



Connecting Waters Charter Schools

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Published on June 26, 2026 at 12:02 PM PDT

Date and Time

Monday June 29, 2026 at 2:00 PM PDT

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center
703 C Street, Union City, CA 94587
- Connecting Waters Charter School Waterford Resource Center
12705 Bentley Street, Waterford, CA 95386
- Livestream link view only: <https://us02web.zoom.us/j/85271398615#success>

Agenda will be published and accessible 72 hours prior to the Board Meeting.

Agenda Posting Locations

This agenda was posted at least 72 hours prior to the meeting at the following locations: Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

Connecting Waters Charter Schools ("Schools") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Hearing of the Public." "Hearing of the Public" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director's office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

Agenda

Time

I. Opening Items

2:00 PM

A. Call the Meeting to Order

1 m

	Time
B. Roll Call	2 m
C. Approval of the June 29, 2026, Board of Directors Agenda	2 m
D. Pledge of Allegiance	2 m
E. Hearing of the Public on Non-Agenda Items	2 m
F. Hearing of the Public on Agenda Items	2 m
II. Hearing of Public on Closed Session Items	
III. Closed Session	2:11 PM
A. Public Employee Discipline/Dismissal/Release Gov. Code 54957	30 m
B. Public Employment Title: Acting Executive Director/Executive Director Gov. Code 54957	5 m
C. Public Employment Title: Deputy Executive Director Gov. Code 54957	5 m
IV. Return to Open Session	
V. Report on Closed Session Actions	2:51 PM
A. Public Employee Discipline/Dismissal/Release Gov. Code 54957	5 m
B. Public Employment Title: Acting Executive Director/Executive Director Gov. Code 54957	5 m

	Time
C. Public Employment Title: Deputy Executive Director Gov. Code 54957	5 m
VI. Administrative Reports	3:06 PM
A. Department Report from Central Services/ Attendance Specialist - Maria Sandoval	10 m
VII. Directors' Reports	3:16 PM
A. Acting Executive Director Report	10 m
VIII. Consent Items	3:26 PM
All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member to be removed from the Consent Agenda for discussion, there will be no discussion of these items prior to the Board voting on them. The Executive Director and Board Chair recommend approval of all consent agenda items.	
A. Approval of Minutes - June 22, 2026, Regular Meeting	
B. Approval of Items on the Consent Agenda	5 m
IX. Items Scheduled for Consideration and/or Action	3:31 PM
A. Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027	2 m
B. Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027	2 m
C. Review of the June 9, 2026, CWEB Annual Report Presentation to the Alameda County Office of Education (ACOE) and Approval of Strategic Next Steps	10 m
The Board will review and debrief CWEB's annual report presentation delivered to ACOE on June 9, 2026. The Board will discuss feedback received from the authorizer, evaluate presentation outcomes, and consider potential governance-level action items or directives to the Executive Director to ensure ongoing alignment with authorizer expectations and compliance standards.	

	Time
D. Oral Report of Executive Compensation Paid to the Acting Executive Director/Executive Director	5 m
E. Approval of Employment Agreement for the Acting Executive Director/Executive Director	5 m
F. Oral Report of Executive Compensation Paid to the Deputy Executive Director	5 m
G. Approval of Employment Agreement for the Deputy Executive Director	5 m
H. Approval of the Employee Residency and Relocation Policy	20 m
X. Items scheduled for Information & Discussion	4:25 PM
A. First Read: Governance Oversight of Executive Direct Reports Policy	5 m
B. Review Connecting Waters Charter Schools Transitional Kindergarten (TK) Teacher Qualification Requirement Policy	10 m
C. Second Read: Review options for a new Board Agenda template	3 m
D. Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools	10 m
E. Board Remarks	5 m
XI. Hearing of Public on Closed Session Items	
XII. Closed Session	
A. Public Employee Appointment Title: CBHRO Gov. Code 54957	
XIII. Return to Open Session	
XIV. Report on Closed Session Actions	4:58 PM
A. Public Employee Appointment Title: CBHRO Gov. Code 54957	5 m

	Time
XV. Closing Items	5:03 PM
A. Adjourn Meeting	1 m

LCAP/WASC Goals

- 1. Increase the percentage of students who are on track to graduate college and career-ready.
- 2. Close the achievement gap for low-performing students in English and Math.
- 3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
- 4. Foster positive relationships through community outreach.

Coversheet

Department Report from Central Services/ Attendance Specialist - Maria Sandoval

Section: VI. Administrative Reports
Item: A. Department Report from Central Services/ Attendance Specialist -
Maria Sandoval
Purpose:
Submitted by:

BACKGROUND:

2026-2027 Annual Central Services Coordinator Report and what the focus of this position is.

Coversheet

Acting Executive Director Report

Section: VII. Directors' Reports
Item: A. Acting Executive Director Report
Purpose: FYI
Submitted by: Tammy Hushaw

BACKGROUND:

The Acting Executive Director Spotlight is a record of all the major school updates, training, and events the Acting Executive Director will be sharing with the board.

Coversheet

Approval of Minutes - June 22, 2026, Regular Meeting

Section: VIII. Consent Items
Item: A. Approval of Minutes - June 22, 2026, Regular Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for the CWCS Board of Directors Meeting on June 22, 2026.pdf

BACKGROUND:

These are the minutes that reflect the meeting of the Connecting Waters Charter Schools Board of Directors' June 22, 2026, meeting.



Connecting Waters Charter Schools

Minutes

CWCS Board of Directors Meeting

(A California Non-Profit Public Benefit Corporation)

Date and Time

Monday June 22, 2026 at 3:00 PM

Location

Connecting Waters Central Valley Resource Center, Board Room
2300 E. Briggsmore Ave. Modesto, CA 95355

Additional Teleconference Locations:

- Connecting Waters East Bay Resource Center
703 C Street, Union City, CA 94587
- Connecting Waters Charter School Waterford Resource Center
12705 Bentley Street, Waterford, CA 95386
- Livestream link view only: <https://us02web.zoom.us/j/85271398615#success>

Agenda Posting Locations

This agenda was posted at least 72 hours prior to the meeting at the following locations:
Connecting Waters Charter Schools, 12420 Bentley Street, Waterford, CA 95386; Connecting Waters Charter School Resource Center, 12705 Bentley Street, Waterford CA, 95386; Connecting Waters East Bay Resource Center, 703 C Street, Union City, CA 94587; Connecting Waters Central Valley Resource Center, 2300 E. Briggsmore Avenue, Modesto, CA 95355.

Instructions for Presentations to the Board by Parents and Citizens

Connecting Waters Charter Schools ("Schools") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the Schools in public. Your participation assures us of continuing community interest in our Schools. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided:

1. Agendas are available to all audience members at the door to the meeting.
2. "Request to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Hearing of the Public." "Hearing of the Public" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item. Complaints against specific school employees should be resolved through the school's Personnel Complaint Procedure. The right to address the Board does not exempt the speaker from any potential liability for defamation. The proceedings of the Board are recorded and are a part of the public record.
3. You may also complete a "Request to Speak" form to address the Board on Agenda items. With regard to such agenda items, you may specify that agenda item on your "Request to Speak" form and you will be given an opportunity to speak for up to three (3) minutes when the Board discusses that item.
4. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
5. A member of the public requiring a translator will be provided twice the allotted time for public comment per individual speaker in accordance with Section 54954.3 of the Government Code.
6. Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 12420 Bentley Street, Waterford, California

In compliance with the Americans with Disabilities Act (ADA) and upon request, Connecting Waters Charter Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modifications in order to participate in Board meetings are invited to contact the Executive Director's office by calling (209) 874-1119 Ext. 6 as soon as possible prior to the meeting.

Directors Present

E. Melton, J. Louie-Monzon, K. Corrales, K. Martin, L. Addipah

Directors Absent

K. Fatima, S. Welch

Guests Present

A. DeMore, L. Joseph, T. Hushaw

I. Opening Items

A. Call the Meeting to Order

E. Melton called a meeting of the board of directors of Connecting Waters Charter Schools to order on Monday Jun 22, 2026 at 3:36 PM.

B. Roll Call

C. Approval of the June 22, 2026, Board of Directors Agenda

J. Louie-Monzon made a motion to amend the agenda to accommodate the late start of meeting. The following changes were made. Section 8 item A, Administration Reports, Section 9 item A, AED Reports, Section 11 items J, K, R, T, U, V and W were all removed and will be on next regular June meeting. Section 11 item X was moved to the top of the Section 11 item A.

K. Corrales seconded the motion.

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

Roll Call

J. Louie-Monzon	Aye
K. Corrales	Aye
E. Melton	Aye
K. Martin	Aye
K. Fatima	Absent
L. Addipah	Aye
S. Welch	Absent

D. Pledge of Allegiance

Led by Kristen Corrales and Lydia Addipah

E. Hearing of the Public on Non-Agenda Items

No members of the public

F. Hearing of the Public on Agenda Items

No members of the public

II. Public Hearing

A.

Motion to Open the Public Hearing

E. Melton made a motion to Open the Public Hearing on the 2026-2027 LCAP, Local Indicators and Budget for all 3 schools.

K. Corrales seconded the motion.

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

Roll Call

K. Martin	Aye
K. Corrales	Aye
E. Melton	Aye
J. Louie-Monzon	Aye
S. Welch	Absent
K. Fatima	Absent
L. Addipah	Aye

B. Open Discussion on the Connecting Waters Charter School LCAP/LCFF 2026-2027 Budget Overview

The Board reviewed the updated LCAP and LCFF document, which now includes narrative descriptions and budget information. The document provides an overview of each school's goals, planned actions, and the allocation of funds to support LCAP priorities. It serves as a planning and accountability tool for tracking how resources are being used to meet identified objectives.

C. Open Discussion on the Connecting Waters Charter School 2026-2027 Local Indicators

The Board reviewed the LCAP priority narratives and reporting framework, which are aligned with prior accountability reporting and informed by stakeholder feedback. These narratives will serve as the foundation for future dashboard reporting and provide context on how school priorities are being addressed. It was noted that reporting requirements limit the amount of information that can be included, and the LCAP will continue to be updated as needed.

D. Open Discussion on the Connecting Waters Charter School 2026-2027 Budget

The Board received an overview of the state budget and its impact on school funding, including increased cost-of-living adjustments, enhanced special education funding, and a new one-time block grant for professional development and student support. These funding increases are expected to improve the financial outlook for the schools, resulting in projected budget surpluses and stronger fiscal stability. The Board also reviewed the budget forecast, which projects revenue and enrollment growth, continued compliance with fiscal requirements, and healthy reserve levels. School finances were reported to be stable, with no anticipated borrowing needs and sufficient cash reserves to support ongoing operations.

E.

Open Discussion on the Connecting Waters Charter School, East Bay LCAP/LCFF 2026-2027 Budget Overview

The Board noted that the LCAP financial information and priority reports were consistent with materials previously reviewed. The remaining portion of the presentation focused on the individual budgets for each school.

F. Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

The Board reviewed the LCAP priority narratives and reporting framework, which are informed by accountability reporting and stakeholder feedback and will support future dashboard reporting. It was noted that reporting requirements limit the amount of information that can be included, and the document will continue to be updated as needed.

G. Open Discussion on the Connecting Waters Charter School, East Bay 2026-2027 Budget

The Board reviewed the budget outlook for the school, noting that funding levels and budget projections vary based on enrollment, funding formulas, and the use of one-time funds. The budget projects continued operating surpluses, revenue growth driven by enrollment increases, and compliance with required fiscal and staffing ratios, with healthy cash reserves and no identified financial concerns. The Board also discussed enrollment growth projections and confirmed that staffing plans are in place to support anticipated increases in student enrollment while remaining within approved growth limits.

H. Open Discussion on the Connecting Waters Charter School, Central Valley LCAP/LCFF 2026-2027 Budget Overview

The Board noted that the LCAP financial information and priority reports were consistent with materials previously reviewed. The remaining portion of the presentation focused on the individual budgets for each school.

I. Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

The Board reviewed the LCAP priority narratives and reporting framework, which are informed by accountability reporting and stakeholder feedback and will support future dashboard reporting. It was noted that reporting requirements limit the amount of information that can be included, and the document will continue to be updated as needed.

J. Open Discussion on the Connecting Waters Charter School, Central Valley 2026-2027 Budget

The Board reviewed the budget projections for the school, which indicate stable annual surpluses, projected enrollment growth, and continued compliance with fiscal and staffing

requirements. Revenue increases are expected to be driven by enrollment growth and state funding adjustments, while expenditures reflect staffing increases and cost-of-living adjustments. The Board also discussed facilities-related expenses, including rent and maintenance costs.

K. Motion to Close the Public Hearing

K. Corrales made a motion to Close the Public Hearing.

K. Martin seconded the motion.

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

Roll Call

K. Martin	Aye
E. Melton	Aye
J. Louie-Monzon	Aye
L. Addipah	Aye
K. Corrales	Aye
S. Welch	Absent
K. Fatima	Absent

III. Items scheduled for Information & Discussion

A. Review of Comparable Compensation Data for Charter School Acting Executive Directors/Executive Directors/Principals/Heads of School

The Board reviewed the compensation study for the acting executive director position, which was based on comparable administrative roles from similar schools within the region. The study included analysis of base salaries and benefit packages using publicly available compensation data, providing a market comparison for similar positions.

B. Review of Comparable Compensation Data for Charter School Deputy Executive Directors/Assistant Principals/Assistant Heads of Schools

The Board reviewed the compensation study for the deputy executive director position, which included comparable administrative roles from similar charter schools in the region. The study analyzed market data for base salaries and benefit packages using publicly available compensation information to provide a relevant comparison for the position.

IV. Hearing of Public on Closed Session Items

A. No Members of the public were present

Went into Closed Session at 4:25 p.m.

V. Closed Session

A. Public Employee Discipline/Dismissal/Release

B.

Public Employment

C. Public Employment

VI. Report on Closed Session Actions

A. Public Employee Discipline/Dismissal/Release

Nothing to report

B. Public Employment

Nothing to report

C. Public Employment

Nothing to report

Returned to Open Session at 5:56 p.m.

VII. Administrative Reports

A. Department Report from Central Services/ Attendance Specialist - Maria Sandoval

This item has been tabled and will be moved to the next Board Meeting agenda.

VIII. Directors' Reports

A. Acting Executive Director Report

This item has been tabled and will be moved to the next Board Meeting agenda.

IX. Consent Items

A. Approval of Minutes - May 28, 2026, Regular Meeting

K. Martin made a motion to approve the minutes from CWCS Board of Directors Meeting on 05-28-26.

L. Addipah seconded the motion.

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

B. Approval of New Hires List

C. Approval of Separations List

D. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School

E.

Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, East Bay

F. Approval of the May 2026 Warrant Report from DMS for Connecting Waters Charter School, Central Valley

G. Approval of Items on the Consent Agenda

K. Martin made a motion to G. Approval of Items on the Consent Agenda.

L. Addipah seconded the motion.

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

Roll Call

K. Martin	Aye
E. Melton	Aye
L. Addipah	Aye
S. Welch	Absent
K. Fatima	Absent
J. Louie-Monzon	Aye
K. Corrales	Aye

X. Items Scheduled for Consideration and/or Action

A. Approval of the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

K. Corrales made a motion to approve the Connecting Waters Charter School LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

J. Louie-Monzon seconded the motion.

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

Roll Call

J. Louie-Monzon	Aye
K. Fatima	Absent
K. Corrales	Aye
E. Melton	Aye
K. Martin	Aye
L. Addipah	Aye
S. Welch	Absent

B. Approval of the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

K. Martin made a motion to approve the Connecting Waters Charter School, East Bay LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

K. Corrales seconded the motion.

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

Roll Call

K. Corrales	Aye
K. Fatima	Absent
K. Martin	Aye
S. Welch	Absent
E. Melton	Aye
J. Louie-Monzon	Aye
L. Addipah	Aye

C. Approval of the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions

L. Addipah made a motion to approve the Connecting Waters Charter School, Central Valley LCFF Budget Overview for Parents, Local Control Accountability Plan 2025-2026 Update, Local Control Accountability Plan 2024-2027, Action Tables, and Instructions.

K. Martin seconded the motion.

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

Roll Call

K. Martin	Aye
J. Louie-Monzon	Aye
K. Fatima	Absent
L. Addipah	Aye
S. Welch	Absent
E. Melton	Aye
K. Corrales	Aye

D. Approval of the Connecting Waters Charter School 2026-2027 Local Indicators

K. Martin made a motion to approve the Connecting Waters Charter School 2026-2027 Local Indicators.

L. Addipah seconded the motion.

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

Roll Call

K. Martin	Aye
J. Louie-Monzon	Aye
K. Fatima	Absent
L. Addipah	Aye
S. Welch	Absent
K. Corrales	Aye

Roll Call

E. Melton Aye

E. Approval of the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators

L. Addipah made a motion to approve the Connecting Waters Charter School, East Bay 2026-2027 Local Indicators.

K. Martin seconded the motion.

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

Roll Call

J. Louie-Monzon Aye

K. Fatima Absent

S. Welch Absent

L. Addipah Aye

E. Melton Aye

K. Martin Aye

K. Corrales Aye

F. Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators

K. Martin made a motion to approve the Connecting Waters Charter School, Central Valley 2026-2027 Local Indicators.

J. Louie-Monzon seconded the motion.

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

Roll Call

S. Welch Absent

E. Melton Aye

L. Addipah Aye

K. Corrales Aye

K. Fatima Absent

J. Louie-Monzon Aye

K. Martin Aye

G. Approval of the Connecting Waters Charter School 2026-2027 Budget

J. Louie-Monzon made a motion to approve the Connecting Waters Charter School 2026-2027 Budget.

L. Addipah seconded the motion.

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

Roll Call

E. Melton Aye

K. Fatima Absent

S. Welch Absent

K. Martin Aye

Roll Call

J. Louie-Monzon Aye

K. Corrales Aye

L. Addipah Aye

H. Approval of the Connecting Waters Charter School, East Bay 2026-2027 Budget

K. Martin made a motion to approve the Connecting Waters Charter School, East Bay 2026-2027 Budget.

L. Addipah seconded the motion.

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

Roll Call

S. Welch Absent

L. Addipah Aye

K. Martin Aye

J. Louie-Monzon Aye

K. Corrales Aye

E. Melton Aye

K. Fatima Absent

I. Approval of the Connecting Waters Charter School, Central Valley 2026-2027 Budget

J. Louie-Monzon made a motion to approve the Connecting Waters Charter School, Central Valley 2026-2027 Budget.

K. Martin seconded the motion.

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

Roll Call

K. Fatima Absent

L. Addipah Aye

S. Welch Absent

E. Melton Aye

K. Martin Aye

K. Corrales Aye

J. Louie-Monzon Aye

J. Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027

This item got tabled to the next Board Meeting agenda.

K. Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027

This item got tabled to the next Board Meeting agenda.

L.

Approval of the Resolution # 25-26-100 Connecting Waters Charter School 2026-2027 Education Protection Account Expenditure Summary

K. Corrales made a motion to approve the Resolution # 25-26-100 Connecting Waters Charter School 2026-2027 Education Protection Account Expenditure Summary.

L. Addipah seconded the motion.

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

Roll Call

K. Corrales	Aye
E. Melton	Aye
K. Fatima	Absent
J. Louie-Monzon	Aye
L. Addipah	Aye
K. Martin	Aye
S. Welch	Absent

M. Approval of the Resolution # 25-26-101 Connecting Waters Charter School, East Bay 2026-2027 Education Protection Account Expenditure Summary

K. Martin made a motion to approve the Resolution # 25-26-101 Connecting Waters Charter School, East Bay 2026-2027 Education Protection Account Expenditure Summary.

L. Addipah seconded the motion.

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

Roll Call

E. Melton	Aye
K. Fatima	Absent
K. Martin	Aye
K. Corrales	Aye
J. Louie-Monzon	Aye
S. Welch	Absent
L. Addipah	Aye

N. Approval of the Resolution # 25-26-102 Connecting Waters Charter School, Central Valley 2026-2027 Education Protection Account Expenditure Summary

K. Martin made a motion to approve the Resolution # 25-26-102 Connecting Waters Charter School, Central Valley 2026-2027 Education Protection Account Expenditure Summary.

L. Addipah seconded the motion.

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

Roll Call

J. Louie-Monzon	Aye
K. Fatima	Absent
L. Addipah	Aye
E. Melton	Aye

Roll Call

K. Corrales	Aye
K. Martin	Aye
S. Welch	Absent

O. Approval of the Connecting Waters Charter School Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

L. Addipah made a motion to approve the Connecting Waters Charter School Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year.

K. Martin seconded the motion.

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

Roll Call

K. Fatima	Absent
K. Martin	Aye
S. Welch	Absent
L. Addipah	Aye
K. Corrales	Aye
J. Louie-Monzon	Aye
E. Melton	Aye

P. Approval of the Connecting Waters Charter School, East Bay Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

L. Addipah made a motion to approve the Connecting Waters Charter School, East Bay Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year.

K. Martin seconded the motion.

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

Roll Call

K. Fatima	Absent
J. Louie-Monzon	Aye
S. Welch	Absent
K. Corrales	Aye
E. Melton	Aye
K. Martin	Aye
L. Addipah	Aye

Q. Approval of the Connecting Waters Charter School, Central Valley Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year

K. Martin made a motion to approve the Connecting Waters Charter School, Central Valley Declaration of Need For Fully Qualified Educators for the 2026-2027 School Year.

L. Addipah seconded the motion.

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

Roll Call

L. Addipah	Aye
------------	-----

Roll Call

J. Louie-Monzon	Aye
S. Welch	Absent
K. Martin	Aye
K. Corrales	Aye
E. Melton	Aye
K. Fatima	Absent

R. Review of the June 9, 2026, CWEB Annual Report Presentation to the Alameda County Office of Education (ACOE) and Approval of Strategic Next Steps

This item got tabled to the next Board Meeting agenda.

S. Approval of Contract with Shaw HR Consulting, Inc.

K. Martin made a motion to approve the Contract with Shaw HR Consulting, Inc.

L. Addipah seconded the motion.

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

Roll Call

S. Welch	Absent
J. Louie-Monzon	Aye
K. Martin	Aye
E. Melton	Aye
L. Addipah	Aye
K. Corrales	Aye
K. Fatima	Absent

T. Oral Report of Executive Compensation Paid to the Acting Executive Director/Executive Director

This item got tabled to the next Board Meeting agenda.

U. Approval of Employment Agreement for the Acting Executive Director/Executive Director

This item got tabled to the next Board Meeting agenda.

V. Oral Report of Executive Compensation Paid to the Deputy Executive Director

This item got tabled to the next Board Meeting agenda.

W. Approval of Employment Agreement for the Deputy Executive Director

This item got tabled to the next Board Meeting agenda.

X. Approval of additional June 2026 Board of Directors Regular Meeting

K. Corrales made a motion to approve of additional June 2026 Board of Directors Regular Meeting.

K. Martin seconded the motion.

The next meeting will be June 29, 2026.

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

Roll Call

K. Corrales	Aye
S. Welch	Absent
J. Louie-Monzon	Aye
E. Melton	Aye
L. Addipah	Aye
K. Fatima	Absent
K. Martin	Aye

XI. Items scheduled for Information & Discussion

A. Review Draft Employee Residency and Relocation Policy Development

The draft employee residence and relocation policy was created based on survey results and prior discussions about the board's expectations, and was presented for review to confirm it captured the intended requirements. The group discussed having legal counsel review the updated draft and, if approved in time, placing it on the next meeting agenda for possible adoption; otherwise, consideration would be deferred to a later meeting.

B. Review Connecting Waters Charter Schools Transitional Kindergarten (TK) Teacher Qualification Requirement Policy

A proposed policy regarding Transitional Kindergarten (TK) teacher authorization was presented for review. The policy outlines qualification pathways, including coursework and prior TK experience, and is intended to help determine teacher eligibility while supporting the goal of ensuring all TK teachers meet credentialing requirements.

C. First Read: Review options for a new Board Agenda template

The Board discussed the possibility of adopting a revised agenda template organized around key governance responsibilities, including academic excellence, fiscal oversight, and governance, to better align meetings with strategic goals and student outcomes. Members expressed support for further discussion at a future meeting, including exploring ways to connect agenda items to LCAP goals, improve transparency, and provide clearer communication of Board actions and their impact on student achievement.

D. Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools

The Board discussed the value of receiving both raw data and summary analyses that explain key findings, school-specific implications, and planned next steps. Members emphasized the importance of including staff input in the review process and requested

that future reports clearly connect collected data to actions, improvements, and decision-making across the schools.

E. Board Remarks

During Board comments, members were informed about the progress of a student-created multicultural mural project, which was nearing completion and available for viewing. It was noted that the mural was created on a movable panel rather than directly on a wall to allow for future relocation if needed.

XII. Hearing of Public on Closed Session Items

A. No members of the public

No members of the public were present.

Entered Closed Session at 6:44 p.m.

XIII. Report on Closed Session Actions

A. Public Employee Appointment

No reportable actions were taken during closed session regarding the public employee appointment item.

Returned to Open Session at 8:37 p.m.

Board Members, L. Addipah and K. Martin both left at 7:03 p.m.

XIV. Closing Items

A. Adjourn Meeting

E. Melton made a motion to adjourn the meeting at 8:38 p.m.

K. Corrales seconded the motion.

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

Roll Call

E. Melton	Aye
J. Louie-Monzon	Aye
K. Fatima	Absent
K. Corrales	Aye
S. Welch	Absent
L. Addipah	Absent
K. Martin	Absent

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:38 PM.

Respectfully Submitted,
E. Melton

LCAP/WASC Goals

1. Increase the percentage of students who are on track to graduate college and career-ready.
2. Close the achievement gap for low-performing students in English and Math.
3. Increase the percentage of EL students who achieve proficiency in English Language Arts and Math.
4. Foster positive relationships through community outreach.

Board Secretary, Kristen Corrales

Coversheet

Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027

Section: IX. Items Scheduled for Consideration and/or Action
Item: A. Approval of the Decision for Connecting Waters Charter School to not Participate in the Consolidated Application (ConApp) for 2026-2027
Purpose: Vote
Submitted by:
Related Material: CWCS_2026_CARS_Spring_Release_Filing.pdf

BACKGROUND:

The Consolidated Application (ConApp) is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California.

California Department of Education**Consolidated Application**

Connecting Waters Charter (50 75572 5030317)

Status: Certified
 Saved by: Berenice Oceguela
 Date: 6/12/2026 3:18 PM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Signature	
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/12/2026

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/12/2026

R02

Page 1 of 5

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/11/2026
Comment	School does not participate in Title funding.
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/10/2025
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027

Section: IX. Items Scheduled for Consideration and/or Action
Item: B. Approval of the Decision for Connecting Waters Charter School, East Bay to not Participate in the Consolidated Application (ConApp) for 2026-2027
Purpose: Vote
Submitted by:
Related Material: CWEB_2026_CARS_Spring_Release_Filing.pdf

BACKGROUND:

The Consolidated Application (ConApp) is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California.

Connecting Waters Charter - East Bay (01 10017 0136101)

Status: Certified
 Saved by: Berenice Oceguela
 Date: 6/12/2026 3:20 PM

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Signature	
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/12/2026

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/12/2026

R02

Page 1 of 5

Connecting Waters Charter - East Bay (01 10017 0136101)

Status: Certified
 Saved by: Berenice Ocegüera
 Date: 6/12/2026 3:20 PM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance
Authorized Representative's Signature Date	06/11/2026
Comment	School does not participate in Title funding.
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

Warning

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:6/12/2026

R02

Page 2 of 5

2026–27 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/10/2025
Authorized Representative's Full Name	Debbie Howard
Authorized Representative's Title	DMS Director of Client Finance

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies.

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Coversheet

Review of the June 9, 2026, CWEB Annual Report Presentation to the Alameda County Office of Education (ACOE) and Approval of Strategic Next Steps

Section: IX. Items Scheduled for Consideration and/or Action
Item: C. Review of the June 9, 2026, CWEB Annual Report Presentation to the Alameda County Office of Education (ACOE) and Approval of Strategic Next Steps
Purpose: Discuss
Submitted by:
Related Material: 2025-2026_CWEB_Annual_Report.pdf
CWEB_Enrollment_Deck_final.pptx.pdf
ACOE June 9 Feedback - J. Louie-Monzon.pdf

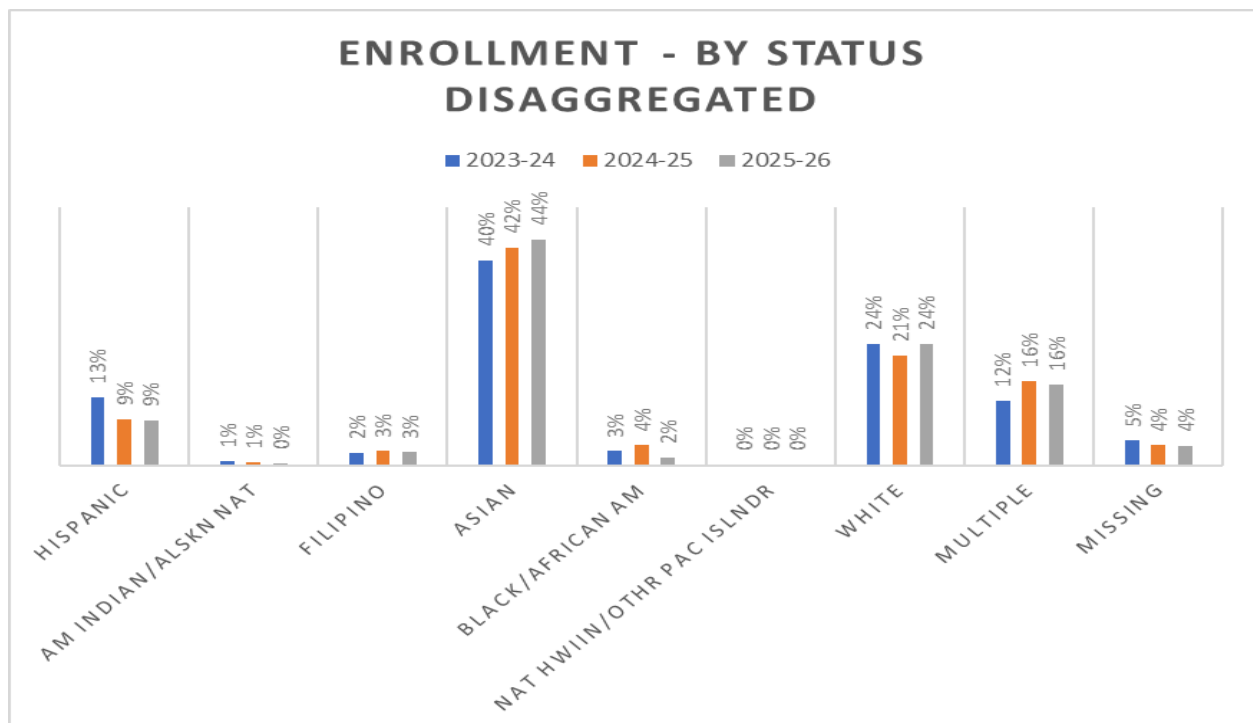
BACKGROUND:

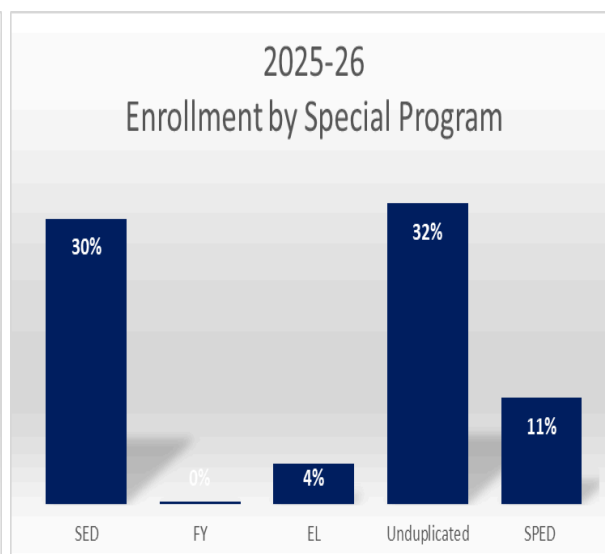
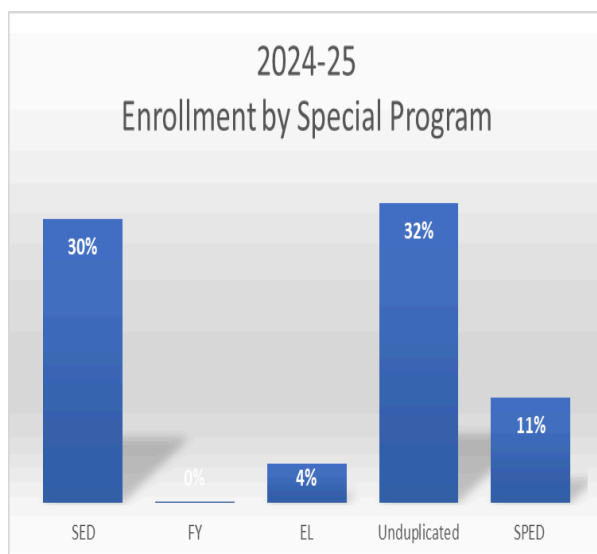
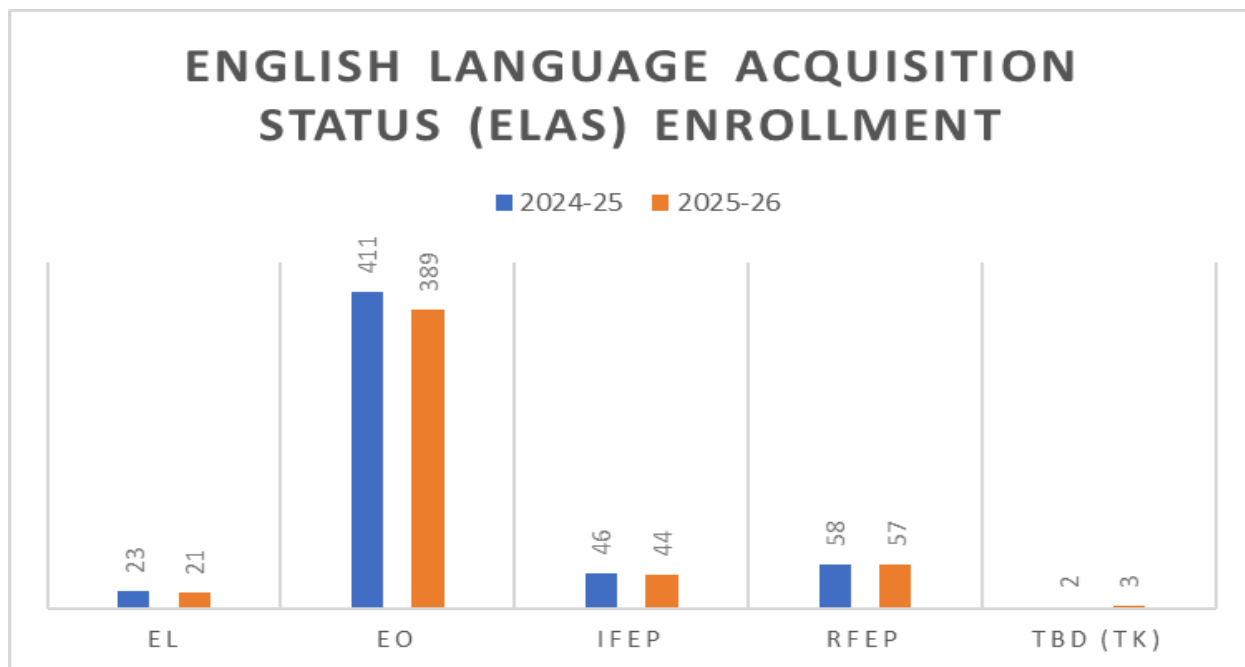
Review and discussion of the presentation and feedback from the Alameda County Board of Education

Report on CWEB's Community Outreach and Demographic Enrollment Challenges

I. Introduction

This report outlines the extensive efforts CWEB has undertaken to engage with the local community and broaden awareness of our school, as well as the structural and legal barriers we face in quickly altering the demographic composition of our student body. We remain committed to serving all students equitably, to building stronger relationships with families in our surrounding neighborhoods, and to meeting the expectations of the Board and the Alameda County Office of Education.





II. Overview of Community Outreach Efforts

CWEB has made significant progress this year in increasing our presence within the local community. Our goal has been to ensure that families in Union City and the surrounding area are aware of our school, our programs, and our services.

A. Updated and improved our signage at our location.

We felt that improving our signage was important for several reasons, including visibility to local first responders if circumstances were necessary. However, our improved signage increases neighborhood awareness that there is a nonprofit public charter school available to all community members.

- We have placed improved signage on our building
- Changed the main entrance back to the double doors with the ramp for easier accessibility and visualization.



A. Participation in Community Events

We have engaged directly with the community by participating in a local festival and by holding our own outreach event:

- **Our Lady of the Rosary ("OLR") Harvest Festival and Community Outreach**
- **CWEB Back to School Orientation**

These events have allowed staff to speak face-to-face with families, distribute informational brochures, and answer questions about our school.

B. Outreach in Local Libraries and Public Spaces

To reach families who may not attend large events, we have also advertised informational sessions in local libraries such as:

- Union City Library, 34007 Alvarado-Niles Rd, Union City, CA 94587
- Mustafa Institute of California, 33527 Western Ave, Union City, CA 94587
- Masjid Al-Huda 3880 مسجد, Smith St, Union City, CA 94587
- Holly Community Center, 31600 Alvarado Blvd, Union City, CA 94587
- St Anne's Catholic Church, 32223 Cabello St, Union City, CA 94587
- Islamic Society of East Bay (ISEB - Lowry Masjid), 33330 Peace Terrace, Fremont, CA 94555
- Los Cerritos Community Center, 3377 Alder Ave, Fremont, CA 94536
- Fremont Main Library, 2400 Stevenson Blvd, Fremont, CA 94538
- Hayward Downtown Library, 888 C Street, Hayward, CA 94541



C. Neighborhood Canvassing

Our staff conducted a neighborhood walk in the immediate community surrounding our school.

- Flyers and brochures were distributed door-to-door in the immediate neighborhood on April 1st
- Staff initiated conversations with residents, providing details about enrollment, school services, and upcoming informational meetings.

D. Digital Outreach and Targeted Advertising

Recognizing the importance of online engagement:

- We have hired a communications position at our school for the purpose of increasing our social media presence.
- We have launched targeted internet ads within the Oakland/Alameda ZIP code and adjacent neighborhoods using Niche.
- These ads highlight program strengths, and opportunities for families to learn more.
- Engagement metrics from Niche show that we are the number 1 ad seen and clicked through by their users.

In reviewing competitive performance on Niche, Connecting Waters Charter – East Bay is outperforming all peer schools by a substantial margin. With 27,403 impressions, 534 profile views, and 107 clicks in October, the school generated 33 times more visibility and 50 times more engagement than the next-highest institution. Additionally, the school's 20% referral rate significantly exceeds the competitor range of 0–12%, demonstrating far stronger conversion from interest to action. Overall, CWEB is clearly leading its competitive cohort, both in attracting families and motivating them to take meaningful next steps.

Traffic to the school's Niche profile is highly concentrated within the Bay Area, aligning closely with the school's service region. The largest volume of views comes from **San Jose (698)**, followed by **Union City (356)**, **San Francisco (353)**, **Fremont (326)**, and **Hayward (272)**. This strong local engagement indicates that the school is effectively reaching families within its primary geographic footprint and is maintaining strong visibility in the communities most likely to convert into inquiries and enrollment.

E. Hosted Informational Meetings

We have held multiple informational meetings on campus and in the community to ensure families have access to our staff and can have questions answered directly. For the informational meetings we had a modest amount of families show up in person between 4-5 families and online we had only one family attend.

- 4/16 & 5/7 at CWEB and on 3/19, 4/17, and 5/15 online
- We held a back-to-school orientation where we invited the public to join us (8/12)
- We are planning a backpack giveaway for those in need at the beginning of the spring semester (date TBD)
- Working on a community outreach through the food pantry and the feed the homeless program through the OLR church whose property we share

These combined efforts reflect our strong commitment to improving outreach, increasing transparency, and ensuring equal access to information about our school.

III. Structural and Legal Barriers to Demographic Change

While we are committed to improving representation and diversity, it is important to outline the major constraints, many of them legal, that limit a charter school's ability to immediately change its student demographics.

A. Enrollment Capacity Is Nearly Full

- While we remain committed to improving representation and diversity across our student body, it is important to recognize the structural and legal limits that restrict how quickly a charter school can influence its demographics. Currently, CWEB is not at full enrollment, but we are very close to capacity, with only a limited number of seats available following our most recent open enrollment period. Several grade levels are already full, and the remaining open seats will be available during our spring enrollment period..

- Because available space is minimal and state law requires us to offer seats to students in the order they applied, we have very little flexibility in determining which new students enroll, including students from underrepresented groups.

B. Legal Requirement for Non-Selective Enrollment

As a public charter school, CWEB must follow California state law regarding admission:

- We must accept every student who applies, regardless of background, academic performance, or demographic characteristics.
- We are prohibited from targeting or excluding any protected class in admission preferences.
- If the number of applicants exceeds available seats, a random lottery must be used.

C. Prohibition on Removing or Replacing Current Students

Under state and federal law:

- CWEB cannot dismiss, unenroll, or replace existing students in order to alter demographic composition.
- Student retention cannot be manipulated for demographic purposes.

This means that—even if our outreach successfully reaches more families in our immediate community, we cannot offer enrollment unless a seat becomes available, and we cannot influence who leaves or stays.

D. Lottery-Based Access Limits Predictability

Even when seats do open:

- Demographic outcomes are determined by who applies and the random lottery, not by school selection.
- This further limits the degree to which schools can intentionally shift demographic representation.

IV. The Central Challenge

Taken together, these factors create a fundamental challenge: while we are being asked to make meaningful changes to our demographic composition, the structure of public charter school law provides no lawful or practical mechanism to achieve this particularly when the school is nearly full. Our outreach efforts ensure that all communities have equitable access to information about CWEB, but outreach alone cannot change demographics when the admissions process is legally fixed, capacity is limited, and available seats must be offered to students in the order in which they apply unless a lottery is required. With only a small number of seats currently open and many grade levels at full capacity there is very little opportunity for new applicants, including those from underrepresented groups, to enroll. As a result, even robust and targeted outreach cannot immediately produce noticeable demographic shifts. Until more seats become available, our ability to influence demographic composition remains

inherently constrained by both enrollment limitations and state-mandated lottery and admissions requirements.

V. Conclusion and Next Steps

CWEB is deeply committed to serving the Union City community and ensuring all families have equal access to our programs. We continue to strengthen our outreach, build community partnerships, and expand our visibility.

However, the current limitations on enrollment and the legal requirements governing admission must be recognized as genuine barriers to altering demographic outcomes.

We respectfully welcome continued collaboration to ensure compliance while staying focused on what matters most, providing a high-quality educational experience for all students.



Student Enrollment Update

June 2026

Presented to the Alameda County Office of Education

Connecting Waters – East Bay Mission Statement

Connecting Waters Charter School, East Bay is a collaborative educational community promoting academic excellence in preparing students for college and career while providing **individualized public education** through challenging, unique, and varied learning.



Geography — 7 counties | 40 cities



Learning Needs — 4% English Learners
12% SWD



Race / Ethnicity — 43% Asian | 24% White | 16% Two or More Races | 9% Hispanic |



Socioeconomic — 34% SED



Languages | 24

Agenda



01

Enrollment Overview

Who we Serve: Geography, Demographics, and our TK–12 community

02

Academic Achievement

CAASPP, i-Ready Results, Student Subgroup Performance, and Three-year Comparative Trends

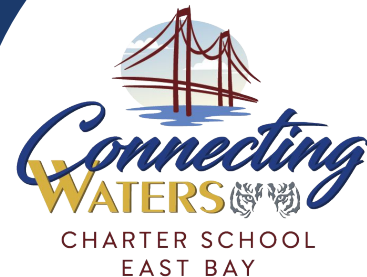
03

Spotlight on Targeted Strategic Initiatives

ELA Proficiency, Closing the Achievement Gap, SWD success, Pathway to Graduation

Section 1

Enrollment Overview



Our Student Body Reflects a Diverse Community

Our diverse TK–12 community fosters belonging, collaboration, and meaningful student growth.

518

Total Students
TK–12

7

Counties
Represented

34%

Socioeconomically
Disadvantaged

12%

Students with
Disabilities

4%

English
Learners

Race / Ethnicity

Top 4 race/ethnicities at our school:

43% Asian

24% White

16% Two or More Races

9% Hispanic

Home Languages

24 different languages spoken at home, including:

Arabic, Bengali, Bosnian, Chamorro (Guamanian), Chinese - Cantonese, Chinese - Mandarin (Putonghua), Farsi (Persian), German, Gujarati, Hindi, Japanese, Korean, Mandarin Chinese (Putonghua, Guoyu), Pashto, Punjabi, Pushto; Russian, Spanish; Castilian, Tamil, Turkish, Urdu, Uzbek

Students Represent the Diversity of the East Bay and Beyond

7 COUNTIES

Alameda

Contra Costa

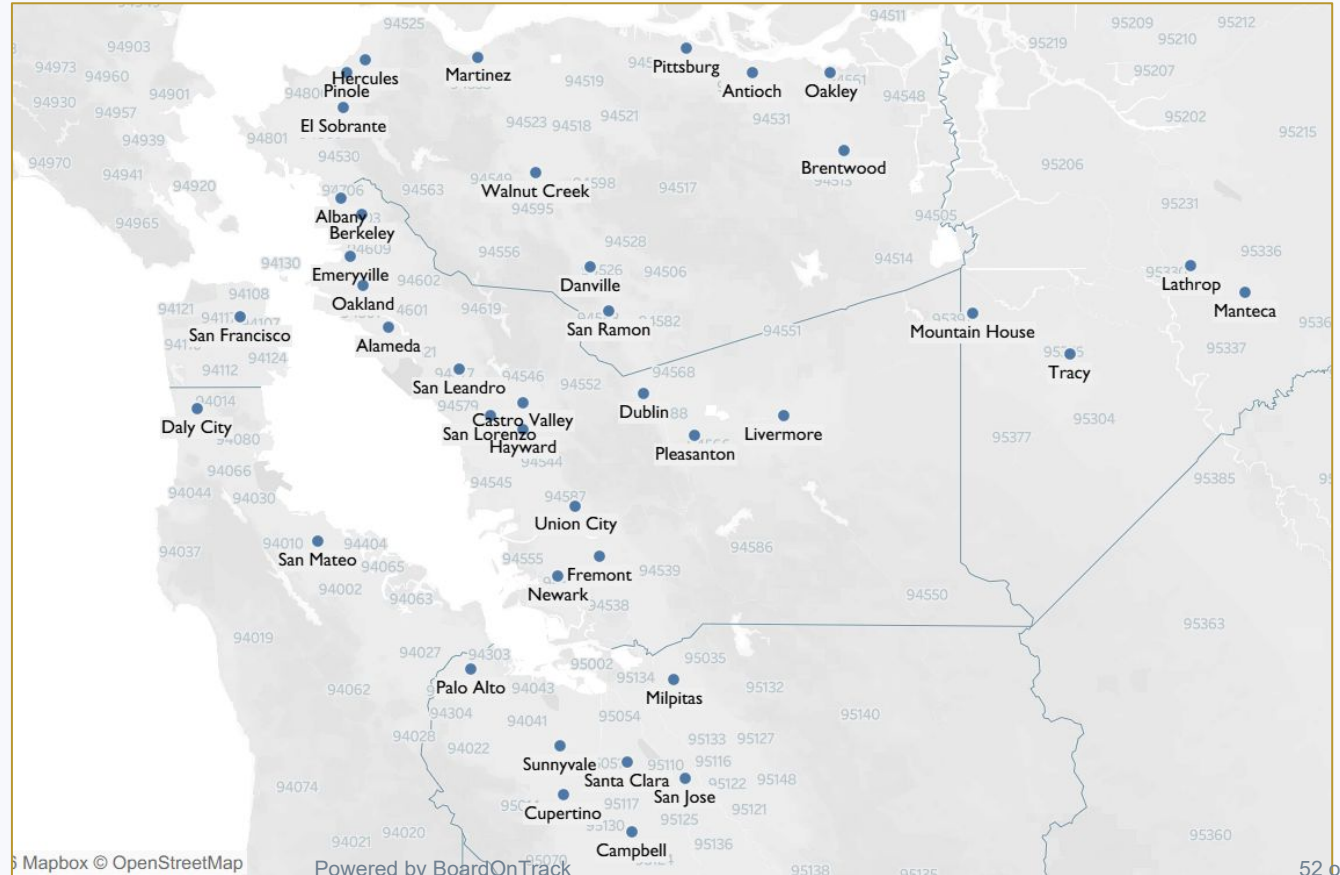
San Joaquin

Stanislaus

Santa Clara

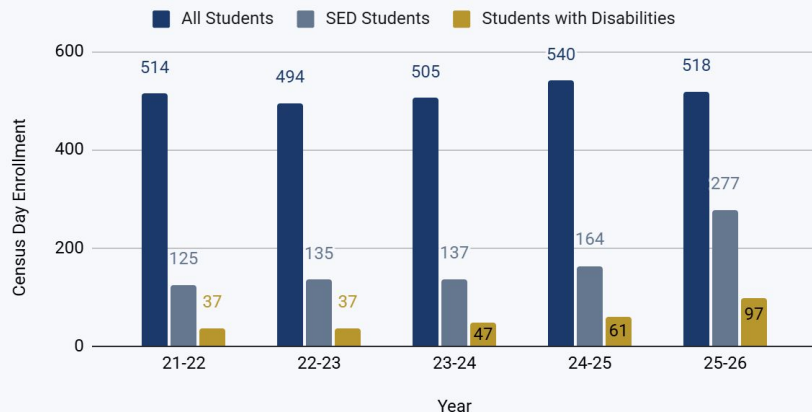
San Mateo

San Francisco

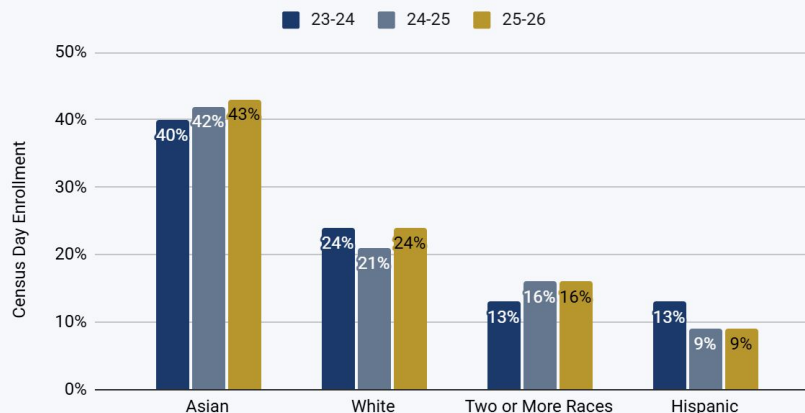


Enrollment Trends

Our population of **socioeconomically disadvantaged students** has increased from 27% to 34% over the past three academic years, and our population of **students with disabilities** has increased from 9% to 12% over the same period.



Looking at the four largest race/ethnicity groups at Connecting Waters East Bay over the past three years, the percentage of **Asian** students and students of **Two or More Races** has increased, while the percentage of **White** students has remained the same and the percentage of **Hispanic** students decreased slightly.



Enrollment Outlook: 2026–2027

Enrollment Projections on Target

CWCS enrollment projections for the 2026–2027 school year remain aligned with the enrollment figures presented in our charter petition.

Enrollment Highlights

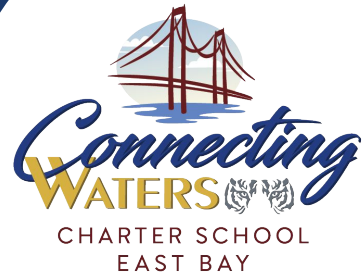
- Enrollment interest has increased
- A public lottery was held on May 22, 2026, to accommodate enrollment demand exceeding available openings.
- 71 prospective families attended enrollment information sessions.

We believe these results reflect strong community interest in our program and the effectiveness of our outreach and enrollment efforts.



Section 2

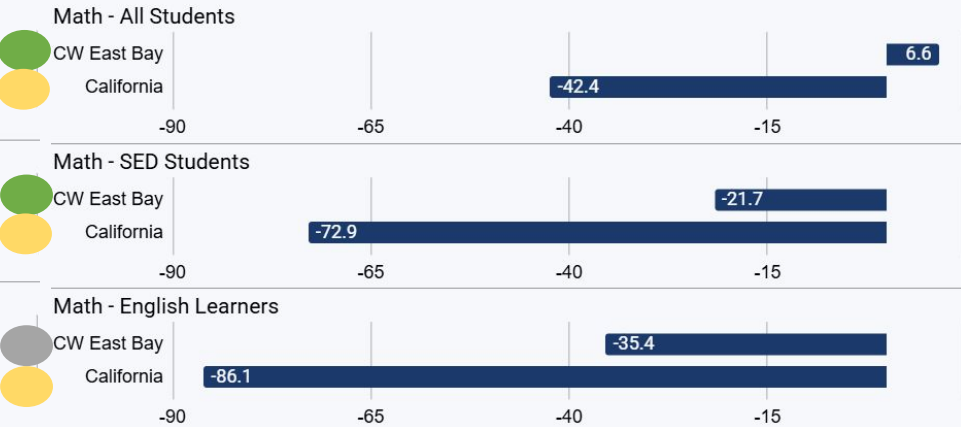
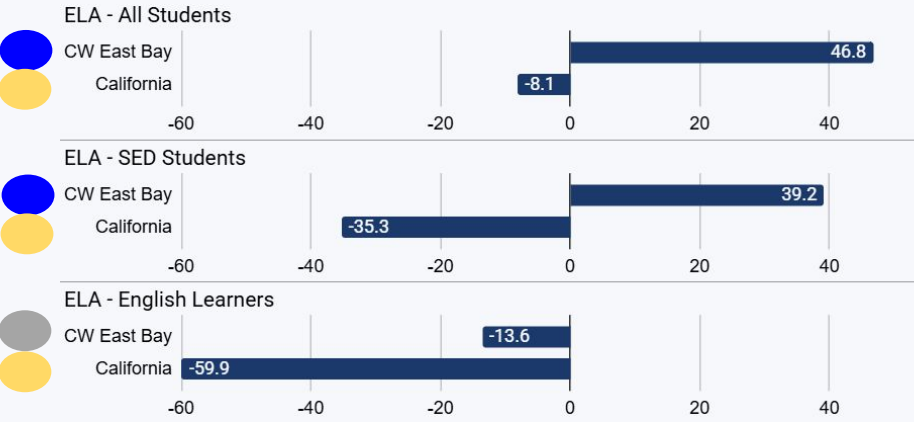
Academic Achievement



2025 CA Dashboard: CAASPP Results at a Glance

ELA — English Language Arts

Math

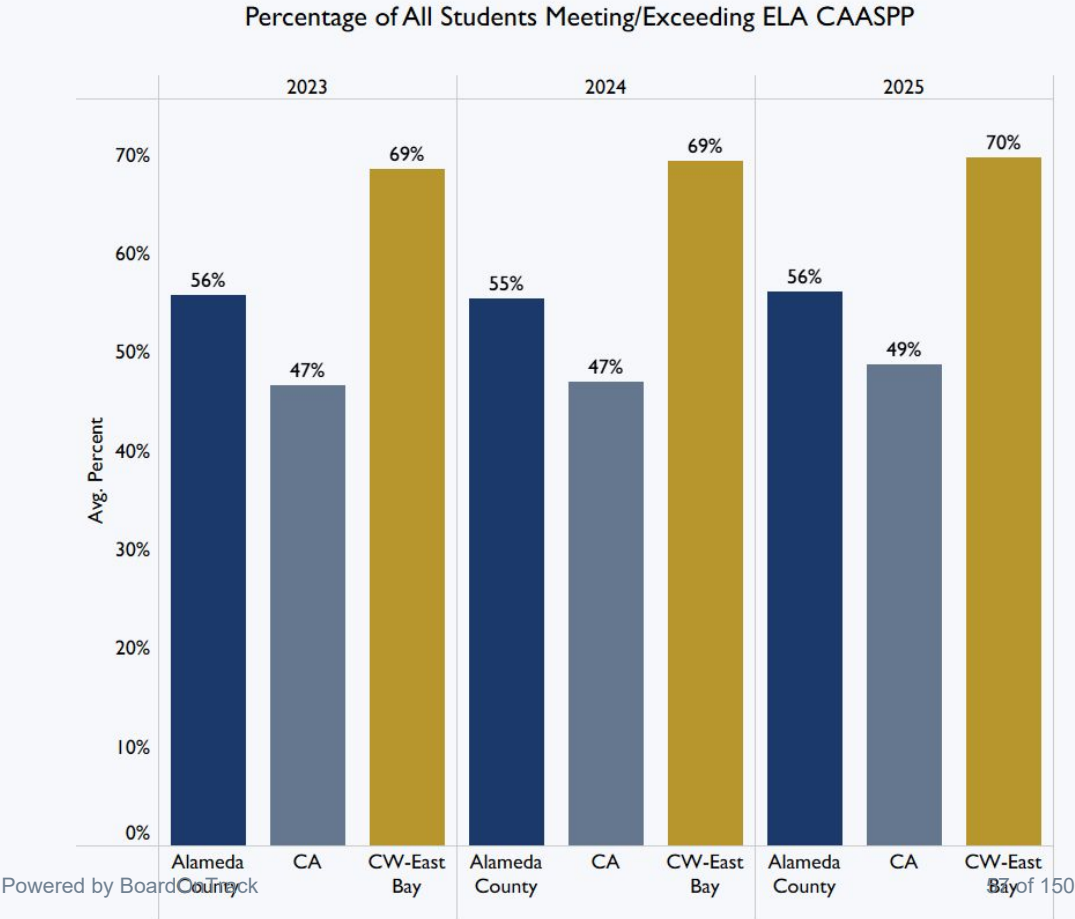


* Distance from baseline

Color scale: Blue = Highest | Green | Yellow | Orange | Red = Lowest | Gray = Not enough data

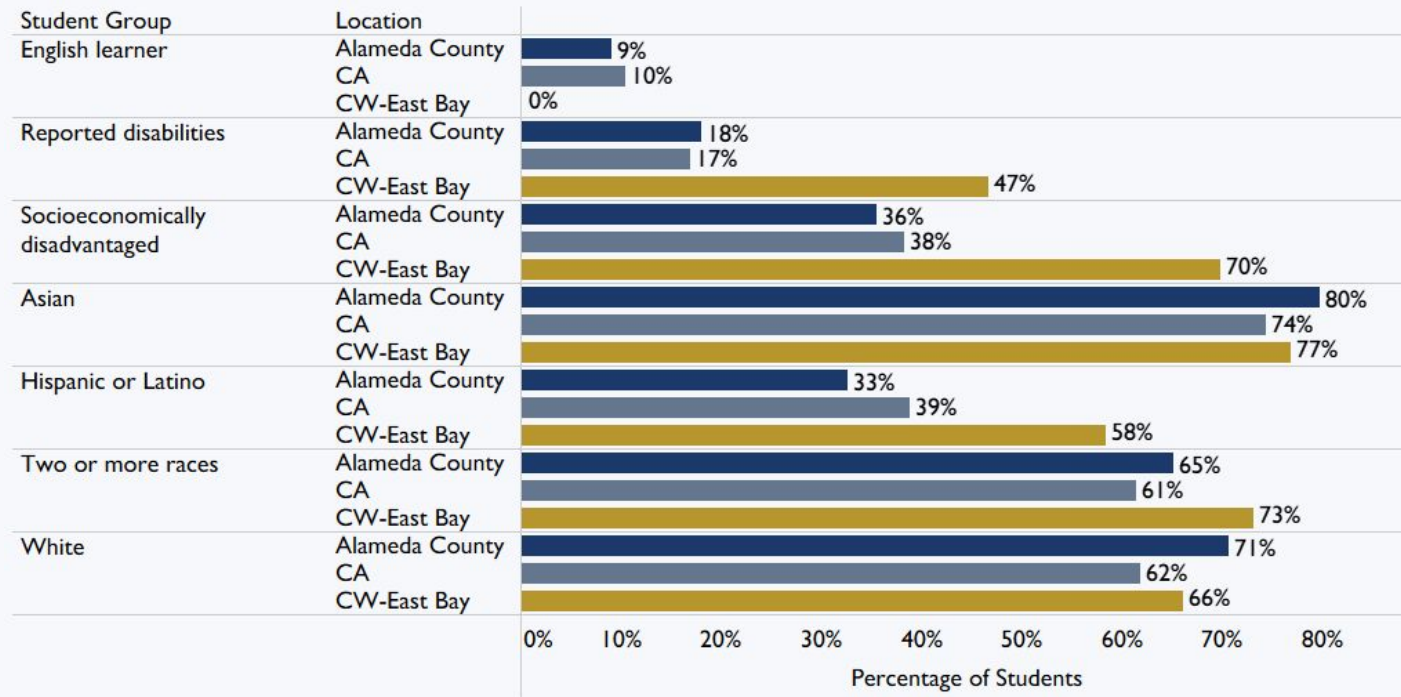
Performance on ELA CAASPP

Connecting Waters East Bay continues to display consistently strong ELA scores.



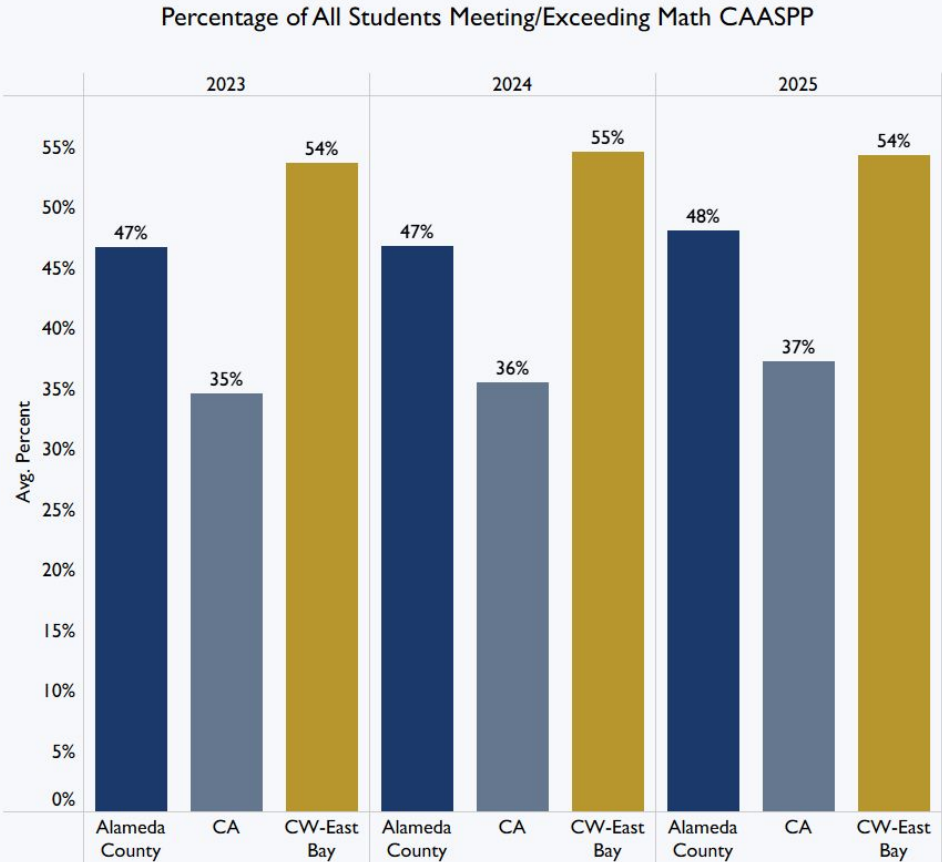
Performance on ELA CAASPP by Student Group

Percentage of Students Meeting/Exceeding ELA CAASPP



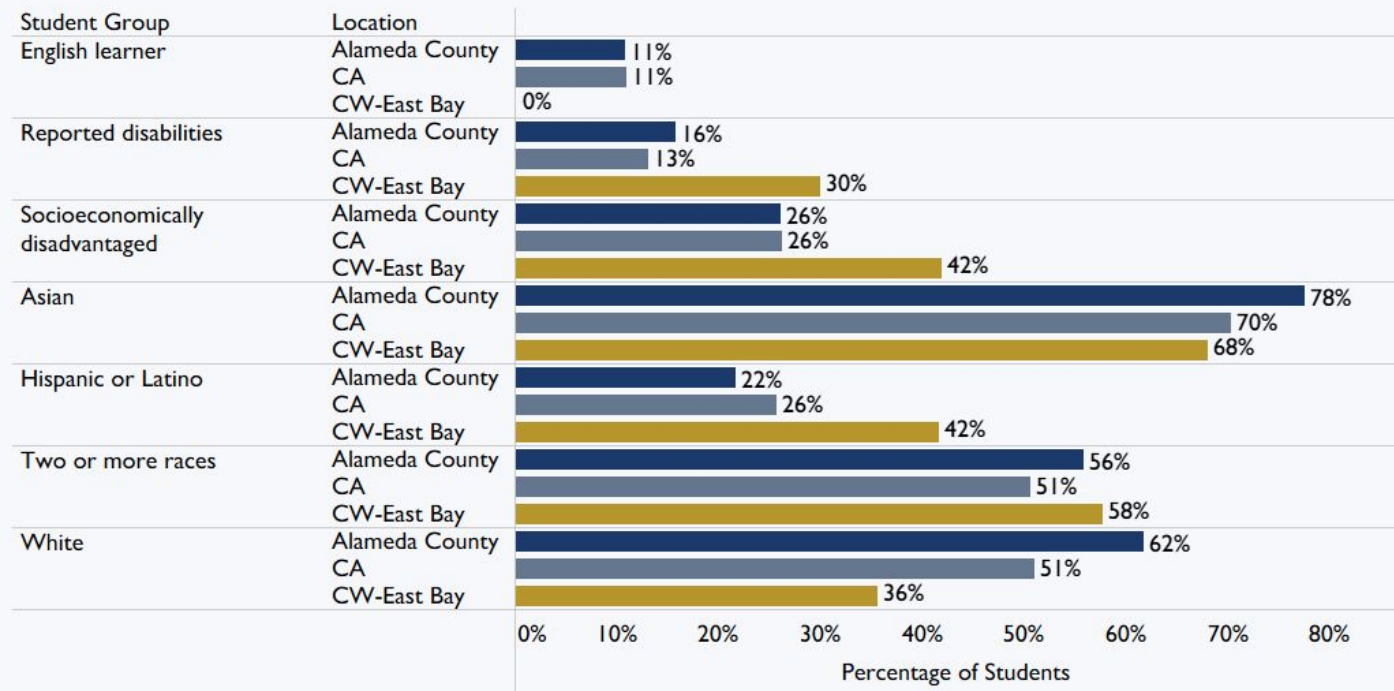
Performance on Math CAASPP

Connecting Waters East Bay also continues to display consistently strong math scores.



Performance on Math CAASPP by Student Group

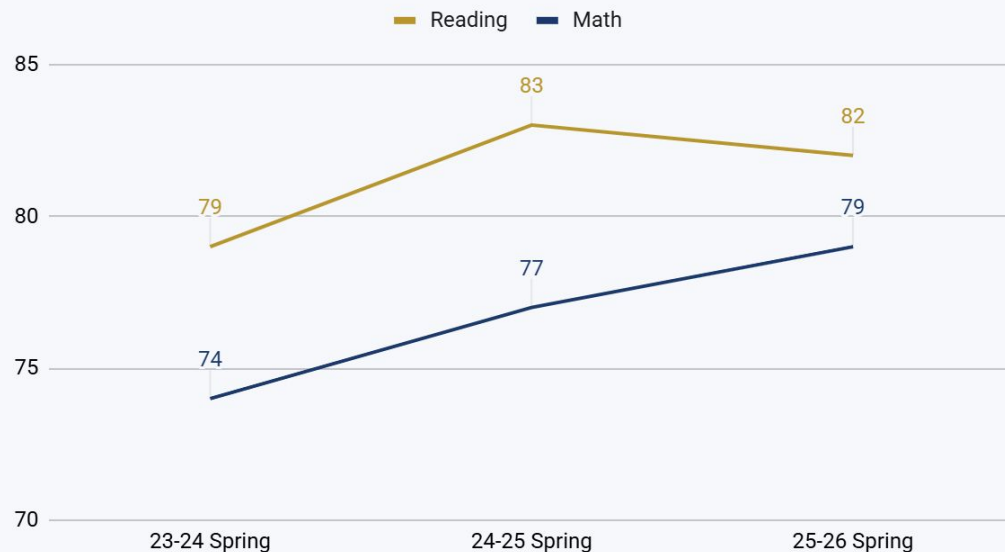
Percentage of Students Meeting/Exceeding Math CAASPP



Spring i-Ready Results Highlight Student Growth

i-Ready provides ongoing insight into student growth throughout the year, complementing state assessment data. Over the past three spring administrations, the percentage of students scoring in Tier 1 - At or Above Grade Level has grown in Math and ELA is fairly consistent.

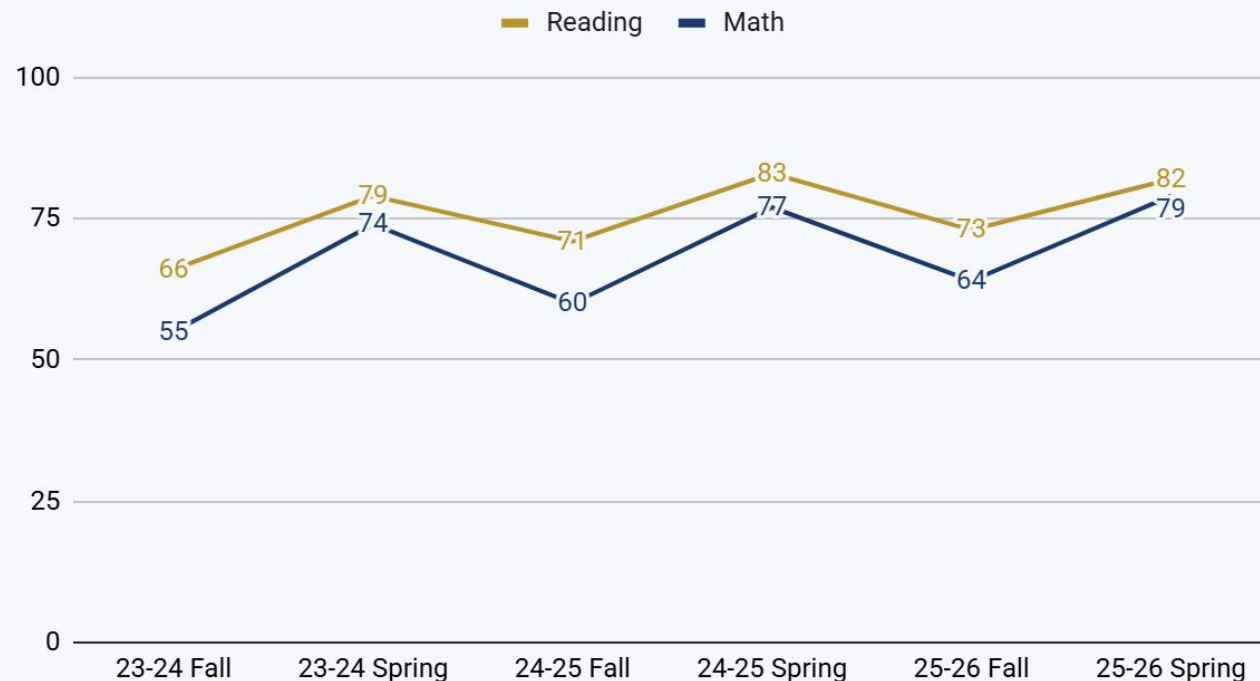
iReady % of Students at Tier 1 - 3 Year Trend



i-Ready Interim Assessments: Fall to Spring Growth

The growth in the percentage of students at Tier 1 has grown from fall administration to spring administration over each of the past three years in Reading and Math.

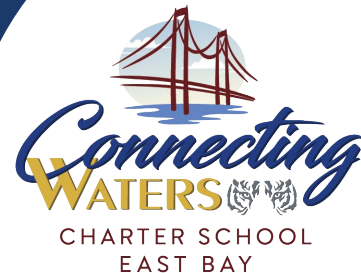
iReady % of Students at Tier 1 - 3 Year Trend Fall and Spring



2026 Spotlight

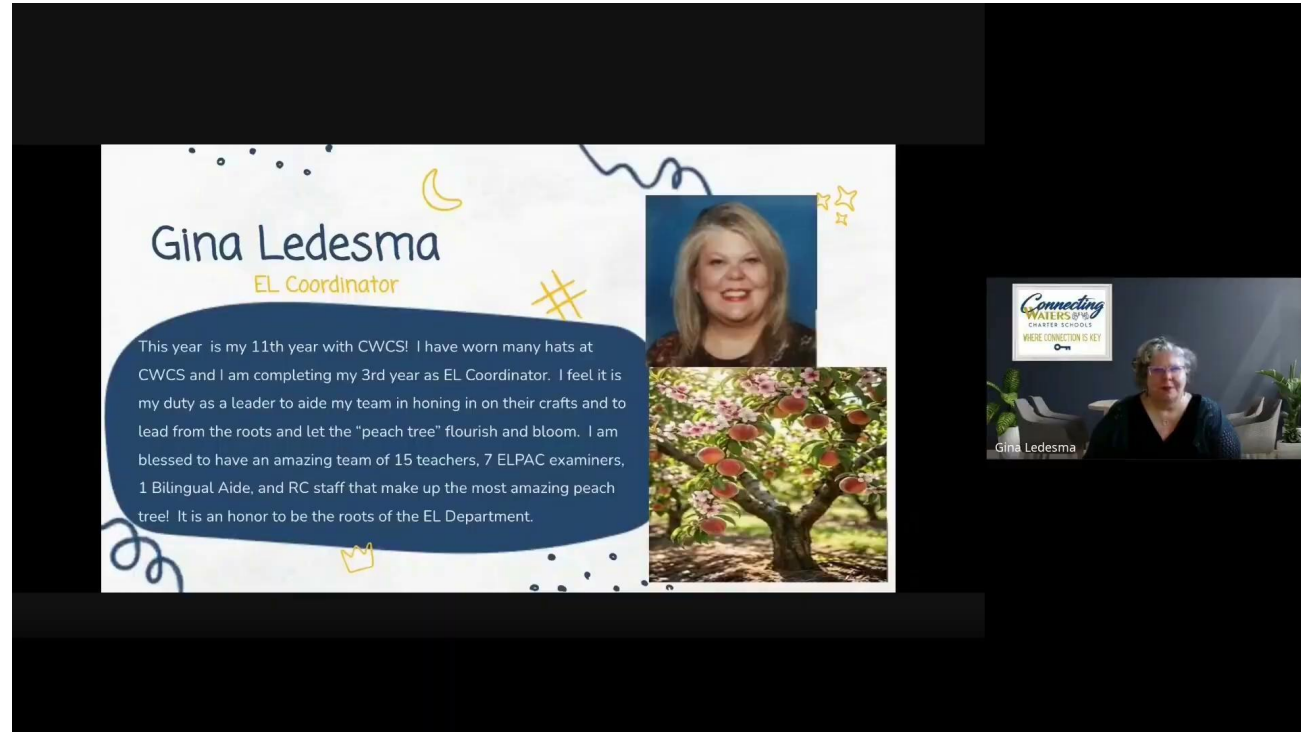


English Learner Proficiency Success



English Learners Reaching Proficiency

**CWCS
English Learner
Coordinator -
Gina Ledesma**



Gina Ledesma
EL Coordinator

This year is my 11th year with CWCS! I have worn many hats at CWCS and I am completing my 3rd year as EL Coordinator. I feel it is my duty as a leader to aide my team in honing in on their crafts and to lead from the roots and let the "peach tree" flourish and bloom. I am blessed to have an amazing team of 15 teachers, 7 ELPAC examiners, 1 Bilingual Aide, and RC staff that make up the most amazing peach tree! It is an honor to be the roots of the EL Department.

Gina Ledesma

CWEB English Learner Proficiency

24% of English Learner students reached ELPAC Level 4 in 2025-26, more than double the prior year rate of 10%. An additional 40% reached Level 3, meaning 64% of EL students scored Level 3 or above.

Number of Students Speaking Other Languages at Home

Urdu 36	Chinese - Cantonese 24	Gujarati 6		Farsi (Persian) 5		Pashto 3				
		Russian 3	Spanish 3		Spanish; Castilian 3		Korean 2			
			Mandarin Chinese (Putonghua, Guoyu) 1		Bengali 1		Hindi 1		Japanese 1	
			Punjabi 2		Bosnian 1		Other 1		Pushto; Pashto 1	
Arabic 31	Chinese - Mandarin (Putonghua) 12	Tamil 2		German 1		Turkish 1		Uzbek 1		

12.1%

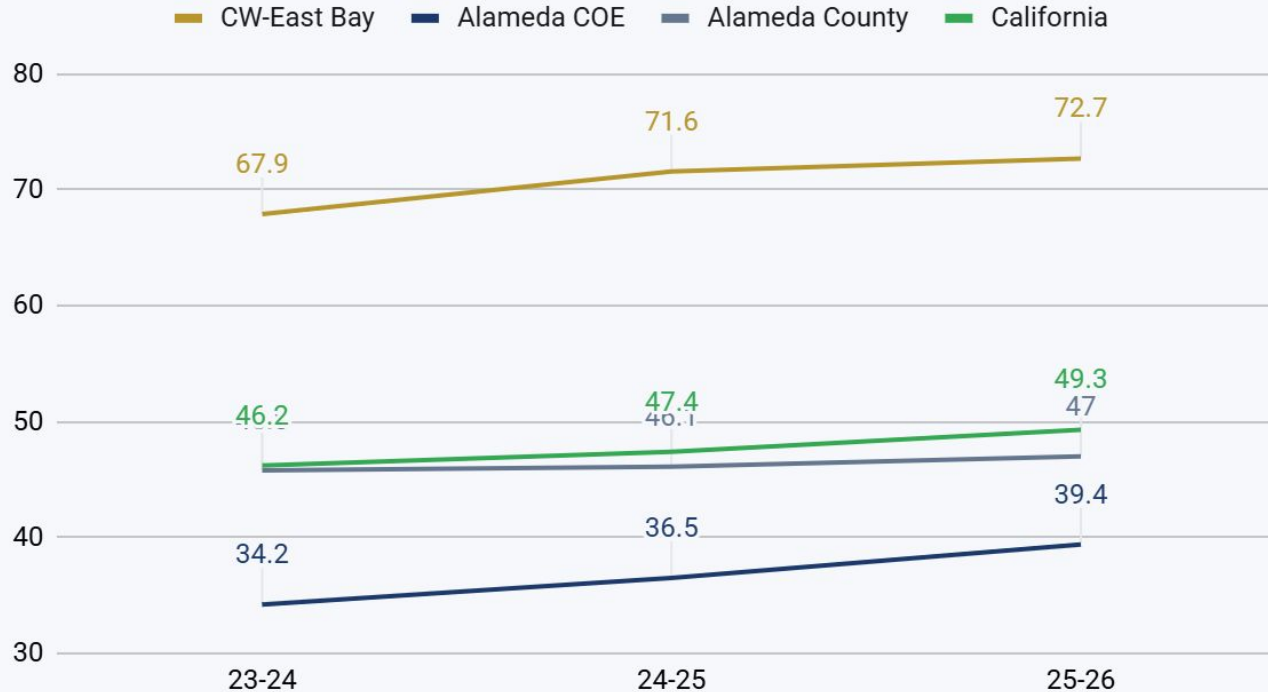
State Seal of
Biliteracy

Up from 0% baseline



English Learner Reclassification Rates

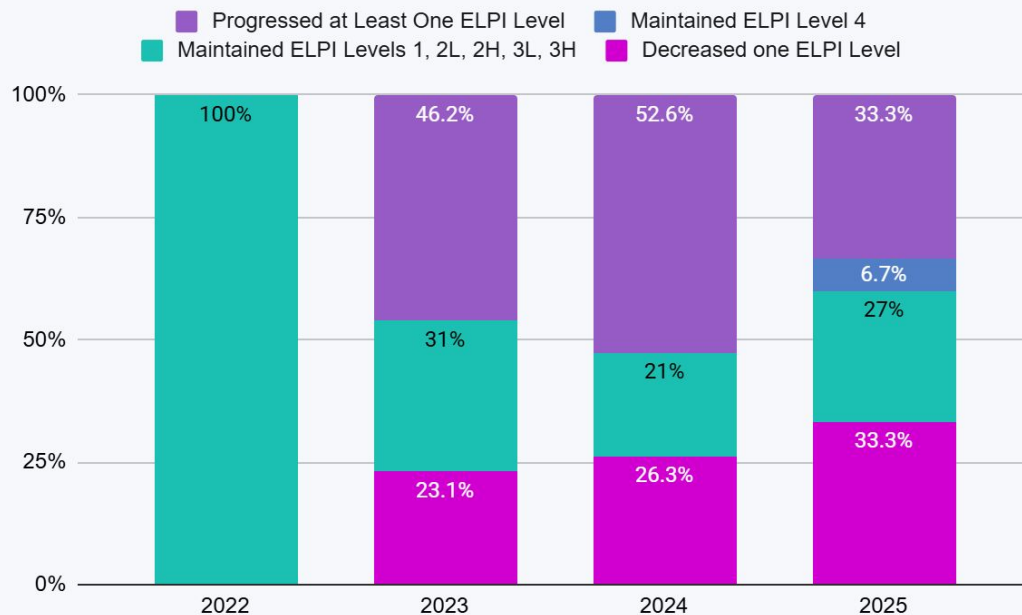
% of RFEP Students - 3 Year Trend



With 20 English Learners in 25-26 (4% of enrollment), CW-EB provides targeted supports enabling students to achieve English proficiency.

Strong ELPAC Progress in a Bilingual Environment

Summative ELPAC Results



Connecting Waters East Bay has a small number of ELs - fewer than 30 in most years - which inherently makes percentage distributions vary more widely than larger sample sizes.

Despite CWEB's size, the percentage of students progressing and maintaining the highest levels of ELPI performance has remained strong over the past three years.

2026 Spotlight

Closing The Achievement Gap



Closing the Achievement Gap in English and Math

CWEB | Strong Gains: Especially in ELA

+28 pts

**SED Students
in ELA on CAASPP**

*From 11 above to 39.2 above
standard*

+33 pts

**SWD Students
in ELA on CAASPP**

*From 53.8 below to 20.1 below
standard*

+29 pts

**Hispanic Students
in ELA on CAASPP**

*Flipped: from 18.8 below to 9.9
above standard*

What We Are Seeing in the Data

- ELA gains are strong across nearly every student group, with SED, SWD, and Hispanic students showing the biggest improvements
- Math gains are more modest overall; SWD and SED students remain significantly below standard and are the top focus
- White student Math performance declined significantly and will be monitored closely

Plan for 2026-27

- Math remains the priority focus, especially for SWD and SED students
- New math study halls and expanded support classes are being added
- White student Math performance will be monitored through iReady and Concepts and Skills Review

What is Tiger Time?

**CWCS
English Department
Chair -
Debbie Nishihama**

Tiger Time and Multi-Tier Interventions

Tiger Time and Multi-Tier Interventions

2nd Year

**Tiger Time
Direct Instruction**

4 days/week ELA + Math, K-12

4th & 5th

**Early Math
Literacy Focus Grades**

*Targeting grade span where data
shows early decline*

LREBG Daily Direct Instruction

LCAP aligned goal
*Lowest-performing students;
continues until funds expended*

What We Are Seeing in the Data

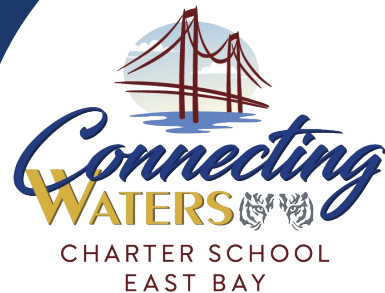
- SWD, EL, Hispanic, and SED students showed significant gains in ELA but moderate gains in Math. Monitoring for progress will continue.
- Tiger Time is entering its second year; student and family feedback is consistently positive
- Added a middle school math study hall based on iReady data showing declining typical growth in those grades

Plan for 2026-27

- Sustain Tiger Time with SEL on Fridays, the math study hall, and the re-engagement process
- Continue Early Math Literacy focus in grades 4 and 5
- Add new online and in-person study halls for extra math support
- 2025-26 CAASPP data will be key to evaluating success of Tiger Time

2026 Spotlight

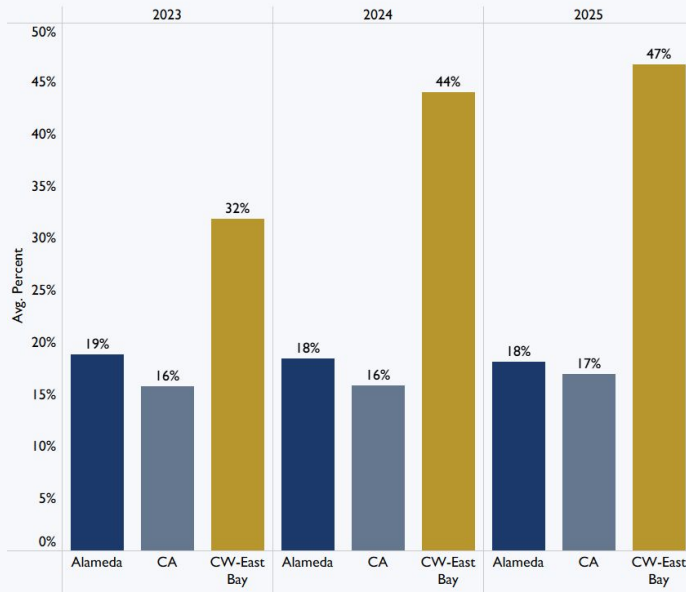
Students with Disabilities



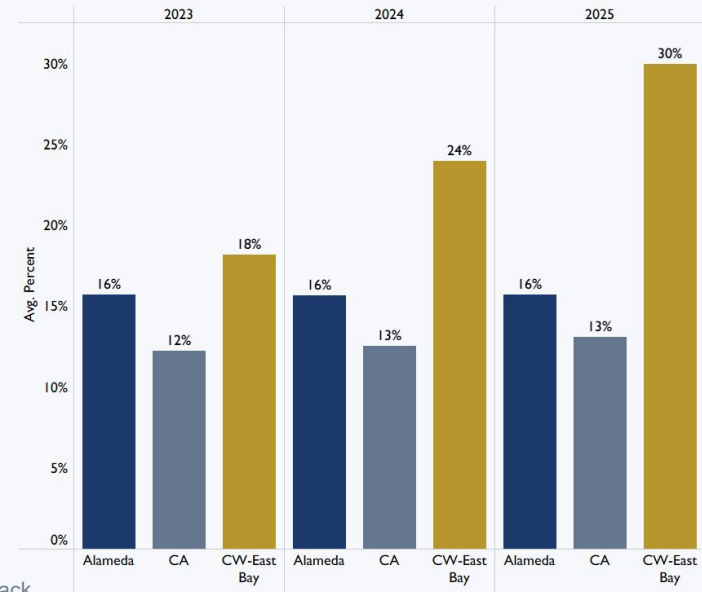
Strengthening Special Education, Improving Outcomes

CWEB ensures students with disabilities receive robust services well beyond the minimum baseline. We **invest significantly in special education**. Our school employs 17 credentialed Special Education service providers who offer a variety of supports to our students, including Postsecondary Transition, Specialized Academic Instruction, Speech Therapy, Occupational Therapy, and Psychological supports - with additional services provided by NPA vendors

Percentage of Students with Disabilities Meeting/Exceeding ELA CAASPP



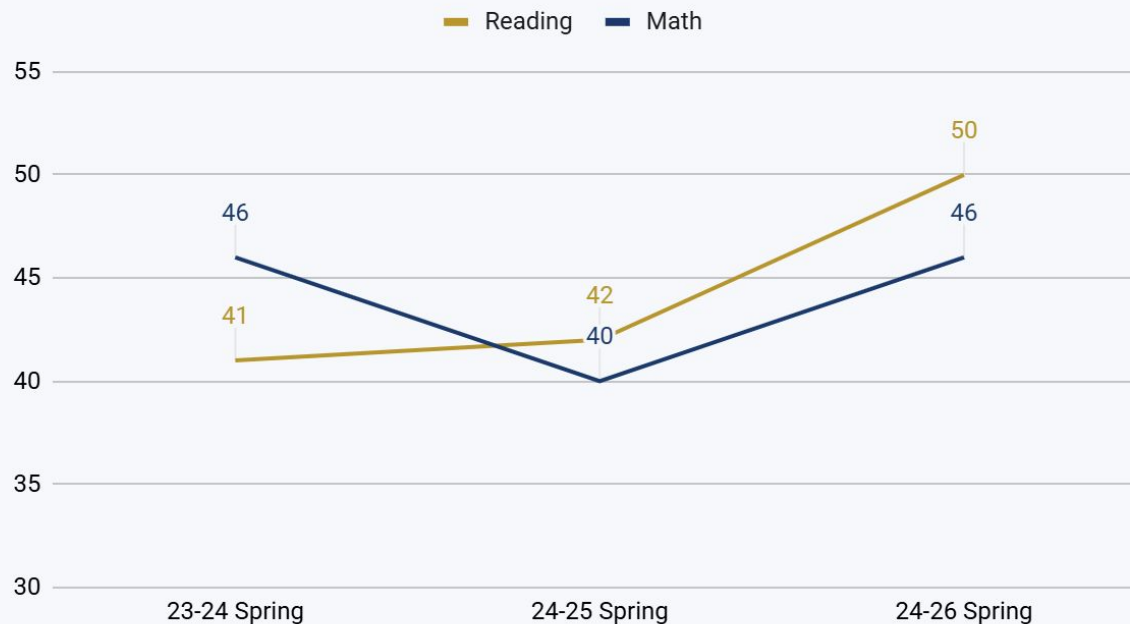
Percentage of Students with Disabilities Meeting/Exceeding Math CAASPP



Committed to Tracking SWD Success with Real Time Data

CW-EB ensures students with disabilities are on track by investing in iReady local assessments that evaluate and assist in moving students throughout the school year - not just from one year to the next.

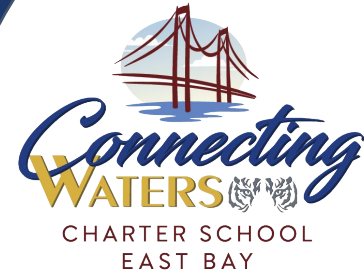
iReady % of Students with Disabilities at Tier 1 - 3 Year Trend



2026 Spotlight



Strengthening the Pathway to Graduation



Preparing Students for the Future by Building Independence

**CWEB
Graduate
Sohrab
Sarwari**



Student Spotlight Sumaya Nsour

After spending the past eight years at CWEB, graduating senior Sumaya Nsour leaves a legacy of leadership, service, and perseverance. As a devout Muslim student and a student with disabilities, Sumaya embraced opportunities to grow, lead, and make a meaningful impact both within and beyond the school community.

She founded the school's first Environmental Science Club and completed a year-long internship with the Marine Mammal Center, where she helped care for more than 400 seals and sea lions while educating the public about climate change and its effects on ocean ecosystems.

Sumaya also organized camps and conventions for Muslim youth, creating welcoming spaces where young people could build friendships, confidence, and a sense of belonging.

This fall, Sumaya will attend UC Berkeley, carrying forward a commitment to leadership, service, and positive change.



**So I stand here before you today
because:
“Two roads diverged in a yellow
wood, and I—
I took the one less traveled by,
and that has made all the
difference.”**

Graduation Rate Sustainability & Student Success Pathways

Building Long-Term Student Success

To strengthen student outcomes and support continued graduation success, CWEB is implementing expanded student support systems beginning in 2026–2027.

CWEB | 2025-26 Progress

75%

CCI Prepared
(Year 2)

Target: 79%

18.2%

Prepared via
CTE Completion

Up from 16.7% baseline

63.6%

Prepared via
UC/CSU

Up from 54.2% baseline

12.1%

State Seal of
Biliteracy

Up from 0% baseline

What Is Working

- UC/CSU completion pathway jumped from 32.3% (Year 1) to 63.6% (Year 2)
- State Seal of Biliteracy grew from 0% to 12.1%, a meaningful first step
- Animal Science CTE internship fully launched this year
- 100% credentialed staff; liaison and reengagement systems in place

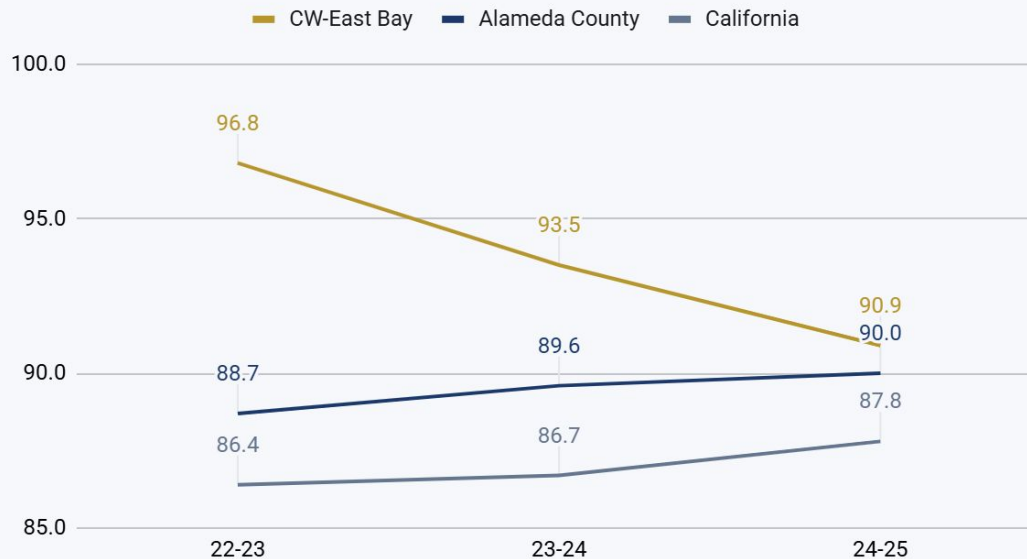
Focus for 2026-27

- Graduation rate declined (96.8% to 90.9%), and this is the top priority to address
- All 9th graders will be assigned a guidance counselor upon entering high school
- Counselors will share Community College Liaison and Virtual Career Center duties

Graduation Rates — TK–12 Accountability

As a TK–12 school, Connecting Waters East Bay is accountable for student outcomes all the way to the diploma. **Our graduation rates reflect our commitment to seeing every student through.**

Graduation Rates - 3 Year Trend



Disaggregated Graduation Rates

All Students: 90.9%

Hispanic/Latino: 90.2%

Black/African American: 100%

SED Students: 88.9%

EL Students: 93.3%

Students w/ Disabilities: 70%



THANK YOU

*We are proud of the diverse, equitable, and high-achieving TK–12 community
we have built together at Connecting Waters Charter School – East Bay.*

MEMORANDUM

To: Connecting Waters Charter Schools Board of Directors, Executive Director, and School Leadership

From: Jennifer Louie-Monzon, CWCS Board Co-Chair

Date: June 24, 2026

Subject: Review, Debrief, and Next Steps for the June 9, 2026, CWEB Presentation to ACOE

On June 9, 2026, I attended the Alameda County Board of Education's (ACOE) regular meeting to observe our school's presentation and listen to our authorizer's feedback firsthand. The purpose of this memorandum is to provide an individual governance-level evaluation to guide the full Board's review, debrief, and potential next steps. This feedback represents my own perspective as an individual board member to help ensure our upcoming reporting fully aligns with Connecting Waters East Bay's (CWEB) Memorandum of Understanding (MOU).

Reviewing the June 9 presentation and our current compliance gaps

While the presentation prepared by the team was highly professional and reflects their hard work, it missed the core requirement of our contractual obligation. Per CWEB MOU - Schedule D, Item 4, we are required to submit an Annual Report to the County Board by December 1st of every year during the term of the charter. Our MOU details the specific reporting parameters as follows:

"During the charter term, the Non-Profit shall submit an annual report to the County Board by December of each calendar year, detailing the charter's comprehensive plan for enhancing community outreach. This report will also outline ongoing efforts and progress toward achieving a pupil population with racial and ethnic diversity reflective of the general population within the authorizer's territorial jurisdiction, in accordance with Cal. Ed. Code 47605.6(b)(5)(H). Additionally, if requested by ACOE staff, the Charter shall present the school's demographic outcomes, admission policy updates, enrollment data, and related plans and results to the ACOE Board of Education during a regularly scheduled board meeting."

Although titled as an enrollment update, the June 9 presentation glossed over our demographic and enrollment data. Instead, it focused heavily on our existing academic strengths, test scores, and student spotlights, which are performance metrics that the trustees are already well aware of. It did not deliver the concrete data, updated admission insights, or forward-looking, actionable community outreach plans that the county specified in our MOU. Right now, we remain missing that

substantive strategy for enhancing local community outreach and a clear outline of our demographic progress.

In addition, we need to make sure our data benchmarks pull from the general resident population of Alameda County, as strictly required by California Education Code and our MOU. However, a comment made by one of the ACOE trustees suggested they might be expecting us to align with the demographics of New Haven Unified School District, where the CWEB resource center resides. We need to proactively communicate with ACOE to confirm their exact interpretation of this metric so our staff isn't aiming at a moving target.

Evaluating past reporting and setting expectations for our tone

Before the June 9 meeting, I reviewed our December 2025 Annual Report after finding it posted as the objective evidence for the ACOE meeting. I was surprised to realize that this report was never shared with our Board before or even after it was sent to our authorizer. This also represented a missed opportunity for board input, as Kaneez Fatima and I are both CWEB parents who reside in Alameda County. Our firsthand perspective on the community we are working to reach, would have been a meaningful addition to the process.

Reading the document for the first time, I found myself sharing the frustrations expressed by the ACOE trustees regarding the tone, particularly in Section III (Structural and Legal Barriers to Demographic Change) and Section IV (The Central Challenge). Instead of providing a transparent, forward-looking strategy, these sections lean heavily on legal constraints, non-selective enrollment, lottery limitations, and near-full capacity, as reasons why demographic progress is unlikely. While these are real operational realities, framing them as the dominant narrative reads as a legal argument against the requirement itself rather than a good-faith operational plan.

We have a clear history of explicit feedback on this issue. Trustee Ken Berrick informed us both at our renewal in December 2024, and again on June 9, that while aligning our pupil population is challenging, it absolutely can be done. He specifically referenced Yu Ming Charter School as an example of a school that faced these exact demographic challenges and noted that we, too, would need to make significant, targeted efforts to move the needle. Unfortunately, the December 2025 report signals a gap in operational alignment with that directive. We are falling short of becoming true community partners, which echoes the exact disappointment Trustee Aisha Knowles expressed during the meeting. As a public board, a report that emphasizes legal constraint over operational strategy, and that was never reviewed by the Board before submission, represents a meaningful governance risk to our charter.

I want to state clearly to both our team and our authorizers that this memorandum and the proposed actions are my commitment to course-correcting our approach, aligning our communication, and actively moving the needle. Moving forward, our reports must show compliance, transparency, and an active partnership with our authorizer. We need to be thorough

and honest about where we know we will face operational challenges, but we must show the ACOE that we are bringing creative solutions, strengthening our local outreach and working together as a board and staff to make meaningful progress.

Proposed actions for Board consideration

To ensure we have the right oversight and operational capacity in place, I recommend the Board discuss and consider the following actions:

First, we should expand Sarah Tarter's role to **spearhead this entire compliance and recruitment initiative**, under Tammy's operational oversight and the Board's governance oversight. As the CWEB Site Administrator who lives in the Bay Area, Sarah is regularly on-site and knows our staff and families well, making her the ideal person to drive this local outreach.

Second, we should formally designate Sarah Tarter as our **secondary ACOE liaison** behind the Acting Executive Director so she can manage ongoing ACOE communications, clarify the benchmarking expectations regarding Alameda County versus New Haven Unified, and build a strong, direct relationship with their staff and trustees.

Finally, we need to establish a **mandatory board review timeline** by directing leadership to bring a complete draft of the December report to the Board by October or November. The Board must review and approve the report before it is submitted to ACOE, to ensure our messaging perfectly aligns with our charter obligations.

References:

- CWEB Enrollment Deck final.pptx.pdf
- 2025-2026_CWEB_Annual_Report.pdf

Coversheet

Oral Report of Executive Compensation Paid to the Acting Executive Director/Executive Director

Section: IX. Items Scheduled for Consideration and/or Action
Item: D. Oral Report of Executive Compensation Paid to the Acting Executive
Director/Executive Director
Purpose: FYI
Submitted by:

BACKGROUND:

Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive"

Coversheet

Approval of Employment Agreement for the Acting Executive Director/Executive Director

Section: IX. Items Scheduled for Consideration and/or Action
Item: E. Approval of Employment Agreement for the Acting Executive Director/Executive Director
Purpose: Vote
Submitted by:

BACKGROUND:

The Board is being asked to consider approval of the Employment Agreement for the Acting Executive Director/Executive Director. The agreement outlines the terms and conditions of employment and supports continued leadership stability for the organization.

Coversheet

Oral Report of Executive Compensation Paid to the Deputy Executive Director

Section: IX. Items Scheduled for Consideration and/or Action
Item: F. Oral Report of Executive Compensation Paid to the Deputy Executive
Director
Purpose: FYI
Submitted by:

BACKGROUND:

Executive School Leadership Review Evaluation – The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive"

Coversheet

Approval of Employment Agreement for the Deputy Executive Director

Section: IX. Items Scheduled for Consideration and/or Action
Item: G. Approval of Employment Agreement for the Deputy Executive Director
Purpose: Vote
Submitted by:

BACKGROUND:

The Board is being asked to consider approval of the Employment Agreement for the Deputy Executive Director. The agreement outlines the terms and conditions of employment and supports continued leadership stability for the organization.

Coversheet

Approval of the Employee Residency and Relocation Policy

Section: IX. Items Scheduled for Consideration and/or Action
Item: H. Approval of the Employee Residency and Relocation Policy
Purpose: Discuss
Submitted by:
Related Material: CWCS Employee Residency and Relocation Policy 6.29.26.pdf

BACKGROUND:

The Employee Residency and Relocation Policy has been developed by the Board to establish clear expectations regarding employee residency and relocation requirements. The policy provides guidance for employees seeking to relocate outside of California while supporting the organization's operational, legal, and compliance needs. The Board is requested to review and consider the approval of the proposed policy as presented.

CONNECTING WATERS CHARTER SCHOOLS

Employee Residency and Relocation Policy

The Board of Directors (“Board”) of Connecting Waters Charter Schools (“CWCS” or the “School”) recognizes the value of maintaining a workforce primarily based in California to most effectively facilitate organizational operations, legal compliance, and timely, responsive support for schools, educators, and students. Accordingly, the Board's goal is to centralize employment within California and gradually eliminate out-of-state employment arrangements as provided in this policy.

At the same time, the Board acknowledges that the organization currently employs certain individuals residing outside California and establishes this policy to govern those existing arrangements and any approved employee relocations through the sunset date.

To support the objectives of this policy, CWCS will limit new hires to individuals whose primary residence and work location are within California. Applicants residing outside of California will not be considered for employment unless they are willing to relocate.

Employees of CWCS shall maintain their primary residence within California unless otherwise authorized in advance and in writing by the Executive Director in accordance with this policy.

Employees who voluntarily relocate their primary residence outside of California without prior written approval may be terminated from their employment with CWCS.

This policy applies to all employees of CWCS, including full-time, part-time, exempt, and nonexempt employees. Employees approved to reside outside California prior to the adoption of this policy shall be governed by the Existing Out-of-State Employees and State Sunset Provision sections of this policy.

This policy does not apply to:

- Temporary out-of-state travel or stays lasting fewer than thirty (30) consecutive days
- Independent contractors unless otherwise specified in contract

Existing Out-of-State Employees

The Board acknowledges that, at the time of adoption of this policy, CWCS currently employs individuals residing in states outside of California. The Board further establishes that the states listed below constitute the complete list of approved out-of-state employment locations and does not intend to authorize additional states for employment or employee relocation under this policy:

- Arizona
- Idaho
- Illinois

- Montana
- New York
- South Carolina
- Tennessee
- Texas
- Washington
- Wyoming

The current employees residing in these states may continue employment under their current arrangements, subject to operational and legal requirements and the State Sunset Provision below. The Executive Director may modify or discontinue such arrangements before June 30, 2030, for operational or legal reasons.

State Sunset Provision

All out-of-state employment arrangements shall terminate on or before June 30, 2030. Current CWCS employees residing and working in an approved out-of-state location, if in good standing, may continue employment under their existing arrangements until that date.

If CWCS no longer employs any individual residing in a particular approved out-of-state location before June 30, 2030, that state shall no longer be available for future employee relocation or out-of-state employment under this policy.

Employee Relocation Notification

Up until the State Sunset Provision date stated above, employees who intend to relocate outside of California shall notify the Executive Director in writing no fewer than sixty (60) days prior to the anticipated relocation. In cases of emergencies or extenuating circumstances, shorter notice may be considered.

Upon receipt of an employee's written notice of intent to relocate outside of California, Human Resources and the Executive Director shall review whether the relocation can be accommodated consistent with Board policy and applicable legal requirements. Any approval granted under this policy shall not extend beyond June 30, 2030 pursuant to the State Sunset Provision above. To ensure fair and consistent evaluation, the review shall consider a number of factors, including but not limited to:

1. **Work Location / Remote Capacity:** The extent to which the employee's duties are performed remotely.
2. **Position Type / Operational Impact:** The operational requirements of the position and operational needs of CWCS, including whether in-person presence is essential.
3. **Policy Alignment:** Whether the relocation request aligns with currently approved out-of-state locations and the employee's remote eligibility as stated in the job description.

4. **Legal considerations:** Any applicable obligations under law, including but not limited to compliance with wage/hour requirements, family/medical leaves, and disability accommodations.

Each request shall be evaluated based on these factors, and the **Executive Director's decision shall be final**. Documentation of the review, including the evaluation of each factor and the rationale for approval or denial, shall be maintained in the employee's personnel file.

If relocation outside of California is not approved and the employee proceeds with relocation, the employee's separation from employment shall be treated as a voluntary resignation.

Employees who reside outside of California shall have their job descriptions reviewed and, where appropriate, revised to identify position-specific expectations, including required work hours aligned with California business operations and attendance requirements for meetings, trainings, events, or other work-related activities conducted in California.

At-Will Employment

Nothing in this policy alters the at-will nature of employment with CWCS.

Coversheet

First Read: Governance Oversight of Executive Direct Reports Policy

Section: X. Items scheduled for Information & Discussion
Item: A. First Read: Governance Oversight of Executive Direct Reports Policy
Purpose: Discuss
Submitted by:

BACKGROUND:

The proposed policy provides a framework for governance oversight and accountability of executive direct report positions. This first reading allows the Board an opportunity to review and discuss the policy before final consideration.

This proposed Board Policy establishes clear operational boundaries, reporting mechanisms, and accountability structures for the organization's executive direct reports, including the Executive Director and Chief Business Officer. It formalizes governance protocols for personnel compliance, leave tracking, and annual performance evaluations to ensure transparency, administrative continuity, and a strict separation between board governance and executive management.

Coversheet

Review Connecting Waters Charter Schools Transitional Kindergarten (TK) Teacher Qualification Requirement Policy

Section: X. Items scheduled for Information & Discussion
Item: B. Review Connecting Waters Charter Schools Transitional Kindergarten (TK) Teacher Qualification Requirement Policy
Purpose: Discuss
Submitted by:

BACKGROUND:

The Transitional Kindergarten (TK) Teacher Qualification Requirement Policy has been developed to align with current state requirements governing TK teacher qualifications. The Board is requested to review the proposed policy as part of the organization's ongoing efforts to maintain compliance and support high-quality instructional programs.

Coversheet

Second Read: Review options for a new Board Agenda template

Section: X. Items scheduled for Information & Discussion
Item: C. Second Read: Review options for a new Board Agenda template
Purpose: Discuss
Submitted by:

BACKGROUND:

Proposed options for a new Board agenda template are being presented for second reading and further consideration. The Board is requested to review the available options and provide direction regarding the preferred format and implementation.

Coversheet

Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools

Section:	X. Items scheduled for Information & Discussion
Item:	D. Review of the 2025-2026 Spring Canvas Survey Results for all Three Schools
Purpose:	Discuss
Submitted by:	
Related Material:	2026_Spring_Canvas_Survey_Results__All_Grades_.pdf 2026_Fall_Site_Based_Parent_Student_Feedback.pdf 2025-2026_Spring_Canvas_Student_Responses.pdf

BACKGROUND:

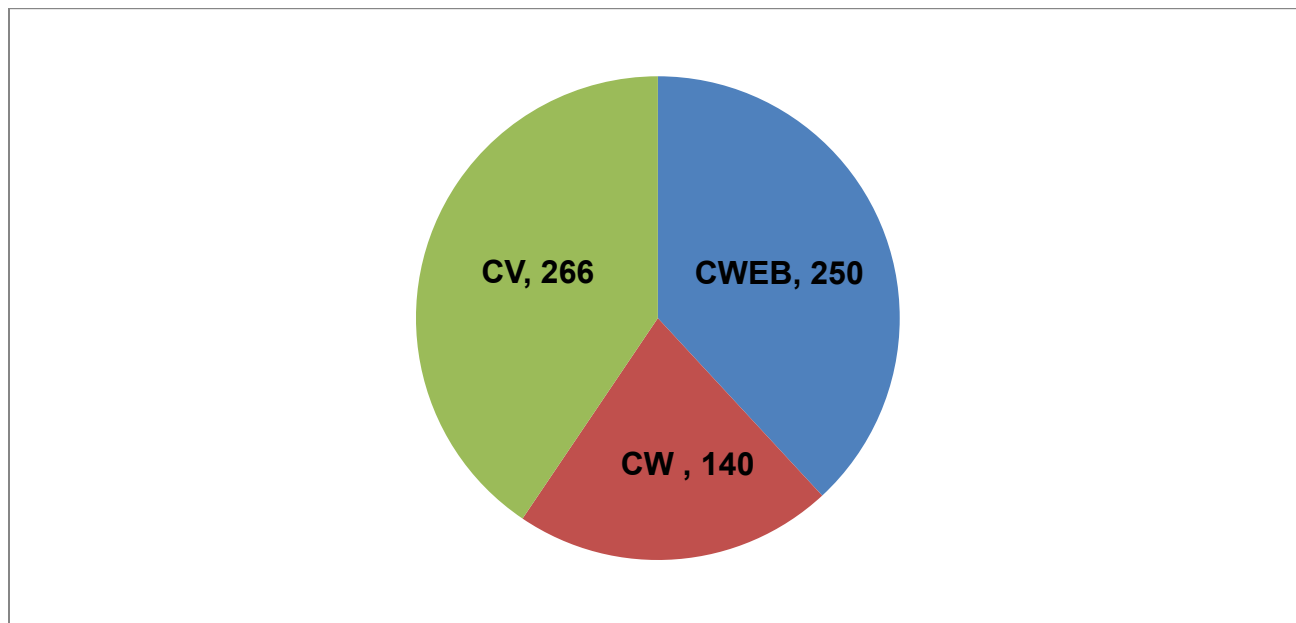
The Spring 2026 Canvas Survey results are being presented to provide the Board with feedback from students, families, and staff regarding their experiences with the Canvas learning platform. The results will help inform ongoing efforts to support instructional practices and enhance the user experience.



2025/2026 Spring Canvas Survey Results

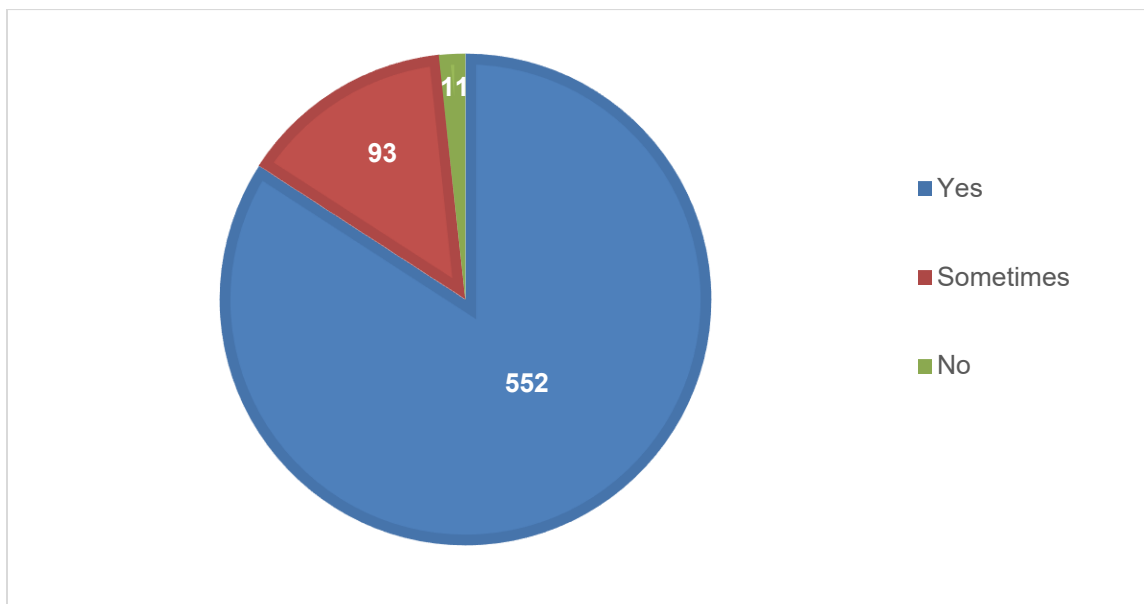
Students= 656 total

School

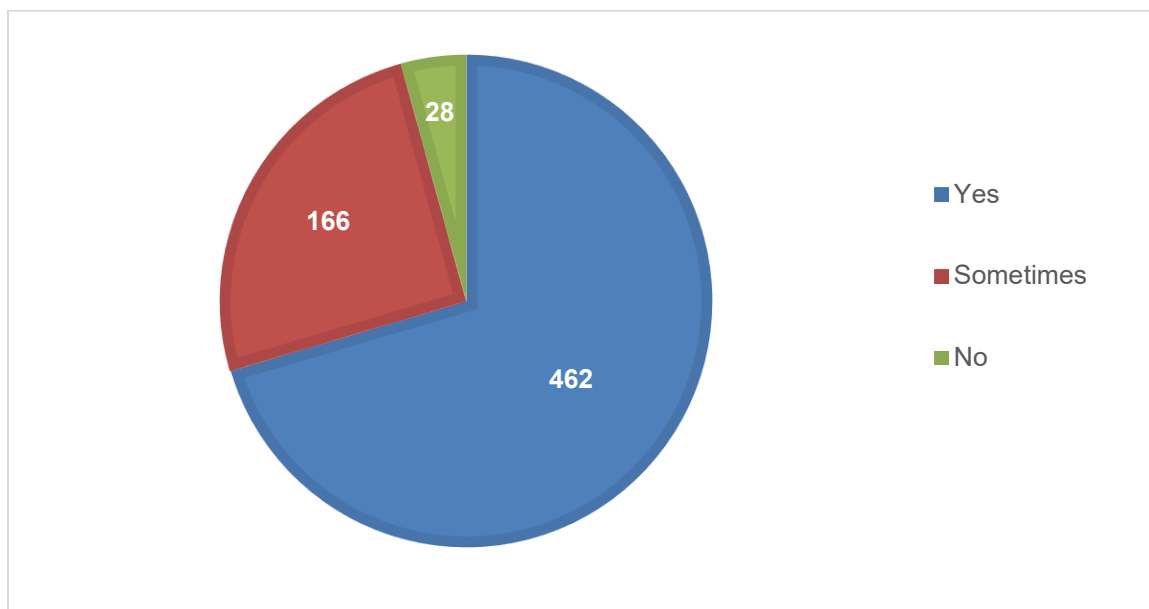


Survey Questions

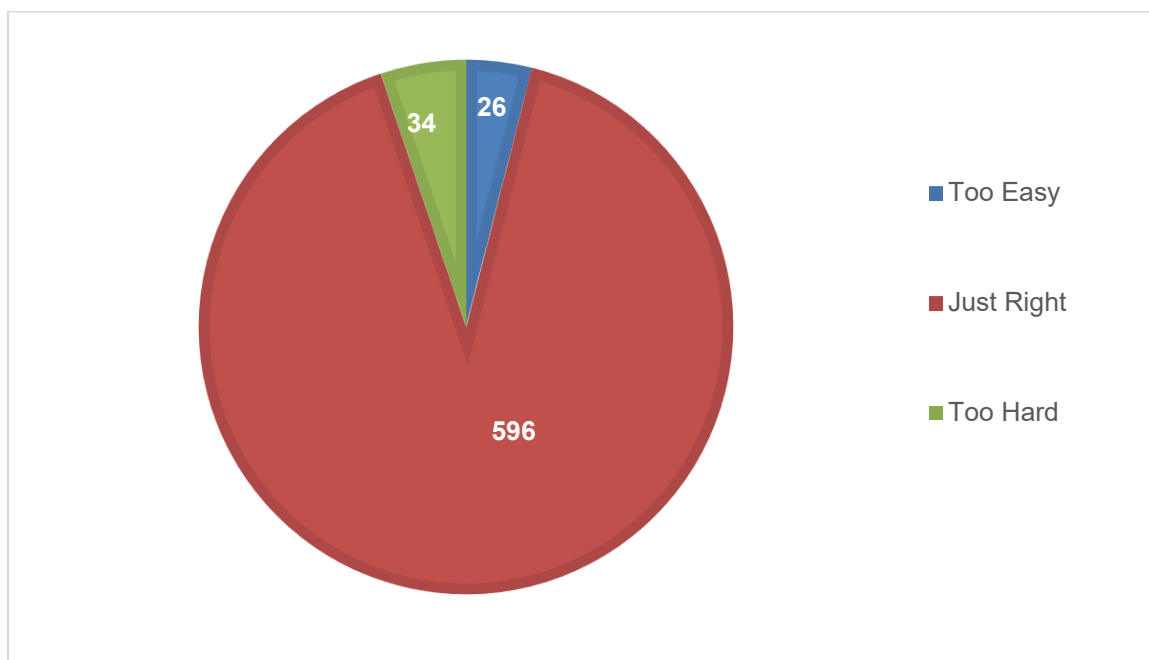
1. Does your teacher explain things in a way that makes sense to you?



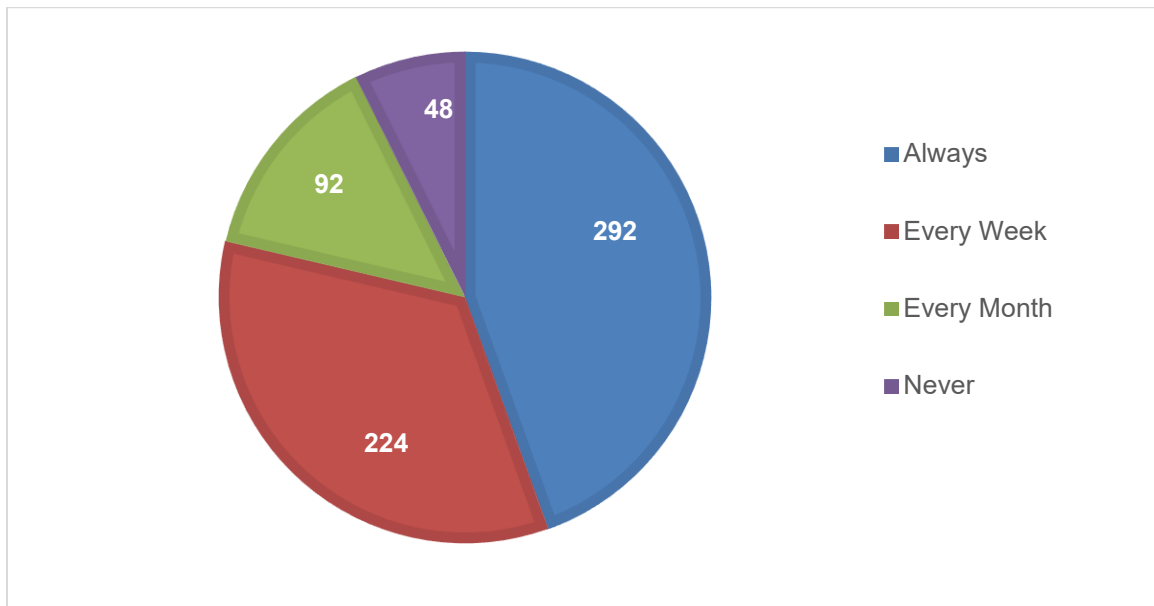
2. Are the lessons interesting and engaging?



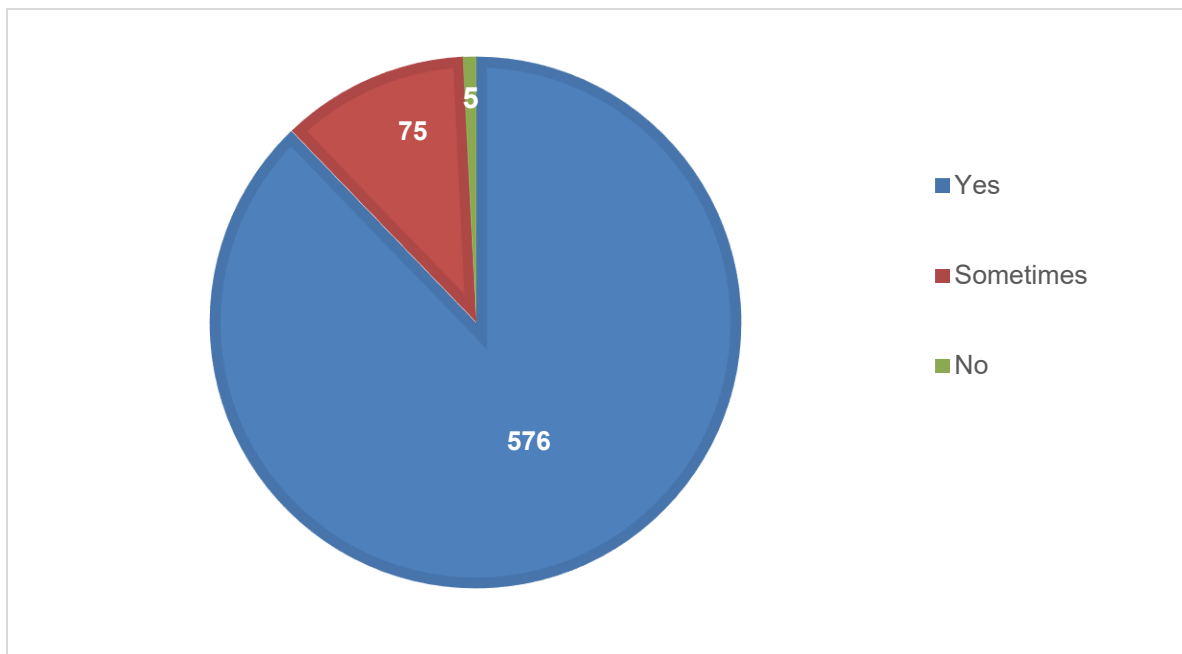
3. Is the work in this class...



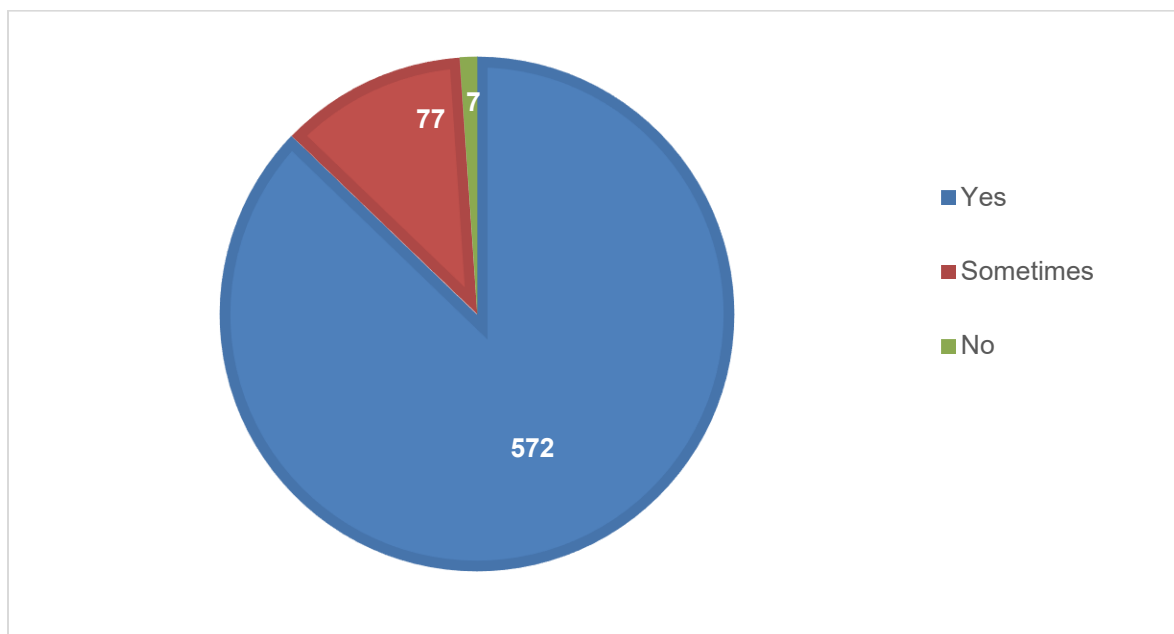
4. How often do you receive feedback that helps you to improve?



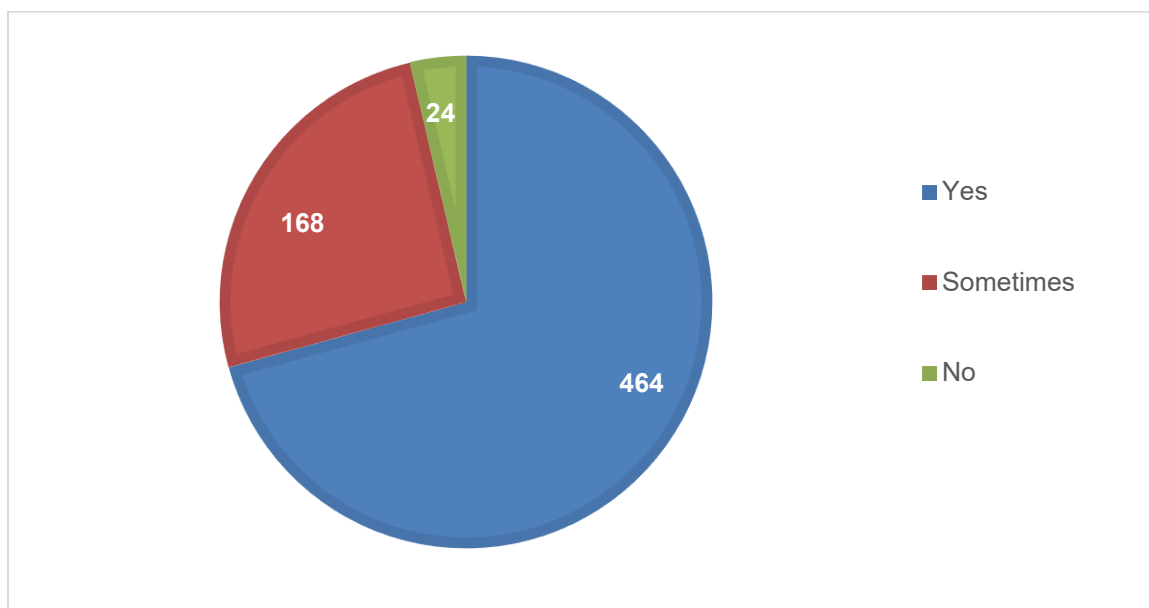
5. Do you understand the learning objectives for this class?



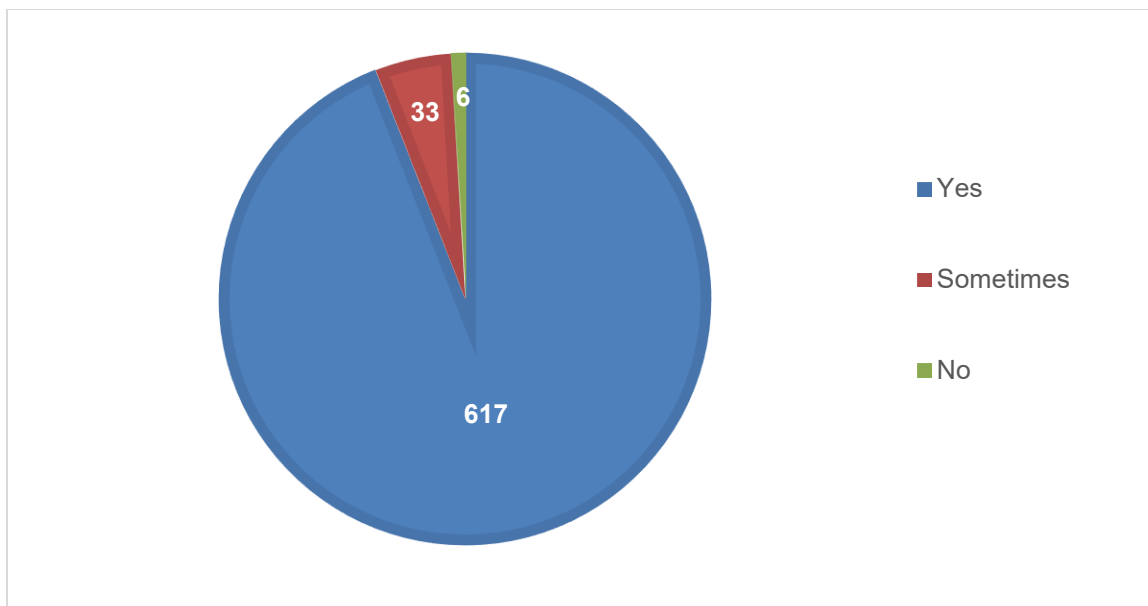
6. Do students treat each other respectfully?



7. Do you feel comfortable participating in class (mic/camera/chat)?



8. If you need help, do you know how to get it?

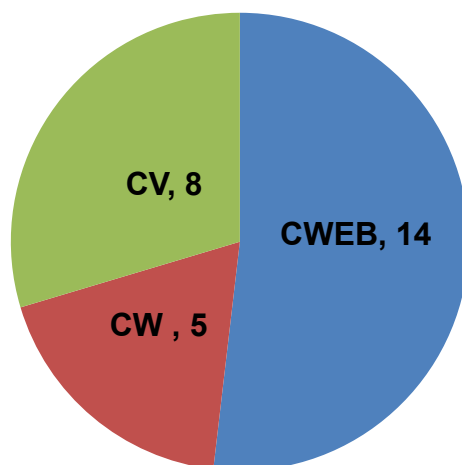




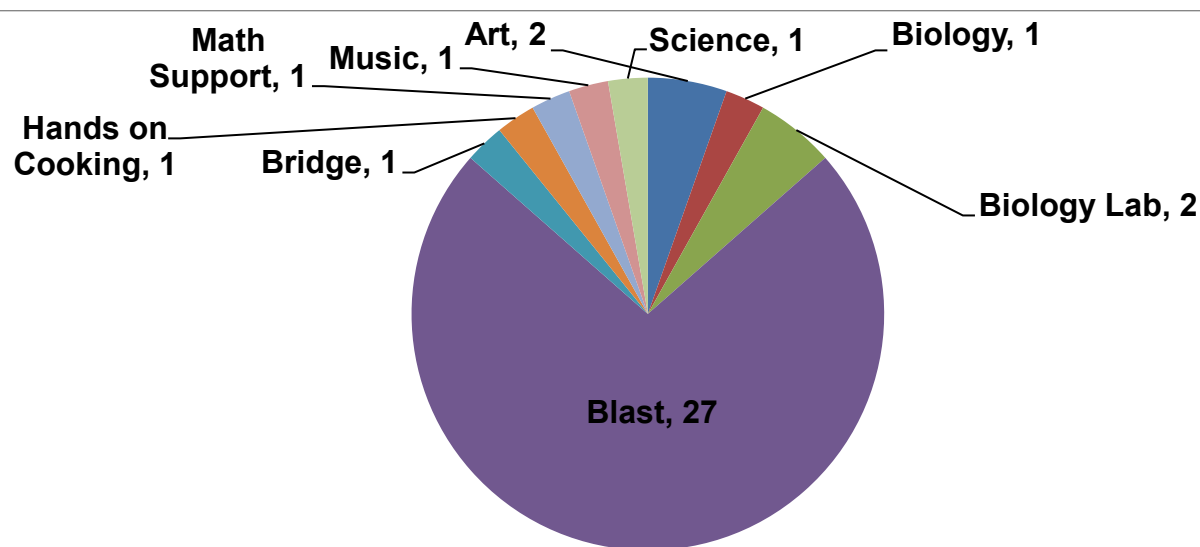
2025/2026 Fall Site Based Parent & Student Feedback

Total: 27 Families

School

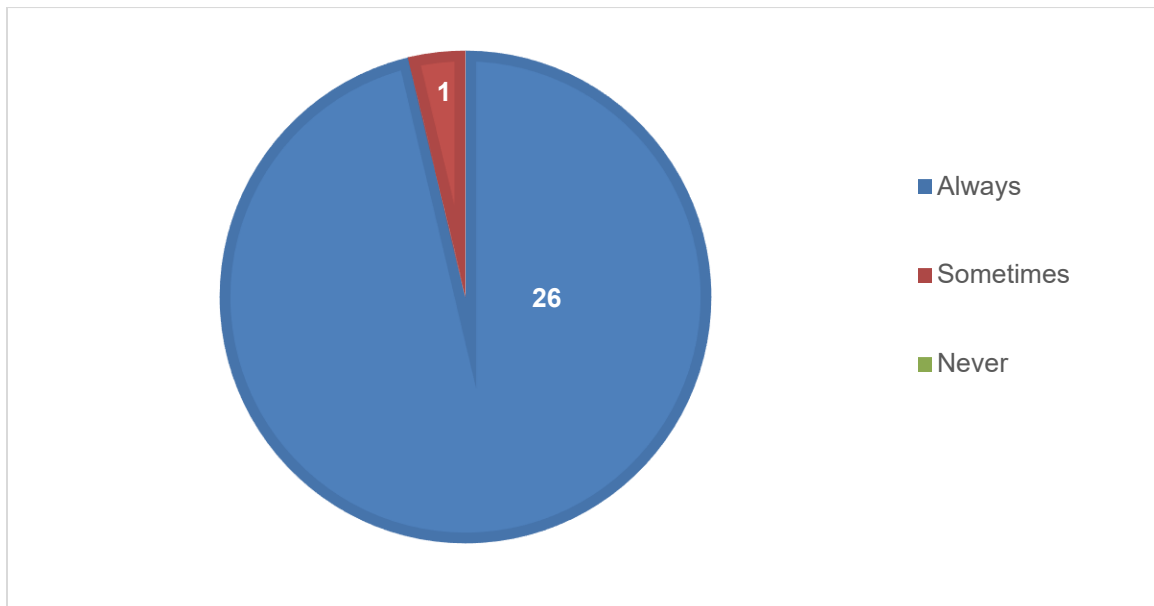


Classes

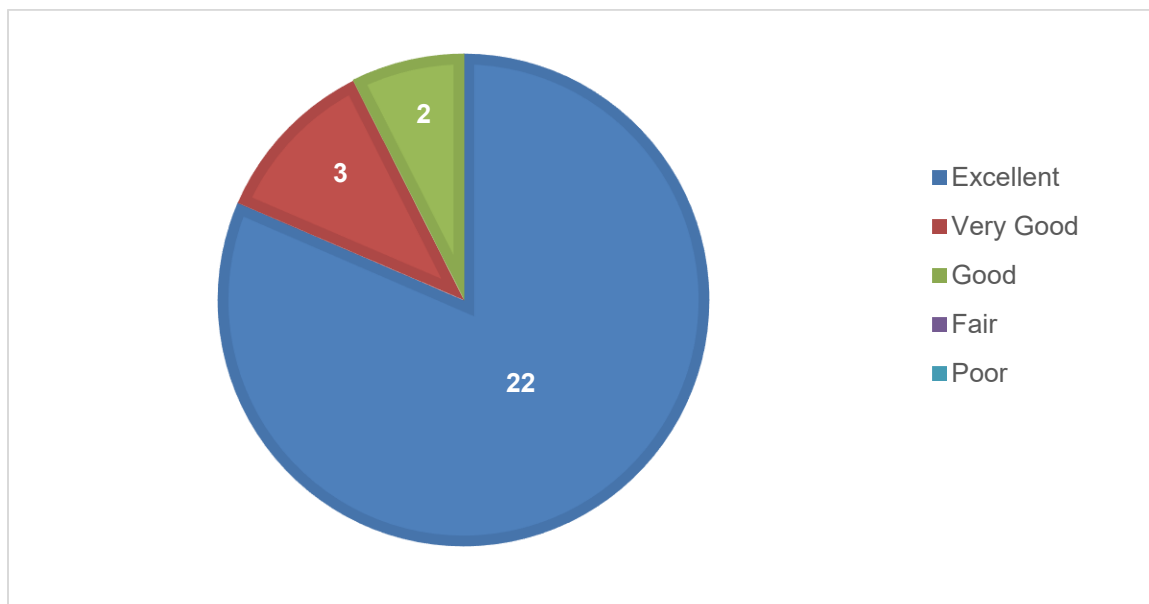


Survey Questions

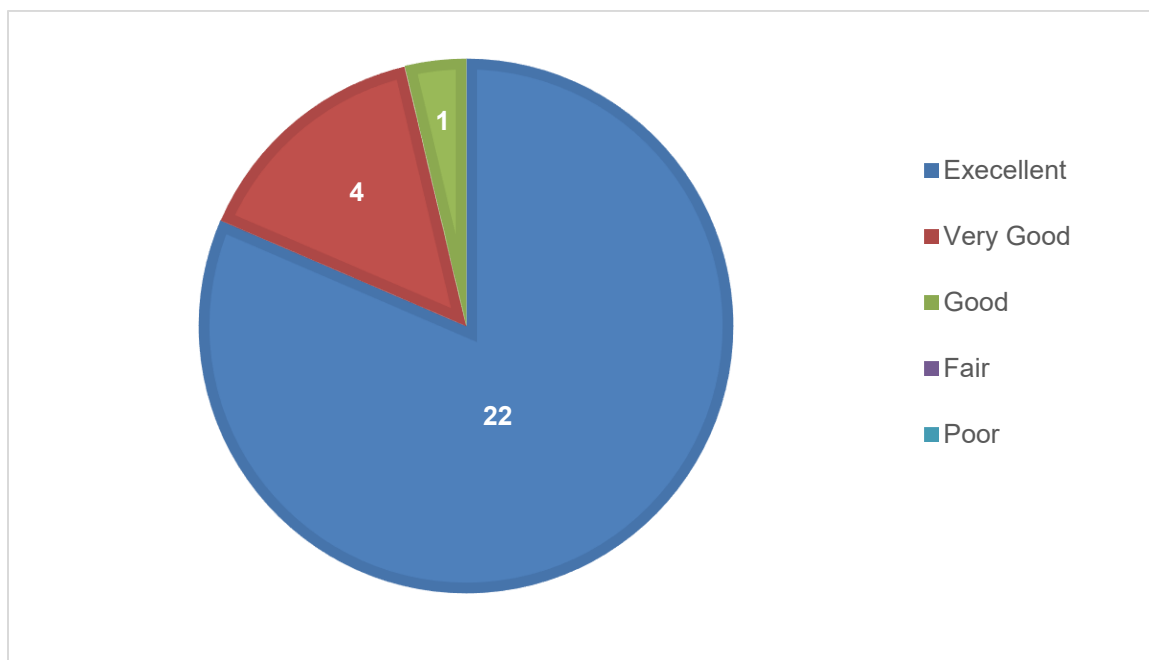
1. Do you feel welcome when coming to the school site?



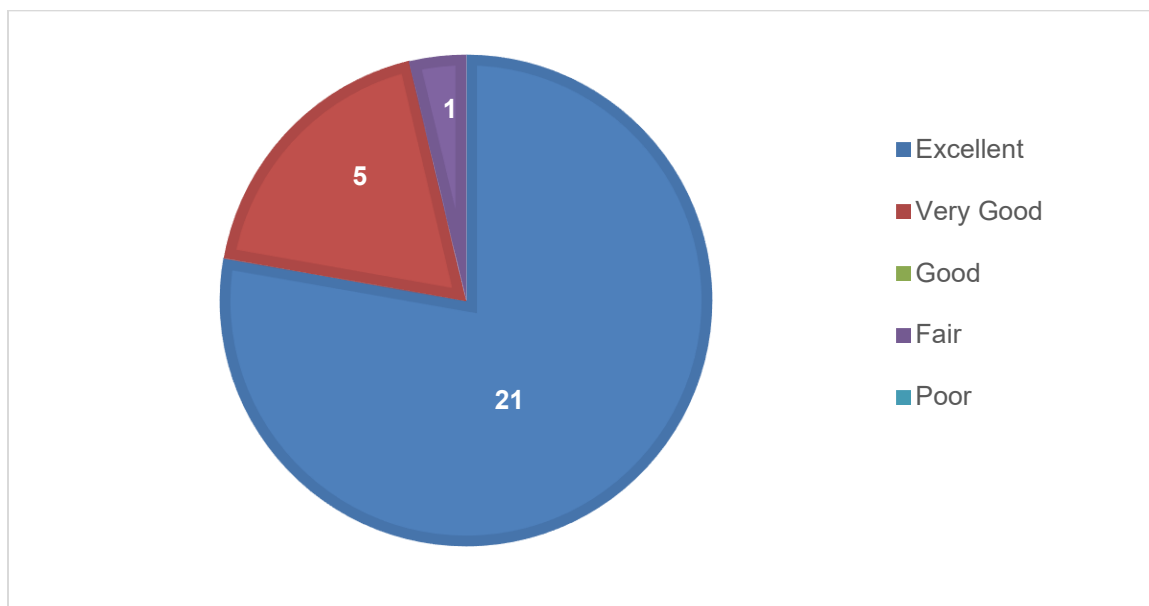
2. My student enjoys working with the teachers on site



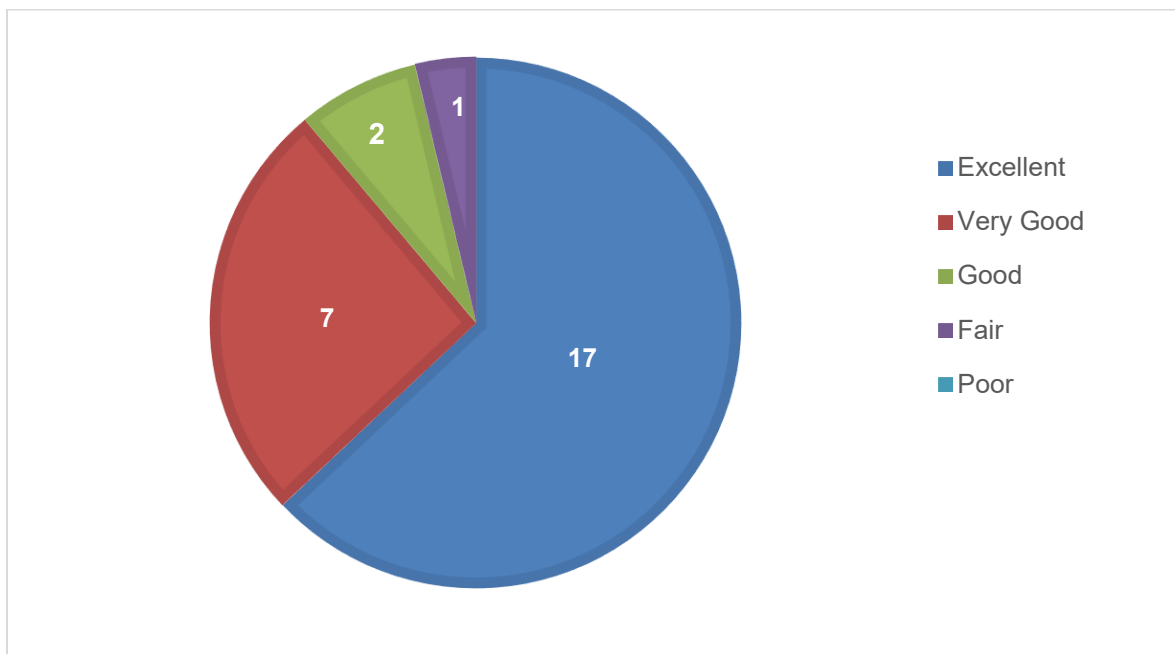
3. The teachers are friendly and welcoming to the students



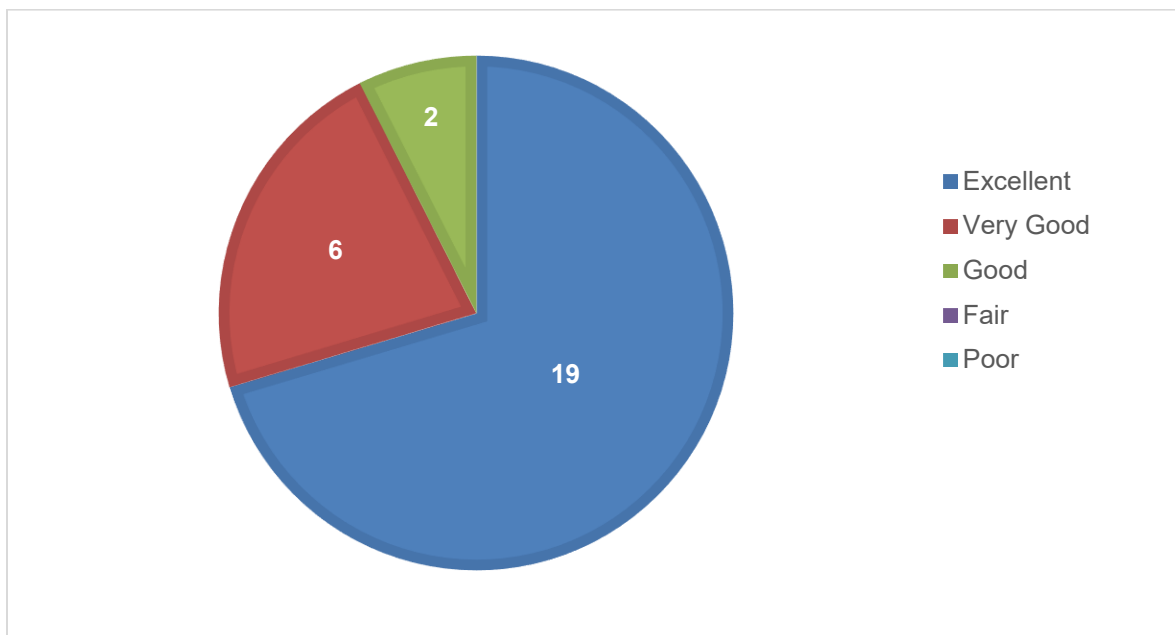
4. The teachers are attentive to my student's needs



5. The classes are engaging and interesting for my student/students



6. Overall, my students are happy with their enrichment experience



Comments:

7. What does your student enjoy most about the classes/program?

- Fun and interactive
- The friends
- He enjoys paint or drawing.
- Paint and drawings. Something interactive.
- Drowning and paint, something interactive.
- He enjoys the games for Blast classes and music class.
- Time with his friends
- Being with students in his grade level
- Language arts
- Recess
- his teachers and being around the other students
- the way the teacher's help and care
- PE
- Learning new skills and socializing with peers in a hybrid homeschool environment. It's the perfect balance of what she needs to continue with her academic growth. The CV team is supportive and amazing and it's always a positive experience. We're so grateful that she has this educational opportunity!
- Art class, seeing friends, they liked the potluck ;)
- Hands on learning
- Mrs Landeros is great
- She says the labs are fun
- Companie
- Art
- Art and PE

8. What could be improved in future sessions?

- We did enjoy the earlier start from from prior years because of the opportunity for association the children get to enjoy and I feel is an instrumental resource for their more complete development in the home-focused learning environment that we as parents benefit from in different ways.
- We did enjoy the earlier start from from prior years because of the opportunity for association the children get to enjoy and I feel is an instrumental resource for their more complete development in the home-focused learning environment that we as parents benefit from in different ways.
- art and pe
- More programs for the little ones, other areas/activities for social interactions with school spirit in mind(bingo night, movie night, food drives, kitchen help with church, etc)
- They really miss having music class!
- More ELA please
- More movements in classes
- Maybe history or social studies class.
- Nothing for now.
- Nothing for now.

- Would like to know more of what takes place in the classes and how my child is doing. Maybe a monthly or semester feedback from the teachers would be great.
- It would be nice if the art, music and science lab classes were at a consistent time on Fridays like Blast is on Wednesdays. Offering in person foreign language would also be great.
- I'd love it if the BLAST teachers met the parents and chatted with them. I use to know the old blast teachers now, I don't who any of the teachers are.
- Have enough art materials so that they don't need to share between the tables.
- Longer recess
- more art and music
- more personalized to student's needs
- science classes for elementary
- Nothing comes to mind - thank you for the opportunity!
- Better communication with parents. Who is the point person for blast class? Who is the point person for each subject and how do we get ahold of them? Do the kids need to wear tennis shoes? Okay to wear dresses for pe class? When does blast class start after semester break? (We didn't show up last week-oops!) What are the kids learning?

We would also prefer a different subject instead of ELA. Any subject!- science, music, life skills, social studies, etc. From the bits and pieces I pick up from my kids, it seems hard to meet the needs of such a wide range of students for a core subject. A subject like science would be better suited for a larger age and academic range. I know it can be a challenge to find blast teachers, so this is just something for your consideration. Thank you!

- Nothing
- The kids should be able to go to the Modesto location
- Na
- English
- More academic enrichment (for example: math used to be in blast) they used to build their math skills with games and problem solving. Also they took our science and social studies.



Student's Written Responses-Spring 2026

1. What do you enjoy most about this class?

- 10 year planing
- about learning what smoking and drinking does to your body
- after the work we play games only sometimes if we have time
- All the labs we get to do on Wednesday.
- Assignments were not too challenging.
- At the start of class we watch a live stream of eagle chicks.
- BCE and BC
- Being able to do fun projects that interest me.
- Being able to get my work done at my own pace.
- Being able to have discussions with classmates.
- Being able to participate, read and give advice to students about assignments.
- Being at home
- Blookets, and Kahoots
- Breakout rooms
- Challenges in math
- Chatting with everyone in the class
- Class is interactive and allows for collaboration with other students.
- Classmate interactions
- Cool topics
- Discussing writing
- Doing experiments in class.
- doing projects but i don't like reading it to the class i get really nervous
- Doing the literary terms slides and reading the books
- Drawing art
- Drums
- Easy lessons to understand
- easy quizzes
- Ela class
- Everybody is very active and fun in the chat and the teacher tries to help us if we ask questions during class.
- everyone feels included
- Everything was amazing, I loved it all
- EVERYTHING! ESPECIALLY HOW FUN AND INTERACTIVE THE CLASS IS!
- EVERYTHING! The teacher taught with a perfect mix of sweetness and kindness and a little bit of sternness, which is perfect in my opinion. She is also very fun loving, and she really does know how to teach. I LOVE EVERYTHING ABOUT HER AND HER CLASS.
- Everything!! I like how we explain everything in detail about every assingment
- Explains everything wonderfully!
- Explantions, In-class activities, games, and videos.
- Getting good at math and the teacher and students are nice.
- Having mentors day, and presenting.

- Her enthusiasm about science, her dedication to make the classes engaging, and helping us to understand the topics
- Her lectures are very enjoyable and the class is very interactive.
- Her teaching style and engagement.
- How caring and nice my teacher is.
- How engaging it is and the Labs
- How engaging the class is and how helpful the teacher is with the subject.
- How free we are to be creative in our work
- How fun and interesting Mr. Quist makes the class, but also knows when it is time to stop and pay attention.
- how i get to learn new ways to do math
- How i got to talk to other people!
- How Mrs. Landeros makes everything fun while we are learning
- How Mrs. liosatkis gives us plenty of interactive that make learning fun.
- How welcoming the Ms. Casey is. :)
- I absolutely love this class! No exaggeration at all. I feel like online classes always have this barrier shown between screens, but Mr. Quist makes the class so interactive while still learning the curriculum. It's actually a really good approach because students are more prone to participating in an environment where everyone's beliefs are valued and treated with respect.
- I can participate by reading or talking. I also enjoy that the information is easy to understand.
- I don't enjoy anything about school in general.
- I don't really enjoy math but it's nice to see my friends in class.
- I enjoyed the support and teaching
- I enjoy all of it. I enjoy english a subject, and the teacher is great. Her classes are structured very well, and they are informative, and paced very well. The one thing that I like about this class that sets it apart is the late policy. I thought it was too strict at the beginning, but now I realise it has made me into a better student. I actually worry about turning things in on time because there is an immediate consequence. For me, I need immediate high stakes to keep things on time not get missing assignments.
- I enjoy all of the different projects and essays that we are given to complete.
- I enjoy being able to be creative and comfortable in this class. Out of all my classes, this is the top class where I'm excited to enter class.
- I enjoy engaging with the other students and learning about what their strengths are artistically.
- I enjoy how creative we get to be, how we truly can be as creative as we want.
- I enjoy how engaging the teacher is when teaching the topic
- I enjoy how organized and clear the assignments are.
- I enjoy learning about Earth science, and I also enjoy how everyone is very fun and inclusive
- I enjoy learning about how life was then. It's interesting to see people's different way of dressing, decisions, struggles, and their overall daily lives. It really shows how society has evolved into what we know today.
- I enjoy learning about how technology was long ago.
- I enjoy learning about our countries history as far as people's experiences with it. I also enjoy being able to know more about the background of different groups whether that be their struggles, or how they overcome them.
- I enjoy learning about the climate change.
- I enjoy learning new definitions of words I didn't know before.
- I enjoy learning the different things. Labs were always really fun and interesting this year. Mrs. Landeros is an amazing teacher. She makes learning fun, shes such a bright person, and you can see that she truly cares about all of her students.
- I enjoy making presentations, doing group projects and sharing my notes in class
- I enjoy meeting my classmates and teacher.
- I enjoy most about the class is the friendly social environment. Everyone is very social enable to get their opinion on how they feel about art for the struggles and there's no judgment.

- I enjoy most about this class is the teacher is very nice and also the classmate are so kind to each other.
- I enjoy Mrs Ferraira and her overall personality and the way she functions class
- I enjoy taking the reading quizzes after reading the textbook.
- I enjoy teh inperson labs. The labs really help me understand what were working on.
- I enjoy that every student gets to red from the textbook whenever they ask the teacher.
- I enjoy that the class times fit well in my schedule.
- I enjoy that we get to have some more creativity within the guidelines of a project.
- I enjoy that we get to learn about all the things that happened in the past and to see the different between stuff in the past and now what it looks like in the present.
- I enjoy the class lectures, group work with students, and the teaching style.
- I enjoy the classes in general, they are very interesting and informative.
- i enjoy the creative assignments
- I enjoy the creative atmosphere and overall lay-back, low pressure experience.
- I enjoy the friendly, fun atmosphere of the teacher and students in this class!
- I enjoy the Nearpod in class work and reading from texts as a class.
- I enjoy the overall joyful vibe, I find it comforting which helps with everything else.
- I enjoy the way Mr. Quist teaches us.
- I enjoy the way Ms. Opena makes sure we understand the concept very well so we don't find any of the tests or homework difficult.
- I enjoy the way the teacher presents the material. It is very engaging and she goes in depth.
- I enjoy the way we did the work by slowly progressing through the book.
- I enjoyed how Mrs. Alcorn, enjoyed to teach this class.
- I enjoyed how simple and straight forward Mrs. Alcorn made this class.
- I enjoyed how the class was divided throughout the semester.
- I enjoyed how the teacher used real-world examples of the multiple paths we can take. She primed us for what we will see and how to get around finding jobs and attainning a proper education. I left the class with a well-rounded understanding of how I should go about my future.
- I enjoyed logging in every Monday and Wednesday to the teacher always happy and the other students always chatting and being funny.
- i enjoyed that we leanred about DNA and other stuff.
- I enjoyed the books we have read. Such as: Murder on the Orient Express, Fahrenheit 451, and Fast Food Nation.
- i enjoys commenting on others post and get there feedback on mine
- I get to learn about our history and learn new things .
- I honestly didn't really enjoy anything about math classes
- I like all of the slides and videos used
- I like how engaging and interactive the students in this class are. I have some of the same students in other classes, and they're very quiet. To me, that means that this class is something special.
- I like how it isn't challenging yet is still hands with computer science. I feel like we did a good amount of things and I learned a lot.
- I like how its interactive, how every class we learn not by looking at a textbook and flipping pages, but how we read and do fun activities.
- I like how Mrs. Opena's concise with teaching. I also like the amount of homework she assigns. I know a lot of people say that she gives too much, but I would say it's a moderate amount to make sure that we understand the material.
- I like how the class participates in the questions during the class
- I like how the teacher teaches and how sometimes she makes time for homework during class
- i like my friends
- I like reading some books that interest me
- I like science in general, and i like how our teacher was very king and not strict.
- I like that I'm never stressed to get things done before the due date
- I like that Miss. Elizabeth always answers any questions I have and clarifies my doubts.

- I like that we are able to redo the module tests if we don't get a good grade the first time
- I like the breakout rooms!
- I like the choices of books the teacher uses.
- I like the essays
- I like the group works where we go into breakout rooms, it is really fun unless some of the students don't participate. I also like writing in general so I also enjoy doing essays.
- I like the labs
- I like the portfolio tasks.
- I like the projects, they're fun to do
- I like the subject in general but the way Miss. Allyson teaches us it's very engaging and I love it! and also it made me like biology even more!
- I like watching documentaries and taking notes.
- I like when she allows us to talk to each other for a couple minutes before she starts class, and while she's waiting for more people to come in.
- I liked being able to talk and joke around with everyone, including the teacher, it made learning so much more fun.
- I liked how flexible the teacher and assignments were.
- I liked how we did not do a lot of reading/writing only, we would do fun activities in class based on the topic
- I liked the activities, amount of work, and flexibility the teacher had.
- I love doing the polls, research questions, and the what if scenarios
- I love everything about this class and especially the way she teaches.
- I love going into breakout rooms and working in that quiet space
- I love how all the students are kind and helpful to each other.
- I love how fun and engaging she makes the class. She's easily my favorite teacher
- I love how inviting everyone is
- I love how Mrs. Landeros keeps the chat on topic even though some of us blow up the chat.
- I love how our teacher cares about our time and trusts us.
- I love learning about what happened a long time ago and how it shaped where we are today. I also like playing the review games as it reminds me that the stakes aren't super high.
- I love Ms. covers personality, it actually makes me enjoy class more.
- I love that she is very motivating
- I love the games and review!
- I love the way Mrs. Felix makes our lessons fun and interesting, and that she manages to do so digitally
- I loved my teacher she is so funny and she made going to class and learning so much fun!!
- I most enjoy how engaging this class is and the way it is taught!
- I most enjoy learning about the world wars.
- I most enjoy reading the book, by myself.
- I most enjoy the writing we do in this class; paragraphs and essays and etc.
- I really enjoy how we get into break out rooms and participate with other students as well!
- I really enjoyed filling out my science book! And we learn in depth on the topic through videos, websites, hands-on projects, etc. My favorite thing to do is writing our notes.
- I really enjoyed that everyone in this class got to speak to each other on mic because it made it feel like a safe and fun classroom. I also loved making the skill videos for CTE Health as they gave me lots of experience!
- I really like being able to participate in polls and research questions.
- I really like how my teacher Mr Galvan is so interactive with his students because it makes the class feel more engaging and less stressful. He puts effort into making both the lessons and schoolwork fun and enjoyable, which honestly makes a big difference in how I learn. One thing I especially liked was the training videos we did, they really brought what we've been reading to life. Seeing the concepts in action helped me understand them a lot better and make
- I really like the games.

- I really like the polls she gives in class.
- I really liked how I learnt alot and improved so much from this class.
- I really love learning about the functions of the body and the physiology behind it.
- I really loved how sweet and lovely she was, always caring and never ever criticizing anyone!
- I struggled but I got a lot of help.
- I think the video we watch and then answer the question in the poll
- I think the way its so organized and neat, like everything is easy to understand and not messy
- I've really enjoyed developing my art skills, especially since it's something I didn't feel confident in before.
- If i had to choose probably the ap classroom videos
- im not a big fan of math but i did enjoy doing the presentations
- Instructors focus on reality and connecting literature with the real world.
- It interactive a informative
- It is a really great class environment, Ms. Nishihama is always open to feedback and open discussions about our materials each week, which makes the class feel a lot more interactive.
- It is very fun and engaging with polls and slides! Mrs. Nishihama is a great teacher.
- It is very fun and interactive
- It really makes you think because its math and i did learn a lot
- It was easy and fun
- it was funnier than my old school
- It was very informational!
- It's got a really fun and interesting way about it that I enjoy a lot
- It's algebraic thinking and clear teaching.
- It's chill and not to stressful or overcomplicated
- It's easy to understand and complete the work without to many misunderstandings.
- It's fun and it has people I know in it
- Its intriguing and a lot of participation and
- It's mostly that Mrs. Alcorn makes the slides fun and creative and that makes it feel enjoyable.
- Its pretty calm and the teacher is nice
- Its very fun and the teacher explains things very well.
- It's very interactive
- I've always loved literature, so I enjoy the curriculum and reading and analyzing literature
- I've enjoyed all of the books we have read.
- just paying attention and looking at what the students are saying
- Kahoot and reading, sometimes the videos
- Kahoot's and in-class assignments
- learning about a poems
- Learning about animals.
- learning about cool and complicated mechanisms in a way that makes it seem like it all works and fits together
- Learning about hitory of around the globe
- learning about my future and knowing what to do
- Learning about our bodies, the different systems, and how they all connect. Labs as well with more hands on projects and dissections.
- learning about the really old stuff
- Learning about the world
- Learning about wars and the history behind it
- learning american history
- Learning and taking notes.
- learning and taking tests
- Learning how to be a better writer.
- Learning Journals
- Learning math

- Learning with friends
- Learning with math tools and going over the lessons.
- Lecture and breakout rooms.
- Lots of opportunities to interact and answer questions
- making presentations working in groups and sharing my notes.
- making presentations
- Making the art.
- Marching
- Math is one of my favorite subjects, and I love math classes more than any other class.
- meeting on zoom
- Module tests
- Most of all, basically the way that Mrs. Bengson teaches the lessons and SOMETIMES lets us play Blookets.
- Mr. Quist is fun and he teaches really well
- Mr.Quist's energy and also how he allows us to join a few mins early to chat and hangout.
- Mrs. Carella is very respectful about the students
- Mrs. L made it really engaging
- Mrs. Lanchester makes the topic so fun and engaging.
- Mrs. Nishihama is funny and makes the class enjoyable & easy to follow.
- Mrs. Nishihama is so funny and wise, and she enjoys helping everyone. Besides that, the class culture/atmosphere is awesome
- Mrs. Nishihama is very involved and allows us to be involved in the class as well.
- Mrs. Nishihama's way of teaching, she makes it fun
- Mrs. Seifert makes the classes very interesting, the thing I enjoy most is when we go over an assignment as a class and share what we picked out from the text.
- Ms. Lanchester shows us respect and kindness, and that makes it easy to learn.
- Ms. Legatos' thoughtful feedback on each submission.
- Ms. Mirza's teaching style
- Ms. Opena explains everything smoothly
- Ms.Lanchester is really nice.
- Ms.Orvell makes the lessons really easy to understand
- My career choices
- My favorite thing was Mostly Break out rooms to discuss things together and work together, with friends. :)
- My friends(IMMA MISS THEM :_-(
- My teacher is amazing and the class has been so much fun! We also get plenty of prep before a test.
- My teacher uses of simple yet great illustrations
- My teacher. She is so great at explaining multiple math concepts. I also enjoy doing the portfolio tasks in her class.
- My teacher's commentary and opinion.
- not a big fan of math, but i enjoyed doing project slides
- one thing i enjoy in this class is reading and answering the questions in quizzes
- Online classes
- Online field trips and games, along with topic projects.
- Our in group activities
- Our Teacher :)
- Participating
- playing blooket to compete with other students.
- Playing blooket/kahoot with the class
- Portfolio Tasks
- Practicing in class with Kahoots
- Presentaions, IXL group jams, and kahoots

- Presentations and getting to talk to my peers
- Reading interesting books (Fast Food Nation, Fahrenheit 451, etc.)
- Reading novels.
- Reading the slides
- Rhythm and music related
- Science
- Seeing artworks from classmates.
- She answers our questions
- she explains everything
- She is very nice, her teaching skills are great.
- She kept it nice and natural making the class fun and interesting.
- Something that I enjoy and appreciate about the class is that students are respectful and won't make fun of you if the teacher asks about the question and you get it wrong.
- sometimes the tests
- Structured learning
- talking to my friends.
- Talking to my teacher in the mornings
- Talking with my classmates
- Teacher is nice and work is balanced
- That is, the teacher lets us read
- that it is flexible and fun
- that it is online
- That it's ELA
- that my teacher answers my questions and helps explain things well
- That she asks if we understand the topic and tells us to ask questions.
- that the teacher is so awesome
- that we get feedback quick
- That we get to do projects
- The ability to do corrections on a test so that way I can gain both credit and understanding on what I missed
- The activities and polls.
- the activities in class and how we get put into breakout rooms to work on assignments with other students
- The activities
- The activities about fitness.
- The amount of assignments.
- The amount of progress I made through the year
- the art assignments
- The Art Projects that we had
- The assignments
- The Atmosphere
- The attendance quiz
- The attendance quizzes
- the books we read
- The Canvas format, and how easy it is to navigate.
- the Chat being turned off
- The Chat.
- The class and the assignments.
- The class discussions were always really interesting
- The class discussions, specifically on the novel we are reading.
- the class participation and her slides.

- The classes and the teachers enthusiasm and style of teaching
- The classes/meetings
- The clear homework
- the comedy
- The content we learned
- The different elements and the projects that we did
- The discussions and feeling like your part of the class.
- The Documents we do in class.
- The ease and comfort of the class.
- The encouraging nature of the class.
- The enthusiasm and kindness of my teacher; you can tell she loves teaching and loves all her students!
- The essays
- The extra credit and fun assignments
- The fact that it isn't drowning you in homework and that the teacher goes over most if not all of the hw with you.
- the fact that the teacher was super helpful
- The first semester with Mrs. Legatos was amazing very helpful and egagnging the second semester was very hard to follow and not setup well by the teacher.
- The Friendlines
- The fun and enjoyable enviornment also that it was very interactive at the labs
- The fun assignments
- The fun Kahoot games we play sometimes.
- The fun lectures
- The fun live classes
- the fun sea live videos! i love learning about animals
- The Fun stories we read together
- the funny joke at me and the class make
- The games
- the games and the fun actives we get!
- The games my teacher does
- The hands on activities.
- The help
- the history
- The history itself
- The in person labs
- The informative but fun topics Mr. Quist teaches, he makes it very engaging
- The in-person labs.
- The instructor.The instructor makes the lessons and lectures very interesting and engaging. He is also one of the most nicest, and understanding instructors I've had.
- the interaction between students and teacher
- The Kahoots/Blookets
- The late work policy, the puzzles in the beginning.
- The learning journals
- The Live classes
- The meetings. Mrs. Seifert makes class really fun!
- The note taking and blooket and gimkits.
- The novels
- The online sessions/labs
- The oportunity to learn
- the people and teacher

- The people and teacher, they are very kind and easy to communicate with.
- The Polling Questions
- The projects we get and kahoot.
- the puzzles, portfolio tasks
- the snare drum and the mini drumline we did last week
- The socialness
- The students and her willingness to let us interact with each other.
- The students having fun and interacting with each other, and the teacher is really nice to everybody.
- The stuff I am learning and how nice my teacher/classmates are
- The teacher and how she presented the information to us.
- The teacher expects us to be 'independent learners' teaching us to become one and treats us like we are.
- The teacher explains the concept in a way that is fun
- the teacher explains the material really well
- The teacher helping uus understand.
- The teacher helps out a lot and makes class fun and engaging.
- The teacher is very nice and fun to be with and gives really good information about the subject
- The teacher she is the best one I've had being homeschooled, she's kind, caring and funny!
- The teacher was fun and explained well and engaged with us
- The thing I enjoy most about this class is the flexibility we have with assignments.
- The video we watch and then answers question maybe.
- The videos we got to watch that were related to our novels
- The videos we would watch to help us better understand what we were reading.
- The way he teaches is really nice and informative. He is a really nice teacher as well
- The way Mrs. Ferreria is engaging and invites questions and comments.
- The way Mrs. Gomes explains the topics we are learning
- The way she had explained very clearly and she had made me love Math for the first time in my life
- The way we can relate to Mr. Quist while going over different topics.
- The weekly quizzes and the MEGA quiz are very helpful in preparing for unit tests and the final exam. I also like going in-person for my labs.
- The work is not too hard and probably the teacher
- The work. When I finally got a question I had been struggling with right I felt really accomplished.
- Very fun teacher! The assignments were organized nicely and simply.
- We always get to work together in teams and the teacher shows active support in helping us.
- We always have something to do in every class we have, and we get to work in groups very frequently.
- We don't get much homework on the days we have classes!
- What I enjoy most about this class is being able to improve my writing skills and analyzing stories.
- What I enjoy most about this class is that I learn how to solve different types of math problems step by step. Even though it can be challenging sometimes, it feels good when I understand how to get the answer.
- What I enjoy most about this class is the many different types of books/stories we read, how we learn them, and how organized all of our work is presented as
- What I enjoy most about this ELA class is expressing my ideas through writing and discussions. I also like having time in class to work independently and improve my skills.
- What I love most about this class is the environment. This class was very open to questions and conversation and the teacher was very knowledgeable about the subject. I really loved taking this class.
- When we play games and, Mrs. Loisatki always makes class fun.
- When we see the movies in the book we are watching so we can understand more.

2. If you could change one thing about this class, what would it be and why?

- There isn't anything I would change, it is all pretty straight forward.
- ...nothing because this is my favorite class
- A little less work but other than that it's fine
- A more structured curriculum and pace, the class is a bit disorganized
- Absolutely nothing!
- Add more time to play educational games because it really helps us grasp the lessons with a twist of fun at the end.
- Assigning work on the weekends. I think that has to stop. Especially, since we are encouraged to have a work life balance.
- Assignments being due by the end of class instead of end of the day.
- Assignments focused more on deep thinking than memorization and writing
- Be in person
- Be more in tune with emails and flexible
- Being more focused on the topic because most of the time the teacher lags out and the majority of the class is wasted by trying to fix their internet.
- better reading material
- Break time to be longer
- change how homework to workbook homework
- Class seems a bit slow, I don't know how to explain further.
- Display the entire coursework at the beginning of the semester so students can work ahead
- Do more than just reading most of the time because sometimes it gets kinda boring
- Do more topic related projects.
- Everything in this class is good so there's no need for change.
- for the homework to be a little bit more enforced
- Fun ways to interact during meetings.
- graphs I hate graphs
- have a small quiz at the end of class on what we learned in class
- have more practice assignments because a lot of times I forget the previous lessons
- have more talking
- Have more time for each subject
- having another homework assignment besides doing the quiz.
- having less homework. it's hard to juggle all the assignments and my other work
- Having the classes a bit more fun.
- Homework amount because she puts really a lot of homework assignments weekly.
- Honestly nothing because I think it's balanced and perfect the way it is.
- How many students are in the class, because I think it would be better if we had more students to work with.
- How the teacher teaches the subjects and uses class time a lot of wasted time and just time going over the "book" I never felt like we learned anything in the actual classes in the second semester.
- HRW was a bit confusing to me at first, but it slowly made sense to me. The tests being on HRW is something I personally wouldn't prefer.
- HRWS because they take a lot of time and it gets overwhelming
- I can't really think of anything off the top of my head. If I had to choose something though, it might be that every once in a blue moon an assignment date gets messed up. But that only happened once or twice and it got fixed very quickly since it was just an error with Canvas.
- I did not like the breakout rooms so I would change it to no breakout rooms.

- I dislike how off topic the chat is sometimes, but i understand its difficult for the teacher to control that
- I don't have anything to change about this class, because this class is straightforward and easy to understand and follow.
- I dont like how we would have to go into in person classes, i live far away.
- I don't really need to change anything because the teacher is always in touch, answers emails quickly, and grades things on time.
- I feel like next time it should be either Khan Academy OR my.hrw not both, because it feels a bit like additional work, since my.hrw generally covers the topic.
- I feel like their was a lot going on like so many projects like when we got done with one project Mrs.wendi had a another one for us
- I found this class engaging. But if I could change one thing about this class is to maybe incorporate different assignments (presentations, essays, group projects) which might benefit the different ways others learn.
- I kind of wish the class was more hands-on.
- I personally do not have anything I would change. The course as a whole, fit very well for me in both instructor and structure.
- I personally don't think there is anything that i would change about this class, Mr. Galvans class was my favorite class throughout my years at the school
- I really like the class the way it is, I don't think that I would change anything, but maybe there could be more Kahoots after the class is done reading a book, this may be good and fun for a review
- I think people should be asked to read more often because I feel like it would help people open up.
- I think that in class we do get behind in lecture, so we have to take more notes on our own as a result.
- I think that the reading quizzes could be posted sooner
- I think the class is fine the way it is
- I think the class is great as it is. I especially like the way my teacher explains and actually goes over it.
- I think the class was perfect but sometimes kids would type stuff very off topic.
- I wish less people would stop bickering in class because it was a little annoying.
- I wish Ms. Bengson could play more games with us.
- I wish that this class was able to meet more often.
- I wish the class would focus more on drawing rather than worksheets. I feel like the worksheets are too long and it can be very frustrating. I would enjoy more step- by step creative drawings ideas as well/
- I wish the students would participate on mic more.
- I wish this class was in person and more interactive.
- I wish we did less worksheets and more projects because I feel like worksheets and the book study always cut into our actual art time.
- I would add more hands-on projects, which may help me understand the perspective of people back then.
- I would add more interactive activities because they would make the lessons even more engaging and fun. Also, I felt the reading labels lesson went on a little longer than I thought, which soon made the lesson boring. Maybe a shorter lesson on reading labels.
- I would add more kahoots for students to prepare for a topic rather than only finals
- I would add some creative writing. I did not feel like there was any opportunity to be creative and for students to use their imagination.
- I would change his syllabus because if you want to upload something you have to go into assignments
- I would change it to where we can use shared notes, but only to take notes about what we're learning in History class.
- I would change some history parts of the class because it would change world history/

- I would change some of the projects so that more consistent time could be spent on art mediums and make most of the weeks similar in the amount of coursework.
- I would change that some quizzes/assignments do not show which questions you get wrong from time to time. Of course, it doesn't need to say the correct answer, but some of them immediately hide your score so if you retake the quiz you don't know which question you should correct your answer on.
- I would change the amount of time we get to do lectures, since I feel we learn a lot from those.
- I would change the assignment about your past and future classes because it was quite confusing for a lot of students and I believe as unnecessary.
- I would change the assignment workload, this teacher assigns us a lot of work compared to most other classes.
- I would change the books we are reading especially if it is on romance as I feel it is best for high schoolers to not be exposed to romance until they properly learn on it.
- I would change the chat rules, because of how the students respect each other. (sometimes)
- I would change the due time, because all of my classes assignments are due at 11:59 pm but this class is at 3:30. It sometimes slips my mind, which usually lands me to late assignments, or it is too early especially since the art projects take a while to do.
- I would change the fact that you need to have your camera on for credit. I do not like being on camera.
- I would change the grace period after a due date, because sometimes if something comes up and I miss an assignment it is locked so I am not able to get any partial credit.
- I would change the pacing a little. It is a tiny bit fast, which means not having enough time fully flesh out certain topics.
- I would change the quiz questions, because they do not focus a lot on the things we cover in class together.
- I would change the reading assignments because it can get overwhelming with all the other homework in a week.
- I would change the strictness of due dates.
- I would change the system of almost all of the assignments being graded out of 4. Considering that the teacher does accept late work (with points deducted) I feel that it is very easy for grades to drop if you get anything less than a 4/4 on more than one assignment. I personally become demotivated in turning in a late assignment when I already know that the grade will be low despite the time and effort it takes to complete the assignment.
- I would change the Thursday meetings so that we cover more content in them.
- I would change the time, I am more comfortable with 9:30- 10:30.
- I would change the times the HRW assignments closed. I don't understand why she knew that they closed early than intended but still didn't set the time later so it closed at the intended time.
- I would change that we would have labs more often to get to see other more.
- I would get rid of breakout rooms because I usually get stuck with partners who don't do much work.
- I would have it be that everyone is able to see each other on camera.
- I would have liked it if the teacher had given us the rubric at the start of the final project. This semester, we only got it after we finished our slides and made our prosthetic arm, and gave us about a week to go back and fix stuff. I finished early, but it would've been way easier to have it while building the arm and while answering the questions on the slides.
- I would have more field trip opportunities.
- I would have more in class activities or discussions, like breakout rooms, presentations, etc.
- I would have more practice tests rather than explaining what to do on the test. This is because while theory is helpful, it is not good enough to do well in the AP exam and practical familiarity is more helpful, at least for me.
- I would have this class be once a week instead of twice a week because I feel like twice a week is too much.

- I would hope the teacher could pick on different students when we do group reading because she always picks the same three students to read.
- I would increase the amount of essays assigned
- I would let the class choose an assignment that they want to do. i think this would be fun.
- I would like for the mics to be available during class because it's easier to ask questions.
- i would like it if the participation was increased during group work
- I would like it if we had performances, you should make the next drumline have performances. :)
- I would like more instances of students writing about literature from outside of the classroom.
- I would like more time to discuss our final project before it's due, because we went over it ,but I still feel insecure about it, maybe because it's worth 20% of my grade.
- I would like this class to be before break but other than that nothing.
- I would like to be able to see every art project we will do throughout the semester so I can get a head start on them
- I would like to be able to use the mic because i find it easier to speak out the problem I have instead of typing it in the chat next time.
- I would like to have it 1 once a week. Although the class is nice, its really unnecessary for 2 classes per week. :)
- I would like to have more breakout rooms.
- I would like to have no test because it's basically the same as the quizzes we take.
- I would limit the questions asked during class since I sometimes dont know the answers.
- I would love to play some games in class more often. It validates me thinking that I've absorbed the lesson, haha.
- I would love to write more essays! But besides that, this class is amazing.
- I would make all the homework due on the last day of the week so that you can do it when you have time instead of having to make time.
- I would make it so I am able to see my teacher. I would also prefer to have less reading comprehension worksheets(which we get a ton of) and more writing assignments. I also wish there was more of a focus on grammar.
- I would make the assignments a bit more creative instead of answering questions or writing an essay all the time, maybe try creating a case file on a character.
- I would make the class have more student engaging but instead of just having just a lecture we can call on students to answer and maybe take some time at the end for Q&A
- i would make the class longer because i love it
- I would make the homework due every week or every other week so it doesnt pile up
- I would make the online portion of the class shorter. I dislike being in front of a computer for long periods of time.
- I would make the quizzes a bit longer/more varied. They can be really quick and easy to finish which is nice from time to time but it doesn't always reflect my understanding of the material
- I would maybe add less notes and more activities. (in first semester we did a lot of note writing)
- I would move the classes to be a little earlier in the day
- I would not change anything. I LOVE everything about this class!
- I would probably want for the teacher to randomly select a student to read a passage so everyone gets a chance to read and not just the person who raises their hand first.
- I would put in more interactive things during class instead of just a presentation.
- I would say that if the chat classmate is allowed to chat with each other because then they make friends and they know each other.
- I would say to spend more time on learning new things rather than spending this much time on homework.

- I would slow down the lessons, it is a lot to memorize and use within 3 meetings, but the note cards help.
- i would spread the assignments over the course of the week. Sometimes we would have no assignments on Mondays then four assignments on Tuesdays.
- i would switch the book "Night" with the book "allies" or "ground zero"
- I would take attendance differently, like a word quiz
- I wouldn't change anything. This class was perfect
- I wouldn't change a single thing about this class, it is already easy to follow, the teacher understands if you need more time she will allow it, and the work is straight forward and understandable.
- I wouldnt change a thing this class is amazing and the teacher is very helpful.
- I wouldn't change a thing! It's pretty fun, and since it's early in the morning, it helps me wake up earlier in general.
- I wouldn't change anything about it because, my teacher explains things very well. She makes it fun sometimes too.
- I wouldn't change anything! This class is really informative, as well as fun. I think it's a really good class.
- I wouldn't change much, maybe have us come on mic more to get students out of their comfort zones.
- I wouldn't want to change anything about this class because the teacher is amazing and i learn a lot.
- I wouldn't want to change anything because I think this class is perfect .
- I'd make it later in the day. 10:30 isn't early, but it's also hard for me to pay attention when im half asleep.
- I'd make there be less assignments because it get's confusing sometimes with how many there are.
- If i could change one thing about my class, it would be the books we read. I would prefer more interesting and engaging books.
- If I could change one thing about this class, I would change the amount of lessons that we need to review at once. Near the end of this semester, we were given two and a half modules to review all at the same time. If I could adjust one point in this class, I would distribute the lessons to review throughout the semester instead of all at the end of it.
- If I could change one thing about this class, I would change the homework load because sometime it can be overwhelming, especially when paired with other classes.
- If I could change one thing about this class, I would change the homework. Sometimes we had to do the lesson check, which was sometimes hard. But at the end, she started making us write notes and upload them instead, which I liked better.
- If I could change one thing about this class, I would make the examples easier to understand.
- If I could change one thing about this class, it would be for other students to use their mics.
- If I could change one thing about this class, it would be having all due dates at the end of the week instead of scattered throughout the week. This would help because I already have a lot of schoolwork from other classes, and having everything due on the same day makes it harder to manage my time. Spreading things out to the end of the week would make the workload feel more organized and less stressful.
- If I could change one thing about this class, it would be the high volume of 12 weekly assignments. While I appreciate the need for practice, the current workload is extremely time-consuming, often causing students to fall behind in other courses and leading to significant burnout and stress. Some students may be juggling this course with dual enrollment or other rigorous college-level classes. Consequently, sometimes we are forced to stay up until 2 or 3 in the morning to complete the math, which negatively impacts our energy levels and ability to function the next day. I believe a reduced, more focused workload would still allow us to master the material without overwhelming our schedules.
- If I could change one thing about this class, it would be the number of assignments we have every week. I don't know if that's something that can be reduced, but it would take a lot of stress of the class.

- If I could change one thing about this class, it would be to have Blooket or Kahoot more often, or in every class.
- If I could change one thing I would make us read more in class, it would make people pay attention more and give us more initiative to read our lessons
- If I could change one thing it would be, having to be politically involved with most of the projects, like choosing between a candidate or citizen. I would change this because not everyone wants to be involved in these types of discussions so I would provide an alternative that still allows the student to have a voice.
- If I could change one thing, it would be to establish a consistent weekday schedule for posting and closing assignments. When new work is assigned on Friday evenings, it can be difficult for students to plan their time effectively before Monday. Similarly, keeping assignments 'open' for viewing after the deadline—even if they are late—is helpful because it ensures the instructions remain visible on our Canvas dashboard. This consistency would help students stay organized, improve their grade accuracy, and ensure everyone has the time needed to complete their work thoroughly.
- If I could change one thing, it would be to make the lecture a bit more spread out between the two class days because it is a lot of information at once.
- If I could really change one thing about it, I would advise that this class (or any English class) includes more class book reading and analysis and less Common Core in the curriculum.
- In my opinion sometimes I think there are too many group activities, I prefer working alone or with the teacher if I have questions.
- It probably would be the assignments because sometimes they'll be a lot for one week.
- It would be the way concepts are explained; Mrs. Lanchester is good at explaining, but sometimes the concepts can become a bit vague.
- It would be the way of explanation because sometime she goes very fast
- Just not so much information I feel like in one class we get so much information.
- Less assignments each week as I think they are hard to keep up with, but I understand they are necessary.
- Less assignments per week, because its hard to keep up.
- less drug/ alcohol use and more healthy living
- Less essays. I love the amount of disscussions beacuse we have a minimum limit of words, but for the most part are encouraged to keep things short. this helps me develop my thoughts, and I don't feel pressured to write as much as possible like in an essay. Every time there was a new essay, it kind of blindsided me. My other english classes did not have as many essays so I'm not used to writing so much.
- less homework because in ela and history we get a lot of homework
- Less homework, There is a lot of homework and can be slightly stressful since you have to answer all the questions but then uniformly show all of your work.
- less projects and less typong club and not much slide shows cause there very repetetive.
- Less reading - reading large swaths of the textbook is hard to balance whilst keeping A-G requirements.
- make student participate more because i felt there wasn't a lot of students that did
- make students participate more because i felt like many people in class would copy my answers and never actually do the projects we were assigned and they always got extra time on the assignments i would spend time on and turn it in time, just for them to get extra time.
- Make students participate more often.
- Make the class time earlier (12:30 - 1:30, or 11:30-12:30), make the labs more interactive, no more attendance code word (make it an exit ticket quiz, Ms. Syed does it for her algebra 2 class it works very well), no progress report work (make it so each week there are certain questions assigned, 3-5 questions, and have the teacher grade those instead of a progress report), remove the learning journals (usually we have to watch a video regarding the topic of the discussion, just make it a video quiz like with your recordings or like an Edpuzzle)

- make the homework less points and the projects more points. Because they are much harder to do and are around the same amount of points but the projects are much harder.
- make the math less hard cause i've been struggling on it
- Make turning on cameras a requirement for participation/not being absent.
- Making the class longer because I never want it to end haha.
- Math requires a lot of practice to master and therefore also means I will have a lot of homework, so it wouldn't really make sense if I said I wanted less homework. But other than that I would not want anything to change.
- maybe a discussion or two for assignments
- maybe a little bit fewer assignments
- Maybe a little less homework questions
- Maybe a little less work to make it easier on the students.
- maybe if our grade wouldn't drop so low if we miss a lab
- Maybe if we could get more projects?
- Maybe instead of submitting notes that you do by yourself submit the class ones
- Maybe just meet once a week it's harder to plan stuff when I have two class sessions a single class session would be more helpful. Other than that everything was perfect.
- Maybe just the time because it is pretty close to my other classes
- maybe like adding fun quizzes
- maybe longer classes so we get more done
- Maybe look more at chat
- Maybe more projects.
- maybe talking more about things that are about to be due and how to do them
- Maybe the late work policy to make turning in work a bit more easier.
- Maybe the pace
- Maybe the pace of it, sometimes its hard to keep up
- Maybe the pacing of the lessons, they are a little too fast
- Maybe varying up the class through class discussions or in-class activities. Although I enjoy looking at the slides and answering class polls, sometimes it becomes a little monotonous and boring.
- maybe we should have breakout rooms
- Maybe, more group activities or change up some assignments while still trying to teach the lesson
- Mid-Lesson checks to ensure all students are engaged in the lesson and paying attention.
- More active people in class
- More and better explaining problems so I can completely understand the material
- More fun drawings like the dragon and Mandala.
- More fun projects because I really like them
- More in-person labs. Everything else is perfect.
- More interactives or activities to have more practice and remembrance for science concepts.
- Mostly being the chat being on topic and not blowing up, because some of the students blow up the chat as the first thing when they join.
- my teacher talks like a robot and uses youtube a lot
- No career planning book
- No government textbooks, AI grading and requiring participation from other students.
- No IXL.
- No mega quiz and more extra credit.
- No, I think Ms. Lanchester does really well with the classes!

- Not much comes to mind regarding the class itself. However, I think the rules for class should be stated even more clearly, as they have already been by the instructor, when it comes to some students excessively chatting which can be a bit distracting at times.
- Not much comes to mind, maybe even more group work! The class is given great opportunities to work together already.
- Not on BBB because it is so glitchy
- Note-taking, annotating---much more fun and engaging.
- nothing much maybe set up an auto mod where no one can type any bad words or just spam really long sentences.
- Nothing much, maybe just making sure that the grades are inputted correctly because sometimes there would be mix ups.
- Nothing, I believe that Mrs. Nishihama has done a wonderful job teaching us this semester
- Nothing. This class is really good. There aren't too many projects even if it feels like that. The mix of typing club, projects and videos are really good, personally I saw a lot of improvements in my typing speed and am much more confident.
- Off the top of my head, I'm not really sure.
- On top of my other courses, three chapters plus one quiz per chapter can be overwhelming at times.
- One thing I could change about this class is to incorporate more extra credit and to leave assignments open all throughout the term!
- One thing I would change is for it to be twice a week instead of once a week since I really enjoy it.
- one thing i would change is probably.... nothing! its very good 10/10
- One thing i would change is the homework amount because the amount of homework is alot and it takes me a long time for me to get it done.
- People not spamming in the chat or swearing, even when they're minor swears.
- Perhaps less worksheets, they can be a little bit too much sometimes.
- Personally, a little less group work.
- Picking some students to read the questions (that is if their microphones are working)
- Possibly the book that we use I feel like it doesn't really explain things well.
- Presentation slides. The instructor is truly amazing, although the main thing that needs to be worked on is the presentation slides. I feel like adding a theme would help make the slides more engaging and more interesting, rather than a basic white slide, with a historic image.
- Probably I would change some of the reading material, as I prefer other types of literature.
- Probably some more videos that can help us in the future
- Probably the class time to make it at 10:30 instead of 9:30.
- projects because i dont really like them that much
- Slightly less homework throughout the week. Homework with other classes gets piled up easily.
- Small lesson checks such as polls on one question about the lesson to make sure students are paying attention.
- Some more activities just to have deeper remembrance and understanding.
- Some more in class reading and/or discussion on the questions on the quizzes would be nice to prepare us for the week's assignments.
- Sometimes when we have a unit test we are also given a weekly quiz, maybe less quizzes, but they aren't that hard.
- Sometimes when we take notes it can be kinda long but I understand it is just there to help us learn better.
- Split up the final and final project into one semester and the other?
- Students here are sometimes a little rambunctious. If they could be a bit kinder and a little less brainrotted, and to stop bombing the chat with "6 7", that would have helped. Also, in the year of the class, everyone was mean to me best friend. If they could be nicer to fellow classmates, that would also be awesome.

- that is was more days than 1 day a week because it was fun
- that we should talk more about korea
- The books cuz some of the books were gross like romeo and juliet.
- The bullies in our class
- the chat being on because some are very rude about it
- The chat box, because most of the students blow it up in a few minutes.
- The choice of novels. We have to read 2 novels a semester which is not bad at all, but every once in a while we have to read a novel that im not interested in, and its very hard to absorb the information.
- The due dates because having assignments being due in the afternoon is too much work in my opinion.
- The efficiency of this class and the pace.
- the fact is ending and will not be taught anymore.
- The homework because i think we would be more happier what out the homework.
- The homework, because i would not give alot of homework. I would only give 1 assigment a day
- The homework, since it is a bit tedious and takes a long time to finish
- The in person labs. I don't like to be in person stuff but that is just me though.
- The late penalty
- The limitations of chat features. Sometimes the chat is locked and I don't get to express my ideas.
- The logging in line.
- The movement from on unit to another would be slower, it all moved so quickly.
- The notes because we need to write a lot and a lot of reading to.
- The online because some times i have trouble with it.
- The only thing I would change about the class is that sometimes everyone is off topic but that's very minor
- The quiz's because it can sometimes be kinda hard.
- the rules of having your camra on if you dont she kiks u out
- The teacher because I don't understand her way of teaching and she isn't very nice either.
- The teacher because she just was not very engaging, was not at all sympathetic if we had a problem and was just not very kind in general.
- The teacher. She is not kind or necessarily willing to actually teach anything.
- The tests I just feel like there were a lot of them.
- The timing because it was kind of at a weird time every week, and after labs we would have a class immediately after and it was hard getting to class on time.
- The way the work is assigned. It would be nice if the HRW homework was properly assigned on the time given. Instead of it closing several hours earlier. I don't understand why it can't just be set to close at like 2:59 am so then it would actually close at 11:59 pm.
- The way the work is setup for the week. An easier setup way for navigating the work and a more steady schedule.
- The weekly homework would be submitted directly to the teacher and the answer key would be available to help understand the material. I would also have liked to go over the homework questions in class each week, since they are very confusing.
- The white board time because it sometimes would stress me out because it was to fast.
- the workload because the amount of work assigned stresses me out
- the writing assignments
- There is an extreme amount of homework and its very "do it all on your own," i wish there was less homework and more engagement with the teacher
- There is not really anything I would want to change. If I had to pick something, I think it would be fun if we had certain projects to do during class. The majority, if not all, of the classes have basically been the same thing, which has been helpful, but I feel like it would've been cool to do something together as a class instead of individually.

- There isn't much I'd change about the class, but if I had to pick something, I really enjoyed Popcorn Reading when I was younger. With the books we read in this class, I feel like Popcorn Reading would've been very fun to do often.
- There isn't really anything I would change.
- There's a lot more assignments than my other classes and I also don't like it because there are assignments like word searches that I don't really like.
- Time, MAKE IT LONGER. It's my favorite class
- To be completely honest, I wouldn't change anything because every project or assignment my teacher makes us do is enjoyable and really easy (if you pay attention to the class)
- To be honest I like everything about the class, but maybe the syllabus part I think we should be taught a bit more grammar.
- To be honest, I wouldn't change anything because everything was amazing
- to be in class longer because it's so fun
- To be more interactive, students only learn if there's more interaction
- to have an option that you can lead, snare and bass that what I will change
- To have it once a week instead of twice a week because it would be easier to get assignments turned in earlier.
- To make the students do the questions and submit them at least once a month so the teacher can see how well they understand and how much discipline they have.
- uhuh really nothing except seeing others
- um homework just to not get much because we have other classes and it can be hard sometimes.
- Updating the project documents and resources, along with automatically being able to obtain or reserve an instrument for this class. I was unable to properly start learning piano until November because the resource center had given me a cheap keyboard in unacceptable condition. The cheap keyboard contained stickiness everywhere, yellow residue, tape, a missing adapter, and was very rough overall. Luckily, Ms. Legatos managed to give me a much better-quality keyboard, although I had to return it after a few weeks since CW had decided to purchase a brand-new Roland FX30X digital keyboard for my little sister and me.
- Using mics because it's easier to convey ideas, especially when prompted to answer a poll
- we talk about religion
- we would be allowed to make up work
- What I would change is for different students to read different pages when we're reading, instead of just Mrs. Carella.

3. Do you understand what you are expected to learn in this class?

- 100% YES!
- a little bit
- A little bit most of the time yes
- Absolutely
- BIG YES.
- Definitely!
- For the most part
- history about the past
- History and how the world was formed
- History, what has happened in the past in our state and other countries, and other histories of others who were remembered in our state and all around the countries.
- I do expect it and learn very much.
- I do understand what I am expected to learn from this class.
- I know what I need to learn, but the way she teaches makes it hard.

- I understand all the topics taught in this class
- I understand clearly, what am I expected of this class since everything is given in a clear organized manner.
- I understand that I am expected to learn Algebra 1 topics in this class.
- I understand that I am expected to learn art related topics and get a basic overview of art history.
- I understand the topics that were taught in this class really well
- I understand what I am expected to learn in the class.
- I understood 75% of the topic, it is hard but I could understand it.
- I was expected to learn more about books and improve my English skills.
- I'm mainly expected to learn how to write better and practice reading.
- Language arts, learn new words, learn the meaning, and learn how to write.
- Math, equations, problems, and formulas
- no i have to understand then i we the homework but sometime then i do at i cant understand.
- not really i am not sure because she has teacher us so much
- Partially
- perhap's but i'll never telll ha ha
- Planing for the future
- Science, about our environment, chemical reactions, etc.
- Some lessons I do, some lessons I don't fully understand, but when I go in person for labs it helps a lot.
- Sometimes I forget, but I have an idea on what to expect.
- To learn to always explain my answers
- Understanding and learning more about how to read and write in a more understanding way
- very much so
- Vocabulary, reading comprehension, and how to write.
- We are expected to learn about History which I do understand
- We learn about story's and from books about people
- yeah how back in time used to be and how we compare it to today
- yes and no
- yes cause the teacher explain everything
- Yes everything is very clear
- Yes I am expected to learn biology
- yes i am expected to learn Intensive Algebra 1A
- yes I am expected to learn more about myself and what the career I want to do
- yes i do it helps me think of the future of what im going to do
- yes i do understand what i am expected to learn in this class
- Yes I know what the teacher's expectations are.
- yes I understand it's specific and clear
- Yes I understand what I am expected to learn in this class.
- Yes I understand what I was taught throughout the lessons.
- Yes I understood everything and if not Mrs Landeros would help me. :)
- yes kinda (im not good with languages)
- Yes! It's very straightforward.
- Yes, about the history of what happened before us and why our world has become like this.
- Yes, Algebra 1
- yes, English and how to write essay's/ect properly
- Yes, expectations are very clear.
- Yes, for sure; everything is pretty easy.
- Yes, History.

- Yes, I am expected to learn 12th grade level of writing convention of the english language. I expected to know how to analyze books of the 12 grade level and write deconstructive analytic essays to prove it.
- Yes, I am supposed to learn the basics and fundamentals of visual arts and how to use them myself in my own artwork.
- Yes, I completely understand exactly what I am expected to be learning in this class.
- Yes, I understand I'm expected to improve my reading, writing, and understanding skills.
- Yes, i understand that i am learning US history.
- Yes, I understand what I am expected to learn in Earth Science B.
- Yes, I understand what I am expected to learn in this class
- Yes, I understand what I am expected to learn in this class, even though it can feel stressful at times. I know the goal is to learn how to solve algebra problems step by step and understand different types of equations and functions.
- Yes, I understand what I am expected to learn in this class.
- Yes, I understand what I am expected to learn in this class.
- Yes, I understand what I was supposed to learn from this class.
- yes, I understand what i was supposed to learn.
- Yes, I understand what was expected of me to learn in this class
- Yes, I was to read certain novels and understand an analyze the plot and theme.
- Yes, it is clear what I learn and Mrs. L makes it easy to learn science
- Yes, it's simply just expansion on things I already know.
- Yes, learning and understanding history
- Yes, Mrs. Ferreira explains what is expected well
- Yes, Mrs. Gomes makes it very clear
- Yes, Mrs. Nishihama makes it very clear what our assignments are and what material we will be going over.
- Yes, Mrs. Seifert makes it very clear what we are supposed to be doing.
- Yes, Physical Science.
- Yes, science.
- Yes, the curriculum is really great, and our homework includes drawing diagrams to help us remember/memorise the anatomy of the body.
- Yes, the expectations in this class where clear.
- Yes, this class's curriculum is well explained in the book, and further explained during class hours. We then have weekly assignments that test our knowledge of what we've learned that week.
- Yes. I'm expected to understand basic economic concepts like supply and demand, markets, personal finance, and how governments and businesses make economic decisions. I should also be able to analyze economic problems and explain how economic systems affect people and society.
- Yes. The learning expectations for this class are easy to test and straightforward.
- Yes: pay attention, read the lessons before class, and take quizzes afterward.
- Yes; example work has been a great help!
- Yup!

4. What is one thing your teacher does that really helps you?

- Adjusts each week's schedule to fit where we are
- after every lesson we get quiz questions during class, and this really helps me because it's like a little bit of a review.

- After I read the slides, our teacher explain the slide more which helps us understand in depth.
- All of the assignments are neatly organized by due date in the modules, which makes it easy to see what needs to be done without worrying about mistakenly missing an assignment simply because it was listed elsewhere.
- all the videos, and is open to questions and answers emails
- Allows for retake of weekly quizzes
- Always answers emails quickly and resolves issues.
- Always being eager to answer any and all questions I never was afraid to ask about anything.
- Always giving updates, open to help
- Always helps me when I am confused. Also emails me back really quick.
- Always made sure to make things easy to understand and remember
- Answer any questions I have.
- Answer her emails most of the time.
- Answer question that are related to class
- Answer right away when I ask a question
- Answering my questions when I need clarification.
- Answers emails quickly.
- Answers Questions and when posting the slides it really helps me re-call what I learned during class.
- Ask questions on the lesson throughout class.
- asks for responses in the chat
- Asks questions or themes homework/writing prompts in a way that makes me think more deeply about the material, such as the literary devices in plots or how the writing conveys a certain meaning, and it helps with understanding the meaning of writing terms in practice sometimes.
- Asks the peoples names individually at the end of class if they understand or have any questions.
- assigns review lessons from past math courses
- being able to ask questions when your confused and getting a answer immediately
- Being fun and ingaging
- Being very helpful in class and easy to understand
- blooket, because it helps review for me.
- breaks it down in a way i understands it better
- breaks the questions down to a way i can understand
- by explaining in ways that i could understand
- Check ins
- Chef demos what we are going to be cooking so we know what to do.
- communicate openly
- compliment from project
- Creates slides about the lessons we go over.
- Definitely showing us example work before we do a project. I have a tendency to misunderstand the assignment for classes, do the wrong thing and end up having to start all over again, so its really helpful that she breaks everything down and tells us exactly what to do and how.
- Emails me back whenever I have questions, in a reasonable time.
- Essay outlines.
- EVERYTHING
- Everything she does helps. But one thing I really love about her is the way she's so supportive.
- Everything she is a really good teacher
- explaining some topics the way i can understand it
- Explaining stuff if it's difficult.
- Explaining the lessons/tricks how to do our work.

- Explaining, and showing us tricks on how to get better with science! and helping us in real life situations too.
- Explains every part of the lesson and the Kahoot's or IXL group jams.
- explains stuff all the way through
- Explains things in a way that doesn't bore me; engagement helps with learning when in class
- Explains things more than once.
- explains things to where everyone understands it
- Explanations of topics in class, and his experiences in parts of history that he attended, also helped me realize the importance of my voice in voting and my opinion.
- Give all of us as students advice how to write and read better
- give me feedback, explain the lessons thoroughly.
- Give out extra credit points which are easy to get.
- Give study guides for the final
- gives a lot of opportunities to improve grades, and explains each topic thoroughly
- Gives feedback after grading the project submissions.
- Gives me specific feedback when writing essays.
- gives us a guide line to follow for the class notes
- Giving back feedback on quizzes and lessons.
- Giving comments on my papers, it encourages me and helps me understand what I need to do to improve.
- Giving us until Sunday's before assignments are late
- Go over what we're doing
- Goes over the lessons nice and is very patient.
- Goes through all the homework questions
- He always explains assignments and materials very clearly in a way easy to remember, because he makes it fun.
- He does a really good job explaining the lessons to us, he makes sure we are really engaged and makes the class fun for us, is also very informative about events that happened before.
- he explained the topics very well and made class fun and engaging
- He explains everything clearly and takes pauses between class to ask if students have any questions or concerns. He also leaves a helpful amount of instructions with each assignment so the students know exactly what is expected and needs to be done.
- He helps use when we are confused in class with a problem
- He is encouraging and takes time to get to know his students. He is enthusiastic
- He really encourages us to ask questions and answers in an easy to understand way.
- Helps explain topics and resolves issues with canvas
- Helps the students and answer my questions
- Helps us with understanding assignments
- Her explanation's are pretty good, and on how to do it is pretty clear and easy sometimes.
- Her instructions of each assignment.
- Her slides are very helpful and she explains things clearly
- his syllabus is a little bit hard to navigate he lets us email him the pages
- Honestly she is the best teacher I ever had so if I ever need help she makes sure we understand it before moving on while making the class super fun.
- How engaging and how she explains in a fun type of way
- I appreciate that we go over some of the hard test questions in class. A lot of the time the questions that confused me also confused my classmates, so its good to see my teacher go over the proper way to approach the questions.
- I ask his a question on his email and he will answer.
- I enjoyed the quizzes. They kept me on track with the book work and were fun to complete.

- I like how she always gives us tools to help us improve.
- I like how she emails us about big assignments to make sure we don't miss them
- I like that she plays recap videos for us after we read a chapter or act from a book or play.
- I like when she makes presentations and explains things instead of just reading the book. Her presentations help me understand everything better.
- I love that my teacher makes us feel very comfortable to ask questions or say our own opinions about something
- I love that she makes us do notes in class. I don't really like writing notes ,but the notes help me review tests like finals.
- I really enjoy the Video Quizzes and the fact my teacher is always available
- I really like that we get to chose how many problems to do out of the math workbook. The assigned quizzes help me know if I really learned the material or not.
- I think he includes he includes everyone and takes their opinions into account when learning the subject
- I think that my teacher explains things in an engaging and supportive way!
- If I am confused on an assignment or how to word my essay Mrs. Seifert will help me revise it and leave notes on the docs explaining what I could do to improve it.
- if i don't understand she helps me
- If I ever have any question's she gets back to me right away.
- If i ever have questions, the teacher get's back to me right away which is very helpful.
- if i'm wrong and she tell me what are the steps and how to do it
- If points are taken off of an assignment. A note will be posted telling you what to fix.
- If someone has a question she explains the answer in details.
- If we ask for help she gives us, if we have too much work in other classes she sometimes lessens the work load but at the same time not too less that we don't understand the topic.
- If we dont understand, she will explain it again in a way that we would understand.
- IF we need to go back or missed something she will go back and help us review.
- If you have a question she will give you her full attention and try her best to help you.
- Im not sure but shes just really good at teaching lol
- In case you don't understand something or you get something wrong on the homework, you can highlight that part and ask questions about it.
- Instead of having us read everything she reads it
- Is always willing to help and very open to questions
- Is that whenever I need help I can reach out to her and she helps me with everything that I need help with.
- is when she answers my questions i send her
- It really helps me that my teacher writes out the schedule of work, both in class and outside of it, that we'll be doing every week
- It really helps me that she review the homework.
- It really helps when she encourages us with fun activities!
- Its helpful that she always explains things clearly.
- Just always being super easy to reach, and always makes sure that you are included.
- Just being there for class
- just the way she teaches is really good
- Kahoot, because it review for me.
- keeps you on check and makes you pay attention
- Learning objectives.
- Lets me finish late assignments
- Lets me submit late assignments or ask for extra credit

- lets me talk after class or during class to help me answer my questions
- lets students openly call her for help
- lets us us the book and the slide show
- Letting us figure out some of the problems by ourselves
- Like explaining the questions when I really need help.
- Like, her fun type of teaching really helps me pay attention more often.
- Lists the homework assignments for the week. (if anything its more stress but whatever)
- Makes blookets which helps me understand the lesson more
- Makes communication really easy.
- Makes engaging slideshows, even if they're templates.
- Makes fun Google slides that helps understand
- makes it a judging free environment.
- Makes it very easy for me and all my classmates to understand.
- makes the class fun and material engaging
- Makes the resourses easy to understand
- Making Extra Credit opportunities and putting up videos.
- Making one on one meetings
- Making Quizlets to help review harder lesson
- Making the lessons fun and engaging.
- Meets with us when we need help
- Mr. Quist makes time after class to ask him questions if we need to.
- Mr.Quist explains every assignment in detail and answers any questions we have which helps a lot.
- Mrs Wendi helps by giving feed back to us students all helpful, encouraging, and supportive.
- Mrs, Landeros explains things really clearly and helpfully. :)
- Mrs. Ferreira plays videos that helps us understand what is happening in the lesson better than we can understand from the book.
- Mrs. Lanchester always reassures us to not stress about things and if I'm struggling with something she always finds a way to help me.
- Mrs. Lanchester is very kind and caring, and is always there for us whenever we need it
- Mrs. Nishihama always is reminding us what we need to get done and she does a great job going over what we will be doing in class and explaining everything in a way that makes sense.
- Mrs. Seifert always goes over our work at the beginning of the week, letting us know what we have to do and gives us an introduction on the assignments so we know what's ahead.
- Mrs.Gomes allows note cards for tests it helps me remember the types of equations that we have worked on
- Ms. Crawford is available for questions and concerns in and out of class. She encourages effort to participate/engage in class and encourages questions.
- Ms. Lanchester goes over our homework every week and goes through it so we know what to do.
- Ms. Matranga always goes over the feedback she gives us in class so that we can understand better.
- Ms. Nishihama is always available when students reach out with questions/concerns. She makes sure to answer everyone's questions and reads every student's responses in class. Ms. Nishihama takes the time for all voices to be heard.
- Ms. Nishihama is so kind and supportive, she really engages with the students despite the class being online. She provides every resource and presentation for each weekly module so you'll always have all the information you need. She is also fast to respond to emails.
- Ms. Opena encourages me to keep submitting my assignments on time and tells me that I should never aim for less.

- Ms.Lanchester lets us do our Friday Learning Journal in class sometimes, so it gives us more time to do other assignments, while also asking questions if we need to.
- My teacher always answers every question I have, and helps me figure out ways to work on an assignment when I'm stuck, or how to submit certain things when I don't know how.
- My teacher always answers in a prompt manner helping me understand what is required in the tasks given to us. She also explains the homework instructions very well.
- My teacher always gives good feedback which encourages me to keep working hard on the homework for this class.
- My teacher edits parts of my essay that i send to her during class time
- my teacher explains thing so that everyone understands
- My teacher explains things in a way that makes sense to me, which helps me a lot.
- My teacher explains things really well she is very lenient and if you need help she will help you till you get it.
- My teacher goes over the worksheets in class and it helps me get a consistent amount of time to work on it and ask questions if needed
- My teacher helps me the most by breaking down complicated instructions
- My teacher is always very eager to help us learn and nurture our love for animals.
- My teacher is quick to respond and help with whatever questions I have. She also emails very often and constantly reminds us of upcoming lessons, assignments, and due dates.
- My teacher is very understanding when I have attendance issues, or when I want to know what I did wrong on an assignment. She gives me great feedback that help me and my grade improve.
- My teacher puts the answers for our questions given in the book, which really helps.
- My teacher shares personal stories that connect to the topic we're learning on, which keeps class engaging. She also breaks down more complex topics of history into simpler terms, like the difference between popularity & electoral vote.
- My teacher shows us videos & allows us to look at websites that go in depth on the topic! I also find writing notes helpful.
- My teacher, Mr. Quist, does a really good job of making you feel like you're in a real-life classroom. He encourages discussion to test our knowledge of that piece of history!
- Not very much other than reopening assignments sometimes if we missed the deadline
- offers meetings in case you need help
- One helpful thing my teacher does is that she really explains concepts.
- One thing my teacher does that really helps is that she makes assignments due throughout days of the week which helps me stay on track.
- One thing my teacher does that really helps me is explain things clearly and give helpful examples.
- One thing my teacher does that really helps me is letting me retake tests. This helps me learn from my mistakes and improve my understanding of the material.
- One thing my teacher does that's helpful is the way she explains the concepts and she goes over the definitions of things we might not know.
- One thing my teacher does the really helps me is the structure of the class is easy for me to comprehend
- One thing my teacher helps me is asking questions during lass to check if we are paying attention. It helps me stay focused.
- One thing our teacher dd to help us was providing feedback on our work when he grades it. I also believe it to be helpful when he encourages conversation and question in a respectful way, in the sense that he makes sure we are respectful to each other.
- One thing she does is that she gives us her email. I also really like how she gives us engaging lessons and presents a slideshow to teach us.
- One thing she does that is really helpful is play kahoots or things like it to make sure we understand which I find helpful and engaging.

- One thing she would do to help me was she would answer my questions when i needed clarification.
- One thing that Ms. Syed does that helps me is going over the lessons in the meeting and having us solve them so that we understand what we are being taught.
- One thing that my teacher does that helps me is explaining everything really good about today's math topic.
- One thing that my teacher does that helps me is he really goes into detail on every lesson that were learning about, this helps a lot.
- One thing that my teacher does that helps me is responding to emails in a timely manner.
- One thing that my teacher does that helps me is when she gives reminders when a certain assignment or quiz is due.
- One thing that my teacher does that helps me is, giving me and the students enough time to complete the assignments.
- One thing that my teacher does that really helps me is the way teaches.
- One things is if i don't get a good grade on a test she say i well open it but make she to review it so your ready.
- Opens up assigments to get better grades
- Plays games and makes quizzes/final easy
- Posts very easy home work and always thoroughly explains about the subject
- Prepares a slideshow to teach us about Science better.
- Preparing us for tests and giving clear instructions for homework!
- Probably like explaining eveyrhtig and answering questions clearly
- Providing visual content (Maps, videos, etc.)
- Quizzes every week help
- Recommendations and the option to retake or review.
- Reminds me to put my camera on so i don't get distracted
- reminds the students about the homework
- Responds fast if I need help
- Retries on quizzes are super helpful, especially for notes to do well on tests!
- saying positive things even when the answer is not right.
- She actually answers the questions that we have during classes and if we don't understand something she always answers us!
- she add the quizes and help to stay focus
- She allows us to ask questions and when we need help she explains things.
- She always answers my questions in the private chat.
- She always encourages us to seek out help if we need it and gives us a lot of resources to enrich our learning with.
- She always explains everything as many times as we need it and makes intructions/homework expectations super clear. Also, if we still have questions about a topic, shes very helpful and kind about it.
- She always explains things very thoroughly, and even gives us a break halfway through class.
- She always gives us more than enough information to complete assignments, she is constantly teaching something new rather than making us research on our own, and I like that.
- She always gives us quiz questions in class, this really helps because it's like a review.
- She always makes sure to tell us where we can find assignments and other sources for help.
- She always makes us feel comfortable and supported
- She always pays attention to the chat and answers questions in class, which is extremely helpful!
- She always puts our mental health before school, which I feel like a lot of students struggle with and majority of teachers don't pay attention enough to their students' mental health.
- She always reads chat and listens to us, and if we start to loose focus during class she helps us pay attention again so we don't get off track.

- She answers her emails promptly and she keeps the class engaging by making it entertaining and educational.
- she breaks down homework assignments
- She checks in with us a lot and makes sure everyone knows what we are doing before heading to another thing and she makes the hard things feel a bit easier.
- She checks up on how i'm doing with homework
- She checks up on me and my homework
- She consistently provides options and is willing to work with you to find a solution.
- She discusses the important assignments as reminders.
- She does not lock/close late/missing assignments she's very understanding and helpful.
- She does not mind if you need help because she is there to help you.
- She does polls and helps us understand what the book or story is saying. Makes us think.
- she does polls and she has slides. she is just a amazing teacher all around.
- She does really well helping us with some assignments if we have any questions about what we're confused on.
- She does the work with us to help visualize how you're supposed to do it.
- She doesn't just mark me down and tell me to do better but she actually explains what I can work on and makes sure to point out the things I did right as well.
- She emails back super quickly!
- She emails/announces important reminders.
- She encourages asking questions and is always willing to help students or accommodate their needs.
- She ensures we understand the topics.
- She explains each concept thoroughly and makes the information easily remembered.
- She explains everything clearly and always answers any questions I have.
- She explains everything very well which makes it easy for me to understand the assignments!
- She explains everything well if we are struggling.
- She explains the lessons clearly and provides helpful feedback when needed.
- She explains the lessons in class so students understand everything and can ask question if they are confused or stuck.
- She explains the lessons properly, but something that I dislike is that sometimes she doesn't see my emails.
- She explains things clearly and helps me to understand the concepts of learning.
- She explains things really well and when you don't understand something she stops and takes the time to explain it.
- She explains things very passionately which helps me better understand.
- She explains things very well and has music at the very beginning of class.
- she explains things well and that helps compared to someone speaking gibberish
- She explains to us very specific details of the event, making it more understandable for me.
- She explains what we were supposed to do and if I don't she takes steps with me to know how to do it.
- She gives a lot of extra credit assignments, so if your grade is low you can easily get it up.
- she gives genuine feedback on assignments and lets us redo them!
- She gives us enough time to submit assignments!
- She gives us lots of extra credit/is kind.
- She gives us weekly quizzes and the MEGA quiz with multiple attempts that are very helpful in preparing for unit tests and finals.
- She goes through what we are reading for the week so we know what to do
- She grades work pretty quickly and responds to emails on time
- She guides us when we are writing essays and assigns peer reviews that help a lot.
- She had a meetings with us separately when she came back from her break and let us ask any questions we had

- she has a lot of patience to explain to me
- she has labs in her in person classes
- she has office hours
- She helped understand any misconceptions or anything I was confused about.
- She helps find internship opportunities and gives us helpful suggestions when we are having a hard time understanding a class topic.
- She helps me by making sure I understand the topic and goes over it nicely.
- She helps me do corrections which helps me to really understand what I missed on a test and it's very helpful
- She helps me understand what we are reading about and how to understand it on a deeper level.
- She helps us a lot when it comes to writing an essay as he gives us a lot of resources
- she helps us by directions on where to go or how to get to a quiz
- She helps us by explaining the lesson step by step and just telling us what people have gone through in life.
- She helps us take notes. It helps me know what to write down for notes.
- She helps us with assignments fast! She also unlocks assignments fast if we need to redo them.
- she helps when our grade is messed up i tell her then she fixes it
- She is always available, and very straightforward about what the assignments are
- She is always lenient when it comes to due dates and certain requirements for assignments, she was always helpful and worked around my busy schedule.
- She is always telling us she is there if she needs us and she makes it easier for us to understand what she is telling us when she sees that we all look confused. If we have any concern and need to reach out to her she responds quickly and helps if we need it.
- She is extremely nice and caring to all of here students, she is always available for me to contact her.
- She is kind and makes the class just a good time but still keeps us on track so that we are learning.
- She is passionate about the subject.
- She is really good at explaining things and making sure the key concepts are drilled in our brains.
- She is really helpful and lenient when it comes to assignments and asking for help.
- She is so understanding/helpful and encouraging
- She is understanding and encourages us take our creative liberty on projects
- She is very engaging and caring always making sure her students are participating and understanding everything. Shes also very kind, i'm very glad and happy to have had Ms.Gomes as my teacher this year!!
- She is very helpful when I need help with issues in canvas
- she is very kind and nice and has a pleasant personality, which makes me compelled to focus
- She is very nice and open to off-topic questions
- She is very nice and outgoing, while also accepting late work and answering questions anytime!
- She is very patient and easy to approach. her weakness is engaging students.
- She is very patient with us students
- She isn't very strict on us.
- She leaves the comments on the side of the assignments and its a real confident booster
- She lets us ask questions whenever
- She lets us work at our own pace, since she's aware art takes time.
- She likes to clarify things that are unclear, and makes sure the lesson is clear.
- she listens to each and every one of us
- She listens to everyone, and gives good help when it's needed!
- She listens to us and actually cares about what she's teaching
- She listens to us and gives advice

- She made us get tutors and it was my first time and I realized tutors are really useful to help understand topics easier if needed.
- she make joke about the work
- she makes assignments where I can be creative
- She makes class interesting.
- She makes good analogies that help me learn
- She makes her own slides and tabs for each History lesson and it really helps to see it that way because it's more organized.
- She makes it easy to learn and its a very engaging class.
- She makes it interactive.
- she makes it very known that she is always there to help us and gives us resources too consistently
- She makes kahoot quizzes for the chapter we are learning before our tests.
- She makes me want to engage in the class
- She makes slides and lets the students read, which can make us pay more attention because one of our friends is speaking.
- She makes sure every student's voice is heard and always gives them time to talk, and to participate. And if the student is too nervous to participate she doesnt force them to anyway.
- She makes sure everyone understands before moving on.
- She makes sure everyone understands what we are supposed to do.
- She makes sure everyone's voice is heard and takes time to explain a students problem or question.
- She makes sure to reassure us that if we need anything, she will always be there for us, and I'm really glad that I get that support from her :)
- She makes sure we understand and is engaging.
- She makes the class enjoyable, which helps me stay concentrated and engaged.
- She makes the class really engaging and fun (with kahoots)
- She makes the class really fun and enjoyable by making fun slides with GIF's and allowing us to play blookey
- She makes us redo assignments and always checks in on us so we internalize how to understand the material.
- she makes us take notes and goes over everything we learn
- She makes very clear assignments and homework.
- She posts the weekly slides in Canvas which is helpful for reviewing outside of class.
- She private chats you if you're not comfortable saying what help you need in the public chat.
- She provides lots of resources, such as slide shows and study guides.
- She pushes us to be our best when doing Algebra
- She puts check in attendance quizzes during class. They motivate my brain to pay more attention so that I don't get kicked out.
- She puts video links in quizzes for wrong answers to help us understand, she also gives us a giant quiz at the end of the semester as extra credit to review for the final
- She really helps me with the questions that I didn't have the answer to and was able to fully answer them with full understanding.
- She really takes the time to explain whenever there's a doubt and encourages us that we can all do it!
- She reminds us when there is important assignments that we need to do.
- She repeats information in case I miss some.
- She responds quickly to my emails and answers my questions clearly, she is also really encouraging
- She responds to emails quick and gives clear instructions.
- She responds to emails super fast.
- She reviews alot before the final which helps us get ready for the test.

- She says " AMAZING!, Great work, You're on point"
- she sets all the homework due on Monday instead of having some due all the days, this helps not fall behind and also focus and do better in other classes.
- She shares the powerpoint slides with us so we can go over them at our own time.
- She stops and explains the problems really well so you understand very well what your learning.
- She takes time and gets back to my email.
- She talks at a good pace.
- She teaches us how to take notes and always asks if we have questions.
- She teaches us in a way that is easy to remember and she also gives us tips on how to study and remember things as it is the hardest part of biology, learning all the terms. My teacher also gives is advise about how we can apply some of the things in real life with explanation and reason, which is very nice and also really helpful!
- she tells us that if we need to know something or have a question we can always email here
- She tells us what we did wrong in an assignment or test and in exam times if you get a wrong answer, she gives us the opportunity to meet with her and reveiw what we did wrong in the test
- She was always understanding, flexible, and great with connecting with the students. In class, she made it so it wasn't boring and I felt comfortable asking her questions. She also listens when students tell her stuff about their personal lives and remembers, I enjoy that about her.
- She will walk me through the steps to help me understand better.
- She writes a weekly agenda and puts it in to canvas. It helped to keep track of assignments.
- She'll always stay back if I need help with anything and not give up until I understand what to do.
- She's a quick responder when we have something to say.
- She's a really good communicator, whenever I have a problem I email her about it and she gets it fixed right away.
- She's always encouraging and helps us in class and out of class no matter if it's related to the class or personal issues and she's always willing to push due dates for us
- Shes always making sure and asking us if we got the lesson
- She's always open to reopening assignments and letting people make jokes in the chat! It eases everything up so much.
- She's engaging and always eager to teach
- She's makes the class fun
- She's not too hard with grades
- shes not unconnected with the students
- She's really easy to approach. She's always offering help in any way to be able to help us understand it the best way. She also gets to know her students on a more personal level and establishes a bond.
- She's very enthuseastic about teaching
- Shes very helpful and always tells us to email and ask questions if we ever need it.
- Shows us what to do and how to do it.
- simple syllabus, easy contact with teacher
- Slideshows are easy to understand and read
- something my teacher does to help me is make sure we always understand the subject, if we have questions she always answers
- Sometimes I needed to send her a email if I needed extra time or if I couldn't make it to class.
- Takes her time to make sure each student understands and is having fun
- Taking class at perfect pace. Not going to fast or slow or if I'm confused or anyone for that matter she will go back and review it again.
- Teacher explains things thoroughly and in an easy and engaging way. Also helps the class takes notes which helps with reviewing. I also like extra games and videos to reinforce concepts.
- Teaches me drumline

- Tells us about some assignments beforehand.
- The check for understanding and polls help me stay focused.
- The CODE RED method for test questions. You read the entire problem and mark key words, then you eliminate unimportant information and try to eliminate two of the four answers. Lastly, select the best answer out of the two and check if it makes sense. She also constantly reminds us if we have something due soon during class like the Wednesday homework in a week or so in advance so we don't forget to do it.
- The explanations my math teacher gives are wonderful! Especially how he solves the problems and writes them out.
- The homework is very educational, it not to short but not to long it makes you think.
- The instructor explains the content and assignments in a very clear organized manner.
- The learning journals help me reflect on the topics we learned that week and add a practical purpose that connects to my everyday life.
- The notes because when theres like a quiz i have my notes with me
- The one thing she does that really helps me is that she makes sure to let us know of different ways on how we can get a hold of her for when we need her help
- The one thing that my teacher does that helps me is she thoroughly goes through each lesson in a way that I can understand!
- The quizzes she gives us help me a lot!
- The sildes help a lot because it makes the class really fun and makes people read to.
- The sildes help me a lot because when i have the quiz i can just look at the sildes.
- The teacher is always willing to further explain something to a student if he or she does not understand and never makes them feel dumb.
- The teacher is very helpful with art feedback and being flexible and patient with us.
- the teacher really explained complicated stuff in different ways, with videos and text and analogies and stuff
- The way my teacher elaborates so thoroughly really helps me
- Tutoring is required in this class, which is pretty helpful when doing homework you're struggling with. Also, if you're confused about an assignment or project we're doing, you're able to schedule a meeting with her on Google Meet and let her personally help you out on a call. This helped me a lot when I was confused about what to do on one of my recent math projects.
- Very patient and tries her best to explain things in a way that helps us understand the goal/subject.
- Very understanding. She gave me extensions whenever I had a conflict with assignments. She also really helped me out with a situation regarding a time when I was falsely accused of plagiarism in my English college course. Ms. Legatos was personally a very fun and engaging instructor.
- We always review important/main topics in class which is helpful for the tests and quizzes. The study guide she provides is also very helpful.
- We do quizzes in class together to help review and study for tests, and that helps me the most
- We will do whiteboard sessions together and if we are incorrect she will explain what to do.
- What she did was really explain stuff thoroughly to where it made it easier to remember and understand.
- When i ask for help she always there to help.
- When I email her she responds really fast.
- when i get suck on something she helps me understand it better
- When teacher puts the questions on board and all of us have to solve it. This really helps me so i can know if my concept is clear.
- When we don't do group work sometimes.
- When you upload an assignment through google docs, the teacher can also gain access so when you mess something up, she can help you fix it and lets you know beforehand.
- Whenever I have a question, I write it in the comment box and my teacher answers it when that assignment is graded.

5. What advice would you give a student taking this class next year?

- i would tell them to stay on top of the homework questions and notes specifically. They help so much in studying and are a huge part of succeeding in the class. It can be very easy to slack off on them, but are incredibly important and help a lot!
- " Don't worry you will have fun!"
- " Don't worry, you're going to love this class. The teacher is really fun! And lessons are interesting."
- "keep looking ahead of you and never back"
- Absolutely do not get late homework.
- Accountability is key. Mrs. Nishihama is going to do the best she can to help you with your homework, but she can't do everything for you, so try and lean on others around you to keep you caught up with your studies.
- Advice I would give would be to take notes pay attention and have alot of patience when it some to the large amount of homework.
- always do your homework and turn it in on time, study a lot for quizzes and exams, take lots of notes, and have Patrick Smith as your tutor he was a huge help great tutor!
- always have an open mind
- always pay attention and to not pay attention to the chat instead of the work
- Always pay close attention to the lessons so you could get good grades on the quizzes and participate in class!
- always read over the chaper before class
- Always take note because they help you ALOT in the Final
- Always take notes, make sure to participate, and don't be afraid to have your own opinion in discussions.
- always turn in your work in time and come in class every week.
- Answer, Question and you'll be fine.
- apply yourself
- As long as you are getting your work done on time you will be fine. And ask for help whenever you need.
- As long as you complete your assignments on time, you will pass.
- As long as you read the novels (I knew of some students who didn't read any of the novels all semester) you will receive a good grade. Even though sometimes there is a lot of homework for one week, Mrs. Nishihama makes it easy and very straightfoward.
- Ask questions about assignments and their due dates/requirements
- Ask questions and make a lot of note cards
- Ask questions and participate when Mrs. Ferreira asks for readers it helps her out because she has to talk so much in class.
- Ask questions when your confused because topics can get complicated fast
- Ask questions, Mrs. Seifert is always more than willing to help out if you are confused.
- Ask when you need help, like actually ask though.
- Balance reading with other classes early and often.
- banananaa 🌟 🌟 🌟 (i don't know)
- Be active and don't be afraid to ask questions. Mrs. Nishihama is a great teacher and super supportive and understanding!
- be good in blooket it matters alot in this class

- Be kind and respectful during these lessons because at first it may seem like it's boring but its really interesting, fun, and sad on how the lessons impact us all, so have fun with this class.
- Be nice to Mrs.Alcorn because she deserves it.
- Be nice, kind, and don't rage-bait people.
- Be on top of your work, missing assignments pile up fast
- Be organized and make flash card. you are allowed to use flash cards for the finals
- Be prepared to be creative. I suggest that you take time on your projects make it truly the best possible. Show just how creative you are. (All ideas should come to life in this class!)
- Be prepared to complete 60 hours of an internship. Organize your time in a well mannered way and always have a notebook and pen with you during this class.
- Be prepared to engage in class, and don't procrastinate or be afraid of contacting Mrs. Nishihama if help is needed. She really is a great teacher.
- Be prepared to fill out a lot of worksheets, sometimes they can be confusing so take your time
- Be prepared to have fun and engaging debates. The quizzes are simple but there are sometimes assignments that are a little difficult.
- Be prepared to have lots of fun with one of the best teachers!
- Be prepared to write a lot of essays, and don't get mad at the teacher. Even if you think she's too strict, every one of her rules is for your own good. And participate more in class, if you turn on your mic and talk, or volunteer to narrate, you will enjoy the class more.
- Be ready for some ultimate cringe
- Be ready to have lots of fun
- Be ready to take notes and to do lots of Homework
- Be respectful when dealing with sensitive topics; otherwise, this class is really fun! Meaning, don't make jokes when dealing with serious topics.
- Be sure to stay on top of the reading!
- Be sure to take this class, and don't mind the chat blowing up.
- Come to class with an open mind and think critically. Don't always take the presentation's view on a subject as absolute. Teacher is open to student opinions and is willing to hear them.
- Come to the class with an open brain and expect to be challenged.
- Complete the assignments on time and if you have any concerns ask for help.
- Complete the work, take good notes, and fully read the test questions
- Definitely ask for slide links because they are super useful for reviewing if you don't want to watch whole recordings again.
- Definitely take this class or any class Landeros is taking, she is the best and kindest teacher but is also informative and knows what she is teaching.
- **DEFINITELY TAKE THIS CLASS. YOU WILL NOT REGRET IT. TAKE THIS CLASS**
- Do all of your daily school work and attend all of your classes so you don't fall behind and have to catch up! Things are very easy and manageable when you do them the right way and when they are supposed to be done.
- Do all of your work on time, especially assignments that give you easy points! Don't forget to do your attendance quizzes every class!
- Do not be late, turn in assignments **ON TIME**, participate frequently in class.
- **DO NOT FALL BEHIND ON THE HOMEWORK!** I know it seems like a lot but i promise if you finish the pages for that week, it will be so much easier than waiting until the last second to get them all done. The work stacks up. Other than that, you will have so much fun. Also take advantage of the labs to connect with people and challenge yourself when it comes to answering questions and being curious.

- Do not get too distracted from the public chat in class. I noticed that there were a few students often debating and arguing about their opinions. I often close the public chat since I focus on class, with the chat being open.
- Do NOT wait until the last week to finish your Literary term slides.
- Do not worry! You will have a great time in this class!
- Do the extra credit assignments! They really boost your grades.
- Do the novel reading and homework on time.
- Do the summary for the notes, because it is always good to get extra credit.
- Do the work you are supposed to do in the notebook every week or else towards the end of the homework progress report deadline you will be rushing to get it done.
- Do your best! When writing notes, I would recommend writing it neatly, coherent, and summarizing the topic. Don't write long paragraphs of notes (unless that is what helps you) Write notes that fit your preferences, what helps you learn, and understand best.
- Do your work ahead of time becomes art projects in this class take multiple days to complete.
- Don't be afraid to ask questions, the teacher is always there to help out. Also, pay close attention when she reads aloud, though sometimes struggles with yawning while reading
- Don't be afraid of the mic or giving constructive criticism as long as it's a compliment sandwich—either way, expressing your ideas you have to say is gonna help you remember class, so think of having any kind of input in class as helpful for homework. Also don't worry about the teacher, the classes are really enjoyable.
- Don't be afraid to ask questions also watch the videos that Ms. Dallimore puts during class!
- Don't be afraid to ask questions and speak on the mic! It's also helpful to focus on the connections between events.
- Don't be late with assignments, be consistent if you would like a good grade!
- Don't be nervous and don't pressure yourself. This class is quite welcoming and understanding.
- Don't be scared to open up because I promise this class would be more of a class but like a bunch of friends. If I had the option to have this teacher again I would. One thing don't miss lots of classes because it is literally what you need to know for exams and assignments. Just remember: You listen, you learn. You engage in the lesson, you grow
- don't do drugs (also banana)
- Don't fall behind, because then the homework will just keep piling up. Always pay attention in class so you don't get lost in the middle of the week and don't know what to do.
- Don't get behind on work, and don't miss out on reading assignments—they go a long way.
- Don't get missing assignments, or you'll be behind.
- don't give up, work smart, work hard and stay focused.
- Don't go off topic or you might forget something to not achieve the full 100% on the polls.
- Don't let anyone or anything discourage you. If you believe you will fail, then you will fail. But if you believe you will succeed, then you will succeed. Just try your best and don't give up.
- Don't memorize things like dates and event names but focus more on the why and how of each event
- Don't overlook new lessons and stay planted in your studies.
- Don't Procrastinate! Take the time to organize each day and create a schedule to keep yourself from burning out last minute!
- Don't procrastinate! We have one assignment per day, and finishing it on that day will make the class super easy. Even if you get it late, as long as you turn it in by Sunday, you get full credit. If you procrastinate, it'll be hard to catch up since we usually switch reading sections and topic per week. Other than that, have fun!
- Don't slack on the individual reading/note-taking, it really is beneficial and makes your finals a breeze.
- Don't stress about the work, it won't be too much for you to handle and Mrs. Nishihama is awesome, just learn as much as you can and enjoy the class.

- Don't stress, the teacher is amazing and very kind, she'll take good care of you.
- Don't submit your assignments late.
- don't sweat it, the work is easier than you think you just have to do it
- Don't take it or get a tutor who is willing to take the time to really teach you.
- Don't take this class, and if you do be careful if you plan on going on vacation over break.
- Don't worry about anything, just do the homework on time and you are gonna love the class, the teacher and the subject by the end of the year!
- Don't worry about how many questions are on the quiz, just do your best. If you get some questions wrong, that's good. It will help you learn from your mistakes. The class PROJECTS??? You can study, but if you pay attention in class it will help even more. Use your book for reference if you're confused on what to do.
- Don't worry about it being too much, and don't think you always have to get it right. The teacher is so nice and understanding about needing help or just some extra support. She's not hard on grading and she makes the lessons understandable. She also understands if you need a little more time for the homework because you got busy doing some other work for other classes.
- Don't worry, it's going to be pretty easy and fun as long as you do your work on time.
- Don't worry, this class will help you a lot with your English and they will be very patient with you.
- Even if most of the class is silent always be the one to lead, others will follow along.
- Even if the assignment looks like a lot of work, it's probably easier than you think, but maybe a bit time consuming.
- Even if the topic is boring you should still pay attention because everything in your gradebook matters.
- Everything is repetitive--nothing to fuss about or bounce with excitement.
- FOCUS AND DO YOUR HOMEWORK ON TIME
- focus and if you need to take notes i say take them!
- Focus and make a schedule
- Focus on reading and lecturing rather than the quizzes.
- Focus on the material in class and read the textbook yourself.
- get a little notebook so that you can write down all of the formulas and stuff like that.
- Get art materials and decide project ideas early! Even without giving yourself much time to complete an assignment (though that is best), spending time making a vision is a great help
- Get grammarly, its the only way to get a good grade with the grading algorithm.
- get in a small section not a big one because it's better with fewer people
- GET READY FOR HIGHSCHOOLLLLLL
- Get your work done on time, because it can pile up. Also review concepts like grammar and literary devices on your own, since we don't do much review in this class.
- good luck and hope u like google Docs
- Have fun and don't stress too hard if you need help just ask
- have fun and enjoy what you still have
- Have fun and make sure to take a lot of notes, follow the curriculum.
- have fun and you will love this class
- Have fun, whoever you are! I promise you'll enjoy it. Just one bit of advice for you is that, please don't bomb the chat with random things! :)
- Have supplies ready and learn art techniques outside of class, since the class doesn't really teach techniques, it teaches more concepts.
- He puts his phone next to the computer so it might be loud
- Hope that Hantavirus doesn't become a Coronavirus 2.0 so there is next semester
- i don't know, the teacher is nice, there are projects, and just right lessons.
- I don't think they would need any advice this class is a pretty straight forward class
- I hope you have a fun time in this class like I did!

- I recommend that the next student joining this class next semester focus and be ready for the poll questions.
- I would advise a student taking this class next semester to make sure they stay on time when it comes to reading new books and stories
- I would advise a student to stay on top of their work and be proactive, as work can pile up quite quickly.
- I would advise the next student who's joining this class to get ready to read a lot and prepare to have an amazing teacher!
- I would encourage the student to gain some experience, a drug before coming to class because some assignments required very detailed work.
- i would give that this class is amazing and she is super sweet and everything
- i would give the student the advice to stay motivated, i think alot of students including myself forget about the work in the class and have to play catch up so id tell them not to do that
- I would just say to be respectful. you can learn a lot from this class if you are paying attention rather than bashing everything that the teacher does.
- I would say (if there are still worksheets) to **KEEP YOUR WORKSHEETS ORGANIZED**. The worksheets make taking the quizzes and breeze and If you lose them you will have to do it all over again which will waste your time. if you aren't able to redo the worksheet you will most likely fail the quiz due to the fact that you do not understand the information. and always remember to take the process pictures even if you spent hours creating something you will have a significant amount of points taken off because the assignment will be considered incomplete.
- i would say focus on algebra since it is hard to do
- I would say just learn and if somethings don't make sense then ask questions to the teacher because thats why there there to teach you and to help you learn.
- I would say the kids there are really nice and theres not that much homework and the teacher is really kind.
- I would say, follow the suggested week of work that the teacher gives us over doing all of the assignments on the due date or the night before.
- I would suggest always reaching out if you need help or feedback on an assignment.
- I would tell a student who is taking this class next semester to always stay consistent with attending class and doing homework. Furthermore, watching class recordings, taking some notes, and participating in class is very beneficial! Asking questions is always helpful!
- I would tell them to get ready to read a lot, and that you'll learn a lot about writing essays.
- I would tell them to not stress about anything, if you really pay attention, you'll enjoy what your learning and have fun!
- I would tell them to participate, and not be afraid to share you thoughts (in assignments or class). The class really becomes more fun and thrives off of varying opinions, that makes it interesting and engaging.
- I would tell them to start the assignments earlier so you have time to complete them and to interact in the chat during classes.
- I would tell them to turn in their assignments as early as possible so they won't rush before the due date.
- I would wish the best luck to the student, and tell them to just try your best and get the assignments turned, it doesn't have to be perfect, just try your best.
- If you have an essay or big project, prepare and spread out your work throughout a week or a month or whatever time you have available.
- If you have any (email) questions for the teacher, ask as soon as possible in order to get a response back in time.
- If you have questions or ever feel overwhelmed, don't be afraid to ask for help. Mrs. Nishihama is always eager to help!
- If you love animals or want an opportunity to start an internship, thins class is for you!

- If you read the novel in advance and know what is going on, you'll be fine.
- In the beginning it may be difficult, but the more time you spend on it, the easier it gets
- It is a good class that you will most likely enjoy. Just do all assignments on time.
- Just have fun and do your work on time! ^_^
- Just have fun! This class is very entertaining, and you'll always have something to do. I don't know if things will change next semester, but from my experience, every assignment was due by the next Monday (unless we had to finish an assignment before our Wednesday classes), so my advice for that would be to not stress yourself out too much.
- Just relax. The teacher will help you, and there are going to be plenty of nice people who can help you.
- Just set aside a set hour or two for studying math and homework everyday and stay consistent and make sure you don't let it pile up. You will become a true mathematician before long!
- just to let you know there is a lot of projects you will be doing also you will be doing typing club too
- Just try your best you don't always need straight A's.
- Just work hard and do your best and if you're having a hard time just tell the teacher she is patient and understanding.
- Keep track on your work if you don't it gets hard.
- Keep up with the assignments! Getting something in on time is more important than doing it perfectly. Also this class does have late penalties so keeping up with the deadlines is important.
- Know that this is a fast-paced course and that most of the learning is done independently by you. Have your notecards prepared for finals and always pay close attention to the lessons.
- listen and take notes for the future
- lock in lil vro 🎧 🙌
- Lock in on the reading and taking notes also right down the literary terms every class sessions
- Make sure to always take notes, and never be afraid to ask questions!
- Make sure to both pay attention and laugh at jokes
- Make sure to do the homework before taking the quiz. Practice really helps! Do everything by the due date--don't fall behind!
- Make sure to focus and have a good year because it goes by fast.
- Make sure to have the physical text book, or otherwise things will be a little hard.
- Make sure to keep an eye on due dates and don't let things get late/overdue.
- Make sure to keep up with the homework and quizzes, and make sure to pay attention in class.
- Make sure to look at the due homework ahead of time so you don't rush everything in one day like me.
- Make sure to pay attention in class it covers most of what the quizzes are about, the other part is from the lessons in the book.
- Make sure to pay attention, this class is more important than you think.
- Make sure to take tons of notes to do good on tests and the final exam. They're basically required to do good in this class, as with any other science class. You not just gonna remember everything off the top of your head since there's a lot of different topics.
- Make sure you can keep up with the reading, and take your time on the quizzes.
- Make sure you finish readings on time, and take good notes before the quizzes/tests.
- Make sure you focus on what were reading so quizzes and work are easier.
- Make sure you go over the lesson beforehand it gives you a better idea.
- Make sure you participate, as it helps a lot!
- Make sure you read the lesson to have an idea before class on what the teacher will be explaining and to be able to answer questions.

- Make sure you take lots of notes, it helps a lot with tests and quizzes, and don't be afraid to ask for help!
- Make sure you try as hard as you can on the posttests because they are most of your grade.
- Make sure you understand how to use Canvas before starting off the semester.
- Make sure your paying attending and participating, don't be afraid to ask questions if your lost on anything, and lastly stay on top of your work every week!
- Math is essential for everything, so use your time wisely when you are in class.
- Mrs Alcorn's class is truly unique and engaging to learn about history and she makes it fun in a way that is entertaining and amusing.
- Mrs, Landeros class is awesome you'll never want to leave there is so much to do and when we finish class it's always hard to leave because of how much fun we have it goes by quickly. :)
- Mrs, Landeros class is really fun it's a wild roller coaster with something exciting to look forward to do everytime you go to class.
- Mrs. Alcorn is a really nice teacher and she would help whenever you need, make sure to engage in the classes because everything in the text that we read in class is related to the assignments.
- Mrs. Landeros is a great teacher you will love this class, you just need to be attentive just like any other class.
- Ms. Landeros is a really great teacher and I think that you are really going to enjoy this class.
- My advice is that you just make sure you don't procrastinate, keep up on the reading, and make sure to pay attention so all the information you are given can be applied to what you do in the future!
- My advice is to focus on one subject each day to maintain a manageable schedule. It's also vital to participate, take notes, and communicate with your teacher. Most importantly, get into the habit of checking your dashboard daily—even on Friday evenings. Staying proactive ensures you aren't surprised by new weekend postings or Monday deadlines, keeping your schedule 'breezy' and stress-free.
- My advice to a student taking this class next semester is to stay on top of the work and not fall behind. Make sure to ask questions when you don't understand something and use the test retakes to improve your grade and learn from mistakes.
- My advise would be to focus and not fall behind. It also helps to participate in class because it makes the stories easier to understand.
- My best advice for next semester is to stay ahead of your deadlines by double-checking your work and submitting it early. If you try dedicated 'subject days'—focusing on one class per day—you'll find your week becomes much more manageable and relaxing.
- Never miss a day of class and always do your homework ahead of time.
- not much, but you might have to work and cooperate with other classmates sometimes in projects so be ready to work with other people. (unlike me who prefers to work alone)
- Nothing! Just know that your going to have a great year in science!
- One advice I would a student taking this class next year is that submit all your assignments on time, she deducts points, and you'll feel overwhelmed when it's Sunday. Not because she give us lots us work, it's because she gives us reading that we're supposed to do throughout the week.
- only join if they dont perform for people that semester
- Participate as much as possible and ask questions! The instructor is very responsive and patient.
- participate in class as often as you can, it makes the class more fun and enjoyable
- pay attendtion to your classes and dont be afraid to turn on your camera/mic and if you have to a in person class dont be afraid to go be condifident
- Pay attention and get in your work on time. It's not hard if you take the time to read and listen to the teacher.

- Pay attention during class; this class is quite easy if you pay attention/complete homework on time.
- Pay attention in class and keep up with your notes. Don't fall behind because it will be hard to catch back up
- Pay attention to the class if you don't know English very well since you can get confused very easily and don't hesitate to ask the teacher to explain it to you again.
- pay attention to the notes, marching in place, patients, respect others, do the work. So....LOCK IN LIL BRUV. Make your friends, respect them(kind of like....how you play ruff with your siblings but mess around with them), make jokes with them, you say mean things to them that you don't mean. Now that's true friendship.
- Pay attention, take notes, and always be open to science. It is an important class and Mrs. Landeros loves to help you understand science better.
- Pay good attention and don't goof around.
- Perhaps take some light notes? Not to much
- Plan Ahead and Read On Time
- Please be kind in the chat to students and the teacher, the teacher deserves kindness!!
- Prepare a notebook and a pencil for notetaking.
- Prepare for one of the best English classes ever with a great teacher!
- Prepare to have the best teacher ever!
- Put in the effort, and everything will go swimmingly
- Read all the chapters before hand and stay on schedule! Try not to get off track, other than that, have fun!
- Read the required pages that your supposed to so you'll be caught up. The final might be on one of the books were reading, and whether or not its a test or an essay its good to be prepared.
- Really focus on the assignments and pay attention to the material because this helps you with your future career.
- RELAX
- Remember the formulas
- Remember to be punctual get your work done and just enjoy being in the class
- Remember to use flashcards to write down definitions and formulas, since they're needed to do well on tests, homework, and quizzes. When doing tests, you're not going to remember everything off the top of your head since there's a lot of things to learn in math.
- She's a really great teacher, and does some really interesting assignments :)
- Stay on top of all of your assignments and you can always resubmit assignments with lower grades for partial credit.
- Stay on top of the weekly work and the class will be the easiest and most fun of the year.
- Stay on top of the work, if you miss an assignment that week it will be hard to catch up.
- Stay on top of your assignments and pay attention to the videos because they are very helpful for understanding the lessons. Also, don't be afraid to ask questions!
- Stay on top of your work, don't procrastinate!
- Study and be prepared. This is a fast paced course, and assignments are daily. My advice would be to try your best to keep up with everything. Once you get behind, it can be difficult to get caught up, especially with the other assignments you'll have for the other subjects.
- Submit your HRW assignments/tests 5-10 hrs before the due date!
- Take a lot of notes and flashcardes. Stidy for exams and keep up with your homework.

- take a lot of notes, flashcards, definitely request Patrick Smith as your tutor, he was very helpful, kind, and patient. He explained things better than my teacher. Always turn in your assignments on time and try to do as much extra credit. i Got a Easy A in this class. Participating is always better to ask questions then staying silent. expect a lot of work from this class.
- Take good notes. Try annotating the textbook or using colorful pens or sticky notes to organize your notes. Try until you find what works.
- Take Mrs. Felix's class!
- Take the Mega Quiz! It is VERY long, BUT, it helped me get an A on my final in 2025. I took three pages of completly new notes as I was doing the quiz, and I got something around 113/145 as a score. She replaced my lowest test grade with that score and it helped my course grade as well as helped me prepare for the final.
- TAKE THIS CLASS RIGHT NOW OR ELSE.
- Take this class!!! Mrs. Nishihama is an amazing English teacher!
- Take those notes. (they are good for tests or finals.)
- Take your time and remember there's both my.hrw and khan academy you need to complete.
- That it's a really fun class and they would love Miss Lanchester so much
- that Mrs Hollie is always willing to lend an ear.
- The advice I would give a student that is taking this class next semester is that do not procrastinate because it can really ruin your grade.
- The advice I would give is to make sure you turn everything in on time and just have fun because you'll definitely have fun with this teach because I know I did :)
- The advice I would give to a student would be don't fall behind on reading, take notes if you can, and just have fun :)
- the best two ways to get ahold of this teachers to email him or tell him at the start of class
- the class will be litter hard but you can do it just dont give up keep your hand up stand tell and tell yourself at you can do it
- The class, and I mean the 2-year is very informative mostly year one, year two helps you understand work ethics, and this class is very fun as you can do Hands-on task assignments and presentations about research/career/etc.
- The lessons may not be that fun, or engaging, but she is a great teacher with great explanations of the topics!
- The lessons might seem hard at first but they will get easier, but it just clicks and you will understand it in no time.
- The topics are hard but Mrs. Lanchester makes it fun! Make sure to take good notes.
- There is a lot of writing but it is easy.
- There's a lot of information you get in this class, so write a lot of notes to help you
- This class is freakin amazing. She is really nice, her games are fun, the stuff is fun, the friends here are fun. My friends are amazing, next year I don't think I will be able to see them anymore, because there is no bridge or in person things I think. I am grateful to have this class with everyone.
- This class isn't like the old ones, this one will really keep you paying attention, and a few laughs.
- This class might look hard at first, and there may be a few things you may not fully understand, but sometimes it can be essay. And it's easier than government.
- this math is hard but the more you work at it the more you understand it
- This math teacher is an amazing, wonderful, kind, respecting, understanding teacher, and that just try your best on your assignments, don't rush, and don't try to impress, just do what's best for you!
- This teacher doesn't get back to you, if she does get back to you she doesn't answer all of your questions in the email so you have to talk to her in person or have your family our ES email her.

- To a student taking this class next year I would say: Don't procrastinate on assignments that start one week but are due in several. Do them weekly and work on them bit by bit, not all at once. This will save you much stress when the due date comes.
- To focus on what the teacher is teaching and take notes even though if it's not mandatory because it will help you in the quizzes the teacher will give you.
- to learn how to use canvas good
- To make sure they are checking when certain assignments are due that way they get a better grade for turning their homework in.
- To make sure they turn in their homework early to avoid any issues that might happen on the day it is due.
- To make sure to focus and be on top of their school work and always be sure to ask for help and communicate when they need it!
- to never forget to do the attendance quiz before you join class
- To not leave things until the last min because then it starts to pile up. And to make sure you read the lesson because it really helps understand what your learning about.
- To obtain to your instrument of choice as soon as possible, and planning projects weeks in advance.
- To pay attention, and to not be scared to ask questions
- To stay on top of work and not procrastinate, also do the mega quiz
- To succeed next semester, you must stay on task, or you'll quickly fall behind. My best advice? Treat your math homework like a Monday morning appointment—do it first to lighten your workload. Through the week, dedicate one full day to each subject until everything is complete. If you follow this routine, you'll be organized, relaxed, and actually have a life.
- Treat English as a skill, not a subject. The more you use it, the better you will get.
- Try not to have any late work, as it piles up quickly. Keep organized notes, and attend class on time.
- Try not to miss any in-person labs.
- Turn in all your assignments before the due date, to avoid stress!
- turn in everything on Friday, Saturday or Sunday because then you have extra time to edit work.
- Turn your camera on and be engaged. Make sure to listen and do the work assigned. Think of the teacher speaking on how a person doesn't fall into the mistakes of the thousands before them.
- When reviewing for finals, make sure you review every topic, even if that topic didn't show up on the practice test because it might appear inside the finals.
- When you do notes try to do a summary, because it will help you get more points.
- When you receive a final project for each semester start the projects early because depending on the student it may take longer than they look.
- You are going to have an amazing time in this class. Remember that Mr.Quist wants you to succeed. Make sure you don't procrastinate with the written assignment, He does give you enough time but some of them will take time. Also, do not be afraid to speak up in this class about topics you may learn about. Give your opinions on things you agree with and don't agree with. Things like this will always lead to a good respectful conversation and an opportunity to gain perspective in a way you might have never thought about.
- you are going to love Mrs.Liotsakis she is the best teacher!
- You can take this class as long as you are taking some sort of health class which explains about romance.
- You should definitely take this class! It's so much fun learning with Mrs. Bengson but sometimes the chat blows up.
- You should for sure take this class! Good luck with the AP exam!

- You will have so much fun in this class! It may seem like a like of work, but it's easier than it seems. There are challenging assignment, but if you ever struggle just ask for help!
- you will learn alot from this class because in the future you might not know the symtoms of STDS, or medical dieases or dieases, or anything disorder, and do not smoke and drink because it will ruin you trust me
- youl like it
-

Coversheet

Board Remarks

Section: X. Items scheduled for Information & Discussion
Item: E. Board Remarks
Purpose: Discuss
Submitted by:

BACKGROUND:

This is the portion of the meeting where Board Members may share on school events, conferences, or school related meetings that they have participated in.