Making Waves Academy

WASC Executive Review Committee Annual Meeting

Date and Time

Tuesday May 7, 2019 at 10:30 AM PDT

Location

3220 Blume Drive, Richmond, CA 94806

Agenda

I. Opening Items

Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

II. WASC Executive Review Committee Annual Meeting

WASC

A. Opening Comments

B. Review of Goal #1: Organizational Systems

C. Review of Goal #2: Support for All Learners

D. Break/ Lunch

E. Review Goal #3: College and Career Readiness

F. Remaining Questions

G. Reflections and Learnings from Years 1-4

III. Closing Items

A. Closing/ Evaluate Meeting

Please complete the evaluation for this meeting.

https://docs.google.com/forms/d/e/1FAIpQLSeWbQOV_Ucb8XE-kXg7Px-NqmXYcfk0WV61mkCZZ9RbqCffPw/viewform?usp=sf_link

B. Adjourn Meeting

Coversheet

Call the Meeting to Order

Section: I. Opening Items
Item: B. Call the Meeting to Order
Purpose: FYI
Submitted by:
Related Material:
WASC Progress to Goals_Year five_ FINAL VERSION_ 05.02.19_VC.rtf
WASC Executive Review Commitee Presentation_Progress to Goals_Final _05.02.19_VC.pptx

WASC Systematic Review Goals – 2018-19

WASC - Making Waves Academy Progress-to-Goals Report

WASC Systematic Review Progress to Goals Report – 2018-19, YEAR 5

Color Key

75%-100%	***50%-74%***	***0-49%***

Note: The goals for years 4-5 are that 75% or more of the goals are met for that year in alternating fashion.

Goal 1: *Establish systematic cyclical reviews of programs and practices to assess effectiveness, and develop protocols that ensure the process of evaluation and implementation is closed-loop and transparent.*

Milestones Towards Goal – Year 5	Progress Against Milestones – Year 5
1. Executive Team revisions of Systems Plans informed by 2017-18 data/results to inform 2018-19 plans.	***No Progress.*** Some discussion but nothing concrete completed and reported out.
2. Complete 100% of the work on the technology system. Meet 90% of the goals of the technology system	***Complete.*** Director of Instructional Technology published a report in 2017-18 identifying research and goals for technology for MWA moving forward. The DIT also established an online dashboard to monitor usage and provide access to all online programs. The Director of Instructional Technology and Director of Technology also established appropriate separation of hardware and software vetting, vendor screening, purchasing, and oversight.
3. Complete 100% of the work on the student management system. Meet 90% of the goals of the student management system.	***Progress – 70% Complete.*** Steps taken to document the restorative justice practices. Steps also taken to insure student management systems are aligned across the school, including alignment on the Student-Family Handbook.
4. Complete 100% of the work on the formal feedback/survey systems. Meet 90% of the goals of the formal feedback/survey systems.	***Progress – 70% Complete.*** The annual staff survey is being implemented with fidelity two times per year. Survey Committee feedback suggest that there is more to be done regarding follow-up and communicating out progress. Divisions are surveying parents and students, but still work to do to make sure it is aligned and done on a regular cadence schoolwide.
5. Complete 100% of the work on the finance/budget systems. Meet 90% of the goals of the finance/budget systems.	***Complete.*** Staffing is mostly solidified and systems are in place and working.
6. Complete 100% of the work on the safety & plant management systems. Meet 90% of the goals of the	*Progress – **70% Complete.** Updating emergency procedures and*

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safety & plant management systems.	*evacuation plans in real-time to support new MS campus. Engaging with consultant to complete campus wide safety and security assessment w/ estimated completion timeline of fall 2019. Collaborating with landlord (MWF) to create and update plant management systems including preventative maintenance schedules, FFE inventories, depreciation schedules, etc.*
7. Complete 100% of the work on the parent education & engagement systems. Meet 90% of the goals of the parent education & engagement systems.	*Progress* ***– 80% Complete.*** *Parent Engagement Coordinator collaborating with a variety of teams including Data & Assessment teams collaborating to provide series of trainings to increase use of online platforms and parent portal; instructional technology to provide training and capacity building specific to Chromebook use and expectations; MS & US collaborating to offer 8th grade dinner to allow forum for parents to engage regarding transition from MS to US; and inviting parent participation and engagement with Black/African American Student Achievement Initiative.*
8. Executive Team reviews last 5 years of implementation data and results to do a comprehensive review in preparation for WASC re-accreditation process.	***In Progress as a WASC Executive Team.***

Refinements or recommendations for Year 6 Milestones (Based on Year 5 Milestones):

- Staff survey – update in preparation for 19/20 administration include adding additional audience groupings to support growth (e.g. MWAS) and adapting objectives and process for committee engagement based on feedback this year
- US/MS student/parent/guardian handbook: process for updating and revising handbook will be changing to ensure new charter school compliance requirements/regulations are built into the process on the front end of next year's process

Year 6 Milestones (2019-20)

Milestone	Lead	Metric	Timeline
1. Formalized schedules, meetings, and milestones calendared for 2019-20 for WASC Self-Study	CEO & WASC Leadership Team	1. Summary Report of successes & challenges through 1st five years & presentations to constituent groups of summary data and analysis and survey data results.	1. July-Sep. 2019
2. Met calendared meeting and review deadlines for all system plans and reviews as well as milestones within each system plan.	CEO & Exec. Team		2. July-Aug.

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3. Comprehensive review of all systems as part of the ***WASC re-accreditation process*** through Home & Focus Group reviews.	WASC Leadership Team	2. Systems Project Plans - % complete of the activities as well as % of goals met. 3. WASC Self Study	2019 3. July 2019 – April 2020

Goal 2: *Develop vertically aligned programs between the Middle School and Upper School that differentiate along a continuum of learners and talents and also allow for learning in areas beyond the academic program, both in the classroom and the school as a whole. (to further develop and prepare our students for post-secondary options)*

Color Key

75%-100%	***50%-74%***	***0-49%***

Milestones Towards Goal – Year 5	Progress Against Milestones – Year 5
1. Executive Team revisions of 4 Project Plans by 2017-18 data/results to inform 2018-19 plans.	Project Plans for AY 2018-19 were informed by data, results, and proposed refinements from AY 2017-18. The proposed refinements below were presented to the WASC Executive Team at the close of 2017-18: **GATE Project Plan** - revisions, based on data, results, and proposed refinements from AY 2017-18: ● Continued implementation of plan to expand the breadth of offerings to students and to increase the number of students served ● Collaborate with area service providers to increase the enrichment opportunities for GATE students ● More fully develop the implementation of technology into the curriculum as a means of creating portfolios of student learning that can follow students across their academic careers at MWA as an exhibition of academic growth and progress **Co/Extra-Curricular Activities Project Plan** - revisions, based on data, results, and proposed refinements from AY 2017-18: ***Student Activities*** ● Continue research into a Leadership Marlin Hour and/or Class- to increase investment in student leaders as drivers of campus culture

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	• Develop more standardized components for clubs (e.g. officer role descriptions, minutes expectations, etc.), and continue investment in club officer and advisors' leadership skills • Enhance communication about upcoming events by adjusting/refining daily announcements • Begin exploration of how programs will scale with growth ***Intervention Services*** • Faculty professional development around Intervention content with a focus on standards-based learning, differentiation, and active assessment-use in progress monitoring • Targeted intervention to include the development of focus standards for all sessions as determined by content teams academy-wide • Faculty collaboration regarding session content to include the development of project-based learning experiences in enrichment and studio time sessions directly aligned with content focus standards for each quarter in the Upper School • Expansion of enrichment session options to directly align with both course expansion options and faculty interest • Assessment-use to focus on professional development sessions for faculty designed to support effective formative and summative assessment-use to inform cycles of teaching and learning in support of both core-day courses and intervention sessions **SPED Project Plan** - revisions, based on data, results, and proposed refinements from AY 2017-18: • Continued Focus: Increase retention of SPED students within MWA, increase graduation rate and increase academic achievement for students with IEPs • Build relationships w/ other area service providers to support multiple post-secondary education and career opportunities • Improve IEP transition plans • Diversify post-secondary options for students with learning differences • Collaborate with regional support service and WCCUSD for youth employment, job training • Potential use of case management software • Internal tracking of SPED student data and case management data longitudinally across grades 5-12, to document student progress throughout MWA • Establish student Portfolios via Google Drive **ELD Project Plan** - revisions, based on data, results, and proposed refinements from AY 2017-18: • Continue to refine the teaching and learning cycle in response to student data gathered from benchmarks and other assessments • Refine classification criteria to better reflect the new ELPAC as the assessment becomes fully implemented and better understood • Create a robust method of tracking student progress for students who reclassify, as well as for

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	students who are Long Term English Language Learners
2. Complete 100% of the work on the GATE project plan. Meet 100% of the goals in the project plan.	**GATE Project Plan** - revisions, based on data, results, and proposed refinements from AY 2017-18: ● Continued implementation of plan to expand the breadth of offerings to students and to increase the number of students served ○ Tested and placed 7th graders in Gate classes ○ Testing scheduled for 5th grade students in May following SBAC ○ On pace to train and certify a teacher in GATE to instruct classes in 2019-20 ○ Developing curriculum to ensure alignment from 6th - 8th. ● Collaborate with area service providers to increase the enrichment opportunities for GATE students ○ Calshakes: ○ Collaborating with 7th and 8th classes to adapt a Shakespearean play to be culturally relevant ○ One student received summer scholarship for Calshakes ○ Piloting a program with Pilot City to establish long term collaborations and internship opportunities across the Bay Area. ● More fully develop the implementation of technology into the curriculum as a means of creating portfolios of student learning that can follow students across their academic careers at MWA as an exhibition of academic growth and progress ○ GATE students participated/ created an original documentary for the Albany City Festival ○ Students create learning profiles on Venngage (online infograph platform) ○ 8th graders are created their academic portfolio on Google Site ○ MESH: ■ Representatives from Sony have been coming to MWA to give workshops on their programmable hardware products ■ 8th graders are creating smart de-stress gadget for peers using MESH programmable tiles. **Upper School GATE Project Plan is in progress** ● A 9th Grade GATE program is anticipated to come online in AY 2019-20, and initial planning has occurred between the Upper School and Middle School
3. Complete 100% of the work on the Co/Extra-Curricular Activities project plan. Meet 100 % of the goals in the project plan.	**100% Complete** **Co/Extra-curricular Offerings:** ● US 20 clubs available for students to join ● US All Priority Clubs have continued through the entire school year (designated as clubs that provide a service to the school or provide a safe space for a particular identity group): Yearbook Club, National Honor Society, Senior Committee, Gender & Sexuality Alliance, Black Student Union & Sangre Latina ● US Associated Student Body Board of Directors, with 14 elected positions

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	• US Plan & host two dances, four pep rallies, and eight All-School Meetings • US All grade levels attended one adventure trip and one study trip during the year • MS all grade levels attended two study trips during the academic year • Academy-Wide Black/African American Student Achievement Initiative(BAASAI) activities including family dinner and Academic Achievement Awards, film and discussion panel, study trip, and collaboration with Black Student Union • 40 students nominated for African American Student Achievement and Excellence AAREA awards • Academy-Wide Special events such as open mic nights, assemblies, and senior/8th grade activities **Co/Extra-curricular Systems: Proposals- Academy Wide** • All school activities and clubs continue to be proposed and approved based on connection to MWA mission, Core Values, curriculum and/or connecting students with experiences that serve as preparation for post- secondary pathways • Standard MWA event and fundraiser proposal forms for students • Standard purchase and reimbursement request forms for students to spend their fundraised money • Standard study trip proposal and planning protocols • Standard Club Adviser Commitment Forms & Stipend Request Forms **Co/Extra-curricular Systems: Communication** • US Daily announcements are coordinated by the Director of Student Activities; Students carry out daily announcements to advertise campus events and club meetings • Academy Wide activities continue to be advertised in multiple ways, including through Automated Telephone Messages (ATMs), fliers, at Parent Meetings, through the Weekly Wave and Daily Bulletin **Co/Extra-curricular Systems: 5-Star Students Implementation- Academy Wide** • Students' IDs are scanned at events, clubs and other activities • The system tracks participation, attendance, and supports in identifying targeting specific uninvolved students • The system assigns point values to participation in events, providing the opportunity to offer incentives or rewards to students with high levels of participation • The system can show a correlation between involvement and grades/attendance/discipline **Co/Extra-curricular Systems: Calendars Academy Wide** Student Activities Calendar developed in advance of the school year **Athletics - Schoolwide** • The MS Athletics Lead collaborates with the Director of Athletics weekly regarding games, programming and budget • Continued development of the Middle School sports teams to vertically articulate into the Upper School adding co-ed Volleyball (to get boys involved), girls soccer and ultimate frisbee in the MS the last 2 school years.

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	• Seven teams are currently active in the Middle School • Increased participation in # of players on teams school-wide • Student-Athlete Handbook developed for Upper School and implemented in Middle School • 2.5 cumulative GPA from previous quarter required for participation in sports academy-wide • Coaches receive pre-season on-boarding with the Director of Athletics and participate in ongoing conversations to align with mission, core values, and standards for the athletic program • Continued development of the Middle School Sports program and establishment of a sports culture in the Middle School to provide skill development and team building • Implemented professional dress on game days for the Middle School athletes • Completion of the MS Gym on campus allowing volleyball and basketball teams (of both MS and US school) to practice and play games on campus and giving other field teams options for practice on rainy days when fields are closed off campus. There is also an Athletics room for working out, weight lifting, fitness training and general fitness for athletes and all students to use after school. This has also increased attendance at games played in the Gym now that it is an on campus activity. • Contracting of a US Certified Athletic Trainer (through Benioff Children's Hospital of Oakland) who started in February 2019 and works with our athletes and coaches on injury prevention, strength training, recovery from injuries, hydration, and other physical conditions affecting athletic performance. • Completion of Turf field on campus to provide additional space on campus for teams to practice (and some MS teams to play soccer games) • Special opportunities for athletes including participation in the Middle School Ultimate Frisbee Competition at the state level • Addition of US Girls JV Basketball team this past season • The Upper School now has 13 Varsity and 6 JV teams in 11 sports • Team evaluation by US players completed through 5 Star Student • Athletic supporters: US Students help at Volleyball and Basketball games doing stats, scorebook and scoreboard. Baseball and Softball have student scorekeepers and stats takers. MS uses student managers to help with teams. • Honor and Multi-Sport Athletes Celebration to recognize high achieving academic athletes and multi-sport athletes in the Upper School • Working on posting sports' schedules on the MWA website (still in progress) • Week in Sports on visual display in Main Offices and around campus • Continued study hall for all US teams to emphasize academic commitment and team buy-in in the Upper School and help keep student athletes eligible. • Over 50% of our students participate in at least one athletic team during the school year in the Upper School • Marlin Athletic Council (made up of captains and other athletes of influence in each sport) formed to discuss the role of Athletics, address concerns of US athletes, offer suggestions for improving Athletics and celebrate Athletics and athletes in US as well as to learn leadership skills to become better team and student leaders.. The MAC unveiled their first initiative--Athlete of the Month in Spring 2019. • Quarterly letter to parents/families on the just completed Sports season with team recaps, notable

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	successes, and summarized grade information about each team (over 3.0 GPA #'s, students lost to ineligibility, and team GPA). **89% complete for Upper School Intervention Services Department** ● 100% of MH class periods observed at least twice per quarter ● 100% of academic support Marlin Hour sessions administered by core-day instructors (teachers) ● Marlin Hour and Intervention Services has progressed 60% through the cycle of emotional reactions to programming based on survey data ● 100% of staff and faculty who attended a Marlin Hour focus group to provide feedback and suggested guidance for future programming ● 100% use of standardized assessment criteria used to qualify students ● Intervention Services Coordinators collaborated regularly to plan and facilitate Academic Intervention Services meetings monthly, ● 100% of policies and procedures for transitioning students quarterly documented ● 100% of case management structures documented ● Interventionist organizational systems include Individual Learning Plans created and updated quarterly; Academic Improvement Plans created and updated weekly; Case Notes submitted weekly; and Quarterly Reports ● Tutors have increased student grades by 10% on average through Marlin Hour push ins, pull outs, and after school work ● 100% of students receiving Tiered Services have had at least one outreach to families ● 100% of students on a caseload have received at least 5 family communications per quarter **Middle School Intervention** ● AIS shifted to connecting school wide focus on students' mastery of standard, not focused as heavily on grades/GPAs ● AIS calendar aligned to benchmarks instead of semester grades ● Established a year at a glance calendar and worked to ensure participants understood how their role is connected to student academic growth/mastery of standards ● Expanded participants in the meetings to include College and Career coordinators/director; US dean and invited additional teacher participants to mirror MS participation ● Revised DTI manual to reflect updated Tier criteria and programmatic KPIs ● KPIs adjusted to focus on and prioritize mastery of content standards as evidenced on either formative (ANET) or summative (SBAC) assessments ● Analyzed Tier 3 student performance on each ANET benchmark assessment ● Reteach recommendations & strategies shared with grade level teams by Director of Curriculum & Instruction (DCI) and Intervention Services Coordinator (ISC) ● Continued academic mentoring with two interventionists serving a caseload of 8-10 students
4. Complete 100% of the work on the SPED project plan. Meet 100% of the goals in the project plan.	**Special Education Schoolwide (MS/US)** **Note: The goals for special education have been evaluated in four sections: 1.) Academic Achievement, 2.) Implementation of IEPs, 3.) Priority Skill Building and 4.) Behavior**

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	Academic Achievement ● **75% Complete** ● August 2018: SPED 101 August PD for all new teaching staff. August 2018: SPED Differentiated August PD for all returning MWA Staff. ● August PD and one-on-one general education coaching Increased teacher capacity to implement accommodations in Quarter 1. ● AY 2018-2019: SPED Department and Data/Assessment team increased collaboration ● Analyze SBAC scores, trends, data, Analyze IAB data ● RSP teacher PD on SBAC scores ● PD: SBAC student data dive on student progress, regression, no change ● RSP goal: 1 SBAC practice/week (reflection of ANET, SBAC scores, practice problems, practice accommodation tools) ● Collaboration with data and assessment team to prepare for benchmark and statewide assessments (ANET, IABs, ICAs, SBAC, ELPAC) ● February 2019: Administer accommodated ELPAC testing for students with IEPs ● 40% of US 12th graders with IEPs are enrolled in AP courses ● Decreased number of US students double identified as ELD/SPED ● Overall Trend: Closing the gap between MWA students with learning differences performance and their general education peers in the area of math. (Decreased performance discrepancy from 5th to 8th grade). ● December 2018: Dead Week Coordinator PD (Accommodating assessments for students with IEPs) in the Upper School ● Review of draft final exams: direct coaching, feedback, and suggested assessment accommodations in the Upper School ● One-on-one coaching sessions on how to accommodate assessments to support students with learning differences ● AY 2018-2019: Bi weekly collaboration meetings between SPED Coordinator, Intervention Services Coordinator, ELD Coordinator, and College and Career Services Department (Upper School) ● SPED Coordinator/School Psychologist attend SST meetings for students of concern
	Implementation of IEPs ● **75% Complete** ● August 2018: Distribute IEPs and 504 plans to general education teachers ● Calendar department IEPs, triennials, 504 plan to support timeline compliance ● August 2018: New teacher PD outline general education teacher IEP compliance expectations. Review IEP compliance and general education teacher participation ● August 2018: Meet with general education teachers to review student IEPs/504 plans ● AY 2018-2019: 100% referrals for evaluation and assessment, IEPs, and triennial evaluations have been submitted on time and in compliance in accordance with special education law

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	• AY 2018-2019: Tracked IEP meeting attendance and participation • January 2019-June 2019: Collaboration between Technology Coordinator, Laurel Springs online Algebra 1 and "Online Learning Pit Crew" program to support students with IEPs in the Upper School • Collaboration with CCC to prepare for accommodated SAT for 12th grade students with IEPs (at MWA) • October 2018: Implement SAT accommodations for students w/ IEPs • October 2018: Administer PSAT to 8-11th grade with SPED accommodations • May 2019: Administer SAT and AP Testing with accommodations for SPED students • Introduction of Chromebooks and 1:1 • September 2018-March 2019: Informal observations and feedback to increase general education teacher capacity to support all learners within the classroom • MS Instructional Aide push in support and translation • Increased frequency of communication with Spanish speaking families • AY 2018-2019: Increased RSP communication with families regarding student failures, early warning, missing work, and student behavior • November 2018/March 2019: RSP Case manager attendance at advisory and grade level family conferences • Increased teacher communication regarding accommodating assessments. • 50% Increase in referrals for special education evaluations from 2017-2018 → 2018-2019. • Early annual IEP meetings and triennial evaluations for students with IEPs not making adequate progress toward IEP goals.

	Priority Skill Building
	• **50% Complete**
	• RSP DTI Structure change to focus on Lexia, ST Math, and individual IEP goals in addition to homework and classroom support
	  ○ Introduction of Lexia reading intervention program in RSP DTI and ELD for students who are reading far below grade level
	  ○ ST Math: Brain based math skill and concept practice
	• SPED added 3rd period of RSP to serve students in smaller, grade level specific groups (Upper School)
	• Remediation of Common Core material in core day in RSP pull out support periods
	• Direct, targeted support for rising 9th grade students with IEPs resulted in improved academic achievement, increased GPAs, passing classes, and increased student participation
	• Established student portfolios in Google Drive
	• Individual student goal setting to improve SBAC (ANET) scores
	• Positive Impact of newly adopted reclassification criteria for students with IEPs
	  ○ 25% of Upper School SPED/ELD double identified students are eligible for reclassification as of April 2019 (in comparison to 4% of their ELD general education US peers).
	  ○ 14% of Middle School SPED/ELD double identified students are eligible for reclassification as of April 2019. (in comparison to 11% of their ELD general education US peers).

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	• Targeted Algebra 1 support for students with IEPs enrolled in Laurel Springs during RSP support period.

	Behavior
	• **25% Complete**
	• Goal is to not have a discrepancy between students in general education and students who have learning differences
	• 100% of 2017-2018 graduating 8th grade students promoted to US (0 rising 9th grade student transfers out of MWA)
	  ○ 1-rising 8th grade student transfer to alternate school due to parent preference
	• Collaboration with MS and US Social Worker to provide wrap around services for students with IEPs and 504 plans
	• Increased collaboration and communication with Dean of Students office and special education case managers.
	• August 2018-September 2018: SPED Coordinator and WCCUSD collaboration with MSSL to provide crisis response intervention for student crisis.
	• March 2019: CDE Performance Indicator Review and Notification for students with disabilities overall discipline and suspension rates as indicated by the CA School Dashboard.
	  ○ 15.2% of students with IEPs were suspended in 2017-2018 AY in comparison to 6.6 of the total population. Anticipated decrease in suspension rate (roughly 10%) for students with disabilities for the 2018-2019 AY.
	• April 2019-June 2019: Develop PIR Improvement Plan for Performance Indicator (4a) *Overall Discipline* for our SPED students
	  ○ Collaboration between SPED, DOS, and DCIs to ensure holistic approach.
	• Professional Development
	  ○ 100% of staff and faculty have participated in three professional development sessions of Black/African American Student Achievement Initiative (B/AASAI)
	  ■ March 2019 session focused on a culturally relevant approach to behavior management.
	  ○ August 2018: Faculty professional development in PMSC (Preparing the Mind for Success and Competition)
	  ○ March 2019: Faculty professional development in PMSC (Preparing the Mind for Success and Competition)
	  ○ March 2019: 5th and 6th Grade teams participated in Autism Spectrum Disorder (ASD) professional development.
	• Increased RSP Case manager participation in student with IEPs restorative conferences (Upper School)

5. Complete 100% of the work on the ELD Activities project plan. Meet 100 % of the goals in the project plan.	•Continued school wide support and alignment of reclassification goals of ELD students •Growing understanding of reclassification criteria among teachers, parents and students

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	•ELAC committee continues to provide engaging, purposeful and meaningful meetings to further support all English Learners and families •ELPAC testing 100% completed for MS and US ELD students •Teachers and Staff successfully trained and proctored ELPAC speaking test •ELD teachers trained for ELPAC instructional support •Lexia (online learning tool) pilot was successfully implemented in specific ELD sections •Currently organizing this years reclassification ceremony •Professional Development opportunities for ELD coordinator
6. Complete Annual Report for GATE, Co/Extra-Curricular Activities, SPED, & ELD to articulate progress to goals.	• **Annual Report for GATE, Co/Extra-Curricular Activities, SPED, and ELD is in progress** • WASC Progress to Goals in the areas of GATE, Co/Extra-Curricular Activities, SPED, and ELD will be compiled in a single document along with Division Board Reports from the 2018-19 school year
7. **NEW:** Additional Goal added for Restorative Practices, Cultural Competency, and Social Emotional Learning. (Added to Upper School report in 2017-18)	**Restorative Justice** • 100% of Upper School faculty created and implemented classroom community agreements • 100% of Upper School student suspensions were only for illegal infractions • 100% of Upper School faculty departures have been addressed in departure circles with all students enrolled in impacted courses • DOS Office facilitated its first faculty and staff harm circle for a non-student event **Cultural Competency** • 100% of Upper School staff and faculty have participated in three professional development sessions of Black/African American Student Achievement Initiative (B/AASAI) • There has been a moderate decrease in suspensions of English Learner and Special Education students when comparing trends to the prior year **Social Emotional Learning** • 100% of Upper School staff and faculty have participated in three professional development sessions of Preparing the Mind for Success and Competition (PMSC) • 100% of Upper School students participated in drug and alcohol awareness education programming. Topics included: law education, healthy coping mechanisms, impact of decision making, and on and off campus resources • Upper School DOS Office facilitated drug and alcohol awareness programming for parents and guardians. • Upper School DOS Office participated in bi-weekly Coordination of Services Team (COST) meetings to facilitate and determine appropriate interventions for student support

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	• DOS Office facilitated student and parent/guardian attendance awareness and education programming

Refinements or recommendations for Year 6 Milestones (Based on Year 5 Milestones):

Upper School

Co/Extra-curricular

- Continue improving communication systems to provide students with information about opportunities and events
- Refine club proposal & approval process to move from a philosophy of increasing the number of clubs to increasing the quality of clubs (now that there is a thriving club environment on campus)
- Continue exploring opportunities for dedicated in-school time (e.g. Marlin Hour or class period) for key Clubs such as Yearbook & ASB
- Explore how to scale programs such as Adventure Trips, Study Trips & Community Service Day as the school grows

Middle School

Co-Curricular

1. Communication
    - Better communication and marketing of events to parents, students and staff
2. Engagement
    - Increase student and parent engagement for students and families who are not connected/show low involvement with activities and events
3. Academic Mentoring and Intervention
    - Continue to replicate and build on gains

Athletics

- Growth of Athletic program has continued and will continue as student population increases and more athletic facilities are built
- Marlin Athletic Council will help build student ownership and engagement of our student-athlete leaders which should carry over to teammates and the entire school population as everyone at MWA is a Marlin
- In Year 6 want to increase team participation in: away tournaments; community service; clinics for younger students; summer programs for our athletes and the surrounding community

Special Education

- SELPA Transition: Hiring, Staffing, Onboarding; Transition WCCUSD - El Dorado SELPA; Communication and messaging; Holistic inclusion of SPED into MWA
- Academic Achievement: Professional development of General Education teacher capacity; (Continuation) Differentiation, Scaffolding, and Accommodations; (Continuation) Priority Skill Building; Task Completion vs. Skill Building; Targeted Reading Intervention
- Behavior Students with IEPs: Implementation of Performance Indicator Review plan; Culturally relevant classroom behavior management for students with IEPs; Positive Behavior Interventions and Supports (PBIS); Increased collaboration of SPED and DOS
- Improved Implementation of IEPs: Professional development on how to serve students with increasingly diverse needs; Inclusion of SPED department in general education (PLCs, Grade Level teams, PD); ↑ Collaboration between SPED & general education

English Language Development

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Implementation of reclassification criteria
- (Continuation) Support instructional focus for teachers and staff to reclassification policy
- (Continuation) Messaging of reclassification policy to students, staff and families

ELD PD for Staff
- (Continuation) Differentiation, Scaffolding, and Accommodations
- (Continuation) Strengths Based Approach
- (Continuation) Focus on Instructional Strategies and lesson planning
- Focus staff PD and ELD support for LTEL (Long Term English Leaners) students
- Work closely with MS and US DCI to integrate and align ELD instructional support school wide
- Embed ELD coaching and support in tandem with coordinators, lead teachers, and consultants.

Math and PBL ELD alignment
- (Continuation) Meet with teams to further align ELD standards with math standards
- Identify PDs for ELD Math based support.

RFEP Monitoring
- (Continuation) Monitor RFEP students' academic progress
- (Continuation) Provide support for staff and families of RFEP students.

Upper School Intervention

Marlin Hour
- With more faculty and staff feedback provided before summer, the programming will likely align more with the interests of students and adults on campus
- Increasing enrichment opportunities that align with faculty and staff life dreams and goals will increase buy-in and positive emotion reactions to programming
- With more Professional Development opportunities, targeted instruction skills will increase for faculty, decreasing the skill gaps in students

Interventionists
- 100% of Intervention team has received at least three workshop/ professional development per semester→ Highly skilled professionals will increase the rate of improvement for students on a caseload

School Success Program
- Increasing family engagement before the end of Quarter 1 will increase attendance
- Tutors will continue to push into Marlin Hours (in a systematic way) to increase student performance in Math and ELA

Middle School Intervention

Continued progress monitoring of Academic Intervention Services
- Maintaining calendar alignment with the MWA Assessment Calendar
- Deepen collaboration between departments providing Student Support Service
- Triangulate student data to develop and monitor student growth goals

Continued DTI professional development
- Provide a cadence of DTI instructional strategy PD sessions

Data Analysis
- Establish and support DTI grade level growth goals
- Continue to embed analysis into teaching & learning cycle

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DTI Staffing

- Increase the number of Interventionists to support Tier 3 students

Social Emotional Learning

- In response to patterns in suspension, develop a monthly or bi-weekly male student group for targeted intervention on, but not limited to, the following topics: drugs, alcohol, coping, and healthy relationships
- Continue facilitating student and parent/guardian attendance awareness and education programming by making enhancements to the attendance marketing campaign
- Among faculty, staff, and students, raise awareness on the features of the Gaggle alert system, including education on content, keywords, and websites that will trigger alerts

Restorative Justice

- Partner and collaborate with Contra Costa County Office of Education on facilitating drug and alcohol awareness education and programming for all stakeholders

Cultural Competency

- In response to Black/African American students being historically disproportionately represented among students suspended, the DOS Office plans to facilitate professional development for faculty in the areas of classroom environment and intentional building of relationship systems

Year 6 Milestones (2019-20)

Milestone	Lead	Metric	Timeline
1. Formalized schedules, meetings, and milestones calendared for 2019-20 for WASC Self-Study	CEO & WASC Leadership Team	1. Summary Report of successes and challenges through 1st five years & presentations to constituent groups of summary data and analysis and survey data results	July – Sept. 2019
2. Met calendared meeting and review deadlines for all system plans and reviews as well as milestones within each system plan.	CEO & Exec. Team	2. Systems Project Plans - % complete of the activities as well as % of goals met	July – Aug 2019 July 2019 – April 2020
3. Comprehensive review of all systems as part of the WASC re-accreditation process through Home and Focus Group Reviews	WASC Leadership Team	3. WASC Self-Study	

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Goal 3: *Develop comprehensive college and career readiness pathways that build our students' capacity for success beyond high school.*

75%-100%	***50%-74%***	***0-49%***

Milestones Towards Goal – Year 5	Progress Against Milestones – Year 5
Post-secondary skills development · 100% of US students and faculty engage with multi-year skills development strategy	● **95% of Upper School students and faculty projected to engage with multi-year skills development strategy.** This figure is based on the number of students participating in one-on-one sessions or small group workshops with the Career Services Coordinator to identify their future field of work, capture their current extracurricular achievements, and to identify gaps in their resumes. It is also based on the number of faculty attending professional development sessions for Preparing the Mind for Success and Competition. ● In partnership with Frugé Psychological Associates, the Academy continued its work in developing the Life Dream as a postsecondary skill. Both divisions developed and implemented vertically-aligned and developmentally appropriate instruments for measuring student motivation levels. The Life Dream Strength Snapshot measures competencies in the areas of Capacity for Life, Flexibility, and Core Values. In the Upper School, student competencies in each area were measured by faculty advisors, who received professional development facilitated by the Dean of Students and the Director of College and Career Counseling to strengthen the Life Dream and motivation levels for each student. ● The competencies within the Life Dream Strength Snapshot focus on growth in six areas related to postsecondary success: considering and exploring different postsecondary options; centering on a pursuit in which increasing responsibility is possible; identifying bad habits, recognizing their impact, and replacing them with the right behaviors; developing an associate-level relationship with a mentor; participating in joining organizations that are aligned to personal values; and recycling their success by mentoring and encouraging others. ● All Upper School students are projected to participate in one-on-one sessions or small group workshops with the Career Services Coordinator to identify

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	their future field of work, capture their current extracurricular achievements, and to identify gaps in their resumes. Students are coached to pursue involvement in nine areas that are aligned to their future field of work: community service, clubs, arts, athletics, paid work, enrichment programs, leadership, internships, and a capstone project. ● For the second year in a row, the Academy offered Career Technical Education (CTE) courses for students interested in building foundational, post-secondary skills knowledge in the healthcare professions. The CTE program now includes courses for Introduction to Health Sciences, Medical Terminology, and Anatomy and Physiology as part of the CTE pathway for Patient Care. Additionally, Advanced Patient Care is proposed for AY 2019-20.
Curriculum · 75% of families, through survey data, know about all current curricular options and the impact of curricular choices on post-secondary pathways · Complete 75% of project plan tasks · Meet 100% target for AY5 project plan goals	● **78% of families, through survey data, know about all current curricular options and the impact of curricular choices on post-secondary pathways.** This figure is based on the number of Course Selection Forms which were returned to the Academic Advising Coordinator with signatures from parents or guardians. ● **80% of project plan tasks completed, with 100% target for AY5 project plan goals met.** ● The course offering for the Academy was enhanced in several key areas to further advance academic achievement for all learners. The Course Selection Form highlighted our proposed expansion of the Advanced Placement (AP) program, with the possibility of offering AP English Language and Composition, and AP Spanish Language and Culture. AP Potential results from this year informed these proposed additions. This proposal would expand upon the current offering which includes AP United States History, AP United States Government, AP Calculus AB, AP Biology, AP Statistics, and AP Psychology. This year, AP Spanish Language and Culture will also be administered to interested students enrolled in Spanish III. All students have access to express their interest in participating in the AP program, without barriers such as teacher recommendation or minimum GPAs. ● AP and CTE Showcases, presented to Upper School students during Advisory, highlighted the course offerings within these programmatic areas. A weeklong tabling event occurred during breaks to answer student questions about AP and CTE courses. ● All juniors received twice-weekly SAT preparation in Math and Evidence-Based Reading and Writing using the College Spring curriculum during Advisory.
Post-secondary pathways awareness and exposure	● **Of Upper School students who have participated in a one-on-one session or small group workshop with the Career Services Coordinator,**

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· 75% or more students, through survey data, show high level of awareness of post-secondary pathways	**approximately 85% of students demonstrate an awareness of post-secondary pathways and are able to identify a post-secondary major that is related to their intended field of work.** The sessions focus on identifying elements of students' desired future quality of life, and calculating their needed annual salary to support that aspiration. The workshop then lead students through an exercise in which they explore different career industry sectors that could potentially yield their target annual salary. ● A number of career specialization opportunities have been presented to Upper School students: an estimated 93 students participated in a psychology-themed presentation with Cynthia Muro from UC Davis; a projected 75 students will participate in a psychology-themed presentation with Cynthia Pickett from UC Davis; a projected 75 students will participate in a psychology-themed presentation with Camelia Hostinar from UC Davis; a projected 24 students will participate in a pharmaceutical-themed presentation with Paulina Barranco Morales from Bayer; a projected 16 students will participate in a marketing-themed presentation with Chris Strachan; 18 students participated in a bioengineering-themed presentation with Dr. Tracey Fanera; a projected 20 students will participate in a bioengineering-themed presentation with Lily Shang from UC Berkeley. ● Two formal, one-on-one informational interviews were arranged between Wave-Makers and Dr. Tracey Fanera, a bioengineer, and Christians Sanez, an electrician. ● An estimated 85 students participated in a study trip to the San Francisco Exploratorium related to their enrollment in the Psychology and Sociology online course. ● Approximately 85% of sophomores attended a study trip to one of the following college campuses: Sonoma State University or University of California (UC) Davis. Similarly, approximately 85% of juniors attended a study trip to one of the following college campuses: San Francisco State University or California State University, East Bay. ● Approximately 15 students from the Middle School and Upper School attended the Black College Expo at the Oracle Arena, which featured over 50 colleges. ● During Spring Break, a four-day tour to Southern California, available to the 30 highest academically achieving juniors, will give students the opportunity to tour Pitzer College, Occidental College, University of Southern California, University of Redlands, San Diego State University, University of San Diego, and California State University, San Marcos. ● In the spring, the College Spring program featured weekly lessons led by college students who served as peer mentors for post-secondary pathways awareness and exposure for all juniors. ● All 10th and 11th grade students as well as identified 9th grade students were

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	individually invited to attend at least one visit with a college admissions officer with the option to request to visit any additional schools in which a student was interested. ● All students in 9th-11th grade are projected to meet with the College and Career Counseling Coordinator to understand University of California and California State University guidelines on admissions eligibility, and to identify their own personal projected eligibility status for these post-secondary institutions. ● In an effort to increase the number of seniors matriculating to private or out-of-state public colleges or universities, a marketing campaign featuring 16 "Spotlight Schools" was piloted. The Spotlight Schools target institutions which report having high four-year graduation rates, small classroom sizes, and meet at least 90% of demonstrated family financial need. These are also institutions which are generous with admissions for "middle scoring" academic profiles of applicants.
Family outreach · College & Career staff attend 100% of family events · 100% of Upper School families receive communication at least semi-annually	● **College and Career Counseling staff are planned to attend 100% of Upper School Parent Meetings, Board Meetings, and evening events hosted by the CCC or CAP.** ● **100% of all Upper School families received multiple mailings** with information regarding: academic credit standing, including advance notice of possible grade-level retention due to credit recovery needs; college list building for senior families; standardized test preparation opportunities, including SAT boot camps and Khan Academy, for supplemental preparation; the availability of AP exam administration for all students, regardless of whether or not the corresponding AP course is offered at Making Waves Academy; notice of online learning as the primary method of instruction for identified courses, including goals and objectives of courses, timelines, and supports available to ensure student success; enrichment programs and extracurricular activity opportunities. ● Among students identified as being "in danger of retention" based on their academic credit standing, 100% of families received advance notice from the Academic Advising Coordinator, as well as information regarding interventions and resources available to support academic progress. ● Workshops were offered, or plan to be offered, to families, including Middle School families, during Saturday Parent Meetings and Coffee Talks on college and career readiness topics, including: admission eligibility requirements for University of California and California State University campuses; reasons for encouraging families to consider private and out-of-state public colleges and universities for their children; life skills to help children prepare for independent lives after high school; a workshop to help families identify the needs which are fulfilled by their college-going children, and strategies to have

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	those needs fulfilled in other ways, in an effort to help families prepare for letting their children go out-of-area for college; Career Technical Education pathways for students interested in healthcare professions; course selection; notice of online learning as the primary method of instruction for identified courses, including goals and objectives of courses, timelines, and supports available to ensure student success; credit standing. ● Students in courses for which online learning is the primary method of instruction received regular calls home to provide updates regarding student progress, especially in cases where course failure is likely. ● Family signatures were required for: student course selection for all students, and post-secondary plans and college lists of rising graduates. ● Face-to-face Spanish language interpretation provided, in part, by the Career Services Coordinator.
Test preparation · 75% or more of students participate in regular pre-, concurrent, and post-preparation and meet test prep plan goals	● **85% of juniors are on track to having participated in regular pre-, concurrent, and post-preparation** for the SAT, as measured by the share who have taken a PSAT at the start of the school year, have taken at least one full-length mock SAT exam through the College Spring program throughout the school year, and are on track to take the official SAT exam this May. ● The SpringBoard curriculum in English Language Arts and Mathematics classrooms is at the heart of our school's test preparation strategy for college entrance exams. SpringBoard is published by the College Board, the makers of the SAT and PSAT, which test English and Math. The PSAT is administered annually during the school day to Wave-Makers in Grades 8, 9, 10, and 11 -- and, additionally, this year was the first year we offered the Official SAT, at Making Waves Academy, to students in Grades 12. In total, this year we offered the full suite of PSAT and SAT assessments to 480 students on the same day -- testing 97.4% of our total enrollment in those grade levels. ● This year, 98% (80 of 81) of rising graduates took at least one attempt at the SAT or ACT during either their junior or senior years. ● In January, a College Readiness Summit was called by the Upper School Director in an effort to use results from the PSAT and SAT to inform instruction. The College and Career Counseling Coordinator and Data and Assessment Coordinator hosted the College Readiness Summit for Upper School Leadership. The summit nurtured the idea that college readiness, as it relates to standardized tests, is a shared responsibility across departments. We see this summit as a critical piece in creating a climate in which a commitment to college access can thrive. Plans to take the summit to faculty are in motion. ● Supplemental preparation for the PSAT and SAT are planned to begin for

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	students in Grade 10. Starting last summer, College and Career Counseling began to host "Khan-a-Thons," campaigns to encourage students to utilize Khan Academy within short "sprints" of time. Over 100 students across Grades 9-12 enrolled in supplemental test preparation for the SAT through Khan Academy, an adaptive learning platform based on individual PSAT score performance. We are trying different approaches to best engage students through Khan Academy. ● Year-long supplemental SAT instruction is offered weekly to students in Grade 11 during the Advisory period through College Spring, a three-year partner to Making Waves. College Spring offers juniors three full-length mock SAT exams, which are administered on Saturdays at Making Waves, and near-peer mentoring during the spring semester. ● Our recent contract renewal for an 18-hour, on-campus SAT group course, provided by Revolution K12, is meant to increase scores of up to 25 of our highest-scoring juniors in advance of their first attempt at the Official SAT this May. A fall SAT boot camp was offered to targeted seniors needing to increase scores to meet minimum CSU eligibility requirements through the same vendor. ● In our continuing effort to engage all learners, College and Career Counseling has identified juniors who may naturally score higher on the ACT versus the SAT through a diagnostic exam offered in December 2018. 20 juniors attended a full-length mock ACT exam. 18 seniors were registered for an official ACT exam administration. An official ACT planned to be offered to all seniors at Making Waves Academy, however, the administration was cancelled, nationwide, due to a security breach. The ACT is widely accepted as an alternative college admissions exam to the SAT. While students are made aware that they may opt-in to taking the ACT in addition to the SAT, College and Career Counseling is building-out more robust programming that actively identifies those students who may naturally score higher on the ACT, directs them towards supplemental resources to prepare for the ACT, and provides registration for the Official ACT exam. ● Two full-length official SAT exams were offered at Making Waves Academy for students needing disability accommodations.
Enrichment opportunities · 25% growth in opportunities database with at least 5% coming from non-CCC community members · 100% of US students receive information at least semi-annually about co-curricular opportunities and their impact on post-secondary pathways	● **The enrichment opportunity database, maintained by the Career Services Coordinator, was expanded by approximately 80%, with the addition of 66 summer programs and 14 internship opportunities**, which are shared with all Upper School students through Google Drive. ● **In January, 100% of all Upper School students received information about opportunities for extracurricular activities and their impact on post-secondary pathways. Additionally, a summer showcase is planned to occur in Advisories for 100% of Upper School students, giving them**

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· 50% of US students have participated in at least one optional co-curricular opportunity	**the platform to share their summer extracurricular activity plans with their peers.** ● Of Upper School students who have participated in a one-on-one session or small group workshop with the Career Services Coordinator, **a projection of 70% of students will have participated in a least one optional extracurricular activity in the pursuit of developing their resumes.** ● A number of Upper School students have been targeted for presentations on enrichment opportunities: approximately 105 students in Grade 9 participated in a presentation with Anne Sawiris about SMASH, a three-year STEM-intensive residential college prep program that empowers students to pursue STEM careers; 6 students participated in a presentation with Akeem Brown about the Hidden Genius Project, a program that trains and mentors black male youth in technology creation, entrepreneurship, and leadership skills; 22 students participated in a presentation about Youth Bridge, a year-round youth development program with Alta Bates Summit Medical Center to encourage students to pursue healthcare professions; 7 students were targeted to interview for Girls State and 3 students were targeted to interview for Boys State – summer leadership and citizenship programs meant to guide students to become knowledgeable stewards of freedom and democracy, sponsored by the American Legion Auxiliary and the American Legion, respectively. ● Multiple application workshops, hosted by the Career Services Coordinator, were held after school to assist students in the completion of enrichment program applications. ● In the fall, the Associate Director of College and Career Counseling met with small groups of identified rising graduates to discuss special scholarships and fly in opportunities. Similar programming was held for groups of identified juniors this spring.
Individual self-assessment, goal-setting, and guidance · 75% of US students participate at least semi-annually in progressive self-assessment, goal-setting, and guidance	● **95% of Upper School students are projected to have received multiple one-on-one or small group sessions with College and Career Counseling staff in progressive self-assessment, goal setting, and guidance.** ● Adopting an agile collaboration approach contributed to a sharp increase in our offering of required counseling activities – the College and Career Center nearly tripled the amount of individualized, one-on-one counseling that seniors received this year compared to 2014-15 and 2015-16 levels, allowing for more focused increases in college access. This year, approximately 85% of seniors were projected to be admission-eligible for UC and CSU, representing a three-year high for senior eligibility to public colleges and universities in California. ● College and career counseling was differentiated through six pathways across University of California, California State University, and California Community College eligibility groups based on published guidelines regarding combined GPAs and SAT or ACT scores. Additional services were provided to targeted

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	sub-groups within each eligibility pathway for special education students, students receiving services from a Social Worker, Black or African American students, and our highest academically achieving students. ● All rising graduates met one on one with the Associate Director of College and Career Counseling to discuss their postsecondary plan, which mirrors the Chicago Public Schools' requirement for each high school graduate to demonstrate proof of admittance for: higher education; military enlistment; job program; trade pre-apprenticeship or apprenticeship; gap-year program; current job or job offer. ● By the end of the year, students in Grade 9 and 10 will have met with both the Career Services Coordinator and College and Career Counseling Coordinator to discuss post-secondary pathways and desired fields of work in small-group settings; students in Grades 11 and 12 will have had multiple one-on-one sessions with the College and Career Counseling Coordinator, the Career Services Coordinator, and the Associate Director of College and Career Counseling to discuss post-secondary pathways, desired fields of work, and preliminary college list building. The Academic Advising Coordinator meets with all students identified as being "in danger of retention" based on academic credit standing, including all seniors identified as having "credit recovery needed" in advance of the June graduation ceremony.
Professional development · 100% of faculty and key staff participate in an annual, progressive professional development cycle	● **Approximately 90% of Upper School faculty and key staff participated in college and career readiness professional development sessions during August Professional Development, hosted by the Director of College and Career Counseling.** ● Multiple year-long professional development sessions for SAT preparation for juniors was hosted by the College and Career Counseling Coordinator and College Spring for Junior Advisors. Each advisor also participated in classroom observations and debriefs with College Spring. ● The first College Readiness Summit was hosted for Upper School Leadership by the College and Career Counseling Coordinator in collaboration with the Data and Assessment Team. The focus was providing information about "college ready" versus "competitive." ● Conferences attended by College and Career Counseling include: PowerSchool University for Master Scheduling; Linked Learning Conference for Career Services; Preparing the Mind for Success and Competition for Social and Emotional Learning; and National Partnership for Educational Access for sharing best practices.
MWA-MWCAP transition program · 100% of US students receive information about MWCAP services	● **100% of Upper School students are planned to receive information about the Making Waves CAP program in advance of the Senior Send-off Assembly.**

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· 100% of Academy graduates participate in Summer Bridge	● **100% of graduates are planned to participate in the Summer Bridge program through CAP.** ● In partnership with the College and Alumni Program, the College and Career Center facilitated an end-to-end high school to postsecondary transition for all graduates, with approximately 75% expected to matriculate to four-year institutions, and approximately 20% expected to matriculate to a two-year institution initially. ● Throughout the academic year, the College and Alumni Program met monthly with the College and Career Center for student case management, strategic planning, and operational needs ● Associate Director of College and Career Counseling facilitated increased collaboration between the College and Alumni Program and the SPED Coordinator, Social Worker, Deans of Students, and faculty advisors of seniors. ● In partnership with the College and Alumni Program, the College and Career Center will host a series of workshops to enroll all two-year bound graduates into community colleges and requisite coursework. ● College and Career Center Coordinator will facilitate a series of community college study trips for two-year bound graduates. ● Coaches from the College and Alumni Program served as chaperones on the sophomore study trips to UC Davis and Sonoma State University and the junior study trips to San Francisco State University and California State University, East Bay, where they arranged for current Wave-Makers to meet with former Wave-Makers on each campus.

Proposed Refinements/Recommendations for Year 6 Milestones – Based on Year 5 Milestones:

- Seeking to strengthen the learning outcomes of advisory by forming a design team with multiple stakeholders
- Increase family awareness of curricular options and their impact on post-secondary pathways through a course catalog
- Refine dual enrollment program so that more students are able to fulfill graduation requirements through outside institutions
- Plan, implement, and execute PD opportunities for Upper School and Middle School faculty and staff
- Fully utilize the study trip budget line through college campus and workplace visits
- Strengthen plans to increase students' awareness of post-secondary pathways, including a marketing campaign that highlights a spectrum of post-secondary success
- Adopt a vertically-aligned, Middle School to Upper School sequence for post-secondary pathways awareness, adhere to model, and monitor programming

Year 6 Milestones (2019-20)

Milestone	Lead	Metric	Timeline

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Post-secondary skills development • Comprehensive review of student skills and student, family, and staff survey data Curriculum • Comprehensive review of student access and achievement data for college- and career-level courses from previous AYs Post-secondary pathways awareness and exposure • Comprehensive review of student access to and impact of pathways awareness and exposure programming from previous AY Family outreach • Comprehensive review of family perception, knowledge, and access data • College & Career staff member attends 100% of family events Test preparation • Comprehensive review of student test scores on all college entrance and related exams from previous AY Enrichment opportunities • Comprehensive review of student access to enrichment opportunities from previous AYs Individual self-assessments, goal-setting, guidance • Quarterly self-assessment and goal-setting system in place for Upper School students • Establish progressive individual college & career guidance system Professional development • Review professional development feedback from previous AYs, revise professional development annual plan • Explore differentiated professional development models 1. MWA-MWCAP transition program • Comprehensive review of transition program surveys and student success data 2.Scope and sequence plan for college and career readiness • Working draft spanning 7th-12th including current class variations 3. Formalized schedules, meetings, and milestones calendared for 2019-20 for WASC Self-Study 4.Met calendared meeting and review deadlines for all project plans and reviews as well as milestones within each project plan.	Dir. of CCC, CEO, Div. Dirs., faculty leads CEO, Dir. of US, Dir. of CCC Dir. of CCC with CEO and Dir. of US Dir. of CCC Dir. of CCC with CEO, Dir. of US, D&A Dir. of CCC Dir. of CCC with Dir. of US and CEO Dir. of CCC with Dir. of	skills project plan, perception and knowledge surveys, college and career readiness assessments Curriculum project plan, class-based assessment data Awareness and exposure project plan, student perception and knowledge survey data Master communications calendar, visibility project plan, family surveys Test preparation and administration project plan, % meeting college readiness benchmarks on multiple assessments Enrichment opportunities database, communication project plan Post-secondary pathways software PD calendar, PD project plan	December 2019 May 2020 January 2020 February 2020 May 2020 January 2010 Quarterly - August 2019 August 2019 December 2019 June 2020

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5.Comprehensive review of all systems as part of the WASC re-accreditation process through Home and Focus Group Reviews	US Dir. of CCC and Dir. of MWCAP Dir. of CCC with CEO, Div. Dirs. CEO & WASC Leadership Team CEO & Exec. Team WASC Leadership Team	1.MWA-MWCAP transition project plan 2.Scope and sequence plan 3.Summary Report of successes and challenges through 1st five years & presentations to constituent groups of summary data and analysis and survey data results 4.Project Plans - % complete of the activities as well as % of goals met 5. WASC Self-Study	July – Sept. 2019 July – Aug 2019 July 2019 – April 2020

Making Waves Academy

WASC Executive Review Committee Meeting

May 7, 2019

Goal 1

Formalize Systematic Reviews

Goal 1: Accomplishments

100% completion of technology work including:

Implementation of 1:1 initiative

Implementation of usage dashboard to assess efficacy of online programs

Restorative Justice Implementation across the Academy

Merging of MS/US Student-Parent/Guardian Handbooks into one MWA Student-Parent/Guardian Handbook

Successful kick off for Self-Study Year

Goal 1: Challenges

- Updating systems & protocols in the midst of construction and moves
- Focus on expansion and growth in Richmond and Pittsburg diverted energy that would have been spent evaluating and refining current systems in Richmond
- Changing political landscape for charters has added a new layer of complexity to areas across the entire organization: school, MWAS, MWA Board, etc.

Goal 1: Yr. 5 Reflections/ Yr. 6 Priorities

Reflections

- Change is the new constant, so continue working with our staff and faculty to acclimate them to our new normal
- Document all of the great work we do and look for points of collaboration/efficiency so that we can work smarter not harder
- Continue to place students at the center of our decision-making and actively work with our stakeholders to systemize this approach across the organization
- Move past compliance and also focus as much on achieving excellence

Priorities

- Utilize the WASC process as a reflection tool for our internal stakeholders not necessarily the WASC reviewers
- Continue documenting our current practices so that we can evaluate and refine them
- Onboarding of key positions (CFO, CLIO, Head of School, MD of HR)
- Strategizing for growth in new charter landscape

Goal 2
SupportAll Learners

Middle School Co-Curricular

Goal 2: Co-curricular Accomplishments

Academic Mentoring & Interventionist Support

1. DTI strategies modeled and implemented during the After School Extended Day period
2. Students receiving academic mentoring from Interventionists showed marked improvement

Black Student Achievement Initiative (BAASAI)

1. Connected academic accomplishment with participation in BAASAI events
2. Second Annual Family Dinner & Academic Excellence Awards, FIlm Night, study trip

Implementing Technology

1. Implemented One to One Chromebooks throughout MWA, embedding use into DREAM & Saturday Academy using ST Math, Lexia, Quill, and Storybird platforms to individualize student learning
2. Continued use of 5-Star Students to ensure accuracy of attendance in DREAM
3. Held Parent Portal trainings and workshops to support parents with One-to-One implementation

IncreasedOpportunities

1. Second Annual Book Prom for students achieving Accelerated Reader Goal

Goal 2 Co-Curricular Challenges

Discipline

Volume of disciplinary referrals has increased and remains persistently high for select few students; prevents participation in athletics; overrepresented in DTI

a. 2017-18 20 most referred students 427 total referrals, over 33% of total
b. 2018-19, 10 most referred students 416 total referrals, 17.5% of total (2375)

Communication

Communication with families continues to be a challenge; marketing and communicating the programming to families can be improved through daily bulletin, weekly wave, the MWA website and other venues

Goal 2: Co-Curricular Priorities

1. Communication

Better communication and marketing of events to parents, students and staff

2. Engagement

Increase student and parent engagement for students and families who are not connected/show low involvement with activities and events

3. AcademicMentoring and Intervention

Continue to replicate and build on gains

Middle School Intervention

Goal 2: Intervention Accomplishments

Differentiated Tiered Instruction	Academic Intervention Services
1. Revised DTI manual 2. KPIs focus on mastery of content standards as evidenced by formative (ANET) or summative (SBAC) assessment 3. Analyzed Tier 3 student performance on ANET benchmarks 4. Used benchmark data to recommend reteach strategies 5. Academic mentoring with two interventionists serving 8-10 students each	1. AIS focus on mastery of standards 2. AIS calendar aligned to benchmarks 3. Made specific connections for participants to connect roles with academic growth/mastery of standards 4. Expanded AIS participants to include College & Career, US Dean & additional teacher participants to mirror MS participation

Goal 2: Intervention Challenges

Limited cadence of meetings with DTI instructors to:	DTI Course Composition, Staffing & Scheduling
1. Develop shared understanding of prerequisite standards required to access grade level content 2. Establish & monitor individual growth goals for Tier 3 students 3. Support intentional interdisciplinary instruction during Content Based Boos Classes	1. Tier 3 Math & ELD class sizes in 5th/6th grade larger than in 7th/8th 2. Algebra I and 8th Grade Tier 3 math taught simultaneously, therefore Tier 3 math students not taught by 8th grade core day instructor 3. DTI Support limited; 2 interventions serve 4 grade levels

Goal 2: Intervention Reflections & Priorities

Priority	Focus Areas
Continued progress monitoring of Academic Intervention Services	1. Maintaining calendar alignment with the MWA Assessment Calendar 2. Deepen collaboration between departments providing Student Support Services 3. Triangulate student data to develop and monitor student growth goals
Continued DTI professional development	1. Provide a cadence of DTI instructional strategy PD sessions
Data Analysis	1. Establish and support DTI grade level growth goals 2. Continue to embed analysis into teaching & learning cycle
DTI Staffing	1. Increase the number of Interventionists to support Tier 3 students

Upper School
Co-curricular

Accomplishments

- Strong program continuation despite disturbances that could have disrupted programs (e.g. Director of Student Activities maternity leave, move between buildings, financial policy changes, student-leader departures, etc.)

- Strong student engagement in Club Environment
  - At least 73% of students have attended at least one club meeting this year
  - *Approximately* 20% of students are actively involved in clubs (attending at least 75% of a club's meetings)

- Systems for proposing events, fundraisers, & study trips are well established and used with fidelity

Challenges

- 5-Star Students data system not maintained with fidelity while Director of Student Activities (DSA) was on maternity leave

- Transfer of programs to new (temporary) space has taken significant staff time, and diverted DSA attention from other priorities

- Communication about events and activities on campus needs continued refinement

Reflections and Year 6 Priorities

- Continue improving communication systems to provide students with information about opportunities and events

- Refine club proposal & approval process to move from a philosophy of increasing the number of clubs to increasing the quality of clubs (now that there is a thriving club environment on campus)

- Continue exploring opportunities for dedicated in-school time (e.g. Marlin Hour or class period) for key Clubs such as Yearbook & ASB

- Explore how to scale programs such as Adventure Trips, Study Trips & Community Service Day as the school grows

Upper School Athletics

Accomplishments

- Contracting of a Certified Athletic Trainer who works with our Athletes and coaches on injury prevention, injury recovery, strength training, and more.
- Marlin Athletic Council established to discuss the role of Athletics, address athlete concerns, offer suggestions for improving Athletics, and celebrate Athletics and athletes in the Upper School as well as to learn student leadership skills to become better team and school leaders.
- Completion and opening of a Gym and athletic field on campus giving our teams a place to practice and play on campus as well as increasing attendance at games since these games (in the Gym) are now an on-campus activity.
- Quarterly Athletic Director giving season recaps, notable successes and summarized grade information about each team.

Challenges

- Athlete engagement, investment, and ownership of the their teams:
  - attendance at practice and games
  - completing end of season team evaluations
  - athletes holding teammates accountable
  - Hope is Marlin Athletic Council will help team leaders build this with teammates
- Publicizing and available information of the Athletic program on school website
  - challenges posting games/practice schedules and other important team information as well as general athletic information (forms, protocols, etc .)
  - Working around this by using Canvas webpage for athletic teams

Reflections and Year 6 Priorities

- Growth of Athletic program has continued and will continue as student population increases and more athletic facilities are built
- Marlin Athletic Council will help build student ownership and engagement of our student-athlete leaders which should carry over to teammates and the entire school population as everyone at MWA is a Marlin

- In Year 6 want to increase team participation in:
  - away tournaments
  - community service
  - clinics for younger students
  - summer programs for our athletes and the surrounding community

Upper School Intervention

Accomplishments

- Marlin Hour
  - 100% of staff and faculty who attended a Marlin Hour focus group to provide feedback and suggested guidance for future programming
  - Student feedback was collected to adapt the structure of the program
  - 100% of MH class periods observed at least twice per quarter
- Interventionists
  - 100% of students on a caseload have received at least 5 family communications per quarter
  - 100% of Intervention team has received at least one workshop/ professional development per semester
- School Success Program
  - Tutors have increased student grades by 10% on average through Marlin Hour push ins, pull outs, and after school work

Challenges

- Marlin Hour
  - Targeted Intervention strategies (small group work, data-informed assignments, etc.) are not consistent throughout all sections, noted in observation data
  - Student and faculty emotions towards programming are 60% through the emotional reaction cycle, based on survey data
- Interventionists
  - Without structured blocks built into the bell schedule (classroom with students assigned, similar to an RSP classroom) students and teachers assume the availability of Interventionists, creating an influx of students who are out of class
- School Success Program
  - For Quarter 3, eleven students per data on average are attending SSP, despite family outreach efforts

Reflections and Year 6 Priorities

- Marlin Hour
  - With more faculty and staff feedback provided before summer, the programming will likely align more with the interests of students and adults on campus
  - Increasing enrichment opportunities that align with faculty and staff life dreams and goals will increase buy-in and positive emotion reactions to programming
  - With more Professional Development opportunities, targeted instruction skills will increase for faculty, decreasing the skill gaps in students
- Interventionists
  - 100% of Intervention team has received at least three workshop/ professional development per semester → Highly skilled professionals will increase the rate of improvement for students on a caseload
- School Success Program
  - Increasing family engagement before the end of Quarter 1 will increase attendance
  - Tutors will continue to push into Marlin Hours (in a systematic way) to increase student performance in Math and ELA

Upper School

Restorative Practices, Cultural Competency, a Social Emotional Learning

(Added in 2017-18)

Accomplishments

Restorative Justice

- 100% of Upper School faculty created and implemented classroom community agreements
- 100% of Upper School student suspensions were only for illegal infractions

Cultural Competency

- 100% of Upper School staff and faculty have participated in three professional development sessions of Black/African American Student Achievement Initiative (B/AASAI)
- There has been a moderate decrease in suspensions of English Learner and Special Education students when comparing trends to the prior year

Social Emotional Learning

- 100% of Upper School students participated in drug and alcohol awareness education programming. Topics included: law education, healthy coping mechanisms, impact of decision making, and on and off

Challenges

Restorative Justice

- Drug and Alcohol Awareness

Cultural Competency

- Black/African American Students Disproportionately Suspended

Social Emotional Learning

- Suspension
- Attendance
- Digital Citizenship and Gaggle

Reflections and Year 6 Priorities

Restorative Justice

- Partner and collaborate with Contra Costa County Office of Education on facilitating drug and alcohol awareness education and programming for all stakeholders

CulturalCompetency

- In response to Black/African American students being historically disproportionately represented among students suspended, the DOS Office plans to facilitate professional development for faculty in the areas of classroom environment and intentional building of relationship systems

Social Emotional Learning

- In response to patterns in suspension, develop a monthly or bi-weekly male student group for targeted intervention on, but not limited to, the following topics: drugs, alcohol, coping, and healthy relationships
- Continue facilitating student and parent/guardian attendance awareness and education programming by making enhancements to the attendance marketing campaign
- Among faculty, staff, and students, raise awareness on the features of the Gaggle alert system, including education on content, keywords, and websites that will trigger alerts

Special Education

Accomplishments

- Differentiated SPED professional development for returning faculty
- ↑ Collaboration and effective implementation of accommodated assessments (SBAC, ICAs, ANET, SAT, APs)
- ↑ Increased participation of SPED department in SST meetings and general education tiered intervention
- 100% referrals for evaluation and assessment, IEPs, and triennial evaluations have been submitted on time and in compliance in accordance with special education law
- ↑ Collaboration with CCC (SAT, PSAT, AP, student scheduling, post-secondary transition planning)
- ↑ Early intervention, communication, and response to students with IEPs not making adequate progress to goals
- Remediation of material used in general education class during pull out support period/DTI RSP
- 100% of 12th grade students on track to graduation (June 2019)
  - 80% of graduating seniors accepted into 4 year universities

Challenges

- Aug-October: Lapse in WCCUSD SPED coverage and support (Program Specialist, Director of SPED)
- ↑ MS RSP caseload size
- Impact of increased caseload and schedule structure limitations with 1 RSP teacher (MS)
- Behavior and discipline of students with IEPs
- RSP classroom space during "the move"
- Academic achievement gap students with IEPs and their general education peers (SBAC, ANET, SAT & college readiness indicators)
- High level student needs and student crisis management

Reflections and Year 6 Priorities

Priority	Focus Areas
SELPA Transition	•Hiring, Staffing, Onboarding •Transition WCCUSD à El Dorado SELPA •Communication and messaging •Holistic inclusion of SPED into MWA
Academic Achievement	•Professional development of General Education teacher capacity •(Continuation) Differentiation, Scaffolding, and Accommodations •(Continuation) Priority Skill Building •Task Completion vs. Skill Building •Targeted Reading Intervention
Behavior Students with IEPs	•Implementation of Performance Indicator Review plan •Culturally relevant classroom behavior management for students with IEPs •Positive Behavior Interventions and Supports (PBIS) •Increased collaboration of SPED and DOS
Improved Implementation of IEPs	•Professional development on how to serve students with increasingly diverse needs •Inclusion of SPED department in general education (PLCs, Grade Level teams, PD) • ↑ Collaboration between SPED & general education

English Language Development

Accomplishments

1. Continued school wide support and alignment of reclassification goals of ELD students
2. Growing understanding of reclassification criteria among teachers, parents and students
3. ELAC committee continues to provide engaging, purposeful and meaningful meetings to further support all English Leaners and families
4. ELPAC testing 100% completed for MS and US ELD students
5. Teachers and Staff successfully trained and proctored ELPAC speaking test
6. ELD teachers trained for ELPAC instructional support
7. Lexia (online learning tool) pilot was successfully implemented in specific ELD sections
8. Currently organizing this years reclassification ceremony
9. Professional Development opportunities for ELD coordinator

Challenges

1. Navigating Academy goals, expectations and time constraints of ELD department with US and MS
2. Adjusting all ELD students, parents and staff to new reclassification policies
3. Gathering incoming academic data(i.e. ELPAC, SBAC, etc.) from newly enrolled students
4. Due to contextual and proximal factors, meeting with teachers and staff was a constant challenge.
5. Increased number of ELD students in MS 5 th and 6 th grade classes affected ELD designated support class sizes.
6. Adjusting to the programmatic needs of US ELD students

Goal 2: ELD Reflections & Year 6 Priorities

Priority	FocusAreas
Implementation of reclassification criteria	• (Continuation) Support instructional focus for teachers and staff to reclassification policy • (Continuation) Messaging of reclassification policy to students, staff and families
ELD PD for Staff	• (Continuation) Differentiation, Scaffolding, and Accommodations • (Continuation) Strengths Based Approach • (Continuation) Focus on Instructional Strategies and lesson planning • Focus staff PD and ELD support for LTEL (Long Term English Leaners) students • Work closely with MS and US DCI to integrate and align ELD instructional support school wide • Embed ELD coaching and support in tandem with coordinators , lead teachers, and consultants.
Math and PBL ELD alignment	• (Continuation) Meet with teams to further align ELD standards with math standards • Identify PDs for ELD Math based support.
RFEP Monitoring	• (Continuation) Monitor RFEP students academic progress • (Continuation) Provide support for staff and families of RFEP students.

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Goal 3
Collegeand Career Readiness

Accomplishments

- **Post-secondary skills development**
  - Resume development through Career Services, CTE courses in healthcare
- **Post-secondarypathways awareness and exposure**
  - Most students demonstrating an awareness of post-secondary pathways
- **Family outreach**
  - CCC staff present at all Parent Meetings, Board Meetings, and CAP events
- **Test preparation**
  - Differentiated test prep for juniors; PD for Upper School Leadership
- **Enrichment opportunities**
  - Summer Showcase to share summer extracurricular activity plans
- **Individual self-assessment, goal-setting, and guidance**
  - All Upper School students receiving multiple 1:1 or small-group sessions
- **Professional development**
  - College Readiness Summit for Leadership; August PD for faculty and staff
- **MWA-MWCAP transition program**
  - End-to-end transition, approx. 75% four-year; 20% community college

Challenges

- **Curriculum**
  - Seeking to strengthen the learning outcomes of advisory
  - Refine dual enrollment program so that more students are able to fulfill graduation requirements through outside institutions

- **Post-secondary pathways awareness and exposure**
  - Fully utilize the study trip budget line through college campus and workplace visits

Reflections and Year 6 Priorities

- **Curriculum**
  - Strengthen the learning outcomes of advisory
  - Refine dual enrollment program so that more students are able to fulfill graduation requirements through outside institutions
  - Increase family awareness of curricular options and their impact on post-secondary pathways through a course catalog
- **Professional development**
  - Plan, implement, and execute PD for US and MS faculty and staff
- **Post-secondary pathways awareness and exposure**
  - Fully utilize the study trip budget line
  - Strengthen plans to increase students' awareness of post-secondary pathways, including a marketing campaign that highlights a spectrum of post-secondary success
  - Adopt a vertically-aligned, Middle School to Upper School sequence for post-secondary pathways awareness, adhere to model, and monitor programming

Thank you!