suspensiones en la Escuela Superior.
- **Sentido de Pertenencia y Aprendizaje Socioemocional (SEL):** Se llevó a cabo la "Semana de Bienvenida" en toda la escuela y se lanzó el nuevo programa Wayfinder SEL en todos los grupos de tutoría y aulas, que incluye una prueba de detección a nivel escolar para ayudar a identificar las necesidades SEL diferenciadas.
- **Apoyo Individualizado al Estudiante:** Este mes se han puesto en marcha grupos reducidos y ciclos de seguimiento de aprendizaje socioemocional (SEL), cuyas áreas de enfoque incluyen: propósito y estrategias de afrontamiento saludables, amistades y límites saludables, toma de decisiones alineada con los valores, y duelo y

Informe de la Junta Directiva de la División - 19 de octubre de 2026

pérdida.
    - Se puso en marcha el Equipo de Coordinación de Servicios (C.O.S.T.) y se atendió el 100% de todas las derivaciones de estudiantes de riesgo "alto" y "moderado", lo que representa aproximadamente el 80% del total de derivaciones de estudiantes hasta la fecha.
- **Asociación Familiar:** Estuvimos presentes en los eventos de bienvenida al inicio del curso escolar y pusimos en contacto a las familias con los recursos comunitarios de salud y servicios sociales.
- **Desarrollo Profesional:** Facilité dos capacitaciones de desarrollo profesional en educación especial sobre aulas inclusivas, prácticas efectivas del Programa de Educación Individualizada (IEP) y desarrollo de capacidades para la utilización de adaptaciones apropiadas.
- **Personal:** El año comenzó con una plantilla completa en SSSD, incluyendo la incorporación de un nuevo Consejero Escolar, un Director de Asuntos Estudiantiles de la Escuela Secundaria, un Subdirector de Asuntos Estudiantiles de la Escuela Preparatoria y un Psicólogo Escolar.

Desafíos

- Algunos niveles educativos están experimentando más dificultades que otros para implementar el programa de estudios Wayfinder.
- Durante la jornada de bienvenida al inicio del curso escolar, algunas familias expresaron que sentían que tenían que elegir entre visitar el stand del SSSD para obtener información sobre recursos y reunirse con cada uno de los profesores de su hijo/a.
- A pesar de haber ampliado el plazo para realizar la encuesta, solo el 96% de los alumnos de secundaria completaron el cuestionario de evaluación socioemocional y el 91% de los alumnos de Preparatoria.
- Los estudiantes que fueron remitidos por el personal por preocupaciones "leves" aún están en proceso de revisión por parte de C.O.S.T.
- Los nuevos alumnos de 8vo grado están demostrando la necesidad de sentirse parte de un grupo de su nivel y de comprender mejor la cultura y las expectativas de MWA.
- La Escuela Secundaria ha registrado cuatro suspensiones de estudiantes hasta la fecha, en comparación con cero en esta misma época del año escolar pasado.
    - Se han detectado problemas específicos con estudiantes que participan en una "cultura de bromas" dañina y utilizan lenguaje discriminatorio en los grados 7.º, 8.º y 9.º.
- La fecha de inicio de los grupos reducidos de la Escuela Preparatoria se ha retrasado debido al bajo índice de devolución de los formularios de autorización.

¿Y Eso Qué?

El distrito escolar SSSD comenzó el año escolar de manera proactiva, brindando información esencial a los estudiantes y sus familias para prepararlos para el éxito. Centrarse en la creación de relaciones y adelantar las reuniones de Wave a las primeras semanas fomentó una participación estudiantil más temprana y significativa, así como una alineación del aprendizaje socioemocional en toda la escuela. Este enfoque respondió directamente a los datos de encuestas estudiantiles previas, que pusieron de manifiesto la necesidad de una mayor concienciación e interiorización de: las expectativas de seguridad, los servicios de apoyo disponibles y las prácticas restaurativas. Este año, el SSSD también está colaborando más estrechamente con los responsables de cada nivel educativo para debatir y abordar la cultura y el apoyo conductual propios de cada nivel.

En consonancia con los Sistemas de Apoyo Multinivel (MTSS), el SSSD administró una prueba de evaluación socioemocional "Waypoints" a nivel escolar desde el principio para identificar las principales necesidades de apoyo. Los datos del cuestionario inicial se están utilizando para orientar las intervenciones escalonadas, como la identificación de los estudiantes participantes y los temas para los grupos pequeños de aprendizaje socioemocional, así como las áreas que requieren apoyo básico de Nivel 1. Los coordinadores de cada nivel educativo están brindando apoyo al profesorado

Informe de la Junta Directiva de la División - 19 de octubre de 2026

durante la implementación del nuevo plan de estudios Wayfinder, ofreciendo asistencia directa y proporcionando retroalimentación continua a los responsables de los programas de tutoría/aula y a Wayfinder. Si bien se han identificado algunos desafíos menores durante el proceso de implementación, en general existe una acogida positiva al programa de estudios SEL y su conexión directa con nuestra North Star.

Las nuevas reuniones del Equipo de Coordinación de Servicios (C.O.S.T.) ofrecen un espacio multidisciplinario que evalúa el progreso académico, la asistencia, la salud física y el bienestar socioemocional al planificar intervenciones para estudiantes necesitados. Si bien el modelo actual crea eficazmente un espacio designado para brindar apoyo integral a todas las derivaciones de estudiantes de nivel "alto" y "moderado", el grupo está trabajando para perfeccionar su flujo de trabajo y abordar las derivaciones de estudiantes de nivel "leve" de manera más eficiente.

El inicio de este año escolar con personal completo ha permitido al SSSD brindar servicios más rápidos y completos. El Equipo de Directores continúa priorizando las intervenciones conductuales que abordan los problemas de seguridad en tiempo real, al tiempo que brindan apoyo a las necesidades subyacentes. Nuestro nuevo consejero escolar implementó un sistema de autoderivación estudiantil que simplificó la comunicación con los alumnos y mejoró el acceso a los recursos de salud mental disponibles en el centro, ofreciendo información en tiempo real sobre las necesidades de los estudiantes. Aprovechando la nueva colaboración que establecimos el año pasado con Zocalo Health, el SSSD continúa organizando eventos informativos con nuestros estudiantes y familias, y está programando futuros eventos en eventos de gran afluencia como la "Gala de la Unidad". Este enfoque garantiza el acceso continuo de la comunidad a servicios médicos, de salud mental y sociales.

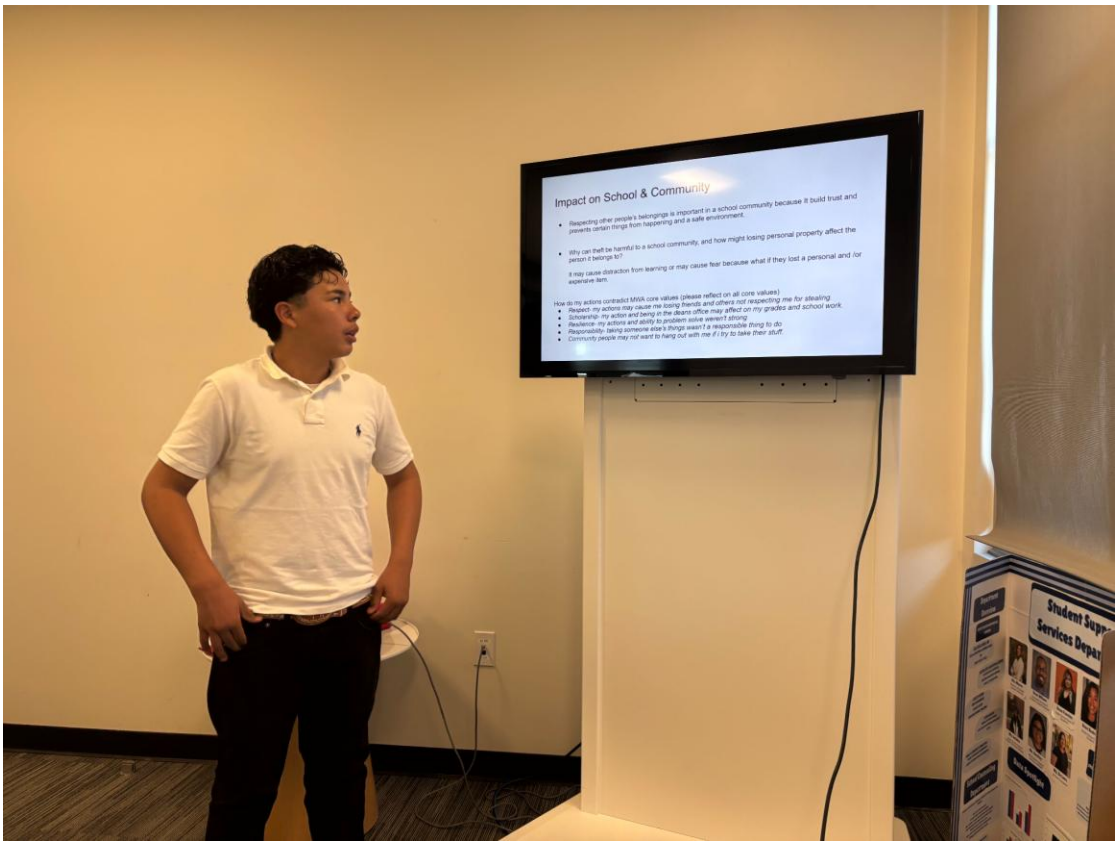
El personal docente y administrativo ha participado en dos sesiones de desarrollo profesional muy valoradas, centradas en aumentar la capacidad de apoyo a los estudiantes con discapacidades. Hay varias capacitaciones más programadas dedicadas a este grupo de estudiantes clave.

- ***Monitorear el Impacto de la Intervención:*** *Realizar un seguimiento de la eficacia de los programas Wayfinder SEL, los grupos pequeños de SEL, los ciclos de seguimiento y el proceso C.O.S.T.*
- ***Prevenir y Reparar Daños:*** *Seguir utilizando “Otros Medios de Corrección” cuando sea viable y facilitar una intervención más específica para los estudiantes que hayan incurrido en conductas repetidas o graves.*
- ***Recursos de Apoyo Destacados:*** *Continuar compartiendo y promocionando los recursos médicos, sociales, emocionales y de salud mental disponibles para los estudiantes y sus familias.*

Informe de la Junta Directiva de la División - 19 de octubre de 2026



El SSSD facilita una Asamblea en MS Wave



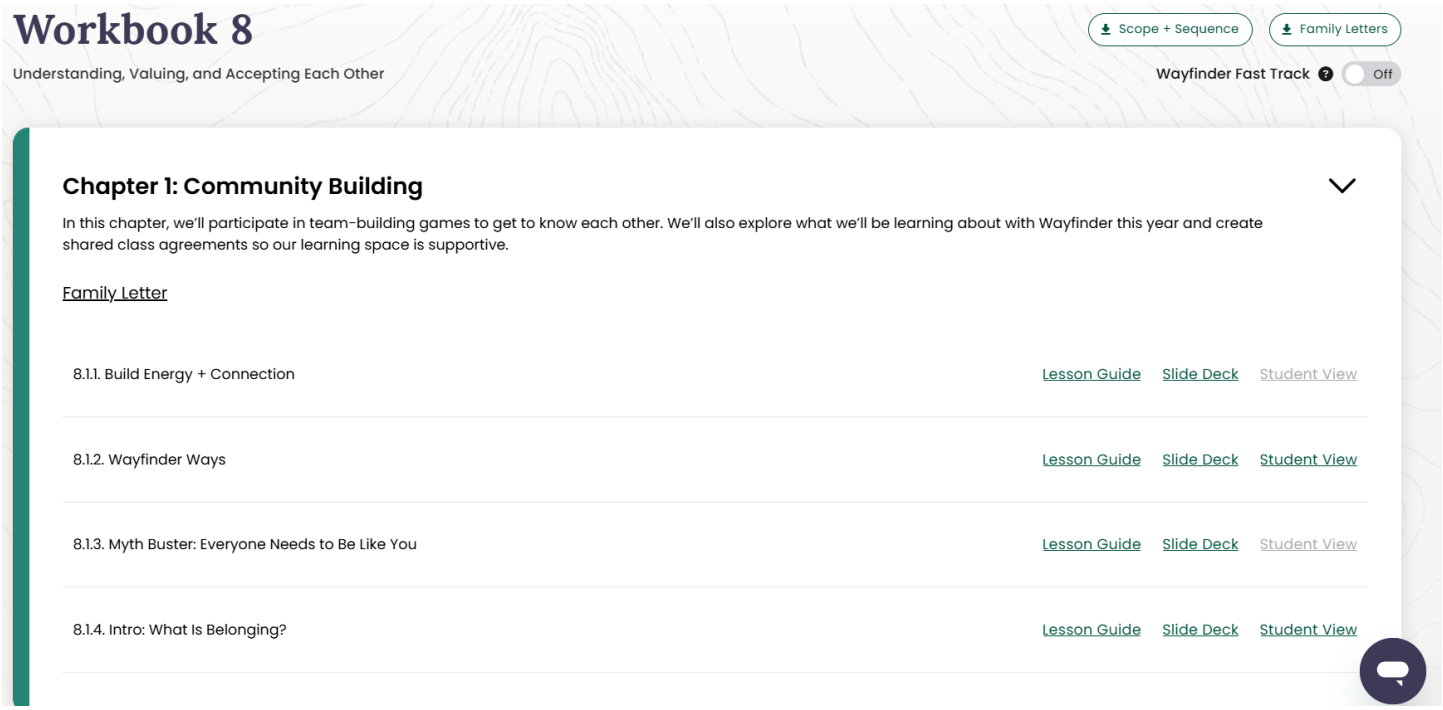
Estudiantes de Preparatoria presentando su Proyecto de Restauración.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

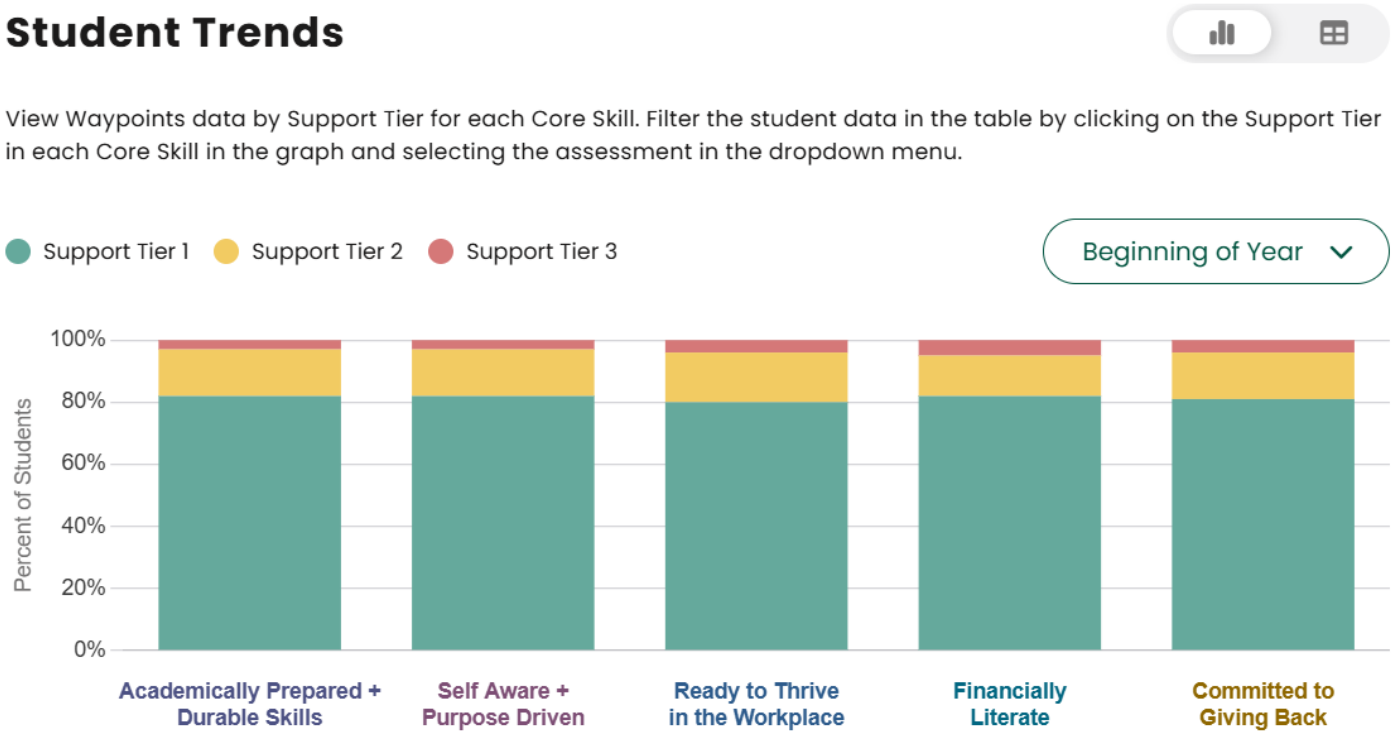


Mesa informativa de Zocalo Health en la Noche de Regreso a Clases.

Informe de la Junta Directiva de la División - 19 de octubre de 2026

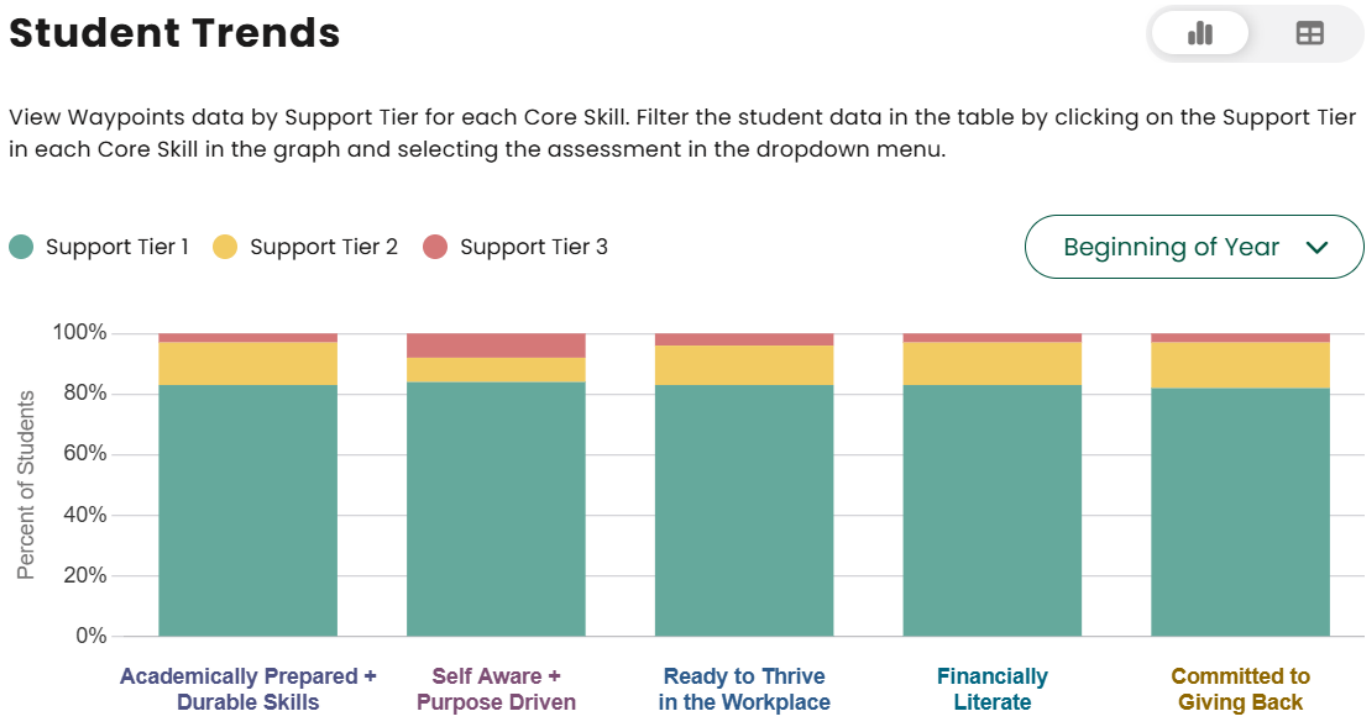


Resumen del Programa Wayfinder SEL - 8.º grado



Evaluación de SEL para la Escuela Secundaria - Resumen

Informe de la Junta Directiva de la División - 19 de octubre de 2026



Evaluación de SEL para la Escuela Preparatoria - Resumen

¿Y Ahora Qué?

Para seguir impulsando el progreso y abordar los desafíos actuales, el SSSD se centrará en facilitar una intervención más eficaz y específica. Entre las prioridades clave se incluyen la implementación continua de prácticas restaurativas y la estandarización de alternativas a la suspensión, en particular para los estudiantes con incidentes de comportamiento reiterados. El SSSD supervisará el impacto de los grupos pequeños de SEL, la implementación del programa Wayfinder y el marco del proceso C.O.S.T. para garantizar que las intervenciones con los estudiantes sean oportunas y efectivas. Por último, se están desarrollando iniciativas de divulgación, incluido un nuevo boletín informativo mensual del SSSD, para aumentar la concienciación de los estudiantes y sus familias sobre las tendencias relacionadas con la seguridad y los recursos de salud comunitarios disponibles, garantizando así un acceso equitativo a los sistemas de apoyo.