

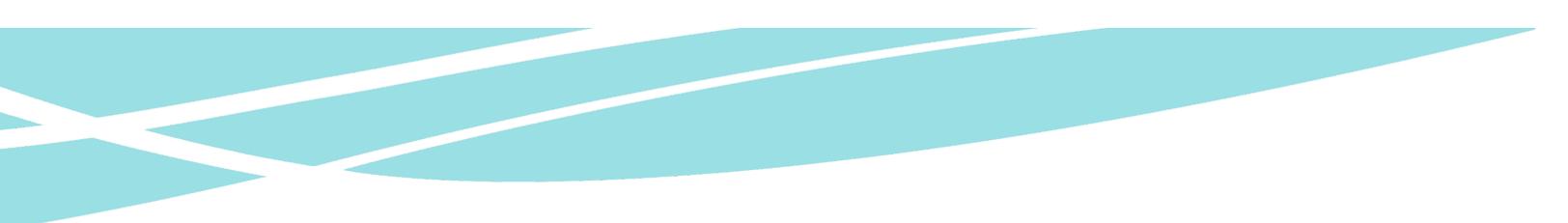


Making Waves Academy Self-Study Report

**4123 Lakeside Drive
Richmond, CA 94806
Contra Costa County Office of Education
March 8th-11th, 2020**

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Community Partners
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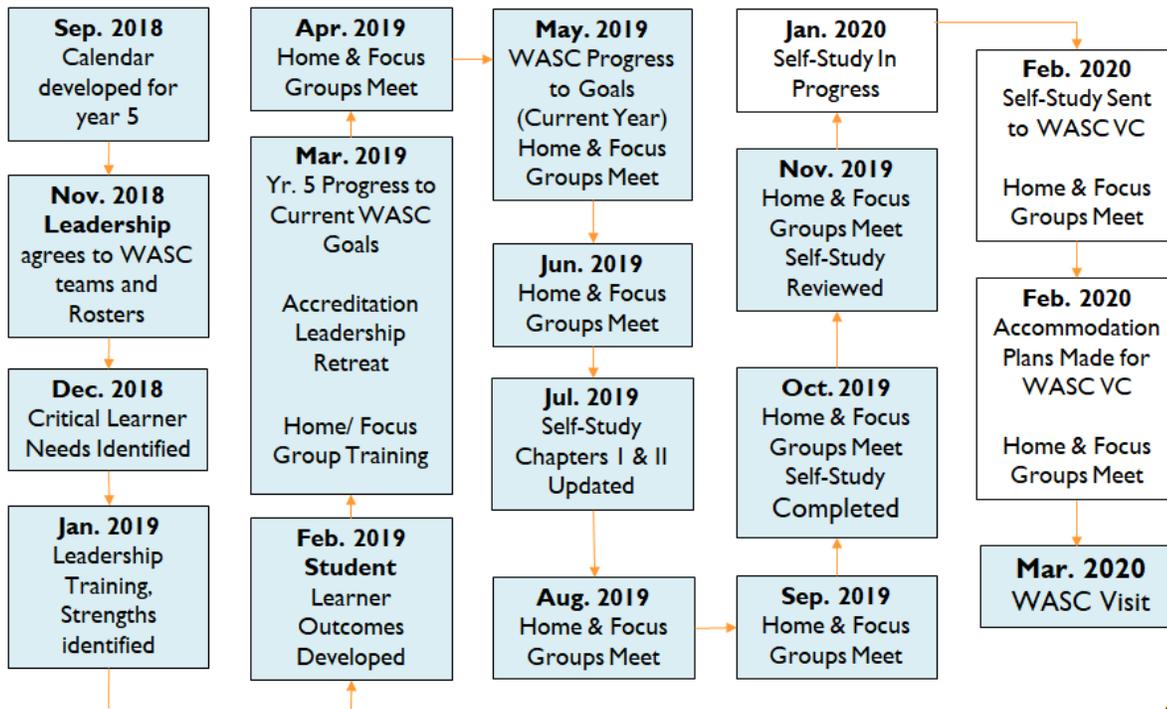
Preface

Preparation for the Year 6 visit began in September 2018. School leaders worked closely to review materials from the last visit, the progress to goals, and overall learnings from the current WASC cycle. Together, we devised a plan that included all stakeholders: staff, faculty, parents, and students. We created a master plan, also known as our “**Game Plan**” which outlined all major tasks to ensure completion.

MWA leaders prioritized community knowledge and ownership of the process. Therefore, our process began with a variety of trainings:

Training	Date
WASC Self-Study Training for Site Based Leadership <i>Target Stakeholders: school leaders</i>	January 9th, 2019
All Staff WASC Training <i>Target Stakeholders: staff and faculty</i>	February 8th, 2019
Home and Focus Group Chair Training <i>Target Stakeholders: staff, faculty, leaders, and students</i>	March 20th, 2019
Home and Focus Group Chair Training Pt. 2 <i>Target Stakeholders: staff, faculty, leaders, and students</i>	April 18th, 2019
New Employee WASC Training <i>Target Stakeholders: new staff and faculty</i>	July 29th, 2019
WASC Student Home Group Orientation and Training <i>Target Stakeholders: students and staff</i>	August 28th, 2019
WASC Self-Study Training for Site Based Leadership Pt. 2 <i>Target Stakeholders: school leaders</i>	October 23rd, 2019
School Site Council WASC/LCAP Training <i>Target Stakeholders: school leaders, staff, faculty, students, and parents</i>	November 7th, 2019

We found that providing ongoing training, at all levels, allowed for staff to engage at a higher level and it facilitated the rest of the process outlined in the timeline below.



4 In October

2019 the Director of Compliance (WASC Coordinator) departed from MWA and I became the WASC Coordinator. This staffing change required a modification to our initial game plan to ensure that we maintained momentum in our year of reflection. Once at the helm, I prioritized stakeholder participation by collaborating with school leaders, Home and Focus Group chairs, School Site Council officers and our Board President. Together, we re-worked the timeline from October 2019-March 2020 successfully. The pivots we made allowed for more time to reflect and refine our proposed student learner outcomes, major student learner needs, goals, and action plan.

We would like to thank our staff, faculty, students, and governing bodies for their commitment to this process and their endless contributions. Our call to action was to move beyond compliance to excellence, our community responded to that call with a sense of urgency and for that we are incredibly grateful.

Respectfully,
Elizabeth Martinez, Chief of Staff on behalf of Making Waves Academy

Making Waves Academy Leadership 2019-2020

Alton B. Nelson, Jr.
Chief Executive Officer

Dr. Evangelia Ward-Jackson
Senior School Director

Middle School

Vacant
Middle School Director

Raynell Crews-Gamez
Associate Middle School Director

Brandon Greene
Senior Dean of Students, 7th & 8th Grades

Emilio Ortega
Associate Dean of Students, 5th & 6th Grades

Molly Pilloton
Associate Dean of Students

Caitlin Shelburne
Director of Curriculum and Instruction

Upper School

Vacant
Upper School Director

Jon Siapno
Director of College and Career Counseling

Ahjia Moore
Dean of Students

Dr. Antonio Martinez
Associate Dean of Students

Priscilla Mendez
Director of Curriculum and Instruction

Making Waves Academy Board of Directors

Alicia Malet Klein, **President**
Maricela Navarro, **Secretary and Parent Representative**

Burak Gursel
Dr. Esther Hugo
Jessica Laughlin
Daryle Morgan
Layla Naranjo
Margaret Watson

Contra Costa County Office of Education
Lynn Mackey, Superintendent of Schools



Chapter I: Progress Report

- Describe any significant developments that have had a major impact on the school and/or specific curricular programs since the last full visit.
- Comment on the process for implementing and monitoring the schoolwide action plan aligned with LCAP.
- Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas (growth areas for continuous improvement)* from the last full self-study and all intervening visits.

Significant Developments

Since the mid-cycle visit, significant developments have occurred in the areas of organization, expansion, innovation and compliance. Listed below are significant developments of Making Waves Academy (MWA).

Governance

Bylaws. In the spring of 2019, the MWA Board altered its governance structure to adjust to changes in charter school governance law related to transparency and accountability. This resulted in MWA ending its sole statutory member relationship with Making Waves Foundation (MWF) and becoming fully independent with a self-appointed board.

Charter(s)

Charter renewal. The charter was renewed during the 2016-17 school year and **runs through 2021-22**. The charter revision included increasing grade level cohort size from 112 to 168 students.

New Pittsburg charter petition. The petition to open **MWA Pittsburg** (a proposed 5th-12th grade school) was initially denied by Pittsburg Unified School District and approved to open by the Contra Costa County Office of Education. In September 2019, Making Waves Foundation decided that it would not move forward to build an MWA campus in Pittsburg, given, among other factors, increased remediation and construction costs and an altered landscape for charters in California. In October, the MWA Board formally decided to “close” (not move forward to open) MWA Pittsburg.

Structure

Central Office. A “**Central Office**” was formed and expanded to support the expansion of the existing Richmond school and other planned growth. MWAS is not a “CMO” (Charter Management Organization). It is similar to a traditional public school district office that resides on the main campus and provides oversight, support, and services in key areas such as human resources, talent acquisition, business services, operations, community engagement, and learning and innovation.

Reorganization. In the spring of 2019, the organization instituted **major structural changes** to address: 1) instructional and cultural alignment between the middle and upper school divisions and 2) creation of an adequate organizational structure to support an expanded Richmond campus, the addition of a potential new school in Pittsburg, and a new division for Richmond (K-4). Middle and upper school alignment was identified as a major challenge. To address this challenge we shifted from a two division leader model (e.g. *Upper School Director* and *Middle School Director*) to a single school leader model (*Senior School Director*). Next year, we will more fully re-organize to allow the Senior School Director to direct, lead, and align all school-based instructional and operations functions.

Staff feedback. In the winter of 2019, the **staff survey revealed strong feelings regarding school leadership and practices.** A committee comprised of faculty and staff reviewed the results, highlighted areas of success and challenge, and made recommendations. The survey was shared with the MWA Board. MWA leadership and the CEO embarked on listening campaigns in an effort to learn more about the origins of staff dissatisfaction. In the end, while all subgroups of staff who participated in the survey had positive to very positive Net Promoter Scores (NPS), the upper school division, overall, had a very low NPS. Based on that feedback MWA leadership made efforts to make changes to allow for more staff participation and engagement where appropriate, as well as address sustainability issues related to work intensity, workload, and level of impact.

Parent feedback. In the spring of 2019, a small group of **parents raised some concerns** at the board level to ask for more transparency and partnership with respect to online courses, especially for math where student and parent dissatisfaction are high; the reasons behind teacher departures and the communication about them and the staff survey results. The Board President and CEO held a forum with these parents to hear their concerns and engage in discussion. They committed to regular and open forums in the future to increase access and create spaces for dialogue and they are ongoing.

Expansion & Growth

Campus expansion. The size of the **campus has increased by 2½ times** to accommodate the larger grade-level cohort sizes, bolster programming options, and create 21st century learning spaces.

- **Middle school.** A **new middle school was built** that includes two core instructional buildings (with open learning areas, science labs, maker space lab, art rooms, restorative practice rooms, clinical psychological support offices, a library, teacher and student collaboration spaces, and modern student commons for dining and events), a full gymnasium, a turf field, a garden, a music room, and a kiln room.
- **Upper school.** The **upper school was renovated** and completed at the start of the 2019-20 school year. The core three buildings of the old campus were extensively renovated inside to mirror the 21st century features of the middle school and a fourth building was constructed. Special features of the upper school include performing art spaces, a demonstration kitchen, a parent resource center, and a dedicated college and career counseling center. Property owned adjacent to the upper school will be the site of a new gymnasium and turf field by 2021.
- **K-4 campus.** Plans to seek a **material revision to add kindergarten through 4th grade** were amended. Again, due to escalating construction costs, the change in the charter landscape, and the fiscal distress of the local school district (West Contra Costa County Unified School District), MWF made the decision to not move forward with plans to build a K-3 campus for MWA. The MWA Board voted to **submit a charter revision to add only 4th grade** on the existing campus.
- **Staff Reductions.** As a result of the decision to not move forward with MWA Pittsburg and or add a K-3 campus, the decision was made to **enact some staff reductions mid-year**, to allow



people in roles that would be eliminated by the end of the year, an opportunity to be available to seek employment elsewhere at the start of 2020. The staff reductions eliminated some positions and will allow for revision of other positions. The majority of impacted positions were in the Central Office.

Program & Innovation

1:1 Technology launch. Launched in 2018-19, the 1:1 technology provides a Chromebook for every student for use throughout the day as well as to take home. This approach is allowing for differentiated learning opportunities within the classroom and access to multiple learning tools.

Teacher Residency program. Launched in 2017-18, this pipeline program develops teachers in a year-long, paid, “residency” year. Residents receive a salary, health benefits, and compensation to cover their credentialing program costs. Residents who earn their credentials are then placed in MWA classrooms the following year.

Compliance

Federal Program Audit. During the 2018-19 school year, MWA was selected to undergo an audit of our federally funded programs, including Title I and Title III programs. The audit was completed and there were no material findings found through the process.

School-Wide Critical Areas for Follow Up from Previous WASC Visit

In April of 2014 our initial WASC Visiting Committee shared that our school was doing an admirable job of using various structures to gather input on criteria from all staff. They noted that teachers and clerical/support personnel expressed having a clear idea of the process and were provided not only with the ability to give input but also to participate in the decision-making process that led to the selection of the key issues. The work was continued in the bi-weekly staff meetings and in the leadership meetings until the key issues were finalized.

The Visiting Committee identified the following as strengths:

1. Many support systems for students
2. Strong professional development culture/orientation for new teachers
3. Strong tradition of parent involvement /communication with parents/students
4. Focus on standardized tests and data led to an increase of API score
5. Fiscally sound and have been able to provide postsecondary college opportunities for students

The Visiting Committee concurred with the identified areas that we outlined in the schoolwide action plan:

1. Need for organization systems to review all procedures in the school that impact learning including but not limited to vertical collaboration between middle and upper school, assessment/data focus and staff evaluation procedures
2. ELD focus to support the needs of all students.
3. A continued growth of programs as the school expands to offer courses and programs to meet the needs of all students.

In addition, the Visiting Committee identified areas that need to be strengthened:

1. Standards-based curriculum in all content areas at the US/high school
2. Extensive opportunities to prepare students for college and careers with all postsecondary options (4-year, dual enrollment (community college) 2-year/certification/technical, industry certification).

Our Mid-Cycle review took place September 2016; several of our original Visiting Committee members returned for the Mid-Cycle review. During the Mid-Cycle visit we shared several challenges and changes that our school community had experienced. The Visiting Committee report reflected these challenges.

1. Staff turnover, particularly in the upper school division, threatened the continuity of student learning and school culture.
2. Flat results in ELA and Math SBAC results across the school were noted in the midterm letter, with slightly stronger results in classrooms with more stable leadership.

3. Significant decrease in EL student achievement in both ELA and Math.
4. Staff and organizational changes/restructuring that occurred in the preceding three years delayed the school's ability to achieve the goals of the mission and more positive outcomes.

However, the Visiting Committee noted that despite the changes and challenges, leadership did well in making progress and setting up systems of monitoring and feedback as suggested from the last visit. Following the visit, we were provided with a list of commendations and recommendations.

Commendations:

1. The upper school has begun to stabilize through expansion with the systems now put into place and new leadership
2. Leadership seems adept at creating multiple systems of monitoring and organization--they have identified a number of areas of weakness and have designed responses to those weaknesses and needs
3. Much time and effort has been spent by the leadership team to create and assemble data to share with stakeholders
4. Post-secondary enrollment rate is at 100%. As perhaps the definitive metric of success, this also appears to be an embedded cultural value of MWA, informing the design and implementation of all school systems
5. Through the support of Making Waves Foundation, MWA has increased teacher retention through direct salary increases, student loan repayment programs, and creative housing assistance programs in an effort to attract and sustain strong staffing
6. The Visiting Committee notes that there is no reported data for AP courses/tests and MWA students participating in the SAT college entrance tests in the report. However, starting in 14-15 school year, 73/80 MWA students took the SAT and there were reported AP tests administered to MWA students
7. Many support services are available for students (after school tutorial, Saturday credit recovery and test prep sessions), daily advisory classes, and team teaching classes

Recommendations and [Current Status]

The Visiting Committee concurs with MWA relating to the following action plan updates:

1. Create Summer Math Bridge program for incoming 9th graders identified as needing additional support in math **[IMPLEMENTED]**
2. Increase collaboration between faculty and ELD Department **[IN PROGRESS]**
3. Increase collaboration between faculty and SPED Department **[IN PROGRESS]**
4. Implement ELD curriculum correlated to SpringBoard creating MWA units and lessons **[IMPLEMENTED]**

5. Expand Saturday Academy objectives to include support for struggling students **[IMPLEMENTED]**
6. Encourage faculty participation in Professional Development opportunities off campus to gain additional experience **[IMPLEMENTED]**
7. Career and College Counseling (CCC) office staff to present to MS families and faculty regarding College Readiness for MS students **[IMPLEMENTED]**
8. CCC staff to build out comprehensive transition process for students and families for clarity regarding the roles and responsibilities between MWA, CCC team and Making Waves College and Alumni Program (CAP) **[IN PROGRESS]**
9. Collaborative instructional and school culture design planning at the department level (problematic with turnover, but important for authentic implementation). Staff turnover, particularly in leadership, can lead to implementation fatigue as successive waves of leader driven change is initiated then abandoned or modified; this creates difficulty with full buy-in from long term staff as they struggle to maintain continuity in their instruction **[IN PROGRESS]**
10. With the high teacher turnover percentages, continue to research methods and adjust plans to retain teachers **[IN PROGRESS]**
11. The Visiting Committee notes a need to include all teaching staff in the implementation of the plans relating to student achievement **[IN PROGRESS]**
12. A review of the action plan affirms that the school is moving from the planning/development phase to implementation and then finally, evaluation phase of the 6-year WASC process. All instructional leaders and teachers should be included as implementers to provide greatest impact on student learning **[IN PROGRESS]**

Progress on Schoolwide Action Plan

Upper School Division (9th-12th Grade)

Leadership, Talent, and Capacity Building

- Upper school faculty and staff attended PBL World's professional development conference in the summers of 2016, 2017, and 2018. The workshops included: PBL 101 Intro Workshop, PBL 201, and PBL Leadership Team Workshop. Ongoing professional development both internally and externally continues to support our team to further develop 21st century learning and teaching strategies for the classroom.
- In 2016-17, several new key positions were launched to support our high school's college-readiness curriculum and post-secondary pathways. These positions included the Associate Director of College and Career Counseling, Career Services Coordinator, and Academic Advising Coordinator.

- The Associate Division Director position was created in the 2016-17 school year, but was eliminated at the end of the 2018-19 school year as a result of a planned new leadership position to oversee the whole school 5th-12th, thereby increasing vertical alignment.
- In 2016-17, the Content Lead Apprentice Program was created in partnership with an outside service provider, RTE, Inc. The aim of the program is to build capacity for faculty interested in leadership, enabling them to apply and compete for an upper school Content Lead position.
- Faculty retention rates in the upper school fluctuated over the last few years. In 2018-19, all upper school faculty returned with the exception of one English teacher. At the end of 2018-19 there were seven faculty departures. Two departures were TFA Corps Members whose 2-year commitment was fulfilled. The other departures were in math, history, and science.
- A new position, Director of Student Activities, was created in 2016-17 to elevate student voice and leadership on-campus. This person resigned at the end of the 2018-19 school year. The position was updated to a Student Activities Coordinator for the 2019-20 school year and was filled by an internal candidate.
- A new Upper School Director, Kimberley Carr, took over leadership at the start of the 2015-16 academic year. She resigned at the end of the 2018-19 school year.

Curriculum & Programming

Curriculum

Our curriculum has expanded in the following areas:

- CSU, college-readiness Expository Reading and Writing course for 12th graders.
- 2-year CTE certificate program for health professions. CTE pathway courses were launched for Health Science and Medical Technology resulting in the launch of two CTE courses: Introduction to Health Sciences and Anatomy and Physiology. In 2017-18, a full-time Career Services Coordinator was hired. In 2018-19, an additional CTE course, Medical Terminology, was added.
- Adoption of Next Generation Science Standards (NGSS), resulting in new NGSS courses offered starting in 2017-18.
- The Advanced Placement (AP) program has grown significantly since the last visit. Current offerings are: AP Calculus AB, AP English Language and Composition, AP Psychology, AP United States History, AP United States Government and Politics, AP Statistics, AP Spanish Language and Culture. AP Biology was offered in 2017-19 and 2018-19 and will be offered again in the future.
- The Advanced Placement (AP) program is “open access,” meaning that all students may express interest in participating, without barriers such as teacher recommendations or minimum GPAs. AP exams are administered on campus for all students enrolled in AP courses at no cost to families, including those needing disability accommodations.

Programming: Academic Intervention and Support

- In 2014-15, the SPED Coordinator offered professional development for faculty during August PD, and in both fall and spring semesters of the academic year. In 2016-17, professional development for general education teachers was enhanced to include strategies for scaffolding, positive behavior management systems, managing individual student behavior, and understanding behavior. In 2017-18, goals for faculty collaboration focused on strengths-based messaging and mindset.
- In 2015-16, an English Language Development support class was created during the instructional day for EL students. This class supported students across all disciplines.
- In 2015-16, a credit-recovery opportunity class was created during the core day, using the APEX online platform, to address ongoing credit needs. This initiative resulted in overall increases in grade level GPAs, grade level retention rates, and higher graduation rates for the 13th Wave seniors. Consequently, 2016 summer school enrollment decreased by 51.5%.
- In 2015-16, a Fundamentals of Math course was designed and launched to have the same teacher provide both the core instruction in Algebra I and small group support for students identified as needing additional support. This class was discontinued in 2018-19 after the teacher resigned and review of the course data showed that the course was not having a significant impact on student learning. The course primarily served 9th graders.
- An online math intervention program, Revolution K12, was also implemented. Overall, the students in all three subjects experienced assessment increases, ranging from 2.6%-11.23%.
- The Response to Intervention model (RTI) model was revised in 2016-2017 to offer academic support during the core day. The new approach, Marlin Hour, is a period in the core day for teachers to engage in *intervention and accelerated* programming for all learners. Teachers assist Tier 2 students with grade-level mastery; Tier 3 students focus on foundational skills with interventionists. Accelerated programming provides Advanced Placement support, course advancement, and enrichment. Additionally, the Saturday Academy programming supports struggling students and those designated as Tier 2 or 3. In 2018-19, the Marlin Hour program priorities included: targeted intervention, faculty collaboration around session content, expanding enrichment session options, and assessment-use. Targeted intervention included the development of focus standards for all sessions as determined by content teams. Faculty collaboration around session content included the development of project-based learning experiences in enrichment and studio time sessions directly aligned with content focus standards for each quarter.
- A Summer Math Bridge program was offered for incoming 9th graders beginning in 2015-16. The program provides key foundational math skills to better prepare students for success in Algebra 1. Skills in organization, note-taking, math confidence, and growth-mindset development are also offered.

Innovation

- In 2017-18, work began to support applied technology skill development for MWA teachers to prepare for the our 1:1 Chromebook launch at the beginning of 2018-19.
- In 2016-17, the upper school Block Schedule Ad-Hoc Committee successfully completed their semester-long process of research, group discussion, and facilitation of faculty input in order to create the proposed Tumbling Block Schedule for the 2017-2018. The tumbling block schedule affords the same number of instructional minutes offered in previous years, but allows for mid-week longer “blocked” periods to facilitate critical-thinking, problem-solving, and analytical skills through project-based learning. Two exciting additions to the master schedule include Marlin Hour (core-day intervention) and Community Block (leveraging relationships and student voice).
- With the creation of a modified block schedule, we were able to prioritize student voice and input. The community block is a time for MWA to come together to build spirit, develop connections, celebrate accomplishments and share information.
- In 2017-2018, the Student Activities office utilized a new technology, *5-Star Students*, to track and incentivize participation in campus activities. This system allows us to more easily collect and manage data related to campus engagement.
- In 2016-17, we developed a comprehensive, student transition program from high school to post-secondary pathways between MWA and the College and Alumni Program (CAP) of the Making Waves Foundation. The transition program defined and streamlined roles, responsibilities, case management, strategic planning, and operational needs. Highlights include collaboration between the SPED Coordinator, Social Worker, Deans of Students, and faculty advisors. Consequently, 75% of graduates matriculate to four-year institutions and approximately 20% of graduates matriculate to community colleges.

Middle School Division (5th-8th Grade)

Leadership, Talent, and Capacity Building

- The middle school has maintained high faculty and leadership retention since the 2016 mid-cycle WASC review. The majority of staff changes at the middle school have been due to our program growth and expansion as well as to career-pathway development within the school community.
- 100% of Senior Leaders in the middle school have been retained in their positions for the last seven years. New mid-level leadership positions added since our 2016 visit are listed below. Five of the seven positions were filled by existing community members through internal promotions.
 - Humanities Lead Teacher
 - Math Lead Teacher
 - 5th Grade Lead Teacher

- o GATE Coordinator
- o Applied Technology Coordinator
- o Social Worker
- o Associate Dean of Students

Curriculum & Programming

- Since the mid-cycle WASC Visiting Committee visit in 2016, we have moved toward a single-subject school model. During the 2016-2017 and 2017-2018 school years, we transitioned the 5th grade from self-contained classrooms to a hybrid instructional model. In the 2018-2019 school year, our pupil population grew by 20%, and our faculty increased accordingly. As an interim solution to ultimately moving from a 4-cohort model to a 6-cohort model, we adopted hybrid teachers in the 6th grade. Moving to a fully single-subject model from 5-8th grades was approved by our board in the 2018-2019 school year and has been implemented fully in the 2019-2020 school year.
- Our primary math program curriculum consists of Math Expressions and Open Up. The idea of the curriculum for math is to develop deeper practice and mastery through a focus on critical thinking, writing, and conceptual understanding in addition to the development of strong computational skills. One goal through this curriculum is that all of our students would have the opportunity and foundational skills and understanding to be able to tackle an AP math course by the time they are juniors or seniors in the Upper School. In addition, we offer a math intervention course to students entering the Upper School from the Middle School who are still not demonstrating proficiency in math. Lastly, we designate students in Tier 3 in our Response to Intervention model (RTI) to be in Tier 3 math intervention, a course that targets those skills students have not yet mastered as seen through the SBAC and other assessments. The goal is that by the end of 8th grade, all students are performing at or near grade level.

Innovation

- MWA middle school just completed our first full year using the Achievement Network (ANET) Teaching and Learning Cycle as well as Assessment system. ANET is a standards-based assessment platform that provides fast and effective data aligned to the California Common Core State Standards (CCSS) and Springboard curriculum. In order to effectively increase our student performance, MWA middle school leadership identified a need for an intentional assessment platform that objectively assesses students based on standards and provides standards-based data to inform high quality instruction.
- As part of our expansion model, we have identified a need to grow our professionals. As a result of a standards-based assessment platform, our Director of Curriculum and Instruction worked with the Academic Intervention Services Team (AIS) to develop a strong, system-wide Data Talk protocol that has been implemented in content meetings. As a result of this, our content leads

have become more proficient at analyzing data and leading a team to define clear shifts in instruction to meet the needs of their students.

- In 2015-16, our ELD Coordinator held quarterly professional development for faculty on the correlation between student proficiency levels and expected language abilities, scaffolding, differentiation, Reclassified Fluent English Proficient (RFEP) criteria, assessment of student oral and written proficiencies, and increasing reading comprehension across content areas. In 2018-19, collaboration with faculty continued to grow their understanding of reclassification criteria, including training for administering the ELPAC speaking test.
- Several markers reflect our continued progress against WASC Goal 3: College and Career Readiness. In 2016-17, a Friday PD session for middle school faculty to review college readiness data was hosted by the Director of College and Career Counseling. Workshops for middle school families occurred annually at parent meetings to introduce the high-school-to-post-secondary transition program offered by College and Career Counseling at MWA and the College and Alumni Program (CAP) of Making Waves Foundation. In 2018-19, approximately 15 students from middle school and upper school attended the Black College Expo at the Oracle Arena. Additionally, a Coffee Talk was hosted to help families, school-wide, identify the home needs which are fulfilled by their college-going children, and strategies to have those needs fulfilled in other ways, in an effort to help families prepare for letting their children go out-of-area for college.

Culture, Climate, and Co-Curricular Growth

The middle school has experienced major progress in school culture and climate as well as co-curricular offerings. Since 2016, we have fully implemented the Restorative Practices Framework, launched an inclusive athletics program, and expanded club offerings.

- Restorative Practices is a set of school discipline and educational principles and practices used to build positive relationships, respond and address harm/conflict, and restore students into the school community so our Wave-Makers can thrive in and out of the classroom.
- As an alternative to zero tolerance policies, Restorative Practices can be understood through a three-tiered model of: **RELATE, REPAIR, RESTORE**. Since adoption we have seen a steady decrease in suspensions as reported by the CA Dashboard - *Percentage of Students Suspended*:
 - **9.5%** in 2016-17
 - **6.6%** in 2017-18
 - **6.0%** in 2018-19
- In the 2017-18 school year, middle school athletics transitioned from being club-only to competitive. The position of Athletics Lead was created to work alongside the upper school Athletic Director to develop a sports program for the middle grades that involves both boys and girls' athletic opportunities in volleyball, soccer, basketball, and ultimate frisbee, with the primary

goal of vertically aligning to articulate well with interscholastic athletics in the upper school. The middle school presently fields seven sports teams.

Implementation and Monitoring: Action Plan and LCAP

We made the decision to ***align our WASC school-wide action plan with our LCAP goals***. The LCAP is more detailed in some areas to meet the requirements of the CA Department of Education's guidelines. However, the three school-wide goals guide the activities over the state-mandated areas that must be addressed through the LCAP.

For the past six years, we have monitored the WASC School-wide Action Plan and LCAP in parallel. There was some overlap of the two plans but their two different templates made it difficult to merge and monitor all at once. Beginning with the 2020-21 school year, the plan is to merge these plans so that it is really one plan, versus two aligned plans.

The following structures are in place for monitoring and implementing the action plan:

WASC Review Advisory Committee. This committee meets annually to discuss and present progress against the plan. Data and progress reports are shared with the committee that track to the school-wide action plan. The committee discusses successes, challenges, and any proposed modifications for the goals to be addressed the following year. This group has been in place for six years, since the last full-review accreditation renewal cycle visit. Elements of the progress on this plan overlaps with the LCAP. Those overlapping elements are addressed specifically within the LCAP review and progress monitoring process.

Curriculum Review Advisory Committee. Two members of the MWA Board serve on this committee to review curricular and programmatic progress and new proposals. Insights and recommendations from this body are shared with the board on an annual basis. This group meets two times per year. Recent examples of the kinds of topics discussed and acted upon are 1) lower than desired SBAC math achievement data, 2) changes in the upper school schedule to move to a block schedule, and a review of the upper school course offerings, including Advanced Placement courses. Conclusions and recommendations of this group inform WASC and LCAP planning.

School Site Council. The SSC is a stakeholder input group comprised of elected staff, parents, and students. Typically, a mid-year progress action plan report on progress-to-goals is shared. At this time, this body is allowed to ask questions about the report as well as seek clarity on the goals or propose items to be addressed. Moving forward the LCAP and WASC plans will be reviewed as one.

School Leadership. At various points throughout the year, school leadership provides updates and commentary related to the WASC action plan, reminding staff of the plan and examples of how specific activities or initiatives are tied to the action plan. In their role, they are expected to keep the WASC action plan goals front and center when and where appropriate. They are also expected to participate and engage with the WASC Review Advisory Committee, Curriculum Review Advisory Committee, and School Site Council in sharing updates, progress, and challenges. They are responsible for making sure the action plan is being implemented and followed. Similarly, elements of the LCAP are reviewed with staff and in leadership meetings. Moving forward, elements of the LCAP/WASC plan can be reviewed together.

Professional Development. School-wide professional development plans, leadership meetings, as well as regular content meetings utilize a meeting agenda template that shows how the topics are related to the WASC Action Plan Goals and areas of focus for the year. Moving forward, the LCAP/WASC Action Plan will inform professional development planning and programming. It will be much easier to make the connection to one plan versus tracking progress in two plans.

Progress Monitoring Method

Since the Mid-Cycle Review, we have reviewed and discussed our student/community profile, progress, and Visiting Committee recommendations on multiple occasions annually. Specifically, we have a WASC executive leadership Team, site-based leadership team, WASC goal leaders, and WASC Advisory Committee that has regularly scheduled meetings throughout the year. Additionally, our WASC goals have been embedded into the programmatic structure of the school community as the school-wide goals. WASC Goals are integrated into all agendas, plans, strategies, and programs that are owned by the School Site Council, faculty, student groups, families, and staff. Involvement of all stakeholders, and specifically of instructional leadership and faculty, as requested by our former WASC Visiting Committee, ensures that there is a consistent and diverse ongoing focus on school improvement and student learning.

The school used a standardized document titled “WASC Progress to Goals” to track progress on the WASC Action Plan. School leaders updated the the tracking sheet on an annual basis and it is reviewed by the WASC Advisory Committee of the Board. The documents are linked below for reference.

- [2015-16](#)
- [2016-17](#)
- [2017-18](#)
- [2018-19](#)

Chapter II: Student/Community Profile and Supporting Data and Findings

Tell the story of your school through the use of data and information. This thorough examination of the school includes:

- **The history and background of the school**
- **A description of the school programs**
- **California School Dashboard performance indicators and other local measures**
- **Examination of perceptual data, such as surveys**
- **Provide findings, noting trends, irregular patterns or anomalies for the data, including longitudinal and disaggregated data (see profile guide)**
- **Provide a brief summary that includes:**
 - **Implications of the data**
 - **Identification of 2–3 preliminary major student learner needs (at this stage of analysis)**
 - **Important questions to be discussed in the Focus Groups.**
- **Include related profile materials in the appendices at the end of the report.**

The History and Background of Making Waves Academy

Chronological History

1989

- Making Waves Education Program (MWEP) is founded to support socio-economically disadvantaged youth of color in Richmond by providing educational opportunities so that they can apply to, attend and graduate from college.

2005-2007

- Making Waves leadership considers founding a public charter school, allowing more students from Richmond to prepare for, gain admission to, and graduate from college.
- MWA charter petition is denied by West Contra Costa Unified School District (WCCUSD) but is approved by the Contra Costa County Office of Education (CCCOE).
- The core MWEP approach of academic and holistic preparation for college, career, and life success become foundational approaches for MWA.

2007-2011

- MWA opens in 2007 as a 5th-8th grade middle school. Lottery priority preference for enrollment are siblings of MWEP, MWA students and Title I students in Richmond. Initially, each grade level (or Wave) serves 100 students.

2011-2015

- In the fall of 2011, MWA expands to include grades 9-12 (the upper school), and a new middle school is constructed adjacent to the existing campus.
- WASC confers a 6-year accreditation after the initial 3-year accreditation.

2015-2019

- MWA graduates its first class (12th Wave). 12th Wave, MWA graduates, enroll in some of the following schools: Columbia, Macalester, UCLA, UC BerkeleyCal, CSU East Bay, and Berkeley City College. About 70% gain admission to 4-year schools and about 25% enroll in community colleges.
- In 2017, MWA's material revision to expand enrollment to 168 per grade level is approved.
- In the spring of 2019, more than a dozen students from the 12th Wave (1st MWA class) graduate from college in just four years.

Additional Highlights Related to Expansion

- In the fall of 2018, 168 new 5th graders and 56 new 6th graders are welcomed to MWA, resulting in both 5th and 6th grade enrollment counts of 168 students per grade.

- In the winter of 2018, the upper and middle school share the new, expanded middle school campus so work can begin on the new and expanded upper school campus.

Additional Highlights Related to Growth

- In the winter of 2018, MWA's initial charter petition is denied by Pittsburg Unified School District (PUSD) but is approved by CCCOE.
- In the fall of 2019, Making Waves Foundation (MWF) decides it will not move forward with building the facility for MWA Pittsburg. Reasons cited are the high cost of land remediation and construction, and the dramatic shift in the California charter landscape due to new charter legislation.
- Given the lack of viable facilities, in October of 2019, the MWA Board discusses and comes to a formal decision not to move forward with MWA Pittsburg, in effect enacting school closure procedures.

Narrative History

The addition of grades 9-12 in 2011 informed a decision to run both divisions as almost two different schools, each with its own leaders, practices, and culture. The effects of this structure informed the development of mostly aligned but also separate divisional identities in the areas of approaches to instruction, culture, and supervision. While it is understood that middle and high schools can have different age-appropriate cultures, the impact of not being more fully aligned from the outset continues to play out currently, resulting in sometimes less than optimal outcomes for students. Examples include different instructional practices and approaches across grade levels and content areas, the feeling in the middle school and upper school feeling like two different schools versus one school, and adult supervision and management practices that are experienced differently among the faculty and staff in the middle and upper school divisions.

After MWEF was discontinued in 2014, a new college success program called CAP was created by MWF to support the graduates of MWA. For MWA graduates, CAP provides college financial planning, need-based scholarships (up to \$10,000 per year for up to six years), and coaching through college and into careers.

In 2013, MWA and MWF governance members and leadership discussed a desire to serve more students by both expanding the existing school in Richmond and perhaps growing to serve a community outside of Richmond.

To this end, a strategic plan was developed to support expansion and growth plans. Over the next few years 1) MWF purchased land adjacent to the existing campus in Richmond and property in east Contra Costa County; 2) stakeholders worked with architects and school developers to design 21st century learning spaces for students; 3) MWA submitted petitions to expand enrollment in Richmond

and to open a new charter school in Pittsburg; and 4) MWA recruited talent to support the expansion and growth activities of MWA.

In June 2017, the construction of the new middle school campus began. In fall and winter of 2018, MWA opened the new middle school buildings. In June of 2018, work began on significant improvements to existing buildings and the addition of a new building for the upper school. From January 2018 to June 2018, the middle and upper schools co-located on the new middle school campus. In the fall of 2019, the new upper school campus opened.

As a result of the campus expansion, MWA now has capacity to serve about 1,500 students. In the winter of 2019, MWA will seek a material revision allowing it to begin to serve 4th grade also. If approved, 4th graders will be added to the middle school campus in the fall of 2021.

Background

Richmond is best known for its unique history and role in the World War II home front effort. Today the city is important to oil refining, transportation, shipping with Chevron, USA, Inc. and the Kaiser Permanente Medical Group being major employers. Richmond, like other urban semi-urban communities, requires a high quality and intensive school experience to overcome these challenges. Because most urban local schools lack adequate financial resources, they are finding it all but impossible to overcome these challenges. The students served at MWA come from the school communities which are most plagued by these challenges. MWA serves students who have traditionally been underserved and underrepresented in college and other post-secondary opportunities.

MWA is located in Richmond, California. The city is a diverse community with a population consisting of 22% African American, 40% Hispanic or Latino, 17% White (Not of Hispanic or Latino Descent), 15% Asian, 0.3% Native American, 0.5% Native Hawaiian and Other Pacific Islander, 6% other. The demographics of MWA are comparable to West Contra Costa Unified School District (WCCUSD) which are both different than the overall demographics of Richmond. Overall, 8% of the MWA student population is African American and 86% are Hispanic or Latino, and English Language Learners make up 24% of the school's population.

Over 70% of our students currently come from Title 1 elementary schools in Richmond. Over 75% of our students qualify for free or reduced priced meals. Over 30% of our incoming 5th grade students are classified as English Learners (EL). As is often the case, our students must endure the stress that comes from these circumstances. MWA addresses these issues and provides services to students and their families, so that they can achieve their goal of entering and graduating from four-year colleges and universities.



The West Contra County Unified School District (WCCUSD) serves students in the city of Richmond as well as surrounding cities. According to school district statistics on the California Department of Education Website (CDE), 33.8% of WCCUSD students are English learners and 67% eligible for free and reduced priced meals. In Contra Costa County as a whole, 17.3% are English learners and 36.7% are students eligible for free and reduced priced meals.

MWA operates as a 501(c)(3) corporation that partners collaboratively with Making Waves Foundation (MWF), also a 501(c)(3), in order to ensure the success of its students, also known as “Wave-Makers.” MWA implements a holistic approach to educating students that includes rigorous instruction, academic intervention, transportation, meals, mental health services, socio-emotional development, and robust college counseling and college access services.

Description of the School Program

Curriculum and Approach

The school curriculum reflects the belief that all students are capable of learning at high levels with a growth-mindset approach to teaching and learning that supports all students having access to an academically rigorous and relevant curriculum that leads to college and career readiness upon graduation. The curriculum supports students in pursuit of content-standard mastery, critical thinking and writing skills, organization and study habits, and development of a growth mindset attitude towards learning. Additionally, academic learning is centered around working towards mastery in content standards, particularly the Common Core State Standards.

Each student's academic transcript and cumulative file is reviewed after enrollment to identify key strengths and learning differences – such as EL, SPED, or GATE designation, etc. Students are then placed in heterogeneous groups within a class and/or cohort based on CELDT/ELPAC data, SBAC Data, SPED Designation, gender and ethnicity. Any special accommodations or supports are identified to match learners with appropriate supports and services.

Academic Support and Differentiation

In the middle school, an academic block called Differentiated Tier Instruction (DTI) is used to provide dedicated time to address student needs such as remediation, support, and extension. For example, ELD and GATE instruction/activities occur at this time as well as Tier 3 and Tier 2 instruction for those students needing additional remediation and academic support. In the upper school, DTI is delivered through a time of the day called “Marlin Hour”. In Marlin Hour, students are assigned differentiated support in areas of need and/or extension opportunities.

We track and monitor student progress, set goals, and “graduate” students from a particular designation of support when they meet specified exit goals. The exit goals are a combination of performance on assessments, such as ELPAC, ANET, SBAC and STAR, report card grades, and teacher recommendation. This approach is consistent with our academic instructional philosophy based on efficacy and growth mindsets, a belief that students can get better and smarter through intentional and targeted effort, practice, and feedback. This sends the message that our students can improve, can show progress, and can meet and exceed grade level standards.

In addition, MWA uses additional instructional minutes strategically by implementing extended day, Saturday, and summer programming to provide differentiated support to further meet student learning needs:

- ***Extended Day*** – Select middle school students participate in the ASES-funded program (DREAM) until 6:00pm, where they receive additional learning and enrichment opportunities. Due to interscholastic

athletics, clubs, and outside activities, many upper school students can opt in for support after school, email their teacher, or seek out additional support during Marlin Hour or within the academic day.

- ***Saturday School*** – Select middle school students are expected to attend 3.5-4-hour sessions of additional instruction and participate in enrichment programming. In the upper school, students are expected to attend select Saturday sessions to obtain additional academic support, AP support, and SAT preparation.
- ***Summer Programming*** – In summer 2019, new 5th graders participated in a 1-day orientation prior to the first day of school each fall. Incoming 5th graders recently began participating in a summer “bridge” program to assess their current skill levels and orient them to the campus and general expectations of the school. Additionally, the middle school identified students who were in need of additional academic support and enrolled them in summer school as well. In the upper school, students have the opportunity to recover course credits by retaking courses that they did not complete successfully during the academic year to ensure adequate progress to graduation. In the past, we also offered select summer courses to allow students to accelerate by taking courses that allowed them to be on pace to take specific courses in their senior year, such as AP Calculus.

Access to a Broad Course of Study

MWA uses various locally-selected measures and tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. To support these measures, MWA employs a number of tools, including, but not limited to:

- High school graduation requirements that are aligned with the “A-G” requirements for admission to any University of California and California State University
- A tri-annual audit of all academic credits earned by each student which forecasts pace to high school graduation and early-identifies students in danger of grade-level retention
- An annual course selection form and a registration procedure that prioritizes the enrollment of students by grade level, unduplicated student groups, and individuals with exceptional needs.

MWA’s upper school graduation requirements are aligned to the A-G requirements, meaning that all diploma recipients are eligible to apply to any University of California and California State University campus based on this requirement for high school coursework completed.

California School Dashboard Performance Indicators & Other Local Measures

CA School Dashboard Performance Indicators

The extent to which all students at MWA have access to, and are enrolled in, a broad course of study is comparable to that of high-performing districts within Contra Costa County. In 2017-18, the California Dashboard reported that MWA was awarded a “Blue” performance level in the College and Career Indicator measure. This is the highest performance level awarded by the state, and MWA was awarded

this level alongside high-performing suburban districts, such as Acalanes Union and San Ramon Valley Unified School District, for the college and career readiness levels of its students.

It is worth noting that the school experiences teacher vacancies, and, in those instances, every effort is made to still offer coursework that fulfills University of California Office of the President (UCOP) expectations for A-G approved status, including instances in which the primary method of instruction is through online platforms such as APEX or Laurel Springs.

STUDENT ACHIEVEMENT COMPARED TO HIGH-PERFORMING DISTRICTS

Table 3: Selected 2017-2018 Dashboard Results

	Acalanes Union	San Ramon Valley USD	Making Waves Richmond	WCCUSD	Pittsburg USD
Graduation Rate					
ALL	96.4%	97.0%	94.4%	80.5%	90.8%
SED	91.6%	93.2%	94.1%	79.1%	90.1%
HI	95.9%	96.2%	95.2%	76.8%	90.6%
College and Career Prepared					
ALL	78.0%	76.8%	70.8%	34.8%	49.3%
SED	59.4%	58.1%	70.6%	30.9%	47.1%
HI	66.0%	64.4%	72.6%	29.2%	47.5%



Other Local Indicators

Parental Involvement Data

- **School-Wide Parent Meeting Participation Data**
 - Six parent meetings occurred during the 2017-18 academic year.
 - 31.7% of upper school students and 26.8% of middle school students were represented by at least one parent.
 - An average of 111 upper school families, and 118 middle school families attended each parent meeting.
 - At every meeting, translation services for Spanish speakers were provided and also made available for smaller parent meetings upon request.
 - Document translation has been made provided. Documents are either translated by a member of the MWA operations team or outsourced to a service provider.
- **“Chat & Chew” and “Coffee Talk” participation**
 - Opportunities for parents to meet with the Parent/Guardian Engagement Coordinator to give feedback during the morning and evening were held three times throughout the year. An average of 18 parents attended evening “Chat and Chew” sessions.
 - Professional development resources on effective Parent and Guardian Engagement were offered.
- **Parent Volunteer Hours**

- o During the 2017-18 Academic Year, parents volunteered 2,600 hours.
 - o Parents are encouraged, but not obligated, to volunteer at least 20 hours per year
- ***ELAC participation***
 - o Parents attend monthly ELAC meetings facilitated by our English Language Development Coordinator and Parent-Elected Executive Committee (ELAC) and contribute to making decisions regarding their students' academic preparation.
 - o The ELAC committee formally reports recommendations to the School Site Council, which then reports to the MWA Board for final approval.
 - o As stated in the bylaws for the School Site Council (SSC), the ELAC president sits on the SSC as an ex-officio member. The larger parent body is informed during school-wide monthly Parent Meetings.
- ***School Site Council***
 - o School Site Council reports are given to parents during our monthly parent meetings by SSC members who are parents. As a Title I school, parents have been enlisted to create the Parent Involvement Policy, which has a direct impact on student learning and parental participation throughout the school year. As a part of our WASC accreditation goals, the SSC has been the primary vehicle for providing stakeholder engagement and feedback on both the SPSA and LCAP.

Examination of Perceptual Data/Surveys

School Climate

With implementation of LCFF and in accordance with state education code, all LEAs and schools must administer a student school climate survey at least every other year. During academic year 2018-19, MWA administered the California Healthy Kids Survey (CHKS) to students in 5th-12th grades to assess school climate and develop an action plan to address areas in need of improvement. The California Healthy Kids school climate index scores reported in the following paragraphs include 5th-12th grade survey results. Three different grade-level surveys were administered to address developmental appropriateness and continuity with previously administered modules.

- 74% of 5th-6th graders, 90% of 7th-8th graders and 80% of 9th-12th graders participated in the AY 2018-19 survey administration.

The School Climate Index (SCI) provides a state-normed, school-level description of several factors that are known to influence learning success in schools. Scores on the SCI are based on student CHKS data. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2015-2017 period, the average SCI score for all schools in California was 300.

- MWA's upper school SCI score was 273 while the middle school score was 255 for the 2018-19



academic year. Although there was a small drop in SCI scores for MWA's upper school compared to the 2015-16 academic year, the middle school was able to maintain an equal SCI compared to the same reporting period.

MWA has improved its scores in the areas of low violence and overall substance use:

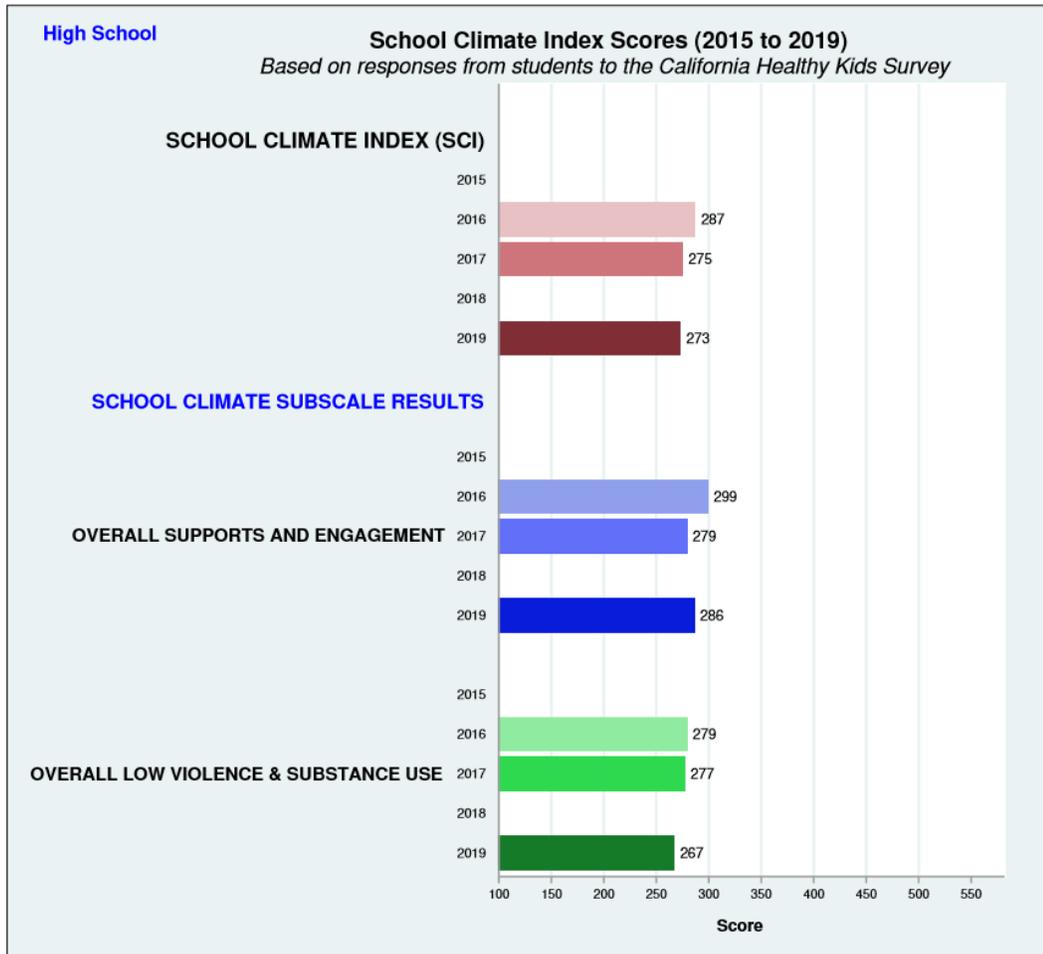
- In 2018-19, the middle school significantly increased its scores from 182 to 250 in the areas of low physical and emotional violence victimization as compared to the previous reporting periods.
- From the 2016-17 to 2018-19 academic years, the upper school showed increased scores in low substance use at school with a previous score of 246 to 293 for the 2018-19 academic year AY.

These increases may be attributed to the interventions that were implemented during these time periods, such as Restorative Justice Practices and increased social-emotional support such as on-site psychological services. Both MWA's uUpper and middle school have identified an area of growth as "Opportunities for Meaningful Participation".

- According to the CHKS results, the middle school reported a SCI subscale score of 229, while the upper school reported a subscale score of 273 pertaining to the area of Overall Supports and Engagement.

School Climate Index – Upper School

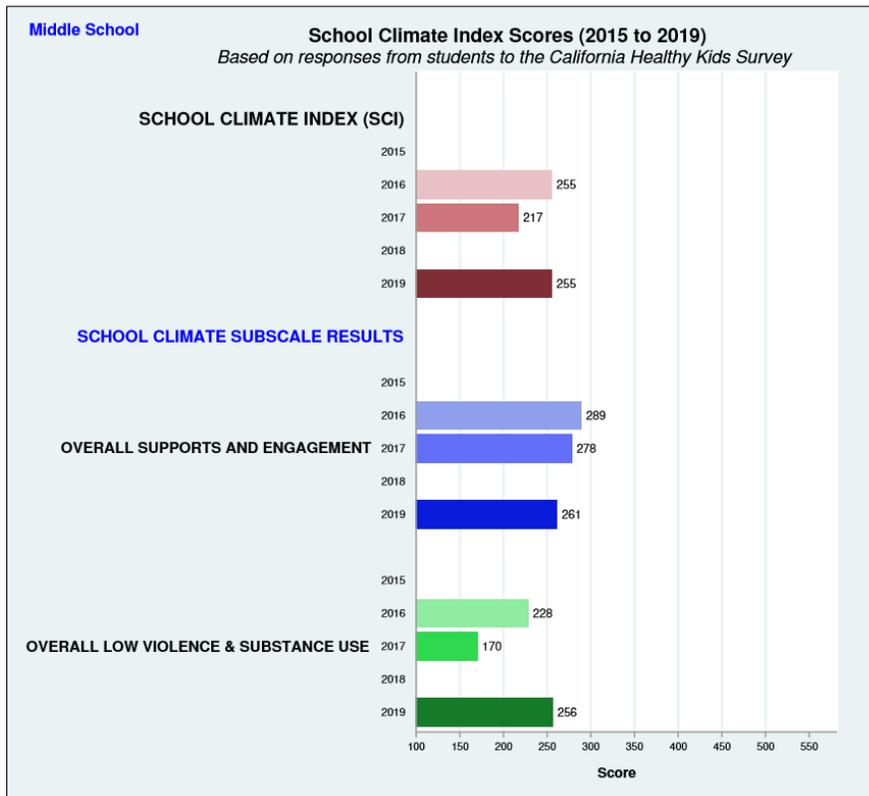
	2015	2016	2017	2018	2019	Change
SCI Score ¹	-	287	275	-	273	-14
SCI State Percentile	-	40	30	-	28	-12
SCI Similar Schools Percentile	-	55	44	-	43	-12



¹ Scores range from approximately 100 to 500, with high scores representing more positive school climates; higher support and engagement; and lower levels of violence and substance use at school. A school's *State Percentile* compares that school to other schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Index – Middle School

	2015	2016	2017	2018	2019	Change
SCI Score ²	-	255	217	-	255	0
SCI State Percentile	-	21	6	-	21	0
SCI Similar Schools Percentile	-	39	7	-	39	0



It is important to note that for the last two years MWA has experienced transitions, including an expansion of school campus, which led to a temporary moratorium of various co-curricular activities. In order to address these findings, MWA has implemented interventions to encourage student participation and school-wide connectedness, including strategically developing a community-building calendar at the middle school level, which is exercised daily throughout homeroom participation and weekly culminating experiences. Additionally, the upper school is utilizing restorative practices, such as community circles, during advisory (commonly known as homeroom) to enhance community-building

² Scores range from approximately 100 to 500, with high scores representing more positive school climates; higher support and engagement; and lower levels of violence and substance use at school. A school's *State Percentile* compares that school to other schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

opportunities as well as the facilitation of socio-emotional peer groups. Both upper and middle schools will continue to re-integrate co-curricular activities like student clubs on campus now that the expansion is largely complete.

California School Dashboard

In the two years that the CA School Dashboard has been available, MWA has seen some significant increases in its performance and improvement around school climate conditions like suspensions. MWA has used the CA School Dashboard as a useful tool to assess current academic performance and influence adjustments to curriculum and instruction. To maximize stakeholder feedback, training on how to read the data are given to our board, parents and students.

[CA School Dashboard \(2017 and 2018\)](#)

Dashboard changes at a glance

Demographic Data	2017	2018
# of Students Enrolled	781	795
Socioeconomically Disadvantaged	88%	89.7%
English Learners	24.8%	19.5%

Indicator	2017	2018	Notes
English Language Arts	Orange	Yellow	EL, Hispanic and Socioeconomically Disadvantaged students increased in academic performance. African American students stayed in the yellow but increased 18.7 points.
Mathematics	Orange	Yellow	Hispanic and Socioeconomically Disadvantaged students increased in academic performance. African American and EL students moved from red in the prior year to orange.
English Learner Progress	Blue	NA	Due to the new ELPAC scoring a color will not be assigned until academic year 2019-20. 30.8% of ELs are “Well-Developed (level 4)” and 51.1% are “Moderately Developed (level 3).”
Graduation Rate	Green	Green	Grad rate 94.1%
Chronic Absenteeism	NA	Orange	2018 Dashboard is the first year this indicator shows up. Chronic absenteeism increased 1.8% from the 2016-17 school year.

Suspension Rate	Red	Yellow	African American and Students with Disabilities remain in the red. Hispanic and Socioeconomically Disadvantaged improved and moved to Yellow. English learners improved and are now in the orange.
Local Indicators	All Met	All Met	----

Preliminary Major Student Learner Needs

The Site-Based Leadership Team engaged in a review and discussion about our 2018 CA Dashboard results. Using the CA Dashboard, the team identified the following Major Student Learner Needs.

<p>Mathematics: Increase math achievement for all students, specifically for:</p> <ul style="list-style-type: none"> • African American Students • Hispanic Students • English Learners • Socioeconomically Disadvantaged Students • Students with Disabilities 	<p>Chronic Absenteeism: Decrease chronic absenteeism rate for:</p> <ul style="list-style-type: none"> • African American Students • Hispanic Students • English Learners • Socioeconomically Disadvantaged Students
<p>Suspension Rates: Decrease suspension rates for:</p> <ul style="list-style-type: none"> • African American students • Students with Disabilities • English Learners 	<p>Graduation Rates³: Increase graduation and college persistence rates for:</p> <ul style="list-style-type: none"> • African American students • Students with Disabilities

³ Although MWA graduation rates are in the green, as their mission, MWA strives to move from the green to the blue.

2018-2019 School Year Dashboard Data

Priority 4 – Student Achievement (Academic Indicator)

English Language Arts			
Grades	2019 - Achievement Level	2018 - Achievement Level	Change
5th Grade	Standard Nearly Met	Standard Nearly Met	-4.8
6th Grade	Standard Nearly Met	Standard Nearly Met	+22.2
7th Grade	Standard Nearly Met	Standard Met	-10.4
8th Grade	Standard Met	Standard Nearly Met	+34.5
11th Grade	Standard Met	Standard Met	+21.6

Math			
Grades	2019 - Achievement Level	2018 - Achievement Level	Change
5th Grade	Standard Nearly Met	Standard Nearly Met	-13.8
6th Grade	Standard Not Met	Standard Not Met	+22.7
7th Grade	Standard Nearly Met	Standard Nearly Met	-49.4
8th Grade	Standard Nearly Met	Standard Not Met	+38.4
11th Grade	Standard Nearly Met	Standard Nearly Met	+12.2

State Priority	Indicator	2019	2018	Change
5: Student Engagement	Chronic Absenteeism (absent 10% or more missed days)	7.8%	7.8%	0%
5: Student Engagement	Graduation Rate (four-year cohort rate anticipated)	98.72%	94.4%	+4.32%
6: School Climate	Suspension Rate (2018-19)	6.0%	6.6%	-.6%
8: Outcomes in a Broad Course of Study	College/ Career Indicator (Projected)	62% (48 out of 78 graduates are prepared)	70.8%	-8.8%

Growth in Major Student Learner Need – Suspensions

Subgroup	% of Students Suspended 2017-18	% of Students Suspended 2018-19	% Change
All students	6.6	6.0	-0.6
Socioeconomically disadvantaged	6.7	5.5	-1.2
Students with disabilities	15.2	7.3	-7.9
African American	22.4	14.7	-7.7
Hispanic	5	4.4	-0.6

Summary

The data suggests that there is a lot to celebrate and acknowledge in terms of overall student achievement and college-readiness preparation. There is observable progress as seen through the change in color in the pie chart in various categories. Most categories show blue, green, or yellow. However, some challenges persist (as seen below in the Major Student Learner Needs). Challenges to academic progress include the following:

- **Open positions** - Challenges presented by vacant positions, not just in the classes themselves, but the lack of continuity and consistency in classroom expectations, support, and coaching.
- **Alignment** - A lack of alignment across grades between the middle and upper schools did not take advantage of its proximity to one another and level of collaboration among the faculty and leadership.
- **Instructional philosophy and approach** - While there is standard-based and some common instructional practices occurring across the school, there is not a unifying and clear instructional philosophy foundation that is easily observable and communicable to various stakeholders. While a commonly referenced philosophy is an “efficacy-based approach” that supports a “growth mindset” approach to learning, it is not clear how this is carried out or evaluated.

A focus on 1) developing a clear, observable, and measurable (for fidelity) instructional philosophy; 2) filling open positions; 3) aligning instructional practices and culture across the school; and 4) making sure professional development and coaching is targeted and differentiated for faculty will help make progress in academic outcomes.

Chapter III: Self-Study Findings

For each category of criteria include:

1. A summary of the degree to which these criteria are being met, including comments about the degree to which these criteria impact the school's ability to address one or more of the major student learner needs
2. A list of strengths
3. A list of prioritized growth areas.

Note: The five criteria categories are:

- A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth Culture.

Have available pertinent evidence for review by the visiting committee. This includes samples of representative student work that have been analyzed.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Online Programs: iNACOL Standard A: Mission Statement: The mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communications between and buy-in from stakeholders is a critical component of a mission statement. [iNACOL Standard A, 2009]

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
<p>MWA's vision and purpose are clear and enthusiastically supported by all of our stakeholders: students, parents, faculty, and staff. This is reflected in wide-spread constituent knowledge and expression of the Core Values and the school's mission. With thorough stakeholder involvement and oversight from the School Site Council (SSC), MWA Board of Directors, and the Contra Costa County Office of Education (CCCOE), MWA is adopting approaches and related targeted funding to address our Critical Learner Needs while creating a school culture of college and career readiness based on current educational research.</p> <p>MWA's Board of Directors has approved of the Mission Statement as required by the Board's Bylaws. The Mission Statement in the Charter, approved by the CCCOE, is aligned with the current Mission Statement. The current Mission Statement has been reviewed and supported by the SSC, which approves all LCAP measures. All Student-Parent Handbooks have included the Mission Statement. The LCAP promotes the Mission by coherently adopting approaches and related targeted funding that creates a school culture of college and career readiness based on current educational research.</p>	<ul style="list-style-type: none"> • Board of Directors Minutes • Board of Directors Bylaws • Charter approved by the CCCOE • School Website • School Site Council Minutes • LCAP 19-20 • Student-Parent Handbook <ul style="list-style-type: none"> ○ 2018-19 middle School

<p>The school would benefit from further publicizing Expected Student Learner Results/Student Learner Outcomes so that all stakeholders are better positioned to articulate and reinforce these.</p>	<ul style="list-style-type: none"> ○ 2018-19 upper school ○ 2019-20 Schoolwide English ○ 2019-20 Schoolwide Spanish ● Campus Life Guidebook ● The Affirmation
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure the involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>MWA has adopted four areas of Critical Learner Needs and is in the process of vetting three Student Learner Outcomes. The CEO has led community-wide reflections on MWA's vision and mission. MWA has currently approved Expected Schoolwide Learning Outcomes (Academic Content, Scholarship, Critical Consciousness, Collaboration and Self-Expression), which have been vetted by all stakeholders as part of our current accreditation cycle. Middle school and upper school Senior Leaders, the Chief Executive Officer, the Chief Operating Officer, the Director of Compliance, the Chief of Staff and other leaders developed proposed SLOs (Collaboration, Critical Consciousness and College Ready Rigor) for the upcoming accreditation cycle and are looking to vet these with our students, parents and teachers in the months ahead.</p>	<ul style="list-style-type: none"> ● Accreditation Leadership_Meeting Presentation_06.20.19_VC (to be attached) ● MWA August PD Welcome_8-1-16_ab n Nelson Professional Development PPT Efficacy - Growth Mindset Compassion and Dignity Address (to be attached) ● Student Learner Outcomes Discourse

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>Students, parents, teachers and support staff understand and are committed to the mission. MWA publishes a Vision Statement. MWA has strong community stakeholder participation on the School Site Council, which approves the LCAP.</p> <p>Challenges exist with the high turnover rate of teachers and non-credentialed faculty, particularly at the upper school level. This presents obstacles to the school's culture and teaching environment regarding maintaining a committed and mission-aligned academy, which threaten the results of our Mission accordingly. In addition, the culture from the middle school to the upper school does not align with regards to climate norms, which may be addressed with the creation of centralized command between Divisions.</p> <p>Additionally, the school would benefit from further publicizing Expected Student Learner Results/Student Learner Outcomes. Doing so will support all stakeholders in being better positioned to articulate and reinforce critical consciousness, academic content, scholarship, self-expressions, and collaboration to support English Language Learners, African- American students, Math/English Language Arts focus standards, and to address suspensions trends and student attendance needs identified through our LCAP.</p> <p>There remains an ongoing need for hiring and <i>retaining</i> mission-aligned talent who will develop, improve over time, and invest in our school culture. Sustainability in faculty/ teacher retention will directly contribute to the school community's commitment to and understanding of our ESLRs/SLOs and the vision/mission of the school.</p> <p>Students, staff, parents and faculty will need to vet the proposed SLOs for our upcoming accreditation cycle in order to be able to articulate and ID how they can support them. The culture from the middle school to the upper school does not align with regards to climate norms, which may be compounded by a vacancy at the upper school Director position and a need for centralized command between Divisions.</p>	<ul style="list-style-type: none"> ● Student, parent and staff surveys ● MWA Employee Handbook 2018-2019 ● School Site Council Minutes ● Student-Parent Handbook <ul style="list-style-type: none"> ○ 2018-19 middle School ○ 2018-19 upper school ○ 2019-20 Schoolwide English ○ 2019-20 Schoolwide Spanish ● Student Learner Outcomes Discourse ● Parent Meeting PD agendas ● # of vacant teacher/leader positions

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school’s purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career- readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Online Programs: iNACOL Standard B: Governance Statement: Governance is typically provided by a Board of Directors, an Advisory Board or an ISCHOOL Board. In a quality online program, governance and leadership work hand-in-hand, developing the operational policies for the program and its leadership and staff. [iNACOL Standard B, 2009]

Indicators with Prompts

Understanding the Role of the Governing Board and District Administration

A2.1. Indicator: The school community understands the governing authority’s role, including how stakeholders can be involved.

A2.1. Prompt: *To what degree does the community understand the governing authority’s role, including how stakeholders participate in the school’s governance?*

Findings	Supporting Evidence
<p>MWA engages in considerable efforts to educate the community on the governing authority’s role while informing and encouraging the public on how stakeholders can be involved. This is accomplished by engaging parent representatives directly in governing authority roles, such as the English Learner Advisory Committee (ELAC), by making concerted efforts to publicize governing authority processes and decisions, such as by posting all board meetings on Board On Track (school’s online governance platform), and by welcoming all stakeholders to attend and participate in governing authority meetings, such as School Site Council (SSC) meetings and board meetings. The governing board at MWA has policies and bylaws that align with the school’s purpose in supporting Expected Student Learner Results/Student Learner Outcomes, academic standards, and college and career readiness. For example, the school has a fully functioning SSC and ELAC that are completely and regularly engaged with the MWA Board.</p> <p>The school engages in considerable efforts to educate the community on the governing authority’s role and how stakeholders can be involved. MWA has an ELAC that is led by a parent of a Wave-Maker. Teachers and school leaders regularly attend board meetings. Visitors for our Federal Program Monitoring audit were impressed with the level of our parent preparation and the thoroughness of parent responses to their questions. Additionally, CCCOE Board members met with MWA parents, students, administrators, faculty, MWA board members and staff, and found all to be well-informed.</p> <p>MWA Board meetings are filmed and posted on the internet. Parents attend board</p>	<ul style="list-style-type: none"> ● School Site Council minutes, monthly parent meeting agendas, Board Meeting minutes, reports from Division Directors, Periodic presentations from parent groups including ELAC, SSC, etc. ● FPM audit notes ● CCCOE Board member testimony ● MWA Board Meeting videos on Board on Track, Recordings Folder

<p>meetings to make public comments, demonstrating their understanding of their rights. Translation services are provided at every board meeting to support with the school community's understanding of the governing authority's role. Translation services are also provided at SSC meetings, parent workshops, and all major community events.</p> <p>The school would benefit from further promoting stakeholder knowledge regarding the multiple opportunities to participate in school governance, for example, by marketing how parents can bring ideas for change or concerns to spaces where change can occur. More proactive education to the community regarding the chains of communication for effectively addressing various categories of concerns would support stakeholders in feeling efficacious in getting involved. A flow chart highlighting decision making bodies and leadership point persons by category (e.g. GATE, SPED, SSTs, Curriculum, Personnel Conflicts, ELD, Intervention, Technology, Athletics, etc.) would empower community members to seek support and input where most needed or interested. It would be beneficial for this information to be posted on the school website for ease of access.</p>	
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Relationships between Governing Board and School

A2.2. Indicator: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.2. Prompt: *Provide examples of how stakeholders understand the relationship between the governing board's decisions, expectations and initiatives that guide the work of the school.*

Findings	Supporting Evidence
<p>The Black/African American Student Achievement Initiative (B/AASAI) was board initiated at the recommendation of faculty stakeholders through our Academic Intervention Services Team (teachers and leaders); Stakeholders, including parents, students, teachers and leaders complete the work and report back to the community.</p> <p>The English Learner (ELD) Coordinator position was recommended through stakeholder participation in the SSC. As a result, adjustments were made to the Local Control and Accountability Plan (LCAP) to reallocate funds for the position. LCAP & Single Plan for Student Achievement (SPSA) trainings are regularly provided to the SSC. Parents are updated in monthly meetings and questions are answered in real-time regarding governance decisions, expectations and initiatives.</p> <p>The Brown Act and Green Act are adhered to at MWA. The Federal Program Monitoring (FPM) team process is replicated for the Local Control Accountability Plan (LCAP) addendum and the Local Control Funding Formula (LCFF) request.</p>	<ul style="list-style-type: none"> ● Division Directors (Parent Meeting Agendas/slides) ● SSC Agendas/Slides ● AIS meeting minutes ● Board Meeting Agendas

Uniform Complaint Procedures

A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

A2.3. Prompt: Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).

Findings	Supporting Evidence
<p>The Uniform Complaint Procedure (UCP) is posted in classrooms, in the Student-Parent Handbook (in student planners) and in the Employee Handbook detailing the process by which staff, students, and families can bring complaints or concerns to the school about a policy, employee(s) or student(s) and how the school addresses the complaint.</p>	<ul style="list-style-type: none"> • MWA Employee Handbook 2018-2019 • Student-Parent Handbook 19-20 • Student Planners

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan and make recommendations to modify the LCAP as needed.

Online Programs: iNACOL Standard C: Leadership: The leadership of a quality online program is accountable to the program's governance body, and is responsible for setting and meeting the operational and strategic goals in support of the program's mission and vision statements. [iNACOL Standard C, 2009]

Online Programs: iNACOL Standard D: Planning: A quality online program makes planning, managed by the leadership and staff of the organization a regular part of the program. There are several types of planning activities, including strategic planning, long-range and operational planning, which identifies annual goals. Effective planning is not a one-time activity, but instead should provide opportunities for reflection on how to improve the organization's performance. [iNACOL Standard D, 2009]

Online Programs: iNACOL Standard F: Commitment: In a quality online program governance, leadership and staff are responsible for creating an organization that demonstrates a commitment to attaining the program's goals and mission statement. Everyone within the organization understands the mission statement and works to achieve it. [iNACOL Standard F, 2009]

Online Programs: iNACOL Standard I: Integrity and Accountability: In a quality online program, leadership

is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, and achievement of student learning outcomes. [INACOL Standard I, 2009]

Indicators with Prompts

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
<p>MWA leadership determines its progress, needs and performance gaps using local performance indicators included in the LCFF evaluation rubric, progress toward LCAP goals, local self-assessment tools, and using stakeholder input. In this way, the school ensures that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators. Additionally, The School Site Council informs our continuous improvement cycle, assesses student needs, collaboratively determines school strategies and actions, while monitoring results and impact. MWA has an engaged Board of Directors that seeks input from stakeholders through regular surveys to assess and support faculty satisfaction. The board also provides open, public, and regular board meetings where all stakeholders are invited to attend.</p> <p>MWA school leadership, staff, parents, and students all play a role in making meaningful contributions and recommendations towards the schoolwide action plan. This is shown in the activity of MWA’s SSC that includes representative members from all the different stakeholders. The SSC allows all stakeholders to have a voice and work towards a better educational experience for MWA’s students. The focus on student achievement and a holistic approach to learning and understanding of material is key at MWA. When data reveals that identified groups of students are struggling to meet achievement goals there are systemic approaches implemented to support these students, which incorporate the work and recommendations of teachers, leaders, parents and students, such as with the Black African-American Student Achievement Initiative (B/AASAI) and English Language Advisory Committee (ELAC). These groups work to aide our students both in and outside of the classroom to assure their collaborative engagement, to support their practice of self-expression and critical consciousness, and to enhance their connection to academic content, scholarship and college ready rigor.</p>	<ul style="list-style-type: none"> ● School Site Council minutes ● Board Meeting minutes ● Master Schedule ● Coordinator Meeting minutes ● Professional Development Calendar ● COST Meeting Agendas ● Staff Satisfaction Survey results ● Grade Level Meeting minutes ● Leadership Meeting minutes ● Student Support Team meeting notes (social worker/clinician) ● B/AASAI minutes/attendance at meetings

MWA utilizes the School Site Council, which is open to the public, to inform our continuous improvement cycle, assess student needs, collaboratively determine strategies and actions, and monitor results and impact. Common Prep Periods provide Grade level and content teams/departments shared preparation and collaboration windows. Grade level and content teams are required to meet at a regular cadence to align lesson planning, address emerging challenges, coordinate services, etc. Coordinators also meet regularly to analyze data and predict and respond to student SBAC success. Coordination of Services Team (COST) Meetings are also utilized to promote school improvement through collaborative efforts. Weekly Student Support Service Team (Deans and Social Workers) meetings are held to refine professional practices, triage student mental health needs and fill services to capacity.

Areas of growth with regards to the leadership criterion involves further meeting the needs of our African American families through more proactive marketing to parents/guardians about the B/AASAI program and involvement opportunities to support student academic performance.

Another pressing area for growth remains our staff satisfaction levels. Challenges persist with low staff satisfaction, most notably at the upper school level. Staff-satisfaction survey results only represent approximately half of faculty, as half did not complete the recent survey opportunity. Future survey efforts would benefit from promoting full staff completion in order to capture results more reflective of the whole community's perspective. Still, talent retention issues are ongoing, there remains high turnover, and individuals experience the professional culture differently at MWA based on Division assignment (middle school or upper school). Centralized leadership, such as through the appointment of a Director of Schools over both Divisions, would support the development of a continuity in professional experience for faculty at MWA.

MWA can also grow toward further incorporating all stakeholders' input in critical decisions from the board that impact teaching and learning in the classroom. For example, when Committees of the board meet (e.g. the Curriculum Review Committee) teacher stakeholders desire further input to be reflected in curricular and programmatic decisions. The school would benefit if more stakeholder representatives were invited to participate in committees of the board to more deeply monitor and refine schoolwide action plans. To that end, upper school teachers would like further input on which online courses are offered for students, and would like for leadership to use data from confirmed staff letters of intent to plan course offerings for the following year, which would require the school to move course decisions to February from October. Currently, if a teacher offers to teach a specific course the following year, but does not return, there is no teacher for this course and student learning is adversely impacted. Student feedback notes that the student course selection process needs improvement. Currently, students are given the choice of selecting courses that do not ultimately get offered (e.g. robotics). This contributes to mistrust between students and

administration/teachers and can create unnecessary tensions in student/faculty relationships.	
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School Action Plan Correlated to Student Learning

A3.2. Indicator: The school's Action Plan is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators?*

Findings	Supporting Evidence
<p>MWA determines its progress, needs and performance gaps using local performance indicators included in the LCFF evaluation rubric, progress toward LCAP goals, local self-assessment tools, and stakeholder input. In this way, the school ensures that the school action plan is directly linked to and driven by the analysis of student achievement of the major learner and college- and career-readiness needs, and the California School Dashboard indicators. The SPSA and LCAP are aligned. Critical Learner Needs are derived from the LCAP.</p> <p>The school would benefit from further marketing of the ESLRs/SLOs and the School Action Plan with all stakeholders, such as by publishing them in MWA literature and on the school website.</p>	<ul style="list-style-type: none"> ● AIS meeting minutes ● Board Meeting minutes ● SPSA ● LCAP (school website) ● CA Dashboard ● CLNs and ESLRs/SLOs ● School Action Plan ● SBAC Data ● LCFF for MWA ● Critical Learner Needs ● Student Learner Outcomes ● College and Career Readiness needs

Collective Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
<p>The School Site Council includes teachers and staff representatives from both Divisions. Through work on the B/AASAI, administration noted in the data presented to the board that the performance of a particular subgroup was in need of improvement. From this, the board asked for a commission to do a deep dive to understand what was happening and to research contributing factors. The board decided to continue to articulate responses and provide interventions accordingly.</p> <p>MWA provides a tiered structure of leadership that requires regularly scheduled collaborations between coordinators, senior leaders and executive leadership. This platform promotes shared decision-making, mutual responsibility and self-reflection on actions and accountability through all programs. MWA also promotes shared decision-making with our Central Office in Operations (e.g.School Emergency Response Team trainings, emergency drills and scenarios).</p> <p>MWA would benefit from further incorporating content team input in decision-making on actions and accountability measures to support student learning throughout programs.</p>	<ul style="list-style-type: none"> ● Executive Presentation to CEO, Division Directors and Consultant. ● Academy Wide PD Sessions for teachers ● Cultural Competence Initiative supports ● B/AASAI Proposal ● Organization Chart ● Emergency Procedures Binder (Red) ● Content Team meeting notes/minutes ● School Site Council Meeting minutes

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
<p>Regularly scheduled Content Lead, Grade Level, Coordinator, and Leadership Meetings, along with Common Prep periods promote a higher level of communication and planning than ever before at MWA, and provide a significant platform/structure for addressing and resolving differences among staff or admin. The Uniform Complaint Procedure (UCP) is posted in all classrooms, in the Student-Parent Handbook (which is included in student planners) and in the Employee Handbook detailing the process by which staff, students, families can bring complaints or concerns to the school about a policy, employee(s) or student(s) and how the school addresses the complaint. The Human Resource team has added personnel to support faculty with resolving differences. The Evaluation Process promotes communication between leadership and faculty. The move of file saving/sharing to Google drive has promoted more efficient planning and communication practices. Schoolzilla provides centralized data management that promotes planning from common verifiable data sources.</p> <p>Staff Satisfaction Survey results reveal inconsistencies or strains in communication between faculty and leadership, perhaps most pressingly at the upper school level. Upper school staff satisfaction is low and response from leadership is perceived as slow to the identified concerns.</p>	<ul style="list-style-type: none"> ● Content Lead, Grade Level, Coordinator, and Leadership Meeting Agendas ● MWA Employee Handbook 2018-2019 ● Student-Parent Handbook 19-20 ● HR staffing model ● Staff satisfaction survey results ● PD Calendar ● Schoolzilla website ● PD Surveys ● upper school Leadership Team response to Staff Satisfaction Survey concerns broken down by Leadership groups

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student's academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Online Programs: iNACOL Standard E: Organizational Staffing: A quality online program recognizes appropriate levels of staffing are critical to the success of an online program. Staff should be well-trained in order to successfully meet their performance goals, and are provided with appropriate levels of support, resources, feedback and management. [iNACOL Standard E, 2009]

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
With regard to the qualified and professional development criterion, MWA is well-funded and well-connected, and offers faculty the opportunity to partner with several programs independently to meet the individual professional growth needs of new onboarding teachers. The existing and ongoing strong relationships with the Teach For America program as well as other Teacher Induction Programs offers a structured addition to the extensive Professional Development calendar provided by Making Waves on campus for all staff. In addition, the access to online learning gives teachers and students the opportunities to access professional development and course offerings through varied online structures such as Safeschools, APEX, Canvas, and Khan Academy. Teachers are given broad Professional Development in data analysis through Schoolzilla and Mosaic, which facilitates data-driven continuous development of teaching and learning. MWA also provides Divisional leadership to support the development and use of technology in instruction and learning, while providing supervisory oversight to online instructional offerings. Through these platforms and others, and through access to individual MWA-provided Chromebooks, our students are accessing and preparing for college-ready rigor, practicing critical consciousness, engaging collaboration in the digital world and extending their	<ul style="list-style-type: none"> ● HR list of onboarding materials ○ Schedule ○ Requirements ○ Records ○ Correspondence ● Job descriptions ● Professional Development plans ● CLB Calendar ● Safeschools certificates of completion

connection to academic content.

Annual Safeschools training requirements for all faculty and staff support the team in being qualified to fulfill critical responsibilities, support appropriate orientation processes and contribute to the expertise of staff in relation to quality student learning environments. Cultive, Learn, & Build (CLBs) Professional Development (PD) offerings are formal upper school professional growth supports that are incorporated as weekly sessions in order to maximize expertise of staff with regards to teaching and learning and contribute to broad orientation processes. Professional Learning Communities (PLCs) are additional upper school professional growth and development offerings for 1st & 2nd year teachers, where teams meet with the Director of Curriculum and Instruction to develop staff capacity in all areas that target quality instruction and student learning.

MWA's August PD calendar certifies teachers for CPR & Mandated Reporting, and provides critical orientation, development, and training related to Special Education responsibilities and resources, school discipline processes, classroom management strategies and techniques, curriculum implementation and lesson plan development best practices, collaboration calendaring, etc. Observations, feedback and critical professional growth & development continues throughout the year via the Evaluation process for all staff and faculty. This provides every reasonable opportunity for team members to identify areas for development, celebrate areas of achievement, and implement action plans on how to attain proficiency in assigned responsibilities. Furthermore, the Academic Intervention Services (AIS) team leads data analysis on a broad range of student performance measures, reviews findings with stakeholders, and collectively makes recommendations on opportunities to improve professional development offerings and enhance student learning outcomes. All of these resources and development efforts sufficiently support the professional development needs of staff. The measurable effects of professional development on teacher practice and the impact it has on student performance is captured by MWA's significant performance gains on ANET results in year to year comparisons.

MWA changed it's SELPA to El Dorado Hills, which has enhanced SPED services, particularly in the middle school, with the addition of Resource Specialists (RSPs).

Growth areas at MWA with regards to the qualified and professional development criterion include improving credentialing process supports, strengthening teacher induction/Residency programming, and further incorporating teacher voice in selecting the PD offerings available at MWA. The current onboarding procedures and credentialing supports provided by HR can be enhanced by further developing internal management knowledge, and by establishing partnerships and structures related to CA credentialing needs to support new teachers and out of state teachers with successfully transitioning to accredited teachers that meet MWA and CA credential

- PLC Agendas
- Professional Development Calendar (middle school)
- TIP calendar & MOU
- External PD budget
- Position on the Learning Team
- ANET learning cycle

<p>requirements. A significant number of teachers report having experienced their paperwork being lost by HR, and the HR team has been unequipped to advise teachers on how to become credentialed. As a result, teachers have experienced receiving errant recommendations and followed incorrect procedures advised by HR. Teacher credential/certification expertise at MWA could be improved by hiring a Credentialing Specialist.</p> <p>Teaching staff reports a lack of sufficient access to mentor teachers as part of the teacher development process. Recently, a pilot support system was put in place at the middle school that strategically pairs experienced and exemplary teachers with new and onboarding teachers to provide in-depth and nuanced on-the-job training. This supports new and onboarding teachers with acclimating to the demands of teaching, maintaining MWA's stringent Routines, Expectations and Procedures, and contributing productively to the professional community at MWA. Several members of our teaching staff request consideration for formalization and expansion of this support structure. This would also respond to a desire from instructors for site-based leadership to include individuals with more classroom teaching experience.</p> <p>There remain opportunities for teachers to earn instructional certifications via the August Professional Development calendar. The school would also benefit from hiring leadership with substantial classroom teaching experience so that decisions being made include due consideration of the impact on the professional teaching experience.</p>	
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Professional Development and Learning

A4.2. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.2. Prompt: *Determine the effectiveness of the professional development support, time and resources to the teacher and staff needs. Comment on the effectiveness of the process in place to assess the measurable effects of professional development on teacher practice and the impact it has on student performance.*

Findings	Supporting Evidence
<p>MWA provides an uncommon abundance of high quality Professional Development opportunities for staff, both on-site and via considerable investment in accessing an array of outside resources. Cultivate, Learn, Build (CLB) opportunities and Professional Development Calendar offerings are incorporated weekly. Implementation of Professional Learning Communities (PLCs) promotes the sharing of best educational practices that enhance student achievement. Fiscal resource allocation, including 1:1 Chromebooks and laptops for all students and faculty contribute to college and career readiness and facilitate collaboration opportunities. Significant fiscal and material supports are in place for teachers to seek out and elect outside professional development offerings based on self-identified professional growth needs and interest.</p>	<ul style="list-style-type: none"> ● Professional Development plans ● CLB Calendar ● WAAGS, QAAGS, YAAGS before and after PD ● PowerSchool Assignments

<p>Spaces on campus designed by Studio Bondi, such as with Do It Right This Time (DIRTT) boxes, provide material support that facilitates student learning and collaboration.</p>	<ul style="list-style-type: none"> ● PD Exit Surveys ● Spring CLB Feedback Survey ● Budget ● Results of Pre and Post assessments ● ANET results comparison ● Open Learning Spaces, Classrooms, and Maker's Spaces
<p>All of these resources sufficiently support the professional development needs of staff and contribute to student achievement, college readiness and schoolwide learner outcomes. The measurable effects of professional development on teacher practice and the impact it has on student performance is captured by significant performance gains on ANET in year to year comparisons.</p>	
<p>Teachers would like additional voice in the selection of Professional Development topics. Surveying and being responsive to teacher Professional Development preferences provides further opportunities for MWA to incorporate Professional Development offerings that are more effectively targeted to meeting faculty identified growth and development needs. There remain opportunities for MWA to engage services from more outside trainers and vendors, such as with a train-the-trainer model on how to implement Mindfulness and Social Emotional Learning in the classroom.</p>	

A4.2. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
<p>Online learning at MWA supports students with becoming proficient 21st Century learners who are well-versed in technology and the ability to engage online learning. An online teacher was hired and Apex Credit Recovery courses are being offered for students in danger of retention. The middle school uses Google Classroom and the upper school uses Canvas to enhance the use of technology in the delivery of instruction and to support student learning.</p> <p>The teaching team at the upper school is currently not fully staffed, which leads to several courses being offered only online, as online courses are offered to fill teacher vacancies. There remains concern among upper school instructional staff that the lack of live courses may negatively impact student test scores and outcomes.</p>	<ul style="list-style-type: none"> ● Online vendor contract ● Upper school instructional staffing model/assignments

Measurable Effect of Professional Development on Student Learning

A4.3. Indicator: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

A4.3. Prompt: *Evaluate the measurable effects of professional development/learning activities, including coaching and mentoring, on student learning.*

Findings	Supporting Evidence
<p>The Teacher Professional Development Calendar culminates with portfolios demonstrating teacher competencies and evidence of the impact on student performance. The Academic Intervention Services (AIS) team leads data analysis on a broad range of student performance measures, reviews findings with stakeholders, and collectively makes recommendations on how to improve professional development and student learning outcomes. The Evaluation Process measures and develops over time the proficiency of individual staff members toward meeting assigned responsibilities with improving student performance using specified rubrics.</p> <p>Teachers would like to have more choice regarding the CLB topics that are offered. There remains a need to strengthen the teacher induction program/Residency program in a way that is more standardized. Teachers would also like more scheduled time built into Professional Development days to attend outside professional development offerings or to have an outside vendor present and certify faculty in areas of need and interest.</p>	<ul style="list-style-type: none"> ● Professional Development plans ● CLB Calendar ● WAAGS, QAAGS, YAAGS before and after PD ● PowerSchool Assignments ● Student Grades ● Student Projects ● PBL documents ● Teacher portfolios ● AIS meeting minutes and data packets ● Evaluation process documents (DCIs)

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
<p>Faculty develop individual annual SMART goals and are required to be provided with annual performance evaluations from their supervisor . The Teacher Evaluation process, led by our Directors of Curriculum and Instruction, occurs progressively throughout the year. Observations, feedback and critical professional growth and development occurs throughout the year via the Evaluation process for all staff and faculty. This provides every opportunity for team members to identify areas for development, celebrate areas of achievement, and implement action plans on how to attain proficiency in assigned responsibilities.</p>	<ul style="list-style-type: none"> ● Self-evaluation forms ● Individual annual SMART Goals ● Filed performance evaluations ● Teacher evaluation schedule ● Teacher observation schedule

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
<p>MWA provides Divisional leadership on use of technology in instruction and oversight to online instructional offerings in the upper school.</p> <p>The IT Manager's job description for primary duties are at times interfered with due to other emerging duty assignments. Further measures should be considered to address the effectiveness and growth of online instructional staff.</p>	<ul style="list-style-type: none"> ● IT Manager job description ● Number of online course offerings ● Student GPA in online course offerings ● Student and community feedback regarding student engagement and success with online course offerings

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Online Programs: iNACOL Standard G: Financial and Material Resources: A quality online program has adequate financial and material resources to accomplish the mission of the organization. These resources are appropriately planned for and expended using sound business practices. [iNACOL Standard G 2009]

Indicators with Prompts

Resource Allocation Decisions

A5.1. Indicator: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district’s LCAP and the school action plan, the school’s vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.1. Prompt: Determine the extent to which leadership and staff are involved in the resource allocation decisions. Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the major student learner needs, the student needs identified in the district LCAP and the school plan, the academic standards, and the college- and career-readiness standards

Findings	Supporting Evidence
<p>Regarding resources criterion, Making Waves is committed to engaging all stakeholders in the school decision-making process around the allocation of LCAP funds and school resources. One of MWA’s major strengths as a school is that they have an active SSC where recommendations from the community lead to approved actions that support the needs of all students. The SSC has a demonstrated history of annually participating in LCAP workshops that are publicized and open to the community. LCAP allocation recommendations are made from these workshops representing the voices of all stakeholders to the MWA Governing Board. Input from SSC and LCAP guide the allocation of school resources in alignment with MWA’s mission, vision, CLNs, SLOs, academic standards and college and career readiness standards.</p> <p>Input from all stakeholders via SSC and LCAP guide the allocation of school resources in alignment with mission, vision, CLNs, SLOs, academic standards and college and career readiness standards</p> <p>MWA can improve these efforts by seeking more input from a variety of stakeholders who are unable to participate in the LCAP and SSC to further guide resource allocation.</p>	<ul style="list-style-type: none"> ● LCAP ● LCFF ● SSC Meeting agendas and minutes

Practices

A5.2. Indicator: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
<p>MWA has a robust Business Services department that develops and conducts annual audits of budgets and of quality business and accounting practices.</p>	<ul style="list-style-type: none"> ● Business services department staffing model ● Annual divisional budgets ● Annual audit results

Facilities Conducive to Learning

A5.3. Indicator: The school’s facilities are safe, functional, well-maintained, and adequate to meet the students’ learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
<p>MWA proudly prioritizes maintaining world-class clean and safe facilities. With growth and expansion, MWA has renewed its focus on enhancing our student supervision staffing model to further promote student safety by including all leaders to share supervision duties equally.</p> <p>Given the expansion of our campus, safety could be further reinforced with the addition of more Campus Supervisors and Site Monitors.</p>	<ul style="list-style-type: none"> ● Janitorial services schedule and staffing model ● Security and Site Monitor work schedules and staffing model ● Supervision Matrix ● School Nurse position offer letter

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional material, resources and technology.

Findings	Supporting Evidence
<p>The Curriculum Review Committee provides a robust vetting process for acquiring and maintaining adequate instructional materials, resources, and technology and annually assesses the quality and effectiveness of these resources. This group, made up of high caliber school leaders and board members, prioritizes selecting instructional materials that target the learning needs of students using performance data, feedback from instructors, and emerging research on high impact curricular resources.</p> <p>An area of growth toward further engaging all stakeholders in the decision-making process related to curricular resources is that more parent, student and teacher input could be sought and included in The Curriculum Review Committee decisions. These decisions, focused around adequate instructional materials and resources help to support our Student Learner Outcomes. The Curriculum Review Committee should consider consulting with faculty representatives regarding adequate instructional materials and resources to more precisely assess the quality and effectiveness of these resources.</p>	<ul style="list-style-type: none"> ● CRC agendas and minutes ● CRC presentations from Directors and DCIs ● Board Meeting minutes and agendas reflecting CRC proposed actions and corresponding approvals

Resources for Personnel

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

A5.5. Prompt: Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified personnel for all programs.

Findings	Supporting Evidence
<p>MWA prioritizes the recruitment and hiring of top talent in leadership and instruction and has a Talent team, which is tasked with recruiting and hiring top talent. MWA commits significant resources to the nurturing of talent and the professional development of staff and faculty via the Annual PD Calendar and with the allocation of significant resources for outside PD opportunities.</p> <p>MWA would benefit from developing a plan on how resources can be allocated to grow staffing needs to fill new facilities offerings (e.g. hiring a drama teacher for the Blackbox theater and hiring a shop teacher for the Maker’s Space).</p>	<ul style="list-style-type: none"> ● Talent team organization chart/staffing model ● Annual PD calendar ● Budget for outside professional development via conferences ● Loan Forgiveness program for continuing education

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the availability and coordination of appropriate funds to support students’ achievement of the schoolwide learner outcomes, major student learner needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
<p>SSC meetings occur the first Thursday evening of the month throughout the school year. Meetings are open to the public and the school community to attend. The SSC provides valuable stakeholder input on important programmatic and financial matters that impact the school. Review and input items include: 1) progress against schoolwide WASC goals involving English Language Development, Special Education, GATE, and Intervention; and 2) Budget and Local Control Accountability Plan (LCAP) review. The SSC also allows for stakeholders to raise and discuss concerns and changes they would like to see, such as the addition of more frequent and varied student field experiences.</p> <p>The MWA Board and MW Foundation are responsive to staff and organizational needs as it relates to student success outcomes. National History Day competitions, enhanced study trip funding, Washington DC trips for GATE, & other student experiential learning opportunities are well-funded as a result.</p>	<ul style="list-style-type: none"> ● MWA website ● SSC By-laws ● LCAP

A6. Resources Criterion [Charter Schools only]

The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Indicators with Prompts

Long-range Financial (and Other Resources) Plan and Stakeholder Involvement

A6.1. Indicator: The school regularly involves stakeholders in the review of its long-range plan/capital needs (and other resources) in relation to the school’s vision, mission, and schoolwide learner outcomes. Decisions about resource allocation are directly related to the school’s vision, mission, and schoolwide learner outcomes.

A6.1. Prompt: *Evaluate the effectiveness of how the school regularly reviews its long-range plan/capital needs (and other resources) and makes decisions about resource allocations.*

Findings	Supporting Evidence
<p>MWA has a long-term Strategic Plan for fiscally sustainable growth and expansion. Faculty and community feedback on growth and expansion plans have been formally solicited and considered through leadership meetings, PD offerings and community engagement meetings. Long-term fiscal plans and capital needs are reviewed in public board meetings in relation to vision, mission and SLOs. Faculty members are invited to attend these meetings. The Making Waves Foundation provides long-range planning and capital needs assessments to ensure the sustainability of MWA’s mission and growth.</p>	<ul style="list-style-type: none"> ● Strategic Plan ● CEO address growth and expansion Powerpoints ● PD Calendar ● CEO emails to the community soliciting feedback on growth and expansion plans ● CEO email to community addressing halt to expansion plans; ● MWF org chart; ● Board meeting minutes ● MWF org chart ● SSC meeting minutes ● Bain consulting company audit findings and action plans

Regular Accounting and External Audit Procedures

A6.2. Indicator: The school’s policies outline internal controls, contracts, regular accounting, and external audit procedures.

A6.2. Prompt: *Comment on the effectiveness of the accounting procedures and review process to determine if they meet the generally accepted principles of accounting and audit procedures and education code for charter schools.*

Findings	Supporting Evidence
<p>Division Directors develop annual budgets that are submitted for review and approval to MWA’s CEO/Central Office and Board of Directors that include all contracted services. The Business Services team audits all annual spending, accounting practices and fiscal reimbursements provided. Independent auditors are contracted to review MWA’s finances and business procedures on an annual basis.</p>	<ul style="list-style-type: none"> ● Divisional annual budget requests ● Business services audit findings and recommendations

Processes for Implementation of Financial Practices

A6.3. Indicator: The school employs accountability measures to assure that personnel follow fiscal policies and procedures.

A6.3. Prompt: *Evaluate the effectiveness of the school’s processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.*

Findings	Supporting Evidence
<p>Division Directors are responsible for approving and monitoring all contracted services, reimbursement requests and annual spending. All reimbursements and spending requests require the signature of the Director in order to be processed. The Business Services team audits all spending practices against approved budgets and red flags any incidents of spending and spending requests that are outside of approved fiscal policies and procedures to Division Directors, and CEO if necessary.</p> <p>While the school is fiscally solvent and ethically monitored and audited, the existing measures and safe-guards in place can create challenges when it comes to accessibility and ease of using the resources at hand for departmental budgetary managers. The expenditure process can be more streamlined for ease of use by departmental budget managers. Measures can be taken to reduce red-tape for departmental budget managers to spend their budgets without requiring signatures for each expenditure.</p> <p>There remains some concern amongst faculty that the recent allocation of the budget to adjust the salary schedule hasn’t kept pace with the exorbitant Bay Area cost-of-living. Further faculty compensation measures should be expeditiously considered in order to retain talent.</p>	<ul style="list-style-type: none"> ● Annual budgetary audit results ● Correspondence between Directors and Business Service team related to spending requests

Budgeting Process — Transparency

A6.4. Indicator: The school develops and monitors its annual budgeting process to ensure transparency and stakeholder involvement.

A6.4. Prompt: *Evaluate the effectiveness of the school’s procedures to develop and monitor its annual budgeting process to ensure transparency and stakeholder involvement.*

Findings	Supporting Evidence
The SSC reviews and provides input on MWA’s budget and LCAP.	<ul style="list-style-type: none"> ● MWA website ● SSC Meeting minutes

Adequate Compensation, Staffing, Reserves

A6.5. Indicator: The school governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves.

A6.5. Prompt: *To what extent does the school’s governing body provide adequate compensation to faculty, administrators, and staff; adequate staffing for the school’s program; and reasonable accumulation of reserves?*

Findings	Supporting Evidence
<p>MWA has competitive compensation packages for faculty, admin, and staff. A commission has been undertaken to develop a cutting-edge salary schedule that promotes teacher retention. Instructional faculty were pleased with the announcement that a commission has been undertaken to develop a cutting-edge salary schedule that promotes faculty retention. Numerous compensation/benefit measures have been enacted to promote faculty retention and monetary satisfaction, including the Temporary Cost of Living Adjustment (COLA) stipend (\$12,000 annually), robust health benefits, recently enacted salary raises, and school retirement contributions. MWA has a world-class staffing model that encompasses a broad array of instructors, leaders in SPED/ELD/Intervention/Technology/Curriculum and Instruction/Climate and Culture, Interventionists, Social Worker and counseling services.</p> <p>MWA would benefit from engaging a commission to develop a cutting-edge salary schedule that promotes staff and leadership retention, in addition to the teacher salary schedule.</p>	<ul style="list-style-type: none"> ● COLA ● Health benefits ● STRS contribution ● Salary schedule commission planning agendas ● Annual faculty contracts/ total compensation letters ● Loan Forgiveness program ● MWA Org chart and staffing model ● Annual budget spending on salaries and compensation measures ● Teacher raise plan

Marketing Strategies

A6.6. Indicator: The school has marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

A6.6. Prompt: *Evaluate the effectiveness of the school’s marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.*

Findings	Supporting Evidence
The Central Offices provide MWA with support from a robust research and development team responsible for developing and implementing marketing strategies to support program development and future planning.	<ul style="list-style-type: none"> Research and development team personnel/ staffing model

Informing the Public and Appropriate Authorities

A6.7. Indicator: The governing authorities and school leaders inform the public and appropriate governmental authorities about the financial needs of the organization.

A6.7. Prompt: *Evaluate the effectiveness of the processes for the governing authorities and school leaders for informing the public and appropriate governmental authorities about the financial needs of the organization.*

Findings	Supporting Evidence
<p>In terms of resource planning and financial responsibility, MWA has several structures and procedures in place to ensure the ethical use of funds, and to promote sustainability of the school’s future and financial solvency. These safeguards include public board meetings and SSC meetings where all spending and school finances are publically reviewed. Making Waves Foundation provides a long-range planning and capital needs assessments to ensure the sustainability of MWA’s mission and growth. Division Directors develop annual budgets that are submitted for review and approval to the Central Office/CEO and Board of Directors that include all contracted services. The Business Services team audits all annual spending, accounting practices and reimbursements provided, and are accountable to all local and federal accountability structures.</p> <p>MWA has reviewed its fiscal solvency in detail with the CCCOE Board of Directors.</p>	<ul style="list-style-type: none"> Pittsburgh Charter Petition Hearing agenda, minutes, and video Board and SSC meeting minutes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category A are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

Making Waves Academy's vision and purpose (school's mission statement) are clear and enthusiastically supported by all of our stakeholders. This is reflected in wide-spread constituent knowledge and expression of the Core Values. With thorough stakeholder involvement and oversight from the School Site Council, MWA's Board of Directors, and our authorizer the Contra Costa County Office of Education (CCCOE), MWA is adopting approaches and targeted funding that address our Critical Learner Needs while creating a school culture of college and career readiness based on current educational research.

MWA engages in considerable efforts to educate the community on the governing authority's role while informing and encouraging the public on how stakeholders can be involved. This is accomplished by engaging parent representatives directly in governing authority roles, such as the English Language Advisory Committee (ELAC). MWA makes concerted efforts to publicize governing authority processes and decisions, such as by posting all board meetings on the online platform, BoardOnTrack, and by welcoming all stakeholders to attend and participate in governing authority meetings, such as School Site Council (SSC) meetings and board meetings. The governing board at MWA has policies and bylaws that align with the school's purpose in supporting Expected Student Learner Results/Student Learner Outcomes, academic standards, and college and career readiness. MWA's SSC and ELAC remain fully and regularly engaged with the MWA Board.

School leadership, staff, parents, and students all play a role in making meaningful contributions and recommendations towards the school-wide action plan. This is shown in the activity of MWA's SSC that includes representative members from all stakeholder groups. The SSC allows all stakeholders to have a voice and a platform to work together towards a better educational experience for MWA's students. The focus on student achievement, a holistic approach to learning, and understanding of material is key at MWA.

A notably strong foundation for student success and a professional culture of collaboration is established at the school. When data reveals that identified groups of students are struggling to meet achievement goals there are systemic approaches implemented to support these students, which incorporate the work and recommendations of teachers, leaders, parents and students, such as with the Black African-American Student Achievement Initiative (B/AASAI) and ELAC. These groups work to aid our students both in and outside of the classroom to assure their collaborative engagement, to support their practice of self-expression and critical consciousness, and to enhance their connection to academic content, scholarship and college ready rigor. Additionally, regularly scheduled Content Lead, Grade Level, Coordinator, and Leadership Meetings, along with Common Prep periods promote a higher level of communication and planning than ever before at MWA, and provide a significant platform/structure for addressing and resolving differences among staff and/or admin.

MWA provides an uncommon abundance of high quality Professional Development opportunities for staff, both on-site through the weekly Professional Development Calendar, and via considerable investment toward accessing an array of outside resources. MWA commits significant funding for MWA teachers to engage self-paced and independent professional development, such as through funding faculty participation in nationwide conference offerings upon request.

The Curriculum Review Committee of the board provides a robust vetting process for acquiring and maintaining adequate instructional materials, resources, and technology and annually assesses the quality and effectiveness of these resources. This group, made up of high caliber school leaders and board members, prioritizes selecting instructional materials that target the learning needs of students using performance data, feedback from instructors, and emerging research on high impact curricular resources.

There remains opportunities for MWA to further engage all stakeholders in the decision-making process regarding resource allocation. Concerning curricular resources, more parent, student and teacher input can be sought and incorporated in Curriculum Review Committee decisions. These decisions, focused around adequate instructional materials and resources, help to support our Student Learner Outcomes. Given the expansion of our campus, faculty also note that safety can be further reinforced by allocating more funding for additional Campus Supervisors and Site Monitors. More Site Monitor and security presence would be useful to supplement hall monitoring and supervision needs on our newly expanded and sprawling open campus. MWA would also benefit from developing a plan on how resources can be allocated to grow staffing needs to fill new facilities offerings (e.g. hiring a drama teacher for the blackbox theater and hiring a shop teacher for the maker's space).

Growth areas at MWA with regards to the qualified and professional development criterion include improving credentialing process supports, strengthening teacher induction/Residency programming, and further incorporating teacher voice in selecting the PD offerings available at MWA. The current onboarding procedures and credentialing support provided by Human Resources (HR) can be enhanced by further developing internal management knowledge, and by establishing partnerships and structures related to California credentialing needs. This will support new teachers and out-of-state teachers with successfully transitioning to becoming accredited teachers that meet MWA and California credential requirements. Teacher credential/certification expertise at MWA can be improved by hiring a Credentialing Specialist.

Teaching staff also requests consideration for formalization and expansion of on-site teacher mentorship opportunities. Recently, a pilot support system for teacher mentorship was put in place at the middle school to strategically pair experienced and exemplary teachers with new and onboarding teachers to provide in-depth and nuanced on-the-job training. This supports new and onboarding teachers with acclimating to the demands of teaching, maintaining MWA's stringent Routines, Expectations and Procedures, and contributing productively to the professional community at MWA.

A pressing area for growth remains our staff satisfaction levels. Challenges persist with low staff satisfaction, most notably at the upper school level. Talent retention issues are ongoing, there remains high turnover, and individuals experience the professional culture differently at MWA based by Division (middle school or upper school). Centralized leadership, such as through the appointment of the Director of Schools over both Divisions, will support the development of a continuity in professional experience for faculty at MWA.

Further regarding talent retention, instructional faculty were pleased with the announcement that MWA is considering establishing a commission to develop a cutting-edge salary schedule that promotes faculty retention. There remains some concern amongst faculty that the recent allocation of the budget to adjust the salary schedule hasn't kept pace with the exorbitant Bay Area cost of living. Further faculty compensation measures are recommended to promote talent retention.

Prioritize the strengths and areas for growth for Category A.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Mission Statement- clear, concise, and straight forward
- Strong foundation and culture set at the middle school
- Fully functioning and compliant School Site Council & English Language Advisory Committee
- Regularly scheduled vertical and horizontal collaboration periods promote a higher level of communication and planning than ever before at MWA, and provide a significant platform/structure for addressing and resolving differences among staff or admin
- Many opportunities for self-paced and independent professional development

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- **Sustainability & Hiring and Retaining Talent:** Sustainability efforts should be undertaken to improve faculty/ teacher retention. This will directly contribute to enhancing teacher collaboration and promoting continuity/alignment in school culture, while improving both the teaching and learning experience at MWA. Hiring and retaining mission-aligned talent who will develop, improve, and invest in our school culture over time is mission critical
- **Support and Development for New and Emerging Teachers:** Many new teachers this year were lacking information from HR about certification/credentialing procedures or given misinformation; Site-based Certification expertise could improve regarding more knowledgeable on how to convert credentials from out of state, accurately identifying the price of programs, and details on tuition reimbursement to help teachers get credentialed, possibly by hiring a Credentialing Specialist. Teacher Residency Programming and on-site teacher mentorship opportunities can be further expanded
- **Resource Allocation and Growth to Scale:** More Input from a variety of stakeholders who are unable to participate in LCAP and SSC should be sought to guide resource allocation
- The Curriculum Review Committee may consider consulting with faculty representatives (e.g. Content Leads) regarding adequate instructional materials and resources to more precisely assess the quality and effectiveness of these resources
 - Given the expansion of our campus, safety could be further reinforced with the addition of more Campus Supervisors and Site Monitors. More Site Monitor and security presence would be useful to supplement hall monitoring and supervision needs on our sprawling open campus
 - MWA would benefit from developing a plan on how resources can be allocated to grow staffing needs to fill new facilities offerings (e.g. hiring a drama teacher for the Blackbox theater and hiring a shop teacher for the Maker's Space)
- **Establish a Commission to Develop a Cutting Edge Salary Schedule:** Implementing a cutting edge salary schedule will promote staff and leadership retention

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Online Programs: iNACOL Standard J: Curriculum and Course Design: A quality online program will have a well thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. [iNACOL Standard J, 2009]

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to implement the curriculum and instructional program for students.*

Findings	Supporting Evidence
<p>MWA curriculum is Common Core State Standards (CCSS) aligned, and informed by data such as the ANET, SBAC, IABs, ICAs, SAT and PSAT to ensure efficacy. Teachers at MWA participate in extensive in-house professional development for two and a half weeks during August and every Friday for the remainder of the school year. Teachers and staff also have access to off-campus conferences to ensure curriculum and instructional practices are in line with current educational research. Making Waves is in line with current educational research and thinking through 21st century learning practices such as 1-1 Chromebooks, Promethean Boards, G-suite, Canvas and Hapara. MWA also offers school wide community building activities, which support current educational research regarding the importance of social emotional learning in schools. Finally, teachers at MWA align in common practices around curriculum creation, using standards based templates for their year at a glance and unit planning.</p> <p>MWA could continue to grow in alignment with current educational research and practices in the area of increased cross-curricular and cultural connections. Additionally, MWA can continue to improve upon its implementation of current events into curriculum and practices.</p>	<p>State/National Standards</p> <p>upper school Assessments</p> <p>ANET 3 Student Take Home Report</p> <p>6th Grade History Year at a Glance (YAAG)</p> <p>Geometry Year at a Glance (YAAG)</p> <p>11th Grade English Year at a Glance (YAAG)</p>

	SBAC ELA Grade Level Performance Over Time - Grade 11 Expanding Teaching and Learning with Technology
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Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for “wet labs” are met for all lab science courses.)*

Findings	Supporting Evidence
<p>MWA has clearly defined college and career-readiness standards which are evident in our graduation requirements that are aligned with UCOP A-G requirements. Upon graduation, every student will have completed coursework that makes them eligible to apply to colleges in the UC and CSU system. Our AP course offering also gives students the opportunity to take college-rigor courses, and to earn college credits upon passing the AP exam. Additionally, our CTE Health Pathway provides a sequence of courses that allow students to gain hands-on, real-world experience of a medical healthcare professional.</p> <p>MWA currently only provides one CTE pathway, our AP course offerings could be expanded to include more courses and cover more disciplines. The addition of bilingual course catalogs could be useful for families. Our college and career-readiness indicators, as outlined by the California Dashboard, which are separate from CCSS, could benefit from being clearly posted so that staff and faculty are able to locate them.</p>	UCOP A-G Graduation Requirements Advanced Placement (AP) and Career Technical Education (CTE) Course Offerings AP English Syllabus AP Psychology Syllabus Course Syllabus

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards.*

Findings	Supporting Evidence
<p>Students have taken Algebra 1, Spanish 2, and 3 via Laurel Springs. All course offerings from Laurel Springs are certified in UCOP and fulfill an A-G requirement. Students have also taken a variety of courses such as English, U.S. History, U.S. Government, Algebra, Geometry, Psychology, Sociology, and more. All courses offered by APEX Virtual Learning School are also certified in UCOP to fulfill an A-G requirement.</p> <p>MWA could benefit from re-structuring the usage of online learning to minimize its use for teacher vacancies, and only use online platforms for credit recovery, students on medical leave, and other extenuating circumstances.</p>	<p>Laurel Springs</p> <p>APEX</p>

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
<p>MWA provides clear congruence with English (ELA) curriculum and standards alignment. This can be evidenced with Smarter Balanced (SBAC) scores showing that a large percentage of students either meet standard or make tremendous growth each year. Congruence among actual concepts and skills taught can also be shown through high graduation rates and matriculation rates into college. 100% or nearly 100% of our graduates at MWA complete A-G requirements for University of California (UC)/California State University (CSU) eligibility. In order for courses to be A-G approved, they must be aligned to the Common Core State Standards (CCSS) and thus aligned to the College- and Career-Readiness Standards. Time during August Professional Development is provided for teachers to work from grades 5-12 within the same content area to promote congruence of concepts, skills, and standards taught. This then informs the documents teachers create (week at a glance, unit plans, year at a glance, etc.) that are backwards mapped based on standards as well as state/national assessments.</p> <p>Areas of growth for MWA include the lack of data to support alignment between curriculum taught and standards assessed on math SBAC. Data on how students</p>	<p>YAAG Assessment Rubric</p> <p>SBAC ELA Data</p> <p>AP Exam Data 2018-19</p> <p>AP Exam Score Distribution</p> <p>AP English Syllabus</p> <p>AP Statistics Unit 1 Cross-Curricular</p>

persevere in college is also lacking due to the age of the organization. Many classroom teachers do not know what MWA's student learner outcomes are, as there is no clear way to access them. Teacher vacancies (due to early departures, family leaves, etc.) also affect the student experience regarding congruence of standards alignment and curriculum course trajectory. In addition to this, the way in which teachers are asked to capture grades within the PowerTeacher gradebook portal is not standards-based. Lastly, AP test pass rates show misalignment to curriculum and standards covered/mastered versus assessed.

[Connections](#)

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and career technical programs.*

Findings	Supporting Evidence
<p>MWA shows various strengths in integration and alignment among academic and career disciplines in both middle and upper school programs. In the middle school, there is integration in fraction art, name art and science. The science and art integration can be seen through a California Water Map. In the upper school, a career technical education (CTE) pathway gives students opportunity to learn about the health sciences while integrating math, ELA and art projects. For example, during the musculoskeletal unit in Anatomy and Physiology, there is an art project option with the skeleton system. Additionally, the health and wellness course integrates physics, nutrition, exercise, and biological sciences. Lastly, a yearbook club is available for students to integrate their technological skills along with English development and growth. For career technical program help, the upper school has a college and career center that also puts on an annual career fair, PSAT and SAT testing in school (funded by the school) and collaboration with advisories/homerooms to ensure all students have support schoolwide.</p> <p>Some identified areas of growth in the upper school with regards to cross-curricular integration and alignment include the lack of teacher grade level leads for both 10th and 12th grade, the availability of only one career pathway option and no consistent employee over the past three years in the Career Services position.</p>	<p>Health science pathway (across campus/subject {using science skeleton for art purposes})</p> <p>Health and wellness: physical, nutrition, exercise, biological science intersection</p> <p>Math/ELA integrated items: Fraction Art, Name Art(Dibble)</p> <p>Science/Art integrated: California Water Map</p> <p>Technology and ELA: Yearbook Club</p>

Community Resources and Articulation and Follow-up Studies

B1.5. Indicator: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Evaluate to what extent the school solicits and employs business and community resources and partnerships to support and extend learning. Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
<p>Through partnership with business and community resources, MWA exhibits numerous strengths in the support and extension of learning. The school demonstrates significant and ongoing parent outreach via staff communication, electronic resources, and parent family liaisons. MWA frequently schedules community guest speakers while partnering with local businesses through the Making Waves Foundation. The College and Alumni Program (CAP) at MWA works with graduates throughout their post-secondary education in order to provide opportunities, support, and assistance. CAP additionally provides Wave-Makes opportunities to volunteer at annual community service days and the ability to mentor younger students.</p> <p>MWA does have the opportunity to increase both consistency and the frequency of community service days for students. Further outreach and involvement with the Richmond and San Pablo communities would be beneficial, specifically when utilizing business and community resources.</p>	<p>CAP Program Website</p> <p>CAP Events Calendar</p> <p>MWA Resource for Internships and Summer Programs</p> <p>MWA Community Service Day - Service Works</p> <p>MWA Community Service Day - North Richmond Farm</p> <p>MWA Community Service Day - Nevin Community Center</p> <p>MWA Community Service Day - The Watershed Project</p>

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Online Programs: iNACOL Standard H: Equity and Access: A quality online program’s policies and practice support students’ ability to access the program. Accommodations are available to meet a variety of student needs. [iNACOL Standard H, 2009]

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
<p>MWA allows all students to make appropriate curricular choices and pursue a full range of realistic college and career and/or other educational options. The College and Career Center (CCC) is a place where students are able to explore a multitude of college and career opportunities. The CCC provides and organizes college visits for juniors and seniors, SAT preparation sessions for juniors, PSAT days for grades 8th-11th ,and sends out scholarship opportunities to students. Therefore, students are able to apply to UC and CSU schools with the proper A-G curriculum, have the bridge between MWA and CAP (College Alumni Program), have exams and applications paid for including: PSAT, SAT, ACT, AP, and 8 college applications for rising graduates. Furthermore, students have access to SAT boot camps, and allows juniors to have open access to SAT prep classes. The CAP center also provides financial assistance to MWA graduates to pay for college. It educates families of MWA seniors through weekly/biweekly meetings about transitioning to college (finances, socio-emotional support, etc.) Each MWA graduate is assigned a financial services coordinator and a CAP coach to help guide and support them through their post-secondary experience. The school offers a college fair where students are able to examine case studies and act as admission officers to gain a deeper understanding of what the college admissions process is. Different colleges come and present a brief overview of their available programming and resources as well as provide contact information for follow-up questions or concerns.</p> <p>Areas of growth include a clearer scope of sequence for advisory, more targeted</p>	<p>9th Grade Advisory Curriculum</p> <p>10th Grade Advisory Curriculum</p> <p>11th Grade Advisory Curriculum</p> <p>12th Grade Advisory Curriculum</p> <p>Advisory Dashboard Data</p> <p>Summer Internship Presentation</p> <p>Summer Internship Spreadsheet</p>

<p>grade-level college and career readiness content as well as more college preparation content during junior year. In addition, more access to college visits, the college application process, career day, and mentorship for middle school students would be beneficial. Parents can also be more included in the college application process.</p>	<p>CollegeSpring SAT Curriculum</p>
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Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students’ access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
<p>Teachers’ instructional practices in all programming facilitate student access to a rigorous, relevant, and coherent curriculum. The presence of real-world applications is evident in these instructional practices through the differentiation and scaffolding of lessons identified in both middle and upper school year-at-a-glance (YAAG) and unit plans. Additionally, project based learning is evident in both middle and upper schools. Projects such as the middle school’s Cultural Heritage project and the upper school’s CTE Health Pathway coursework provides students with real-world application opportunities. ELD standards and SDAIE strategies are embedded throughout instructional practices in all classes. Strategies and best practices are displayed in the classroom as learning objectives and sentence/dialogue stems. The delivery of lessons and programming at MWAs launched through CLEVER for ease of access in technology-based delivery. The upper school uses CANVAS, which is a vital learning management system that enables a smooth transition for students who will utilize similar college interfaces. The middle school has encouraged teachers to build Google classrooms from pre-populated and set rosters for all periods.</p> <p>MWA has always promoted the use of culturally relevant instructional materials. However, these materials are often individually teacher-made and not wide-spread across content or grade level. Therefore, there is no cohesive culturally relevant curriculum across the school. This school year, the middle school has created an assembly calendar that incorporates cultural diversity and celebrates our school culture. A goal would be to have collaborative joint assemblies to celebrate cultural heritage and link it to an academy-wide fair.</p>	<p>English Cultural Heritage Project</p> <p>upper school Introduction to Health Syllabus</p> <p>CTE Annual Report</p> <p>ELL/SDAIE Strategies</p> <p>PBL Technology Integration Design Elements</p> <p>Student App Sign up Instructions</p>

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC “a-g” requirements, including lab courses.*

Findings	Supporting Evidence
<p>A-G courses that are not available with live instruction from a subject matter expert have the option of being taught online. These courses are aligned to CCSS, are approved via UCOP, and thus students receive the appropriate credit for coursework. The Academic Advising Coordinator is available to ensure credit standing is reviewed and students are on track to meet A-G requirements and graduate, or are given opportunities to recover credits via online learning platforms. The upper school also offers opportunities for students to recover credits online during summer school and/or during the core school day. Online learning platforms are also utilized for students with extenuating circumstances (medical leave, homebound, etc.) to ensure they have the opportunity to stay on-pace for graduation</p> <p>Currently, MWA cannot offer lab sciences online. Additionally, the instructor supervising online courses is not always a subject matter expert.</p>	

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student’s personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
<p>MWA partners with students and parents to ensure each student receives the support to develop a personal learning plan aligned to their college, career, and/or other educational goals. Every semester, faculty facilitate family/guardian conferences in which they discuss student life dreams, academic performance, and college and career goals with students and their parents. Additionally, upper school students and their parents/guardians meet with the Academic Advising Coordinator to discuss students’ progress toward successful completion of graduation and A-G requirements. Student voice and parent voice is also considered in the course selection process as students are given the opportunity to select courses they are interested in. This form is reviewed and signed by parent/guardians and the student’s advisor. This process allows advisors and parents to monitor student’s progress while allowing students’ to take ownership of their personal learning plan. To support students with IEPs and students who demonstrate need for additional individual support, parents and teachers attend IEP and all-teacher meetings to develop strategies to support students inside and outside the classroom. To increase the opportunities for faculty to build rapport with</p>	<p>MWAS Parent Meeting and Workshop Schedule</p> <p>Back-to-School Flyer 2019</p> <p>Back-to-School Flyer 2018 in Spanish</p> <p>Parent Coffee Talk Flyer</p> <p>Parent Board</p>

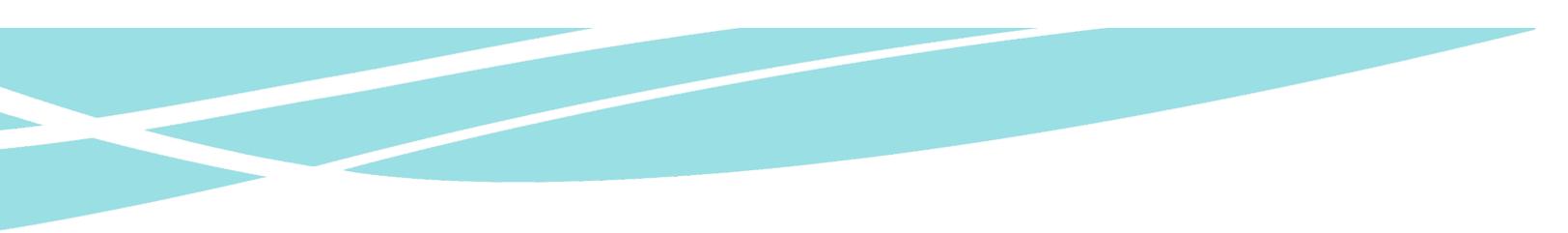
<p>parents and students, MWA hosts Back to School events. Parents have the opportunity to connect with their child’s teachers and share their vision for their child’s educational journey. Moreover, MWA has an established school site council that includes parents, along with a Parent Engagement Coordinator who is the liaison between the school and parents. The Parent Engagement Coordinator has an established network of parent volunteers, who are involved in the planning and execution of school-related activities, including school field trips and community events. The Black/African-American Student Achievement Initiative (B/AASAI) workgroup organizes and hosts community events. Beyond the cultural impact provided by these events, they are meaningfully connected to celebrating learning goals and academic success. In an effort to develop responsibility and accountability in middle school students, parent-teacher conferences have begun having students act as facilitators and leaders, guiding discussions. This accountability is further reinforced at the parent/guardian level by the contracts signed when their children receive their Chromebooks. This involvement of the family unit ensures collaboration across teachers, parents, and students.</p>	<p>Meeting Minutes</p> <p>Parent/Guardian Resource Center - Laptop Usage Agreement</p> <p>Parent Workshop: Marlin Hour</p> <p>Parent Workshop: Black and African-American Student Achievement Initiative</p>
<p>Unfortunately, Back To School night tends to see low attendance rate from particular grade levels (changes each year). Similarly, there is no grade-level meeting with parents--meetings are typically between parents and one teacher, and a grade-level approach to parent meetings could engender continuity for students. This is especially important because there is little to no parent involvement in the upper school classroom outside of disciplinary actions. Strategic and intentional parent/guardian outreach can be bolstered to mitigate low attendance rates at events as well as create stronger partnerships and engagement within the classroom setting.</p>	<p>Parent Workshop: What to Know as a Parent or Guardian of a Junior</p> <p>Parent Workshop: Family Engagement</p>

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
<p>MWA seniors complete a Post-Secondary Plan with the CAP program supporting students as they transition from high school to college. On a weekly and monthly basis, the CAP program coach checks in with Wave-Makers as they transition to college. CAP communication occurs continuously via email, text, and phone. MWA offers various college tours to expose students to colleges and universities. MWA also offers College Admissions team visits and presentations for continued exposure to colleges and universities. Seniors graduate with A-G Requirements completed, ensuring access and potential acceptances to colleges and universities throughout the nation. MWA</p>	<p>CAP program website</p> <p>Senior Transition Week Schedule</p> <p>Grade 12 Advisory Pacing Guide</p>



<p>regularly hosts the Case Study and College Fair during the spring. This is an opportunity for students and families to interact with college admissions officers, learn more about the college admissions process, and explore different career paths.</p>	<p>Grade 11 Advisory Pacing Guide</p>
<p>MWA can seek to improve the variety of classes offered for students. Alignment in advisory curriculum is also an area of improvement. In addition, connecting student case studies to student's life dreams would incite further motivation in student's desire for education after high school.</p>	<p>Case Study Lesson Plan</p>

ACS WASC Category B. Standards-based Student Learning: Curriculum Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category B are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

In summary, MWA utilizes a Common Core State Standards (CCSS) aligned curriculum. Most of the curricular resources utilized on our campus are differentiated and scaffolded in alignment with current educational research. The teachers at MWA do a good job of adapting the curriculum to the needs of students in real-time with support from our extensive in-house professional development offerings and coaching model. This is evidenced by our high graduation rates as well as our college and career readiness indicator. However, this will continue to be a growth area of MWA, as we work to increase our Mathematics scores. Mathematics curriculum has changed multiple times trying to identify which best fits our students' needs, and our future curricular decisions will continue to be informed by data. Data points we currently utilize different assessment tools including ANet, SBAC, IAB, ICA, SAT and PSAT. An area of improvement will continue to be Mathematics, cross-curricular curriculum, as well as utilizing curriculum that incorporates cultural connections. Lastly, intervention curriculum is a growth area for MWA, and would support the increase in Mathematics scores as well as our graduation rates.

MWA also utilizes college- and career-readiness standards to inform curricular and instructional decisions. All courses in the upper school are A-G aligned, attributing to our high graduation rates as well as our acceptance rates into colleges and universities. AP course offerings as well as CTE course offerings are present and robust, but will continue to be expanded upon as our student body grows. Marketing and communication of the course offerings as well as the vetting process for all course syllabi is a growth area for our organization, as it is occurring but very few stakeholders are aware of these important processes.

Congruence and consistency between concepts, skills, student learner outcomes, academic standards, and the college- and career-readiness standards are evident and strong across the school with the exception of Mathematics and AP course offerings. The marketing and communication of these areas once again can be improved upon, as this is a major focus of the school during August professional development.

Business and community partnerships and resources are created and utilized across the school. However, this area can also be expanded upon and strengthened in order to support and extend learning. The College and Career Center (CCC) as well as the College and Alumni Program (CAP) both help to communicate with other organizations around the work that is being done on our campus, as well as to create partnerships and strong working relationships. CAP also collects and responds to data regarding our matriculation and persistence rates for post-secondary pathways and shares that data directly with the CCC. A growth area would be to communicate and market that information more explicitly to the broader community on a more consistent basis.

Coaching from both the CCC and CAP also provides our students with access to college and career options that best align with their interests and abilities. The resources and support provided to upper school students are extremely robust and allow for career exploration during Career Day as well as Case Study and College Fair. Preparation for postsecondary education includes SAT boot camps, SAT preparation enrichment classes, college visits, as well as the monetary support provided to take all assessments (PSAT, SAT, ACT, AP) and apply to up to 8 colleges. Pre-technical training in the field of Health Care is offered to all upper school students. Parent engagement, advisory curriculum, college and career-readiness curriculum, as well as multiple CTE pathways are identified growth areas for the school.

Project-based learning that incorporates the real-world application of the curriculum is evident in both the middle and upper schools. Intervention strategies, ELD best practices, as well as differentiation and scaffolding of the curriculum occur across the school, and are supported by the various coordinators and leaders who provide high-quality professional development each year. One-to-one technology access as well as the usage of learning management systems provide consistent access to curricular resources to all students. Collaboration regarding the real-world, culturally relevant curriculum across the school can be strengthened, and the potential creation of a bank of resources may be a possibility.

Advisory and homeroom programs exist in both the middle and upper schools to promote the collaboration between students, parents/guardians, and teachers in order to develop, monitor and revise a particular student's learning plan and educational goals. Family conferences, Saturday Academy events, Back to School, as well as many other events planned help to foster relationships between all stakeholders, and have proven effective. However, not all events hosted on campus are well attended by families. Therefore, strategic and intentional outreach to families is needed in order to create stronger partnerships.

Lastly, the MWA community has access to high-quality, trauma-informed, social-emotional curriculum. This curriculum provides faculty and staff the opportunity to holistically support students. More explicit conversations about how to implement and utilize the curriculum would be beneficial.

Prioritize the strengths and areas for growth for Category B.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

B1.1 Current Educational Research and Thinking

- CCSS aligned curriculum
- Data-informed assessments aligned to curriculum
- Professional development opportunities for faculty and staff
- Social emotional curriculum

B1.2 Academic and College- and Career-Readiness Standards for Each Area

- Alignment of curriculum to UCOP A-G requirements
- College and Career-Readiness standards
- AP course offerings
- CTE Health Pathway
- Use of online course offerings aligned to UCOP A-G requirements

B1.3 Congruence

- Clear congruence of English curriculum and standards alignment
- High graduation rates and matriculation rates into college
- Completion rates of UCOP A-G requirements
- Time during professional development for vertical content teams to plan (Grades 5-12)
- Utilization of curriculum planning documents

B1.4 Integration Among Disciplines

- Integration of content in Middle and Upper school classrooms
- Collaboration with academics and career and technical disciplines through advisory/homeroom
- Implementation of project-based learning projects that are interdisciplinary

B1.5 Community Resources and Articulation and Follow-Up Studies

- Partnerships with local businesses, community resources, and community guest speakers
- Consistent parent and family outreach
- College and Alumni Program (CAP) collaboration, support and assistance for graduates

B2.1 Variety of Programs-Full Range of Choices

- College and Career Center (CCC) access to all students with individualized support regarding college and career choice options
- College visits and tours
- SAT and ACT preparation classes and access to practice exams
- Paid PSAT (Grades 8-11), SAT (Grades 11-12), ACT (Grades 12), and AP (Grades 10-12) exams for all students
- Up to 8 paid college application fees
- Financial assistance to MWA graduates for post-secondary pathways
- Open access campus for all AP courses
- Student and family meetings involving education and exposure regarding the transition to post-secondary pathways
- Case Study and College Fair with 60+ colleges, universities, gap year programs, and post-secondary pathways in attendance

B2.2 Accessibility of All Students to Curriculum, including Real World Experiences

- Differentiation and scaffolding of lessons in MS and US year-at-a-glance (YAAG) and unit plans
- ELD standards and SDAIE strategies are embedded in all classes
- Technology-based delivery of lessons and programming through CLEVER, CANVAS and Google Classroom

B2.2 Additional Online Instruction Prompt

- A-G courses taught online are aligned to CCSS and approved through UCOP
- Opportunities are provided for students to recover credits online during summer school and/or during the core school day

B2.3 Student-Parent-Staff Collaboration

- Family/Guardian conferences each semester
- Student voice and parent voice considered in course selection process
- IEP meetings include individual supports, parents and teachers to support students
- School Site Council that include parents, faculty and staff
- There is a network of parent volunteers
- The Black/African-American Student Achievement Initiative organizes and hosts community events

B2.4 Post High School Transitions

- Seniors complete a Post-Secondary Plan including colleges they plan to apply to
- College and Alumni Program (CAP) supports students on a weekly and monthly basis as they transition to college
- Various college tours to expose students to colleges and universities
- Seniors graduate with A-G Requirements completed
- Case Study and College Fair

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

B1.1 Current Educational Research and Thinking

- Increase use of cross-curricular content, cultural connections, and current events in curriculum
- Expansion of CTE pathway offerings
- Expansion of AP course offerings

B1.2 Academic and College- and Career-Readiness Standards for Each Area

- Bilingual course catalogs
- College and Career-Readiness Indicators transparently communicated to community

B1.3 Congruence

- Data to support congruence of curriculum and standards alignment in Math
- Increase access to data in order to determine persistence rates in post-secondary pathways
- Increase access to student learner outcomes
- Decrease teacher vacancies
- Increase standards-based grading practices
- Increase AP passing rates (3 or higher)

B1.4 Integration Among Disciplines

- Grade-level leads across all grade levels (Grades 5-12)
- Consistency in Career Services Coordinator position

B1.5 Community Resources and Articulation and Follow-Up Studies

- Consistency and frequency of community service opportunities
- Further outreach and involvement with Richmond and San Pablo communities

B2.1 Variety of Programs-Full Range of Choices

- Clearer scope and sequence for advisory curriculum
- More targeted grade-level college and career readiness content
- Access to more college visit information
- Mentorship program for middle school students by upper school students
- Inclusion of families in college application process

B2.2 Accessibility of All Students to Curriculum, including Real World Experiences

- No cohesive culturally relevant curriculum across the school
- Lack of joint assemblies to celebrate culture heritage linked to an academy-wide fair
- MWA cannot offer lab sciences online
- The instructors supervising online courses is not always a subject matter expert

B2.3 Student-Parent-Staff Collaboration

- Low attendance at Back-to-School events
- More whole-group vs. grade-level meetings for parents
- Lack of parent involvement outside of disciplinary actions

B2.4 Post High School Transitions

- Limited variety of class offerings
- Alignment in Advisory curriculum

Category C: Standards-based Student Learning: Instruction

C1. Student Involvement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
<p>MWA provides a continuum of evidence-based, tiered interventions (RTI) with increasing intensity and duration based on student data and need. If a general education student is not making adequate progress, any relevant stakeholders (general education teacher, parent, social worker, Dean of Students, grade level lead, Director of Curriculum and Instruction, Interventionist) can recommend a Student Success Team (SST) meeting. If there is a suspected learning disability or concern, the Special Education Coordinator and/or School Psychologist is in attendance at SST meetings. Teachers are prepared, in advance, with student data, assessment results, strategies, etc. General education teachers provide access to the common core curriculum by scaffolding, differentiating, identifying students strengths, student's individual learning styles, and implementation of accommodations and modifications. Students have access to rigorous common core, grade level standards. MWA teachers scaffold material and differentiate their curriculum and teaching methods in a variety of ways to reach every learner. Teachers submit YAAGS (yearly planning) and Unit Plans to the Directors of Curriculum and Instruction (DCI). These unit plans and YAAGs are used in professional development to both learn from each other and improve our collective practice. Special education teachers also have access to teachers Unit Plans and online curriculum so they can support students, plan for remediation lessons, and track students progress and assignments in their general education classrooms. Teachers receive feedback and coaching from a multitude of professionals including the DCI, Intervention Services Coordinators, ELD Coordinator, Lead Teachers and Content Leads. It is an expectation that lesson plans indicate specifically how teachers will reach and support students with IEPs in accessing the lesson and grade level</p>	<ul style="list-style-type: none"> ● Observation rubric ● California Standards for the Teacher's Profession ● Instructions or templates for teacher/staff evaluations ● Student Learner Outcomes (SLO) ● Slides from CEO's Address ● SST ● Slides from Director's Address ● 5th-12th grade Pacing Guides/YAAGs <ul style="list-style-type: none"> ○ <u>7th grade science YAAG</u>

material. Teachers at MWA use small group instruction, strategic partner/pairing, rotation stations, and technology to support students with learning needs. Teachers provide access tools including: text to speech, SDAIE strategies, explicit vocabulary instruction, scaffolded language and speaking prompts, graphic organizers, sentence frames/structures, modified passages (when appropriate), and read aloud to name a few ELA strategies. In math, teachers provide students with IEPs number lines, math tables, manipulatives, color-coded notes, visual cues/symbols, and clear step by step instructions to access math material and concepts. Teachers use Canvas and Google Classroom as online learning management systems to support students' access to rigorous coursework with instructional videos, teacher made videos, guided notes, reminders, checklists, and assignments. General education teachers communicate with special education teachers frequently regarding assignments, due dates, assessments, and projects.

Making Waves implements an inclusion model. All classes are rostered with race, gender, academic achievement, ELD and IEP status in mind. All class sizes are capped at 28 students per class. Students with learning differences are included in the general education environment for all or the majority of their day. MWA believes that all students should have access to and participate in rigorous, challenging common core aligned curriculum and work. The majority of students with IEPs at MWA are working on grade level or near grade level and access the Common Core grade level curriculum in the general education with a continuum of accommodations. Some students require a more modified or highly modified curriculum. Those students still participate in and are included in the general education environment/courses. They receive modified assignments, additional pull out/push in services, and practice with priority skill building when pulled out. All students are provided access to assessments to show what they know, in the way they know. Students are encouraged to output information in a way that is best for them. Assessments may look like verbal quizzes/assessments, visual assessments, use of technology, projects, speeches and/or debates, Socratic seminars, etc.

MWA is currently working on establishing a cohesive curriculum that provides aligned instructional practices and lessons throughout all content areas and grades. While the school has strong horizontal alignment, constant discussions are taking place to establish more vertical alignment through content teams and grade levels in professional development spaces.

- 5th-12th grade Curriculum Guides
- Student work samples (Embedded Assessments)
 - History DBQ

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate learning and college and career readiness.*

Findings	Supporting Evidence
<p>MWA provides multiple opportunities for students to understand the standards and expected performance levels for each area of study in order to demonstrate learning and college and career readiness. Throughout the school, it is an expectation that all students are presented with the standards they are expected to master on teacher’s whiteboards as well as in slides. Additionally, we spend time unpacking SBAC data and grade-level work samples with students so that they understand the standards and expected performance levels in each area of study. It is also an expectation that all teachers provide a rubric for each project and writing assignments. Assignment rubrics and expectations are routinely posted online through Google Classroom or canvas. Specific standard information for individual student assignments can also be found on PowerSchool (online grade book). MWA provides consistent reports on student achievement towards standards through report cards and PowerSchool. Each quarter students and families are mailed report cards with current grades. Students are also able to see a student’s grade in real-time through PowerSchool. Teachers are expected to grade any current work within one week, consequently, providing students with accurate reflections of content mastery and performance level. In professional development and collaborative planning, we consistently review our students progress towards standards, reflect on instructional practices that supported this growth, and re-teach the material in a different way to ensure that more students master the standards.</p> <p>As a school, we are working to align our teaching practices so students are receiving the same delivery of performance level expectations in every classroom. For example, Friday weekly professional development meetings, weekly grade level meetings, weekly content area meetings, and interdisciplinary lesson planning time is all used, but we are working to align systems to ensure that all students have a vertically and horizontally aligned experience. The DCI’s and Assessment Director have started to research ways we can implement student learning tracking systems school wide, however making these data practices a regular and routine part of our culture needs work. In other words, the information is available for students in multiple areas, we have practices for students to understand where they are at along the continuum of standards, however we need a better way to assess if students understand their mastery towards grade level work. We are excited to pilot this learning tracker and refine it to ensure that our students understand what needs to be mastered in each grade level.</p>	<p>Collaborative Google Suite projects in class</p> <p>PD Agenda Example</p> <p>MWA Grading System Example</p> <p>Lesson Plan</p>

C2. Student Engagement through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize creative and critical thinking skills, and applications.

Online Programs: iNACOL Standard K: Instruction: A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. [iNACOL Standard K, 2009]

Indicators with Prompts

Teachers as Facilitators of Learning

C2.1. Indicator: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of instructional and student engagement strategies, including the use of instructional technology in the delivery of the curriculum. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other techniques to engage students in their own learning.*

Findings	Supporting Evidence
<p>The teachers at MWA use a variety of instructional and student engagement strategies which are taught in professional development. This can be seen in a variety of classrooms and instructional settings. For example, common research based practices include, warm up problems in math, Socratic seminars in ELA/Humanities, stations in all subjects, notice and wonder strategies and inquiry based questioning strategies. We have allocated funds to an instructional technology position, which is intended to help manage and train teachers on technology platforms such as Google Classroom and Canvas, as well as technology instructional tools such as Newsela, Lexia and ST Math. In summary, our primary strength lies in the number of strategies that our teachers have in their toolboxes to meet engagement needs of all students.</p> <p>Our growth area includes executing rigorous and aligned lessons in all subject areas and grade levels. We have spent time in professional development unpacking standards and looking at exemplar student work, but there is still a need for more specific instruction on core day approach to instruction and the approach to intervention (DTI/Marlin Hour). Teachers often have a number of tools and strategies, however some development is needed around understanding when to use scaffolds and for whom to ensure that differentiation meets the needs of our students.</p>	<p>Collaborative Google Suite projects in class</p> <p>Genius Hour Unit Plan</p> <p>Genius Hour Project</p> <ul style="list-style-type: none"> • Ghost Boys: here

Creative and Critical Thinking

C2.2. Indicator: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.2. Prompt: *Evaluate and provide evidence on how well the representative student work that demonstrates students think, reason, and problem solve in group and individual activities, such as projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
<p>MWA provides students with varying instructional settings and lessons that challenge students to think, reason, and problem solve in group and individual settings. MWA operates under the Project Based Learning framework for instruction. Six years ago, the middle school engaged in a Professional Development that focused on adapting curricular materials to engage students through projects. Since then, the units have blossomed into learning experiences that culminate in speeches where students state their stance, author visits, and group research projects. For example, the history department incorporates National History Day projects that allow students to explore different historical time periods based on critical thinking lenses. The upper school students have recently joined this vision and have experienced professional development in this area as a launch for Project Based Teaching and Learning. Students are able to think critically outside of the classroom using a variety of different tasks connected to resources including Chromebooks, study trips, and Google Classroom. Allowing students to use and take home their Chromebooks supports students ability to learn and investigate outside of the school. Students are given the opportunity to apply what they have learned to different situations beyond the classroom during study trips to local zoos, museums, and parks. The use of Google Classroom and Canvas, allows students who are absent the ability to receive their work before they come back to school and allows students who require additional instruction resources to expand their learning.</p> <p>While we provide the tasks and experiences for students to think critically, we are working to build out our practices to ensure that all students have the tools that they need to reach grade level critical thinking, reasoning and problem solving, which is why we chose to align our Student Learner Outcomes with this in mind. We know that our students grow academically when they are with us, however there are still some students who grow slightly or not enough. We look forward to maximizing our time with AIS (Academic Intervention Services), our consultants RTFisher and our collective genius to focus on improving our instruction to meet the learning needs of all students.</p>	<p>Google Classroom</p> <ul style="list-style-type: none"> • Lesson Plan • Summer academy <p>Biology Syllabus</p> <ul style="list-style-type: none"> • YAAG 7th Grade Science • YAAG 8th Grade Science • Kahoot Creation Project 7th Grade Math <p>Rubric</p> <p>Socratic Seminar: McCoy 6th Grade Rubric</p> <p>Google Classroom: About Classroom</p> <p>Student Portfolios</p>

Application of Learning

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
<p>We enjoyed assessing and analyzing the various extended-learning opportunities as well as the extent to which students are able to extend and apply knowledge. Many of the extended learning opportunities presented to students fall within the variety of differentiated intervention and boost courses that students are offered throughout their time at Making Waves. This looks like different students getting different support and different levels of opportunity to engage in effective extended-learning opportunities. The majority of teachers at MWA place an emphasis on assessing students through methods that show students’ true level of mastery. MWA has integrated technological platforms into classrooms in order to allow students the ability to demonstrate the depth of what they know through various mediums. This is evidenced by the use of Chromebooks, Google’s GSuite, and GATE courses. These programs represent some of the various strengths of MWA, as they allow students flexibility in how they demonstrate mastery.</p> <p>Students have the opportunity to engage in an extended learning opportunity through class-extension projects including National History Day and the Cultural Heritage Project. During this competition, students conduct their own independent research on a historical topic that they choose. This project allows students to practice researching, analyzing, and writing skills they have learned in their classes, and apply these skills to their own projects and interests. The students are able to do the work that is done by historians, and have exposure to that discipline. The students are also able to learn from other students, and professionals, as they compete at the district and state level. The Cultural Heritage Project involves each student in the 6th Grade researching, writing, and creating a display about their family heritage and/or the history of their community. The project is a culmination and extension of students’ study of cultures from around the world.</p> <p>In the 2019-20 Academic Year, MWA has continued to engage in thoughtful and productive vertical alignment. This year, the level of impact of the vertical alignment has increased, with the implementation of peer observations <i>and</i> reflection and establishment of concrete next steps; however, more steps must be taken to ensure that content is designed for students to be able to organize, access, and apply prior knowledge.</p>	<p>College Fairs</p> <p>Student Portfolios</p> <p>Ghost Boys: here</p>

While MWA has numerous resources and the full support of teachers and staff to support students to demonstrate and grow their knowledge at higher levels, there is still much work to do to ensure that these resources are used effectively and impact is maximized. Particularly important areas of growth include, smaller intervention class sizes and more targeted intervention for all students not meeting language proficiency and grade level standards. Additionally, more steps must be taken to ensure that students are able to apply their prior knowledge to accelerate their learning growth throughout their time at Making Waves.

One specific area for growth at the middle school is how intervention is being implemented during differentiated tier instruction (DTI). In previous years such as 2016-2017, English language development (ELD) intervention courses had small class sizes of around 12-15 students per class. From the 2018-2019 school year, ELD class sizes have more than doubled as a result of the expansion. This, in turn, allows for less targeted and effective intervention for our students who are English language learners progress towards English proficiency as well as standard mastery. More specifically, our African American students who are not classified as English language learners are often not being assigned to ELA intervention courses, and if they are, only once students who are English language learners are being placed in their intervention courses. Because of this, it is possible and often the case to have higher performing English language learner students in intervention courses when other students who are in severe need of English intervention are not able to access that intervention. One way that MWA could work toward resolving this area for growth would be to hire additional intervention teachers to cut down the class sizes of intervention classes. Additionally, all students who are not meeting the standard, regardless of how close they are to meeting standard, should be receiving targeted intervention to support them in doing so. This could look like all DTI courses being small intervention courses, while students who have met and exceeded grade level standards are receiving content boost courses, possibly in larger class size settings. In order to support this, MWA would need to allot more funding toward DTI instructors, and instructional software like Lexia (reading support) and ST math (mathematics support) for all students who are not meeting standard.

An area of growth for the upper school for our core-day Intervention (Marlin Hour) is to ensure that all students have access to enrichment courses. As it stands, if a student is designated into Tier 3, needing additional support in a specific subject, they may not have room in their schedule for an elective Marlin Hour. Our electives feature a bit more student choice in the sections they engage in, in addition to choice for the projects students turn in at the end of the period.

Career Preparedness and Real World Experiences

C2.4. Indicator: All students have access to and are engaged in career preparation activities.

C2.4. Prompt: Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

Findings	Supporting Evidence
<p>As a college preparatory school, our instruction aims to consistently connect students to relevant and real world situations. Through the work of facilitating the creation of life dreams, we strive to understand what our students are interested in, to inform our programs and instruction. We learned through surveys that our students are very interested in the health field. From this data and feedback, we developed working health services, Career Technical Education pathway, which includes 3 A-G aligned courses: Introduction to Health Sciences, Medical Terminology, and Anatomy and Physiology. These courses allow students to engage academically with courses that align to their life dreams. This is a trend that we would like to continue doing for our students, and an area of growth will be to extend these opportunities to other kinds of jobs and industries. This will allow students the ability to prepare for future careers they are interested in, as well as explore careers they have not previously considered. While this is something we want to work on, students are given the opportunity to explore different career pathways during their career day in the upper school.</p> <p>From the time they enter MWA, students are challenged to begin reflecting on their college and career aspirations. Using the Life Dream Snapshot Survey, teachers use information students have shared about their life dreams to better support their instruction in core day classrooms and beyond. Students are given the opportunity to visit college campuses in order to get a vision as to what their college life may be like. Students create dream boards, essays, posters, art pieces, poetry, and much more that reflects their college and career dreams as they continue through, and graduate from, MWA. As the middle school students become academically prepared to venture into highschool and beyond, they are holistically supported as a whole person using their college and career dreams as a guide. With a growth mindset, students are reminded of their life dreams during conferences to address behavior or academic struggles. We strive to continue putting our students' dreams at the forefront of our approach of instruction to better support students academic achievement and confidence. We are excited to be able to continue using the Life Dream as a model of growth and inspiration for our Wave-Makers. An area of growth for our campus is to include families in the process of creating Life Dreams.</p>	<p>Career Technical Education</p> <p>Student work sample of medical dictionary</p> <p>Career Day Clubs related to careers</p> <p>Leadership opportunities</p> <p>CTE field trips</p> <p>College Fairs-NACAC</p> <p>Case Study and College Fairs</p> <p>College rep visits Community Service Day</p> <p>Course interest/selection survey</p> <p>Senior Transition week</p> <p>Life Dream Snapshot</p>

<p>We also want our students to have the ability to examine their life dream from a holistic approach. While many students anchor their Life Dream in a dream job, we want to help them expand their Life Dream to include other aspects of their life as well.</p> <p>Through the use of our afterschool program, DREAM, we have created opportunities for younger students to learn from older students' successes and challenges. By inviting high school students to speak with and tutor middle school students, we are bridging the gap between the older and younger students. During Dream, highschool students are invited to support in tutoring and share experiences of college preparation such as the highschool workload, taking the SAT, visiting college campuses, and so forth. These types of interactions have always yielded positive feedback from both older and younger students, which is why we continue to provide these opportunities.</p> <p>Although this opportunity has warranted successes, we have struggled in communication between the middle school and upper school to provide the older students with the credit that they deserve for their work, through compensation that is meaningful to them.</p>	
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C2.4. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences, applications and research for students.*

Findings	Supporting Evidence
<p>Strengths:</p> <p>We use Credit recovery via APEX (specifically for second semester seniors to ensure graduation on time)</p> <p>We also use the California Career Zone website lifestyle cost survey as the foundation for conversations about developing the life dream rooted in a holistic understanding.</p> <p>Areas for Growth:</p> <p>We have Implemented APEX for 9th grade students in the 2018-2019 school year due to not having a teacher. This platform fulfills the A-G requirements, but is not engaging or effective in ensuring that all students master the content. We use this platform to ensure that students get credits, but there is work to be done in ensuring that this platform is being used effectively.</p>	<p>California Career Zone https://www.cacareerzone.org/assessments</p> <p>Lifestyle and career lesson plan</p>

ACS WASC Category C. Standards-based Student Learning: Instruction Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

When analyzing our instructional practices and approach, we did so with our major student learning needs in mind. Our primary focus is connected to math achievement and graduation rates. MWA has done significant work in attempting to understand how our teaching practices are impacting student learning. We have identified that our next step is in ensuring that we are grounded in an instructional philosophy and approach to better align our practices associated with math instruction. Our student learner outcomes were crafted with our Wave-Makers and Mission in mind. We want to ensure that our students leave us with the critical thinking skills necessary to thrive in the college environment. This includes effective communication skills, collaborative practices and student advocacy. Throughout this section, there are many work samples and teacher lesson plans that assess our current instructional practices in order to better capture the work that has been done in preparation for our next steps as an academy.

Prioritize the strengths and areas for growth for Category C.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Teacher capacity
- Sufficient resources
- Identified instructional priorities for Professional Development
- Strong systems in place for teachers to look at their work and reflect upon teaching practices
- Culture of growth where faculty are consistently willing to grow and try new things
- Enriched environment for teaching and learning
- Instructional strategies that promote student discussion, implement intervention and provide feedback
- Collaboration amongst faculty
- College and Career Counseling office provides rich experiences for our students in the areas of career exploration, from middle school to the upper school
- Health Sciences Pathway that supports students who desire to matriculate into the health field

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- Practices are not consistent across all content teams
- Lack of alignment across the school
- Need to further develop practices to support students who have differing abilities

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze and Report Schoolwide Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school’s programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan aligned with the LCAP.

Online Programs: iNACOL Standard R: Program Evaluation: A quality online program recognizes the value of program evaluation. Program evaluation is both internal and external and informs all processes that affect teaching and learning. Internal evaluations often are more informal in nature and may provide immediate feedback on a targeted area of inquiry. External program evaluations typically look at the entire program from an objective perspective that will bring additional credibility to the results. [iNACOL Standard R, 2009]

Online Programs: iNACOL Standard S: Program Improvement: A quality online program establishes a culture of continuous program improvement. Improvement planning focuses on using program evaluations, research, and promising practices to improve student performance and organizational effectiveness. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its mission and vision. [iNACOL Standard S, 2009]

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school’s assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. Ensure all student groups are included.*

Findings	Supporting Evidence
<p>There are multiple ways in which the school shares data to its stakeholders.</p> <p>MWAS provides expertise in data and assessment systems to support the schools' implementation of best practices. The Assessment Workgroup, convenes leaders across the school (middle school, upper school, and Central Office) to collaborate on key decisions for the collection, distribution and analysis of student results on the state and interim assessments. In response to the data, MWA implements the Teaching & Learning (T&L), which is our framework for professional development, re-teach lessons, and overall reflection of work. An areas of growth is to consistently apply the T&L consistently across middle school and upper school.</p> <p>The entire MWA community (parents, faculty and staff, and board members) receive</p>	<p>Assessment Workgroup Example Agenda</p> <p>2018-19 Assessment Workgroup Materials</p> <p>Teaching and Learning Cycle graphic</p> <p>ELA T&L Cycle</p>

<p>macro data. These data sets include: SBAC, IAB, ICA, PFT, ELPAC, Healthy Kids Survey, ANET, STAR, Grade/GPA, SPED, Discipline and Attendance, Intervention data/assessment information. Data is shared at multiple points throughout the year during summer PD, full day PDs, Friday PDs, MWA Board Meetings, Academic Intervention Services, Assessment Workgroup, Curriculum Review Committee, and other internal forums.</p>	<p>Application slides upper school T&L</p>
<p>After reviewing the macro data with the 4Rs protocol, faculty and staff receive and analyze micro data, student-level data. These data points are individualized and analyzed within PD sessions that focused on grade level and content teams. MWA also utilizes data for student and parent academic conferences. These can be accessed through Schoozilla.</p>	<p>Math Intervention/Reteach Lesson Plans Scope and Sequence</p>
<p>MWA has strong data collection and dissemination processes, however, we can improve how we use the data to inform our work across all positions. The data informs professional development calendars and training. However, we can develop how we use data consistently across the school to inform our instructional and strategic decisions.</p>	<p>SBAC Board presentations CA Healthy Kids Survey</p>
	<p>MWA 2019 SBAC Presentation</p>
	<p>Schoolwide 2019 SBAC Materials</p>
	<p>middle school / upper school Materials</p>
	<p>4 Rs Protocol: 4 Rs Guiding Questions, 4Rs Critique Statement</p>
	<p>Student Level Data</p>
	<p>SchoolZilla/Mosaic</p>
	<p>PD Year At A Glance - middle school</p>
	<p>PD Year At A Glance - upper school</p>

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students’ grades, growth,

and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>Interims assessments are used at school sites to measure student growth in grade-level standards. They evaluate student progress toward goals, measure student growth towards standards mastery, demonstrate program efficacy to stakeholders, and provide a snapshot of student learning and framing teacher’s reteaching plans.</p> <p>Additionally, formative assessments are used in order to determine additional tier interventions, which help to meet student needs and plan for their growth.</p> <p>While ELA continues to be successful, MWA’s math program is an area of growth. As such, MWA is shifting its resources to focus on math intervention services during the core day, Saturday Academy, and developed committees of school and district leaders to better support math achievement at MWA (AIS Math Group, Math Group with CEO).</p> <p>To hold us accountable for student growth, across the school, grade and content level teams are in the process of creating SBAC growth goals for both cohorts and individual students.</p> <p>In the last few years, MWA has on-boarded the Director of Curriculum and Instruction positions at the Middle and upper school. They implemented standards-based curriculum which guided and deepened our faculty’s learning of Common Core Standards. Our next step is to ensure our grading practices and policies are standards aligned.</p> <p>Currently, MWA has systems to ensure Gradebook categories and weights are aligned across the middle school and upper school . Gradebook audits ensure each category has a minimum number of assignments over the course of the quarter/semester. A demonstration of this practice is evidenced by: gradebook audit reports, gradebook categories and weights. These current grading practices do not uniformly reflect student mastery of grade level content standards, as evidenced by the discrepancies between semester grades and SBAC achievement levels.</p>	<p>Interim Assessment Block Overview</p> <p>IAB Data Dive Agenda & Materials</p> <p>middle school SBAC Goal Creation</p> <p>upper school SBAC Goal Creation</p> <p>Intervention Manual for the middle school</p> <p>Intervention Manual for the upper school</p> <p>Academic Intervention Services</p> <p>AIS Math Work Group Mathematical Discourse Guide</p> <p>Math Group with CEO Meeting Notes</p> <p>SBAC Goal Agenda & Materials - Wave 18</p> <p>US Gradebook Requirements</p> <p>MS Grading Policy: Gradebook Category Weights</p>

	Data: Grades vs. SBAC Level & DFS,
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Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students’ growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students’ grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students’ grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
<p>At the beginning of the year, faculty and staff come together to learn about our summative CAASPP performance. We reflect on last year’s instructional and collaborative practices in conjunction with our Distance From Standard data and Target Reports provided by CAASPP. The high level learnings from this professional development inform how instruction, collaboration, and professional development are prioritized for the year.</p> <p>Throughout the year, MWA measures standard performance through ANet, Interim Assessment Block (IAB’s), Smarter Balanced Assessment Consortium (SBAC), PSAT, California Healthy Kids Survey and other standardized tests. Making Waves uses these data points each year to inform necessary interventions and school wide goals.</p> <p>Schoolwide systems used to monitor student growth include ELAC, School Site Council, Academic Intervention Services, and content team data meetings, and grade level kid talks. While these systems have been heavily emphasized on the adult level, we are implementing Student Learning Trackers and SBAC Goal Cards to engage our Wave-Makers in the process.</p> <p>MWA can improve the practice of monitoring student growth by creating more capacity for faculty and staff to assess and utilize data. This could be more training on how to utilize data to modify our YAAGs (Year At A Glance), daily formative assessment to inform lesson and unit plans, and how to reteach standards that did not stick with the students. The school prioritizes ensuring our students are academically college and career ready; however, we can improve our systems to monitor their growth with the SLOs.</p>	<p>Math Summative Assessments Blueprint Tool</p> <p>ELA Summative Assessment Blueprint Tool</p> <p>Overview of SBAC</p> <p>Grade-Level Target Report</p> <p>CA Healthy Kids Survey</p> <p>ANet Data: DTI Reteach Plan Science</p> <p>ANet Data: DTI Reteach Plan History</p> <p>Sample Student SBAC Goal Cards</p> <p>5th Grade ELA Syllabus</p>

	5th Grade Literacy Data AY1819 YAAG - 5th Grade ELA YAAG - 7th Grade Math
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D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results of state and local assessments are used in decisions about student achievement and advancement.

Findings	Supporting Evidence
<p>MWA uses online courses to expand the academic potential of their students by offering rigorous courses in math, English, and history. This is also a way for their students to be prepared for college, as they may be expected to engage in online platforms and applications. Making Waves measures the effectiveness of online courses by course mastery evidence, which can be found in the data from online assessments and in the gradebook.</p> <p>In order to ensure academic integrity, MWA ensures that there is a credentialed teacher in online classrooms to oversee the learning experience and environment of students as well as support students in excelling in the course content.</p> <p>They can improve this practice by ensuring that teachers who are teaching the online learning courses are credentialed in the subject the online course is in.</p>	<p>APEX Online Course Syllabus</p> <p>Online Algebra 2018-2019 Data</p> <p>Instructional Technology Chart</p>

Assessment of Program Areas

D1.4. Indicator: The partnership with district leadership, school leadership, and instructional staff periodically

assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the collaborative processes that the school leadership and instructional staff in partnership with district leadership use to review and assess the programs and their expectations , including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

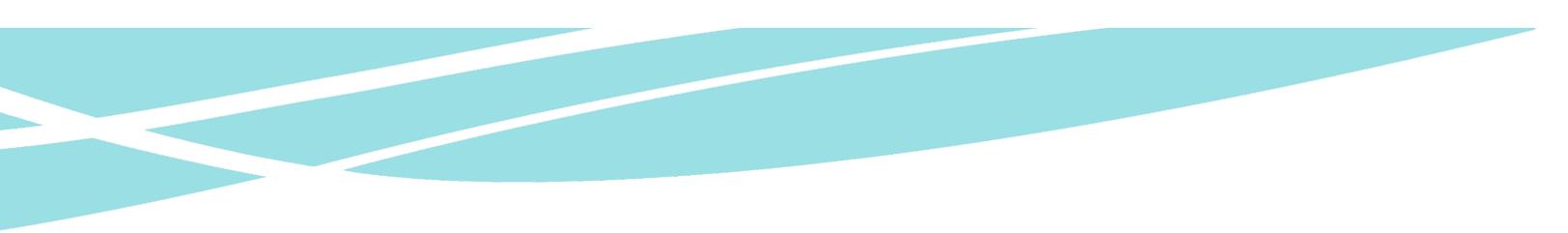
Findings	Supporting Evidence
<p>At MWA the Curriculum Review Committee, led by two board members, collaborates with school leadership to evaluate the effectiveness of curriculum. For example, 5th grade math adopted Open Up, a more inquiry based mathematics curriculum. This was adopted because the previous curriculum was not Common Core aligned and to support math learning. An area of improvement is evaluating whether the curriculum works and whether teachers know how to use the curriculum so that the students can learn the new material.</p> <p>Another example of continued collaboration between a range of MWA stakeholders is the Academic Intervention Services (AIS) committee. AIS meets three times per year to review student achievement data for students receiving RTI and our critical learners (ELLs, Black/African American, and SPED) to ensure our current Academic Interventions are effective. The committee has identified the need to develop a specialized workgroup to meet the current needs of the school. More specifically, through AIS we have developed: Black/African American Student Achievement Initiative (B/AASAI), Math Workgroup, and Habits of Mind Workgroup. Additionally, AIS identified the need of an evaluation tool to determine the effectiveness of individual interventions as many students receive multiple interventions and/or student supports.</p> <p>The School Site Council provides a platform for students, families, faculty, and leaders to evaluate the effectiveness of current MWA programs via department presentations and student data. The School Site Council allows a wide range of stakeholders to collaboratively prioritize funding for additional programs based on an ongoing student needs assessment.</p> <p>A final example of impactful collaboration is the intentional professional development for academy-wide content alignment. 5th-12th grade content teams meet quarterly to vertically align their curriculum and best practices. The Bright Spots Symposium Professional Development is an example where the school comes together to share and learn best practices cross curricularly.</p>	<p>Curriculum Review Committee Update Dec. 2019</p> <p>Grade Level SBAC Goals: upper school SBAC goal presentation, middle school SBAC Goal</p> <p>Content team vision statements and agendas</p> <p>Academic Intervention Services</p> <p>upper school Master Schedule</p> <p>B/AASAI KPIs</p> <p>B/AASAI Chat & Chew Presentation</p> <p>Math Workgroup Discourse Reference Sheet</p> <p>Intervention Services SCC Presentation (2019)</p>

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
<p>MWA continuously uses ANET and SBAC data to inform classroom instruction and design Professional Development workshops. In response to SBAC data the DCIs and DDA have introduced data analysis workshops (4 R's) during school wide Professional Development days so that teachers can evaluate student strengths and weaknesses in content alike teams. Teachers have gained a deeper understanding of how to find assessment data through the use of Schoolzilla demographic filters. MWA has introduced Schoolzilla to support a data informed community.</p> <p>The analysis of assessment information has included greater awareness of how to include results to changes within the classroom as well as Academic Intervention. Professional development has emphasized the evaluation of student distance from mastery in order to monitor student progress on both macro and micro levels.</p> <p>In response to SBAC data, the school has included data analysis in the afterschool program so that students' services can be prioritized based on documented needs. After school services focus on Math and English related goals to support teacher curriculum needs which are derived from SBAC informed practices. We use assessment data to determine programmatic priorities. Data is also used to select Tier 3 students for extra support during Saturday Academy, a day in which students come in for extra intervention.</p> <p>MWA wants to improve the use of IAB and MDTP assessments to inform classroom instruction. In order to meet the desired goals, MWA has increased the number of IAB and MDTP data deep dives within content areas. Content teams meet together to unpack assessment results and discuss trends. Teachers use professional development time to create structures that respond to trends in student</p>	<p>4Rs Data Protocol</p> <p>4 Rs Guiding Questions</p> <p>4Rs Critique Statements</p> <p>IAB Data Dive</p> <p>2018-19 Summer Data PD</p> <p>2019-20 Summer Data PD</p> <p>MS SBAC Goals</p> <p>US SBAC Goals</p>



<p>misunderstandings.</p> <p>We continue to work towards growth in the area of mathematics assessment results in order to achieve our SBAC goals. Improvement in the area of math SBAC has been incremental over the past few years. In response, the district and school leaders are in the process of researching a math adaptive tool that identifies individual learning gaps and provides engaging practice and review. We expanded our contract with RT Fisher, an educational consultant, to provide additional math coaching and vertical alignment for our 5th-12th grade math team.</p>	<p>Coordinator KPIs</p> <p>Reclassification Criteria</p> <p>2018-19 Assessment Workgroup Materials</p> <p>MDTP Comparative Analysis Framework</p> <p>Math Adaptive Tool Research</p> <p>Math Team Coaching & PD Dates</p>
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D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes the use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Indicators with Prompts

Assessment Strategies to Measure Student Achievement

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student and school performance data to all stakeholders.

D2.1. Prompt: Evaluate the effectiveness of the processes for assessing student achievement of the standards and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>One of the data systems implemented by school leadership is STAR/AR and is used to monitor and drive sustained silent reading. Also STAR and AR are used to exit students from ELD and this data helps teachers/SPED/SSTs to create IEPs and plans for student improvement. This program would be more effective if it was paired with quality reading instruction, i.e. by a reading specialist and application across the school is consistent.</p> <p>The Teaching and Learning Cycle is a school-wide initiative to help MWA eliminate gaps that students have in their learning and skills. Teachers take data and deeply dive into what needs to be retaught. MWA accomplishes this in mini-lessons, do nows, and exit tickets. At times a total re-teach may be necessary.</p> <p>Depending on what the data states, some students may need specific and longer interventions. This happens in small groups in homework support, Saturday school or summer school. The upper school also has a program called the SST- Student Support Time, and there is a study hall on Mondays for athletes.</p> <p>At MWA, GPAs are often an indicator of other issues that may need intervention. In the upper school there is another positive that is sparked by poor grades. The SSP, student support program is where struggling students can get support. The middle school responds to this issue in our daily homework support. We also provide socioemotional support through Community Building activities intended to prevent</p>	<p>US Tier Intervention and STAR Reading Levels</p> <p>upper school Data Meeting Agenda</p> <p>Teaching and Learning Cycle Graphic</p> <p>ELA Learning Cycle Application Slide Deck</p> <p>Student Support Time (SST): Academic Supports</p>

<p>bullying, suspensions and disruptions to learning.</p> <p>MWA strongly believes that we must educate the whole child, so in addition to assessment data, we address anecdotal issues, i.e. home situations and dysfunctions that need to be addressed with our dean’s office or social workers. The ability to dig deeper into the outside factors (outside of school) of why a student is struggling, aren’t always academic in nature. The school knows that in order to break the school to prison pipeline, more intensive whole child investigation takes place, especially in SST meetings.</p> <p>The School Site Council (SSC) is a community that includes teachers, students and parents; they have authority to assign funds to certain areas of improvement. Based on performance data, the SSC will make suggestions about how funds can be distributed to make improvements to the areas of greatest need. For example, Mr. Garcia, the ELD coordinator, provides workshops for staff, monitors his EL students, and celebrates their success by hosting an EL exit ceremony and the English learner students.</p> <p>MWA hosts Parent Meetings where data is explained to parents. Parents learn more about how students performed on benchmark tests, state tests and academically. During the meetings, parents are able to review the data and are shown strengths and weaknesses. To address the areas of improvement, based on the data examined, parents work together with faculty to develop ideas for improvement.</p>	<p>Community Building Materials: Our MWA Affirmation</p> <p>Intervention Services Parent Meeting Presentations</p> <p>Intervention Services Family Workshops/ Reunion de Familia DTI</p>
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D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
<p>MWA uses online assessments triannually (ANET, STAR, IAB) and annually (SBAC, PSAT and ELPAC) to evaluate student achievement of academic standards.</p> <p>Luckily, Schoolzilla aggregates all of this online information in one location, which helps us guide our Teaching and Learning Cycle. While Schoolzilla’s platform and access has been helpful, there is no formalized approach to using the tool. For example, the use of the tool in facilitating conferences with parents is not consistent throughout the school. This may be due to the fact that MWA has only recently begun to train faculty in using Schoolzilla for information. Some of the relevant data found in Schoolzilla that could be useful during a parent-student conferences includes SBAC/ELPAC data, interims assessments, grades, GPAs, Graduation rates, Retention rates, and</p>	<p>2019-20 Assessment Calendar</p> <p>2018-19 Assessment Calendar</p> <p>2017-18 Assessment Calendar</p> <p>Sample Individual Student</p>

<p>Attendance rates.</p> <p>For Online Instruction, MWA uses Google Classroom (middle school) and Canvas (upper school) to support the students' learning through technology. By using these technology platforms, students are exposed to technology and platforms that are used in higher education.</p> <p>We can improve upon our use of technology by educating and training the incoming freshman students in Canvas. MWA has found that incoming freshman had difficulty navigating Canvas and resulted in incomplete assignments.</p>	<p>Performance Tile (Schoolzilla)</p> <p>US Online Instruction Platform - Canvas (Teacher View)</p>
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Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. (This may include how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.).*

Findings	Supporting Evidence
<p>MWA faculty create a Year At A Glance (YAAG) to plan for essential content and update the document to reflect the Teaching and Learning Cycle in response to formative and summative assessment data.</p> <p>The Intervention Services Department uses multiple data points, such as grades, SBAC scores, and PSAT/SAT scores, to evaluate case management needs and instructional strategies.</p> <p>A strength of MWA regarding the Teaching and Learning Cycle is the frequency of content teams/PLCs to determine department goals, share exemplar student or teacher work samples, and assess student data and plan next steps.</p> <p>Some teachers use reflections, written or oral, after formative/summative assessments to learn from students what was beneficial and what could be improved in regards to the lessons leading up to assessments. A way that Making Waves could improve on this practice would be to require all teachers to give some type of reflection before moving to new content and make it a part of the gradebook.</p> <p>MWA could improve this practice by involving the students in the process of determining goals and/or challenges the department is facing.</p> <p>Another area of improvement is to deepen our formative assessment practices. More specifically, we tend to rely on formal data meetings and summative assessments to</p>	<p>ELA PLC Vision & Goals</p> <p>PLC YAAG example</p> <p>11th Grade ELA YAAG</p> <p>5th Grade ELA YAAG</p> <p>upper school Interventionist (Rtl) WAAG</p> <p>upper school Intervention Services: Weekly GPA Tracker</p> <p>5th Grade ELA Teaching & Learning</p>

<p>evaluate student learning. There is an opportunity to build the capacity of our teachers to engage in formative assessments and make real time changes on a daily basis.</p>	<p>Cycle Calendar</p> <p>middle school ELA Content Team Meeting Agendas</p> <p>Sample Assessment Summaries: middle school ANET (A1) ELA</p>
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Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on teacher and student feedback.*

Findings	Supporting Evidence
<p>At MWA the purpose of homeroom and advisory is to help students identify their life dreams and evaluate how their current academic performance aligns. The College and Career Center meets with students (often individually) to create their college list based on their life dreams and academic profile. This is a strength as evidenced by the assessments and advisory lesson plans derived from the, Preparing the Mind for Success and Competition (PMSC) program.</p> <p>Family Conferences occur once per semester at both the upper school and middle school. In the upper school, conferences are largely student-led and are facilitated by the students’ advisors (or homeroom teachers). It is an opportunity for students to reflect on their grades from the previous quarter, identify areas of strength and areas of growth, and to set goals for the upcoming quarter. Any relevant information regarding a student’s success or challenge that emerges during a conference can then be passed on by the advisor to all of the student’s teachers in order to better support that student. Family conferences are also an opportunity for advisors to communicate to students and parents graduation requirements and benchmarks for college and career readiness.</p>	<p>PMSC Life Dream PD Presentation (2017)</p> <p>PMSC PD Activity (2019): MWA Faculty Life Dream Exercise</p> <p>PMSC Student Life Dream Assessment</p> <p>Fall 2018 Advisor Family Conferences Schedule</p> <p>Advisory Check-Ins: Individual Goal Monitoring</p>

<p>During Family Conference weeks at the middle school, all grade level teams meet with approximately 12-20 students/families per semester. In 2018, the first set of meetings were designated for students who were struggling academically and we worked with families to formulate strategies to get them back on track. The second semester meetings targeted students who were not giving their best effort. These students were usually passing all of their classes but required additional support in order to avoid complacency.</p>	<p>Framework for 6th grade student-led conferences</p>
<p>Our Health and Wellness program is an example of an effective system for student/teacher goal setting and progress monitoring. The monthly PFT assessments provide immediate feedback to students which communicates progress toward the healthy fitness zones. Students track individual progress toward the Healthy Fitness Zones across all categories of fitness testing in fitness journals and graph progress over the school year. In addition, celebrating top performers and most-improved students with fitness day assembly and posting leaderboards around campus incentivises students to progress toward achieving learning goals.</p>	<p>Sample middle school schedule for conferences</p> <p>Health and Wellness Student Growth Goal Tracker</p> <p>Class survey data</p>

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

As a school, we are strong in our processes to collect, disaggregate, analyze, and report school-wide assessment performance to all stakeholders. We use a number of assessments including the SBAC, ANet, and Interim Assessments as our anchors to evaluate our students progress towards meeting grade-level standards. In the last few years, we have improved the accessibility of assessment and performance data to our faculty and school leaders by allocating resources to the Data & Assessment department to build out data platforms like Schoolzilla. This investment allows us to better disaggregate performance trends for our critical learners and utilize historical data to inform programmatic shifts. We have established processes for disaggregating and analyzing data through the Teaching & Learning Cycle and the 4Rs (Research, Recall, Reflect, Respond) data protocol. This foundation has allowed our leaders and faculty to create more informed student achievement goals and understand areas of strength and growth. To ensure our findings are reported to all stakeholders, we utilize multiple venues (School Site Council, English Learner Advisory Committee, Black African American Student Achievement Initiative, Parent Meetings, Parent Conferences, MWA Faculty Data Meetings, Academic Intervention Services, Assessment Workgroup, Curriculum Review Committee, and board presentations) to communicate the ongoing progress of our students and schools.

Through our assessment analysis and upon reflection of our major student learner needs, math continues to be an area of growth. The urgency to address this critical need has led the school to allocate additional resources towards math achievement. These resources include: purchasing new middle school math curriculum, increasing the frequency of coaching for our 5th-12th grade math team, assembling leaders across the school to create research-based action plans, and introducing an adaptive digital math tool to identify individual student learning needs.

Through our assessment analysis, we have identified the need to align our grading practices to reflect mastery of standards. The school has allocated resources and professional development to ensure our curriculum and lesson plans are aligned to the Common Core State Standards as demonstrated on the summative assessment, CAASPP. Therefore, to ensure college readiness for our students and transparency for all of our stakeholders, our performance data (grades, formative and summative assessments) must all be standards aligned. By aligning our grading practices to reflect mastery of standards, college readiness and our graduation rate major student learner need will continue to improve.

We have identified that we are a data-rich community. Through the improved access to student performance data, all stakeholders have the ability to access a wealth of information. It is imperative that we continue to develop and align our data practices to make meaningful pivots and action plans to support both individual and programmatic growth.

Prioritize the strengths and areas for growth for Category D.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Strong systems for disseminating student performance data
- Strong collaboration across the school in terms of assessments
- Localized data platform to inform instructional and programmatic priorities

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Use data to evaluate the effectiveness of our programs, practices, and policies
- Ensure all of our performance data (grades and assessment) is standards-based and aligned
- Develop robust formative assessment practices
- Align the application of the Teaching & Learning cycle throughout the school

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Online Programs: iNACOL Standard Q: Parents/Guardians: In a quality online program, parents and guardians play an integral part in their students' educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students. [iNACOL Standard Q, 2009]

Indicators with Prompts

Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
<p>One of our core values at MWA is community; it is our goal to ensure that our families are engaged within our community. There are many ways in which we provide opportunities for parent/guardian engagement. At MWA there is a parent/guardian engagement coordinator who serves both middle school and upper school, she coordinates with parents as they are eager to volunteer. At the middle school there are even parent/guardian wave representatives. There are at least two times a month that parent/guardians have as an opportunity to engage with our school; through meets such as chat and chews, coffee talks, ELAC meetings, and school site council just to name a few. As an academy we provide opportunities for our students to build rapport with advisors through <i>Advisor Family Conferences</i> which happen twice a year.</p> <p>Our Special Education Director, who supports both the upper and middle school, holds yearly IEP meetings for our families who have students with IEPs and 504s. Our Student Success Program (SSP) uses the app <i>Remind</i> to engage parents/guardians, allowing them to receive weekly/daily updates of their student's attendance and progress in SSP; parents also receive updates from their students' designated case manager.</p> <p>With community being one of our core values we do our best to ensure that our culture feels inclusive and the needs all of our families are being met, we have started an initiative to empower, engage and support our Black/African families called the</p>	<ul style="list-style-type: none"> ● Dream snapshot data, ● Attendance at Parent Meetings ● middle school Culture and Climate Parent Surveys ● Parent Meeting Schedules and Agendas ● Flyers of Advisor Family Conferences ● Invitations to Parent/Family events (including SSC, coffee talks,

<p>Black/African American Student Achievement Initiative who meets quarterly. At MWA our priority is to educate and engage the whole child, which includes their parent/guardians and our staff and faculty working together.</p> <p>If a parent/guardian is unable to attend a meeting communication is still provided through newsletters, ATMs, emails, teacher and staff phone calls, and contact through SSC and Wave parent/guardian wave representatives.</p> <p>One area of growth would be to create an on-site interpreter team, as currently we are pulling from bilingual teachers and staff to act in this capacity which can sometimes take them from other essential roles and duties and contracted and scheduled interpreters sometimes do not show up for meetings. We recommend creating a team and staff to specifically engage with parents, as currently we have one coordinator for all of MWA: approximately 1,022 students represented through approximately 900 families.</p> <p>Another growth area is to have several designated leadership and staff present to answer parent concerns and questions at parent meetings that encourage parents and staff to answer and ask questions, share opinions and recommendations in real time, as passing on questions to bring answers back to the next meeting can dissipate energy and create a feeling of inaccessibility. Perhaps because of this there are about twenty parents that consistently come to ELAC meetings; we would like to see this number increase.</p> <p>The last growth area we recommend is the creation of parent and community engagement opportunities for our families with exceptional students, explicitly providing support for parents of LGBTQ+, GATE, and families experiencing documentation stress due to blended citizenship within their families.</p>	<p>chat and chews, ELAC, BSAAI)</p> <ul style="list-style-type: none"> ● Board Minutes/Agenda when Parents are participating in board meetings. ● Data on the percentage of parents who have access to PowerSchool ● Data on the percentage of parents who actively use PowerSchool ● Percentage of parents who have earned volunteer hours. ● Parent communication such as newsletters ● Job description of Office Administrator ● Job description of Chief of Staff ● Job description of Campus Supervisor
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E2. School Culture and Environment Criterion

The school provides a) a safe, clean, and orderly place that nurtures learning and b) develops a culture that is characterized by trust, professionalism, high expectations for all students, and c) maintains a focus on continuous school improvement.

Online Programs: iNACOL Standard P: Organizational Support: A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organizational support services may be distributed between the programs and other entities, depending on the physical location where the students are taking their online courses. [iNACOL Standard P, 2009]

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Comment on the effectiveness of the processes and procedures in place (e.g., School Safety Plan), roles and responsibilities for ensuring a safe, clean and orderly learning environment that supports students.*

Findings	Supporting Evidence
<p>We have systems and processes in place that promote a safe, clean and orderly environment for our students and community. We have an extensive student- family handbook that addresses the nutrition policy, school policy, academic calendar and discipline policy. All students receive a student handbook yearly and is reviewed during the “Big Splash” in detail. The Master Calendar, found on our website, serves as an important resource for families as well as staff for planning purposes.</p> <p>Recommendations for MWA to continue to promote a safe, clean and orderly environment include clear and intentional forms of communication with students, families and all stakeholders. This communication should include the importance of the student/family handbook and the information that can be found within. Consistency of school policies and discipline from all stakeholders, including teachers, staff, leadership, parents and students. Re-evaluation of campus supervision and capacity of staffing for supervision duties.</p>	<ul style="list-style-type: none"> ● Student and Family Handbook ● Uniform Complaint Procedures ● Everfi Internet Safety Course ● Visitor Policy Procedure ● Bell Schedule ● Master Calendar ● DREAM program procedures

High Expectations/Concern for Students

E2.2. Indicator: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students’ heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
<p>At MWA, there is a distinct and intentional focus on serving the whole child, not just the student. We seek to understand all the strengths and opportunities that Wave-Makers bring to our campus. All adults on campus demonstrate concern and caring for each student, and in turn, collaborate to provide support to our students through frequent communication between all the teams, including grade level, Student Support Services, SPED, and ELD. Additionally, there is an academy-wide focus on implementing restorative practices in and out of the classroom. Students, teachers, and other staff members are all focused on maintaining a safe and supportive community, through classroom restorative practices.</p> <p>One way to support an atmosphere of caring, concern, and high expectations for students is to have strategies to better connect middle and upper school through peer leadership programs and teacher coaching and cross-collaboration. Peer leadership programming would foster leadership skills, relationship skills, and mentoring across the entire academy. Peer mentoring could also support positive behavior strategies, through coaching around behaviors and academic success. Peer mentoring could also support positive behavior strategies, through coaching around behaviors and academic success. This could look like peer reading buddies, for example, to teach older students how to recycle their success by coaching younger Wavemakers. For teachers, it could be beneficial to create coaching opportunities for more experienced teachers to mentor new teachers. Teachers also could have opportunities to support students academy-wide, during advisory or homeroom time, to continually foster relationships, even when students move from middle to high school.</p>	<ul style="list-style-type: none"> ● Detention, suspension, RJ circles and community service logs. (DOS) (Student Home Group) ● Student Handbook; number of students disciplined for not adhering to the norms and REPs; SBAC/IAB/STAR growth (by demographic as well) -DOS and CL/GL Leads (Student Home Group) ● IST criteria; IEP process, Counselor data and students served; number of students reclassified each year or within 7 years (Intervention home group) ● DOS holds this also Ed Data (SPED, foster, Black males, and transitional housing); ratio of percent of population to percent suspended or disciplined (Student, Intervention Home Groups) ● See REPs and DOS discipline; student survey (Student Home Group) ● Black Achievement Dinner, BAASIA (Student Home Group) ● Attendance and consistency of BSU/LSU meetings; RJ circles

	<p>for derogatory comments or treatment; reported feelings of racialized treatment; student surveys (Student Home Group)</p> <ul style="list-style-type: none"> ● Who houses the retention data? Student Survey/Healthy Kids Survey (Parent/Family, Organization Home groups) ● Cultural Heritage Project: pictures, lessons, rubrics (Social Sciences, English & World Languages & College and Career) ● LatinX Heritage Community Building (Parent Home group) ● Black History Month Agendas, Pictures, BSU (English and World Languages, Math, Intervention) ● 2018-2019 MWA Culture and Climate Survey
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The entire school community has an atmosphere of trust, respect, and professionalism.

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school’s leadership, staff and stakeholders.*

Findings	Supporting Evidence
<p>According to the Staff Satisfaction Survey that was administered to middle school Faculty and Staff (Grades 5-8) in the winter of 2018-19 school year, there is a high level of trust, respect, and professionalism amongst colleagues. According to the survey (evidence here). The upper school results for Faculty and Staff (Grades 9-12) in the 2018-19 school year showed that there is a low level of trust and respect, specifically with leadership. There has been a high turnover rate in upper school Faculty and Staff, and the recommendation is that the upper school needs a solid leader at the helm. In the middle school Teachers are protected, supported and valued by leadership.</p> <p>According to the Culture and Climate Survey given to middle school Culture and Climate Survey given to middle school students (grades 5-8), 55 % of Wave-Makers agree or strongly agree they are supported</p>	<ul style="list-style-type: none"> ● MWA Missions and Vision Statement ● MWA Core Values and Classroom Community Agreements ● MWA middle school Culture and Climate Survey (Q3 2019) ● 2018-2019 MWA Employee Staff Satisfaction Survey

in resolving issues when harmed and making things right. In addition, roughly **50%** of Wave-Makers feel their Deans keep them safe and **45%** believe they are available when they need support. Roughly **75%** of students know a safe staff/teacher they can talk with when they don't feel safe. In the greater Richmond/San Pablo community, families see Making Waves Community as a safe place where they want their children to attend, and there are hundreds of families who are on the waiting list for entrance to the school. According to numbers from the Enrollment office, there are 1,017 students on the waiting list for grades 5-8.

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic and multi-tiered support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Online Programs: iNACOL Standard N: Organizational Support: A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success. [iNACOL Standard N, 2009]

Online Programs: iNACOL Standard O: Guidance Services: A quality online program has guidance services to support students and parents to ensure the success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs, these services may be provided by the local school. [iNACOL Standard O, 2009]

Indicators with Prompts

Equitable Academic Support

E3.1. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.1. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
<p>As a whole academy we are dedicated to the mission of Making Waves, to get students to and through college with as little debt as possible. All curriculum is aligned to the CCSS, we prioritize practicing SBAC type questions cross curricular. This current year, the school is committed to supporting all tiers throughout the core day, with extra time given to all tiers during Marlin/Genius hours, DTI, and Gate.</p> <p>Although there are a number of tools the school utilizes to evaluate for demographic distribution of students there are some recommendations for improvement. Firstly, we need to expand our course offerings. For example, a beautiful new music room was built but we do not have the budget to hire a music teacher. We would also recommend having prerequisites for higher level courses (Honors and AP), for example receiving a certain percent in a lower level class.</p>	<ul style="list-style-type: none"> ● Course Catalog that shows electives, AP, and CTE pathway classes ● Rationale of how students are placed into classes ● Demographics distribution of classes ● DTI curriculum for past 4 years ● Criteria to move students out of DTI classifications ● Marlin Hour curriculum from last four years ● Criteria of how students move out of Fundamentals of Math (16-17) ● We would also like to know about the involvement of RTF in intervention. ● Rationale of how SBAC results assessed/analyzed in response to demographic distribution among classes? ● GATE Overview and how students are accepted into the program ● Demographics of GATE students. ● Overview of Teacher observations including who does the observations (ie. Teachers vs Admin) and the number of observations that teachers

	<p>should expect.</p> <ul style="list-style-type: none"> • Frequency of Teacher observations • Rubric/rational used by observers
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Multi-Tiered Support Strategies for Students

E3.2. Indicator: School leadership develop and implement strategies and personalized multi-tiered support approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies and approaches used by the school leadership and staff to develop and implement personalized multi-tiered support system.*

Findings	Supporting Evidence
<p>MWA has multiple support systems for our students. We feel that the middle school's Designated Tiered Intervention (DTI) provides an opportunity for our students to receive focused intervention in their areas of academic growth based on assessments and data. Marlin hour, upper school's intervention program, also provides support to students who require additional interventions as well as giving students opportunities to engage in projects that satisfy their interests. Students also have an opportunity during MH to work on subjects that they need according to their tier.</p> <p>With the DREAM afterschool program having a big impact on middle school student's academic and social emotional growth, details of the program should be broadly shared with teachers which can result in greater support and even opportunities to provide students with academic credit. Also, having easy access to DREAM information and logistics will be beneficial to staff, teachers, families and outside communities. Providing easy access to information will create a sense of transparency and knowledge to areas of growth and improvement.</p> <p>Measuring effectiveness and efficacy of various programs and interventions is important. We believe implementing a holistic way to measure our students' growth (aligned academy wide) in response to our programs would be very beneficial. Specifically, students would benefit if their progress was tracked and MWA had specific goals on where students' levels will be. Tracking students' interventions will result in MWA providing informed, timely, and focused support that are relevant to individual student's historical needs.</p>	<ul style="list-style-type: none"> • GATE overview of the selection, enrollment and monitoring of students and measurement of effectiveness • SSP overview of the selection, enrollment and monitoring of students and measurement of effectiveness • DREAM overview of the selection, enrollment and monitoring of students and measurement of effectiveness • EL overview of the selection, enrollment and monitoring of students and measurement of effectiveness • AP overview of the selection, enrollment and monitoring of students and measurement of effectiveness • SPED overview of the selection, enrollment and monitoring of students. • RSP overview of the selection,

<p>We also would like information on these programs to be readily available for stakeholders to access. This will not only help with more students and families taking advantage of these programs and interventions, but can also increase the support and buy-in from these stakeholders.</p>	<p>enrollment and monitoring of students and measurement of effectiveness</p> <ul style="list-style-type: none"> ● DTI overview of the selection, enrollment and monitoring of students, and measurement of effectiveness
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E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

Findings	Supporting Evidence
<p>MWA is not an online school, online courses may be provided to fulfill A-G requirements if it is necessary but that does not replace the multi-tiered supports mentioned in the previous indicators.</p>	

Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being

E3.3. Indicator: The school leadership and staff ensure that the multi-tiered support system impacts student success and achievement.

E3.3. Prompt: *Evaluate the extent to which the implementation of the multi-tiered support systems impact student learning and well-being.*

Findings	Supporting Evidence
<p>At MWA, there are multi-tiered systems of support which impact student learning and well-being. The first system which is focused on academics is the Intervention Services Team which includes a team for the upper school and a team for the middle school. The mission of the Intervention Services Team is to “provide <u>ALL</u> students with differentiated, individualized, high quality Math and Language Arts instructional programming that directly impacts academic achievement in core content areas.” For the middle school there is intensive math, english, content based boost courses, special education services, Gifted and Talented Education (GATE) , and math acceleration. And for the upper school, there is tiered english language arts, math, english language development, advanced placement, and enrichment.</p> <p>In addition to academic multi-tiered systems of support, there are social-emotional support which is led by the Deans of Students of the upper school and middle school.</p>	<ul style="list-style-type: none"> ● MWA Student Handbook ● Intervention Deep Dive Presentation MWA 2019

<p>The primary vehicle of response to intervention is found through three tiers of Restorative Practices. The first tier is through community building which applies to all students. The second tier is harm and conflict circles where students who are harmed or caused harm can participate in a restorative process to address and resolve the harm. The final tier is restorative actions/reintegration circles which involves welcoming students back from suspension, and projects and processes to provide more intensive support to restore the student, and the school community. And for students who need more intensive support to mental health needs, we are able to make referrals through our social worker to our onsite clinicians.</p>	
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E3.3. Additional Online Instruction Prompt: *Evaluate the extent to which the support system meets the needs of students in the program (e.g., academic and personal counseling, health services), support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of technology and internet.*

Findings	Supporting Evidence
<p>MWA is not an online school, online courses may be provided to fulfill A-G requirements if it is necessary but that does not replace the multi-tiered supports mentioned in the previous indicators.</p>	

Co-Curricular Activities

E3.4. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.4. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
<p>MWA provides a wide variety of co-curricular options for all students grades 5th-12th including field trips, student government, clubs, sports and interscholastic athletics. Upper school students participate in annual Adventure Trips community field trip focused on exposing students to outdoor situations where they pushed out of their normal element, and have to work together to accomplish the group's task. Trip activities include: ropes course, dragon-boating, rock climbing, and sailing. Middle and upper school students participate in multiple study trips throughout the year. Study trips are off-campus field trips that are directly related to core content. Example: 11th</p>	<p>Campus Life Guidebook</p> <p>Interscholastic Athletics Webpage</p> <p>Middle School Sports</p>

<p>grade students went to see a live play of Hamlet.</p> <p>Both the middle and upper school offer after school academic intervention support for students. In addition, faculty are also required to host multiple office hour opportunities during lunch or afterschool to guarantee teacher access to students outside of the classroom. For example, the College and Career Counseling team works with each grade-level to guarantee their exposure to post-secondary opportunities and clear checkpoints on student's standing when looking at admission parameters, etc.. The College and Career Counseling team hosts a series of workshop presentations starting in the 9th grade that connect students' life dreams to CTE pathways.</p> <p>There could be more opportunities for students to get involved in sports if we modify the GPA requirements. MWA mandates GPA standards are higher than NCS regulations. Sometimes students are on the cusp of qualifying and can not participate because of the higher MWA GPA requirements.</p>	<p>Webpage</p> <p>MS CAMPUS LIFE & HOLISTIC SUPPORT Webpage</p> <p>US CAMPUS LIFE & HOLISTIC SUPPORT Webpage</p>
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E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
MWA does not provide online co-curricular activities.	

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth

Summary, Strengths, and Growth Needs

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the preliminary identified major student learner needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified major student learner needs)

School culture and support is important in facilitating the academic success of all students. At Making Waves, our success can be attributed to the elements of our school culture and the various supports that we have implemented to ensure the support of all students.

One of the key components of successful cultures is the degree of trust, respect and professionalism. If these elements are strong it can facilitate a thriving school culture. Based on culture and climate surveys and the Life Dream Strength Snapshot, roughly middle school and upper school students 75% of middle school students identify having one adult on campus they feel connected to or can talk with when they do not feel safe. Additionally, 75% believe their teachers challenge them academically. While student sentiment in the middle school is strong, there are different opinions of trust, respect and professionalism between the middle and upper schools.

To operationalize a strong school culture and support Making Waves has policies and regulations that ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures. Making Waves has key departments and professional staff who lead key components of these areas. In addition to having teams that are responsible for leading these efforts, these policies and regulations are included in the student handbook.

Seeing that parents are critical in the work of educational and social emotional development, Making Waves has various ways of engaging parents whether it is through parent support groups to a diversity of communication channels to contact and communicate with parents. MWA has also invested in division-specific social workers, in addition to increasing the services provided by Fruge Psychological Associate clinicians to provide more services.

Making Waves utilizes a multi-layered approach to Restorative Justice practices as a pillar of its school culture. Community building and re-integration practices have been intentionally built into the school-wide behavior management systems and homeroom/advisory spaces.

Another component of that facilitates the culture and support of Making Waves is the curriculum provided both in the middle and upper school. Students have access to challenging, relevant and coherent curriculum that is aligned to SBAC (middle school) and CCSS and A-G approved (upper school). Additionally middle and upper school students can participate in the Gifted and Talented Education program (GATE).

School leadership has developed and implemented strategies and personalized multi-tiered support approaches to learning and alternative instructional options. This includes interventions with each teacher, and time during the core day and afterschool to support our students. MWA understands many students learn differently or may need additional support to help them to be successful in and out of the classroom. This has resulted in the school academy in not only investing resources in hiring staff and teachers to provide these interventions, but also dedicating time in the school week for students to receive these interventions whether it is academic or discipline support.

We recognize the importance of exposure and exploration of post-secondary pathways, in direct connection to students' life dreams. This has resulted in more intentional spaces where students have dedicated time to explore what makes them happy and what type of income is required to sustain the life of their choosing. Students then have the opportunity to research careers connected to their interests and lifestyle preference so they can backwards plan through their course selection and exploration of college (or other secondary) options.

Prioritize the strengths and areas for growth for Category E.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- **Parent Meetings:** There are multiple opportunities for parents to meet, every month they have coffee talks and/or chat and chews.
- **ELAC:** ELAC meetings are meetings for parents with ELD students. Resources are given to parents to better support our students who are English Learners with hopes of them being reclassified
- **B/AASAI:** There is a committee designated to engage and support our Black/African American families with our school community that meets quarterly and more frequently during Black History Month in February. (B/AASAI)
- **Special Education Meetings:** Yearly IEP meetings are held with the parent/guardians and SPED coordinators
- **Student Success Program (SSP)** uses *Remind* to engage parents, allowing them to receive weekly/daily updates of their student's attendance and progress in SSP; parents also receive updates from their students' designated case manager
- **All upper school classes are A-G approved** and students graduate with the required credits to be CSU and UC eligible
- **Curriculum aligned to SBAC and CCSS:** All curriculum is aligned to the CCSS, we prioritize practicing SBAC type questions cross curricular.
- **Differentiated Tier Instruction (DTI):** Differentiated Tier Instruction provides an opportunity to received focused intervention
- **Academic and Discipline Support tiers of support:** MWA has multi-tiered systems of support that address learning and well being in the form of Academic and Student Support Interventions

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- **More parent engagement team members:** Capacity of parent/guardian engagement coordinator; there is one coordinator for all of MWA. 1,022 students equals approximately 900 families. Strongly consider a parent engagement **team and staff**
- **More parent groups to reflect diversity of MWA:** Have more inclusive and focused parent/community engagement opportunities for specific groups - such as LGBTQ+, GATE, Undocumented, etc
- **Not enough electives (ie. performing art and music):** There should be more electives such as performing arts, and music
- **Not enough course offerings:** There should be more course offerings that include courses such as foreign language, business math, AP English
- **DREAM middle school afterschool program :** Improve ease of access to the information and logistics of the middle school afterschool program and explore ways for students to get academic credit for participating in the afterschool program
- **Increasing the number of interventionists and intervention course offerings:** Increasing intervention staff and course offerings will help more students who need it
- **Improve collaboration between Academic and Discipline Support:** It would be advantageous, and improve the efficacy of interventions when the academic and discipline interventions are working in tandem in identifying students who may need academic intervention because of discipline needs or discipline support because of academic needs
- More AP course offerings and world languages



Chapter IV: Summary from Analysis of Identified Major Student Learner Needs

- **Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**
- **Summarize the identified major student learner needs based on profile and Focus Group findings and California School Dashboard Results for student groups.**

MWA identified four preliminary major student learner needs; mathematics, suspension, chronic absenteeism and graduation rates. These were identified by the Site-Based Leadership Team after they reviewed MWA's [2018 CA Dashboard results](#). Subsequently, the team engaged in a reflective conversation about the needs of our students. The initial list was extensive but after much discussion the team was able to prioritize the needs that they believe will have the biggest impact. The focus group findings support the following major student learner needs.

<p>Mathematics: Increase math achievement for all students, specifically for:</p> <ul style="list-style-type: none"> ● African American Students ● Hispanic Students ● English Learners ● Socioeconomically Disadvantaged Students ● Students with Disabilities 	<p>Chronic Absenteeism: Decrease chronic absenteeism rate for:</p> <ul style="list-style-type: none"> ● African American Students ● Hispanic Students ● English Learners ● Socioeconomically Disadvantaged Students
<p>Suspension Rates: Decrease suspension rates for:</p> <ul style="list-style-type: none"> ● African American students ● Students with Disabilities ● English Learners 	<p>Graduation Rates⁴: Increase graduation and college persistence rates for:</p> <ul style="list-style-type: none"> ● African American students ● Students with Disabilities

It is important to note that Chapter Three was written exclusively by Focus Groups, led by the chairs, and minimally edited by the Chief of Staff for grammar and accuracy of key facts. Throughout the entire process, we wanted to ensure that the community had an active role in the reflection of our progress and status. Overall, the evidence shows that we are addressing these needs in one way or another *and* we have room for improvement. The overarching theme throughout most categories was the need to focus on mathematics. Findings in Categories B-C highlighted the need to align our curriculum across the school, to standardize teaching and grading practices, and to implement new assessment tools. Secondly, it is undisputed that we have a high graduation rate, and the groups spent time discussing how we can better address the wide range of learning styles and abilities to ensure consistency in four-year graduation rates for all subgroups.

Lastly, to guarantee that all students are benefiting equitably, the school must continue its efforts to ensure that students are present for most, if not all, of the school days. Findings in category E outline a number of strategies that are in place to keep students in the classroom i.e. Restorative Justice and Preparing the Mind for Success and Competition (social-emotional learning) etc . These efforts equip our students with skills in conflict mediation, self-regulation and self-discipline in addition to creating a safe learning environment. We want to continue expanding these efforts so that our suspension and chronic absenteeism rates keep declining, as they have for the last couple of years.

⁴ Although MWA graduation rates are in the green, as their mission, MWA strives to move from the green to the blue.

Chapter V: Schoolwide Action Plan

- A. Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**
- B. State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

The school's WASC Action Plan and our Local Control and Accountability Plan (LCAP) will merge following the School's 2020 WASC visit. The action plan below outlines the measurable outcomes the school hopes to achieve and the state priorities that are addressed.

Implementation: Upon completion of the self-study, the WASC Site-Based Leadership Team will continue to meet for the remainder of the 2019-2020 school year to determine a leadership structure to implement the action plan. The measurable outcomes included in this action plan will be added to the CDE LCAP template after the visiting committee review. Implementation will be monitored through the annual update and approval of the LCAP by the School Site Council and the MWA Board of Directors.

Goal 1: Support for All Learners: Develop and refine vertically-aligned programs to support all learners.

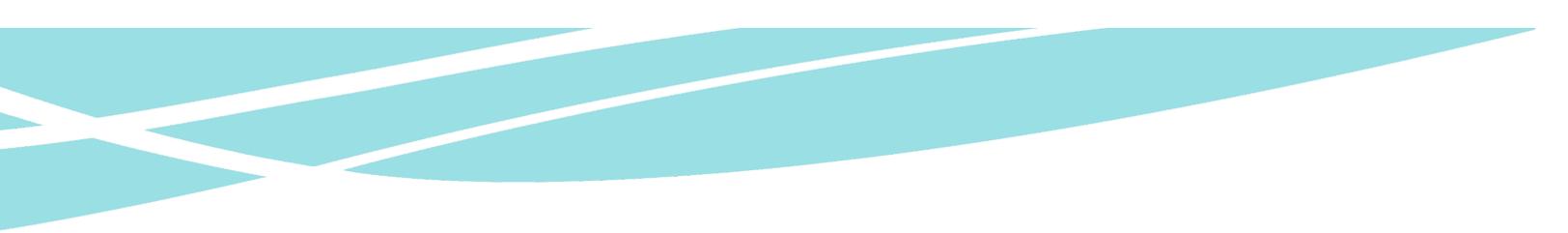
Major Student Learner Needs Addressed	Math
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Measurable Outcome	Personal Responsible	Timeline	Assessment Tool
1.1: By 2023 CA Dashboard, all students will annually increase their math DFS by a minimum of 9 points to achieve low performance level and color rating of yellow as reflected on the math indicator. (Other Pupil Outcomes)	Directors of Curriculum and Instruction (DCIs)	2020-2023	SBAC Scores CA Dashboard Results
1.2: By 2023 CA Dashboard, all students will annually increase their English DFS by a minimum of 6.45 points to achieve high performance level and color rating of green as reflected on the English indicator. (Other Pupil Outcomes)	DCIs	2020-2023	SBAC Scores CA Dashboard Results
1.3: By 2023 CA Dashboard, African American students will annually increase their math DFS by a minimum of 3 points to achieve low performance level and color rating of yellow as reflected on the math indicator. (Other Pupil Outcomes)	DCIs Intervention Services Coordinators	2020-2023	SBAC Scores CA Dashboard Results

<p>1.4: By 2023 CA Dashboard, African American students will annually increase their English DFS by a minimum of 9 points to achieve low performance level and color rating of yellow as reflected on the English indicator. <i>(Other Pupil Outcomes)</i></p>	<p>DCIs</p> <p>Intervention Services Coordinators</p>	<p>2020-2023</p>	<p>SBAC Scores</p> <p>CA Dashboard Results</p>
<p>1.5: By 2023 CA Dashboard, SPED students will annually increase their math DFS by a minimum of 3 points to achieve very low performance level and color rating of orange as reflected on the math indicator.</p>	<p>DCIs</p> <p>Special Education Director</p>	<p>2020-2023</p>	<p>SBAC Scores</p> <p>CA Dashboard Results</p>
<p>1.6: By 2023 CA Dashboard, SPED students will annually increase their English DFS by a minimum of 3 points to achieve very low performance level and color rating of orange as reflected on the English indicator.</p>	<p>DCIs</p> <p>Special Education Director</p>	<p>2020-2023</p>	<p>SBAC Scores</p> <p>CA Dashboard Results</p>
<p>1.7: Refine and follow with fidelity the plan for checking for proper teacher credentialing during the recruitment and selection process as well as developing an annual credential review schedule. <i>(Conditions of Learning)</i></p>	<p>Managing Director of Talent and Human Resources</p>	<p>2020-2023</p>	<p>CTC</p> <p>Weekly Credential Review</p>
<p>1.8: Ensure materials for core classes are on the State Adopted List and meet the criteria for state approved materials. <i>(Conditions of Learning)</i></p>	<p>DCIs</p>	<p>2020-2023</p>	<p>Annual review of curriculum needs</p>
<p>1.9: Ensure facilities meet safety and maintenance criteria set forth by federal, state, and local regulations. <i>(Conditions of Learning)</i></p>	<p>Director of School Operations</p>	<p>2020-2023</p>	<p>Safety Plans</p> <p>Emergency Plans</p> <p>Operations</p>

			Ticketing System
1.10: Implement a plan to allow for ongoing scheduled training and monitoring of core day and intervention faculty with respect to the use of instructional strategies that allow for our English Language Learner students to better access content knowledge, while also addressing any skills in need of development. <i>(State Standards)</i>	DCIs	2020-2023	EL Master Plan Review
1.11: Implement a progress monitoring protocol for systematic and ongoing data generation and review of English Proficiency for English Learner students including regular review of progress in the English Language Proficiency Assessment. <i>(State Standards)</i>	English Learner Development (ELD) Coordinator	2020-2023	EL Master Plan Review ELPAC Results
1.12: Maintain and deepen the current level of parent involvement through intentional and mission-aligned opportunities for involvement. <i>(Parent Involvement)</i>	Middle School Associate Director	2020-2023	Parent Survey Results Parent Participation Rates
1.13: Academically engage our Middle School students and support them social-emotionally to encourage 90% or higher annual retention rates, particularly the 8th grade retention rate at MWA and matriculation to the Upper School. <i>(Pupil Engagement)</i>	Deans of Students	2020-2023	Saturday Academy Attendance Student Activities Data
1.14: Academically engage our Upper School students and support them social-emotionally to encourage 90% or higher annual retention rates and a 5% or	Deans of Students	2020-2023	Saturday Academy Attendance

less dropout rate. <i>(Pupil Engagement)</i>			Student Activities Data
1.15: 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Science in 5th, 8th,, and 10th grades and in the content specific courses in high school; the overall GPA average by grade level for students in Science is 2.5. <i>(Other Pupil Outcomes)</i>	DCIs	2020-2023	GPA Data
1.16: 80% or more of students will “Meet” or “Exceed” the standard on the CA standardized tests for Social Science in 8th and in the content specific courses in high school; the overall GPA average by grade level for students in Social Science is 2.5. <i>(Other Pupil Outcomes)</i>	DCIs	2020-2023	GPA Data
1.17: Students will meet various goals for physical education through their Health and Wellness courses in both the Middle School and Upper School such as: 100% of students will enroll in and pass their required Health and Wellness course; 95% or more will take their grade level respective Physical Fitness Test; 90% or more of students will pass their corresponding CA Physical Fitness Exam. <i>(Other Pupil Outcomes)</i>	DCIs	2020-2023	Enrollment Data
1.18: 100% of students will take Visual Art courses in both the Middle School and Upper School; every student will meet criteria for their work to be shown or displayed within the classroom or in public spaces such as the hallways or office. <i>(Other Pupil Outcomes)</i>	DCIs	2020-2023	Enrollment Data
1.19: Develop and adopt a plan for	DCIs	2020-2023	CTE Plan



expanding Career Technical Education (CTE) opportunities with 100% of students having options to take courses aligned to CTE standards. <i>(Other Pupil Outcomes)</i>			Enrollment Data
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Goal 2: College and Career Readiness: Refine holistic support for college and career readiness that builds all students' capacity for graduation and success beyond high school.

Major Student Learner Needs Addressed	Graduation Rates
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Measurable Outcome	Personal Responsible	Timeline	Assessment Tool
2.1: By the 2023 CA Dashboard, all students will annually perform at a graduation rate of 95.0% or greater to maintain the very high performance level and color rating of blue, as reflected on the graduation rate indicator. <i>(Pupil Achievement)</i>	Director of College and Career Counseling	2020-2023	Graduation Rates CA Dashboard Results
2.2: By the 2023 CA Dashboard, all students will annually increase their college preparedness rate by 3.0% to achieve the very high performance level of 70.0% or greater identified as "prepared" and color rating of blue as reflected on the College and Career Readiness Indicator.	Director of College and Career Counseling	2020-2023	Grade 11 SBAC Results AP Exam Results Career Technical Education Pathway Completion A-G Completion CA Dashboard Results
2.3: To reclassify the majority of ELs by the end of their 8th grade year and meet annual reclassification goals towards the	English Learner Development	2020-2023	ELPAC Results

larger reclassification goal. (Pupil Achievement)	(ELD) Coordinator		GPA Reports
2.4: 95% or more of students taking the Early Assessment Program (EAP) exam and 75% or more of students scoring at or above the passing mark for the English and math portions of the exam. (Pupil Achievement)	Director of College and Career Counseling	2020-2023	EAP Exam Results
2.5: 55% or more of students taking the AP Exam pass them with scores of 3 or higher. (Pupil Achievement)	Director of College and Career Counseling	2020-2023	AP Exam Results AP Course Enrollment
2.6: 100% of students are enrolled in courses at the Middle School that meet the state criteria for “course access” and at the Upper School (high school) that meet and/or exceed MWA graduation requirements (consistent with UC/CSU required entrance requirements) through offering a viable but varied set of differentiated courses. (Course Access)	Director of College and Career Counseling	2020-2023	Enrollment Reports Credit Standing Reports

Goal 3: Diversity, Equity, & Inclusion: Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.

Major Student Learner Needs Addressed	Chronic Absenteeism, Suspension Rates
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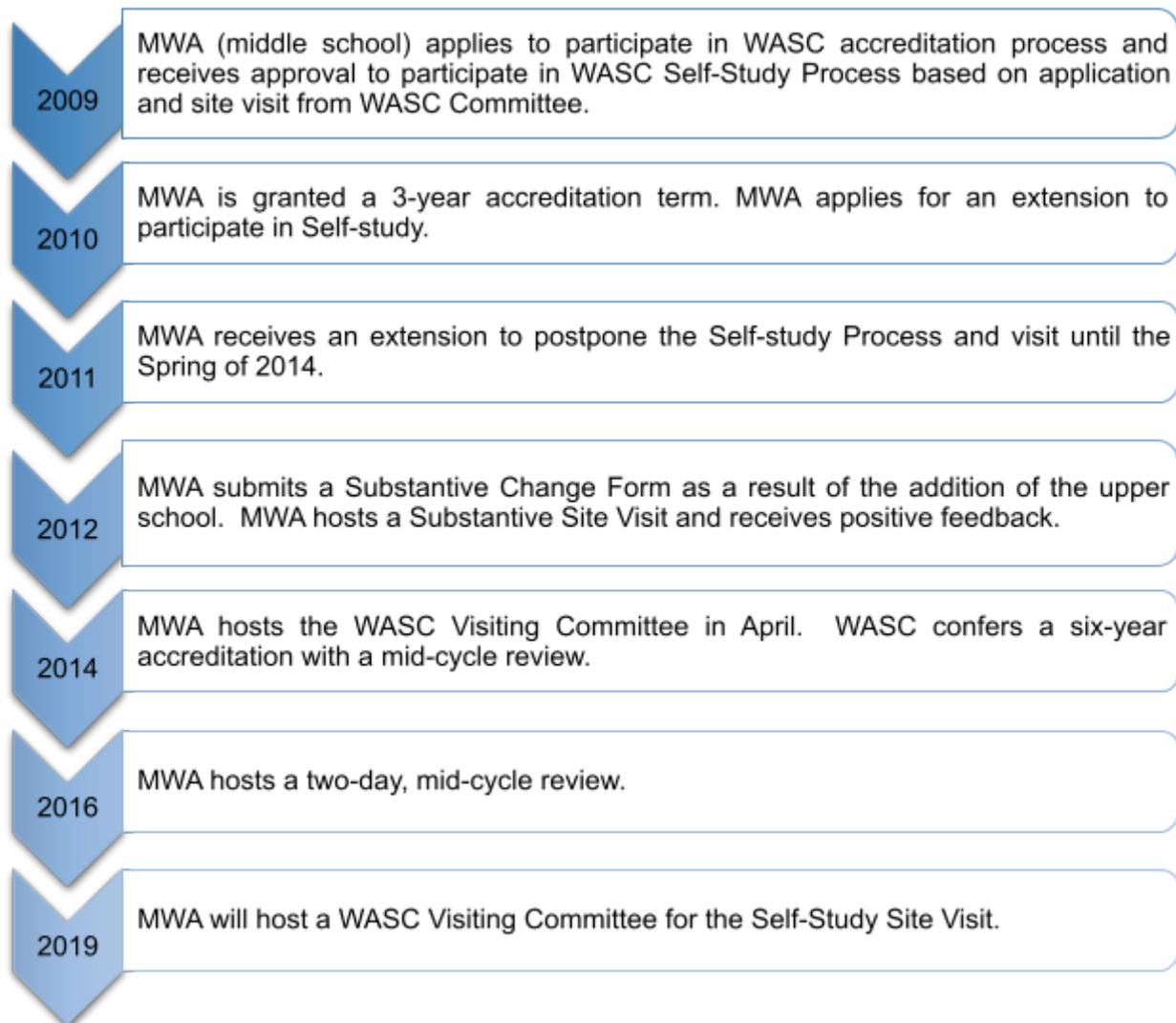
Measurable Outcome	Personal Responsible	Timeline	Assessment Tool
3.1: By the 2023 CA Dashboard, suspension rates of African American, Latino and SPED students will decrease at an annual rate of 5.7%, 1.9% and 4.55% respectively to achieve a blue level. (School Climate)	Deans of Students	2020-2023	Suspension Data CA Dashboard Results
3.2: By the 2023 CA Dashboard, chronic absenteeism for Black/African American students will decrease annually by 5% to achieve a green level. Latino students will decrease annually by 1.5% to achieve a green level. (Pupil Engagement)	Deans of Students	2020-2023	Monthly Attendance Reports CA Dashboard Results
3.3: Maintain an ADA of 96% or higher. (Pupil Engagement)	Deans of Students	2020-2023	Monthly Attendance Reports
3.4: Expand site-based SARB process to include additional community members to provide support to students struggling with attendance. This can include advisors, core-day teachers, or other staff members. (Pupil Engagement)	Deans of Students	2020-2023	Monthly Attendance Reports
3.5: Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff	Deans of Students	2020-2023	Suspension Rates

trainings that can contribute to possibly curtailing and limiting the number of suspensions. (School Climate)			
3.6: Implement a number of social-emotional, Advisory, and classroom based strategies, and faculty/staff trainings that can contribute to possibly curtailing and limiting the number of expulsions. (School Climate)	Deans of Students	2020-2023	Suspension Data CA Dashboard Results
3.7: Measure student and parent responses with respect to safety and connectedness with a goal of 80% or more of our students and parents feeling that MWA is safe, that they feel a strong connection to the mission, and that they feel seen and heard.(School Climate)	Deans of Students	2020-2023	Survey Results Attendance at Parent Events



Appendices

WASC Accreditation History



MWA Demographic Data

MWA Student Demographics – 2019-20

Student Enrollment by Grade Level		
Grade	No. Students	Percent
5 th	167	16.45%
6th	168	16.36%
7th	168	16.45%
8th	112	10.97%
9th	112	10.97%
10th	101	9.90%
11th	106	10.38%
12th	87	8.52%
TOTAL	1021	

Student Enrollment by Sex		
Sex	No. Students	Percent
Female	518	50.73%
Male	503	49.27%

Student Enrollment by Race		
Grade	No. Students	Percent
American Indian	15	1.50%
Asian	27	2.60%
Black/African American	99	9.70%
Filipino	1	0.10%
Hispanic	866	84.82%
Native Hawaiian	0	0 %
White	9	0.88%
Declined to state	8	0.78%

Primary Language Other than English		
Language	No. Students	Percent
Arabic	6	0.59%
Mien (Yao)	7	0.67%
Other	12	1.18%
Punjabi	4	0.39%
Samoan	1	0.099%

Spanish	817	80.02%
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Language Proficiency		
Proficiency Level	No. Students	Percent
English Only (EO)	174	17.04%
English Learner (EL)	245	23.97%
Initially Fluent (IFEP)	41	4.02%
Reclassified Fluent (RFEP)	558	54.65%
To be Determined (TBD)	3	0.29%

Eligible for Free or Reduced Priced Meals 2018-2019	
Students	%
759	80.43%

Parent Education Level		
Education	No. Students	Percent
10-Graduate Degree or Higher	47	4.60%
11-College Graduate	89	8.72%
12-Some College or Associate's Degree	177	17.34%
13-High School Graduate	384	37.61%
14-Not a High School Graduate	270	26.45%
15-Decline to State	54	5.29%

Report Card Analysis			
Semester	Total No. of Grades	No. of F's	Percent
2016-2017 Semester 2	4468	590	13.21%
2017-2018 Semester 1	4787	497	10.38%
2017-2018 Semester 2	4721	488	10.34%

Mission, Vision, Values, & Student Learner Outcomes

Mission Statement

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

Guiding Principles and Expected School-wide Learner Outcomes

MWA is founded on a set of Guiding Principles and Core Values which establish the framework for working with students. MWA Academy's Expected School-wide Learner Outcomes and Core Values are integrated into the academic and social emotional curricular programs provided in the classrooms and community meetings. The Expected School-wide Learner Outcomes and Core Values are critical components to helping students connect the academic program to real-life issues and community needs.

- **Academic Content** – *What We Know*

Wave-Makers demonstrate proficiency in MWA Content Standards (based on California State Standards) for English language arts, math, social studies, science, English language development, health and physical education.

- **Scholarship**- *How We Think, Read, and Communicate*

Wave-Makers think, read, write, and speak like scholars (historians, mathematicians, scientists, authors, and literary critics).

- **Critical Consciousness** – *How We Act on What We Know*

Wave-Makers combine their intellect and critical thinking to make healthy choices for themselves and positive changes for their community.

- **Collaboration** – *How We Work with Others*

Wave-Makers work together to build collective genius.

- **Self-Expression**

Wave-Makers develop an understanding of self by demonstrating their creativity across the curriculum.

In the fall of 2018, MWA revised the current SLOs, calling them the “Three C’s.” The newly revised SLOs are open for stakeholder feedback through year six of the WASC cycle. The revised Student Learner Outcomes include:

College Ready- Rigor

Wake-Makers think, read, write, speak, and listen like scholars (for example: historians, literary critics, mathematicians, scientists, linguists, artists, and athletes) by:

- Practicing the practical application of real-world skills while engaging in all current content standards

Critical Consciousness

Wave-Makers are agents of change who demonstrate the ability to engage with multiple perspectives through learning, questioning, reflecting and participating in meaning-making by:

- Asking questions to make meaning
- Giving and receiving feedback
- Explaining rationale
- Learning through reflection and problem solving

Collaboration

Wake-Makers work together to create joint products, cooperatively solve problems, and build an understanding of a topic while practicing key skills to develop proficiency and learn from peers by:

- Engaging with skills, habits, and content through multiple opportunities for discussion
- Learning from error
- Reflecting on data

Core Values

Every school year the MWA Staff analyzed the Expected School-wide Learner Outcomes to identify and discuss the various ways staff integrate the outcomes into the curriculum, instruction, and school-wide culture. Staff then identified additional methods to incorporate the Expected School-wide Learner Outcomes across disciplines and grade levels. During the 2013-14 school year, as part of the WASC Accreditation renewal process, the MWA community went through an inclusive process of revisiting and refining the school's Core Values. Participation in this process included students, parents, faculty/staff, administrators, School Site Council members and board members. The result of the process is that the twelve original values were condensed to five values. Various constituent groups discussed, among other things, how and if specific values could be or were embedded within one another. The revised five MWA Core Values are as follows:

- **Community** - We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.
- **Resilience** – We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.

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- **Respect** –We believe each person is valuable and we demonstrate respect by following our community norms.
 - **Responsibility** – We have integrity we are accountable for our decisions and actions and their impact on self and community.
 - **Scholarship** – We are life-long learners who aspire to and achieve academic excellence.

Parent Involvement

Strong Parental/Family Involvement

Parental/family involvement is essential to the community and the student empowerment that are central to our educational philosophy. Family workshops as well as technology training will be implemented to reinforce the life-long learner philosophy and full support of our students. All parents/guardians at MWA will be encouraged to participate in activities, including, but not limited to:

- Attendance at parent/guardian, teacher, student conference;
- Attendance at monthly grade-level meetings (forum);
- Attendance at school events;
- Volunteering in classrooms and school events
- Participation in fundraising;
- Participation in 20 hours of completely voluntary service each year (encouraged, but not required);
- Reviewing and signing off on tests/quizzes as assigned by faculty;
- Reading the Weekly Wave; and
- At least one parent/guardian representative will serve on the MWA Board of Directors.

Moreover, parents/guardians are given a list of volunteer opportunities throughout the year, from being monitors in the lunchroom to being classroom helpers during field trips and other relevant activities. By actively participating in the school, parents and guardians serve as an example to the students and emphasize the importance of family involvement. At MWA, we see a dramatic difference between students whose parents/guardians are involved and those students who have no family support. Our urban youth benefits from seeing their parents/guardians make that extra effort; it shows that their families value what their children are trying to achieve.

Parent Engagement

As a major stakeholder in student success, MWA values their parents and guardians and have relied on this stakeholder group in areas of governance, LCAP feedback and evaluation and other areas impacting students. In accordance with the CA School Dashboard and State priority 3 – Parent Engagement MWA has described their strengths and progress as it relates to: Building Relationships, Building Partnerships for Student Outcomes and Seeking Input for Decision Making.

Building Relationships

MWA is in "Full Implementation" as it relates to building relationships. The Parent/Guardian Engagement Coordinator resides in the Parent/Guardian Engagement Center, a space where families can complete volunteer hours, take advantage of resources and commune with other families. Each classroom has an open door policy for families to visit and observe their child. Teachers connect with

parents through multiple resources including online enrollment and application program School Mint, Remind, and other apps and messaging services. Throughout the year staff receive professional development on how to engage families effectively. MWA partners with external organizations to increase cultural competency so that staff of backgrounds that differ from their students are able to effectively engage with families. There are multiple opportunities for families to connect with staff both formally and informally in support of student needs, including Coffee Talks/Chat and Chews arranged by our Parent/Guardian Engagement Coordinator, monthly family meetings hosted by school leadership, and quarterly family conferences for individual students as needed. An area of growth, which is actively being addressed, is the participation of Black/African American families, and students receiving Tier III supports. The Intervention Services Coordinator is working in collaboration with teachers, the directors of Curriculum and Instruction and other administrators to build out a system of check in with families to increase engagement and improve the overall culture and climate of the school.

Building Partnerships for Student Outcomes

MWA has multiple systems in place to support building partnerships for student outcomes. All staff partner with families to ensure that students' holistic academic and social-emotional needs are met. Parents/Guardians and families are encouraged to actively and meaningfully participate in their children's academic and social-emotional learning by volunteering for 20 hours each academic year by attending monthly parent meetings, visiting the parent/guardian engagement center, and participating in school governing bodies. Monthly family meetings for the entire community are regularly attended by approximately a quarter of our families and are arranged in partnership with our Parent/Guardian Engagement Coordinator. During meetings, families receive updates from our parent leaders. Each grade level has a parent/guardian representative, serving as liaisons between families and staff. Parents hold leadership positions in the School Site Council, English Language Advisory Committee, and on the MWA board. Additionally, parents participated in each of our WASC accreditation processes. Families participate in monthly Coffee Talks and Chat & Chew workshops which offer supports in the areas of parents' choice, including how to log on to our platform to access their students' grades, how to interpret and understand Smarter Balanced Assessment Scores and how to deal with stress in the home. Deans coordinate student/family services and address the needs of underrepresented with teachers, on-site clinicians and school social workers, reaching out to support students receiving Special Education services, English Language Learners, foster children, and Black/African American students. Additionally, there is a Black/African American Student Achievement Initiative for families which holds a series of events and workshops aimed at improving the educational attainment levels of our Black/African American scholars. This continues to be an area of focus for MWA, as we have identified that family participation for Black/African American students must improve in order for students in this category to increase their academic performance levels, as measured through GPAs and Smarter Balanced Assessment results.



Seeking Input for Decision Making

Parents hold leadership positions in the key decision making governing bodies, including School Site Council, English Language Advisory Committee, and on the MWA board. Additionally, parents participated in each of our WASC accreditation processes. This is a strength of our organization. Parents receive trainings from the Director of Compliance at the School Site Council meetings, which help inform the ways in which they participate, and make recommendations on behalf of their students. We are working toward building out systems and opportunities for underrepresented families to voice their feedback in key stakeholder areas. The Parent/Guardian Engagement Coordinator is in the initial stages of implementing a Parent/Guardian University, which will offer families the opportunity to earn micro-credentials in the areas of their choice, which will strengthen their ability to participate actively in making informed decisions regarding their child's academic progress and well-being.

Community Partners

Community Organizations

MWA partners with various community organizations to assist in providing opportunity to its students. Major community partners include:

- **College & Alumni Program (CAP) - MWA Foundation**

CAP commits to coaching its students, who they also call Wave-Makers, to graduate from college as quickly and with as little debt as possible while equipping them with the skills and experiences needed to be competitive contributors to the global workforce.

Each year, nearly 100% of MWA upper school seniors graduate. In the most recent graduating senior class of 2018, 100% of graduates committed to college. In total, 95% of MWA graduates are enrolled in post-secondary institutions, 70% in four-year colleges and universities, and 25% in community colleges.

- **METAS - Contra Costa College**

Metas is a free program that prepares preschool through 12th-grade students in the communities surrounding Contra Costa College to meet the demands of higher education. They work collaboratively with MWA and its students and families to increase their proficiency in reading, writing and math, along with their self-confidence and self-perception. Metas is a free program.

- **Youth Bridge – Alta Bates Hospital**

The Youth Bridge Career Development program gives under-resourced East Bay youth a unique opportunity to explore real-life healthcare careers within a medical center environment; a close connection with a cohort of like-minded students, a paid summer stipend, and the expert guidance of a skilled mentor.

Youth Bridge Curriculum includes:

- Nine-week career activities class
- Leadership development series
- Eight weeks of work with a mentor that typically continues with a paid summer internship throughout high school and college
- Community service opportunities that include presentations to other high school and middle school students on health related topics



Exposing students to many career paths, Youth Bridge provides experience in a direct patient care environment as well as the ability to explore work in legal, personnel, technology, communications, marketing, engineering, dietary and distribution services. Students will receive college letters of recommendation as a result of the relationships they build with their mentors.

- **Richmond Promise**

A community-wide college success initiative to build a college graduating culture in Richmond, CA. The Richmond Promise was created with the belief that all Richmond students should have the opportunity to develop their skills and reach their full potential, regardless of race, income level, or personal background.

Through a college scholarship, collaborative cross-sector partnerships, and supportive programming, the Richmond Promise aims to ensure all students in Richmond excel to and through higher education, reach their career goals, and become change-making leaders in the Richmond community.

- **SMASH – UC Berkeley**

A three-year STEM- intensive residential college prep program that empowers students to deepen their talents and pursue STEM careers. Every summer, scholars are immersed in tuition-free studies at leading universities throughout the country. During the academic year, scholars participate in monthly programming.

They are coached by instructors of color that represent the future they can have. Because of their common background, students connect more deeply with instructors and gain true mentorship from these STEM professors and industry professionals. As they go through the program, scholars not only develop their skills and network – they also find their voice and build the confidence to become who they want to be.

Staff

Qualified, Trained Staff

MWA recruits teachers and administrators who have experience serving urban youth. For more information on our staff qualifications and recruiting, see Element E of this charter.

MWA focuses on ongoing professional development to better prepare teachers to meet the challenging needs of underserved urban youth. We budget substantially for our teachers' professional development before the opening of each school year. MWA staff participates in a three-week professional development series of training and collaborations so that they are completely familiar with the curriculum, school philosophy and culture. Staff are also trained to handle emergencies such as mental and physical health issues and family crises. In addition to this critical training, staff has ample time for reflection and development by department, by division, by grade level and as a whole faculty learning community.

Staff portfolios are a part of each staff member's yearly evaluation. Each staff member's portfolio includes professional growth inventory; assessment of developmental needs; and a contractual agreement of a professional growth plan. These portfolios ensure that the teaching staff is continually learning, is challenged and is making our school an educationally focused institution where the act of learning serves as an example for everyone.

Teachers & Staff	#		Teacher & Staff Ethnicity	#
Certificated	54		Asian/ Filipino	20
Misassigned	10		Black/ African American	48
Number of Teachers	64		Hispanic/ Latino	52
Classified Staff	91		White	39
Total Faculty & Staff:	154		Total:	154
Other Teacher Demographic Data	#			
Enrolled in Teacher Induction Program (TIP)	5			
Teachers with Short Term Staff Permits & Provisional Instructional Permits	6			
Teachers with Advanced Degrees	33			



2018 CA School Dashboard Presentation

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2019 CA School Dashboard Presentation

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California Healthy Kids Results middle school

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California Healthy Kids Results upper school

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