



Making Waves Academy

Spring CIRAC & WASC Meeting

MWA spring WASC & Curriculum and Instruction Review Advisory Committee meeting.

Date and Time

Friday April 18, 2025 at 9:30 AM PDT

Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/92100710845?pwd=H6bocA2yrSi1bRbeEFNgIXboVEtqiW.1>

Passcode: 509135

Or One tap mobile :

+16699006833,,92100710845#,,,,*509135# US (San Jose)

+16694449171,,92100710845#,,,,*509135# US

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

+1 669 900 6833 US (San Jose)

+1 669 444 9171 US

+1 719 359 4580 US

+1 253 205 0468 US

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 301 715 8592 US (Washington DC)

+1 305 224 1968 US

+1 309 205 3325 US

+1 312 626 6799 US (Chicago)

+1 360 209 5623 US

+1 386 347 5053 US

+1 507 473 4847 US

+1 564 217 2000 US
+1 646 931 3860 US
+1 689 278 1000 US
+1 929 436 2866 US (New York)

Webinar ID: 921 0071 0845

Passcode: 509135

International numbers available: <https://mwacademy.zoom.us/j/92100710845>

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

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

Public Comment

- The public may address the MWA Board regarding any item within the subject-matter jurisdiction of the MWA governing board.
- Under Public Comment for Special Committee Meetings, members of the public may
 - The public may address the Board regarding **any item that has been described in the notice for this meeting**.
 - **Presentations are limited to two minutes each**, or a total of ten minutes for all speakers, or the two-minute limit may be shortened.
- In accordance to the Brown Act, the MWA Board may listen to comments, but can neither discuss nor take action on the topics presented. Members of the board are very limited in their response to statements or questions by persons commenting on items not on the agenda.
- **While meetings are held virtually, speakers may submit a request to speak before 9:00 AM on the day of the board meeting or use the raise hand function during the public comment sections of the meeting.**
 - **If you would like to send your request to speak prior to the meeting, please email your request to bfitzpatrick@mwacademy.org in English or Spanish.**
 - Your submission should:
 - indicate if it is a general public comment for the beginning of the meeting or a comment for a specific agenda item (please include the item number).
 - include your name so that you can be called when it is your turn to speak.
 - During the meeting, we will call your name and you should use the "raise hand" feature to identify yourself.
- Under SB1036 the minutes from this meeting will omit student and parent names and other directory information, except as required by judicial order or federal law. If a parent/ legal guardian wishes a name be included, one must inform the board prior to their public comment.

Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*
- *Bajo comentario público, los miembros del público pueden:*
 - *El público puede dirigirse a la Junta con respecto a cualquier tema que se haya descrito en el aviso para esta reunión.*
 - *Las presentaciones están limitadas a dos minutos cada una, o un total de diez minutos para todos los oradores, o se puede acortar el límite de dos minutos.*

- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*

- ***Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.***
 - ***Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a bfitzpatrick@mwacademy.org en inglés o español.***
 - *En su solicitud:*
 - *Incluya su nombre para que pueda ser llamado cuando sea su turno de hablar.*
 - *indicar si es un comentario público general para el comienzo de la reunión o si es comentario público sobre un artículo específico del programa (incluya el número del artículo).*
 - *Durante la reunión, le llamaremos por su nombre y deberá utilizar la función de "levantar la mano" para identificarse.*

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

If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

Si tiene preguntas sobre la agenda y materiales de la junta o necesita adaptaciones relacionadas con la discapacidad, comuníquese con:

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

Please note that all agenda times are estimates.

Tenga en cuenta que todos los horarios de la agenda son estimaciones.

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:30 AM
Opening Items			
A. Call the Meeting to Order		Alicia Klein	1 m
B. Record Attendance and Guests		Alicia Klein	5 m
C. Public Comment			5 m
II. Objectives and Structure			9:41 AM
Review objectives and meeting structure.			
A. Introductions, Orientation to the Agenda, and Overview Focus	Discuss	Alton B. Nelson Jr.	1 m
III. Opening			9:42 AM
A. Updates: WASC Process	Discuss	E. Martinez, B. Fitzpatrick	25 m
Overview of the approach to preparing for WASC along with a timeline of proposed times their involvement will be needed			
B. Pre-Meeting Questions	Discuss	T. Jackson, A. Spencer-Brown, A. Nelson	25 m
Address questions that were submitted by committee members before the meeting.			
C. Break	FYI		5 m
IV. LCAP/WASC Goals			10:37 AM
A. Goal 1: Support for All Learners	Discuss	Tameka Jackson	45 m
Updates on failure rates and update on upcoming course offerings.			
B. Goal 2: College and Career Readiness	Discuss	Arika Spencer-Brown	30 m

	Purpose	Presenter	Time
Review of Advanced Placement Overview and Results, sharing plans for Concurrent (Dual) Enrollment, and discussion on Strategic Plan/Career Focus Pilots.			
C. LCAP/WASC Goal 3: Diversity, Equity, and Inclusion	Discuss	Alton B. Nelson Jr.	30 m
V. Closing Items			12:22 PM
A. Action Items/Next Steps	Discuss	Alicia Klein	10 m
B. Good of the Order and Exit Tickets	Discuss	Alicia Klein	5 m
C. Adjourn Meeting	Discuss	Alicia Klein	
D. Day of Slides	FYI		
Slides to be presented the day of the meeting.			

Coversheet

Updates: WASC Process

Section: III. Opening
Item: A. Updates: WASC Process
Purpose: Discuss
Submitted by:
Related Material: WASC Reimagined Pilot Overview.pdf
WASC Timeline_2026.pdf
OPTIONAL READ_ WASC Roles and Responsibilities.pdf
CIRAC Spring 2025 (1).pdf



Your school has been invited to join 40 selected California comprehensive high schools from all geographic regions in the state to participate in a WASC Reimagined Self-Study Process and Peer Review Visit Pilot.

Why is WASC Reimagining the Self-Study?

WASC has thoughtfully redesigned the self-study process to incorporate suggestions shared by our educational community. The Reimagined Self-Study Process will help schools:

- Engage in meaningful reflection and self-assessment
- Provide greater support for a continuous improvement process
- Improve support services for students
- Enhance student academic achievement and well-being
- Meet WASC's standards for school improvement.

In general, what changes can you expect from this pilot?

Self-Study Report and Process:

- Shortened self-study process (12 months or less) and a much shorter report
- **Chapter 2:** public school data will be auto populated
- **Chapter 3:** condensed with an embedded rubric for reflection
- Freedom to utilize existing structures, protocols, and meeting times
- Resources embedded in the report?

Peer Review Visit

- Visits will begin on Monday morning and end on Wednesday
- Authentic conversations around data and continuous improvement goals
- Opportunities for student voice and community engagement.

What will NOT change:

- Involvement of all educational partners in the self-study process
- **Introduction, Chapter 1:** Developments and Action Plan Progress
- **Chapter 4 (previously Chapter 5):** Action Plan Goals
- The Peer Review Visit will continue to be conducted by a team of peer educators.

For questions and inquiries, please contact: reimaginingwasc@acswasc.org

MWA 2026 WASC Self-Study Timeline

March - May: Planning & Organization

- Watch school **training videos**.
- Decide on **structure** for working on the self-study.
- **Schedule** regular meeting times and/or how collaboration will occur.
- **Review** schoolwide action plan and document progress made to date.

June - July: Data Collection, Analysis & Initial Writing

- **Gather and review data**. Demographic data, student achievement data, survey data.
- **Analyze** student achievement and other data. Determine/confirm needs of students
- **Draft** Introduction, Chapter 1, and Chapter 2.

August - November: All School Collaboration on Chapter 3 - Accreditation Standards

- **Groups work to analyze school program** against WASC Standards
- **Groups draft initial findings** of how school is meeting WASC Standards
- **Review evidence** and link evidence as needed
- Determine **Areas of Growth** and **Areas of Strength**
- **Complete Self-Study draft**
- Develop/Refine **Action Plan** incorporating identified Areas of Growth

December - February: Refinement & Preparation for the Peer Review Visit

- **Complete all chapter drafts** and finalize formatting of school report
- **Finalize** action plan
- Share the report and Action Plan with the school community
- Pre-visit with the chair
- **Six weeks before the visit upload the report to the WASC Portal and email to the chair**

April 13-15: Host Visit

- Final preparations for the visit.

WASC Roles and Responsibilities

OPTIONAL READ

Role	Responsibilities	Assigned
Self-Study Coordinator	<ul style="list-style-type: none"> → Oversee the self-study process and manage the timeline. → Communicate expectations and ensure alignment with school priorities. → Facilitate meetings and final report submission. → Communication plan 	<i>Bryann Fitzpatrick (Project Manager)</i>
Evidence Collection Coordinator	<ul style="list-style-type: none"> → Gather and organize all required data, documents, and evidence. → Ensure evidence is properly categorized and accessible. → Track and request missing materials. 	Beilei
Assessment & Continuous Improvement Lead	<ul style="list-style-type: none"> → Analyze student data and assessment practices. → Collect and assess evidence on accountability. → Support data-driven decision-making. 	Edeson
Data & Survey Lead	<ul style="list-style-type: none"> → Design and administer surveys and data tools. → Analyze quantitative and qualitative data. → Align findings with WASC and school goals. 	Carmen
<i>Standard A</i> Leadership & Organization Lead	<ul style="list-style-type: none"> → Facilitate discussions on school organization, leadership, and governance. → Collect and analyze evidence on decision-making. → Ensure alignment with WASC criteria. 	Alton (maybe Liz)
<i>Standard B</i> Curriculum & Instruction Lead	<ul style="list-style-type: none"> → Oversee discussions on curriculum, instruction, and teaching strategies. → Gather and evaluate evidence on student learning. → Support improvements in curriculum and instruction. 	ILT Persina and Muhammad
<i>Standard C</i> Student Experience & Well-Being Lead	<ul style="list-style-type: none"> → Examine student well-being, support services, and school culture. → Gather evidence on student engagement and school climate. → Facilitate discussions on social-emotional learning and student voice. 	Alton- Point person Sonja
<i>Engagement Lead</i> Community Engagement Lead	<ul style="list-style-type: none"> → Arrange and implement strategies to engage families and community partners. → Lead outreach efforts and gather feedback. → Ensure community perspectives are represented in self-study findings. 	<i>Alton - point person Diana/Matt????</i>
<i>Engagement Lead</i> Student Engagement Lead	<ul style="list-style-type: none"> → Develop and lead engagement tactics to gather student input. → Facilitate student discussions and collect feedback. → Ensure student perspectives inform the self-study. 	Garrison Hugo/Jamauri
<i>Engagement Lead</i> Staff Engagement Lead	<ul style="list-style-type: none"> → Develop and coordinate engagement strategies for faculty and staff. → Organize discussions to collect staff insights. → Ensure staff feedback informs self-study priorities. 	Liz Isabel
Report Writing & Editing Lead	<ul style="list-style-type: none"> → Compile and refine self-study drafts. → Ensure formatting, citations, and consistency. → Manage version control and integrate feedback. 	<i>Liz Martinez (COO) + Contractor</i>

WASC



New Self-Study Process



Category A: Vision, Leadership, Resources and Professional Learning

Standard A1: Vision and Mission

Standard A2: Leadership and Governance

Standard A3: Professional Learning and Capacity Building

Standard A4: Fiscal and Human Resources

Category B: Curriculum, Teaching and Learning, and Assessment

Standard B1: Rigorous and Relevant Curriculum

Standard B2: Effective Instruction and Student Engagement

Standard B3: Assessment and Continuous Improvement

Category C: School Culture and Student Support

Standard C1: Supportive School Culture

Standard C2: Multi-tiered Support Systems

Standard C3: College and Career Readiness

- WASC has **redesigned** the self-study process **based on feedback from educators.**
- The new model is more streamlined and **focused on continuous improvement** and student well-being.
- MWA has been selected as **1 of the 40 schools** participating in the pilot program.



Pilot Overview

Pilot Overview Document

- Shortened Self-Study Process
- Freedom to Use Existing Structures - *No more home and focus groups!*



MWA Timeline

March - May: Planning & Organization

Review training materials, determine self-study structure, plan collaboration schedule, and assess progress on the schoolwide action plan.

June - July: Data Collection, Analysis & Initial Writing

Gather and analyze demographic, achievement, and survey data to identify student needs. Draft Introduction, Chapter 1 (School Developments & Action Plan Progress), and Chapter 2 (Data Analysis).

August - November: All School Collaboration

Groups analyze school program against WASC Standards, draft findings, review and link evidence, identify strengths and growth areas, complete Self-Study draft, and refine Action Plan based on growth areas.

December - February: Refinement & Preparation

Complete chapter drafts, finalize report formatting and action plan, share with the school community, conduct pre-visit with chair, and upload report to WASC Portal six weeks before the visit.

wave_maker24
Richmond, CA

Resources





Resources

More resources will be shared as they become available

- [Major changes](#)
- [Pilot Overview](#)
- [Template](#)
- [Google site](#)
- [Timeline](#)
- **Training Video - *Coming Soon!***
- **Data Tool - *Coming Soon!***

Coversheet

Pre-Meeting Questions

Section: III. Opening
Item: B. Pre-Meeting Questions
Purpose: Discuss
Submitted by:
Related Material: WASC_CIRAC April 2025 Pre Questions.pdf

WASC/CIARC Pre Questions

WASC Overview - Bryann/Liz

Where are we in the preparation for next year's WASC visit?

The following materials have been added to the pre-read materials:

1. WASC Reimagined Pilot Overview
2. WASC Timeline
3. WASC Roles and Responsibilities (Optional read)

What role will this committee/Esther and I play in preparing the report and for the visit?

There will be no difference in board engagement from years prior. There is a new structure but the intent, purpose, and priorities are staying the same. The biggest change when it comes to educational partners is the fact that we are no longer required to form home/focus groups.

WASC Goal 1: Support for All Learners - Tameka Jackson

Failure Rates, Course Offerings, and SP/Career Focus Pilots

How can we understand why rates are so high?

US-Historical Grades (Failures)

In 2024–2025, we're encouraged by the overall decline in failures compared to pandemic-era highs, but it's clear that challenges remain, especially in Math (62) and ELA (34). To understand why failure rates are still present in these core subjects, we've examined both academic and instructional conditions:

1. Skill Gaps from Prior Years

- Students currently in high school spent foundational academic years (Grades 4–7) during COVID-disrupted learning.
- This has particularly impacted mathematical reasoning, reading stamina, and written expression — all core components of success in Math and ELA.

2. Increased Rigor Without Sufficient Scaffolds

- ELA and Math curricula demand increasingly complex thinking and problem-solving.
- In some classrooms, there's a mismatch between student readiness and the needed supports, leading to disengagement and failure to complete key assessments or projects.
 - This has been highlighted, specifically in Algebra I and II

3. Student Learning Habits

- Teachers are reporting that many students continue to struggle with:

- Turning in work consistently.
- Advocating for help when confused.
- Making up missed work after absences.
- Not attending the office hours that are offered.

4. Instructional Gaps

- Our classroom walkthroughs last year and this year have found inconsistencies in how often:
 - Formative assessments are used to catch misunderstandings early.
 - Lessons include explicit modeling or guided practice.
 - Students receive feedback on their progress toward mastering the content.

Some of the remediation outlined seems perfunctory and lacking an instructional strategy component. In addition to the communication pieces outlined in the meeting, can you help us better understand what the team is doing to address the root causes instructionally?

This year, our instructional leadership team has pivoted to focus more sharply on what happens **during first instruction**, not just after students fail.

1. ELA & Math Coaching Cycles

- Coaches are working in cycles focused on **lesson design and delivery**, especially:
 - Using exemplars to clarify expectations.
 - Modeling and scaffolded practice.
 - Tight checks for understanding with student-friendly feedback.
 - Partnership with Instruction Partners that focuses solely on Math and ELA

2. Formative Assessment & Immediate Feedback

- We've asked all ELA and Math teachers to implement **weekly formative checks** (exit tickets, quick writes, problem sets) to track real-time mastery.
- These are reviewed in PLCs to adjust instruction **before summative tasks**, rather than waiting for students to fail.

3. PD/PLC on Instructional Differentiation

- Teachers participated in various forms of professional development and professional learning communities focused on:
 - Adjusting tasks without lowering rigor.
 - Responding to formative data with reteach plans.
 - Supporting multilingual and SPED learners with accessible entry points.

This year, we're seeing clear recovery trends, but **Math and ELA failures signal unfinished learning and instructional opportunities** that we're addressing directly. Our focus has shifted to strengthening Tier 1 instruction through coaching, planning, real-time data use, and re-teaching strategies.

Course Offerings

What are plans and targets for course offerings at the US next year, especially given student advocacy around various AP classes?

Currently we are in the planning stages: Here is the [Master Schedule Draft](#). Most of the planning will occur during the summer time because we will have completed collecting student and staff survey data to assist the CCC in finalizing the AP course selection. Please see the [Current AP LIST](#) to gain context on what could be offered for the 2025-2026 academic year.

Please provide a comprehensive list of classes offered, with the number of students enrolled in each class and the passing rate for each subject.

📄 2024-25-S1 Passing Percentages

How are teachers trained in AP curriculum and instruction and in the overall communication plan for parents and students?

AP teachers can attend workshops over the summer hosted by the College Board. AP Test Coordinator strongly recommends that AP teachers attend at least one workshop during their career.

AP information is disseminated to parents and students via email and parent square

How are students and parents made aware of course deficiencies?

Students and parents are informed of academic deficiencies through multiple, proactive communication methods:

- **Progress Reports** are sent to parents and guardians three times per semester via email and ParentSquare.
- **Advisory/Homeroom Grade Checks** are conducted regularly, where students review and reflect on their current academic standing.
- **Advisor-Family Conferences** are held to discuss academic progress, areas of concern, and support strategies.
- **Academic Contracts** are issued to students and their families who are at risk of failing, outlining clear expectations and support.
- **Graduation Status Updates** are sent to seniors and their families via email, ParentSquare, and postal mail to ensure awareness of credit completion and graduation readiness.

Which courses have the highest fail rates? Which grade levels? Which departments? Is this data shared with teachers and departments?

In 2024, Semester 1, the following courses had the highest number of failures

Algebra II	28
Algebra I	19
World History	17
Biology	15
Geometry I	15

Grade Level:
 10th graders have the highest failures with 74 (Highest in History and **ELA**)
 9th graders came in second with 59 (Highest in **Algebra 1**)
 11th graders had 47 failures (**Algebra II**)
 12th graders have the least amount of failures, with 22, but **Algebra II** makes up 11 of those (50%)

This data hasn't been shared explicitly with teachers as a whole, but the instructional leadership team and the CCC have discussed and reviewed it.

WASC Goal 2: College and Career Readiness -

Arika Spencer-Brown

Please share AP Overview and results
Please click link to review current AP Data
Concurrent (Dual) Enrollment - are there plans to implement a Dual Enrollment program with the local community colleges?
<p>Not at this time, but there are plans to expand Concurrent Enrollment opportunities. The CCC is exploring the possibility of expanding course offerings through Contra Costa Community College, specifically articulated for MWA. This would be facilitated through a College and Career Access Pathways (CCAP) Agreement, allowing high school students to earn both high school and college credit simultaneously. Additionally, Dual and Concurrent Enrollment are two distinct approaches. Dual Enrollment involves college courses being offered directly on the high school campus, integrated into the master schedule, and taught by a high school teacher in collaboration with a college professor. In contrast, Concurrent Enrollment requires students to take college courses off-campus, typically after completing their high school day.</p>
Strategic Plan/Career Focus Pilots (Alton to support Arika with this part)
<ol style="list-style-type: none"> 1. What are the plans to embed curriculum related to career-connected learning next year? 2. What kinds of experiences outside the classroom are you pursuing for next year? 3. School Year Reflections 4. Post-secondary plans for seniors/List of college applied to
<ol style="list-style-type: none"> 1. We are currently reviewing the <i>Get Focused, Stay Focused (US)/ Buildings Bridge to Your Future (MS)</i> curriculum, which emphasizes life planning with a focus on college and career readiness. PILOT PROGRAM: Specifically for MS this curriculum provides skills and motivation necessary to succeed in high school, college and the workforce. To break it down a bit more: <ol style="list-style-type: none"> a. Prepare students to engage in a rigorous career exploration, decision-making and planning process in high school b. Raise the self-efficacy of students so they believe that they can be successful in high

school and beyond

- c. Introduce students to the 10-year planning process and get them enthused about becoming long-range planners and self-directed learners.

We have a 30-day access period to evaluate its potential for a **pilot program** at the middle school level and also supplement the Career related Advisory PPT lessons that the CCC team has developed this year.

Please see this detailed [Building a Bridge to Your Future Middle School Curriculum](#)

We are actively expanding college and career opportunities for our students, both on and off campus. Our collaboration with the MWEF and other community partners has created valuable pathways for student success.

2. School Year Reflection: The CCC team had an exceptionally busy year as the senior class size doubled. To accommodate this growth, we implemented enhanced counseling strategies to effectively support students at this capacity. Our team collaborated closely with other US departments to ensure seamless services and resources for our graduating students. Additionally, we extended office hours, increased appointment availability, and hosted evening Zoom sessions for both students and parents.
3. [Preliminary Post-secondary plans/List of Colleges applied to](#)

Coversheet

Goal 1: Support for All Learners

Section: IV. LCAP/WASC Goals
Item: A. Goal 1: Support for All Learners
Purpose: Discuss
Submitted by:
Related Material: CIRAC_LCAP_WASC_Goal_1_Presentation_Spring_2025.pdf
CIRAC_LCAP_WASC_Goal_1_Presentation_Spring_2025.pptx



WASC Committee Mtg. - Spring 2025

Presenter: Tameka Jackson
Date: April 18, 2025

Powered by BoardOnTrack



Learn. Graduate. Give Back.

Agenda

1. Goal 1 Q's/A's
2. Academic Success
3. CIRAC Key Questions



LCAP/WASC Goal 1

Support for All Learners

Develop and refine vertically aligned programs to support all learners.

LCAP Priority Areas

- *Basic Conditions*
- *Academic Standards*
- *Family Partnerships*
- *Academic Growth*

Guiding Question

How can we strengthen instruction and expand access to rigorous coursework in order to reduce failure rates and support success for all students?

Academic Success and Reducing Failure Rates

- Failure rates have declined post-pandemic, but gaps remain—especially in Math and ELA.
- A multi-pronged approach is being implemented to address both systemic and instructional root causes.
- Course offerings and student access are being examined in light of student advocacy and achievement trends.

Current State – Where Are We Seeing the Most Academic Challenges?

Course	Grade 9	Grade 10	Grade 11	Grade 12	Grand Total
Algebra I	19				19
Algebra II		3	14	11	28
Biology	5	10			15
English I	10				10
English II	2	10			12
English III		2	5		7
Geometry I		12	3		15
World History	1	16			17

- **Algebra II (28 fails)**, Algebra I (19), World History (17), Biology (15), and Geometry I (15).
- **10th grade** has the highest failure total (74), primarily in History and ELA.
- **9th grade** follows (59 failures), with Algebra I leading.
- This data has been reviewed internally but **not yet shared systematically with all departments.**

Why & What?

Why Are Students Struggling?	What Are We Doing About It?
<ul style="list-style-type: none">● Learning Gaps: COVID disruptions during critical years (Grades 4–7).● Rigor Without Scaffolds: Especially in Algebra I/II and ELA.● Student Habits: Challenges with turning in work, seeking help, and using supports.● Instructional Gaps: Inconsistent use of modeling, checks for understanding, and feedback.	<ul style="list-style-type: none">● ELA & Math Coaching Cycles: Focus on modeling, exemplars, feedback.● Professional Learning Communities for ELA and Math teachers: Focus on c● PD on Differentiation: Re-teach plans, SPED/ML supports.● Instruction Partners Collaboration: Targeted work in ELA and Math. <p>Note: Instructional leadership is emphasizing <i>first instruction</i> over reactive remediation.</p>

Q&A:

1. Targeted Support in Math and ELA Based on Skill Gaps
2. Systematic Use of Data to Drive Department-Led Solutions
3. Equitable Expansion of AP and Elective Offerings



WASC Committee Mtg. - Spring 2025

Presenter: Tameka Jackson

Date: April 18, 2025



Learn. Graduate. Give Back.

Agenda

1. Goal 1 Q's/A's
2. Academic Success
3. CIRAC Key Questions



LCAP/WASC Goal 1

Support for All Learners

Develop and refine vertically aligned programs to support all learners.

LCAP Priority Areas

- *Basic Conditions*
- *Academic Standards*
- *Family Partnerships*
- *Academic Growth*

Guiding Question

How can we strengthen instruction and expand access to rigorous coursework in order to reduce failure rates and support success for all students?

Academic Success and Reducing Failure Rates

- Failure rates have declined post-pandemic, but gaps remain—especially in Math and ELA.
- A multi-pronged approach is being implemented to address both systemic and instructional root causes.
- Course offerings and student access are being examined in light of student advocacy and achievement trends.

Current State – Where Are We Seeing the Most Academic Challenges?

Course	Grade 9	Grade 10	Grade 11	Grade 12	Grand Total
Algebra I	19				19
Algebra II		3	14	11	28
Biology	5	10			15
English I	10				10
English II	2	10			12
English III		2	5		7
Geometry I		12	3		15
World History	1	16			17

- **Algebra II (28 fails)**, Algebra I (19), World History (17), Biology (15), and Geometry I (15).
- **10th grade** has the highest failure total (74), primarily in History and ELA.
- **9th grade** follows (59 failures), with Algebra I leading.
- This data has been reviewed internally but **not yet shared systematically with all departments.**

Why & What?

Why Are Students Struggling?	What Are We Doing About It?
<ul style="list-style-type: none">● Learning Gaps: COVID disruptions during critical years (Grades 4–7).● Rigor Without Scaffolds: Especially in Algebra I/II and ELA.● Student Habits: Challenges with turning in work, seeking help, and using supports.● Instructional Gaps: Inconsistent use of modeling, checks for understanding, and feedback.	<ul style="list-style-type: none">● ELA & Math Coaching Cycles: Focus on modeling, exemplars, feedback.● Professional Learning Communities for ELA and Math teachers: Focus on c● PD on Differentiation: Re-teach plans, SPED/ML supports.● Instruction Partners Collaboration: Targeted work in ELA and Math. <p>Note: Instructional leadership is emphasizing <i>first instruction</i> over reactive remediation.</p>

Q&A:

1. Targeted Support in Math and ELA Based on Skill Gaps
2. Systematic Use of Data to Drive Department-Led Solutions
3. Equitable Expansion of AP and Elective Offerings

Coversheet

Goal 2: College and Career Readiness

Section: IV. LCAP/WASC Goals
Item: B. Goal 2: College and Career Readiness
Purpose: Discuss
Submitted by:
Related Material: Advanced Placement (AP) Course List '24-25.pdf
(WASC) Copy of AP Score Reports 23-24 - AP Score Summary (1).pdf
CIRAC Spring 2025.pdf

Advanced Placement Courses Offered at MWA SY 2024-25

Advanced Placement (AP) Course	Grade Level	Prerequisites
AP Statistics	12th	Algebra 2
AP English Language and Composition	11th	English 10
AP Spanish Language and Culture	10th, 11th, 12th	Spanish 3
AP Computer Science Principles	12th (prioritized), 11th	Algebra 2 or concurrently enrolled in Algebra 2
AP Environmental Science	12th (prioritized), 11th	Biology and, concurrently enrolled in Chemistry
AP Precalculus (New for 2024-25 SY)	12th (prioritized), 11th	Algebra 2
AP Chemistry (New for 2024-25 SY)	12th (prioritized), 11th	Chemistry

	AP Score Summary by Course '23-24	Calculus AB	Computer Science Principles	English Language and Composition	English Literature and Composition	Environmental Science	Spanish Language and Culture	Statistics	US History	Total Exams	
	Number of Exams	2	26	48	13	19	89	25	43	265	
	Average Score	1.5	1.8	2.3	2.8	1.8	3.3	1.3	2.4	2.5	
	Percent of Exams with Scores of 3 or Higher	0%	15%	42%	69%	21%	75%	8%	35%	46%	121 Exams of score 3+

Goal 2: College and Career Readiness



Date: 2024

Pay to the order of

Scholarship up to \$5,000.⁰⁰/₁₀₀

up to ten thousand and ⁰⁰/₁₀₀ Dollars

FOR

college making waves



CCC Overview

- **AP Data**
 - Number of exams per subject
 - Average score per subject
 - Percent of exams with scores 3 or higher
- **Concurrent Enrollment Plans**
 - No Dual Enrollment
 - Expand Concurrent course offering through CCAP
 - Dual vs. Concurrent
- **Career-connected curriculum pilot**
 - Get Focused Stay Focused (US)
 - *Building a Bridge to Your Future (MS)
- **CCC school year reflection**
 - Accommodating growth
 - Department collaborations (Deans, SPED, faculty)
 - Extended office hours
 - student/family zoom sessions
 - MWEF partnership
 - Success and Challenges
 - Goals
- **Class of 2025 preliminary post-secondary plans/list of colleges applied to**

Coversheet

LCAP/WASC Goal 3: Diversity, Equity, and Inclusion

Section: IV. LCAP/WASC Goals
Item: C. LCAP/WASC Goal 3: Diversity, Equity, and Inclusion
Purpose: Discuss
Submitted by:
Related Material: CIRAC - WASC_LCAP Goal 3 Spring Meeting - April 2025 (1).pdf

CIRAC - WASC/LCAP Spring Meeting - April 2025

LCAP/WASC 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.

LCAP Priority Areas

- Parent Involvement
- Student Engagement
- School Climate

Student Support Team

The MWA Student Support team is comprised of the following positions

- **Deans (3)** - student discipline, restorative work support, school safety, & student well-being
- **Student Support Assistants (2)** - assist both divisional dean offices with getting discipline forms signed and filed, recording and organizing referral and discipline data, conduct student check-ins, make calls to parents, and support students needing uniform shirts and pants, and follow-up with students on student contracts for discipline and cell phone use
- **Social Worker (1)** - liaison to social services support outside of MWA, homeless liaison, 1:1 student check-ins, and 504 Plan compliance
- **Nurses (2)** - attend to health-related student issues, assess for sickness and altered states
- **Assistant Principal of Student Support (1)** - vacant and filled by the CEO

School Safety and Climate Data & Summary

- Team members build relationships with students and staff to build trust and provide support
- Deans and Student Support Assistants compile data on student discipline, restorative meetings, and check-ins and check-outs to inform targeted support to specific students or grade levels.
- The Deans call home to share both hard news and positive updates - sometimes scheduling parent/guardian meetings to make sure parents/guardians, students, & the school are on the same page.
- The Social Worker refers students needing outside social or clinical services, provides resources for vape education and awareness, and this year has made sure all 504 annual meetings are being held, teachers know what the accommodations for these students are, and that students know what accommodations are included in their plans so that they request them from their teachers.
- Deans share regular updates on suspensions as well as other general data and trends with staff.
- Monthly data is collected and shared with staff and on the monitors around campus sharing suspensions, GPAs, and attendance - raising awareness on these topics.
- Team members participate in supervision duty and are sometimes duty captains around campus supporting overall campus safety
- Deans meet with the CEO regularly as a group and 1:1 to discuss student discipline and student well-being trends and come to agreement on next steps that can be taken.
- Members of this team attend athletic events and other student activities to provide admin presence
- New "floater dean" regularly spends time in both divisions for support and continuity of support

Student Engagement and Parent Involvement Summary

- Deans tie celebrations and acknowledgements with opportunities for casual dress
- Deans/student support assistants started a Values award where staff were encouraged to submit the names of students and their actions observed that align with one or more of MWA’s core values. Students are recognized in All School meetings or other times during the day and given certificates.
- The social worker has arranged for parent workshops for spring
- The CEO arranged for a cyber safety workshop for middle school parents put on by the DA’s office of Contra Costa County
- The principal hosts monthly parent talks via Zoom
- Updates, news, reminders, and alerts are sent to parents/guardians using Parent Square
- The Master calendar on the website is kept up to date for use by parents/guardians
- The CEO arranges for staff to be able to nominate students (by grade level) for Wave-Maker of the Month and then vote with the top 1-3 students receiving the votes being recognized; their names and pictures displayed around campus on the monitors

	% ADA	Suspensions	Restorative Meetings
2023-24 (through MAR)	About 93.5%	201	303
2024-25 (through MAR)	94.6%	114	70*
Change	1%	-87 less	233 less

** This year’s deans have been conducting more “check-ins” and “check-outs” with students this school year, starting more robustly in the 2nd semester (January 2025). While there could be more follow-up through documented restorative meetings after incidents take place, the higher number of proactive check-ins and check-outs are likely contributing to far less suspensions compared to the same time last school year.*

Staffing for the Student Support Team for 2025-26

- As of now, all three deans, student support assistants, nurses, and social worker plan to return
- Add 1 associate dean in the middle school (in the original 2024-25 budget but not filled)
- Add 1 Special Education Manager who can take on the 504 compliance work
- Add 1 Director of Student Support Services (replaces the Assistant Principal of Student Support)

Coversheet

Day of Slides

Section: V. Closing Items
Item: D. Day of Slides
Purpose: FYI
Submitted by:
Related Material: CIRAC Spring 2025 (2).pdf



MWA Spring CIRAC/WASC Meeting

Date: April 18, 2025

Powered by BoardOnTrack



Learn. Graduate. Give Back.

Open





Agenda

- **WASC**
- **Pre-Questions**
- **Goal 1: Support for ALL Learners**
- **Goal 2: College and Career Readiness**
- **Goal 3: Diversity, Equity, and Inclusion**

WASC



New Self-Study Process



Category A: Vision, Leadership, Resources and Professional Learning

Standard A1: Vision and Mission

Standard A2: Leadership and Governance

Standard A3: Professional Learning and Capacity Building

Standard A4: Fiscal and Human Resources

Category B: Curriculum, Teaching and Learning, and Assessment

Standard B1: Rigorous and Relevant Curriculum

Standard B2: Effective Instruction and Student Engagement

Standard B3: Assessment and Continuous Improvement

Category C: School Culture and Student Support

Standard C1: Supportive School Culture

Standard C2: Multi-tiered Support Systems

Standard C3: College and Career Readiness

- WASC has **redesigned** the self-study process **based on feedback from educators.**
- The new model is more streamlined and **focused on continuous improvement** and student well-being.
- MWA has been selected as **1 of the 40 schools** participating in the pilot program.



Pilot Overview

Pilot Overview Document

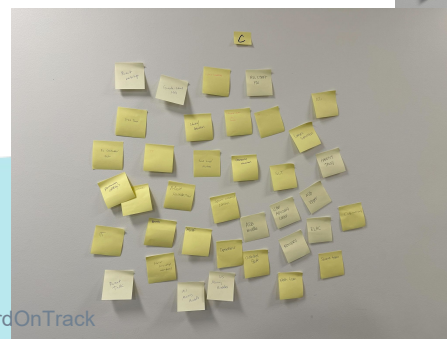
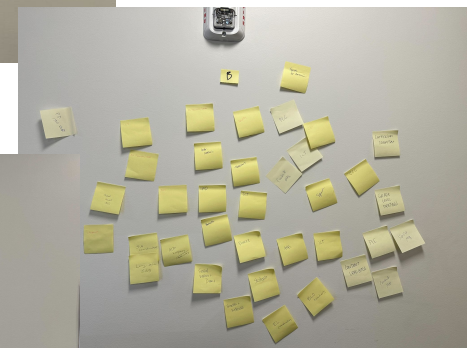
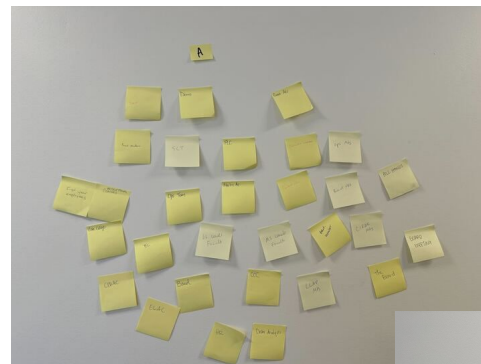
- Shortened Self-Study Process
- Freedom to Use Existing Structures - *No more home and focus groups!*



Site-Based Leadership

The Site-Based Leadership Team has met once to:

- Review the WASC process
- Begin defining roles and responsibilities





MWA Timeline

March - May: Planning & Organization

Review training materials, determine self-study structure, plan collaboration schedule, and assess progress on the schoolwide action plan.

June - July: Data Collection, Analysis & Initial Writing

Gather and analyze demographic, achievement, and survey data to identify student needs. Draft Introduction, Chapter 1 (School Developments & Action Plan Progress), and Chapter 2 (Data Analysis).

August - November: All School Collaboration

Groups analyze school program against WASC Standards, draft findings, review and link evidence, identify strengths and growth areas, complete Self-Study draft, and refine Action Plan based on growth areas.

December - February: Refinement & Preparation

Complete chapter drafts, finalize report formatting and action plan, share with the school community, conduct pre-visit with chair, and upload report to WASC Portal six weeks before the visit.

wave_maker24
Richmond, CA

Resources





Resources

More resources will be shared as they become available

- [Major changes](#) - *See hidden slides*
- [Pilot Overview](#) - *See hidden slides*
- [Template](#)
- [Google site](#)
- [Timeline](#)
- **Training Video** - *Coming Soon!*
- **Data Tool** - *Coming Soon!*

Board Questions



Follow-Up to Questions

XX

Goal 1: Support for All Learners





WASC Committee Mtg. - Spring 2025

Presenter: Tameka Jackson
Date: April 18, 2025

Powered by BoardOnTrack



Learn. Graduate. Give Back.

Agenda

1. Goal 1 Q's/A's
2. Academic Success
3. CIRAC Key Questions



LCAP/WASC Goal 1

Support for All Learners

Develop and refine vertically aligned programs to support all learners.

LCAP Priority Areas

- *Basic Conditions*
- *Academic Standards*
- *Family Partnerships*
- *Academic Growth*

Guiding Question

How can we strengthen instruction and expand access to rigorous coursework in order to reduce failure rates and support success for all students?

Academic Success and Reducing Failure Rates

- Failure rates have declined post-pandemic, but gaps remain—especially in Math and ELA.
- A multi-pronged approach is being implemented to address both systemic and instructional root causes.
- Course offerings and student access are being examined in light of student advocacy and achievement trends.

Current State – Where Are We Seeing the Most Academic Challenges?

Course	Grade 9	Grade 10	Grade 11	Grade 12	Grand Total
Algebra I	19				19
Algebra II		3	14	11	28
Biology	5	10			15
English I	10				10
English II	2	10			12
English III		2	5		7
Geometry I		12	3		15
World History	1	16			17

- **Algebra II (28 fails)**, Algebra I (19), World History (17), Biology (15), and Geometry I (15).
- **10th grade** has the highest failure total (74), primarily in History and ELA.
- **9th grade** follows (59 failures), with Algebra I leading.
- This data has been reviewed internally but **not yet shared systematically with all departments.**

Why & What?

Why Are Students Struggling?	What Are We Doing About It?
<ul style="list-style-type: none">● Learning Gaps: COVID disruptions during critical years (Grades 4–7).● Rigor Without Scaffolds: Especially in Algebra I/II and ELA.● Student Habits: Challenges with turning in work, seeking help, and using supports.● Instructional Gaps: Inconsistent use of modeling, checks for understanding, and feedback.	<ul style="list-style-type: none">● ELA & Math Coaching Cycles: Focus on modeling, exemplars, feedback.● Professional Learning Communities for ELA and Math teachers: Focus on c● PD on Differentiation: Re-teach plans, SPED/ML supports.● Instruction Partners Collaboration: Targeted work in ELA and Math. <p>Note: Instructional leadership is emphasizing <i>first instruction</i> over reactive remediation.</p>

Q&A:

1. Targeted Support in Math and ELA Based on Skill Gaps
2. Systematic Use of Data to Drive Department-Led Solutions
3. Equitable Expansion of AP and Elective Offerings

Break



Goal 2: College and Career Readiness



MAKING WAVES
Education Foundation

Date: 2024

Pay to the
order of

Scholarship up to \$5,000.⁰⁰/₁₀₀

up to ten thousand and ⁰⁰/₁₀₀ Dollars

FOR

college

making waves



CCC Overview

- **AP Data**
 - Number of exams per subject
 - Average score per subject
 - Percent of exams with scores 3 or higher
- **Concurrent Enrollment Plans**
 - No Dual Enrollment
 - Expand Concurrent course offering through CCAP
 - Dual vs. Concurrent
- **Career-connected curriculum pilot**
 - Get Focused Stay Focused (US)
 - *Building a Bridge to Your Future (MS)
- **CCC school year reflection**
 - Accommodating growth
 - Department collaborations (Deans, SPED, faculty)
 - Extended office hours
 - student/family zoom sessions
 - MWEF partnership
 - Success and Challenges
 - Goals
- **Class of 2025 preliminary post-secondary plans/list of colleges applied to**

Goal 3: Diversity, Equity, and Inclusion





WASC Committee Mtg. - Spring 2025

Presenter: A. Nelson
Date: April 18, 2025

Powered by BoardOnTrack



Learn. Graduate. Give Back.

Agenda

1. Goal 3 Q's/A's
2. Mtg. Pivot Review
3. WASC Key Questions



LCAP/WASC 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.

LCAP Priority Areas

- Parent Involvement
- Student Engagement
- School Climate

Guiding Question

In what areas do you get a sense are showing improvement, and what areas are you curious to learn more about or wonder what progress has been made?

School Safety & Climate

In what areas do you get a sense are showing improvement, and what areas are you curious to learn more about or wonder what progress has been made?

Student Engagement & Parent Involvement

In what areas do you get a sense are showing improvement, and what areas are you curious to learn more about or wonder what progress has been made?

Proposed Process Pivot

Historical	Proposed Future Meetings
<ul style="list-style-type: none">● <u>Annual</u> spring committee meeting● <u>Leads</u> for each goal area participates● Roughly <u>equal time</u> to discuss goals● Review <u>progress to goals</u> in some form of a “progress tracker”	<ul style="list-style-type: none">● ONE <u>Annual</u> spring committee meeting that combines the <i>CIRAC and WASC</i> Committees● <u>Read</u> progress reports <u>before mtg</u>● Use <u>in-person time</u> to discuss overall success and challenges● <u>Target high priority focus areas</u> for discussion such as math achievement growth, college access education, and community climate.

Q & A - Visit Committee Report in 2025-26

- *What would be real progress or evidence of progress to address the items identified in the areas of curriculum, teaching and learning, staffing, and divisional alignment?*
- *What would real progress and evidence of progress look like for leaders and teachers working collaboratively and effectively together to get real learning and development outcomes for our students?*
- *What would real progress and evidence of progress look like in the area of communication and trust building among all groups within the school?*

Call Meeting to Order

Exit Ticket



<https://forms.gle/timpHzMumrfUFV4M7>

Closing

