



Making Waves Academy

Fall CIRAC/WASC Meeting

Date and Time

Wednesday October 15, 2025 at 9:00 AM PDT

Location

Please click the link below to join the webinar:

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

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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.**
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- **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.**
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 - *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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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			9:00 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			9:11 AM
Review objectives and meeting structure.			
A. Introductions, Orientation to the Agenda, and Overview Focus	Discuss	Alton B. Nelson Jr.	1 m
III. Opening			9:12 AM
A. Pre-Meeting Questions	Discuss	A. Nelson, Z. Bakheit, B. Teodoro, A. Moore, L. Martinez	25 m
Address questions that were submitted by committee members before the meeting.			
IV. Curriculum and Instruction Review			9:37 AM
A. Goal 1: Support for All Learners	Discuss	A. Nelson & Z. Bakheit	20 m
Curriculum and Instruction is reviewed through the lens of LCAP/WAC Goal 1: Support for All Learners.			
B. Goal 2: College and Career Readiness	Discuss	Brissa Teodoro	20 m
Curriculum and Instruction is reviewed through the lens of LCAP/WAC Goal 2: College and Career Readiness.			
C. LCAP/WASC Goal 3: Diversity, Equity, and Inclusion	Discuss	A. Moore & L. Martinez	20 m
Curriculum and Instruction is reviewed through the lens of LCAP/WAC Goal 3: Diversity, Equity, and Inclusion.			

	Purpose	Presenter	Time
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V.	WASC		10:37 AM
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A.	Process Review	Discuss	L. Martinez & B. Fitzpatrick	25 m
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MWA's WASC Timeline and Approach detailing where we are at in our process and what we have been doing so far.

Self -study report structure overview and board feedback on the Introduction, Chapter 1, and Chapter 2 drafts.

VI.	Closing Items		11:02 AM
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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

Pre-Meeting Questions

Section:	III. Opening
Item:	A. Pre-Meeting Questions
Purpose:	Discuss
Submitted by:	
Related Material:	Board Pre-Questions_MWA Fall CIRACWASC 2025.pdf MWAUS Course Offerings 2025-26 - Sheet1.pdf OPTIONAL_ AI Use Policy for Making Waves Academy_07292024.pdf OPTIONAL_ MWA AI Pilot Project.pdf

Fall 2025

CIRAC/WASC Committee Member Pre-Meeting Questions

Will we be re-evaluating our WASC goals as part of the re-accreditation process?

Yes, there is a specific prompt in the self-study that asks us to reflect on our current goals. At the end of the self-study we have to put together an "Action Plan" which would reflect our "new" goals for the new accreditation period. The new goals can either be the same ones with new actions/metrics or they can be different all together.

Which of the instructional initiatives and coaching frameworks Tameka instituted, e.g. turning in WAAGs, the rubric for teacher performance, etc., are still being pursued and which have been abandoned? Which practices, procedures, and reforms started by Dr. Tameka Jackson will continue to be implemented to foster overall student achievement and improvement?

Continuing

- **Morning Huddles:** Both the middle and upper schools continue to have Morning Huddles from 8:00-8:10 am. The purpose of the Huddles are to ground everyone in what to expect for the day and for the week, share announcements and reminders, and celebrate various school achievements and national celebrations such as National Hispanic Heritage Month, to share updates on what is going in classes, athletics, college and career updates, and updates from the deans. They have shifted to be Monday through Thursday only and continue to be led by a rotation of lead teachers, content leads, and grade level leads.
- **Instructional Playbook:** While not as actively monitored as before, it is still a tool and reference for all teachers, especially new teachers.
- **WAAGs** have been revised to better address teacher needs. Teachers in their first three years must *turn in* their WAAGs and submit them via Canvas so we can review them. More experienced teachers also complete WAAGs, but they are not required to upload them to Canvas. Every teacher must submit their WAAGs and meet one-on-one with their coach to receive feedback.
- **Rubric for teacher performance:** We are working on a form, rubric, and process that will be a more holistic view of teacher evaluation that also builds in expectations from the Instructional Playbook. The process and form also includes collaborative sections for teachers, coaches, and the ILT team. It's clearer now, with separate domains like professionalism, instruction, and classroom management. Training is required so everyone can meet the standards. Unlike the old version that focused on core subjects, this one covers all content areas. By combining evaluations with coaching and clear criteria, it strives to be fair and supportive. We have not come to a final agreement on it yet, but hope to soon so that we can share it with faculty well in advance of the end of the 2025-26 school year to allow for transparency and feedback.
- **Instructional Coaching.** Continued investment in instructional coaches. Ongoing work and capacity building with Instruction Partners.
- **Academic Support.** Teachers are asked to identify and work with their students that are failing or are missing assignments. Three progress reports over the course of the semester are also used as indicators.

Fall 2025

- **IEP Meeting Input Form.** Ask faculty and staff to submit information for student IEP meetings in Google Form if the teacher is not able to attend in person.
- **Gradebook Update Reminders.** Faculty are reminded to update gradebooks in PowerSchool and Canvas.
- **Students of Concern.** In grade level meetings, identify students of concern who may need additional support.
- **ILT Meetings.** Instruction Leadership Team (ILT) meetings with division directors, instructional coaches, and lead teachers continue to occur on a weekly basis.
- **ELO Program.** Align on standards and curriculum. The ELO team goes into the core day classes so they can transfer those skills to the afterschool program. 5th-6th grade aides stay after school for an hour to support Marlin Academy students with homework.
- **Teacher Leader Meetings.** Acting US director meetings with teacher leaders weekly to discuss a variety of timely topics and to share input with school leadership.

Considering to Continue

- **Parent Phone Calls.** Prior to parent conferences, we had to make sure that every Thursday, teachers contact parents - positive or feedback calls, (pick 5 student families to call).
- **“Bootcamps” for New Teachers.** The new teacher orientation/bootcamps and use of the Instructional Playbook.
- **Leadership Webpage.** Continuation of school leadership webpage - links and resources for ILT and for teachers.

No Longer Doing

- **Staff Data Related to Duties.** While we still continue to track things like attendance to Morning Huddle, supervision duties, and meetings, we are not capturing these absences using a Google Form or sharing that data with teachers/staff. Supervisors are expected to follow up with faculty and staff who are not fulfilling their responsibilities.

New

- **50% Floor.** We have established a 50% grading floor for all assignments with the exception of summative assessments (unit tests), papers, and projects. Research has shown the adverse and demotivating effects of students feeling too far down in the hole to be able to climb out of it. This can lead to chronic absences and behavior issues in class. Despite some reluctance and disagreement from some when it was introduced in August, it seems to be going fine so far. Most teachers also offer either test corrections for partial passing credit or re-takes of summative assessments. Some but not all accept late work for partial credit. In other words, there are multiple pathways for students to work towards demonstrating mastery and passing their classes. We will know more after the grades of the 1st semester have been finalized, and we can see how many students are failing their classes.

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Is someone monitoring the efficacy of Edmentum in real time, or will we need to wait till the end of the year to know whether and by how much it is better than APEX?

We know it's better than APEX based on students using it in summer school. We are required to offer extended learning time for students with IEPs. Those students and a few students who needed to recover classes used Edmentum this past summer. The assigned instructor helped students more than the APEX interface. The teacher who was the administrator over summer school recommended that we use Edmentum. She had some experience supporting students on APEX last school year so her recommendation was valued. Lastly, we sought to hire teachers with specific characteristics and skills to support students needing to take online courses for credit recovery. Between an Edmentum instructor and sometimes two teachers in a classroom to support them, students have more support with their work. Many students also took summer school classes at community colleges to make up their credits. Because students need to continue to move through the school year earning credits towards graduation and college admissions eligibility, online courses are a necessary tool we will continue to use, as needed. We have fewer core classes needing to be online, and we hope that stability and retention in staffing will make it a bit easier to fill some of the vacancies we have this year if the retention trend continues.

How many students or cohorts in each division have an LT sub? How many students or cohorts are being taught by an LT sub in a particular course while their peers in the same course have a subject-qualified teacher? If this exists, can we revisit the idea of a swap 2nd semester in pursuit of greater equity?

For General Education, we have no full-time vacancies in the middle school and two full-time vacancies in upper school math. For Special Education, we have three full-time vacancies, one is being filled by a contracted teacher.

Middle School: The vacancies are in 7th grade; 2 cohorts (A & B) have an ELA substitute, 1 cohort has a Math Substitute (D). Both vacancies have direct support and lesson plans from the full-time teacher so that there is continuity in the instructional pacing.

Upper School: 3 sections of Geometry, 3 sections of Algebra 1, and one section of Principles of Finance do not have a full-time teacher; a total of 168 students. The courses offered via Edmentum are Algebra 1 and Principles of Finance (4 sections total). The other courses are being taught by full-time MWA teachers who do not have a full teaching schedule in their content area.

Proposal to Rotate Students Through Live Instructor Class. In terms of wanting all students to have equity in a live instruction experience, we agree. We understand and appreciate the creative solution proposed for this operational matter. We do not plan to pursue this option at this time.

Given you indicated in your report to the board that state test results were largely flat, what are the strategies the team will employ this year, beyond the aides in 5th-6th, especially with the key subgroups?

- **Pacing, Rigor, and Curriculum Use.** Through coaching, we continue to support teachers in maintaining their instructional pacing (which will best prepare and expose students to the standards being assessed) and support them in being able to create more rigorous learning experiences in their classes.

Fall 2025

- **ELD & SPED Leadership.** We're now actively supporting key subgroups: this year, we have an ELD coordinator implementing grade-level strategies, which we lacked last year. Likewise, we now have a dedicated Special Education director with a well-defined plan—something we didn't have previously.
- **Instruction Coach Role.** A redesign of the instructional coach roles to allow them to focus more intentionally on specific subgroups. Now, each coach has a defined area of focus—beginning with foundational skills—which lets them give more targeted support. For example, one coach focuses on ELA, another on Mathematics, another works exclusively with new teachers, and another supports students in grades 5 and 6 who manage teacher aides. Teacher aides also collaborate with the ELO team to provide extra assistance where needed.
- **Academic Plans of Action.** Any student who is failing any class must attend office hours with the teachers. Lots of communication to parents.
- **Potential Reading Specialist.** We are considering plans to add a reading specialist to support reading development skills starting in the middle school.
- **Interim Assessment Tool.** Making the change to a different interim assessment tool (changing from the Star and MAP assessment), I-ready allows us to help each student individually through:
 - Tailor-made, proscribed intervention plans
 - Specific data on individual student needs and student groups based on need, which informs small group instruction
 - Mini-assessments allow us to teach one or two specific domains, then immediately assess students on those domains. This approach helps us determine whether students have mastered the content or if there are remaining gaps that need additional instruction.

Please remind us: How are we handling ethnic studies? if our students take it, is it required and if so, for a year or semester, or is it an elective? What is the curriculum we are using? Feels like it's years since we reviewed this and last I read, the state is delaying the full roll out requirement.

*At MWA, Ethnic Studies is a graduation requirement as that aligns with the upcoming **California Standards**. While the state currently requires only one semester, we offer it year-long, as the course was established at MWA five years before the state rollout. Our faculty, with robust training in Ethnic Studies, deliver a dynamic, engaging course that aligns closely with the state model curriculum and incorporates supplemental resources from UC Berkeley's History-Social Science Project. Moving forward, we will likely consider pairing the ethnic studies class with the financial literacy class.*

Upcoming CA Curriculum Additions

- **Finance ([AB 2927](#))** - One-semester of a financial literacy required for graduates of 2030-31. MWA needs to offer the course aligned with the curriculum by 2027-28.
- **Ethnic Studies ([AB 101](#))** - One-semester of ES required for graduates of 2029-30. MWA has implemented ES as a required course for all Wave-Makers starting with the graduating class of 2026.

Fall 2025

Please provide a full list of upper school course offerings.

See “MWAUS Course Offerings 2025-26” pdf attached in BoT.

Strat Plan: Beyond the career access pilots, I’m curious about how we are thinking about AI use for both teachers and students. This topic was not discussed in the recent steering committee meeting that focused on MWA.

AI use is not a strategic priority as much as it’s an operational use, systems, approaches, and capacity-building opportunity. Last fall year, Alton, Damon Edwards and Athena Draper (CTO and Director of Technology respectively) attended a conference on AI in K-12 education. The conference was the annual CoSN conference (The Consortium for School Networking) sponsored by a K-12 education organization. All of the presentations had the following elements in common:

- Rooted in best practices for learning for both students and adults.
- Shared the importance of using AI in targeted and intentional ways (versus knee-jerk, sporadic, or one-off use).
- The importance of AI integration into all parts of the organization as opposed to being siloed off - e.g. integrated into operations, instruction, finance, etc.
- The importance of integrating the discussions of AI use into all leadership meetings that touch the breadth of the school (not just instructional).
- Damon Edwards created a project plan, survey of staff, and pilot opportunity for faculty and staff last school year. This year, we were meant to move forward with some of the pilots and continue to expand on ideas for uses. We were also meant to find the group to best integrate AI discussions into. We think we have identified the group but it has not been a priority yet as much of our integrated work has been onboarding new leaders and staff and preparing for our WASC visit.
- We have an AI use policy as well as integration of AI into our Google Suite of products we use (*Gemini*), which allows AI integration and support across all Google applications such as Gmail, Google Docs, Google Sheets, etc.
- Two priorities for use in the next 1-2 years are: 1) identifying ways to help our students gain appropriate exposure to and train for proper use of AI tools and 2) integrating the use of AI tools across all departments to increase efficiency, refining communication, and idea generation.

AI-related MWA resources/plans

See “MWA AI Pilot Project” and “AI Use Policy” attached in BoT

-  MWA AI Pilot Project
-  AI Use Policy for Making Waves Academy_07292024

	Course Offerings
	English I
	English II
	English III
	AP English Language and Comp.
	Expository Reading and Writing
	Algebra I
	Geometry
	Algebra II
	Principles of Finance
	AP Stats
	AP Comp. Sci. Principles
	AP Precalculus
	Earth and Space Science
	Biology
	Chemistry
	AP Chemistry
	Astronomy
	AP Environmental Sci.
	Intro to Health / Medical Term.
	Advanced Patient Care
	Ethnic Studies
	World History
	US History
	AP US History
	US Government / Economics
	AP US Government / Economics
	2D Art
	3D Art
	DRAMA I
	Theater II
	Music Appreciation
	Orchestra
	Health and Wellness I
	Health and Wellness II
	Spanish I
	Spanish II
	Spanish III
	AP Spanish
	Specialized Academic Instruction
	Credit Recovery
	Study Hall
	English Language Development
	Advisory

AI Use Policy for Making Waves Academy

Purpose:

This policy outlines the appropriate use of artificial intelligence (AI) tools for educational purposes at Making Waves Academy (MWA). Our goal is to harness the benefits of AI while maintaining academic integrity, fostering critical thinking skills, and adhering to student privacy laws.

General Guidelines:

1. *Permitted AI Tools:*

- Only school-approved AI tools may be used for academic work.
- A list of approved tools will be maintained and updated by the IT department.

2. *Transparency:*

- Students must disclose when AI tools have been used in their work.
- Citations for AI-generated content should be included, similar to other sources.

3. *Teacher Discretion:*

- Teachers have the authority to determine when and how AI tools may be used in their classes.
- Some assignments may prohibit the use of AI tools entirely.

4. *Plagiarism and Academic Integrity:*

- Using AI to generate work and presenting it as entirely one's own is considered plagiarism.
- Students, teachers and staff are responsible for verifying the accuracy of AI-generated information.

5. *Data Privacy:*

- Students and staff should **not** input personal or sensitive information into MWA sanctioned AI tools.
- Use school-provided accounts when available to ensure data protection.

Specific Guidelines by Grade Level:

5th-8th Grade:

- AI use is limited to teacher-guided activities and specific approved tools.
- Focus on understanding AI capabilities and limitations.
- Emphasis on fact-checking and critical evaluation of AI-generated content.

9th-10th Grade:

- Expanded use of AI for research and brainstorming.
- Introduction to AI-assisted writing tools with clear guidelines on proper use.

- Projects exploring the ethical implications of AI in society.

11th-12th Grade:

- More autonomous use of AI tools for complex projects and analysis.
- Integration of AI in subject-specific applications (e.g., data analysis in science, language translation in foreign language classes).
- Preparation for responsible AI use in higher education and future careers.

Implementation:

1. Training:

- Teachers and students will receive training on AI tools and this policy.
- Parents will be provided with information sessions on AI in education.

2. Monitoring and Review:

- The school will regularly review and update this policy to reflect technological advancements and educational best practices.
- A committee of educators, IT staff, and school administrators will oversee policy implementation.

3. Consequences:

- Violations (for example, plagiarism, cheating, and not properly citing sources) of this policy will be addressed according to the school's existing academic integrity guidelines.
- Repeated or severe violations may result in loss of AI tool privileges.

This sample policy provides a framework that balances the educational potential of AI with the need to maintain academic integrity and develop critical thinking skills. Would you like me to elaborate on any specific aspect of this policy?

Here's a sample policy and set of guidelines for the use of AI tools for teachers and staff at a 5th-12th grade school:

AI Use Policy for Educators

1. Purpose

This policy outlines the appropriate use of artificial intelligence (AI) tools by teachers and staff to enhance educational outcomes while maintaining academic integrity and ethical standards.

2. Scope

This policy applies to all teachers and staff members in grades 5-12.

3. General Guidelines

3.1 Approved AI Tools

- Only school-approved AI tools may be used for educational purposes.
- Before AI tools can be utilized, Faculty and staff must submit a software request via Solarwinds where the platform will go through the vetting and approval process.
- A list of approved tools will be maintained by the IT department and updated regularly.

3.2 Training

- All staff must complete mandatory training on AI literacy and ethical use before utilizing AI tools in their work.

3.3 Transparency

- The use of AI tools must be disclosed to students and parents when utilized in curriculum development, lesson planning, or assessment creation.

3.4 Data Privacy

- Staff must ensure that student data is protected when using AI tools, adhering to all relevant California student privacy laws and school policies.

3.5 Accuracy and Bias

- AI-generated content must be reviewed for accuracy and potential biases before use in educational materials.

4. Specific Use Guidelines

4.1 Lesson Planning and Resource Creation

- AI tools may be used to generate ideas, outlines, and draft materials.
- All AI-generated content must be critically reviewed, edited, and customized by the teacher.

4.2 Student Assessment

- AI may be used to help create initial drafts of assessments, but final versions must be human-reviewed and edited.

- AI tools should not be used for grading subjective assignments (e.g., essays, projects) without human oversight.

4.3 Feedback and Personalization

- AI can be used to provide initial feedback on student work, but teachers must review and supplement this feedback.
- AI-driven personalization of learning paths must be monitored and adjusted by teachers as needed.

4.4 Administrative Tasks

- AI tools may be used to assist with scheduling, data analysis, and report generation, subject to data privacy guidelines.

5. Prohibited Uses

5.1 Plagiarism Detection

- AI tools should not be the sole method for detecting plagiarism. Human judgment is required.

5.2 Student Profiling

- AI should not be used to make high-stakes decisions about student placement or advancement without human oversight.

5.3 Replacing Human Interaction

- AI tools should not replace meaningful teacher-student interactions or personalized instruction.

6. Ethical Considerations

6.1 Bias Awareness

- Staff must be vigilant about potential biases in AI-generated content and actively work to mitigate them.

6.2 Critical Thinking

- Teachers should incorporate lessons on AI literacy and critical evaluation of AI-generated content into their curriculum where appropriate.

6.3 Equity

- Ensure that the use of AI tools does not create or exacerbate inequities among students.

7. Review and Compliance

7.1 Regular Review

- This policy will be reviewed annually to ensure it remains current with technological advancements.

7.2 Compliance Monitoring

- The school administration will regularly monitor compliance with this policy.

7.3 Consequences

- Violations of this policy may result in disciplinary action, including but not limited to additional training, suspension of AI tool access, or other appropriate measures.

8. Support and Resources

- The IT department, as well as the Instructional Technology Coach will provide ongoing support and resources for the effective and ethical use of AI tools.
- A committee of educators and school administrators will be established to address AI-related concerns and provide guidance on best practices.

This policy aims to harness the benefits of AI in education while maintaining high standards of academic integrity and ethical use. Teachers and staff are encouraged to explore innovative applications of AI tools within these guidelines to enhance the learning experience for all students.

MWA AI Pilot Project

Presenter(s): Damon Edwards

Date: 10/24/24



Learn. Graduate. Give Back.

Agenda

Define what AI is and its relevance in K-12 education

Overview of MWA AI pilot project

Objectives of pilot

High Level Plan and Next Steps





Executive Summary

- Artificial intelligence (AI) in education offers personalized learning and streamlines tasks.
- MWA's pilot program aims to enhance student engagement and administrative efficiency.
- Staff and faculty will participate by identifying and implementing AI tools.
- A proposals submission process will occur in November and December this year.
 - A survey was sent to staff on 11/1 to collect proposals to participate in the pilot. The survey ends 12/1.
 - Proposals will be reviewed by leadership and staff will be notified of the winning proposals before winter break begins.
- The **pilot** will run from **January 7 to May 31 2025**.

What is AI and its relevance in K-12 education?

What is AI?

Artificial Intelligence (AI) refers to applications or platforms that can perform tasks typically requiring human intelligence.

Common tasks that AI is used for include:

- Learning, reasoning, problem-solving, and understanding natural language.
- It can also generate new content or functionality derived from existing sets of data found on the public internet or in private datasets such as, text, images, video files, and code.

How is AI Relevant in Education?

- Preparing students and staff with the skills necessary to utilize AI is important because it aligns with the reality of our world where AI is used pervasively. Not preparing students and staff for this reality does them a disservice.
- AI tools can help educators tailor instruction to meet individual student needs, engage learners through interactive platforms, and automate routine tasks or make administrative tasks more efficient, allowing teachers and staff to focus more on teaching or completing work more effectively.

Examples of AI Tools Used In Education for Instruction (1)

Below is one example of a platform that is being used in the K-12 setting to make teaching and learning more efficient and effective:

- [Kahoot! AI](#) has several AI features that promise to enhance learning and make learning more efficient. One of these features is the AI-assisted content/question generator which “enables users to generate questions and answers and content based on the content of a PDF” that is uploaded by the user.

Examples of AI Tools Used In Education for Instruction (2)

Below is another example of a platform that is being used in the K-12 setting to make teaching and learning more efficient and effective:

- [MagicSchool AI](#) has over 60 AI tools that faculty can use with their students to make teaching more efficient and engaging. Two examples of these tools are:
 - [Assignment Scaffold](#) - “Take any assignment and empower students by breaking it down into manageable steps, fostering stronger understanding and enabling greater independence.”
 - [Accommodation Suggestion Generator](#) - “Generate a list of 5-10 accommodations for a student who needs support, has a 504 plan, IEP, or BIP.”

Examples of AI Tools Used In Education for Administration (1)

Below is one example of a type of platform that is being used in the K-12 setting to make administration more efficient and effective:

- **Generative AI Platforms** like *ChatGPT*, *Gemini*, *CoPilot*, *ClaudeAI*, etc.
 - Are “AI chatbot platforms that use machine learning to generate human-like responses to natural language input.” It “can answer questions, write stories, translate languages, and more.”
 - Please find a link to [this prompt repository](#) that has several examples of how ChatGPT can be used in a school.

Examples of AI Tools Used In Education for Administration (2)

Below is another example of a platform that is being used in the K-12 setting to make administration more efficient and effective:

- **Canva** - “Is an online design platform that allows staff, faculty and students to create visual content for instructional or administrative use.”
Two examples of how this tool can be used are:
 - **Translation** - “***Canva Translate*** is an AI-powered machine translation tool built into Canva that automatically translates the text in your existing designs into your chosen language/s.”
 - **Image Generator** - “Canva offers range of AI image generator tools that let you start with a text prompt and get matching AI-generated images.”

MWA Pilot Objectives



AI Pilot Description

- This pilot program aims to harness the potential of AI to create a more effective, engaging and efficient educational environment by innovating in small groups or cohorts with the goal to scale uses of AI to the larger school community.
- The plan is to identify MWA staff and faculty that want to participate in utilizing AI tools to enhance student engagement and to streamline or make more effective common administrative processes. Pilot participants will identify tools or platforms that meet this criteria and will develop metrics that will be used to measure the effectiveness of the tools selected.
- The focus this year will be on utilizing free or low cost tools that can demonstrate the usefulness of AI and collect data that can be used to justify investment of resources on further development of AI tools at MWA in the 2025/26 school year.
- Each participant or group will be responsible for:
 - **Identifying** a tool or platform
 - **Stating** how it will be used and what the objective of its use is
 - **Developing** a set of metrics that will be measured over the course of its use
 - **Reporting out** on the results and providing a proposal for expanded use in the 2025-26 school year

Broad Objectives of AI Pilot

There are two main pilot objectives:

1. Enhance Student Engagement and Achievement:
 - a. ***Personalized Learning***: Implement AI-driven platforms that adapt to individual learning styles and paces, offering customized content and exercises that help students achieve greater academic results.
 - b. ***Interactive Learning Tools***: Use AI applications to create immersive and interactive lessons, fostering greater student participation and interest.
2. Streamline Administrative Processes:
 - a. ***Automated Administrative Tasks***: Employ AI to automate routine tasks such as lesson planning, assessment creation, content creation or other uses that reduce the administrative burden on teachers and staff.
 - b. ***Efficient Communication***: Utilize AI language model platforms, such as ChatGPT, Gemini and Microsoft Co-Pilot, to enhance routine communications and to streamline other administrative functions. This aims to enhance the efficiency and quality of writing and other administrative tasks while also freeing up time for other essential work.

Ensuring a Secure Pilot

When utilizing any AI Tool for the pilot or for any other purpose adhere to the following:

- Never input sensitive or personally identifiable information (PII) into AI tools.
- Recording video or audio of student or staff PII via AI tools is prohibited.

Note: Refer to the FAQ section below for more information and access the AI Use Policy there.

Timeline & Next Steps



Pilot Timeline and *Next Steps*

11/1 to 12/1 - *Survey for participants will be sent to staff and faculty to identify those wishing to participate in the pilot (Submissions must be in by 12/1)*

12/13 - *Submissions will be reviewed and pilot participants selected*

1/7 - *Pilot commences and participants begin implementing AI tools with their target groups*

5/1 - Pilot participants report out on the metrics gathered during the pilot and propose expanded or continued use of AI tools during the 2025/26 school year

5/15 - Decide which AI tools to continue and broaden use of in the 2025/26 school year

6/1 - Plans submitted for the rollout and training of AI tools in the fall of 2025/26 school year

FAQs

FAQs for Using AI (1)

Q: Does MWA have an AI use policy?

A: Yes. It can be accessed by clicking on this [link](#).

Q: Can students from all grade levels use AI tools?

A: Yes, please refer to the AI use policy and refer to the section titled “Specific Guidelines by Grade Level”

- Please be aware that some AI platforms, like ChatGPT, have an age limit of 13 years or older. Please refer to the terms of use the platform you plan to use to ensure it is okay to use with a specific age group.

Q: In terms of data security and privacy, what precautions should be taken when utilizing AI tools?

A:

- Never input sensitive data or personally identifiable information (PII) into any AI tools. Examples of sensitive or PII may include but is not limited to: Name, Date of birth, Social Security number, Biometrics (i.e. weight, height, fingerprints, face), Credit card information, Driver's license number (or picture of it), Financial information, Gender, Mailing address, and Medical records.
- Please note that this rule applies to recording any personal information of MWA students or staff when utilizing any AI platform like Otter.ai, ChatGPT, and any other AI-assisted tools. We are also located in a dual-consent state which requires that all parties being recorded consent before being recorded (minor students cannot consent). Additionally, recording meetings that discuss highly protected information can also put you and MWA at risk.

FAQs for Using AI (2)

Q: How do I get approval to use an AI tool or platform?

A:

- *Requests for AI platforms or software must be submitted via the Software Request Form, which can be accessed by launching SolarWinds from OKTA and navigating to the Service Catalog.*
- *To be considered “officially sanctioned by MWA” the AI platforms/ software MUST go through the software request process before they are used. One of the steps in the process is to review a platform's Terms of Use to ensure it adheres to data privacy compliance laws like FERPA, HIPAA, as well as employment laws.*
- *For this pilot, the IT Team will expedite the review process to ensure we can keep to the timeline.*

Proposed Pilot Participation Survey



Learn. Graduate. Give Back.

Coversheet

Goal 1: Support for All Learners

Section:	IV. Curriculum and Instruction Review
Item:	A. Goal 1: Support for All Learners
Purpose:	Discuss
Submitted by:	
Related Material:	CIRAC_WASC Fall 2025 Goal 1.pdf

WASC Goal 1: Support for All Learners





Essential Question

In reviewing the relatively flat and low growth state assessment data, number of students needing credit recovery in the upper school, and the impact of faculty vacancies on student learning, what are the reflections of senior and teacher leaders and how might we see the impact of those reflections this school year?



Key Leaders for 2025-26

Leader	Position	Status
<i>Alton Nelson, Jr.</i>	CEO/Act. Princ. /Act. US Dir.	15th year; US founding Dir.
<i>Zubida Bakheit</i>	MS Division Director	1st year at MWA
<i>Alefiyah Lokhandwala</i>	Instructional Coach, Math	2nd year, new to admin.
<i>Marjorie McCowan</i>	Instructional Coach, New Teas.	3rd year, new to admin.
<i>Genthia Lowe-Reese</i>	Instructional Coach, 5th-6th Gr.	10th year, 1st full year in role
<i>Masin Persina</i>	Instructional Coach, ELA	14th year. 1st year in role



Reflections

Areas of Reflection (Opportunities)	New (approaches/people)
5th-6th grade opportunity	5th-6th grade alignment (to each other & ELO) and adding paras
Students with Disabilities	NEw Dir., better written plans, fidelity to plans, push-in support, & support for team
Pacing & rigor of instruction	Continue: Instruction Partners support and coaching



Coaching Vision

At Making Waves, our vision for instructional coaching is to cultivate a culture of continuous improvement grounded in trust, collaboration, and shared purpose. Coaches and teachers work in partnership to internalize curriculum, refine instructional practices, and develop sustainable habits that elevate both teaching and learning to support rigorous, grade-level instruction.

To sustain this vision, the leadership team centers collective capacity building by sharing data, feedback, reflections and best practices. This happens through ongoing and consistent collaboration with one another, adhering to timely and protocol oriented coaching cycles, learning and applying best practices for leadership, and honoring established norms.

Through personalized support and data-informed reflection, we strive to empower educators and ensure all students thrive academically, emotionally, and behaviorally.



Coaching Protocol

Observations are 30 minutes followed by a 20-30 minute debrief mtg.

Preparation

Includes pre-planning, a focus on meeting outcomes, and next steps

Meeting Elements

Identify strengths, foster reflection, practice together, feedback, & next steps

Ways of Being

Establishing trusting relationships, building reflective capacity, teacher voice, & mindset



Our instructional priority for math

Strategic CFUs + Data Driven Decision Making

1A

Grade-level content

1C

Enacted lesson matches rigor

2C

Checks for understanding

3C

Students display their thinking

Strategic CFUs + Data Driven Decision Making

Indicator 1B | Goals reflect standards

The goal of each lesson reflects mathematics within the grade-level standards.

Look for

- Teacher is using the school's selected curriculum materials.

Yes - The goal of the lesson focuses on mathematics within the grade-level standards.

Yes, but appropriate - The goal of the lesson focuses on new grade-level standards in an essentially coherent way to increase access to grade-level standards.

No - The goal of the lesson does not focus on mathematics within the grade-level standards.

Indicator 1C | Aspects of rigor

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.

Look for

- Questions or tasks are aligned with the full subset for the standard(s).
- Teacher checks for understanding in moments most aligned to the key ideas of the lesson.

Yes - The enacted lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed.

Yes - The enacted lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.

Indicator 2C | Checks for Understanding

The teacher deliberately checks for understanding in various ways and opportunities for growth to provide feedback to students.

Look for

- Teacher checks for understanding in moments most aligned to the key ideas of the lesson.
- Teacher solicits, displays, and/or uses students for the classroom effectively for learning or improving.
- Teacher provides authentic feedback to every or all students in response to the CFU.
- Teacher makes appropriate adjustments to instruction, intentionally choosing when to address misconceptions with class, small groups, or 1:1 based on data collected from the CFU.
- Teacher provides opportunities for students to respond, feedback and demonstrate improved understanding.

1 - The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work.

2 - The teacher checks for understanding among most students and feedback is provided.

3 - The teacher checks for understanding among some students. Feedback is provided to those students.

4 - The teacher checks for understanding among few or no students and/or no feedback is provided.

Indicator 3C | Student Display Thinking

Students display their thinking about the content of the lesson beyond just stating answers.

Look for

- Teacher provides a CFU that requires students to display thinking beyond stating the answer to receive a grade-level understanding.
- Teacher provides opportunities for students to respond, feedback and demonstrate improved understanding.

1 - Most students display their thinking beyond just stating answers in service of grade-level understanding.

2 - Some students display their thinking beyond just stating answers in service of grade-level understanding.

3 - Few students display their thinking beyond just stating answers in service of grade-level understanding. **OR** students are displaying their thinking beyond just stating answers, but not in service of grade-level understanding.

4 - Few or no students display their thinking beyond just stating answers.

www.nctm.org/standards/aligned/



Math Indicators

Indicators	Look Fors
<i>Goals reflect standards</i>	Teacher is using school curriculum
<i>Aspects of rigor</i>	Q's/tasks have the appropriate Alignment of Rigor (AoR) *
<i>Checks for understanding</i>	CFUs in key moments of lesson & adaptation moves in real time
<i>Students display thinking</i>	Teacher provides opportunities for students to show deeper understanding & application
*AoR - For example, if a standard requires students to "analyze" or "evaluate" (higher-order thinking), the instruction shouldn't just ask them to "recall" or "identify" (lower-order thinking). The rigor of the lesson needs to align with the rigor of the standard.	

Math Walkthrough Data



Strengths	Opportunities
• All teachers did utilize and/or incorporate some form of Check for Understanding (CFU) question in observed lessons • We saw opportunities across classrooms for students to discuss and collaborate with one another	• Connecting CFUs to Aspect of Rigor when questioning • Teachers provide actionable feedback for that students use to improve their work • More opportunities for students to share their thinking and/or to share the process for finding solutions

ELA Instructional Priorities



- Text as the center of instruction
- Questions/Tasks support students doing the work
- Questions/Tasks support productive struggle
- Feedback to strengthen student learning
- Evidence-based academic discourse



ELA Indicators

Indicators	Look Fors
<i>Text complexity</i>	Use of curriculum; text complexity aligned with the grade level
<i>Time in text</i>	Instruction is anchored in the text not the task
<i>Knowledge building</i>	The curriculum is used in instruction
<i>Intentionally sequenced Q's</i>	Q's build from general understanding to more open-ended
<i>Productive struggle</i>	Adequate wait time so students can persist through challenges
<i>Standard alignment</i>	Engagement with standards-aligned curriculum and time spent on parts of the lesson that matter the most

ELA Walkthrough Data



Strengths

- Seen growth in using more grade-level aligned materials with intentionality
- Stronger use of sequenced questions

Opportunities

- Using Check for understandings (CFUs) intentionally to inform next steps in instruction and to provide feedback to students to improve their work
- Enhancing productive struggle through intentional lesson moves and scaffolds



Coaching Data at-a-Glance

- 10 = Coaches
- 71 = # of teachers supporting (41 in US & 30 in MS & includes LTS)
- 26 = new teachers (less than 3 years of experience)
- 150+ = Coaching observations through September
- 1-2 = # of times per month a teacher is observed for coaching

***A focus on rigor & student ownership
(through curriculum/text, and kinds of questions)***



Essential Question

In reviewing the relatively flat and low growth state assessment data, number of students needing credit recovery in the upper school, and the impact of faculty vacancies on student learning, what are the reflections of senior and teacher leaders and how might we see the impact of those reflections this school year?

Coversheet

Goal 2: College and Career Readiness

Section:	IV. Curriculum and Instruction Review
Item:	B. Goal 2: College and Career Readiness
Purpose:	Discuss
Submitted by:	
Related Material:	Fall 2025 CIRAC Goal 2 College and Career Readiness Pre-Read.pdf

Fall 2025 CIRAC Goal 2: College and Career Readiness Pre-Read

AP Score Summary

	Chemistry	Computer Science Principles	English Language Composition	Environmental Science	Precalculus	Spanish Language and Culture	Statistics	Total Exams
# of Exams	26	43	50	42	28	61	34	284
Average Score	2.2	1.7	2.3	2.3	2.4	3.6	1.4	2.4
% of Exams with Score 3 or Higher	35%	21%	46%	43%	46%	90%	12%	46%

Career Exploration and Readiness

1. Focused on supporting all students in exploring their post-secondary options.
2. Career exploration through study trips, internships, and career fairs are some of the ways we are preparing students with today's workforce opportunities.
3. Launching an 8th grade and 11th grade pilot program.
4. Study Trips:
 - a. San Francisco Giants Career Education Day: 30 sophomores attended this study trip and learned about the diverse career opportunities in the sports industry, including learning from scientists, businessmen, and media experts.
 - b. MWEF Business and Marketing Study Trip: 15 juniors and seniors visited the Making Waves Education Foundation office to learn about the business and marketing industry. One of the panelists was an MWA alumna. Students engaged in hands-on activities to create marketing content for MWA and walked away feeling inspired by the diversity of panelists' career trajectories.
5. Internships and Experiential Learning
 - a. Partnered with MWEF to recruit MWA students to apply for 3 different internships/fellowships
 - i. Making Waves Academy Student Ambassador Program - all upper school students
 - ii. Career Spark - open to all 9th and 10th graders
 - iii. HealthX - open to all 11th and 12th graders
 - iv. Pathways to Health - open to all 11th and 12th graders
 - b. MWA student interest is strong and Wave-Makers are producing high-quality applications to already competitive opportunities
 - c. 8th and 11th Grade Career Exploration Pilots

- i. 8th: Implementing the Career Choices curriculum to support 8th graders in thinking about their futures and preparing them for high school
 - ii. 11th: Launching a short pilot program for juniors to engage in during advisory. This will help them feel prepared to find summer experiential learning opportunities and support them in being prepared for post-sec planning at the start of their senior year.
- d. College and Career Week
 - i. Planning a college fair, career fair, and financial literacy workshops to support all upper school students in holistically planning for their futures.
- e. Advanced Patient Care Students
 - i. Working with our Advanced Patient Care students to apply for healthcare-related internships and opportunities to gain real-world, hands-on experiences in the healthcare field.

College Access and Post-Secondary Planning

College Representative Visits

- **10 colleges/universities** have visited MWA this fall, including:
 - Highly selective private universities such as **Stanford University, USC, USF, Whittier College, Dominican University, Vassar College,** and **Hamilton College.**
 - Students also had the opportunity to engage with representatives from the University of California system, including **UC Davis, UC Merced,** and **UC Riverside.**
- **9 more visits** are scheduled this season, offering students direct access to admissions reps.

College & Career Trips

- **12th Grade:** College visits to **UC Merced & SF State** in October.
- **11th Grade:** Trips to **UC Davis & Sac State** planned for December.
- **9th/10th Grade:** Upcoming trip to **Habitat for Humanity** for students interested in Trades pathways.

College & Trades List Building

- **114 out of 125 seniors** submitted College or Trades Lists to the CCC.
- Lists reflect students' early post-secondary interests and planning progress.

PIQ Workshops

- CCC hosted two *College Friday* sessions in Senior English.
- Students developed **Life Maps** to help prepare for their **Personal Insight Questions (PIQs)** and college essays.

Professional Development

- Associate Director of College & Career Counseling attended the **NACAC National Conference.**
- Added **50+ new colleges/universities contacts** to the CCC outreach network.

Coversheet

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

Section:	IV. Curriculum and Instruction Review
Item:	C. LCAP/WASC Goal 3: Diversity, Equity, and Inclusion
Purpose:	Discuss
Submitted by:	
Related Material:	CIRAC_Goal 3 (1).pdf

Goal 3: Pre-Read: Diversity, Equity and Inclusion
Liz Martinez and Ahjia Moore

Essential Question to Guide Reading

Considering the early data and our comprehensive action plan, what critical blind spots or opportunities for leverage are we potentially missing in addressing the needs of our key student populations?

Introduction

This school year is off to a great start in this area. We are pleased to provide you with this report that outlines our strategic approach to fostering a safe, inclusive, and high-performing environment, driven by diversity, equity, and inclusion (DEI) principles.

Goal and Key Metrics

The core **objective** is to create a safe, inclusive, and high-performing environment for all students and adults, informed by DEI.

Progress will be measured by key metrics, focusing on:

- Suspension and expulsion rates
- Student attendance and chronic absenteeism rates
- Student retention rates

Data analysis is prioritized for equity gaps among the following Key Populations:

- Students with Disabilities (SWD)
 - English Learners (EL)
 - Black and African-American students
 - Low-Income and Foster Youth students
-

Priorities and Action Plan

Our focus for the upcoming school year is on reducing systemic barriers and strengthening community ties:

Priority/Area	Key Actions
Reduce Suspensions & Improve Climate	Implement Restorative Justice Practice and provide Student Support Services for suspended students.
Social-Emotional Wellness	Provide 1:1 social-emotional support and conduct student life skills groups (SEL Support).

**Strengthen
Relationships**

Focus on **Integrated Family Engagement** and actions to increase **School Connectedness** among students, staff, and parents.

Compliance & Equity

Target **SWD Suspension Rate Reduction** and ensure effective **504 Coordination and Implementation**.

Data and Analysis

Suspension (Chart A)

We are trending significantly below on our suspension rates (overall and for key groups) this year. In alignment with the state, the Student Support Team is utilizing [Other Means of Correction](#) and restorative practices to respond to behaviors that are listed under our discretionary suspensions section. Suspension is not required for the offenses listed in this section. ***We have chosen to create opportunities to engage in meaningful intervention to address each layer of harm before moving to suspension.*** This is not a wholesale approach, every incident is evaluated on a case-by-case basis to determine the appropriate response.

As of September 30th, ***there has been 1 suspension and no repeated incidents for the students who have participated in structured restorative actions.***

Some of these restorative actions include:

- Mandatory Parent Meetings
- Loss of privileges (reduction of recess and required afterschool intervention)
- Restroom cleanup following vandalism
- Creating visual aids for positive and inclusive language
- Research projects that include presentations - topics are selected based on infraction
- Formal Restorative Conferences
- Participating in the [Y-Vape Program](#)

Chronic Absenteeism (Chart B)

Overall data for the 2025-2026 period indicates a positive trend, with the rate for **All Students** falling from **15.72% to 14.53%**. This 1.19% reduction suggests school-wide strategies are having an impact.

The most significant improvement was seen in the **Upper School (US)**, which achieved a nearly **3% drop** (from 19.56% to 16.60%). Conversely, the **Middle School (MS)** experienced a slight increase in the metric, rising from 11.82% to **12.32%**. While the MS rate remains lower than the US rate, this 0.50% rise warrants focused attention to understand and address any emerging challenges specific to that division.

Summary

1. **Systemic Shift in Discipline is Working:** The dramatic reduction in the overall suspension rate and the use of just **one suspension** by September 30th is a significant early success. This is a direct result of the intentional pivot toward **Restorative Justice Practice** and the utilization of "Other Means of Correction." The low recidivism rate among students who participated in structured restorative actions confirms that this approach is effectively addressing the root causes of behavior and promoting accountability without relying on exclusionary measures. This momentum must be maintained, especially as the year progresses.
2. **Attendance Requires Targeted Intervention:** While the school achieved an overall decrease in chronic absenteeism driven strongly by the **Upper School's improvement**, the slight increase in the **Middle School** signals an immediate need for focused attention. We must analyze this division-specific trend to ensure our **Social-Emotional Learning (SEL)** and **Integrated Family Engagement** actions are specifically tailored to address the unique barriers to attendance currently facing our middle-grade students.

Chart A

Suspension Rates as of September 30 (percentage of students suspended at least once)

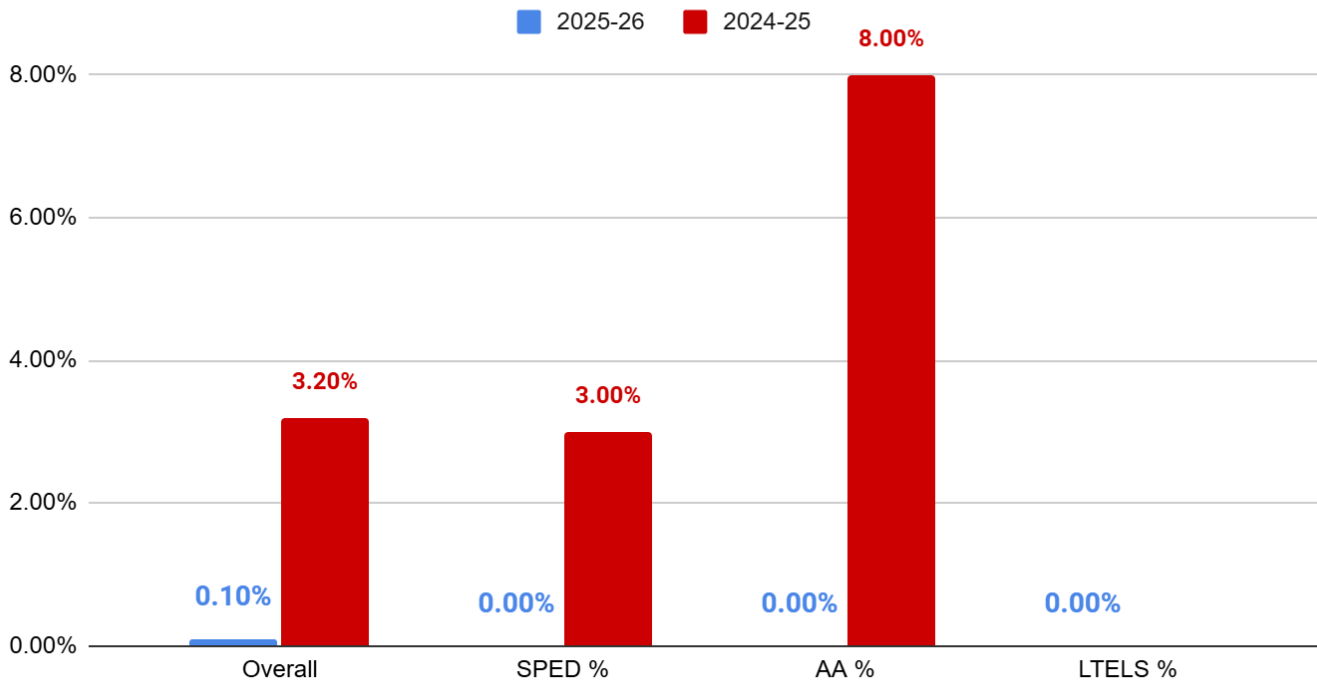
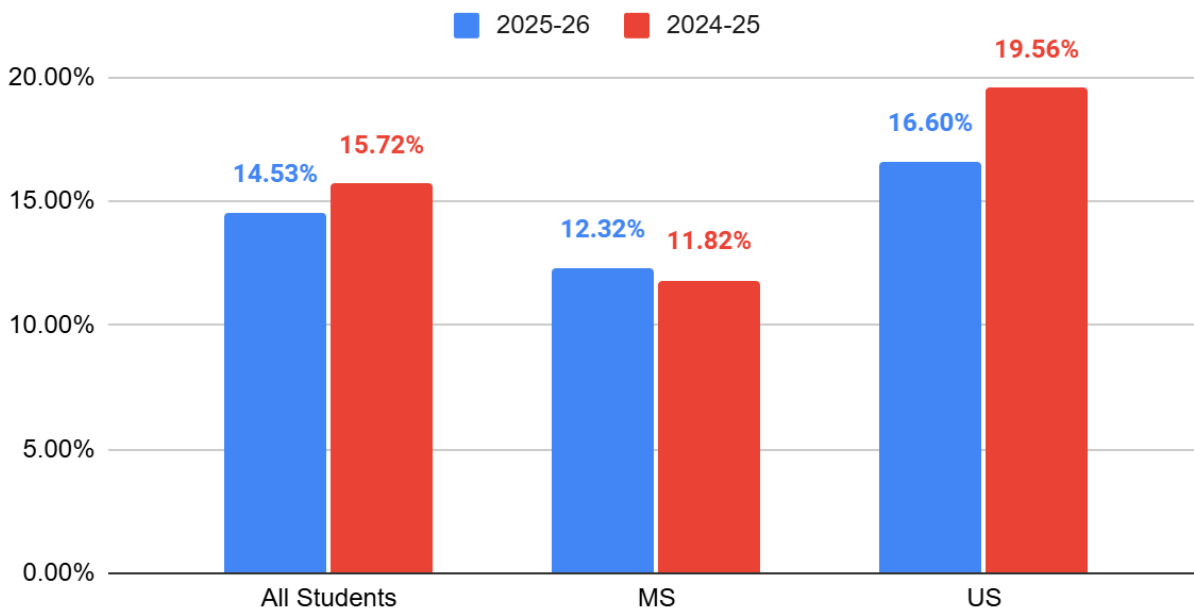


Chart B

Chronic Absenteeism as of September 30 (students who have missed 10% or more of the school year)



Coversheet

Process Review

Section:	V. WASC
Item:	A. Process Review
Purpose:	Discuss
Submitted by:	
Related Material:	2025 FALL CIRAC_WASC WASC Intro.pdf 0. Introduction_Draft.pdf Chapter 1_Draft.pdf Data Team_WASC Chapter 2.pdf OPTIONAL- Updated WASC 2025 Roles and Repsonsibilites.pdf

Making Waves Academy is currently in the second year of its three-year LCAP cycle and the final year of its six-year WASC accreditation cycle. Following our last WASC self-study, we identified three schoolwide goals, which also became the foundation of our current LCAP:

- **Goal 1: Support for All Learners**
- **Goal 2: College and Career Readiness**
- **Goal 3: Diversity, Equity, and Inclusion.**

MWA is one of 44 that have been invited to participate in the **WASC Re-Imagined pilot**, which is testing a redesigned approach to the accreditation process. Under this updated model, the WASC self-study report will consist of four chapters:

Introduction	General information about our school
Chapter 1	Reflections on how we've done since our last self-study.
Chapter 2	Data analysis
Chapter 3	WASC Standards: • Standard A: Vision, Leadership, Resources and Professional Learning • Standard B: Curriculum, Teaching and Learning, and Assessment • Standard C: School Culture and Student Support
Chapter 4	School-wide action plan

For the 2025 FALL CIRAC/WASC meeting, we are sharing our preliminary drafts for our introduction, Chapter 1 (Reflections on how we've done since our last self-study), and Chapter 2 (Data analysis).

While reviewing these chapters, we ask the committee to consider the following questions:

1. Is there anything you'd like to add to our Chapter 1 reflections?
2. Does what we're seeing in Chapter 2 data align with what you're seeing in the school overall?
3. What would you identify as some preliminary student-centered continuous improvement goals based on the current data trends, analysis, and implications?

Introduction (1 page maximum)

Purpose

This section of the report provides an overview of your organization. It helps you articulate your school's mission and purpose, the programs and educational services you offer, and the students you serve. This foundation will guide your self-study process and inform the WASC Visiting Committee's understanding of your school.

Directions

Ensure your introduction addresses each of the prompts below. Hyperlink to any relevant evidence or data to support your introduction.

1. Provide a brief overview of your organization, including its history and a concise description of the programs or educational services offered.
 2. Share your Mission and/or Vision Statement, Core Values, and/or Graduate Profile, and explain how these guide your efforts to meet the needs of all students and support their goals.
-

History/Description

In 1989, Making Waves began as an after-school tutoring and college success program. In 2007, Making Waves Academy (MWA) opened its doors as a 5th-8th grade public charter school. In 2010, MWA's charter petition was amended and approved to serve students through 12th grade. The middle school division supports grades 5-8 and the upper school division supports grades 9-12. In June 2015, MWA graduated its first class of seniors. Nearly 100% of the first senior class graduated and gained admission to college (about 70% in 4-year schools and about 25% in community colleges). Students apply to enroll at MWA through an open public lottery. The majority of students are drawn from Title I schools in Richmond and San Pablo.

MWA has a college preparatory focus as well as a holistic student support approach. MWA's high school diploma requirements are aligned with California's "A-G" required courses for admission to California's state college and university system. MWA also offers course offerings in visual and performing arts as well as interscholastic athletics. Both the middle and upper school divisions have student councils and student clubs. Students take field trips to area two-year and four-year colleges and universities as well as field trips that help them explore professional and vocational careers. In the 2024-25 school year, the MWA board of directors went through a process of selecting a student to join the board, who begins serving in the 2025-26 school year.

In addition to strong academic results, MWA invites our students not only to graduate from high school and college, but to "recycle their success" by giving back to the community in some way. Our tagline is *Learn. Graduate. Give Back.* We encourage "Wave-Makers" to pursue their dreams. [\[link the Impact Report as evidence\]](#)

Mission/Vision/Core Values

Our mission is to rigorously and holistically prepare students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities. Our vision is to address the disparity in educational opportunity that exists between suburban and urban youths, and our goal is that 70% of our students will earn an appropriately challenging post-secondary degree, graduating with minimal college debt. Our core values are: *Community, Resilience, Respect, Responsibility, Scholarship.*

Chapter 1: School Developments and Action Plan Progress (2-3 pages maximum)

Purpose

The purpose of this chapter is to evaluate the progress you have made on your school improvement plan including the areas for focus identified during the last accreditation visit, as well as any major or significant changes that have happened at your school and their impact on your programs. This will help both your school and the visiting committee understand your progress and the degree to which you regularly assess, implement, and monitor your improvement plans.

Directions

Review your schoolwide improvement plan, including the areas for focus integrated from the last accreditation visit, gather any relevant evidence to assess the degree to which you have addressed your improvement goals and write a short evaluative, narrative synthesis of your findings. Also, in your review, include an analysis of any internal or external major changes to the school that have impacted your school. Ensure your School Developments and Action Plan Progress Chapter answers each of the questions below. Hyperlink to any relevant evidence or data to support your introduction.

1. *What significant internal and external changes have affected your organization, programs, and students, and how has your school responded to these changes?*
2. *What progress has been made in addressing identified growth areas for improvement, including WASC recommendations from your last visit and your self-identified school goals?*
3. *How have these changes and improvements influenced your school's overall effectiveness and contributed to student learning and well-being?*
4. *What processes does your school use to monitor progress on improvement priorities and plans?*

[LINK TO CHAPTER 1 FROM LAST SELF STUDY](#)

Answer the questions here with links to relevant evidence

Significant Developments Since Mid-Year Visit in Spring 2023

Over the past three years, MWA has demonstrated resilience and growth through strategic leadership changes that increased teacher retention by 24% and reduced staff vacancies from 12+ to just two positions. MWA's charter was also renewed for another five years (through 2029-30) by our charter authorizer (by unanimous vote), reflecting strong community support throughout Richmond and Contra Costa County. Key achievements include maintaining the county's highest-rated school facility, achieving 96.3% student retention rates, and implementing equity-focused changes such as removing sibling preference from the enrollment lottery, working on the creation of a comprehensive Multi-Tiered Systems of Support (MTSS) model, and implementing equity grading practices (a 50% grading floor on all non-summative assessments, projects, and papers). These strategic adaptations have positioned MWA as a stable, high-performing educational environment that continues to serve its diverse student population effectively while addressing areas for continued improvement in supporting students with disabilities and reducing chronic absenteeism.

Over the past three years, MWA has experienced significant developments across its operations and community. The school adapted to the **intensified teacher shortage** by shifting its leadership structure to be more, renaming "Assistant Principal" to "Division Director" to attract more candidates and fill critical vacancies. This new structure allows the school to attract leaders who are dedicated to its vision and ensures that its students and staff have the strong support they need. We believe that this change along with other strategic shifts contributed to a **24% increase in the teacher retention rate** for the 2025-26 school year, with only two full-time teacher vacancies at the start of the year, a dramatic improvement from the previous year's 12+ vacancies.

In response to challenges posed by the pandemic and economic uncertainty, the school made the strategic decision to **temporarily reduce its 5th-grade enrollment** in response to hiring challenges, the desire to focus on improving the student experience and instruction, and to strengthen its internal systems. The school also celebrated a major victory with a **five-year charter renewal (by unanimous vote)**, reflecting strong support from its board, staff, parents, and students. This unprecedented vote of confidence from the board reaffirms the school's special place in the Richmond community and Contra Costa County. Our charter petition reflected general updates and some notable changes since its last renewal over seven years ago.

MWA has adopted a **school-wide leadership model**, a **1:1 student device program**, and a new **Special Education team** as part of the El Dorado SELPA. It also **merged its LCAP and WASC goals**. For disciplinary procedures, the school now allows an expulsion hearing officer to be appointed by the Board of Directors, creating **three pathways for hearings**. Lastly and In the interest of **equity**, MWA **removed the sibling preference** from its enrollment lottery in an effort to further diversify its student population to better align with the demographics of Richmond. This change will take effect for the 2026-27 school year and is meant to ensure more eligible students have an opportunity to be selected for admission.

The start of the current school year was notably successful, with a **30% decrease in student absences** during the first five days of school over the past two years, indicating stronger student attendance. Additionally, all summer maintenance projects, including roof and HVAC replacements, were completed smoothly by our landlord and our facilities team, allowing us to keep our seat as the highest rated school facility in the county.

Progress to Goals

MWA uses the LCAP process to measure progress to goals. The process that we have implemented over the last 3 years includes consistent engagement with school leaders, staff, and families throughout the entire school year. Through the LCAP process we have consistently reflected and reported on our areas of strength and growth. MWA has made significant progress in addressing its self-identified growth areas and WASC recommendations such as:

- Support for All Learners: The school is currently in **Phase 1 of implementing a Multi-Tiered Systems of Support (MTSS)** to assist students who are struggling. This process involves the leadership team and teachers working to develop a deeper understanding of how to align curricula, instruction, and assessment. These efforts are designed to ensure students are prepared for the next level of learning and are directly linked to addressing the WASC Visiting Committee's recommendations.
- College and Career Readiness: To improve holistic support for students, MWA has **merged its LCAP and WASC goals**. This strategic alignment of school priorities, combined with existing programs like the **Alumni Program** and **College Transition Program**, aims to streamline efforts and better prepare students for success beyond high school.
- Diversity, Equity, & Inclusion: The school has focused on creating a safe and inclusive environment for all. A major achievement is the increase in year-to-year **student retention, which reached 96.3%**—a rate consistent with pre-pandemic levels. The school has also established greater consistency in how it addresses student incidents, reserving suspensions for high-level infractions such as the use of racist or discriminatory language.

Influence on School Effectiveness

These changes have positively influenced MWA's overall effectiveness and contributed positively to student learning and well-being. We are also seeing a significant reduction in suspensions, particularly of our students with disabilities. We will develop our MTSS model to foster a safer and more predictable school climate through better communication and targeted support. The improved student retention rate and the consistent average daily attendance reflect a more stable and connected school community, which is foundational to a high-performing environment.

Monitoring Progress on Improvement Priorities

The school monitors progress on its improvement priorities through a comprehensive process detailed in the LCAP and its annual updates. The process involves:

- Annual Data Analysis: The school analyzes a range of metrics, including student retention, daily attendance rates, and suspension data, to measure the effectiveness of its actions.
- WASC & LCAP Goal Alignment: By merging these two sets of goals, the school has created a unified plan for monitoring progress and reporting on key outcomes.
- Community Feedback: The LCAP process includes engaging with the school community to gather input on its educational program, which helps to ensure transparency and accountability.

Beginning with the 2023-24 school year, we received targeted assistance, based on our 2022-2023 data on the California Dashboard. As such, we were identified as a school needing *Differentiated Assistance* in two areas:

- Suspension rates for Students with Disabilities: Students with disabilities were suspended at a higher rate than general education students.
- Academic Performance (ELA/Math) for Students with Disabilities: Students with disabilities performed lower on state assessments than general education students.

Following the release of the [2024 CA Dashboard](#), our areas of eligibility were updated. *We have exited the Differentiated Assistance program for Academics for Students with Disabilities.*

However, based on our current data, we are now eligible for *Differentiated Assistance* under **two indicators for two student groups**:

- Chronic Absenteeism and Suspensions for ***Students with Disabilities as well as Black/African-American Students.***

This school year we hired a Director of Student Support Services who brings extensive experience in restorative practices and MTSS. We are already seeing the benefits of that experience [ENTER DATA IN DECEMBER OR FEBRUARY]. We are hopeful that our outcomes will improve moving forward.

FOR REFERENCE - NOT A PART OF THE RESPONSE

Self-Identified

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

- College and Career Readiness: Refine holistic support for college and career readiness that builds all students' capacity for graduation and success beyond high school.
- 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.

Visiting Committee

- Leadership Team and teachers continue to develop and implement the goals of curricula, instruction, assessment and multi-tiered systems alignment to increase teachers' understanding of how to identify key concepts and skills, highlight important content, reflect on student understandings and misunderstandings, and create lessons to ensure student success at the next level of learning.
- The school team needs to continue to implement communication strategies across the school community to maintain healthy relationships among the students, teachers and staff, and parents and to continue to increase trust, transparency, and listening to both promote the school mission and goals and to strengthen the collaborative school culture.

Tracking Progress

Talk about the LCAP process that we just did where we looked at progress to goals

Chapter 2: Data Analysis

Purpose

This section of the report provides a synthesis of how your school examines, collects, analyzes, and uses data to understand student learning and guide improvement efforts. It helps you demonstrate your data-driven decision-making process, including how you gather meaningful information about student achievement, analyze trends and patterns, and use these insights to enhance your educational programs and support student success. It also culminates in your school identifying student-centered continuous improvement goals, implications, or needs that arise from your data analysis.

Directions

The WASC Data Tool will auto-populate three years of disaggregated public data from the CDE Dashboard, DataQuest, and EdData. In addition, schools can add their local data to better identify student needs.

Our Student Community

Enrollment & Demographics:

LINK to 3 years of disaggregated data: [WASC Data Tool - Enrollment](#), [WASC Data Tool - Enrollment as of 9/30/25](#), [Lottery Enrollment Data](#)

Current Trends:

- Total enrollment for Making Waves Academy has shown a slight increase from 465 in 2021-2022 to 520 at our Upper School in 2023-2024. However, our total enrollment has decreased from 1124 in 2021-2022 to 1005 in 2025-26.
- Looking at enrollment by grade level, Grade 9 enrollment decreased from 175 in 2021-2022 to 152 in 2023-2024. Grade 11 enrollment shows a significant increase from 103 in 2021-2022 to 154 in 2023-2024, while Grade 12 enrollment decreased from 85 to 77 in the same period.
- By student group, Hispanic/Latino students consistently represent the largest group, with enrollment around 85% of students between 2021-2025. Socioeconomically Disadvantaged students also form a large group, with 80-85% of students between 2021-2025.
- English Learners show a decrease in enrollment from 31% of students in 2021-22 to 23% in 2024-25.

Analysis & Implications:

- **Validation of Enrollment Pause:** The observed increase in academic gains and staff retention while operating at a reduced capacity (**112 incoming 5th-graders**) implies that the strategic, temporary reduction was a successful intervention. This **validates the decision** to prioritize strengthening internal systems and culture over immediate growth.
- **Future Re-Expansion is Sustainable:** Since the current reduced enrollment is **voluntary and tied to system improvement**, the school is likely building a stronger, more resilient foundation. This implies that once the pause concludes, a return to full capacity (**168 students per grade**) will be more sustainable and less likely to erode academic or cultural gains.
- **Demographic Alignment is a New Priority:** The revision of the [admissions policy, for our new charter term](#), to **remove the sibling preference** implies that **demographic alignment** with the [broader district](#) is a specific, newly prioritized goal. This change will likely lead to **greater diversity** in the student body over time, particularly for the Hispanic/Latino and Socioeconomically Disadvantaged groups who already form the majority.

- **Need to Investigate EL Enrollment Decline:** The noticeable drop in English Learner (EL) enrollment (**from 31% to 23% of the student body**) implies a need to investigate whether this decline is an unintended consequence of the enrollment pause or a broader community trend. If it's a structural issue, targeted recruitment and outreach to the EL population may be required to maintain service levels.

Academic Data

SBA - ELA/Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results](#), [2024-25 CAASPP Results](#)

Current Trends:

- Overall ELA proficiency increased from 39% in 2021–22 to 49% in 2023–24, before slightly decreasing to 47% in 2024-25.
- Distance from Standard (DFS) improved significantly from -25.5 in 2021-22 to -2.4 in 2023-24 schoolwide.
- Notable gains for Hispanic/Latino students 38% in 2021-2022 to 46% to 2024-2025. and Socioeconomically Disadvantaged students from 38% in 2021-2022 to 48% to 2024-2025.
- The English Learners (EL) group's SBAC ELA proficiency fluctuated, peaking at 18% in 2022-23 before stabilizing at 15% for the last two years (2023-2024 and 2024-2025)
- Students with Disabilities (SWD) and English Learners (EL) remained at significantly lower proficiency. 13% of SWD and 15% of EL students are at proficient level in 2024-2025.

Analysis & Implications:

Our analysis of ELA data reveals a mandate for both celebration and immediate action, confirming that while our current strategies are driving strong overall gains, persistent equity challenges require a strategic shift.

- **Sustain and Scale Effective Strategies:** The overall improvement in ELA proficiency and Distance from Standard (DFS), especially the strong gains for Hispanic/Latino and Socioeconomically Disadvantaged students, implies that the current **school-wide literacy and instructional programs should be maintained and scaled** to ensure continued broad success.
- **Urgent Need for Targeted Intervention:** The consistently low and stagnant proficiency rates for **Students with Disabilities (SWD) at 13% and English Learners (EL) at 15%** imply that current strategies are failing these groups. This necessitates a **significant reallocation of resources** toward specialized, highly-differentiated, and evidence-based interventions to urgently address this persistent achievement gap.
- **Focus on Equity and Inclusivity:** To support the SWD and EL groups, there's an implication to **invest in professional development** that emphasizes **inclusive practices** and deeper understanding of both special education needs and second-language acquisition, moving beyond a one-size-fits-all approach.
- **Enhance Culturally Responsive Materials:** The notable progress of Hispanic/Latino students implies that further integration of **culturally responsive literacy materials** could be a low-cost, high-impact strategy to maintain momentum and potentially boost engagement and outcomes for this group even further.

SBA - Math/Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results](#), [2024-25 CAASPP Results](#)

Current Trends:

- School-wide proficiency improved from 14% (2021–22) to 27% (2024–25).
- DFS improved by nearly 34 points (from -99.4 to -65.5) between 2021-22 to 2023-24.

- African-American students saw a strong gain (16% to 23%) from 2021-22 to 2024-25.
- Significant growth among Socioeconomically Disadvantaged students (15% to 27% at proficient level) between 2021-22 to 2024-25.
- Students with disabilities increased from 0% meeting standards in 2023-24 to 4% in 2024-25.

Analysis & Implications:

- **Validate and Invest in Current Strategy:** The significant improvement in overall proficiency (from 14% to 27%) and the remarkable 34-point gain in **Distance From Standard (DFS)** imply that the current school-wide math strategies and instructional focus are fundamentally sound. This success **validates continued investment** in these core programs to build on the momentum.
- **Prioritize Specialized SWD Intervention:** The fact that only **4% of Students with Disabilities** are proficient implies that the current system is not effectively serving this group. This necessitates making SWD math outcomes a **top, non-negotiable priority**, which includes mandatory, comprehensive **professional development** for all staff on differentiated instruction and specialized academic support.
- **Sustain and Expand Equity Initiatives:** Strong gains among **African-American students** (16% to 23%) and **Socioeconomically Disadvantaged students** (15% to 27%) imply that initiatives aimed at equity and targeted support are beginning to pay off. The next step is to **analyze the most successful components** of these efforts and expand them to **accelerate** progress further.
- **Shift from Growth to Proficiency:** While the gains are significant, the overall proficiency rate is still only 27%. This implies a necessary shift in focus from celebrating raw **growth** to engineering strategies that drive students **past the minimum standard** to reach true proficiency. The school must now focus on strategies that close the remaining 73% gap, not just the initial 13% gap.

CAST - Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results](#), [2024-25 CAASPP Results](#)

Current Trends:

- Overall proficiency rose from 19% in 2021-22 to 33% in 2024-25.
- Strong improvements among Black/African-American students from 17% in 2021-22 to 24% in 2024-25 and Hispanic/LatinX students from 18% in 2021-22 to 33% in 2024-25.
- Socioeconomically Disadvantaged students improved from 20% in 2021-22 to 33% in 2024-25.
- Students with disabilities decreased from 11% in 2021-22 to 7% in 2024-25.

Analysis & Implications:

- Our current **core science instruction and equity-focused initiatives are clearly making a difference**, as evidenced by the significant proficiency gains among our **Black/African-American, Hispanic/LatinX, and Socioeconomically Disadvantaged students**. This success isn't luck; it's proof that certain strategies work and should be **celebrated, sustained, and intentionally replicated** across all our content areas.
- However, the data simultaneously reveals a profound challenge we are failing to meet: the **disastrous achievement gap for our Students with Disabilities (SWD) and English Learners (ELs)**, with SWD proficiency actually *dropping* to 7% and EL proficiency remaining below 5%. It implies that a **complete and urgent overhaul of our specialized support and inclusion models** is immediately necessary, as our current system is clearly not supporting these students adequately.

- To deepen learning for *all* students, we need to **prioritize cross-disciplinary STEM integration**. We can no longer treat science as an isolated subject. We must intentionally weave in support for **math and literacy skills** during science instruction, using that content as a powerful vehicle to build core competencies and ensure every student can access complex scientific concepts.
- Finally, while we're making gains, we need to critically examine the basic infrastructure supporting our science program. The data suggests that a comprehensive review of our **instructional minutes and our access to highly qualified science teachers** is needed to ensure every student, every day, has the excellent instruction they deserve.

ELPAC - Standards Met or Exceeded

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [CA Dashboard](#), [CA Test Results](#), [2024-25 CAASPP Results](#)

Current Trends:

- School-wide proficiency continues to grow, with 72% of students scoring at Level 3 or 4 in 2024–25.
- Level 4 students represent 29% of the population, slightly lower than the prior two years, though still strong.
- Grades 8 and 12 stand out with high percentages of students scoring at Level 3.
- Grades 9 and 10 show more students at Level 1 and fewer at Level 3 compared to other grade levels.

Analysis & Implications:

- **Sustain and Replicate Excellence:** The steady increase in overall proficiency, coupled with the strong performance in **Grades 8 and 12**, implies that our current instructional and support models are effective at helping students reach proficiency. Our next growth step is to **systematically study the high-leverage practices** in Grade 8 that produce exceptional results at Level 3, and then **embed those strategies across all other grade levels**.
- **Target the High School Transition:** The noticeable concentration of students at **Level 1 in Grades 9 and 10** indicates a critical **point of fracture** in our system during the high school transition. This is an urgent opportunity to design and implement **targeted, specialized language supports** that are fully aligned with the increasing academic demands of the ninth and tenth grades, ensuring students don't fall behind.
- **Focus on Elevating Mastery (Level 4):** While our overall proficiency is high, the slight dip in **Level 4 performance** (now 29%) implies a need to elevate our instructional ceiling. We must move beyond simply helping students reach proficiency and focus on **deepening critical thinking and analytical skills** to consistently push a greater percentage of students into the highest mastery band.
- **Leverage Grade-Level Strengths:** The high percentage of **Level 3 students in Grades 8 and 12** provides a template for success. We should actively investigate the support structures, teacher collaboration, and curriculum pacing in these grades to **identify transferable models** that can strengthen the outcomes for students in Grades 9 and 10.

Reclassification Rates

LINK to 3 years of disaggregated data:

Current Trends:

- Reclassification rate declined from 20% (2017–18) to a low of 2% (2020–21), largely due to disruptions caused by COVID-19.
- Partial recovery to 12% in 2021–22, followed by slight decline to 10% (2022–23) and 6% (2023–24), attributed to the absence of the ELD coordinator that year.
- Strong rebound in 2024–25 to 19%, the highest rate since 2017–18.

Analysis & Implications:

This data presents an encouraging comeback story, with our **reclassification rate surging to 19% in 2024–25**—our strongest performance since 2017–18. This dramatic rebound confirms our ability to overcome systemic challenges and proves that **recent, targeted interventions are working**.

- **Validate and Codify Current Success:** The strong rebound in reclassification implies that the [specific supports and staffing resources restored or implemented in 2024–25 are highly effective](#). Our immediate growth priority must be to **document and sustain these high-leverage practices** to lock in this new level of performance and prevent any future dip.
- **Insulate Against External Factors:** The historical data shows that external factors, such as **staffing changes (ELD Coordinator absence)** and **disruption (COVID-19)**, have a direct and severe impact on our English Learner (EL) outcomes. This implies that we must build **resilient, systemic ELD programs** that are less dependent on single roles and better equipped to withstand inevitable fluctuations in staffing and operations.
- **Focus on Long-Term Acceleration:** With the overall rate stabilized, our next growth challenge is to **accelerate the reclassification of Long-Term English Learners (LTELs)**. The sustained focus on ELD programs must now shift toward specialized strategies that address the unique needs of LTELs, ensuring the current 19% rate becomes the **minimum standard** for every cohort.
- **Invest in Consistent Leadership:** The correlation between the ELD coordinator absence and the rate decline implies that **consistent, specialized leadership** is a critical component of success. This validates investing in and maintaining dedicated EL leadership to ensure continuous program fidelity and effectiveness.

Graduation Rates

LINK to 3 years of disaggregated data:

Current Trends:

- The school-wide graduation rate increased from 87% (2021–22) to 91% (2022–23), then decreased slightly to 86% (2023–24).
- English Learners showed significant gains from 71% (2021–22) to 86% (2022–23), then dropped to 68% (2023–24).
- Socioeconomically Disadvantaged students improved from 88% (2021–22) to 91% (2022–23), then declined to 85% (2023–24).
- Hispanic/Latino students followed a similar pattern, increasing from 89% (2021–22) to 92% (2022–23), then decreasing to 85% (2023–24).
- Students with Disabilities remained low at 64% in 2021–22; other groups including Long-Term English Learners, Foster Youth, African-American, and Homeless students had incomplete data.

Analysis & Implications:

- **We have proven that high-level growth is possible**, especially for our English Learners (ELs), whose rate shot up to 86% in 2022-23. This jump confirms the effectiveness of targeted support models when they are fully utilized. The subsequent and **steep decline in the EL graduation rate to 68%** is a non-negotiable area for intervention. It implies that our current EL supports are either **inconsistent, not sustainable, or need complete restructuring** to effectively carry these students through their critical high school years. Our commitment is to stabilize and elevate this rate immediately.
- The minor, yet significant, declines seen in the graduation rates for our **Socioeconomically Disadvantaged** and **Hispanic/Latino students** indicate that our success is currently fragile. It implies a need to **move beyond temporary gains** and solidify our current strategies into **durable, systemic practices** that are immune to fluctuation. We must analyze what changed between the high-performing year and the following year and use that knowledge to build resilience.
- A critical, growth-minded reflection also compels us to address the **persistent achievement gap for our Students with Disabilities (SWD)**, whose rate remains low at 64%. Furthermore, the **incomplete data for African-American, Foster Youth, and Homeless students** is a significant barrier to achieving true equity. It implies a moral and operational imperative to **prioritize 100% data integrity** so we can move from assumption to **targeted, effective action** for every single student demographic.

12th Grade Completion of a-g requirement w/ C or better:

LINK to 3 years of disaggregated data:

Current Trends:

- School-wide A-G rate increased from 85% (2021–22) to 100% (2022–23 and 2023–24).
- English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino students also reached 100% completion in the last two years.
- Data is incomplete for several groups, including Students with Disabilities, Homeless, Foster Youth, African-American, American Indian/Native Alaskan, Asian, Native Hawaiian/Pacific Islander, Two or More Races, and White students.

Analysis & Implications:

This success story is particularly meaningful because it confirms that our strategies are highly effective for our largest populations: **English Learners, Socioeconomically Disadvantaged, and Hispanic/Latino students** have all reached 100% A-G completion. This achievement is not an endpoint; it is a **new baseline** that establishes our expectation for every single student.

However, a growth mindset compels us to look critically at what we don't know. The **incomplete data for several groups—including Students with Disabilities, Homeless, Foster Youth, African-American, and Asian students**—presents a serious, immediate challenge. We cannot declare true equity when we have **hidden disparities** that we are unable to measure. Our next, most crucial step in the journey to universal excellence is a commitment to **100% data integrity**, starting with prioritizing accurate collection for our most vulnerable groups like **Students with Disabilities, Homeless, and Foster Youth**.

Our commitment moving forward is twofold:

1. **Document and Preserve Excellence:** We must immediately **codify and embed the successful best practices** that led to 100% completion for our core groups. This knowledge is too valuable to lose and must be the foundation for all future instruction.
2. **Uncover and Address Hidden Gaps:** As we close the data gaps, we must be ready to use the findings to **design and deploy targeted support models** for any underrepresented group that is not yet meeting the 100% benchmark. True growth means ensuring that what is possible for some is achieved by all.

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College and Career Indicator:

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [Matriculation Rates](#), [UC Admissions \(class of 2024\)](#)

Current Trends:

- The overall CCI rate (percent prepared) for the school decreased from 55% in 2022-2023 to 46% in 2023-2024.
- English Learners (including LTELs) and Hispanic/Latino students also showed a decrease of 18% in their CCI rates from 2023 to 2024.

Analysis & Implications:

The recent decline in our **College and Career Indicator (CCI) rate, dropping from 55% to 46%**, is a clear challenge and requires us to view this dip as an **immediate opportunity to clarify our pathways and expand high-value options** for our students.

- **Elevate the Value Proposition of CTE:** The decrease in student preparedness implies that our current Career Technical Education (CTE) pathway needs a significant upgrade in perceived value. **Immediately finalizing the articulation agreement with a local college** is essential, as this tangible partnership will make the pathway more appealing and directly motivate students by offering college credit and a clear post-secondary benefit.
- **Establish Non-Negotiable Pathway Clarity:** The data implies that students are failing to meet the CCI "completer" status due to confusion about requirements. We must **establish and enforce a crystal-clear communication system** ensuring every student understands that they **must begin their CTE course sequence by their Junior year** and complete the required capstone course in their senior year. This is a fixable, systemic error.
- **Leverage New Leadership for New Opportunities:** The creation of the **Associate Director of Career Development & Internship** role is a massive opportunity to reverse the decline. This implies an immediate need to **rapidly build Registered Pre-Apprenticeships**, which will open a powerful, new, and highly marketable avenue for students to achieve "Prepared" status, especially for our most impacted groups like English Learners and Hispanic/Latino students.
- **Target Support to Reverse Subgroup Declines:** The synchronized 18% decline for our **English Learners and Hispanic/Latino students** implies that these groups need immediate, targeted support and outreach within the college and career readiness process. Their success will hinge on clear, culturally relevant advising that ensures they are aware of and enrolled in the newly fortified pathways.

Behavioral Data

Chronic Absenteeism:

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [DA Eligibility Info](#), [Monthly ADA% Graphs 2022-2023, 2023-2024, 2024-2025](#)

Current Trends:

- The overall average chronic absenteeism rate dropped significantly from 63.7% in 2021-2022 to 18.5% in 2023-2024
- In 2021-2022, **African American students** had the highest rate (69%) and by 2024 maintained the lead with 36.4%
- The rate for students with disabilities dropped from 63.6% in 2021-2022 to 32.6% in 2023-2024

Analysis & Implications:

The remarkable drop in our overall chronic absenteeism rate, plummeting from **63.7% to 18.5%**, is a powerful testament to our collective effort and **proves the effectiveness of our intentional, multi-faceted interventions**. This success demonstrates that we have the power to overcome systemic challenges and re-engage our students.

- **Sustain and Celebrate What Works:** The dramatic reduction across **all student groups** validates the strategic value of our communication and recognition systems (ParentSquare, daily notifications, and attendance certificates). The immediate implication is to **codify these successful practices** into standard operating procedure, ensuring they are sustained and constantly refined to push the 18.5% rate even lower.
- **Target the Persistence Gap:** While all groups improved significantly, the fact that **African American students (36.4%) and Students with Disabilities (32.6%)** still maintain the highest rates implies that our general outreach methods, while effective broadly, are **not yet sufficient to address the specific, underlying barriers** faced by these two groups. This demands an **immediate, deep-dive analysis** to develop highly personalized and relational supports tailored to the unique needs of these students and their families.
- **Leverage Data Transparency for Ownership:** The practice of using the [CEO Dashboard for ADA](#) and sharing it with the community implies a successful strategy of fostering **collective ownership** of attendance. Our next growth step is to make this data even more actionable at the classroom and team level, empowering every staff member to be an active agent in attendance recovery.
- **Shift from Compliance to Connection:** While notifications and certificates are effective compliance tools, the remaining gap implies a need to focus on **deepening student-teacher relationships** and **cultivating a truly welcoming and engaging campus culture**. We must view the remaining 18.5% as an opportunity to move beyond tracking absences and toward understanding and resolving the root causes of disengagement.

Drop-out Rates:

LINK to 3 years of disaggregated data: [WASC Data Tool](#) CALPADS Drop out Reports: [2021-22](#), [2022-23](#), [2023-2024](#), [2024-25](#)

Current Trends:

- The drop-out rate has been increasing throughout the years with a slight dip in the most recent year: in 2021-22 we only had 1 (0.09%) drop-out, 4 (0.4%) in 2022-23, 11(1%) in 2023-24, and 9 (0.8%) in 2024-25.
- Looking at the total from 2021-2024, the most common trends are:
 - Involuntarily Removal: 10

- Expulsions: 5
- Timed out: 5

Analysis & Implications:

- **Focus on Systemic Belonging for High-Volume Groups:** The fact that **Hispanic/Latino students represent the highest subgroup of dropouts** requires us to look beyond individual student circumstances. This implies an urgent need to investigate and enhance our **sense of school belonging, cultural responsiveness, and relational support** within this major demographic. We must critically examine our systems, not just our students, to identify and remove the internal barriers that lead to disengagement.
- **Decipher and Disrupt Exclusionary Practices:** The data highlights **Involuntary Removals and Expulsions** (15 total) as primary drivers of dropouts, which implies a strong **correlation between our disciplinary practices and the ultimate decision to leave school**. Students who are removed are likely students who have also been suspended. This signals that our current approach to conflict resolution and behavior management is inadvertently pushing students out. Our immediate implication is to **aggressively invest in restorative practices, early warning systems, and behavior intervention support** to drastically reduce the reliance on exclusionary discipline, which is a known precursor to dropping out.
- **Investigate and Validate Post-Exit Pathways:** The possibility that students are transitioning to adult education programs implies a gap in our tracking and support, not necessarily a failure in education. A potential area for us to explore is **establishing a process to actively follow up and validate the post-exit enrollment status** of every "timed out" or "involuntary removal" student. This will not only improve our data accuracy but also allow us to learn from and potentially **partner with these alternative pathways**.

Suspension Rates:

LINK to 3 years of disaggregated data: [WASC Data Tool](#), [DA Eligibility Info](#), [DA Improvement Journey, Cycle 1, Cycle 2](#), [Infraction Data Summary 25-26](#)

2025-26 Suspensions as of 9/28/25: 2! (one 7th grader, one 11th grader)

Current Trends:

- The average suspension rate across all student groups has shown an increasing trend from 9.8% in 2021-2022 to 12.1% in 2024-2025
- Although our Black/African-American students make up less than 10% of our student population, Black/African-American students consistently exhibit among the highest suspension rates, with 27.8% in 2021-22 and reaching 34.5% in 2023-2024. However, in 2024-2025, the subgroup with the highest suspension rate (not including Two or More Races) was **Long-Term English Learners**.
- Students with Disabilities and English Learners have experienced notable increases in their suspension rates. The suspension rate for Students with Disabilities rose from 7.4% in 2021-2022 to 17.9% in 2023-2024, while English Learners saw an increase from 8.5% to 17.5% over the same period.

Analysis & Implications:

- **Differentiated Assistance Eligibility:** As a result of our suspension rates, we are in Differentiated Assistance and began our [Improvement Journey](#), Cycle 1 in March 2024. This work allowed us to identify the root causes

of our high rates, as well as to create a plan for lowering the suspension rate particularly for African American students and students with disabilities.

- **Leverage Differentiated Assistance to Revise Policy:** Being in **Differentiated Assistance** is not a penalty; it is a clear opportunity for funded, expert-led growth. The implication is that we must leverage the [Improvement Journey, Cycle 1](#) work to not only create a plan but to **fundamentally revise disciplinary policy and procedure** to ensure that exclusion is a last resort, particularly for the student groups we are failing most often.
- **Urgent Disruption of the Disproportionality Pipeline:** The persistently high suspension rate for **Black/African-American students, reaching 34.5% in 2023–2024** (despite this group making up less than 10% of our student body), is a critical area of focus. The data suggests that our current disciplinary definitions and enforcement practices may be disproportionately impacting this demographic of students.
- **Restorative Practices Need Systemic Integration:** The increase in rates for **Students with Disabilities (up to 17.9%) and English Learners (up to 17.5%)**—and the fact that **Long-Term English Learners** led the school in suspensions in 2024–2025—implies that our current restorative efforts are being applied **after the fact** and are not preventing the initial incidents. The growth area is moving beyond individual check-ins to **integrating restorative and prosocial skill-building practices** into the *core curriculum* and *school culture* to address root causes before they escalate.
- **Behavior Contracts Must Be Proactive, Not Reactive:** The current use of behavior contracts, while intended to be proactive, is primarily being applied *after* a student has already been suspended or engaged in consistent negative behavior. The implication is that we need to **push our interventions further upstream**. Our growth lies in **identifying and intervening with at-risk students much earlier**—before a single incident occurs—by leveraging early warning data rather than waiting for disciplinary referrals.
- **Validate the Efficacy of Support Measures:** We have excellent measures like post-incident debriefs and restorative check-in questions, but the rising rates imply that the **follow-through support is either insufficient or inconsistent**. Our growth priority must be to **quantify the impact of these interventions**. We need data that proves students who go through a restorative circle or contract are less likely to have a subsequent suspension, allowing us to identify and scale the most effective supports.

Expulsion Rates:

LINK to 3 years of disaggregated data: [WASC Data Tool](#)

Current Trends:

- Expulsions rose from 2 in 2021-2022 to 10 in 2022-2023, then dropped to 5 in 2023-2024.
- Socioeconomically Disadvantaged students had the highest total expulsions (8 over four years), followed by Hispanic/Latino (6) and African-American students (3).
- All three groups saw peaks in 2022-2023, with reductions in 2023-2024.

Analysis & Implications:

- **Target Root Causes to Halt Disproportionate Exclusion:** The persistent, high exclusion rates for **Socioeconomically Disadvantaged** and **Hispanic/Latino** students—who also constitute the majority of the student body—imply a fundamental misalignment between our current behavioral supports and the cultural/contextual needs of our population. Our focus must shift from reactionary to proactive measures. This means a rapid, data-informed investment in **culturally responsive tiered behavioral supports (MTSS/RTI)** that build skills like conflict resolution and emotional regulation *before* incidents escalate to the expulsion level.

- **Interrupt the Emerging Disproportionality for African-American Students:** The pattern of expulsions for **African-American** students, though small in absolute terms (0 → 1 → 2), is a critical early warning sign that demands immediate intervention. The data suggests that subjective disciplinary codes may be disproportionately impacting this group, echoing broader national patterns. We must develop interventions for this specific subgroup.

Local Data (School chooses what data to present and the format for presenting it)

Perception Data (California Healthy Kids Survey & Local Climate Survey):

LINK to 3 years of disaggregated data: [WASC Data Tool](#)

Current Trends (California Healthy Kids Survey + Local Climate Survey for Students):

- All schoolwide indicators—including School Connectedness, Academic Motivation, Caring Relationships, High Expectations, and Perceived School Safety show a positive upward trend from 2023-2024 to 2024-2025, a reversal of previous trends. This demonstrates significant progress in key areas of the school environment.
- The turnaround in School Connectedness is particularly promising, moving from a previously consistent downward trend to a 52% positive score in 2024-2025.
- The dramatic decline in High Expectations has been successfully addressed, with a remarkable increase from 47% in 2023-2024 to 71% in 2024-2025.

Current Trends (Local Climate Survey Families):

- All three indicators have reached scores in the high 80s and 90s, reflecting a very positive and continuously improving perception from families.
- School Safety reached an impressive 97% in 2024-2025, a significant climb from 72% in 2021-2022.
- The largest increase was in "School Responsiveness," which climbed 20 points from 68% in 2021-22 to 88% in 2024-25, suggesting that families feel the school has become much more effective at listening and acting on their concerns.
- The results show that perceptions from both students and families are moving in a positive direction, with families maintaining a higher level of satisfaction compared to students who demonstrate recent turnaround in their perceptions.

Analysis & Implications:

- **Codify and Scale the Turnaround Strategy:** The simultaneous positive movement across all student indicators (Connectedness, Expectations, Motivation, Safety) is not random; it's evidence of **effective, systemic changes** put in place between 2023-2024 and 2024-2025. This success is a blueprint for continued growth. Our focus must now be on **codifying the strategy** that led to the gains in **School Connectedness (up to 52%)** and **High Expectations (up to 71%)**. We must conduct a "Success Audit" to identify the top 2-3 specific actions (e.g., changes to advisory, professional development on instructional rigor, explicit SEL curriculum) responsible for this surge. By treating these actions as the **new "non-negotiables,"** we can embed them into new teacher onboarding, master schedules, and administrative evaluation criteria, guaranteeing that the cultural gains are sustained and don't regress.
- **Shift from "Satisfaction" to "Co-Ownership" with Families:** The remarkably high family satisfaction scores—especially **School Safety (97%)** and **School Responsiveness (88%)**—signal that families have high **trust** in the school's ability to listen and act. This high trust is a massive growth asset. Assuming that we can keep the momentum going, we might be able to move beyond simply soliciting feedback and use this high level

of trust to invite **true co-ownership** of academic challenges. We could utilize the strong family satisfaction to partner with them on the remaining student growth areas, turning the passive approval into **active support** for more rigorous academic standards and homework expectations.

- The impressive climb in **Perceived School Safety** (both student-reported positive trends and family-reported **97%**) provides the necessary **psychological safety net** for deeper learning. A high-safety score creates the foundation to push for higher **intellectual risk-taking** in the classroom. We must explicitly leverage the safety gains to shift classroom instruction from content coverage to **complex, ambiguous problem-solving** and student-led inquiry where failure is viewed as information, not a final outcome.

AP Test Scores and Test Takers:

LINK to 3 years of disaggregated data: [AP Scores Summary](#)

Current Trends:

- The number of students taking AP exams and the total number of exams taken both showed a general upward trend. The number of students increased from 135 in 2020-2021 to 175 in 2024-25, and the number of exams increased from 206 to 282 over the same period.
- The number of students who scored a 3 or higher consistently increased each year, starting at 29 in 2020-2021 and reaching 97 in 2024-2025.
- The percentage of students with a score of 3 or higher on their exams shows an increase from 21.48% in 2020-2021 to a peak of 60.78% in 2022-2023, followed by a slight decrease to 55.43% in 2024-2025.
- The AP Spanish Language and Culture course had the highest mean scores, with a high of 3.68 in 2024-2025.
- The AP English Language and Composition course saw a gradual increase in its mean score from 1.46 in 2020-2021 to 2.34 in 2024-2025.
- The AP United States History course's mean score for this course also increased, rising from 1.12 in 2020-2021 to 2.42 in 2023-2024.
- AP Statistics exams remained consistently low, with a high of 1.44 in 2020-2021 and a low of 1.00 in 2021-2022.

Analysis & Implications:

- The significant increase in **AP exam participation** from 135 students in 2020–2021 to 175 in 2024–2025 is a powerful indicator that our efforts to **expand access to rigorous coursework** are succeeding, implying that we must now focus intensely on ensuring this growth is inclusive and supported. While the upward trend in the number of students scoring a **3 or higher (from 29 to 97)** validates our overall instructional quality, the slight **dip in the pass rate percentage (from 60.78% to 55.43%)** signals a critical growth opportunity: our efforts to increase *access* are currently outpacing our ability to ensure *quality preparation* for every enrolled student. Therefore, we must immediately diagnose the specific courses or subgroups responsible for this recent slippage to **recalibrate our instructional support** and prevent the dilution of program rigor.
- The strong performance in courses like **AP Spanish Language and Culture (3.68 mean score)** and the dramatic gains in both **AP English Language and Composition (1.46 to 2.34)** and **AP U.S. History (1.12 to 2.42)** represent high-leverage internal models that must be systematically codified and scaled through professional development to lift outcomes across all subjects.
- Conversely, the **persistently low mean scores in AP Statistics** (consistently near 1.0) represent an urgent, non-negotiable area for programmatic intervention, implying that a complete curriculum review, targeted professional development for the instructor, and proactive support systems for enrolled students are necessary to elevate the course to a level where it genuinely prepares students for college credit. Ultimately, our growth

trajectory requires us to move from simply measuring participation to **quantifying the equity of success**, ensuring that every student who takes the challenge of an AP course is equipped with the resources to earn a qualifying score.

SAT Scores:

LINK to 3 years of disaggregated data: [SAT Summary](#)

Current Trends:

- The data reveals a significant increase in student participation in the SAT, with the number of test-takers almost doubling from 36 in both Fall 2022 and Fall 2023 to 70 in Fall 2024. Despite this large increase in participation, the school has maintained a consistent average total score. The average total score remained stable at 971 in Fall 2022, 972 in Fall 2023, and slightly increased to 976 in Fall 2024.
- The average score for the Math section has been consistently maintained, while the average Reading and Writing (ERW) section score saw a slight increase before plateauing. The percentage of students meeting both the ERW and Math benchmarks has fluctuated, with a decrease from 25% in Fall 2022 to 17% in Fall 2023, followed by an increase to 20% in Fall 2024.
- When compared to the district, state, and national averages, the school's SAT performance shows
 - Meeting Benchmarks: Making Waves Academy's (MWA) percentage of students meeting both benchmarks (20% in Fall 2024) is significantly lower than the district (46%), the state (58%), and the U.S. and U.S. Territories (31%). This highlights a major gap in preparing a larger proportion of students to meet college-readiness benchmarks.
 - Average Total Score: The school's average total score of 976 is lower than all comparison groups, including the district (1072), the state (1136), and the U.S. and U.S. Territories (980).
 - The school's average Math score (465) is lower than the district (524), state (563), and the U.S. and U.S. Territories (479).
 - The school's average ERW score (512), while lower than the district (548) and state (572), is slightly higher than the national average for the U.S. and U.S. Territories (501).

Analysis & Implications:

- The dramatic doubling of **SAT participation** (from 36 to 70 test-takers) is a major success, implying that **access barriers have been effectively removed** and that the school community values college entrance exams. Crucially, the **stable average total score (around 976)** despite this massive enrollment increase indicates that **performance quality has been successfully maintained** even with a larger, potentially more diverse testing cohort.
- However, a critical growth implication is the **significant gap in college readiness**; the school's percentage of students **meeting both benchmarks (20% in Fall 2024)** is much lower than the district (46%), state (58%), and even the national average (31%). This implies that the school is currently succeeding at **getting students to take the test, but failing to prepare a sufficient proportion of them to be deemed college-ready**.
- The **consistently low average Math score (465)**, which falls below all comparison groups, points to a **systemic weakness in the mathematics curriculum or instruction** specific to the concepts and skills valued by the SAT.
- Conversely, the **ERW score (512)** being slightly *above* the national average should be leveraged immediately to **identify, codify, and scale those successful literacy teaching practices** across the curriculum, specifically applying them to support analytical reading and reasoning in the math section.

- Moving forward, the primary focus must shift from enrollment efforts to **targeted, high-impact instructional intervention** to elevate the percentage of students meeting benchmarks. The goal is to move the SAT from an exercise in participation to a **validated measure of college readiness** for the majority of students.

Preliminary student-centered continuous improvement goals based on the current data trends, analysis, and implications:

WASC Site-Based Leadership Team

Roles and Responsibilities

Role	Responsibilities	Assigned
<i>Project Manager</i> Self-Study Coordinator	→ Oversee the self-study process and manage the timeline. → Communicate expectations and ensure alignment with school priorities. → Facilitate meetings and final report submission.	Bryann Fitzpatrick
<i>Data Team</i> Evidence Collection Coordinator	→ Design and administer surveys and data tools. → Ensure evidence is properly categorized and accessible. → Track and request missing materials.	Beilei
<i>Data Team</i> Data Collection Coordinator	→ Analyze student data and assessment practices. → Communicate relevant data insights with the community. → Support data-driven decision-making.	Edeson
<i>Data Team</i> Data & Survey Lead	→ Lead the Data Team in managing WASC data and evidence. → Analyze quantitative and qualitative data. → Align findings with WASC and school goals.	Carmen
<i>Standard A</i> Leadership & Organization Lead	→ Create materials to help facilitate discussions on school organization, leadership, and governance. → Collect and analyze evidence on decision-making. → Support improvements in school organization and leadership.	Alton, Liz, and Zubida
<i>Standard B</i> Curriculum & Instruction Lead	→ Create materials to help facilitate discussions on curriculum, instruction, and teaching strategies. → Collect and analyze evidence on student learning. → Support improvements in curriculum and instruction.	Zubida, Alefiyah, and Masin
<i>Standard C</i> Student Experience & Well-Being Lead	→ Create materials to support discussions on support services, and school culture. → Collect and analyze evidence on student experience and school climate. → Support improvements in social-emotional learning and student voice.	Sonja, Arika, and Ahjia
<i>Engagement Lead</i> Community Engagement Lead	→ Develop and coordinate engagement strategies for community partners. → Lead the Community Engagement team in gathering feedback. → Ensure community perspectives are represented in self-study findings.	Diana and Matt
<i>Engagement Lead</i> Student Engagement Lead	→ Develop and coordinate engagement strategies for students. → Facilitate student discussions and collect feedback. → Ensure student perspectives are represented in self-study findings	Hugo and Jamauri
<i>Engagement Lead</i> Staff Engagement Lead	→ Develop and coordinate engagement strategies for faculty and staff. → Facilitate staff discussions and collect feedback. → Ensure staff feedback are represented in self-study findings	Liz and Isabel
Report Writing & Editing Lead	→ Compile and refine self-study drafts. → Ensure formatting, citations, and consistency. → Manage version control and integrate feedback.	Liz and Bryann

Coversheet

Day of Slides

Section:	VI. Closing Items
Item:	D. Day of Slides
Purpose:	FYI
Submitted by:	
Related Material:	CIRAC_WASC Fall 2025 (1).pdf



MWA CIRAC/WASC Meeting Fall 2025

Date: 10/15/25



Learn. Graduate. Give Back.

Call Meeting to Order



Public Comment





Objectives and Structure

Agenda:

- Pre-Meeting Questions
- Curriculum and Instruction Review
- WASC

WASC/LCAP Goals:

- Goal 1 - Support for All Learners
- Goal 2- College and Career Readiness
- Goal 3 - Diversity, Equity, and Inclusion

Board Pre-Questions



WASC Goal 1: Support for All Learners





Essential Question

In reviewing the relatively flat and low growth state assessment data, number of students needing credit recovery in the upper school, and the impact of faculty vacancies on student learning, what are the reflections of senior and teacher leaders and how might we see the impact of those reflections this school year?



Key Leaders for 2025-26

Leader	Position	Status
<i>Alton Nelson, Jr.</i>	CEO/Act. Princ. /Act. US Dir.	15th year; US founding Dir.
<i>Zubida Bakheit</i>	MS Division Director	1st year at MWA
<i>Alefiyah Lokhandwala</i>	Instructional Coach, Math	2nd year, new to admin.
<i>Marjorie McCowan</i>	Instructional Coach, New Teas.	3rd year, new to admin.
<i>Genthia Lowe-Reese</i>	Instructional Coach, 5th-6th Gr.	10th year, 1st full year in role
<i>Masin Persina</i>	Instructional Coach, ELA	14th year. 1st year in role



Reflections

Areas of Reflection (Opportunities)	New (approaches/people)
5th-6th grade opportunity	5th-6th grade alignment (to each other & ELO) and adding paras
Students with Disabilities	NEw Dir., better written plans, fidelity to plans, push-in support, & support for team
Pacing & rigor of instruction	Continue: Instruction Partners support and coaching



Coaching Vision

At Making Waves, our vision for instructional coaching is to cultivate a culture of continuous improvement grounded in trust, collaboration, and shared purpose. Coaches and teachers work in partnership to internalize curriculum, refine instructional practices, and develop sustainable habits that elevate both teaching and learning to support rigorous, grade-level instruction.

To sustain this vision, the leadership team centers collective capacity building by sharing data, feedback, reflections and best practices. This happens through ongoing and consistent collaboration with one another, adhering to timely and protocol oriented coaching cycles, learning and applying best practices for leadership, and honoring established norms.

Through personalized support and data-informed reflection, we strive to empower educators and ensure all students thrive academically, emotionally, and behaviorally.



Coaching Protocol

Observations are 30 minutes followed by a 20-30 minute debrief mtg.

Preparation

Includes pre-planning, a focus on meeting outcomes, and next steps

Meeting Elements

Identify strengths, foster reflection, practice together, feedback, & next steps

Ways of Being

Establishing trusting relationships, building reflective capacity, teacher voice, & mindset



Our instructional priority for math

Strategic CFUs + Data Driven Decision Making

1A

Grade-level content

1C

Enacted lesson matches rigor

2C

Checks for understanding

3C

Students display their thinking

Strategic CFUs + Data Driven Decision Making

Indicator 1B | Goals reflect standards

The goal of each lesson reflects mathematics within the grade-level standards.

Look for

- Teacher is using the school's selected curriculum materials.

Yes - The goal of the lesson focuses on mathematics within the grade-level standards.

Yes, but appropriate - The goal of the lesson focuses on new grade-level standards in an essentially coherent way to increase access to grade-level standards.

No - The goal of the lesson does not focus on mathematics within the grade-level standards.

Indicator 1C | Aspects of rigor

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.

Look for

- Questions or tasks are aligned with the full subject for the standard(s).
- Teacher checks for understanding in moments most aligned to the key ideas of the lesson.

Yes - The enacted lesson explicitly targets the aspect(s) of rigor called for by the standard(s) being addressed.

Yes - The enacted lesson targets aspects of rigor that are not appropriate for the standard(s) being addressed.

Indicator 2C | Checks for Understanding

The teacher deliberately checks for understanding to surface misconceptions and opportunities for growth to provide feedback to students.

Look for

- Teacher checks for understanding in moments most aligned to the key ideas of the lesson.
- Teacher collects data on CFUs and uses it to inform instruction effectively for learning or improving.
- Teacher provides immediate feedback to every or all students in response to the CFU.
- Teacher makes appropriate adjustments to instruction, intentionally choosing when to address misconceptions within class, small groups, or 1:1 based on data collected from the CFU.
- Teacher provides opportunities for students to respond, feedback and demonstrate improved understanding.

4 - The teacher checks for understanding among most students. Feedback is provided and students are expected to incorporate feedback into their work.

3 - The teacher checks for understanding among most students and feedback is provided.

2 - The teacher checks for understanding among some students. Feedback is provided to those students.

1 - The teacher checks for understanding among few or no students and/or no feedback is provided.

Indicator 3C | Student Display Thinking

Students display their thinking about the content of the lesson beyond just stating answers.

Look for

- Teacher provides a CFU that requires students to display thinking beyond stating the answer to receive a grade-level understanding.
- Teacher provides opportunities for students to respond, feedback and demonstrate improved understanding.

4 - Most students display their thinking beyond just stating answers in service of grade-level understanding.

3 - Some students display their thinking beyond just stating answers in service of grade-level understanding.

2 - Few students display their thinking beyond just stating answers in service of grade-level understanding. OR students are displaying their thinking beyond just stating answers, but not in service of grade-level understanding.

1 - Few or no students display their thinking beyond just stating answers.

www.nctm.org/standards/1B



Math Indicators

Indicators	Look Fors
<i>Goals reflect standards</i>	Teacher is using school curriculum
<i>Aspects of rigor</i>	Q's/tasks have the appropriate Alignment of Rigor (AoR) *
<i>Checks for understanding</i>	CFUs in key moments of lesson & adaptation moves in real time
<i>Students display thinking</i>	Teacher provides opportunities for students to show deeper understanding & application
*AoR - For example, if a standard requires students to "analyze" or "evaluate" (higher-order thinking), the instruction shouldn't just ask them to "recall" or "identify" (lower-order thinking). The rigor of the lesson needs to align with the rigor of the standard.	

Math Walkthrough Data



Strengths	Opportunities
• All teachers did utilize and/or incorporate some form of Check for Understanding (CFU) question in observed lessons • We saw opportunities across classrooms for students to discuss and collaborate with one another	• Connecting CFUs to Aspect of Rigor when questioning • Teachers provide actionable feedback for that students use to improve their work • More opportunities for students to share their thinking and/or to share the process for finding solutions

ELA Instructional Priorities



- Text as the center of instruction
- Questions/Tasks support students doing the work
- Questions/Tasks support productive struggle
- Feedback to strengthen student learning
- Evidence-based academic discourse



ELA Indicators

Indicators	Look Fors
<i>Text complexity</i>	Use of curriculum; text complexity aligned with the grade level
<i>Time in text</i>	Instruction is anchored in the text not the task
<i>Knowledge building</i>	The curriculum is used in instruction
<i>Intentionally sequenced Q's</i>	Q's build from general understanding to more open-ended
<i>Productive struggle</i>	Adequate wait time so students can persist through challenges
<i>Standard alignment</i>	Engagement with standards-aligned curriculum and time spent on parts of the lesson that matter the most

ELA Walkthrough Data



Strengths

- Seen growth in using more grade-level aligned materials with intentionality
- Stronger use of sequenced questions

Opportunities

- Using Check for understandings (CFUs) intentionally to inform next steps in instruction and to provide feedback to students to improve their work
- Enhancing productive struggle through intentional lesson moves and scaffolds



Coaching Data at-a-Glance

- 10 = Coaches
- 71 = # of teachers supporting (41 in US & 30 in MS & includes LTS)
- 26 = new teachers (less than 3 years of experience)
- 150+ = Coaching observations through September
- 1-2 = # of times per month a teacher is observed for coaching

***A focus on rigor & student ownership
(through curriculum/text, and kinds of questions)***



Essential Question

In reviewing the relatively flat and low growth state assessment data, number of students needing credit recovery in the upper school, and the impact of faculty vacancies on student learning, what are the reflections of senior and teacher leaders and how might we see the impact of those reflections this school year?

WASC Goal 2: College and Career Readiness



Intro- College and Career Counseling

- **Upcoming CA Curriculum Additions**
 - Finance
 - Ethnic Studies
- **AP Score Summary**
- **Career Exploration and Readiness**
- **College Exploration and Readiness**



Content

- **Upcoming CA Curriculum Additions**
 - Finance ([AB 2927](#)) one-semester of a financial literacy required for graduates of 2030-31. MWA needs to offer the course aligned with curriculum by 2027-28.
 - Ethnic Studies ([AB 101](#)) one-semester of ES required for graduates of 2029-30. MWA has implemented ES as a required course for all Wave-Makers starting with graduating class of 2026.
- **AP Score Summary**

	AP Chem.	AP Comp. Sci. Principles	AP Eng. Lang. Comp.	AP Env. Sci.	AP Precalc.	AP Sp. Lang. & Culture	AP Stats.	Total Exams
# of Exams	26	43	50	42	28	61	34	284
Average Score	2.2	1.7	2.3	2.3	2.4	3.6	1.4	2.4
% of Exams with Score 3 or Higher	35%	21%	46%	43%	46%	90%	12%	46%



Intro

- **Career Exploration and Readiness**

- Focused on supporting ***all students*** in exploring their post-secondary options.
- ***Career exploration*** through study trips, internships, and career fairs are some of the ways we are preparing students with today's workforce opportunities.
- Launching an ***8th grade*** and ***11th grade*** pilot program focused on career education.



Career Exploration & Readiness I

Study Trips

San Francisco Giants Career Education Day

30 sophomores attended this study trip and learned about the diverse career opportunities in the sports industry, including learning from scientists, businessmen, and media experts.

MWEF Business and Marketing Study Trip

15 juniors and seniors visited the Making Waves Education Foundation office to learn about the business and marketing industry. One of the panelists was an MWA alumna. Students engaged in hands-on activities to create marketing content for MWA and walked away feeling inspired by the diversity of panelists' career trajectories.



Career Exploration & Readiness II

Internships and Experiential Learning

- Partnered with MWEF to recruit MWA students to apply for 3 different internships/fellowships
- Making Waves Academy Student Ambassador Program - all upper school students
- Career Spark - open to all 9th and 10th graders
- HealthX - open to all 11th and 12th graders
- Pathways to Health - open to all 11th and 12th graders
- MWA student interest is strong and Wave-Makers are producing high-quality applications to already competitive opportunities



Content

- **Career Exploration and Readiness**
 - 8th and 11th Grade Career Exploration Pilots
 - 8th: Implementing the Career Choices curriculum to support 8th graders in thinking about their futures and preparing them for high school
 - 11th: Launching a short pilot program for juniors to engage in during advisory. This will help them feel prepared to find summer experiential learning opportunities and support them in being prepared for post-sec planning at the start of their senior year.
 - College and Career Week
 - Planning a college fair, career fair, and financial literacy workshops to support all upper school students in holistically planning for their futures.
 - Advanced Patient Care Students
 - Working with our Advanced Patient Care students to apply for healthcare related internships and opportunities to gain real world, hands-on experiences in the healthcare field.



College and Career Counseling

College Access and Post-Secondary Planning

College Representative Visits

- **10 colleges/universities** have visited MWA this fall, including:
 - Highly selective private universities such as **Stanford University, USC, USF, Whittier College, Dominican University, Vassar College, and Hamilton College.**
 - Students also had the opportunity to engage with representatives from the University of California system, including **UC Davis, UC Merced, and UC Riverside.**
- **9 more visits** are scheduled this season, offering students direct access to admissions reps.

College & Career Trips

- **12th Grade:** College visits to **UC Merced & SF State** in October.
- **11th Grade:** Trips to **UC Davis & Sac State** planned for December.
- **9th/10th Grade:** Upcoming trip to **Habitat for Humanity** for students interested in Trades pathways.



College and Career Counseling

College Access and Post-Secondary Planning for Seniors

College & Trades List Building

- **114 out of 125 seniors** submitted College or Trades Lists to the CCC.
- Lists reflect students' early post-secondary interests and planning progress.

PIQ Workshops

- CCC hosted two *College Friday* sessions in Senior English.
- Students developed **Life Maps** to help prepare for their **Personal Insight Questions (PIQs)** and college essays.

Professional Development

- Associate Director of College & Career Counseling attended the **NACAC National Conference**.
- Added **50+ new colleges/universities contacts** to the CCC outreach network.
- All members of the CCC team attended both the UC and CSU conferences to stay current on admissions updates and best practices, ensuring they are well-equipped to support students effectively.



Essential Question

- **Content**

- What additional data, outcomes, or success measures would help the CIRAC/WSC Committee better understand the impact of College and Career Counseling Department on student readiness?
- What more does the CIRAC/WASC Committee need to know about how the College and Career Counseling program supports students in achieving their postsecondary goals?
- In what areas could the College and Career Counseling team provide the CIRAC/WASC Committee with deeper insights, such as student access, equity, partnerships, or long-term outcomes?

WASC Goal 3: Diversity, Equity, and Inclusion





Essential Question

Considering the early data and our comprehensive action plan, what critical blind spots or opportunities for leverage are we potentially missing in addressing the needs of our key student populations?

MWA's WASC



MWA WASC Timeline and Approach



Headlines

- **We are on track with our internal timeline**
- **Feedback cycles have yielded tons of feedback already**
- **Drafts of Chapters 1 and 2 are done**



MWA Timeline

March - May: Planning & Organization

- Watch school **training videos**.
- Decide on **structure** for working on the self-study. (Leadership team? PLCs? Committee of the Whole?)
- **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** (1 page maximum)
- Draft **Chapter 1**: School Developments and Action Plan Progress (2-3 pages maximum)
- Draft **Chapter 2**: Data Analysis

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**



★ Feedback Loop Schedule

	Students	Staff	Community
Feedback Loop 1 <i>Aug 25 - Sep 5</i>	Standard C Student Experience & Well-Being Lead	Standard B Curriculum & Instruction Lead	Standard A Leadership & Organization
★ Feedback Loop 2 <i>Sep 22 - Oct 3</i>	Standard A Leadership & Organization	Standard C Student Experience & Well-Being Lead	Standard B Curriculum & Instruction Lead
Feedback Loop 3 <i>Oct 20 - Oct 31</i>	Standard B Curriculum & Instruction Lead	Standard A Leadership & Organization	Standard C Student Experience & Well-Being Lead
Final Input <i>Dec 1 - Dec 12</i>	Dec 8, Community Event		

See “Roles and Responsibilities” attachment in BoT for information on the leadership in our Feedback Loops.

US ASB has named this the “Winter Festival”



Winter Festival

To close-out our WASC Feedback Loops, we will be hosting a Winter Festival for our entire school community. This will look like...

- Clubs fundraising
- Sharing school-wide data
- Playing games
- Recruiting parent/family volunteers

All tables will have a question about our Improvement Goals.

Self-Study Report Feedback



Self-Report Structure

With the WASC Reimagining, the structure of the report has changed...

Introduction	General information about our school
Chapter 1	Reflections on how we've done since our last self-study.
Chapter 2	Data analysis
Chapter 3	WASC Standards: ● Standard A: Vision, Leadership, Resources and Professional Learning ● Standard B: Curriculum, Teaching and Learning, and Assessment ● Standard C: School Culture and Student Support
Chapter 4	School-wide action plan



Guiding Questions

Please consider the following questions while giving your feedback on our current chapter drafts...

1. Is there anything you'd like to add to our Chapter 1 reflections?
2. Does what we're seeing in Chapter 2 data align with what you're seeing in the school overall?
3. What would you identify as some preliminary student-centered continuous improvement goals based on the current data trends, analysis, and implications?



Milestones

Future touch-points with the board on our self-study include...

- **10/15: WASC/CIRAC Meeting**
 - Intro (Final Draft), Ch 1 (Final Draft), Ch 2 (Draft)
- **12/8: December Board Meeting**
 - Intro (Final Draft), Ch 1 (Final Draft), Ch 2 (Draft), Ch 3 (Draft)
- **1/26: January Board Meeting**
 - Intro (Final), Ch 1 (Final), Ch 2 (Final), Ch 3 (Final Draft)
- **2/13: Final Report Due**
- **4/13-15: WASC Visit**

Action Items





Next Steps

What are our next steps?



Exit-Ticket

Exit Ticket Link: <https://forms.gle/uXEY8ytsRN6DMFPi9>