



## Making Waves Academy

### WASC/Curriculum Instruction Review Advisory Committee

#### Fall WASC & CIRAC

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#### Date and Time

Monday December 2, 2024 at 12:30 PM PST

#### Location

Please click the link below to join the webinar:

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

Passcode: 509135

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**Bryann Fitzpatrick at [bfitzpatrick@mwacademy.org](mailto: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](mailto: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

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- *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.*
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- *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](mailto: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.*

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**Bryann Fitzpatrick at [bfitzpatrick@mwacademy.org](mailto: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.**

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>12:30 PM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Alicia Klein	1 m
<b>B.</b> Record Attendance and Guests		Alicia Klein	5 m
<b>C.</b> Public Comment			5 m
<b>II. Objectives and Structure</b>			<b>12:41 PM</b>
Review objectives and meeting structure.			
<b>A.</b> Introductions, Orientation to the Agenda, and Overview Focus	Discuss	Alton B. Nelson Jr.	1 m
<b>III. Goal Progress and Pre-Meeting Questions</b>			<b>12:42 PM</b>
<b>A.</b> Updates: LCAP/WASC Process	Discuss	T. Jackson, B. Fitzpatrick	10 m
Share successes, challenges, and high level updates on the WASC/LCAP process this year so far.			
<b>B.</b> Pre-Meeting Questions	Discuss	T. Jackson, M. McCowan, A. Lokhandwala, A. Spencer-Brown	30 m
Address questions that were submitted by committee members before the meeting.			
<b>C.</b> Break	FYI		5 m
<b>IV. Q &amp; A Discussion</b>			<b>1:27 PM</b>
<b>A.</b> WASC/LCAP Goal Progress	Discuss	Alton B. Nelson Jr.	45 m
Engage committee members in discussion on items related to WASC/LCAP goal progress with the aim of:			
<ol style="list-style-type: none"> <li>1. Helping them better understand what's working.</li> <li>2. Helping them better understand the challenges.</li> <li>3. Sharing the mitigations to offset challenges.</li> </ol>			

	Purpose	Presenter	Time
4. Sharing the approach to instruction, the daily bell schedule, courses, and the academic calendar.			

**V. Closing Items 2:12 PM**

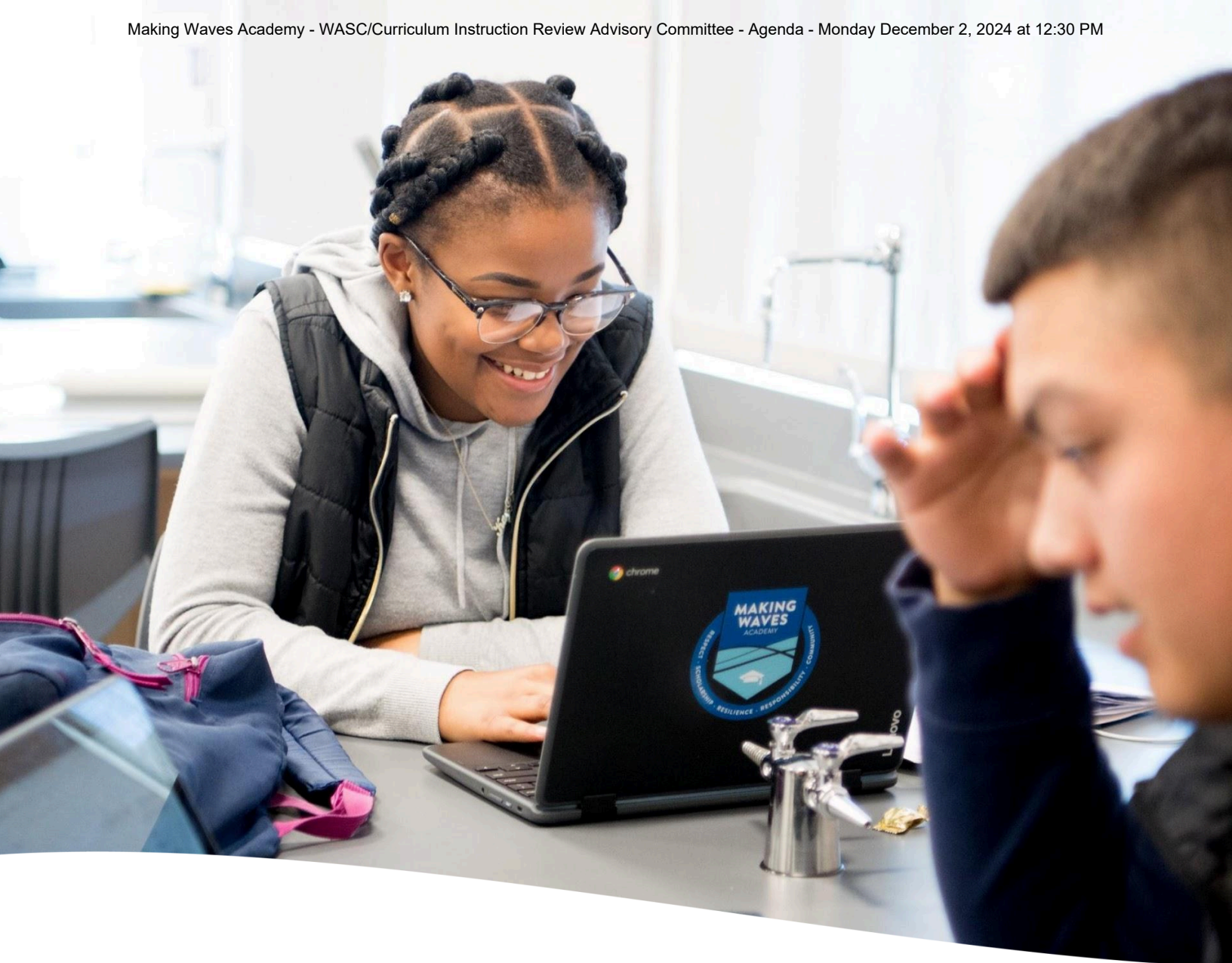
<b>A.</b> Action Items/Next Steps	Discuss	Alicia Klein	10 m
<b>B.</b> Good of the Order and Exit Tickets	Discuss	Alicia Klein	5 m
<b>C.</b> Adjourn Meeting	Discuss	Alicia Klein	
<b>D.</b> Day of Slides	FYI		

Slides to be presented the day of the meeting.

# Coversheet

## Updates: LCAP/WASC Process

**Section:** III. Goal Progress and Pre-Meeting Questions  
**Item:** A. Updates: LCAP/WASC Process  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** MWA WASC\_CIRAC Committee\_Report\_Fall 2024.docx.pdf



# MWA WASC/CIRAC

# Committee

## Fall 2024



December 2, 2024

# Introduction

The purpose of this report is to provide an update on the progress of MWA's WASC (Western Association of Schools and Colleges) and LCAP (Local Control Accountability Plan) processes for the 2024-2025 academic year, with a specific focus on **curriculum and instruction**. This report aims to inform the **CIRAC (Curriculum, Instruction, and Assessment Review and Accountability Committee)** on the steps being taken to enhance instructional practices and ensure that the curriculum remains rigorous, inclusive, and responsive to the needs of our students.

Both the WASC and LCAP processes are essential for aligning our school's goals with high standards of academic achievement, student success, and continuous improvement. The work done in these areas is directly connected to our efforts to improve curriculum and instructional strategies, making this report a key part of keeping the CIRAC committee informed on our progress and challenges.

## Scope of the Report

This report covers:

- Progress made on the **implementation of the LCAP/WASC goals**, particularly in areas such as professional development, data analysis, and special education.
- **Key successes and challenges** encountered in achieving the goals set for the academic year, along with **plans for addressing these challenges** moving forward.
- A specific focus on addressing **math proficiency**, as it remains a continued area of struggle for our students. This includes **targeted strategies** to improve outcomes and ongoing efforts to better support students and teachers in this subject area.





# WASC/LCAP Process Update

## Successes

- **Fewer goals for a more focused approach:** This year, the number of goals has been reduced, allowing for clearer focus and more manageable targets. This has streamlined efforts, with a sharper focus on high-priority areas.
- **Alignment between WASC and LCAP goals:** We have successfully aligned WASC and LCAP goals, ensuring that the school's strategic efforts are unified and complementary.
- **Increased staff understanding of LCAP:** Conversations about the LCAP have increased this year, with more staff becoming familiar with its processes. This is a key step in building a culture of accountability and continuous improvement. We have planned two staff sessions dedicated specifically to LCAP for the next semester to ensure deeper engagement.

## Challenges

- **High staff turnover:** Similar to other schools, we have experienced turnover, which has led to a process of acclimation for new staff members. As a result, some staff are still figuring out their roles in the WASC/LCAP processes.
- **New requirement for disaggregating data:** One new challenge is the requirement to disaggregate LCAP metrics. While this will provide valuable insights into student needs, we are still in the process of developing systems for regular collection and analysis of this data.

## High-Level Updates

- **WASC Timeline Planning:** As part of aligning our strategic priorities, we are integrating LCAP and WASC goals. Starting in spring 2025, we plan to explore ways to incorporate self-study opportunities into existing structures, such as data dives during professional development, content and grade-level meetings, and regular parent committee sessions.
- **Ongoing work on data collection:** We are focusing on how to develop a systematic approach to collecting disaggregated data. This is critical not only for LCAP reporting but also for the broader school improvement efforts, particularly for identifying specific student needs.



# LCAP/WASC Goal Progress

## LCAP/WASC Goal 1: Support for All Learners

LCAP/WASC Goal 1 focuses on enhancing the instructional capacity of educators, improving differentiation and support for all learners, and ensuring that students, including English learners and students with disabilities, achieve academic success. Progress has been made in professional development, data-driven instruction, and inclusive teaching practices, though challenges remain in fully implementing some actions.

LCAP Action 1.1: Enhancing Instructional Capacity and Professional Growth	
<b>Status</b>	<b>Fully Implemented</b>
<b>Summary</b>	The school has made significant progress with its 2024-2025 Professional Development (PD) calendar, which was introduced at the start of the year. The August PD focused on foundational strategies such as standards alignment and differentiated instruction. Ongoing coaching provided by Instructional Partners has been pivotal in supporting teachers' growth, particularly in meeting the needs of English Learners (EL) and other diverse student populations.

LCAP Action 1.2: Strengthening Tier 1 Instruction and Differentiation	
<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	Teachers are using research-based lesson and unit planning formats, with regular collaboration in PLCs (Professional Learning Communities) focused on analyzing student work and addressing the needs of at-risk populations. However, continued emphasis is needed on fully implementing differentiated instruction to meet the needs of all students.

LCAP Action 1.3: Enhancing Progress Monitoring and Data Analysis	
<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	Teachers are regularly analyzing student assessment data during PD sessions and PLC meetings to adjust teaching methods. However, the process of disaggregating this data by various student groups (e.g., EL, Special Education, at-risk) is still being developed and will be a key focus moving forward.



**LCAP Action 1.4: Improve Academic Outcomes for Special Education Students**

<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	The unification of Special Education and General Education under one department has fostered better collaboration, ensuring that both special education and general education teachers are equipped to meet the needs of students with disabilities. However, additional ongoing support and external partnerships are needed to enhance the quality of teaching and ensure better academic outcomes for these students.

**LCAP Action 1.5: Enhancing the Learning Environment for English Learners**

<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	Dedicated PD sessions for ELD staff have provided teachers with research-based methodologies for supporting language acquisition and academic success for EL students. These efforts are ongoing but require more systemic alignment to ensure that EL students receive the necessary scaffolding across all subject areas.

**LCAP Action 1.6: Language Acquisition Program**

<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	The Language Acquisition Program focuses on providing high-quality, targeted support for EL and LTEL (Long-Term English Learners) students. Teachers have access to standards-aligned curriculum and specialized instruction, but continuous monitoring of student progress and more collaborative planning is necessary.



## LCAP Goal 2: College and Career Readiness

LCAP/WASC Goal 2 aims to equip students with the knowledge, skills, and support needed to transition seamlessly into college and careers. Through vertically aligned systems, a clear scope and sequence, and strengthened graduation pathways, the school is working to prepare students for academic and professional success after high school.

### Action 2.1: Vertically Aligned Systems for College and Career Support

<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	The CCC (College and Career Counseling) Department is focused on enhancing cross-functional partnerships to ensure seamless support for students navigating both their college experience and transition into careers. This work is progressing, but more integration between various student support systems is needed.

### Action 2.2: College and Career Pathway Scope and Sequence

<b>Status</b>	<b>Fully Implemented</b>
<b>Summary</b>	The CCC Department has successfully developed a College and Career Pathway Scope and Sequence, which provides students with academic, technical, and social-emotional skills necessary for success in postsecondary education and the workforce.

### Action 2.3: Graduation Pathways

<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	The CCC Department continues to strengthen graduation pathways to ensure that all students not only meet graduation requirements but are also well-prepared for postsecondary education, career readiness, and life success. More alignment between academic and career pathways is necessary to support students in their post-graduation goals.



## LCAP Goal 3: Diversity, Equity, and Inclusion

LCAP/WASC Goal 3 prioritizes fostering a supportive and inclusive school environment through restorative practices, family engagement, and initiatives that promote equity. Efforts are focused on increasing school connectedness, reducing suspensions, and ensuring that all students feel valued and supported in their academic journey.

Action 3.1: Student Support Services for Suspended Students	
<b>Status</b>	<b>Fully Implemented</b>
<b>Summary</b>	Restorative practices have been implemented after suspensions, ensuring that students receive post-incident check-ins and support. Additionally, re-entry meetings with parents have helped to re-engage students and develop personalized plans for future success.

Action 3.2: Integrated Family Engagement	
<b>Status</b>	<b>Partially Implemented</b>
<b>Summary</b>	Family engagement initiatives include a back-to-school night hosted by cluster, monthly meetings with the principal, and invitations to attend the charter renewal hearings. However, more work is needed to increase the consistency and depth of family engagement across different groups.

Action 3.3: SWD Suspension Rate Reduction	
<b>Status</b>	<b>Fully Implemented</b>
<b>Summary</b>	Through collaboration across leadership teams, efforts to reduce suspensions among students with disabilities (SWD) have been successful, with few suspensions recorded in the first month of the year.



### Action 3.4: Increase in School Connectedness

<b>Status</b>	<b>Fully Implemented</b>
<b>Summary</b>	Efforts to build stronger relationships with students, staff, and families have been successful. Deans and staff are proactively building relationships and ensuring consistent implementation of school policies to foster a positive school culture.



# Conclusion

The school has made significant strides in meeting MWA's LCAP/WASC goals, particularly in areas of instructional capacity, student support, and college/career readiness. The challenges related to data disaggregation and staff turnover are being actively addressed through ongoing professional development and planning.

Moving forward, efforts will be focused on further strengthening instructional practices, supporting student success, and engaging families in the school community.

## Recommendations

- **For WASC/LCAP Goals:**
  - Continue to build on successes, especially in professional development and cross-functional collaboration.
  - Address challenges with data disaggregation and continue to develop systems for regular collection and analysis.
  - Strengthen engagement with families and students to ensure broader participation and support for school initiatives.
- **For Math Instruction and Other Areas:**
  - Focus on enhancing targeted interventions and providing additional support for teachers, especially those in their first or second year.
  - Work on improving consistency in instructional practices, especially in tiered supports for diverse learners.



# Coversheet

## Day of Slides

**Section:** V. Closing Items  
**Item:** D. Day of Slides  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** MWA WASC\_CIRAC Committee\_Slides\_Fall 2024.pdf





# MWA Fall 2024 WASC/CIRAC Committee

Date: 12/2/24



*Learn. Graduate. Give Back.*

# Call Meeting to Order



# Public Comment

# Agenda, Objectives, & Structure





# Agenda

- I. Objectives, Oversight, & Agenda (5 min)**
- II. Pre-Questions (30 min)**
- III. Goal Progress (30 min)**
- IV. Break (5 min)**
- V. Q&A Discussion (30 min)**
- VI. Exit Tickets (5 min)**
- VII. Closing (5 min)**



# Objectives

- A. Be responsive to Committee Member Pre-Meeting Questions
- B. Share information, updates, and insights with Committee Members to be responsive to their oversight responsibilities.
- C. Engage committee members in discussion on items related to WASC/LCAP goal progress

# Oversight





# Oversight

In supporting committee members in their oversight role, share high-level critical updates on:

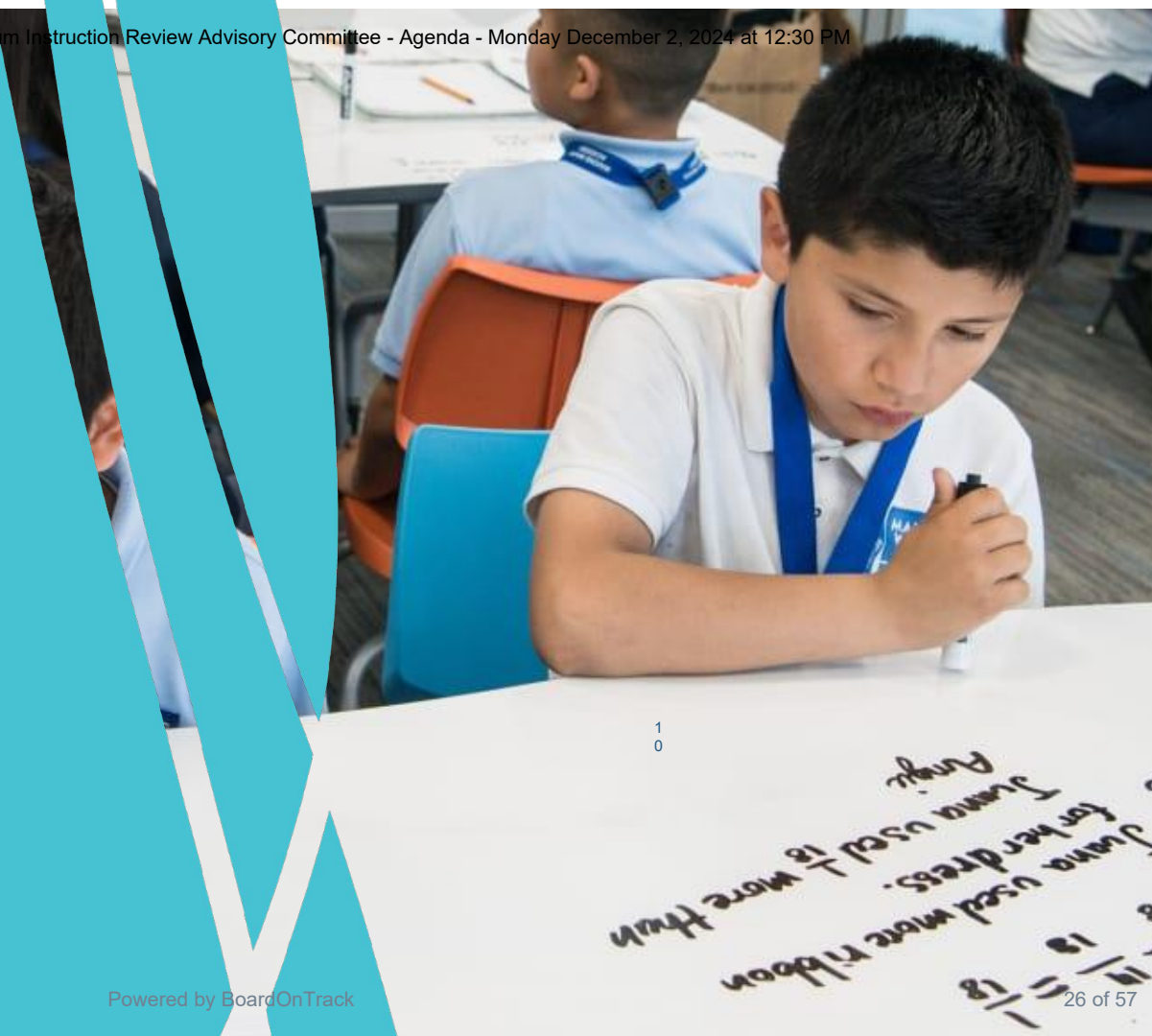
1. **WASC Goal Areas** (Jackson, McCowan, Spencer-Brown) - anything related to the 3 WASC Goal Areas by sharing **successes and challenges** for each of the 3 goal areas to date (through just before Thanksgiving Break)
2. **Math Instruction Progress** (Lokhandwala & Jackson) - Share barriers/challenges in math teaching and learning progress and the top 1-3 levers that will be used to move math instruction forward to achieve growth
3. **LCAP Process Progress** (Fitzpatrick & Jackson) - Share successes and challenges so far with the WASC/LCAP Process with Staff and the LCAP Advisory Group



# Pre-Meeting Questions & Goal Progress



# Pre-Meeting Questions



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# Long-Term Subs

What are the subjects and grades for each vacancy?

## Middle School

- 5th Grade Math/Science
- 6th Grade Math/Science
- 7th Grade ELA
- 7th Grade Music
- 8th Grade ELA
- 8th Grade Health & Wellness

## Upper School

- 9th Grade Earth & Space Science
- 9/10th Grade World History
- 9/10th Grade Spanish
- 12th Grade ELA



# Long-Term Subs

How are we solving for the maximums any particular sub can stay in any particular classroom?

- Hired MWA long-term subs that will be **coached, trained, and integrated into the community** for enhanced support.



# Long-Term Subs

## How will we ensure equitable access to learning opportunities?

- **Math/ELA:** Supported by Instructional Coaches and grade-level leads.
- **Music:** Online curriculum for consistency.
- **H&W:** Mr. Allen covers 8th grade H&W.
- **Science:** Transitioning to an existing teacher for support.
- **History:** Subs supported by plans from other History teachers.
- **Spanish:** Taught by familiar long-term sub with support.



# Student Voice

## How are we better engaging students and providing channels for input/feedback?

- **Advisory:** Goal setting, feedback sharing, and progress updates.
- **Student Survey:** Focused on supports from College & Careers.
- **CEO Meetings:** Regular discussions with ASB.
- **Principal Meetings:** Ongoing conversations with ASB.



# Student Voice

## What pathways exist for students to express concerns about classroom experiences?

- Students **share concerns with advisors or trusted teachers**, who communicate these to leadership.
- Students directly email assistant principal, principal, and executive assistant to the principal.
- Students share various concerns with CCC.
- **End-of-semester survey** to gather feedback on class and teacher experiences.



# Tutoring

## Can we provide regularly scheduled tutoring this year and what are the challenges?

- Creating and managing a tutoring program is **resource-intensive**.
- **Limited bandwidth** to support this initiative, given current staff capacity.
- Peer tutoring could offer leadership opportunities, but someone needs to manage it.
- A survey was sent to students where there was a question about peer tutoring. With 411 responses:
  - 55% of students are **not open to being peer tutored**.
  - 53% of students are **not interested in tutoring peers** in subjects where they have an A.





# AP Teachers

## What kind of preparation are the AP teachers experiencing?

- AP teachers are encouraged to attend **summer training institutes**, though participation is not mandatory.
- For the **new AP course in 2023-24**, the teacher submitted a proposal and completed preparatory work over the summer as part of the course approval process.



# SAT/PSAT Updates

## Who took the exams?

- **SAT (Senior Students):**
  - 71 out of 136 seniors took the SAT (74 originally opted in; 3 did not show up).
- **PSAT (Junior Students):**
  - 104 out of 124 juniors completed the PSAT (7 did not show up).
  - All true juniors (111) were registered for the PSAT.



# SAT/PSAT Updates

## How are those results disseminated/utilized?

- The results are then shared with the Board and MWA Administration. The Results are utilized to identify more systems we may need to put in place to better support our students.



# SAT/PSAT Updates

## What challenges are you facing?

Challenges	Solutions
<b>Larger Senior Class:</b> Managing personalized attention with increased class size	Implemented group information emails/workshops for more focused support leading up to testing day.
<b>Scheduling/Coordination:</b> Balancing senior events and academic deadlines in order to plan and meet specific testing deadlines.	Effective communication and a well-organized calendar.



# SAT/PSAT Updates

## What challenges are you facing? -Glows and Grows from test day

Glows	Grows
English Learners received accommodation for EL status	2 Irregularities Reported
All students tested in adequate environments. (All rooms were set up the day before and students were provided snack.)	Can collaborate with departments to present practice problems in classes
Signaling System (communication) was used by all testing locations	Communicate earlier on all fronts: <ul style="list-style-type: none"> <li>● Whole school - earlier communication</li> <li>● Students - more reminders in form of flyers/poster</li> </ul>
Attendance was captured well and shared with the attendance office	



# Math Updates

## What is our progress in Math?

- The math department is improving teaching practices and student outcomes through coaching cycles, PLC meetings, and classroom walkthroughs led by Ms. Lokhandwala and Ms. Muhammad.
- All full-time teachers have a strong grasp of the mathematical concepts and are using the curriculum (Open Up for Middle-School and Carnegie Learning for Upper-School)
- At the upper-school, most teachers are effectively adapting and supplementing curriculum to meet the needs of students.
- Teachers providing office hours/homework help in all grade-levels



# Math Updates

## What are some of our key areas for growth?

- 50% of teachers have low teacher expertise, which I define as pedagogical skills, adaptability and classroom management
- Algebra I data reflects gaps in conceptual understanding and procedural fluency from years prior and current

## What are our next steps?

- Continued walkthroughs and professional development with Carnegie Math.
- Align PLC goals with identified focus areas to strengthen instructional practices and student outcomes.



# Math Updates

## Is there a particular subject that our students find most challenging?

- Preliminary findings indicate that **Algebra 2** is one of the most challenging **subjects** for students.
- **Key Challenges:**
  - Engaging in productive struggle, demonstrating mathematical practices, and applying feedback.
  - Since ending summer school, students have been allowed to progress to the next math course without having the skillset to do well. Algebra 2 has become this course that students need to graduate and may not have the skillset to pass.
- **Walkthrough Insights:**
  - All math classes are **using the standards-based curriculum and are on pace.**





# Math Updates

## Instruction Partners

- **Here are focus areas within the Math Observation Tool of the IPG (Instructional Practice Guide). Here are the results from our secondary walkthrough in October.**

Goal Scores	Recent Scores	IPG Indicator	IPG Rubric Language
75%	50%	1C	The enacted lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
1.9	2.0	2C	The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students
2.2	2.4	3C	Students display their thinking about the content of the lesson beyond just stating answers.
2.1	2.5	Standard Alignment	The instruction meets the demands of the standard.
3.1	2.6	Mastery	Students exhibit a strong grasp of the concept of the lesson.

# Updates: LCAP/WASC Process





# LCAP/WASC Goal Areas

Successes	Challenges
<ul style="list-style-type: none"><li>● <b>Full PLC implementation</b> for ELA/Math and <b>early PD</b> for diverse student needs.</li><li>● Strengthened <b>cross-functional collaboration</b> in College and Career Readiness.</li><li>● <b>Early interventions</b>, consistent support, and proactive engagement from student teams.</li><li>● Positive student recognition through programs like <b>Wave-Makers of the Month</b>.</li></ul>	<ul style="list-style-type: none"><li>● <b>Reduced coaching staff and leadership transitions</b>.</li><li>● <b>Teacher vacancies</b> and the loss of key positions (e.g., <b>ELD Coordinator</b>).</li><li>● Persistent <b>student behavior issues</b> (e.g., racialized language, vaping, and marijuana use).</li><li>● <b>Substitute teacher shortages</b> impacting classroom expectations and school culture.</li></ul>



# Math Instruction

## Challenges

- **50% of teachers are in their 1st or 2nd year**, with varying experience (especially in middle school).
- Difficulty **differentiating curriculum** to balance student needs, pacing, and standardized test alignment.
- Widespread **gaps in student conceptual and procedural fluency** requiring targeted interventions.

## Levers to Achieve Growth

1. **Biweekly coaching** for all math teachers to support individualized development.
2. **Weekly PLC collaboration** to refine curriculum, pacing, and instructional strategies.
3. **Targeted interventions** for struggling students, informed by ELB-based data.



# LCAP Process

## Process with Staff

Successes	Challenges
<ul style="list-style-type: none"><li>● <b>Increased conversations</b> among group members, with a better understanding of LCAP across staff.</li><li>● <b>Two staff sessions</b> focused on LCAP planned for next semester.</li><li>● Continuing LCAP/WASC integration next semester.</li></ul>	<ul style="list-style-type: none"><li>● <b>Loss of contributors</b> who created actions and metrics.</li><li>● <b>No AP of Student Support Services</b>; Goal 3 leadership handled by Alton.</li><li>● Need stronger connections between content leads and school leaders regarding LCAP roles and responsibilities.</li></ul>



# LCAP Process

## Process with Advisory Group

Successes	Challenges
<ul style="list-style-type: none"><li>● <b>Engaged student members</b> with meetings starting from their questions, then reflecting through parent and staff lenses.</li><li>● Broader understanding of LCAP and coverage of more topics due to fewer goals.</li><li>● Parents and students are excited and actively engaging in dialogue.</li></ul>	<ul style="list-style-type: none"><li>● Context-specific perspectives can make it hard to relate to broader school impacts, but <b>parent understanding is expanding.</b></li><li>● <b>Goal 3 wasn't addressed</b> in one meeting.</li><li>● Advocacy for more resource access despite existing offerings—need a comprehensive strategy to connect families with resources.</li></ul>



# WASC Self-Study

## High-Level Updates

- Alton, Liz, Tameka, and Bryann met on 11/21 to plan and review the WASC timeline.
- Educational partner engagement to begin in Spring 2025 and pick up again in Fall 2025.
- **WASC visit scheduled for April 13, 2026.**



# LCAP/WASC Overview

## Successes

- **Fewer goals** this year, and they are now aligned across WASC and LCAP.
- Increased **staff engagement with WASC/LCAP goals**, leading to more meaningful conversations and collaboration.
- Strengthened **student voice** through advisory group involvement, contributing valuable perspectives to the process.

## Challenges

- Many **new team members**; still working through processes and adapting.
- **New requirement** to disaggregate LCAP metrics—a valuable tool for deeper insight, but still developing methods for consistent data collection.

## Essential Question

How can we streamline our processes and effectively collect disaggregated data to drive meaningful insights for WASC/LCAP goals?





# LCAP/WASC Goal Areas

## Goal 1: Support for All Learners

Successes	Challenges
<ul style="list-style-type: none"><li>● <b>Full PLC implementation</b> for ELA/Math with instruction partner support.</li><li>● Early PD for ELD, SpEd, GenEd (IEPs, 504s, ELL).</li><li>● <b>Consistent coaching</b> for ELA/Math teachers.</li><li>● <b>New teacher bootcamp.</b></li></ul>	<ul style="list-style-type: none"><li>● <b>Reduced coaching staff</b> compared to 2023-24.</li><li>● Loss of <b>ELD Coordinator.</b></li><li>● Teacher <b>vacancies</b> (MS &amp; US).</li><li>● Transition to <b>new leadership team.</b></li></ul>
Essential Question	
<p><i>How can we sustain <b>high-quality support</b> for all learners despite staffing and leadership transitions?</i></p>	



# LCAP/WASC Goal Areas

## Goal 2: College and Career Readiness

Successes	Challenges
<ul style="list-style-type: none"><li>● Strengthened <b>cross-functional collaboration</b> for student support systems.</li><li>● <b>CCC scope and sequence developed</b> to enhance college and workforce readiness.</li><li>● Focus on strengthening <b>high school graduation pathways</b>.</li></ul>	<ul style="list-style-type: none"><li>● <b>Larger senior class</b> made personalized attention more difficult.</li><li>● <b>Complex scheduling for seniors</b> due to deadlines and events.</li></ul>

### *Essential Question*

*How can we ensure smooth college and career readiness progress as we manage growing student numbers and administrative challenges?*



# LCAP/WASC Goal Areas

## Goal 3: Diversity, Equity, and Inclusion

Successes	Challenges
<ul style="list-style-type: none"><li>● <b>Proactive and consistent support</b> from deans and student support team.</li><li>● Early intervention and <b>partnership with parents.</b></li><li>● Improved tracking, data response, and restorative practices.</li><li>● Increased <b>positive student recognition</b> (e.g., Wave-Makers of the Month).</li></ul>	<ul style="list-style-type: none"><li>● Persistent issues with <b>racialized language, vaping, and marijuana use.</b></li><li>● Gaps in enforcement of <b>student expectations</b> by some teachers.</li><li>● Need for more <b>consistent parent engagement</b> and improved <b>staff cohesion.</b></li><li>● <b>Substitute teacher shortages</b> impacting classroom culture and expectations.</li></ul>

### Essential Question

*What combination of **responsive and proactive approaches** will strengthen a safe, supportive, and inclusive school environment?*

# Break



# Q&A Discussion





# Q&A Discussion

- **Discussion Focus:**

- What additional questions do you have (committee members)?
- To what extent do we think progress is being made?
- What challenges do we think we will face the remainder of the year?
- Any further clarification on anything shared today?
- Anything the committee members should know that they don't know?

- **Goal:**

- Acknowledge progress and challenges
- Discuss/share any next steps or goals until next meeting

# Call Meeting to Order



# Exit Ticket



<https://forms.gle/yshnYmMBoTcXVYSY7>



# Closing

