



# Making Waves Academy

## Spring CIRAC & WASC Meeting

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### Date and Time

Wednesday April 1, 2026 at 9:30 AM PDT

### Location

Please click the link below to join the webinar:

<https://mwacademy.zoom.us/j/92100710845?pwd=H6bocA2yrSi1bRbeEFNglXboVEtqiW.1>

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

**Bryann Fitzpatrick at [bfitzpatrick@mwacademy.org](mailto:bfitzpatrick@mwacademy.org) or (510) 994-6486.**

### Public Comment

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

### Comentarios públicos

- *El público puede dirigirse a la Junta Directiva de la MWA con respecto a cualquier asunto dentro de la jurisdicción del tema materia por la Junta Directiva de la MWA.*

- *Bajo comentario público, los miembros del público pueden:*
  - El público puede dirigirse a la Junta con **respecto a cualquier tema que se haya descrito en el aviso para esta reunión.**
  - **Las presentaciones están limitadas a dos minutos cada una, o un total de diez minutos para todos los oradores, o se puede acortar el límite de dos minutos.**
  
- *De acuerdo con la Ley Brown, la Junta Directiva de la MWA puede escuchar los comentarios, pero no discutirán ni tomarán medidas sobre los temas presentados. La respuesta de los miembros de la Junta Directiva a las declaraciones o preguntas de las personas que comentan temas que no figuran en el orden del día es muy limitada.*
  
- **Mientras las reuniones se llevan a cabo virtualmente, los miembros del público que desean hablar durante la junta pueden presentar una solicitud para hablar antes de las 9:00 a.m. del día de la reunión de la junta o usar la función de levantar la mano durante las secciones de comentarios públicos de la reunión.**
  - **Si desea enviar su solicitud de uso de la palabra antes de la reunión, envíe su solicitud por correo electrónico a [bfitzpatrick@mwacademy.org](mailto:bfitzpatrick@mwacademy.org) en inglés o español.**
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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.*
  
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If you have questions about the board agenda and materials or you are in need of disability-related accommodations, please contact:

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**Bryann Fitzpatrick at [bfitzpatrick@mwacademy.org](mailto:bfitzpatrick@mwacademy.org) or (510) 994-6486.**

**Please note that all agenda times are estimates.**

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

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>9:30 AM</b>
Opening Items			
<b>A.</b> Call the Meeting to Order		Alicia Klein	1 m
<b>B.</b> Record Attendance and Guests		Alicia Klein	5 m
<b>C.</b> Public Comment			5 m
<b>II. Objectives and Structure</b>			<b>9:41 AM</b>
Review objectives and meeting structure.			
<b>A.</b> Introductions, Orientation to the Agenda, and Overview Focus	Discuss	Alton B. Nelson Jr.	1 m
<b>III. Opening</b>			<b>9:42 AM</b>
<b>A.</b> WASC Preparations and LCAP	Discuss	L. Martinez & B. Fitzpatrick	30 m
Board will review the WASC visiting schedule and discuss the WASC action plan.			
1. Required Pre-Read: <ol style="list-style-type: none"> <li>1. WASC Visiting Schedule</li> <li>2. WASC Action Plan</li> </ol> 2. Optional Pre-Read: Self-Study Overview			
<b>B.</b> Q&A on Pre-Read Materials	Discuss	A. Nelson, Z. Bakheit, B. Teodoro, A. Moore, L. Martinez	25 m
Address materials that were submitted before the meeting.			
<b>IV. Break</b>			
<b>V. Curriculum and Instruction Review</b>			<b>10:37 AM</b>
<b>A.</b> Goal 1: Support for All Learners	Discuss	A. Nelson & Z. Bakheit	20 m

	Purpose	Presenter	Time
Curriculum and Instruction is reviewed through the lens of LCAP/WAC Goal 1: Support for All Learners.			
<b>B.</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.			
<b>C.</b> 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.			

**Pre-Reading Guide**

- Required CIRAC SPED Pre-Read\_03242026
  - Optional CIRAC SPED Pre-Read\_03242026
- Required Pre Read SSSD CIRAC Report\_3.24.26
  - Optional Behavior Spotlight & Tier 1 Intervention Spotlight
  - Optional S2 Strong Start
  - Optional S2 Strong Start\_ Re-establishing Connections & Bridging with Families

**VI. Closing Items 11:37 AM**

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

# Coversheet

## WASC Preparations and LCAP

**Section:** III. Opening  
**Item:** A. WASC Preparations and LCAP  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** Final DRAFT- WASC Visit Schedule.pdf  
WASC Ch 4 Actions Draft (2).pdf  
Optional WASC Self-Study CIRAC Pre-Read Slides .pdf

## Monday, April 13, 2026 - Upper School, Board, Lead Teachers

Timeframe	Location	Activity
7:45 - 7:55	US Front Office	<b>Arrival</b> <ul style="list-style-type: none"> <li>Short introductions before morning huddle</li> </ul>
8:00 - 8:05	US4 - 116	<b>Morning Huddle</b>
8:10 - 8:30	US1 - 108	<b>Welcome and Breakfast</b>
8:35 - 8:55	US	<b>Student-Lead Tour</b> <ul style="list-style-type: none"> <li>Students accompanied by US Student Activities Coordinator (Jamauri Thomas)</li> </ul>
9:00 - 12:20	US	<b>Classroom Visits</b>
		<i>Optional Visit Opportunities</i> <ul style="list-style-type: none"> <li><b>College and Career Counseling Center</b> - US4 - 104</li> <li><b>Student Support Services</b> - US3 - 103</li> <li><b>SPED</b> - See <a href="#">document</a> in packet for times and locations</li> </ul>
12:25 - 1:05	US1 - 108	<b>Lunch</b>
1:10 -1:35 *Study Hall	US4 - 110	<b>Upper School Associated Student Body (ASB)</b>
1:10 - 1:35 *Study Hall	US	<i>Optional Visit Opportunity</i> <b>ELD Classrooms</b> <ul style="list-style-type: none"> <li>US4 - 207</li> <li>US4 -203</li> <li>US4 - 206</li> <li>US4 - 205</li> </ul>
1:45 - 2:45	US1 - 108	<b>Board</b>
*3:00 - 4:00	TDB	<b>US Teachers</b>
*3:45 - 4:30	(Waiting to hear back)	<i>Optional Visit Opportunity</i> <b>Lead Teacher Meeting</b>
4:30 - EOD	US1 - 108	<b>Work Time</b>

\* Some activities happen during the same time. Please choose what you're most interested in and optionally split up/visit accordingly.

## Tuesday, April 14, 2026 - Middle School, ILT, PLT, Teachers

Timeframe	Location	Activity
7:45 - 7:55	MS Front Office	<b>Arrival</b> <ul style="list-style-type: none"> <li>Short welcome before morning huddle</li> </ul>
8:00 - 8:05	MS1-139	<b>Morning Huddle</b>
8:10 - 8:30	MS1 -111	<b>Welcome and Breakfast</b>
8:35 - 8:55	MS	<b>Student-lead tour</b> <ul style="list-style-type: none"> <li>Students accompanied by MS Student Activities Coordinator (Hugo Valdovinos)</li> </ul>
8:40 - 9:15*	MS	<i>Optional Visit Opportunity</i> <b>ELD Classrooms</b> <ul style="list-style-type: none"> <li>MS1 - 151</li> <li>MS1 - 152</li> <li>MS1 - 221</li> <li>MS1 - 218</li> <li>MS1 - 211</li> <li>MS1 - 204</li> <li>MS2 - 210</li> <li>MS2 - 208</li> </ul> <b>SPED</b> - See <a href="#">document</a> in packet for times and locations
9:00 - 11:45*	MS	<b>Classroom Visits</b>
		<i>Optional Visit Opportunities</i> <ul style="list-style-type: none"> <li><b>SPED</b> - Times and Room #</li> <li><b>Marlin Academy</b> (After school program teachers) - Room #</li> <li><b>Student Support Services</b> - MS2</li> </ul>
11:50 - 12:25	MS1 -111	<b>Lunch</b>
12:30 - 1:30	MS1 -111	<b>Instructional Leadership Team (ILT)</b>
1:45 - 2:45	MS1 -111	<b>Parent Leadership Team (PLT)</b> <ul style="list-style-type: none"> <li>Spanish interpreter will be present</li> </ul>
3:00 - 3:20	MS1 - 140	<b>Middle School Associated Student Body (ASB)</b>
3:30 - 4:30	MS2 Open Learning Space	<b>Teachers</b>
4:30 - EOD	MS1 -111	<b>Work Time</b>
Ends at 5:30	MS Commons	<i>Optional Visit Opportunity</i> <b>Marlin Academy (After School Program)</b>

\* ELD happens in the morning during the student tour from 8:40 - 9:15. Please choose what you're most interested in and optionally split up/visit accordingly.

## Wednesday, April 15, 2026 - Working Day, Leadership, Present-Out

Timeframe	Location	Activity
7:45 - 7:55	US Front Office	<b>Arrival</b> <ul style="list-style-type: none"> <li>• Short welcome before morning huddle</li> </ul>
8:00 - 8:05	US4 - 116	<b>Upper School Morning Huddle</b>
8:10 - 8:30	US2 - 155	<b>Welcome and Breakfast</b>
8:35 - 12:20	US2 - 155	<b>Work-Time</b>
12:20 - 1:00	US2 - 155	<b>Lunch</b>
1:00 - 1:30	US Commons	<i>Optional Visit Opportunity</i> <b>Waves Connect Event</b> <ul style="list-style-type: none"> <li>• Organized by student board member</li> <li>• Connecting alumni with current Sophomores and Juniors</li> </ul>
1:30 - 2:30	US2 - 155	<b>Meet with Leadership</b>
2:30 - 3:30	US2 - 155	<b>Work-Time</b>
3:45 - 4:30	US2 - 155	<b>Present-Out with All Staff</b> <ul style="list-style-type: none"> <li>• Recorded and available live via Zoom</li> </ul>



# **Making Waves Academy Schoolwide Action Plan 2026 - 2033**

## Introduction

**By aligning our WASC and LCAP goals into a single action plan, we've created a clear roadmap for success.** Below, you'll find our measurable targets and their connection to state-mandated priorities. To maintain momentum after the self-study, the WASC Site-Based Leadership Team will meet for the remainder of the 2025-26 school year to finalize our implementation strategy. After receiving feedback from the visiting committee, we will merge our measurable outcomes into the LCAP template, streamlining our monitoring and accountability efforts into one annual review process.

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## Goal 1: Support for All Learners

*Strategic Focus: Systemic Equity, Vertical Alignment, and Tier 1 Proficiency*

**The Goal:** Close the achievement gap for all students—especially English Learners and Students with Disabilities—by standardizing our best teaching methods and aligning them across all grade levels.

### 1.1 Strengthening Tier 1 Instruction for All Students, Especially Our Critical Learners

#### 1. High-Quality Tier 1 Instruction (Core for 80%+ of Students)

- a. **Instructional Capacity Building:** Train, coach, and support continued refinement of Tier 1 instruction focused on rigorous, grade-level standards-based instruction and formative assessments.
- b. **Core Instructional Practices:** All teachers implement explicit vocabulary instruction, teach comprehension strategies, and facilitate academic discourse through structured, evidence-based debate.
- c. **Integration of SEL and Instruction:** Strengthen connections between Tier 1 instruction and SEL by embedding SEL-informed instructional practices.

#### 2. Prioritize Math (Numeracy) and ELA (Literacy) Academic Growth

- a. **Curriculum Review and Training:** Invest in targeted and ongoing professional development and support for math and ELA faculty to have ongoing opportunities for training in using the curricular materials being used for math and ELA.
- b. **External Support:** Continue to seek external support from service providers for both ongoing training and support for math and ELA faculty and instructional leaders and assessment of instructional practices.

#### 3. Targeted & Intensive Interventions (Tiers 2 & 3)

- a. **Tier 2 - Targeted Support (10-15% of Students):** Provide small-group, skill-focused support for students identified through universal screening data to address specific learning gaps.
- b. **Tier 3 - Intensive Intervention (5% or fewer Students):** Provide highly individualized, frequent, and sustained support. This includes explicit, multisensory reading programs or intensive one-on-one conceptual math instruction, often delivered by Special Education or intervention specialists.

#### 4. Instructional Leadership and Data-Driven Collaboration

- a. **Facilitated Collaboration:** Maintain regular meetings between teachers and the Instructional Leadership Team to review student work and performance data, particularly for LTELs, ELs, and SWD.
- b. **Gap Identification:** Use collaboration cycles to identify instructional strengths and trends that inform necessary Tier 1 adjustments to improve outcomes for high-need student groups.
- c. **Professional Learning Communities (PLCs):** Use PLCs and content-area meetings to internalize curriculum, design universally accessible lessons, and refine differentiation practices.

### 1.2 Enhancing Instructional Capacity and Professional Growth

#### 1. Instructional Coaching

- a. **Instructional Coaching System:** Continue to develop and implement the structured coaching system and coaching cycles focused on continuous improvement, professional learning, focused on improving specific instructional practices.
- b. **New Teacher Targeted Support:** Provide targeted onboarding, training, and support for new-teacher development in the area of instructional planning and classroom management (“bootcamps”) during orientation and throughout the year as needed.
- c. **Dedicated Critical Learner-Focused Training (PD):** Schedule dedicated PD for designated ELD teachers focused on language acquisition and best practices and Tier 1 faculty focused on SWD high leverage practices to strengthen Tier 1 instruction.

## 2. Observation and Professional Expectations

- a. **Formal Evaluation, Faculty Observation, and Professional Expectations:** Align the faculty observation system and organization-wide professional expectations and guidelines as part of the formal evaluation system.
- b. **Regularly Scheduled Observation/Coaching Schedule:** Continue to develop and refine a regular cadence of monthly observations to reflect on and discuss instructional best practices.
- c. **Areas of Emphasis:** Reinforce core professional expectations related to safety, professionalism, reliability, policy adherence, and legal compliance.

## 3. Implementation of the Language Instruction Program (LIP)

- a. **Structured English Immersion (SEI):** Continue the SEI program as the school's designated Language Intervention Plan (LIP).
- b. **ELD Teachers and Language Proficiency Standards:** Support designated ELD teachers in providing explicit instruction aligned to language proficiency standards.
- c. **Designated ELD Instruction:** Use designated ELD instruction to accelerate language acquisition for ELs and LTELs while supporting access to core content.

# 1.3 Improve Academic Outcomes for Critical Learner Groups

## 1. Academic Growth Goals

- a. **English and Math Goals for SWDs:** Students with disabilities will aim to increase their English and Math Distance from Standard (DFS) by at least 4.7 points for ELA and 15.8 for Math.
- b. **State Dashboard Growth Goals:** Students will achieve a minimum orange rating on the CA State Dashboard.

## 2. Professional Development

- a. **Dedicated Critical Learner-Focused Training (PD):** Schedule dedicated PD for all faculty on best practices and Tier 1.

## 3. Students with Disabilities

- a. **Specialized Academic Instruction (SAI) Refinement:** Evaluate current structure for providing SAI to identify areas for improvement and opportunities to better align SAI with the general education program.
- b. **Extended School Year Refinement (ESY):** Evaluate current structure for providing ESY to identify areas for improvement and opportunities to better align SAI with the general education program.
- c. **Multi-Tiered Systems of Support (MTSS)/Universal Design for Learning (UDL) Implementation:** Coaching general education teachers on inclusive instructional practices that remove learning barriers and ensure every student can engage deeply with the core curriculum.

## 4. Reading Instruction Support for ELs and LTELs

- a. **Evidence-Based Reading Instruction PD:** Provide PD on evidence-based strategies to develop foundational and disciplinary reading skills for ELs.
- b. **Long-Term English Learner (LTEL) Targeted Literacy Support:** Prioritize support for LTELs to address literacy gaps affecting access to grade-level content.
- c. **Cross-Content Reading Strategy Integration:** Integrate reading strategies into all content areas to strengthen language development and comprehension.

## 5. Exploring Tutoring Agencies

- a. **External Tutoring Partnerships:** Research and evaluate external tutoring providers that support high-need student groups (SWD, ELs, LTELs, Black/African-American) with a focus on Math and ELA.
- b. **Strategic Tutoring Partnerships:** Partner with agencies that provide specialized support aligned with school goals.
- c. **Supplemental Academic Support Expansion:** Expand support options to supplement high-quality academic instruction.

## Goal 2: College and Career Readiness

*Strategic Focus: Pathway Value, Rigor, and Documented Excellence*

**The Goal:** Foster a culture of attainment where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness.

### 2.1 Vertically Aligned Systems for Seamless College and Career Support

#### 1. Teamwork Across Departments

- a. **Coordinated Support:** Strengthen collaboration between departments to support ELs, LTELs, SWD, Low-Income, Black/African-American, Foster Youth, and Accelerated Learners.
- b. **Student-Centered Meetings:** Hold cross-department meetings to coordinate academic, emotional, and college/career support for students on a case-by-case basis.
- c. **Consistent Systems:** Create shared goals and habits to make sure students receive the same high level of support as they move from grade to grade.
- d. **Holistic Well-Being:** Ensure teamwork addresses the mental, physical, and academic health of students, especially those who belong to multiple critical learner groups.

#### 2. Preparing for College and Careers

- a. **Early Readiness:** Start college and career preparation early in middle school and keep expectations consistent through high school.
- b. **Analyzing Outcomes:** Review graduation and career readiness data for students from intersectional backgrounds to find out where we can improve our support.
- c. **Smooth Transitions:** Refine school partnerships and career pathways to help students move successfully from high school to their next step in life.

#### 3. Family Involvement in Future Planning

- a. **Planning Resources:** Increase family participation in workshops and planning sessions to help students prepare for life after graduation.
- b. **Navigating Requirements:** Provide extra help for families of ELs, LTELs, and SWD to ensure they understand graduation requirements and all available college or career options.

### 2.2 College and Career Pathway Scope and Sequence

#### 1. College and Career Experiences

- a. **Early Exposure:** Start college and career exploration in middle school to build student mindsets before they reach high school.
- b. **Hands-on Learning:** Provide high school students with career-related field trips, visits from college representatives, and an annual College & Career Fair.
- c. **Targeted Workshops:** Organize specific workshops and advisory lessons focused on graduation and future planning for ELs, Foster Youth, Low-Income, Black/African-American, and SWD.
- d. **Closing the Gap:** Use these trips and lessons to address readiness gaps and make sure every student feels prepared for life after high school.

#### 2. Integration into Advisory and Curriculum Structures

- a. **Advisory Program Implementation:** Implement an advisory program that blends college and career curriculum with dedicated advisors.
- b. **Readiness Skills:** Align advisory lessons with readiness skills to prepare students for 12th-grade postsecondary planning.
- c. **Vertically Aligned Scope and Sequence:** Embed readiness skills progressively across grades to create a vertically aligned scope and sequence.

#### 3. College Admissions and Postsecondary Success Coaching

- a. **Post-Secondary Coaching:** Provide targeted coaching on college admissions, major selection, transitions, financial literacy and planning, and anticipated challenges.
- b. **Specialized Coaching:** Deliver coaching through a specialized team for individualized guidance and support.

- c. **Progress Monitoring:** Monitor student progress toward postsecondary goals and adjust supports as needed, with attention to critical learner groups.

## 2.3 Graduation Pathways

### 1. Early Preparation

- a. **Early College and Career Readiness:** Focus on early preparation to ensure students meet state standards by:
  - i. Building 8th-grade awareness of A-G requirements to inform accurate course scheduling for the 9th-grade transition.
  - ii. Integrating self-discovery, career exploration, and exposure to postsecondary opportunities early in the student journey (before high school).
  - iii. Strengthening core competencies in reading, writing, and mathematics, as well as organizational habits.
- b. **Equitable Access:** Provide A–G course access for all critical learner groups (ELs, Low-Income, Black/African-American, SWD, Foster Youth, Accelerated Learners).
- c. **Graduation Pathways:** Offer opportunities to complete California Minimum High School Graduation Requirements, including credit recovery or a fifth year if needed.
- d. **Experiential Learning:** Ensure students can pursue postsecondary education, training, employment, and community participation through experiences like field trips and community engagement.
- e. **Peer Transition Support:** Support middle school students by connecting them with upper school peers to help envision and prepare for transitions.

## 2.4 Postsecondary Readiness Pathways

### 1. Career and Technical Education (CTE) Pathway

- a. **Student Interest Surveys:** Survey students, including middle school, to gauge interest in future CTE offerings.
- b. **In-Demand Fields:** Analyze survey data to identify in-demand fields.
- c. **Pathway Development:** Use findings to guide the development and refinement of CTE pathways.

### 2. Concurrent Enrollment

- a. **College Partnerships:** Expand course offerings by partnering with local colleges for general education and CTE courses.
- b. **Course Alignment:** Align courses with students' academic and career interests, including preparatory middle school exploration.
- c. **Credit Articulation:** Explore opportunities for high school credit articulation where possible.
- d. **Course Access and Credit Transfer:** Strengthen higher education partnerships through formal agreements for course access and credit transfer.
- e. **In-Demand Fields:** Focus on high-demand fields for concurrent enrollment expansion.
- f. **Consistency and Alignment:** Ensure consistency and alignment of concurrent enrollment offerings across institutions.

### 3. Advanced Placement Courses

- a. **Advanced Placement (AP) Access:** Maintain broad access to AP courses for all students.
- b. **Standardized Milestone Tracking:** Establish a formal system to track SAT scores and AP exam pass rates (3+) as key indicators of college readiness.

## Goal 3: Community Engagement and Climate

*Strategic Focus: Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships*

**The Goal:** Build on our culture of safety by turning our best "Success Audit" insights into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported.

### 3.1 Student Support Services for Suspended Students

#### 1. Behavioral and Social-Emotional Support

- a. **Support During Suspension:** Provide academic and emotional help during suspensions to prevent students from falling behind and to stop repeat behavior issues.
- b. **Skill Building:** Focus on teaching students self-control, how to handle anxiety, and better ways to solve problems.
- c. **Community and Home Connection:** Use local resources to support students and share tips with families so they can use the same strategies at home.
- d. **Inclusive Care:** Prioritize support for critical learner groups (ELs, Foster Youth, Low-Income, Black/African-American, and SWD) using respectful and culturally relevant approaches.

#### 2. Interventions for Students with Disabilities (SWD)

- a. **Data-Driven Improvements:** Study suspension records to find patterns and use positive behavior systems to reduce avoidable suspensions.
- b. **Individualized Help:** Provide one-on-one or small-group support (Tier 3) and alternative discipline methods for students who need extra guidance.
- c. **Early Action:** Set clear expectations and step in early to help students who are at risk of struggling.
- d. **Specialized Staff Training:** Train teachers and staff in disability awareness, how to calm tense situations (de-escalation), and clear communication.

#### 3. Staff Awareness and Family Engagement

- a. **Staff Professional Development:** Help staff better understand the specific emotional and behavioral needs of high-need student groups.
- b. **Family Partnerships:** Make family members active partners in their child's support plan through regular, open communication.
- c. **Continuous Improvement:** Regularly track suspension trends to see what is working and where we need to improve our support.

### 3.2 Annual Communication Planning

#### 1. Structured Feedback and Engagement Systems

- a. **Inclusive Decision-Making:** Improve how we gather input from students, families, and staff to help shape school decisions.
- b. **Consistent Communication:** Create a regular schedule for updates on meetings, events, and surveys to keep everyone connected and informed.

#### 2. Communication and School Culture

- a. **Encouraging Student Success:** Use feedback from student surveys to show students we believe in their potential and have high expectations for them.
- b. **Connecting Families to Support:** Find better ways to make sure students and families are aware of the academic programs and extra help available at the school.

### 3.3 Increase in School Connectedness

#### 1. Building a Welcoming School Culture

- a. **Student Connection:** Foster an environment where ELs, Low-Income, and Foster Youth feel valued and connected. Use focus groups and interviews to identify areas for improvement.
- b. **Celebrating Diversity:** Organize school-wide events that recognize the cultures and

languages of our critical learner groups and engage external partners who reflect these students' backgrounds.

- c. **Empowering Families:** Involve families of ELs, Foster Youth, Low-Income, Black/African-American, and SWD in school decision-making through workshops and volunteer opportunities informed by parent surveys.
- d. **Targeted Improvements:** Align school programming with survey findings to improve the sense of belonging and safety for ELs, Low-Income, and Foster Youth families.

## 2. Family and Community Partnerships

- a. **Student Voice:** Involve students—particularly ELs, Foster Youth, Low-Income, Black/African-American, and SWD—in school decision-making and building our community.
- b. **Meaningful Activities:** Use feedback from parent surveys to plan workshops, volunteer opportunities, and field trips that are meaningful and respect the diverse cultures of our families.
- c. **Prioritizing Access:** Ensure families of ELs, Low-Income, and Foster Youth have regular and easy-to-access opportunities to participate in school events and community programs.
- d. **Staff Training:** Provide training for staff on the best ways to partner and communicate with families to build stronger, more effective collaborations.

## 3. Clear and Accessible Communication

- a. **Communication Tools:** Use clear and simple channels—including the school calendar, parent portal, and campus signage—to keep families informed.
- b. **Continuous Improvement:** Regularly check and update these communication methods to make sure they are clear and accessible for every family.

## 4. Strengthening the Sense of Belonging

- a. **Data-Driven Support:** Use findings from "school climate" surveys to create programs that improve student safety, relationships, and the feeling that every student belongs.
- b. **Tracking Success:** Monitor participation and survey results to see if our efforts are working. Adjust these programs as needed to make sure they remain fair and inclusive for all student groups.

# 3.4 Social-Emotional Learning (SEL) Support

## 1. Social-Emotional Resources and Skill-Building

- a. **Accessible Tools:** Provide both online and in-person tools to help students practice self-regulation, reflection, and emotional processing.
- b. **Core Curriculum:** Develop a structured social-emotional learning (SEL) curriculum that teaches students how to manage emotions, navigate conflict, and build resilience.
- c. **Small-Group Support (Tier 2):** Use referral and assessment data to provide extra, targeted help for students who need more support than what is provided in general advisory classes.

## 2. Restorative Support and Re-entry

- a. **SEL Academy:** Create a specialized program for students returning from suspension that focuses on healthy coping mechanisms and managing anxiety or grief.
- b. **Proactive Family Collaboration:** Connect with parents and guardians early to partner on student growth and behavioral support.
- c. **Data Monitoring:** Regularly track behavior, school climate, and attendance—specifically monitoring chronic absenteeism—and break this data down by student subgroups to ensure no group is being overlooked.

## 3. Staff Coaching and Classroom Environment

- a. **Embedded Strategies:** Provide teachers with coaching and professional development to naturally weave social-emotional strategies into their daily lessons.
- b. **Inclusive Classrooms:** Equip staff with the tools to create restorative and emotionally supportive classrooms that are welcoming to all students.
- c. **Data-Driven Coaching:** Align teacher support with actual student behavior data and observed needs to ensure the training is relevant and effective.

### 3.5 504 Coordination and Implementation

#### 1. Evaluation and Assessment

- a. **System Review:** Assess existing 504 management systems to identify gaps and evaluate efficiency, compliance, and effectiveness.
- b. **Stakeholder Input:** Gather feedback from teachers, parents, and students to determine the program's impact on student success and access.
- c. **Mental Health Support:** Evaluate referral and assessment process to accurately identify mental health support needs.

#### 2. Standardized Procedures and Alignment

- a. **Regulatory Framework:** Refine clear, consistent procedures for referrals, evaluations, and plan development that align with district, state, and federal regulations.
- b. **Quality Control:** Implement measures and monitoring systems to ensure implementation fidelity across all classrooms.

#### 3. Professional Development and Support

- a. **Comprehensive Training:** Provide staff with initial and ongoing professional development on 504 procedures, compliance requirements, and instructional best practices.
- b. **Implementation Guidance:** Offer continuous support and guidance to ensure staff can effectively maintain student supports and plan fidelity.



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## Mission/Vision/Core Values

Our mission is to rigorously and holistically prepare students to gain acceptance to and graduate from college, ultimately becoming 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.





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### Progress to Goals

MWA monitors progress with annual data analysis, goal alignment, and community feedback to monitor improvement priorities.

MWA uses the LCAP process to measure progress to goals. The process that we have implemented over the last three years includes consistent engagement with the school board, school leaders, staff, students, 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. In parallel, we continue to grow our teacher coaching model which is implemented by our instructional coaches. 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 continued to seek opportunities for vertical alignment and program expansion beyond high school in this area. This strategic alignment of college and career readiness across grades 5-12 aims to better prepare students for success beyond high school. We have also brought on a dedicated Associate Director of Career Development and Internships to expand the scope of professional opportunities for our students while they are still in 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.



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Chronic Absentee Rate by Student Group - Percent Chronically Absent					
	2021-2022	2022-2023	2023-2024	2024-2025	Trend
English Learners	65.3%	18.2%	16.6%	18.10%	
Long-Term English Learners			19.3%		
Students with Disabilities	63.6%	29.6%	32.6%	20.23%	
Socioeconomically Disadvantaged	64.6%	23.1%	18.9%	15.98%	
Students Experiencing Homelessness				3.30%	
Foster Youth				0.00%	
African-American	69.0%	32.2%	36.4%	13.70%	
American Indian/Native Alaskan					
Asian					
Filipino				13.30%	
Hispanic/Latino	64.1%	21.3%	16.9%		
Native Hawaiian/Pacific Islander					
Two or more Races					
White					

[\*\*See the full WASC Data Tool here!\*\*](#)



# Self-Study

## Rubric and Rationale Directions for A1. Vision and Mission

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Standard A1: Vision and Mission <i>The school team demonstrates strong commitment to its vision, mission and goals with a focus on student achievement and family and community engagement.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p><b>Clear Vision and Mission:</b> The school team embraces and implements a research-based vision focused on every student's success.</p> <p><b>Collaborative Goal Setting:</b> Systems are in place to involve all educational partners in shaping and improving the school's vision, purpose, and goals.</p> <p><b>Communication:</b> Ongoing and regularly reviewed communication strategies ensure everyone understands and supports the school's focus on academic success and student well-being.</p>	<p><b>Focused Vision and Mission:</b> The school team has a clear, research-based vision centered on supporting most students' success.</p> <p><b>Collaborative Goal Setting:</b> Systems engage most educational partners in shaping and refining the school's vision, purpose, and goals.</p> <p><b>Clear Communication:</b> Effective strategies ensure most of the school community understands the school's focus on student achievement and well-being.</p>	<p><b>Limited Vision:</b> The school's vision partially addresses student needs and inconsistently applies research-based practices</p> <p><b>Limited Collaboration:</b> Few processes involve educational partners in shaping and improving the school's vision, mission, and goals.</p> <p><b>Limited Communication:</b> Limited communication focuses on the school's vision, with little emphasis on student achievement and well-being.</p>	<p><b>Lack of Vision:</b> The school's vision does not reflect a belief in the success of all students.</p> <p><b>Minimal Collaboration:</b> There are little to no processes for involving educational partners in shaping the vision, mission, and goals.</p> <p><b>Minimal Communication:</b> Communication about the vision, purpose, and goals is minimal or absent.</p>
<p><b>In 150 words or less, include a rationale statement explaining why you chose that rating:</b> MWA consistently refers to its vision, mission, and goals in various spaces with education partners. Leaders meet regularly focusing on instructional quality, student support, and the implementation of research-based practices, such as the 50% grading floor, reflect dedication to helping all students succeed. MWA uses a mix of in-person meetings, such as parent orientation meetings, and various forms of communication, such as sending out three progress reports per semester and sharing important updates via ParentSquare. The LCAP Advisory Group invites students, families, and leaders to collaborate on school-wide goals. All materials for families are translated into Spanish and translators are provided for all events and meetings. The school's restorative practices, comprehensive support systems, and holistic approach combine rigorous academics with social-emotional development demonstrating that the vision of preparing students for college and career success is actively lived through daily practices and collaborative partnerships.</p>			



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Standard B2: Effective Instruction and Student Engagement: <i>Instructional approaches support differentiated learning opportunities, ensuring success for all students</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p><b>Engaging Learning Strategies:</b> All teachers use diverse strategies, resources, and technology to create engaging environments that support real-world problem-solving.</p> <p><b>Active and Real-World Engagement:</b> All students participate in meaningful learning experiences inside and outside the classroom, preparing for college and careers.</p> <p><b>Student-Centered Learning:</b> All teachers prioritize student voice, encouraging agency, ownership, strategic thinking, and problem-solving.</p> <p><b>Growth-Oriented Teaching:</b> All teachers focus teaching on excellence and use of digital tools to support academic and personal growth for all students so they are more resourceful, strategic, and reflective</p>	<p><b>Effective Learning Strategies:</b> Many teachers use diverse strategies, resources, and technology to create engaging environments that promote real-world problem-solving.</p> <p><b>Active and Real-World Engagement:</b> Many students are actively involved in learning, with some opportunities extending beyond the classroom to prepare for college and careers.</p> <p><b>Student-Centered Learning:</b> Many teachers encourage student participation, fostering ownership, decision-making, and problem-solving skills.</p> <p><b>Effective Teaching Practices:</b> Most teachers focus teaching on excellence and use of digital tools to support academic and personal growth for all students so they are more resourceful, strategic, and reflective</p>	<p><b>Limited Learning Strategies:</b> Some teachers use a narrow range of methods and resources, resulting in inconsistent student engagement and minimal real-world problem-solving.</p> <p><b>Variable Student Engagement:</b> Engagement varies, with some opportunities for learning beyond the classroom or preparation for college and careers.</p> <p><b>Minimal Student Involvement:</b> Teachers encourage student participation in limited contexts, leading to few students actively participating in their learning.</p> <p><b>Inconsistent Teaching:</b> Teaching methods sporadically emphasize personal growth, and digital tools, providing uneven support for academic and personal growth.</p>	<p><b>Few Learning Strategies:</b> Few teachers use differentiation, technology, or real-world problem-solving in different learning environments.</p> <p><b>Inconsistent Student Engagement:</b> Engagement varies, with few opportunities for learning beyond the classroom.</p> <p><b>Lack of Student Voice:</b> Students have little involvement in their learning or decision-making, as teachers rarely prioritize student agency.</p> <p><b>Limited Teaching:</b> Instructional methods lack emphasis on personal growth, limiting supportive learning experiences.</p>
<p><b>In 150 words or less, include a rationale statement explaining why you chose that rating:</b> While the rubric ratings are static, teachers are making dynamic movements toward the "Effective" level in several areas. The "Effective" rating for learning strategies is justified by the variety of tools available in the curriculum and the support from instructional coaches.</p> <p>However, student engagement varies by classroom. There is no school-wide policy or norm for connecting classes to the real world (e.g., <a href="#">field trips</a>, curriculum, or programs), although the US Science team conducts some local outings and English has used a Mock Trial to teach rhetoric. This lack of structure prevents school-wide consistency. The work being done on the Portrait of a Graduate is the first step towards aligning on practices.</p> <p>We are evolving rapidly toward student-centered learning, with teachers encouraging ownership through strategies like annotating texts, unpacking projects, and justifying thinking in discussions. Yet, due to a high number of teachers new to teaching and/or to MWA, these strategies lack intention and consistency across all classes and grades.</p>			



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Standard C3. College and Career Readiness			
<i>The school prepares high school students for success after graduation with an emphasis on post-secondary options and career pathway, integrating experiential and community-engaged learning opportunities to strengthen student agency, engagement, and readiness.</i>			
Highly Effective	Effective	Somewhat Effective	Ineffective
<p><b>Integrated Goals:</b> The school team aligns academic standards, areas of study, and college and career goals in ways that are clear and accessible to all.</p> <p><b>Community Partnerships:</b> The school collaborates with local businesses, industries, and colleges to offer Career Pathways and real-world skill development.</p> <p><b>Real-World Learning:</b> Students engage in problem-solving, community-focused projects, and experiences that connect classroom learning to community interests or needs.</p> <p><b>Data-Driven Outcomes:</b> The school monitors student participation, performance, and outcomes, using data to adjust and refine programs and priorities.</p>	<p><b>Partial Integration:</b> Some alignment exists between areas of study, academic standards, and college and career goals, with moderate understanding in the school community.</p> <p><b>Community Partnerships:</b> The school collaborates with local businesses, industries, and colleges to provide career options, helping most students explore readiness and gain practical skills.</p> <p><b>Real-World Engagement:</b> Many students participate in problem-solving and real-world experiences, connecting classroom learning to community needs.</p> <p><b>Data-Driven Outcomes:</b> The school monitors some student participation, performance, and outcomes, analyzing data like college acceptance and skill development.</p>	<p><b>Limited Integration:</b> Connections between subjects, standards, and college and career goals exist but are not clearly communicated or widely understood.</p> <p><b>Limited Partnerships:</b> The school partners with some local organizations, but few students consistently engage in career readiness or real-world skill development.</p> <p><b>Limited Real-World Learning:</b> Some students participate in problem-solving and community activities, but opportunities to connect classroom learning to community needs are limited.</p> <p><b>Incomplete Data Use:</b> The school tracks some participation and outcomes, but data on key metrics is incomplete and not consistently used for improvement.</p>	<p><b>Little Integration:</b> Few if any connections between subjects, academic standards, and college and career goals are evident.</p> <p><b>Few Partnerships:</b> Few collaborations exist, and only a small number of students explore career options or develop real-world skills.</p> <p><b>Little Engagement in Real-World Learning:</b> Few students participate in problem-solving or connect classroom learning to community needs.</p> <p><b>Few Data Strategies:</b> The school has few or no systems to collect and analyze data on student activities, outcomes, and skill development.</p>
<p><b>In 150 words or less, include a rationale statement explaining why you chose that rating:</b></p> <p>The school has a long-standing focus on college readiness which is evident in our high-school graduation rates, our A-G completion, our CCI Indicator, and our college acceptance rates. MWA is now committing to evolve from college for all to college and career for all. While we are in the early stages of this evolution, the changes we have made have already had a great impact. We were awarded a state grant that partially pays for the new position of Associate Director of Career Development and Internships to help us further develop opportunities for our students to be exposed to and explore a range of careers and internship opportunities. Ultimately we believe that integrating career into our model will provide a unified, equitable roadmap that links academic standards and future career aspirations for all students. We are already setting this through active exposure to College Life Experiences and Career-oriented Partnerships, which deliver robust Career Pathways Engagement and Real-world skills and learning. Students apply their knowledge to</p>			



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### Chapter 4: Action Plan

#### Preliminary Improvement Goals

#### Goal 1: Support for All Learners

*Strategic Focus: Systemic Equity, Vertical Alignment, and Tier 1 Proficiency*

**The Goal:** Close the achievement gap for all students—especially English Learners and Students with Disabilities—by standardizing our best teaching methods and aligning them across all grade levels.

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#### Goal 2: College and Career Readiness

*Strategic Focus: Pathway Value, Rigor, and Documented Excellence*

**The Goal:** Foster a culture of "attainment" where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness.

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#### Goal 3: Community Engagement and Climate

*Strategic Focus: Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships*

**The Goal:** Build on our culture of safety by turning our best "Success Audit" insights into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported.

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# Preliminary Goals Post-Visit

## Goal 1: Support for All Learners

*Strategic Focus: Systemic Equity, Vertical Alignment, and Tier 1 Proficiency*

**The Goal:** Close the achievement gap for all students—especially English Learners and Students with Disabilities—by standardizing our best teaching methods and aligning them across all grade levels.

## Goal 2: College and Career Readiness

*Strategic Focus: Pathway Value, Rigor, and Documented Excellence*

**The Goal:** Foster a culture of "attainment" where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness.

## Goal 3: Community Engagement and Climate

*Strategic Focus: Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships*

**The Goal:** Build on our culture of safety by turning our best "Success Audit" insights into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported.



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[Schoolwide Action Plan](#)  
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# Coversheet

## Q&A on Pre-Read Materials

**Section:** III. Opening  
**Item:** B. Q&A on Pre-Read Materials  
**Purpose:** Discuss

**Submitted by:**

**Related Material:**

College Admissions Summary and Key Takeaways.pdf  
College Success Program Takeaways.pdf  
Pilot Overview and Summary of Takeaways.pdf  
Proposed Master Course List for AY 2026-27.pdf  
Copy of Aspects of Rigor Cheat Sheet (25\_26 version) (1) (1).pdf  
MWA Instruction Partners & IPG Tool Data - Spring 2026.pdf  
MWA Climate Survey, February 2025-26 Results (2).pdf  
Required CIRAC SPED Pre-Read\_03242026.pdf  
Required Pre Read SSSD CIRAC Report\_3.24.26.pdf  
Optional CIRAC SPED Pre-Read\_03242026.pdf  
Optional Behavior Spotlight & Tier 1 Intervention Spotlight.pptx.pdf  
Optional S2 Strong Start.pptx.pdf  
Optional S2 Strong Start\_ Re-establishing Connections & Bridging with Families.pptx.pdf

**BACKGROUND:**

List of Documents Attached

- College Admissions Summary and Key Takeaways.pdf
- College Success Program Takeaways.pdf
- Pilot Overview and Summary of Takeaways.pdf
- Proposed Master Course List for AY 2026-27.pdf
- Copy of Aspects of Rigor Cheat Sheet (25\_26 version) (1) (1).pdf
- MWA Instruction Partners & IPG Tool Data - Spring 2026.pdf
- MWA Climate Survey, February 2025-26 Results (2).pdf
- Required CIRAC SPED Pre-Read\_03242026.pdf
- Required Pre Read SSSD CIRAC Report\_3.24.26.pdf
- Optional CIRAC SPED Pre-Read\_03242026.pdf
- Optional Behavior Spotlight & Tier 1 Intervention Spotlight.pptx.pdf
- Optional S2 Strong Start.pptx.pdf
- Optional S2 Strong Start\_ Re-establishing Connections & Bridging with Families.pptx.pdf

## College Admissions Summary and Key Takeaways

After the college application cycle in the fall, students were surveyed about their experiences. Overall, their responses highlighted a mix of emotional relief, appreciation for support systems, and valuable lessons learned during the process.

### Student Emotions After Submitting Applications

The most common emotions reported immediately after submitting applications were relief and happiness. Many students described feeling as though a significant weight had been lifted, expressing excitement, pride, and satisfaction after completing such an important milestone.

At the same time, several students shared feelings of anxiety and nervousness while waiting for admission decisions, comparing the anticipation to waiting for financial aid packages to arrive.

Some students reported neutral or mixed emotions, including feeling indifferent, calm, or simply “okay,” often because they still had remaining tasks such as completing additional application components. A few students also described feeling proud, euphoric, relaxed, or simply tired after the demanding process.

### Appreciation and Dedications

Students expressed deep gratitude toward the individuals and groups who supported them throughout the application journey. Many thanked the MWA staff and faculty, particularly the College and Career Counseling Team, Ms. Adams, Dr. Spencer-Brown, Mr. Taitz, and Ms. Renee, for their guidance with applications, essay feedback, and overall encouragement.

Family members, friends, and loved ones were also frequently recognized for providing emotional support, motivation, and assistance in reviewing essays. Additionally, several students acknowledged teachers and advisors for offering guidance, writing letters of recommendation, and supporting them academically, namely Ms. Jenest, Mr. Alegria, Mr. Jacobs, and others. A few students even took the opportunity to recognize their own perseverance and dedication during the process.

### Most Helpful Parts of the Process

Students identified several elements that significantly supported their success:

- **Dedicated work time and structured support**, such as College Fridays in English classes, as well as CCC after-school office hours and workshops.
- **Application review and feedback**, particularly assistance with verifying courses and grades, editing Personal Insight Questions (PIQs) and essays, and checking applications before submission.
- **Clear communication and organization**, including reminders, email updates, and deadline timelines, helped students stay on track.
- **One-on-one guidance**, where staff helped students navigate applications step-by-step and answer individual questions. Some students also appreciated financial support for application fees.

### Challenges and Areas for Improvement

Most students reported that nothing about the process was frustrating and praised the CCC team for their support. However, a few common challenges emerged:

- **Time pressure and stress** related to tight deadlines and the pace of the application process.

- **Essay writing difficulties**, particularly the time and effort required to revise Personal Insight Questions and application essays.
- **Requests for additional resources**, such as more attention to community college pathways, more support around financial aid questions, and expanded SAT preparation or study hall options.
- **Operational issues**, including limited office hour availability or occasional delays in email responses.

### **Advice for Future Students**

Students offered several consistent pieces of advice for younger “Wave-Makers” beginning the college admissions journey:

- **Start early**, especially on essays and PIQs, ideally during the summer before senior year.
- **Maintain strong grades**, as GPA plays a major role in college admissions decisions.
- **Avoid procrastination** by managing time carefully and meeting deadlines.
- **Use available resources**, including workshops, office hours, and support from the College and Career Center.
- **Be proactive and intentional** by exploring extracurricular activities, internships, and dual enrollment opportunities to strengthen college applications.

## College Success Program Key Takeaways

The College Success Program application and selection process was led by Coach Ashley Allston (MWEF), with Ateris Adams (MWA) serving as a key partner throughout. Several team members across MWA and MWEF contributed to communication and outreach with applicants. Dr. Spencer-Brown, Mr. Alegria, Ms. Renee, and 12th-grade advisors and teachers at MWA supported students through the process, and Miguel, Ana Calderon, and Kupu from MWEF helped to draft communications. These efforts reflect the “one Making Waves” approach, with two organizations working together as one team in support of students.

Several coaches and partners supported the application review process. Dr. Antonio, Ilene, and Miles served as application readers, and Lisa, a program funder from North Carolina, also participated. Coach Ashley’s rubric helped streamline the review process and made scoring more consistent and manageable, even with a larger number of applications. Overall, the selection process was rigorous, fair, and supportive.

This year, 104 MWA seniors applied for the program and 103 were selected, resulting in a 99% acceptance rate. One student was not selected because their application remained incomplete despite multiple outreach attempts.

Among the 103 selected students:

- **9 students** were awarded \$2,000 per year for up to three years to pursue an associate degree.
- **94 students** were awarded \$4,000 to \$6,000 per year for up to six years to pursue a bachelor’s degree.

Awards were determined through a structured scoring process in which each application was reviewed by at least two readers. Scores were weighted across four areas: academics (30%), financial need (30%), college commitment (20%), and program fit (20%). In practice, GPA and family financial circumstances accounted for most of the variation in award levels, with students from lower-income families receiving additional points by design.

Because financial aid offers from colleges continue to arrive through May, some students may adjust their postsecondary plans. Students who shift from pursuing a bachelor’s degree to an associate degree will have their scholarship adjusted to \$2,000 per year, which is the standard award for that pathway.

The program also received applications from alumni who had previously applied as seniors but were not selected. Four alumni reapplied, and three were selected. One applicant was not selected due to a cumulative college GPA below the required 2.0.

## 8th Grade Pilot Updates

We are in the final three weeks of the 8th Grade Pilot: ***Building a Bridge to Your Future***. The pilot will conclude on Wednesday, April 1st. Students engaged in three chapters and two panels during the duration of this pilot:

- Introduction to the US CCC and Pre-Pilot Survey
- Chapter 1: Introducing the 10 Year Planning Process
- High School Panel
- Chapter 12: Getting Ready for High School
- Chapter 9: Beginning Your Career Search
- Career Panel
- Culmination Celebration and Post-Pilot Survey

The pilot was rooted in career exploration through a high school readiness lens. When surveying the 8th-grade class, we found that high school readiness and success were top of mind for students. Below are the most common themes based on student responses:

- **Academic Rigor and Workload:** *Is high school hard?*
- **Classes, Schedules, and Requirements:** *How many classes do I take and are they assigned?*
- **Getting Lost and Navigating the Buildings:** *How do I find my classes?*
- **Social Life, Belonging, and Treatment by Others:** *Are teachers nice and will I keep my middle school friends?*
- **Clubs, Sports, Jobs, and Balance:** *How do you balance school, activities and life?*
- **Grades and Credits:** *What happens if I fail a class?*
- **Life After High School:** *Did high school go by fast?*
- **College, Careers, and the Future:** *What are your plans after graduation?*

To ensure frequent and continuous feedback loops, Ms. Teodoro scheduled recurring meetings with the 8th-grade team, including joining the 8th team level meetings on a biweekly basis, biweekly meetings with Ms. Bakheit, and observed Homeroom classes on a weekly basis when the curriculum was being delivered. Through conversations with students and teachers, this curriculum is encouraging students to ask more questions about high school academics, part-time job opportunities, and exploring careers that may be new or unfamiliar to students.

- **Student Reflection** - One student shared that the activity, *Letter to Self* allowed her to think about how she must prepare now and through high school for her desired career in the healthcare field.
- **Panel (Teacher Reflection)** - After the high school panel, one teacher shared that they are receiving a lot more questions about high school, college, and navigating getting a part-time job. This teacher shared that more students are opening up to them more about post-secondary options since starting this curriculum.
- **Pilot (Teacher Reflection)** - Teachers have shared that they would lead this pilot again with some constructive feedback for successful implementation.

Thinking about implementation for next year, here is a starting list of action items to ensure success:

- **Implementation Plan Preparation** - Scope and sequence planning and materials should be created over the summer and ready to be presented to teachers in August when all staff is back on campus.
- **Organization** - Organization can be improved to ensure we are starting earlier:

- **Teacher Access to a “Master Sheet”** - Creating a “Master Sheet” where all 8th-grade curriculum content lives and is easily accessible to the entire 8th-grade team
- **Internalizing Curriculum** - Time with teachers to ensure they are internalizing each lesson and have room to ask clarifying questions.
- **Point-Person Led & Turn-Key Ready** - Continue to make content as turn-key as possible and work with a teacher point-person who can take the lead on communications, organizations, etc. Preferably, for this to be a stipend.
- **Regularly Scheduled Meetings/Check-ins** - Regular meetings and communications should continue with the 8th-grade teacher team and the division director, and include classroom observations for anecdotal notes and feedback.
- **Methods for Student Work** - Decide on how students should be completing work: how much of it should be done in their workbooks vs. how much students should complete via Canvas.

### 11th Grade Pilot Updates:

We are in the final three weeks of the 11th Grade Pilot: College and Career Readiness. The pilot will conclude on Thursday, April 2nd. Students engaged in pilot content on Tuesdays and Thursdays from January 2026 to April 2026. On Tuesdays, students participated in the *Career Guest Speaker Series*, where they heard from local professionals representing various sectors, including Finance, Construction, Nursing, Nonprofit, Law, and Higher Education. On Thursdays, students engaged with the planned curriculum and lesson plans, which include:

- Pilot Launch and Pre-Pilot Survey
- Personality Assessment
- Career Assessment
- LinkedIn 101
- LinkedIn Headshots
- Resume 101
- Mock Interviews Part 1 (informational)
- Mock Interviews Part 2 (activity)
- Budgeting 101 with Travis Credit Union
- The Big Interview
- Culmination Celebration and Post-Pilot Survey

In the pre-pilot survey, students underlined the importance of the guest speakers to be representative of the participants. The following identities were named for consideration when inviting guest speakers: *Low-income, first-generation, student athletes, Latinx, IEP in school, study abroad, music education major, struggled academically in school, business owner, Latina women pursuing healthcare*. Our guest speakers were representative of almost all of these identities. Additionally, as a result of this survey, the team (Ms. Teodoro, Ms. Beyer, Ms. China, and Mr. Gomez) identified students who were “Very Sure,” “Somewhat Sure,” and “Unsure” of their post-secondary plans and grouped them for the Thursday Advisory sessions.

We grouped students based on readiness so 11th-grade advisors could appropriately deliver content that was developmentally appropriate for the group. Through conversations with advisors, they have shared that students are positively engaging with the content and actively seeking feedback on their work.

Teachers have shared that they would lead this pilot again with some constructive feedback for successful implementation.

Thinking about implementation for next year, here is a starting list of action items to ensure success:

- **Curriculum** - Curriculum is strong, but could be extended to more meaningfully engage with each existing topic and include new topics.
  - **LinkedIn Profiles** - The LinkedIn 101 session could be expanded into three separate sessions:
    - *Session 1*: provide an information overview
    - *Session 2*: create their accounts
    - *Session 3*: update and refine profiles.
  - **Fall Semester**: existing 11th pilot content that provides additional content and time for students to meaningfully engage and participate in additional activities
  - **Spring Semester**: go through the CCC 12th-grade packet and start actively planning for their senior year, so that in their senior year, students are *refining* their plans rather than creating them.
- **Time with Advisors** - Time with advisors to ensure they are internalizing each lesson and have room to ask clarifying questions.
- **Turn-Key Content** - Continue to make content as turn-key as possible (having the lessons, activities, slides, and other materials ready for advisors by the start of the school year) and work with a teacher point-person who can take the lead on communications, organizations, etc. Preferably, this would be a stipend position.
- **Regularly Scheduled Meetings/Check-ins** - Regular meetings and communications should continue with the 11th-grade advisors for general check-ins, feedback loops, and preview + reminders of priorities for the following week.

<b>Courses by Department</b>		
<b>Department</b>	<b>Course Offered '26-27</b>	<b>Color Codes</b>
English	English I	Grade 9
	English II	Grade 10
	English III	Grade 11
	AP English Language and Comp.	Grade 12
	Expository Reading and Writing	11/12 Elective
	AP English Literature and Composition (12th)	Credit Recovery
Math	Algebra I	10/11/12
	Geometry	New Course for 2026-27
	Algebra II	
	Principles of Finance (*CA Personal Finance) New Requirement**	
	AP Comp. Sci. Principles	
	AP Precalculus	
	AP Calculus AB (11th-12th)	
Science	Earth and Space Science	
	Biology	
	Chemistry	
	Astronomy	
	AP Chemistry	
	AP Environmental Sci.	
	Intro to Health / Medical Term.	
	Advanced Patient Care	
History/ Social Studies	Ethnic Studies	
	World History	
	US History	
	AP US History	
	US Government / Economics	
	AP US Government / Economics	
	Intro to Psychology	
Visual and Performing Arts	AP 3D Art (10-12th)	

	Drawing (10-12th)		
	Intro to Interior Architecture and Design (10-12th)		
	DRAMA I		
	Technical Theater or Stagecraft (10-12th)		
	Theater II		
	Music Appreciation		
	Orchestra		
Health and Wellness	Health and Wellness I		
	Health and Wellness II		
World Languages	Spanish I		
	Spanish II		
	Spanish III		
	Spanish IV: Intro to Advanced Language and Literature (10-12th)		
	AP Spanish Language and Culture		
SPED	SAI		
Credit Recovery	Credit Recovery		

The following courses are predicted to have 20 or more students pass the AP exam with a score of 3 or higher:

Department	AP Potential Suggested Courses	Status
English	English Language and Composition	
Math	Precalculus	Currently Offered
Science	Environmental Science	Currently Offered
History/Social Science	African American Studies	
	European History	
	Human Geography	
	Psychology	Currently Offered
	AP Seminar,	
	United States History	Currently Offered
	United States Governemnt and Politics	
	World History	

### Aspects of Rigor (AoR): A Cheat Sheet

**Rigor:** Within the Major Work of the Grade, attend to conceptual understanding, procedural skill and fluency, and application with equal intensity.

	<b>Conceptual Understanding</b>	<b>Procedural Skill &amp; Fluency</b>	<b>Application</b>
<b>Defining Rigor</b>	The word <b>‘understand’</b> is used in the Standards to set explicit expectations for conceptual understanding. The how and why.	<b>‘Fluent’</b> in the Standards means efficient, flexible, and accurate.	The phrase <b>‘real-world problems’</b> is used to establish expectations for applications and modeling.
<b>Student Actions</b>	<ul style="list-style-type: none"> <li>● Explain mathematical concepts through discussion and reflection in writing</li> <li>● Reason about multiple representations for a math concept</li> <li>● Explain connections between mathematical concepts</li> <li>● Reason about how different strategies are similar and different</li> <li>● Use manipulatives and visual representations</li> </ul>	<ul style="list-style-type: none"> <li>● Develop and use algorithms</li> <li>● Explain the why behind procedures and algorithms</li> <li>● Solve problems with efficiency, accuracy, and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>● Apply math knowledge to new scenarios by choosing appropriate tools, approaches, strategies, etc.</li> <li>● Persevere in problem solving</li> <li>● Consider contexts, constraints, and the reasonableness of answers and strategies in relation to the problem</li> <li>● Share and justify methods</li> </ul>
<b>Teacher Actions</b>	<ul style="list-style-type: none"> <li>● Emphasize sense making</li> <li>● Provide opportunities for students to explain their reasoning</li> <li>● Encourage use of manipulatives and multiple visual representations</li> <li>● Provide opportunities for students to making connections between different representations and/or strategies</li> <li>● Refrain from tricks and tips that are removed from sense making (Keep Change Flip)</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for students to explain the math concepts behind their procedures</li> <li>● Engage students in error analysis to explain the procedural mistake</li> <li>● Provide spiraled practice and feedback to build fluency</li> <li>● Make connections between standard algorithms and less formal ways of solving to help students see the “why” behind procedures</li> <li>● Refrain from rote memorization of steps</li> </ul>	<ul style="list-style-type: none"> <li>● Emphasize justification of methods and reasonableness of solutions in context</li> <li>● Provide opportunities for students to engage in problem solving</li> <li>● Provide students opportunities to share and discuss different solution methods</li> </ul>
<b>Key language used to identify AoR</b>	<ul style="list-style-type: none"> <li>● Understand</li> <li>● Explain</li> <li>● Interpret</li> <li>● Recognize</li> <li>● Reason</li> <li>● Justify</li> <li>● Represent</li> <li>● Compare</li> <li>● Describe</li> </ul>	<ul style="list-style-type: none"> <li>● Fluently</li> <li>● Add/Subtract/Multiply/ Divide</li> <li>● Calculate</li> <li>● Measure</li> <li>● Count</li> <li>● Compute/Solve</li> <li>● Evaluate</li> <li>● Read/Write</li> </ul>	<ul style="list-style-type: none"> <li>● Real world</li> <li>● Design</li> <li>● Develop</li> <li>● Scenarios</li> <li>● In Context</li> </ul>

# How Our Year Long Goals Build

## YEAR LONG GOAL #1: ESTABLISH STRONG CONDITIONS FOR COACHING

By May 15, 2026, improve conditions (vision, time, team, protocol, and data systems) for effective teacher coaching, scoring at least 2.5 on all conditions based on feedback from teachers, leaders, and Instruction Partners.

## YEAR LONG GOAL #2: IMPROVE THE EFFECTIVENESS OF COACHING PRACTICES

By May 15, 2026 improve the effectiveness of coaching practices, by each facilitator reaching their individual growth goal of at least +20% on the coaching observation tool across at least two separate observations.

## YEAR LONG GOAL #3: IMPROVE INSTRUCTION & LEARNING EXPERIENCES FOR STUDENTS

By May 15, 2026, teacher coaching will lead to measurable improvements in teacher instruction and student learning experiences, evidenced by reaching the IPG growth goal of increasing by at least .5 on indicators related to *Questions/Tasks Productive Struggle & Strategic CFUs + Data Driven Decision Making*



# IPG Data - MWA US

## Math

IPG Indicator	BOY Avg. (Sept)	ESC 1 Avg. (Nov)	ESC 2 Avg. (Feb)
1A. Grade level content	100%	100%	67%
1C. Enacted Lesson Matches rigor	33%	100%	33%
2C. Checks for Understanding	2.3	2.0	2.0
3C. Students Display Thinking	2.0	1.5	1.7

## English Language Arts

IPG Indicator	BOY Avg. (Sept)	ESC 1 Avg. (Nov)	ESC 2 Avg. (Feb)
SA. Standard Alignment	2.0	2.0	2.3
1B. Text at the center	NA	3.0	3.3
2D. Intentionally sequenced questions	2.0	2.0	2.7
3B. Engaging students in productive struggle	1.5	1.7	1.7





# IPG Data - MWA MS

## Math

IPG Indicator	BOY Avg. (Sept)	ESC 1 Avg. (Nov)	ESC 2 Avg. (Feb)
1A. Grade level content	100%	100%	100%
1C. Enacted Lesson Matches Rigor	33%	25%	75%
2C. Checks for Understanding	2.0	1.8	2.3
3C. Students Display Thinking	2.0	2.0	3.0

## English Language Arts

IPG Indicator	BOY Avg. (Sept)	ESC 1 Avg. (Nov)	ESC 2 Avg. (Feb)
SA. Standard Alignment	1.3	1.7	2.0
1B. Text at the center	2.5	2.0	3.3
2D. Intentionally sequenced questions	1.0	1.7	2.0
3B. Engaging students in productive struggle	1.3	1.7	2.0





# Areas for improvement

## In Math:

- In some classes, greater alignment to the materials to match the rigor of the standards
  - Deepening math content knowledge to support conceptual understanding and skills in teaching to match the Aspect of Rigor and the task orientation to support understanding
- Continuing to strengthen CFUs by having teachers monitor intentionally with purposeful CFUs
  - Name what they are monitoring for and continue to intentionally circulate to gather data and **\*\*share feedback that students implement to improve their work\*\***

## In ELA:

- Working to support students with productive struggle, specifically:
  - What this looks like without changing/lowering the rigor of curriculum tasks
  - How to release students to do some more of the thinking, less focus on one right answer and more of a focus on how are you using text evidence to support your thinking, and how might your thinking change or evolve when presented with new information
- For some teachers, there may need to be more encouragement and support around how they use
- Springboard & Fishtank materials to result in fewer changes to materials

# MWA Climate Survey for Students & Families *Winter/Spring 2026 Results*

**Presenter(s): Edeson Beredo, Beilei Guo**  
**Date: February 2026**

Powered by BoardOnTrack



*Learn. Graduate. Give Back.*

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# About the Climate Survey

- Conducted at least annually using either the *California Healthy Kids Survey (CHKS)* or our targeted *local climate survey*.
- Our local survey utilizes *a focused subset of CHKS* indicators to measure campus culture and student engagement.
- Informs our *continuous improvement planning* for school climate, culture, and community engagement.
- Provides essential perception data for the *CA State Dashboard*, *LCAP requirements*, and *WASC reporting*.



# Survey Completion Rate

By Grade Level 

Middle School			Upper School		
Grade	Oct 2025	Feb 2026	Grade	Feb 2026	Oct 2025
5th	91%	97% ↑	9th	85%	91% ↑
6th	96%	96% →	10th	69%	88% ↑
7th	97%	89% ↓	11th	79%	69% ↓
8th	97%	89% ↓	12th	78%	72% ↓
<b>MS</b>	<b>95%</b>	<b>93% ↓</b>	<b>US</b>	<b>78%</b>	<b>81% ↓</b>

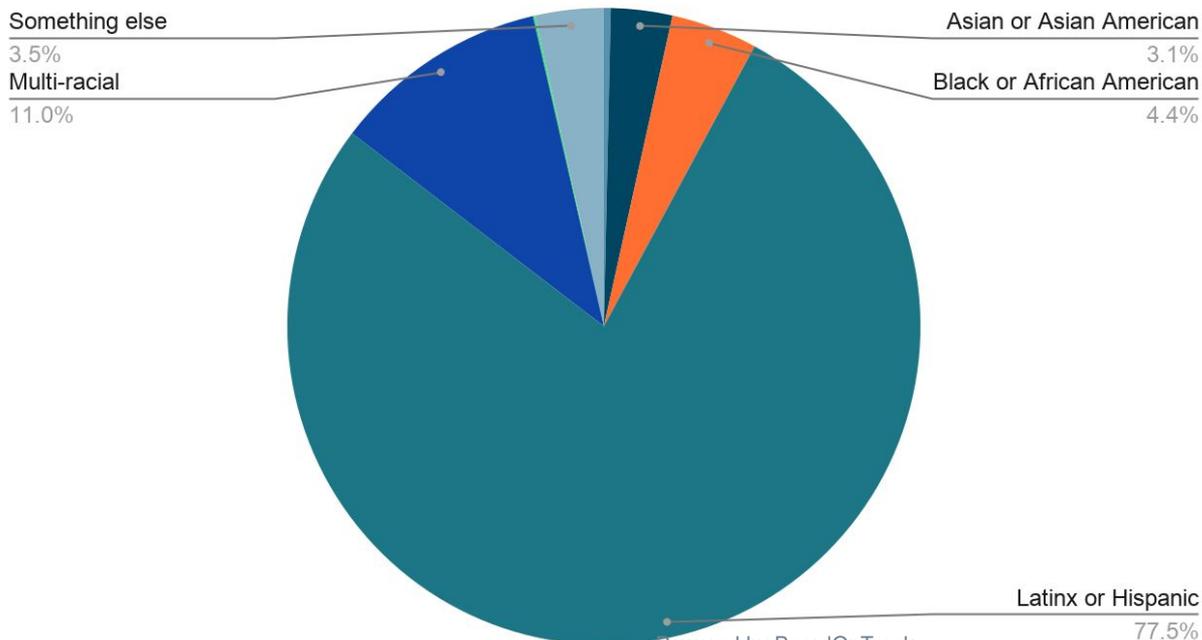
**Feb 2026 - 861 students (86% of schoolwide population) completed the survey.**



# Survey Completion

By Race/Ethnicity

What is your race or ethnicity? (Feb 2026)



Powered by BoardOnTrack

Link to [October 2025 Data](#)

# Data Headlines - Student Survey



## Current Trends (Students)

- A total of 861 students, representing **86% of the student population**, completed the survey. Participation was **particularly strong for 5th and 6th graders**, with 96% of those students responding.
- Consistent with historical trends, student ratings show a **seasonal decline from Fall to Spring**. Most notably since October 2025, **School Safety dropped** from 70% to 55%.
- As of February 2026, **Academic Motivation continues to be the highest-rated** indicator at 68%, while **High Expectations remains the lowest-rated category** at 53%.
- **Middle School generally reported higher levels** of School Connectedness (56%), Academic Motivation (71%) and High Expectations (57%). Upper School continues to rate higher in School Safety (55%).



# Student Feedback - Key Themes

## 1. School Connectedness

- Many students find their strongest sense of connection ***through friendships and participation in clubs or sports*** (e.g., eSports, Junior Committee).
- There are significant reports of feeling left out ***due to race or culture***, with some students feeling that ***staff treat certain groups unfairly***. Bullying and a perceived lack of effective intervention are also barriers to feeling connected.

## 2. Academic Motivation

- Students are largely motivated by ***long-term goals*** like attending college, securing a good job, and making their parents proud.
- ***High stress levels and "unengaging" course material*** are primary demotivators. Some students feel the workload—especially in the transition to high school—is overwhelming, leading to procrastination or a desire to give up when things get difficult.



# Student Feedback - Key Themes

## 3. Caring Adult Relationships 🍎

- Positive feedback highlights specific staff members who **"go above and beyond"** and provide a safe space for students to talk without judgment.
- A recurring negative theme is **perceived favoritism**, where students feel staff prioritize "favorite" students or ignore others. Some students also **feel shy or disconnected**, choosing not to talk to adults at all.

## 4. High Expectations 🏔️

- "High expectations" can sometimes translate into **unwanted pressure**, causing anxiety—particularly regarding public speaking or participating in class.
- Some students feel the emphasis is **too heavily placed on grades** rather than actual learning.



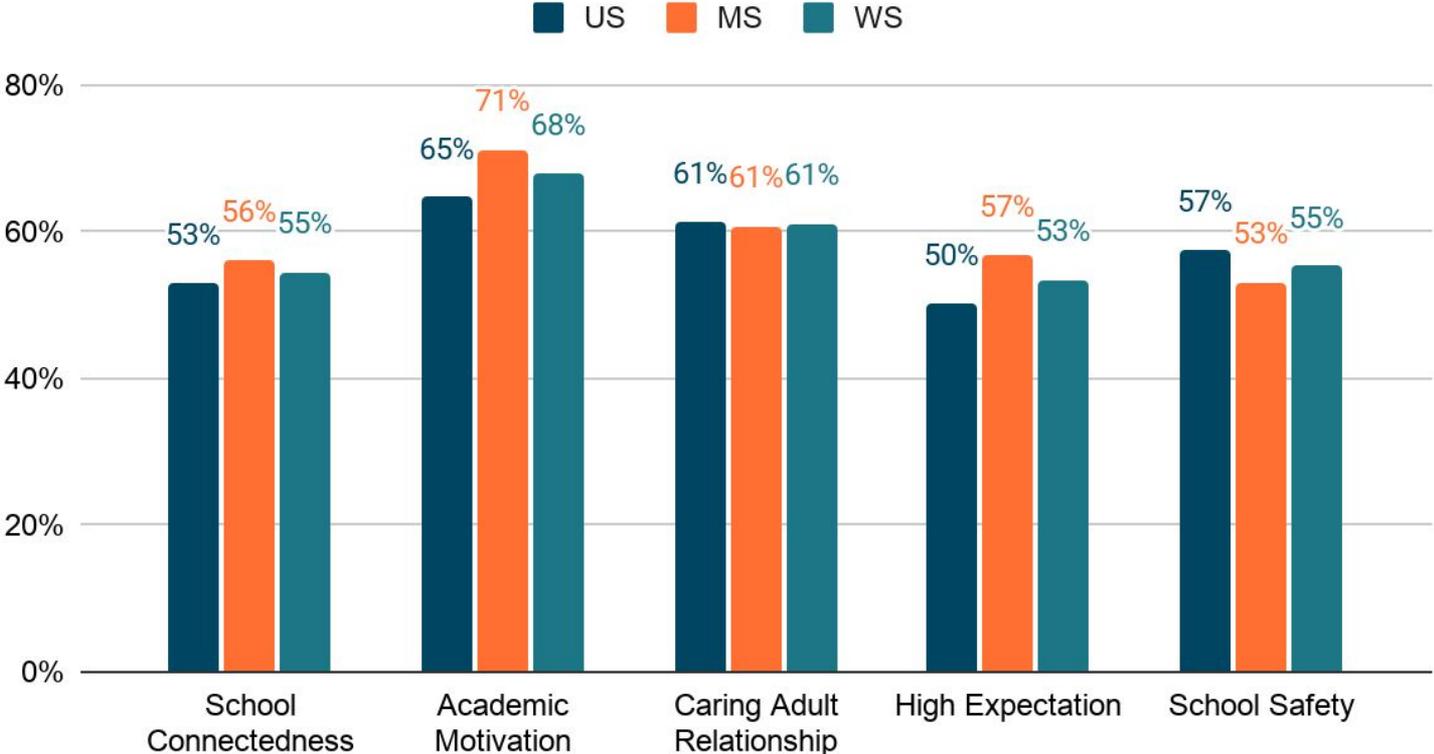
# Student Feedback - Key Themes

## 5. School Safety

- Students ***generally feel safe*** due to the presence of security, fences, and clear emergency plans for fire or lockdowns.
- There is a deep concern regarding ***social safety***, with reports of racial slurs and discrimination that students feel are not handled seriously by administration.
- ***Physical safety issues***, such as students being able to "jump the gate" or the presence of "glass walls," were also mentioned as areas of concern.



# School Climate Student Survey Data, Feb 2026

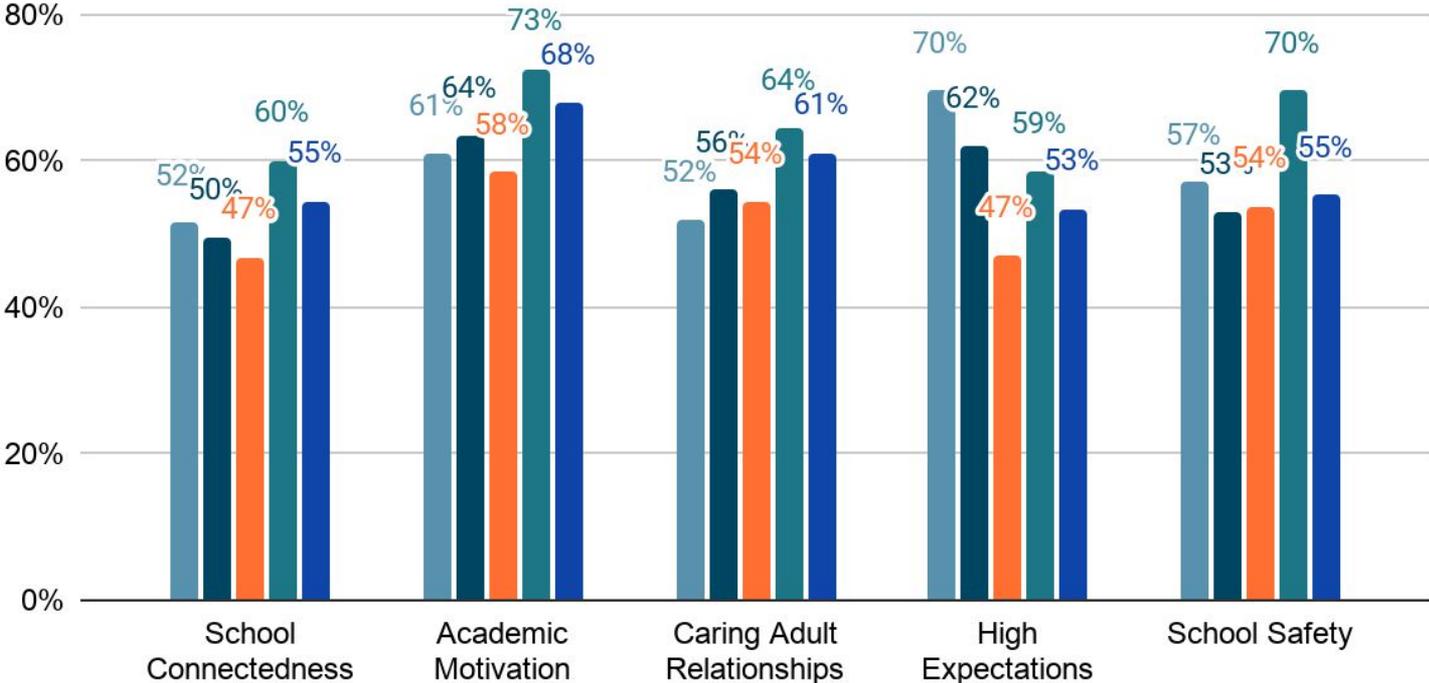


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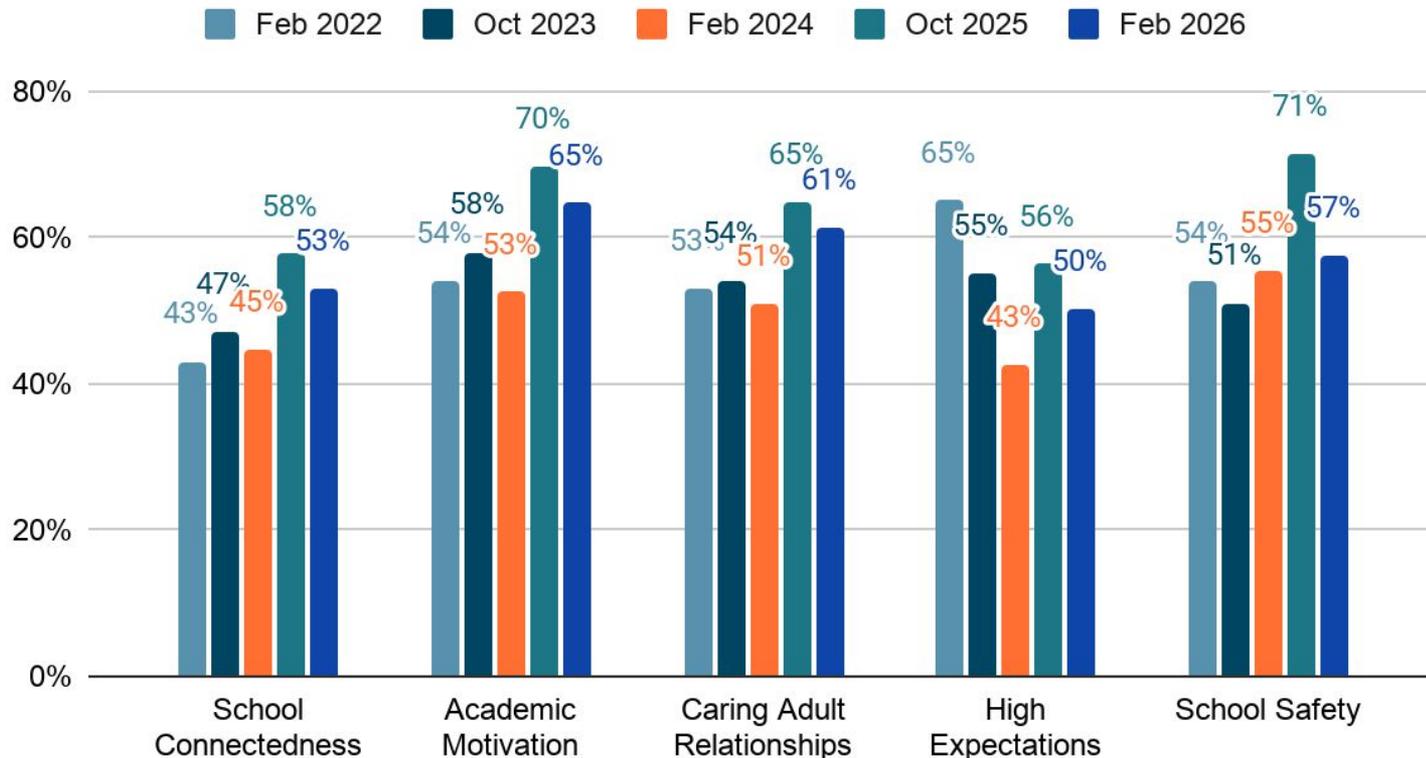
# School Results, Over Time

Feb 2023   Oct 2023   Feb 2024   Oct 2025   Feb 2026



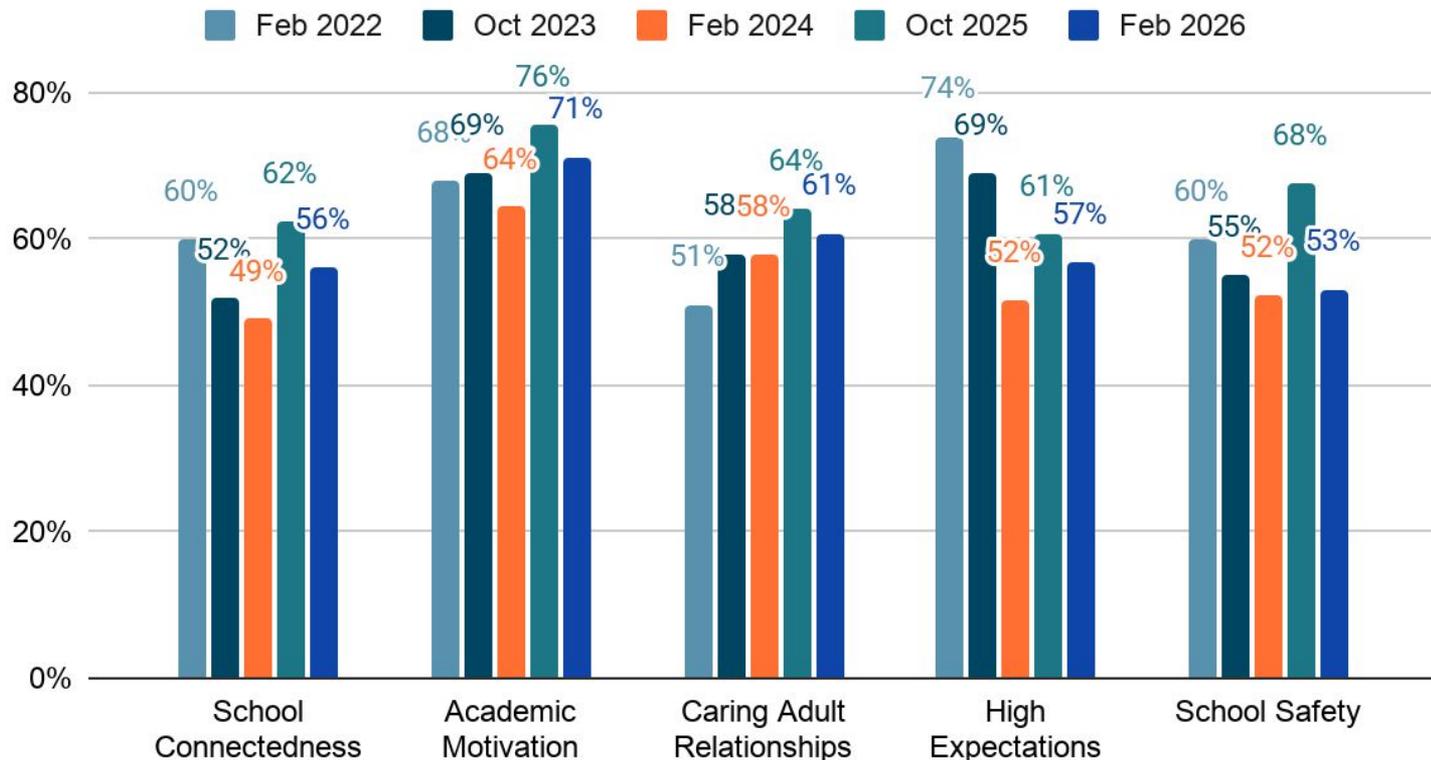


## Upper School Results, Over Time





## Middle School Results, Over Time

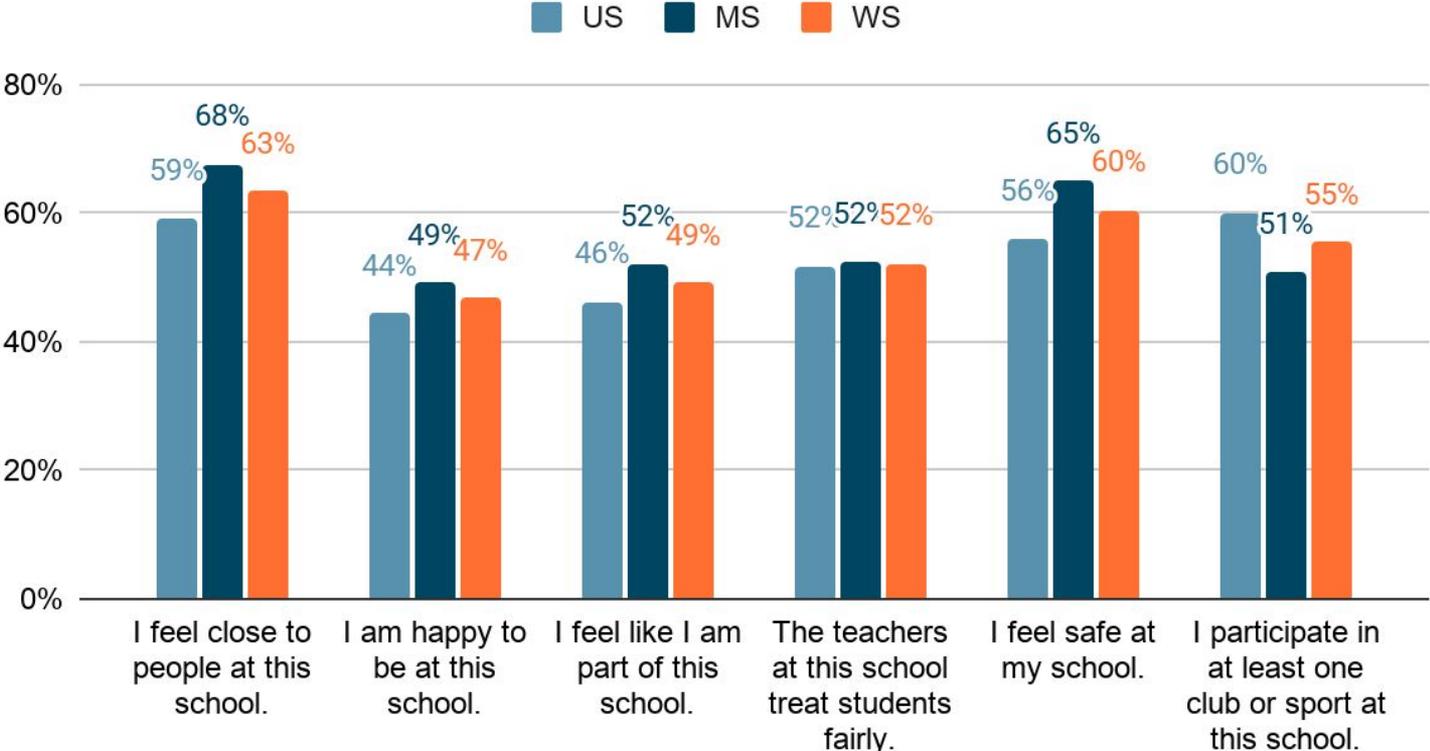


# School Connectedness





## School Connectedness, by division (Feb 2026)



# School Connectedness (Upper School)



- *"I love how connected and respected I am when being in a eSports team especially as captain because it makes me feel at home."*
- *"I met lots of new people in this school that have become a big part of my life."*
- *"I feel safe at my school there is a lot of security."*
- *"I am proud to say that i am in a club at the school and i am very happy to be apart of it."*
- *"I have many friends at this school."*
- *"It's very connected."*
- *"One of the clubs I participate in at this school is Junior Committee."*
- *"I'm very connected."*
- *"Everything is good about the school."*
- *"I feel somewhat connected to this school... it's cool."*

- *"Staff sometimes often favors certain students when it comes down to a penalty."*
- *"[Staff] dress coded me for wearing leggings... until another group of girls were walking right behind me wearing jeans and leggings and she didn't even dress code them only me."*
- *"I never really feel safe or connected with the people because a real incident could happen or some people like other students aren't trying to be nice."*
- *"The teacher tells me to stop working but i see other students on their phones while I'm trying to actually do work and be productive."*
- *"This school as a whole needs a lot of upgrades, like more sport options, more field trips, and more activities for students."*
- *"I'm still feeling a little left out most of the time."*
- *"I honestly think it could use more innovations... it can be a little boring."*
- *"Talking it out doesn't make it better, it only adds fire to the fuel and causes me more bullying once that has occurred."*
- *"You all let bullying slide greatly. My family sent emails, I sent emails, just to be ignored."*
- *"It's hard being black at this school."*

# School Connectedness (Middle School)



- *"I love my friends... my friends cheer me up, also my classmates, and the teachers are nice. I like this school a lot."*
- *"I feel close to people at this school because I have lots of friends and I hang out with them."*
- *"I am really happy to be at this school because it has a lot of new things... I'm excited for the next few years."*
- *"I strongly agree that I felt I was part of this school because they do not make me feel like I'm not there or lonely."*
- *"I feel like this is a good school and that can keep us safe... people are kind and help me when I feel down."*
- *"I participate in a club just for after school activity... it is really fun and also I learn in the clubs."*
- *"I feel happy and sad but mostly happy since I connect with friends."*
- *"I feel like the teachers and the staffs know what to do... I feel apart of the school."*
- *"I feel welcomed in this school and I have good relationships with friends."*
- *"I like this school and how it looks."*

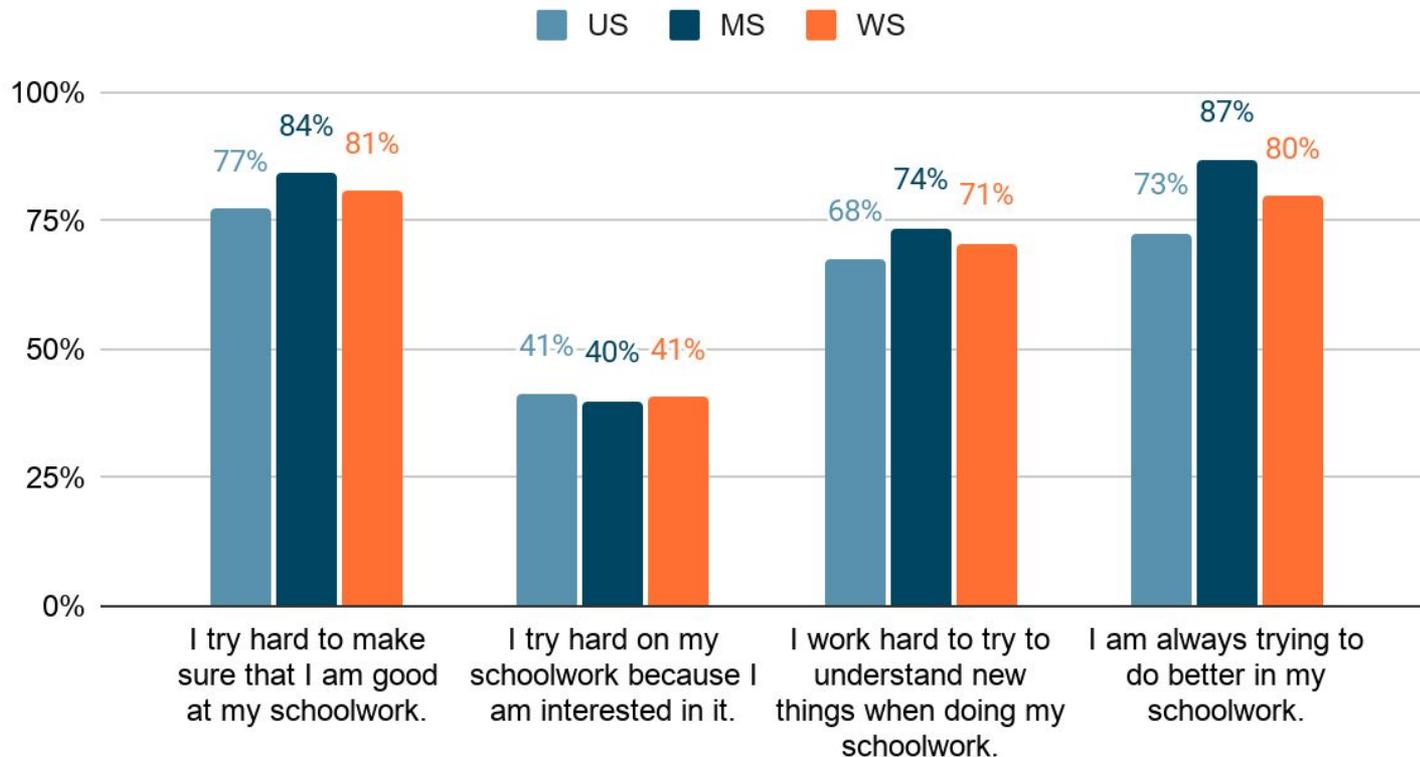
- *"I feel left out because of diversity... I wish to see forward that kids could see others' culture and tradition."*
- *"I feel like I don't belong because of my skin color. It's dark compared to everyone else and I feel like no one likes me because of it."*
- *"Staff treat students unfairly... the staff chose the boys to stay [on the court] and in my opinion, it was unfair."*
- *"I have witnessed multiple students get warning for saying racist slurs, while other kids get immediate suspensions."*
- *"I don't like the homework and some students are mean to me and treat me different all the time."*
- *"I feel safe in this school but not safe when I'm with that person that I don't feel comfortable because there's someone in my school who I really don't feel comfortable with."*
- *"I just feel neutral about this school... I don't mainly think all club or sports are interested for me."*
- *"The sweater rule is so useless... my shoulder hurts because of my backpack."*
- *"I am wondering why she... is removing privileges for everyone of us in the 6th grade instead of the specific student."*
- *"There should be more time for after school... I don't like homework."*

# Academic Motivation





## Academic Motivation, by division (Feb 2026)





# Academic Motivation (Upper School)

- *"I care about my grades so I try my best to do well and understand the schoolwork. I really want to succeed in this school."*
- *"The thing that motivates me the most is my mom because I know growing up she didn't have the same educational opportunities as I do."*
- *"I am motivated in doing my work... I try my hardest to do my work with the best of my ability."*
- *"What I use for my Academic Motivation is to look forward to understanding it further... I would watch videos to understand it more."*
- *"Currently I'm being motivated to do my work to raise my GPA because this is where I need to work hard so i can have my place in eSports."*
- *"My teachers support me with maintaining my grades."*
- *"I get motivated when the classwork is something I'm able to focus on for a long period of time."*
- *"I always try hard on each assignment that I do... so I can pass the class."*
- *"Academic motivation is for college."*
- *"I'm trying to improve on my work... I try my best in my work and try to get good grades."*

- *"I am trying to improve on my work but at the same time I'm also doing even more work on the side and it's stressing me out."*
- *"0 academic motivation. The teachers assign so much work it's hard to keep up if you miss a day or two."*
- *"The courses r mad boring sometimes... focusing can be difficult."*
- *"Some teachers don't care about how much you really have and put you in the position of stress because of work."*
- *"Some teachers don't motivate us or explain the lesson well."*
- *"I am lazy and I give up when it gets too hard."*
- *"I feel the only problem here is that now that I am in high school, I get way more work than I would when I was in middle school."*
- *"If I were to turn it in late... they remove points and I struggle a lot more to keep up with my grades due to procrastination."*
- *"We should get less homework... the classes where I get work to do at home I do bad in."*
- *"I try my hardest on classwork, lessons, and homework when I get stressed easily or anytime."*



# Academic Motivation (Middle School)

- *"I try hard to walk the stage for my parents... I want to make my parents proud and I want a better grade and to learn."*
- *"My motive is that I want to get into a good college for my future self to get a good job."*
- *"I try my best in every class even if I'm not good at it."*
- *"I'm motivated by the teachers like [staff] and [staff], and they all are nice and try to make us do good in life."*
- *"I always try hard on my schoolwork because I am really interested in it, especially ELA books."*
- *"God and my parents motivate me, all I need."*
- *"I am always trying to do better in my schoolwork... I want good grades, a good GPA, and just a good academic life."*
- *"A motivation is most likely in Health & Wellness because we always run the mile on Thursdays which gets me a lot faster."*
- *"I like the motivations that my teachers give me to do better."*
- *"I try hard at this school because I really want to join a club."*

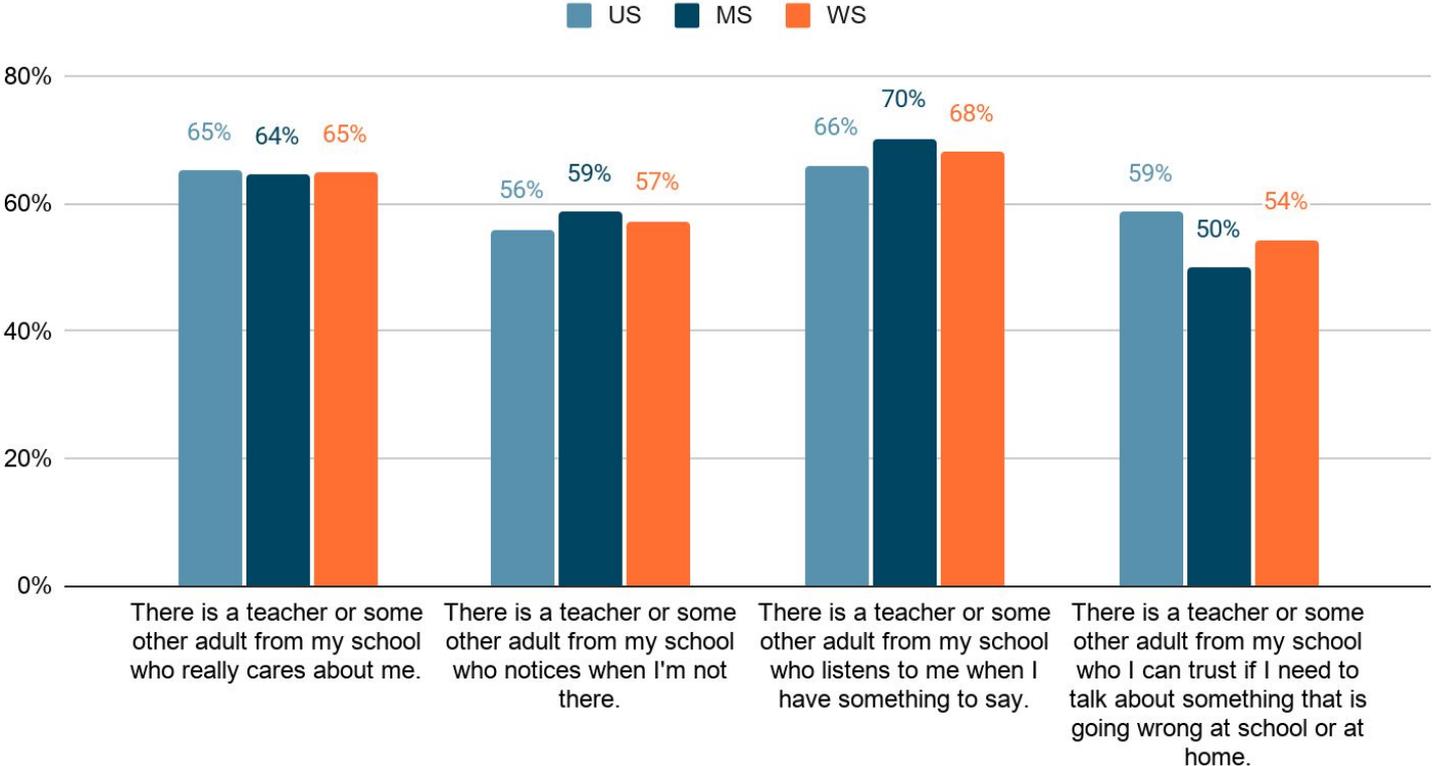
- *"Sometimes I feel scared that I will mess up my answers so sometimes I don't turn it in because I don't feel confident enough."*
- *"I don't like to do work, so sometimes I am not trying as much as I can. The work can be very annoying or just hard."*
- *"This work makes me sad... some of my teachers don't try very hard trying to grade my work."*
- *"When I go to school sometimes I just want to stay inside my home because class is boring and I look at the clock and hope we are almost leaving."*
- *"I'm not used to having homework over the weekend because in my other school I did not have homework over the weekend."*
- *"I feel bad because my grades aren't so good and I feel like I should try harder but I just feel like I am horrible."*
- *"I think my homeroom teacher gives us too much work lol."*
- *"I need more help than I get because the work is kinda hard."*
- *"I don't like that we don't have enough lunch time or recess."*

# Caring Adult Relationships





### Caring Adult Relationship, by division (Feb 2026)



# Caring Adult Relationships (Upper School)



- *"I can run into any staff and they will hear me out without judgement. I have a good relationship with many staff members."*
- *"Whenever I need a talk I can take it up with the deans or [staff] the social worker."*
- *"[Staff] is a prime example... she really goes above and beyond on caring for her students and every time I stepped into her class I felt safe."*
- *"I feel connected to one specific teacher who listens to me when I have something to say, and motivates me to be open minded."*
- *"[Staff] has always been there for me since my freshman year... he would be the best example of a true 'advisor'."*
- *"The staff is really nice... the teachers are pretty cool, can't complain."*
- *"I feel comfortable speaking with some of the teachers... I like to talk to teachers because they have good opinions."*
- *"I have a counselor to talk to."*
- *"Teachers are very helpful."*
- *"We're very connected."*

- *"I don't think many of my teachers know about some issues I have, nor do I like to bring them up to my teachers."*
- *"I would never go in depth of my home life... I have no connections."*
- *"I feel only connectedness towards my group of friends and some of my classes."*
- *"I have yet waited a response from [staff] about a pep talk."*
- *"I'm still feeling a little left out most of the time."*
- *"Not much, I don't like to socialize with people."*
- *"I never really feel safe or connected with the people because a real incident could happen."*
- *"I like my school but I do not go out of my way to get more connected to it."*
- *"Not so close... [it is] meh/decent."*

# Caring Adult Relationships (Upper School)



- *"I feel really connected to some teachers and staff and I feel like I can talk to them about anything."*
- *"I feel safe around a lot of my teachers... [Staff] is a great staff, she always listens and she is the best."*
- *"This teacher is [staff]. She's always listening when I talk and she's more than a teacher to me, she's my friend."*
- *"I like the staff because they are nice and always make me laugh and smile."*
- *"One time when I was sad... my after school teacher let me take a break outside... she told me things that could help me feel better."*
- *"I have a really good connection with [staff]... he's really nice and I do trust him."*
- *"I feel like I can talk to my math teacher and the nurse."*
- *"The teachers and staff are very nice including [staff]... they always check up on me."*
- *"I love my teachers... they all can be trusted."*
- *"In lunch there is a staff member... he always comes table to table giving everyone a fistbump."*

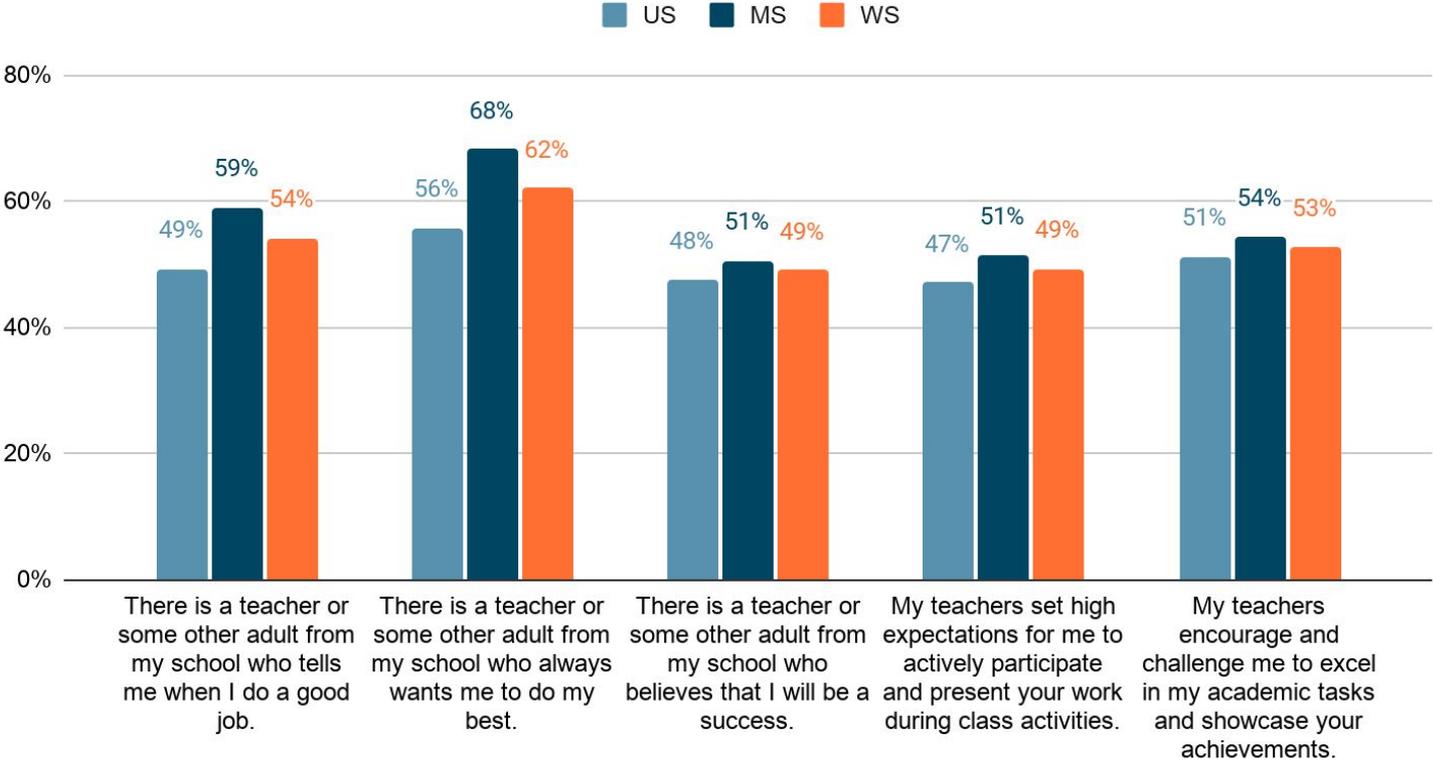
- *"I feel like I don't belong and my teachers don't hear me."*
- *"They do not listen to our stories... and keep accusing of stuff."*
- *"The teachers always call on people who always get to answer and they don't call on me that much when answering questions."*
- *"I don't like talking about my feelings, it's embarrassing."*
- *"A lot of them are not very fair... some staff members sometimes treat another student better like if it's her favorite."*
- *"I don't talk to teachers or staff that much because I don't need that much help."*
- *"I don't really know if staff or teachers notice if I am gone?"*
- *"My connections with teachers and staff is really nothing because I don't speak to them a lot because I'm a very shy person."*
- *"I don't talk to my teachers, I just do the work."*
- *"Teachers are good but [staff] is mad."*

# High Expectations





### High Expectations, by division (Feb 2026)





# High Expectations (Upper School)

- *"I believe a lot of teachers care about my success. They believe in my capabilities."*
- *"I like how my study hall, health and wellness, and earth and space science teachers push me to do my work so I can be a successful student."*
- *"Teachers usually push students to do better... they tell me I follow expectations."*
- *"My teachers want me to work hard and to focus more... most of my teachers want me to try my hardest."*
- *"Sometimes teachers tell me to work hard that way I can have great success for my future."*
- *"I would look for motivation towards success, just like looking for goals."*
- *"Success is for good grades... I try to be successful in school."*
- *"I like to look forward to understanding it further... just like understanding goals."*
- *"They push me to do my work so I can be successful."*
- *"I want to be rich [in my future career]."*

- *"I wouldn't say my teachers would expect me to willingly want to present my work since I hate speaking in front of a class."*
- *"I get nervous [speaking in front of people]... any more than 5 people."*
- *"Success is for good grades [rather than learning]."*
- *"I don't know [if teachers have expectations for me]."*
- *"Work [can feel like a burden]."*
- *"Hate [certain aspects of school]."*
- *"I am lazy and I give up when it gets too hard."*
- *"I try to be successful in school [but it is hard]."*
- *"I honestly think it could use more innovations [to keep me interested]."*



# High Expectations (Middle School)

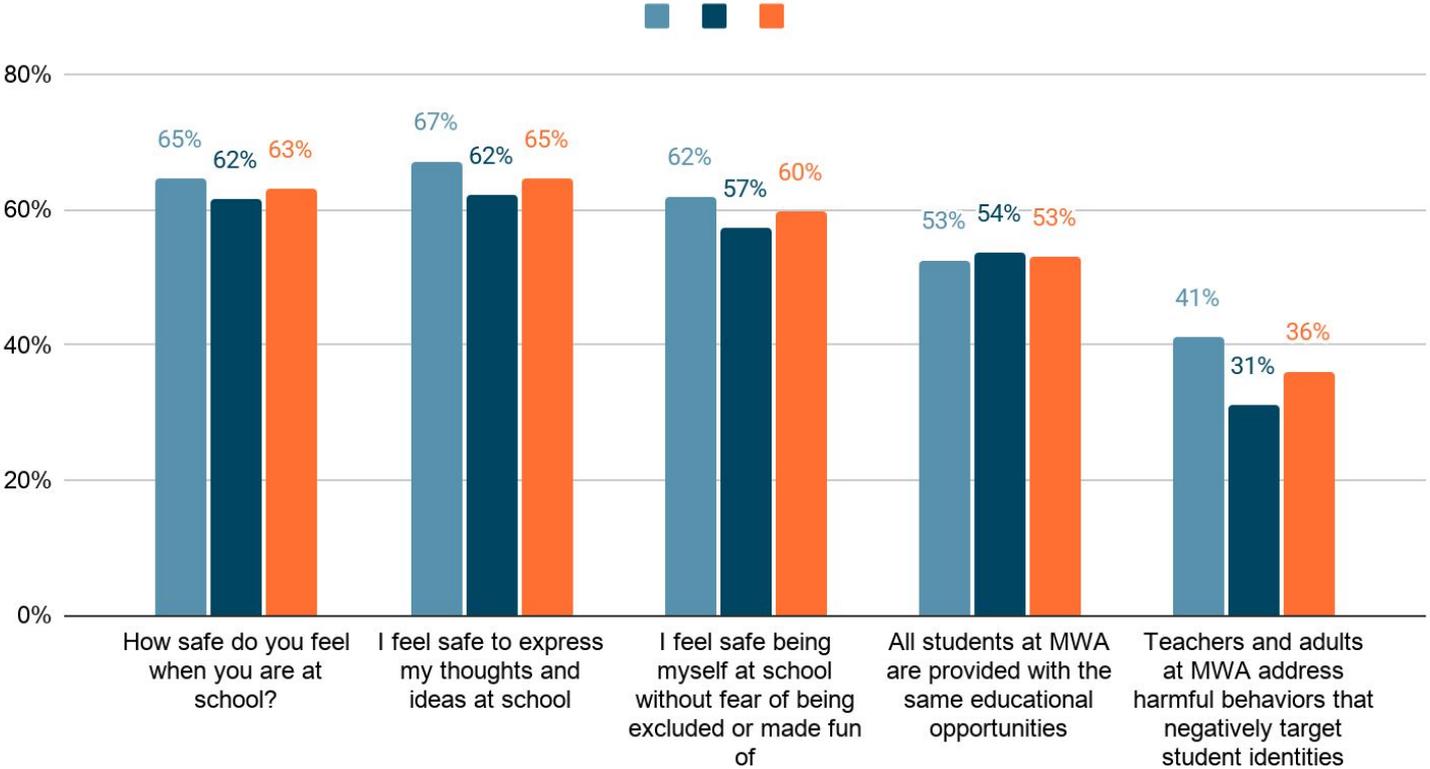
- *"My teachers really believe that I will be a success. They encourage what I want to do in life."*
- *"I strongly agree with my teachers encouraging and challenging me to excel... [Staff] encourages me to practice my standard algorithm."*
- *"My teachers tell me when I done a good job, and that is all my teachers, they tell me a lot of good things that is in my work."*
- *"All my teachers believe in me and even when they get mad at me I still know that they want me to do my best in class."*
- *"My parents expect me to graduate with good grades and just want me to succeed in life."*
- *"My teachers show that they want me to be successful and help me with a lot when I need help."*
- *"I feel like I could get a good job in the future... and I would be great at math because of my math teacher."*
- *"[Staff] has told me that she believed in me to get into the university I want to go to."*
- *"They try to motivate me to work and try my best."*
- *"Expectations for success is that if you want your grades to be higher probably do the missing assignments you*

- *"Sometimes when I'm doing my schoolwork, I do feel kind of pressured... I get pressured that I forget how to do some things and I forget to do my schoolwork."*
- *"I feel like the expectations can be too high sometimes."*
- *"I sometimes want to succeed but its hard too since some homework is hard."*
- *"Some expectations my teachers has for me is to talk more or speak out loud/participate in class [which is hard]."*
- *"My teacher doesn't set HIGH expectations for me to participate."*
- *"The school does not give us a long break and we have to stay in a class for 70 min and more."*
- *"I'm hungry, can we have lunch earlier? In the middle of class I get hungry."*
- *"I put mostly a little true because again I don't know what they think."*
- *"There should be more time for lunch."*

# School Safety



### School Safety, by division (Feb 2026)



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# School Safety (Upper School)

- *"I feel really comfortable here with traffic control around campus, supervisors, and staff who do bathroom checks because you truly never know."*
- *"Many staff give the school both friendly people and people we know can protect us if anything happens."*
- *"It's very safe at this school because they make sure that we're all here and safe."*
- *"We should have more security guards around campus and also have sturdier gates. I can jump the gate today... JK."*
- *"School is literally just another place... I actually just feel like I'm in a place."*
- *"Something I wanted to share is all the boys bathrooms urinal first one is always missing a wall making it unusable please fix this."*
- *"I feel okay at school... I think most of the time I'm safe."*
- *"I think school safety is that we have staff walking around... and just a little bit of bullying but not much."*

- *"I've been called racial slurs ... Nothing has really been done. I've only had one talk which I don't understand how that's gonna help."*
- *"Facing adversity as an African American student here is just so horrible I don't even want to get into it."*
- *"When people say the n-word they just get a slap on the wrist... multiple supervisors let racial slurs slide."*
- *"Every year it feels like we get at least one race war... I shouldn't feel embarrassed during Black History Month."*
- *"The representation of Black history in this school doesn't make me feel any more comfortable... to know that not even the curriculum is right makes me uncomfortable."*
- *"They don't handle talks and situations about discrimination correctly and as serious as they do with other small things like dress code."*
- *"Some things are treated harsher than others and I believe it's done unjustly... teachers prioritize their favorite students."*
- *"A staff member calling a student a racial slur is something I have experienced."*
- *"I would tell the deans about bullying against me and nothing had been done to the bullies as punishment."*
- *"I can't tell if some teachers can't hear or they don't bat an eye sometimes when slurs are used ."*



# School Safety (Middle School)

- *"I feel very safe in this school because I feel like the teachers and the staffs know what to do when there is a fire drill or the lockdown drill."*
- *"I feel safe because we have IDs and stickers so they could tell that they go to this school... and we have gates to be safer."*
- *"I feel safe in my school because the school has a natural disaster plan to escape or there is a shooting."*
- *"The school has gates that can be opened when problems might happen, and there are staff who make me feel safe and loved."*
- *"I feel safe because in every class if there is an intruder I will grab the fire extinguisher and protect myself with it."*
- *"I feel really safe because there is always grown ups everywhere...yard supervisors that would help you when you get hurt."*
- *"I feel very safe because no one can bully me and there are so many people that are very nice."*
- *"The school is safe. This school makes me feel safe... its safe and high security."*
- *"I feel safe when I can talk to an adult about things that I don't feel safe about."*

- *"I've been feeling pretty unsafe because I know that we have a plan if something happens but there's been a lot of bad stuff happening lately."*
- *"I never feel safe or unsafe because sometimes kids make fun of me when I have a new hairstyle and tell me that I stink etc."*
- *"Sometimes I feel safe sometimes I don't because people could be sneaky and sneak things in."*
- *"I think the school is pretty safe but I do not like the glass walls."*
- *"I get scared sometimes thinking, 'Why do we have to do this? These drills shouldn't be happening in the first place.'"*
- *"I think this school is safe but sometimes the teachers outside in break don't always look at us."*
- *"You can crawl under the fence... I think it is neither safe nor unsafe because of that lockdown that this school had."*
- *"I feel safe but I just don't like that there's a freeway right near my school."*

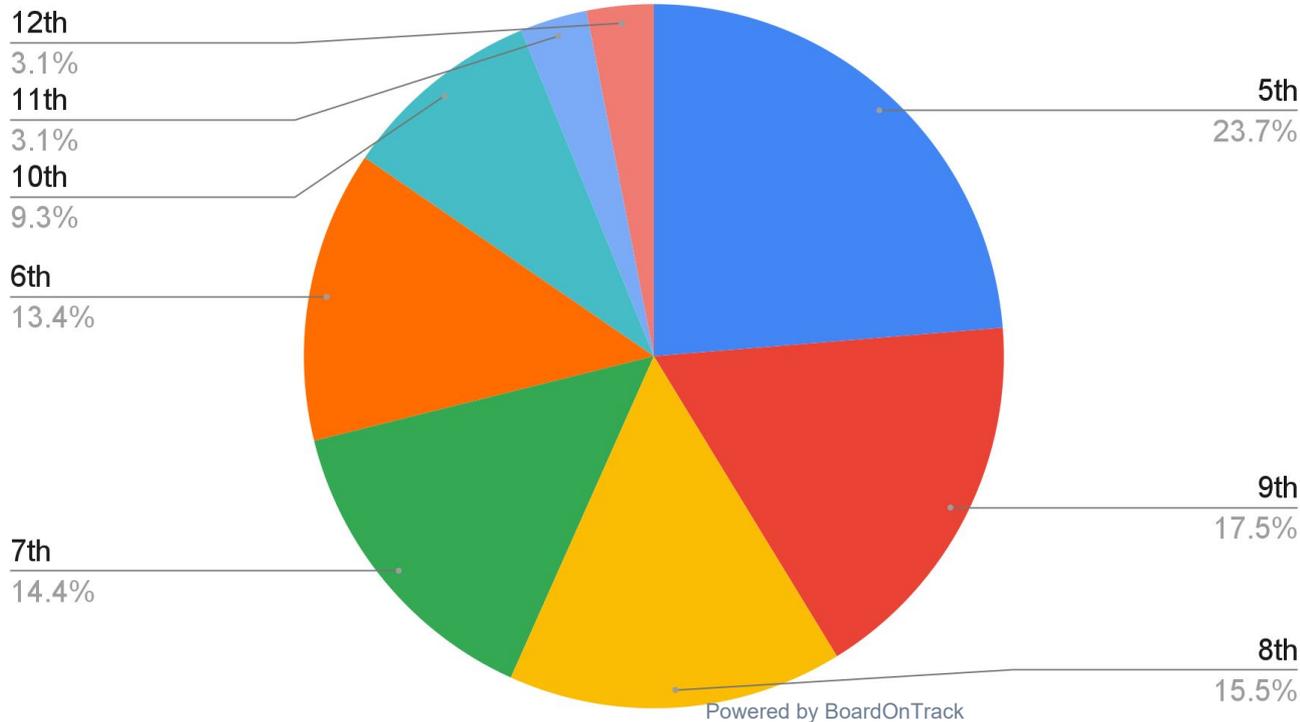
# Family Survey Results





# Survey Completion

What grade is your student(s) in?



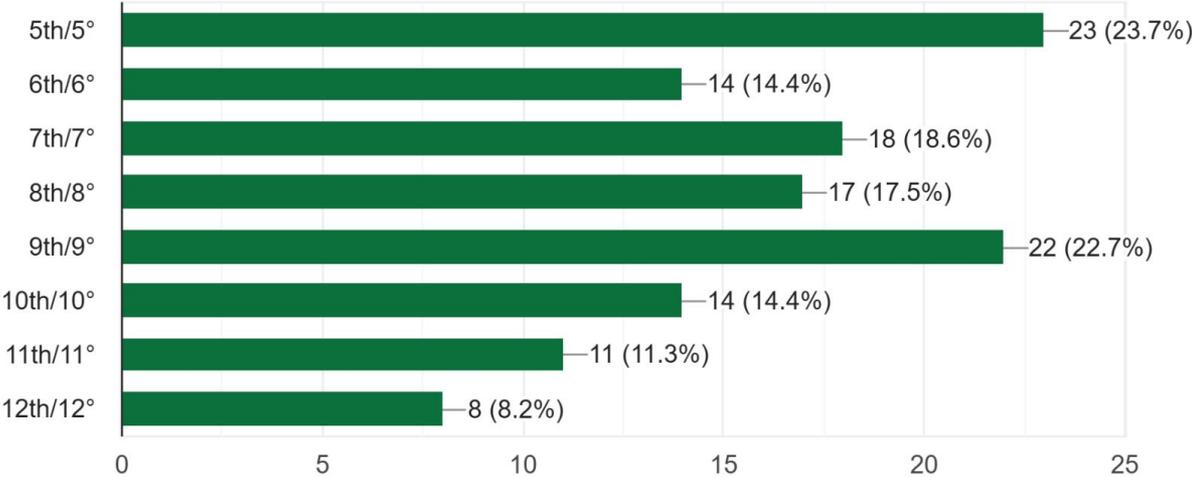
**97 (12%)**  
respondents  
completed  
the family  
survey.



# Survey Completion

What grade is your student(s) in? (Select all that apply.) / ¿En qué nivel de grado está su(s) estudiante(s)? (Seleccione todas las que correspondan.) \*

97 responses





# Data Headlines - Family Survey

## Current Trends (Families)

- Family ratings ***have increased across all indicators*** from February 2022 to February 2026. Specifically, School Safety increased from 87% to 98%, School Responsiveness increased from 83% to 95%, and Opportunities for Participation and Input grew from 78% in 2022 to a current high of 96%.
- ***School Safety remains the strongest and most consistent*** indicator; it has stabilized at a very high 98% as of February 2026.
- ***Family ratings are significantly higher than student ratings*** across all categories. Every family indicator sits at or above 95% for the current period, whereas student indicators range from 53% to 68% schoolwide.
- In terms of engagement, ***77% of families attended "Back to School Day/Night,"*** making it the most popular event, followed by "Parent Education Workshops" at 19%.



# Family Feedback - Key Themes

## 1. Student Excitement & Joy 🌟

- High Engagement: Students are most excited about Robotics, Coding, Band, and elective programs.
- Strong Support: Deep appreciation for teacher office hours and academic intervention.
- Motivation: Students are driven by high academic goals (A/A+ grades) and a sense of belonging.

## 2. Areas of Concern & Questions ?

- Staffing: Concerns regarding teacher turnover and the high use of substitutes in Math.
- Equity: Reports of racial division and perceived unequal treatment between Black and Hispanic students.
- Feedback on Student Work: Requests for faster grading to allow students time to improve performance.



# Family Feedback - Key Themes

## 3. Participation & Event Suggestions

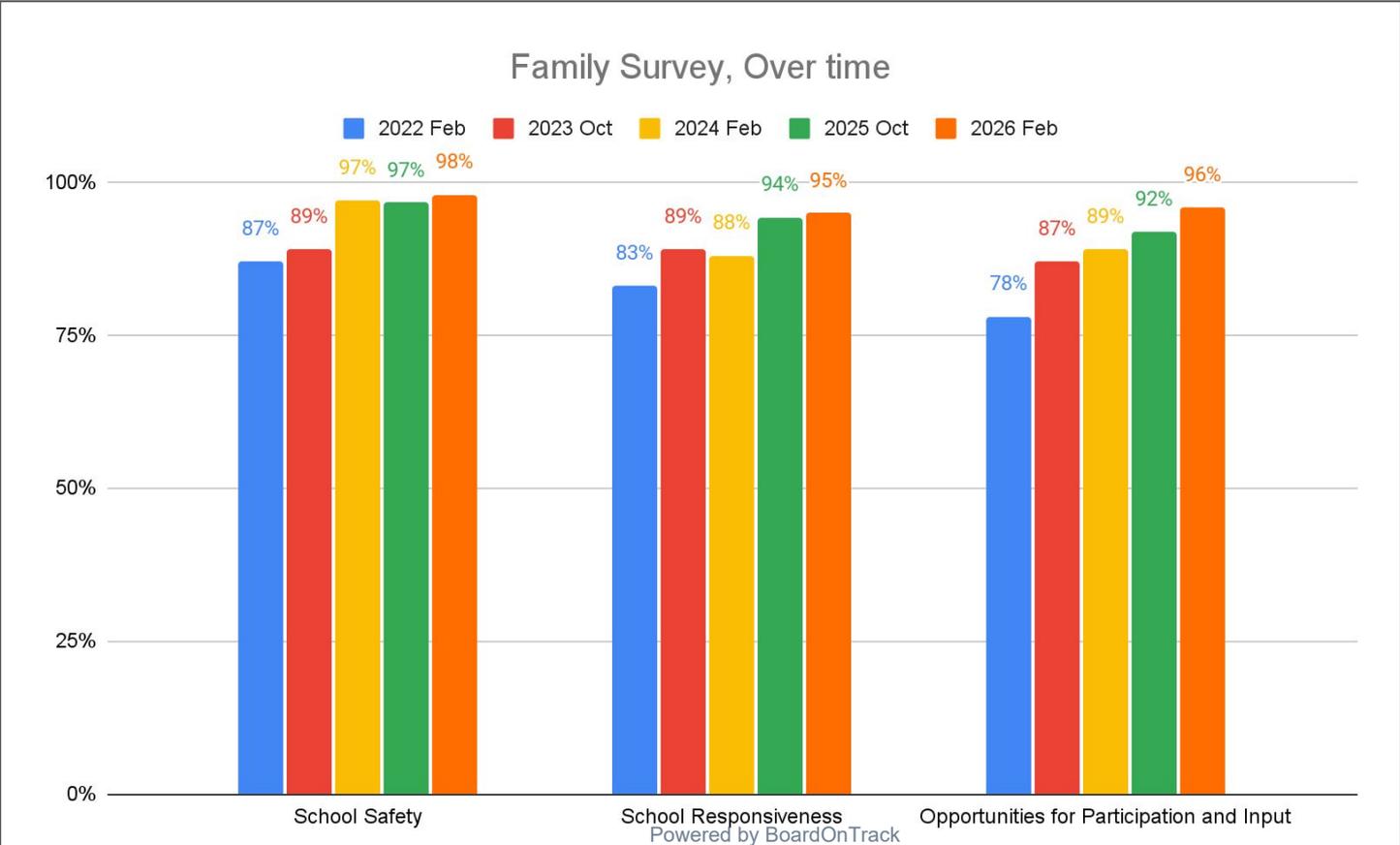
- Cultural Connection: Desire for multicultural festivals featuring food, dance, and traditional clothing.
- Accessibility: Requests for Saturday meetings and workshops on college/scholarships.
- Volunteering: Families want more opportunities to chaperone field trips and support events.

## 4. School Improvement Suggestions

- Facilities & Services: Requests to reinstate bus services, provide lockers, and improve meal quality.
- Safety: Concerns regarding unsupervised bathrooms and safety at off-site sports venues.
- Communication: Need for better-prepared interpreters to ensure fluid communication for all families.



# Family Climate Survey, Overtime





# Perceived School Safety

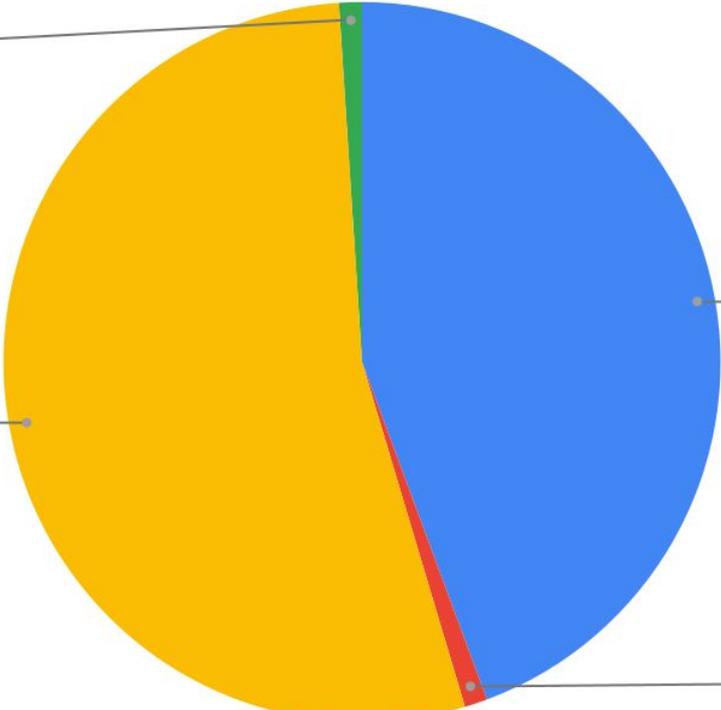
I feel my student is safe at Making Waves Academy.

Strongly Disagree  
1.0%

Strong Agree  
53.6%

Agree  
44.3%

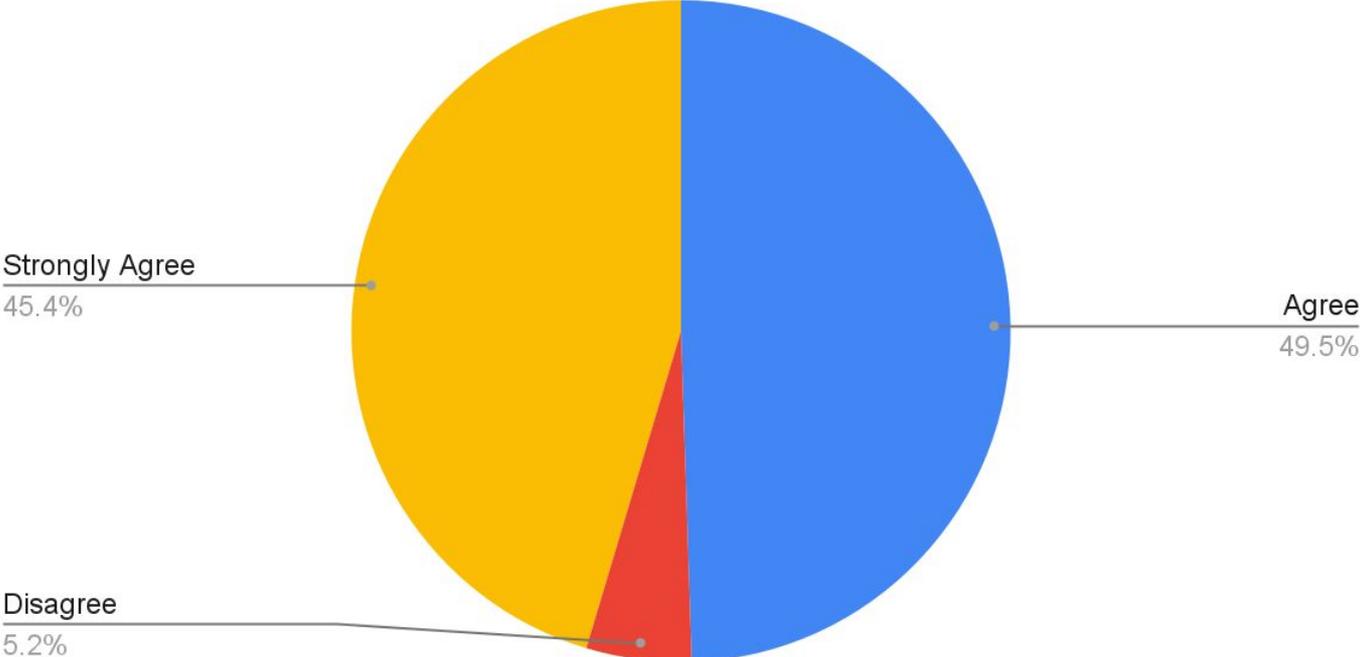
Disagree  
1.0%





# School Responsiveness

I feel Making Waves Academy is responsive to my concerns and questions, if I have them.

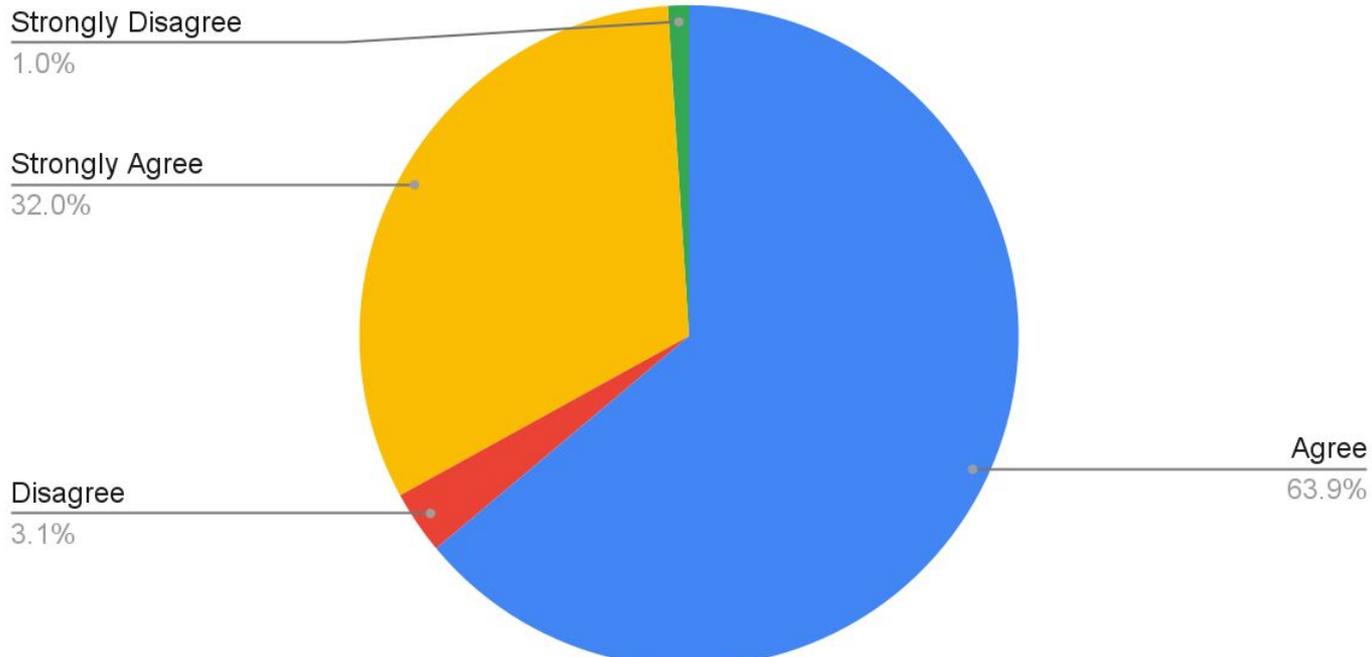


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# Opportunities for Participation and Input



I feel satisfied with opportunities for parent participation and input at Making Waves Academy.





Event / Participation Opportunity	Count	Percentage
Back to School Day/Night	75	97%
Parent Education Workshop	18	18%
Saturday Parent Meetings	12	12%
LCAP Advisory Group	14	14%
ELAC	14	14%
Advisor Family Conferences	17	18%
I did not attend any events	14	14%

***What kinds of parent meetings or events did you attend (in person or on zoom) this year?***



# What does your student tell you about school that makes you happy or excited?

- *"He talks about his robotic and coding clubs all the time. He feels a sense of belonging and gets leadership opportunities through the groups."*
- *"My daughter feels respected, supported, and safe with her teachers."*
- *"They motivate him to keep studying and try to get the highest grade (A or A+), although sometimes he wants to let his guard down because he'd like to play more video games or be at home doing nothing."*
- *"He loves being in robotics club. He does well in school but struggles with the constant pressure. We wish there were more fun activities being incorporated with the learning."*
- *"If I say that I am moving to another state, she says that she will miss the school a lot."*
- *"Not much to make me feel excited, ethnic division is still felt."*
- *"She is very happy and likes the school. She asks me not to change her school."*
- *"There are days when I see him excited and motivated doing homework... at the same time it worries me because I don't know if he really knows the subject or if his classmates are helping him; you can tell in the exams. It excites me to hear him and worries me at the same time."*
- *"I like that her teachers have office hours or intervention hours. I think it's a big help for the kids that feel if they need extra support they have that privilege."*
- *"He knows where and who to go to according to his needs."*



# What does your student tell you about school that raises questions or concerns for you?

- *"I worry about teachers leaving or even lack of teachers teaching, such as in math."*
- *"That she has no teachers and there are more and more substitutes."*
- *"Much racial division, including the teaching. We are all human, we are all equal no matter the color, religion or the language you speak."*
- *"The majority of the teachers take long to grade their work, not leaving enough time for them to improve their grades."*
- *"My student doesn't feel represented as a Black student. She feels that Hispanic students get away with things a Black student would not be allowed to get away with. And that when these concerns are brought to the surface they are ignored."*
- *"I get sad when he tells me that some teachers are very strict and when students have concerns they don't listen and don't explain where he needs help."*
- *"The mean bullies that tell him he's better off if he is kidnapped and/or dead. Already addressed this with [staff] and actions are being taken."*
- *"He says that the school is great but the fellow students are not good. He talks about not having many friends. He often says that the students are annoying!"*
- *"I wonder if he has really learned what they have taught him and if he participates in class, although I know that sometimes he is shy."*



# *Please share suggestions for parent/guardian events or participation opportunities.*

- *"A multi-cultural festival that includes foods, dance, and traditional clothing art."*
- *"I would like for parents to have the opportunity to chaperone field trips and other school events."*
- *"We need to see more cultural engagement in general in the school. I think that would be a great opportunity for parents to gather more and connect with other families."*
- *"I would like to know what the process is for university credits, what I need to know as a parent, how to fill out applications, and how to obtain scholarships."*
- *"It would be good to meet on Saturdays sometimes instead of during the week because I think we would have more time to talk... and the kids could have a day to do an interesting craft."*
- *"There should be better ways of communication between the parents and the teachers. Teachers are kind of detached or not involved with parents about the students' progress."*
- *"I would like there to be some events where parents can learn or reinforce skills for dealing with adolescents."*
- *"A craft night with the children [would be a good idea]."*
- *"Check in with parents on a regular basis, especially if the student is struggling."*
- *"It's hard to attend certain events / participation opportunities given my work schedule. [Holding events in the evening or only on Saturdays might help]."*



# What is a suggestion that you have for improving Making Waves Academy?

- *"More music classes; My son doesn't like participating in the band, but he likes playing the piano alone."*
- *"I would like my student to experience school field trips like other schools."*
- *"More sports for Middle School. The basketball games should be played at Making Waves, not in the Richmond Rec Center. It feels unsafe there."*
- *"Hire more teachers and improve the meals, because looking at the menu they don't really look healthy."*
- *"I think it would be amazing if teachers provided more office hour time... following up on students whose grades are dropping, and also allowing students to use lockers instead of having them consistently carry their books all day."*
- *"Making Waves needs to protect their student privacy a bit better and stick to their uniform protocols instead of constantly adding 'other options'."*
- *"Better prepared interpreters who are in communication with the event organizers so that the translation is more fluid and understandable."*
- *"I urgently need the bus service to be reinstated. I know several families who think the same and I cordially urge you to debate this very soon."*
- *"More supervision in the bathrooms, because that is where the kids have dangerous meetings and where harassment and bullying of younger children occurs."*
- *"The school can improve by severely penalizing drivers who create traffic or accidents by stopping in prohibited places around the school."*

# Questions?

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# Thank You!



*Learn. Graduate. Give Back.*

## EducationSpecial Education Systems Support: *Evaluating Referral, Instruction, and Procedure Integrity*

Tyler Levine-Hall, Director of Special Education

### Strategic Focus for Special Education

The Special Education Department (SPED) is currently focused on three strategic pillars: **Procedural Compliance**, **Instructional Alignment**, and **Community Engagement**. These levers ensure that every student with a disability receives a Free Appropriate Public Education (FAPE) in the least restrictive environment. As a reminder, ***Students with Individualized Education Programs (IEPs) represent 10.2% (101 students) of the total student population and about a fourth of them are dual-identified (English Learner + IEP).*** A breakdown of the types of disabilities we are supporting is at the end of this report for reference.

### *Systems for Compliance and Accountability*

To ensure MWA remains in good standing with state and federal mandates, we have implemented high-frequency monitoring systems:

- **Case Management Oversight:** Weekly audits and "check-in" cadences ensure that all Individualized Education Programs (IEPs) are held by their statutory due dates.
- **CALPADS & SELPA Alignment:** We maintain a regular communication loop with the Special Education Local Plan Area (SELPA) to ensure data accuracy within the California Longitudinal Pupil Achievement Data System (CALPADS).
- **Service Verification:** Case Managers utilize standardized tracking logs to ensure that mandated service minutes (e.g., specialized academic instruction or speech therapy) are delivered with fidelity.

### *Instructional Quality and Data Integration*

We are shifting from simple "document completion" to high-quality instructional design:

- **Standards-Based IEPs:** Case Managers synthesize data from General Education teachers and service providers to draft goals that are directly aligned with grade-level state standards.
- **Evidence-Based Scheduling:** Student schedules are built "needs-first," ensuring that the master schedule reflects the specific support hours required by student IEPs rather than administrative convenience.
- **Progress Monitoring:** Families receive formal progress reports three times per year, providing a transparent, data-backed view of a student's growth toward their annual goals.

### *Relational Infrastructure and Transitions*

Recognizing that student outcomes improve when the environment around them is strong, we have prioritized professional and community connection.

- **Interdisciplinary Collaboration:** Weekly departmental meetings bring together Case Managers, Instructional Assistants, Mental Health (ERMHS) providers, and Administration to troubleshoot high-priority cases.
- **Continuity of Care:** We have formalized "Transition Meetings" for students moving between school levels (e.g., Elementary to Middle School) to ensure that support strategies are not lost during the move.
- **External Partnerships:** Our team is actively expanding our network by collaborating with the West Contra Costa Unified School District (WCCUSD) and curating a comprehensive database of local agencies and impactful community resources for our families.

## Evolution of Instructional Practices: Re-Establishing a Push-In Model

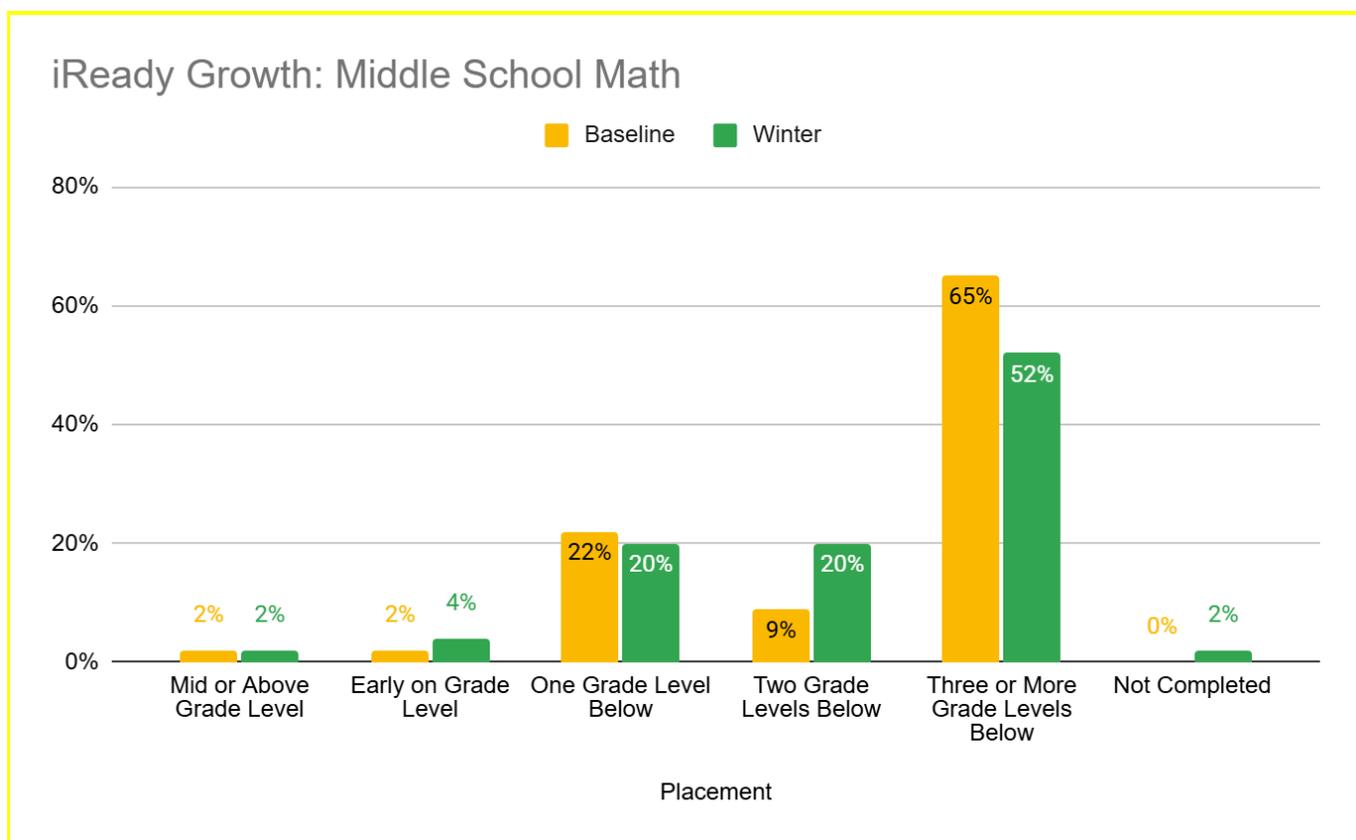
The department is currently transitioning away from a Specialized Academic Instruction (also known as SAI or pull-out services) block model that limited staff's ability to provide push-in services:

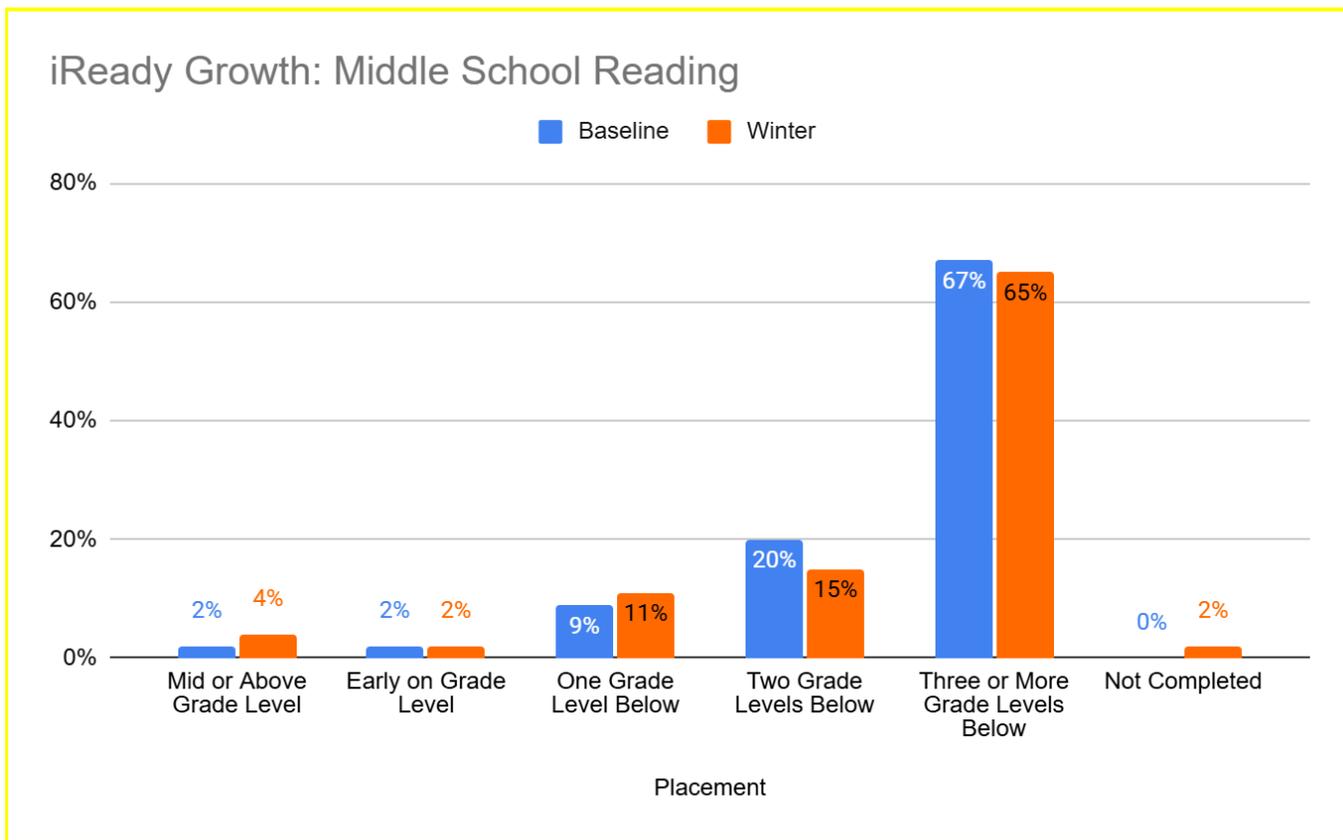
- Historical Context:** If a student's academic data demonstrates that they need additional academic support, that is usually written into their IEPs as Specialized Academic Instruction; the amount of time per week varies by student. In prior years, SAI services were exclusively provided during flex period or outside of the general education classrooms. This block served primarily as a setting for students to work on missing assignments and test administration.
- Current Status:** The department is now increasing push-in services so that all students are receiving over 50% of their SAI services in their general education classrooms. This allows for the SPED teachers to provide support beyond missing assignments and test administration, rather they are providing true specialized instruction to support general education instruction in the classroom.

### Data and Impact

Significant progress has been made in providing appropriate services for our students so that they're developing their basic skills while having full access to the general education curriculum:

- Student Baseline Levels:** Students are arriving at MWA with multi year deficits in reading and math. Through reading interventions provided by our Instructional aides and Case Manager, our students have improved their reading scores.
- iReady scores from the first semester are showing growth in both reading and math for students with disabilities. At this time, we only have growth data for middle school but we think it is indicative of the overall trends.**
  - In Math we saw a 13% decrease in students three or more grade levels below*
  - In reading we saw a similar albeit smaller shift in growth*





#### ***Future Strategic Initiatives***

The Special Education Department’s forward-looking agenda includes:

- **External Partnerships:** Local outside resources are being identified and shared with families for a variety of services including mental health support.
- **Staff Development and Tier 1 and 2 Expansion:** Support in implementing Universal Design for Learning (UDL) strategies and taking ownership for all students in their classrooms
- **Community Engagement:** Strengthening regular engagement with parents and guardians outside of IEP meetings.
- **Adult Transition Opportunities:** Collaboration with other providers, in addition to Clayton Valley High School, to expand opportunities for our students requiring services after high school
- **Unified Structure for SAI Blocks:** Creating a clear agenda that enables our team to provide support on transitional goals, basic skills and standard based classwork

## Cultivating Culture: Tier 1 Intervention and Staff Growth Review

Ahja D. Moore, Director of Student Support Services

This report provides a **comprehensive overview of staff professional development (PD) and systemic progress during the 2025-2026 academic year**, specifically focusing on the "Behavior and Tier 1 Intervention Spotlight" and "Semester 2 Strong Start" PD sessions. The sessions were designed to catalyze a school-wide shift toward a restorative culture, equipping all faculty and staff with the tools to facilitate proactive Tier 1 interventions and responsive restorative conversations. **By synthesizing quantitative data**—including a landmark 90% reduction in total suspension rates—**with qualitative staff feedback, this report highlights the department's success in building instructional capacity while identifying the strategic refinements** needed to bridge the gap between conceptual buy-in and consistent classroom execution.

### Semester 1 Staff Training Overview

During Semester one I offered an all-staff PD session on "Behavior and Tier 1 Intervention".

The **session's objective was for all staff to understand where we have been, where we are at, and where we are going** as a school where all staff are equipped to use restorative language (proactive Tier 1 intervention) and initiate/facilitate Restorative Conversations with students (responsive Tier 1 intervention).

#### Stand-Out Data Points

In a post-session survey staff demonstrated a high level of conceptual buy-in of Restorative Practices and understanding the data connections:

- **Staff Internalization: 90.7% of staff** rated their understanding of their grade level/division's S1 behavior data as a **4 or 5**.
- **Universal Language: 75% of staff** gave a **"5" rating** for understanding the role Restorative Language plays in school safety.
- **Tier 1 Impact:** Internal data shared during the session highlighted a **90% reduction in total suspension rates** compared to the previous year, including a drop from **19% to 0%** for Black/African American students.
- **Actionable "Confidence": 93.8% of staff** feel confident in identifying a specific focus area for the start of Semester 2.

#### Key Takeaways

**Mindset Shift & Culture: Staff acknowledged the transition to a more restorative approach and their role** in facilitating Tier 1 intervention as a significant but necessary change for the school community.

- "It is a shift from where we were to where we are going, but I think it makes sense and it will be beneficial for the community."
- "Thank you for making the LCAP/WASC Goal connection."

**Moving from "Action" to "Needs-based": A critical theme emerged regarding the difficulty of shifting focus away from the negative behavior itself and toward the restorative solution.**

- "I noticed teachers spend a big chunk of the RJ convos focused on the action the student did vs moving into the need and request. I think they need more of this practice for it to become more easy for them."
- "I really enjoyed the role play scenarios - I thought it was very effective. If we did this again, it might be fun to have teachers submit behavior scenarios they experienced..."

**Support for Non-Responsive Situations:** *Staff explicitly requested tools for handling students who do not immediately engage with Tier 1 attempts.*

- "How to deal with students who are not responding at all, if a student is not talking or just ignoring any type of direction from adults."
- "What we can expect the students to know / the difference in handling students based on age (conversations with MS might look very different than at the HS level)"

**Practical Resource Requests:** *The desire for "on-the-spot" resources was a recurring request to help bridge the gap between theory and classroom management.*

- "Some resources to develop my restorative language vocabulary."
- "For those of us who don't interact with students as often, what are some helpful ways to ensure our redirection is effective (without leaving a negative impression on the student) when we need to address behaviors in passing?"

## **Semester 2 Staff Training Overview**

During the first two months of 2026 I offered two sessions: "Semester 2 Strong Start" and a follow up session, "Strong Start: Re-establishing Connections & Bridging with Families".

The **objectives were to refresh all faculty and school staff on our areas of focus to support all students socially and emotionally, and providing a safe school campus** - including giving an overview of semester 1 data, spotlighting areas of classroom and campus "resets", and building staff capacity on reaching out to parents/guardians proactively to address behaviors of concern.

In a post-session survey staff demonstrated high levels of understanding and readiness regarding the data presented:

- **Staff Internalization: 90.7%** of respondents (29 out of 32) rated their understanding of their grade level/division's S1 behavior data as a 4 or 5.
- **Actionability: 93.8%** of staff (30 out of 32) feel confident in identifying at least one specific focus area for the start of Semester 2.
- **Policy Clarity: 90.6%** of respondents (29 out of 32) feel confident distinguishing between best practices and official school policies.

## **Key Takeaways**

**Based on qualitative feedback, the following themes have been identified:**

- 1. Engagement through Interactivity.** Staff highly valued the "vote with your feet" activity and the opportunity for movement. Multiple comments praised the "variety of engagement" and "interactive presentation," noting that it kept the session clear and engaging. "Great job! Very clear and engaging presentation. Enjoyed the vote with your feet segment."
- 2. Desire for Practical Application.** While the data was well-understood, some staff requested a tighter link between the numbers and specific actions. Feedback suggested a need for "1-2 behavior initiatives" directly linked to the data to bridge the gap between analysis and classroom implementation.
- 3. Policy Revision: Infraction Leveling.** There is noted confusion regarding the "Infraction Levels." Specifically, some staff pointed out:
  - Overlapping categories (e.g., "cutting class" appearing in both Level 1 and Level 2).
  - Perceived discrepancies in severity (e.g., swearing being a Level 3 while being off-campus is a Level 2).

#### 4. Interest in Proactive & Restorative Strategies Staff expressed interest in learning more about:

- **Restorative Practices:** Moving beyond "Community Circles" to include more proactive intervention that prevents misaligned student behavior.
- **Incentives:** Understanding if students are motivated by Core Value Program recognition.
- **Parental/Guardian Involvement:** Seeking ways to build awareness and involve families more deeply in behavior interventions.

#### Looking Forward

Based on the feedback we received following these trainings, we are taking the following steps:

- **Behavior Handbook Audit:** Systematically review and revise infraction levels to resolve categorical overlaps and ensure all behaviors align with a clear progression of severity.
- **Strategic Communication & Data Transparency:** Establish "closing the loop" processes for sharing behavioral intervention outcomes and "Big Rock" initiative updates with faculty to bridge the gap between data analysis and campus action.
- **Targeted Restorative Training:** Facilitate skill-based, grade-level workshops focused on de-escalation, classroom "resets," and relationship-building techniques to foster physical and psychological safety.
- **Operational Systems Training:** Conduct brief technical "How-To" sessions on Kickboard logging to ensure Semester 2 data remains clean, accurate, and actionable.

## Optional Reading: Current SPED Referral and Evaluation Practices at MWA

### *Referral Process*

This section of the report **details the structured pathways** for identifying and referring students for Special Education (SPED) services, emphasizing a commitment to early intervention and data-driven decision-making. **The process is designed as a collaborative effort between educators, administrators, and families, prioritizing the use of general education resources and Tier 1 classroom interventions before moving toward formal evaluation.** By adhering to California state mandates, including the Student Study Team (SST) model and strict legal timelines for parent-initiated requests, the school ensures that every student's unique academic and behavioral needs are systematically addressed.

- **Teacher Anecdotal Referrals (Classroom Level)**
  - **Identification:** Teachers monitor students for academic or behavioral difficulties by comparing their performance against classroom demands.
  - **Data Collection:** Teachers are expected to document anecdotal evidence, including work samples, behavioral logs, and informal assessments.
  - **Initial Action:** Before a formal referral, teachers must implement and document classroom-based interventions (Tier 1 supports) and communicate concerns directly to parents via phone, email, or conferences.
  - **Remedial Support:** At the Lower/Middle school level, teacher referrals may first lead to enrollment in the **Remedial Department** for targeted support in phonics, reading, or math before moving toward a SPED evaluation.
- **Referrals to a Student Study Team (SST)**
  - **Collaborative Approach:** This is a general education function involving a team (parent, teacher, administrator, and sometimes SPED staff) to brainstorm interventions for "high-risk" students.
  - **Prerequisite:** In accordance with California law, a student is typically referred for SPED services only *after* the resources of the general education program (like the SST) have been utilized and found insufficient.
  - **The Transition to SPED:** If the SST determines that all possible modifications have been exhausted and a disability is still suspected, the team formally refers the student for a SPED assessment.
- **Parent Referrals**
  - **Right to Request:** Parents have the legal right to request a formal SPED evaluation at any time, regardless of whether the student is currently in the SST process.
  - **Written Request:** While MWA must document verbal requests, parents are encouraged to submit a written request to the school principal or the SPED Director to "start the clock" on legal timelines.
  - **Timeline:** Once a written request is received, MWA has **15 calendar days** to provide an Assessment Plan for the parent to sign or a "Prior Written Notice" (PWN) explaining why the school is denying the request for evaluation.
- **Outside Clinician Requests & Diagnoses**
  - **Consideration of Data:** If a parent provides a report or diagnosis from an outside clinician (e.g., a private psychologist or pediatrician), MWA is required to **"consider"** the findings as part of the referral and evaluation process.
  - **Independent Evaluations:** While an outside diagnosis can trigger a meeting to discuss a referral, the school typically conducts its own evaluation to determine if the student meets California's specific eligibility criteria for an IEP.

## Optional Reading: About the Evaluation Process

### Step 1. Universal Screeners

The process begins with universal screening, usually conducted 2–3 times per year (Fall, Winter, Spring). Ideally, the assessments target specific skills as opposed to being a diagnostic assessment

- **Purpose:** To identify students falling below the 20th–25th percentile in core areas (Reading, Math, Social-Emotional).
- **Tools:** Standardized assessments such as i-Ready, NWEA, STAR, MAP, etc.
- **Action:** Students who trigger "at-risk" flags are immediately flagged for closer monitoring or Tier 2/3 support.

### Step 2. Targeted 6–8 Week Intervention Cycles (Tier 2/3)

Before a SPED referral is finalized, the school must prove that "General Education" is not enough.

- **The Cycle:** Students receive research-based interventions (e.g., small group phonics or math fluency) for a fixed period of **6–8 weeks**.
- **Fidelity:** The team ensures the intervention was delivered as intended (4 days a week, 30 minutes a day).
- **The Goal:** To see if the student "closes the gap." If they make significant progress, they stay in Gen Ed. If not, the cycle may repeat with more intensity or lead to a referral.

### Step 3. Data Collection & Progress Monitoring

Throughout the intervention cycle, data is collected weekly or bi-weekly.

- **Quantitative Data:** Trend lines showing the student's Rate of Improvement (ROI) compared to their peers.
- **Qualitative Data:** Student work samples, exit tickets, and curriculum-based measurements (CBMs).
- **The "Gap" Analysis:** A referral is triggered if the gap between the student's performance and grade-level expectations is widening despite intensive support.

### Step 4. Assessing "Exclusionary Factors"

Before moving to a formal evaluation, the team must analyze variables that might "mimic" a learning disability:

- **Impact of (In)attendance:** If a student has missed 15% or more of the school year, the team must determine if the academic struggle is due to a disability or "**Lack of Instruction.**" Chronic absenteeism often pauses a referral until attendance improves.
- **Impact of Medical Needs:** The team reviews the student's health history. Are the struggles due to vision/hearing issues, malnutrition, or a diagnosed medical condition (like Epilepsy) that requires a **504 Plan** rather than specialized SPED instruction?

### Step 5. Observations and Behavioral Data

A holistic view is required to see how the student functions in real-time.

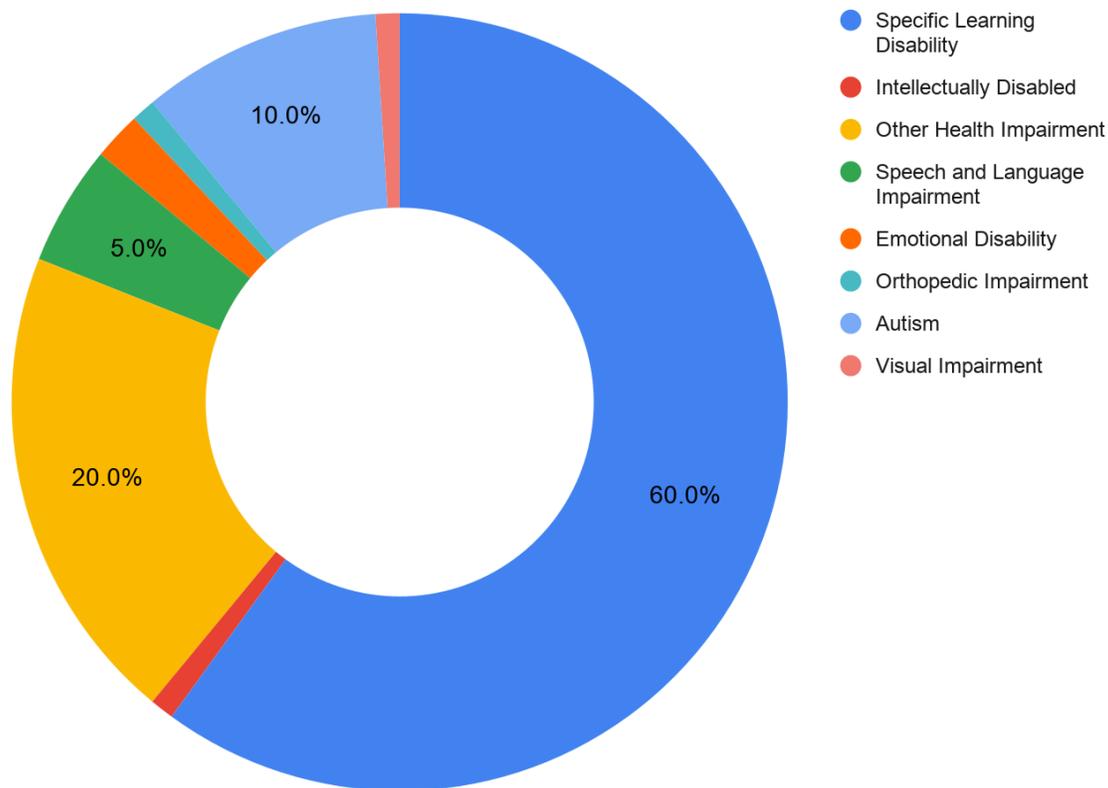
- **Formal Observations:** An unbiased staff member (often a School Psychologist or Program Specialist) observes the student in multiple settings (e.g., structured Math class vs. unstructured Lunch).
- **Behavioral Frequency Data:** Tracking specific behaviors (e.g., "off-task," "elopement," or "verbal outbursts") using Antecedent-Behavior-Consequence (ABC) charts.
- **Functional Impact:** This data determines if a student's behavior is an "impediment to learning," which may qualify them under categories like Emotional Disturbance or Other Health Impairment (OHI).

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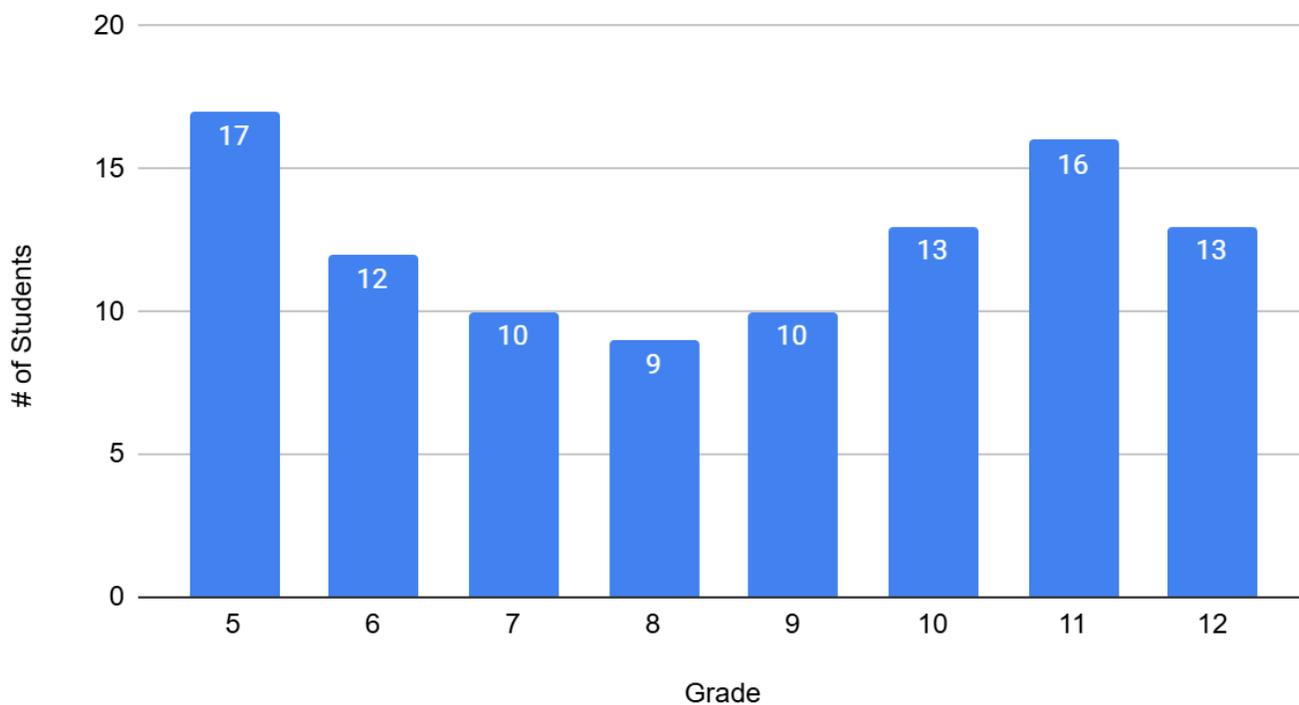
### The Referral Threshold

If, after the **6–8 week cycle**, the data shows a "flatline" in progress and exclusionary factors (like attendance) have been ruled out, the **Student Study Team (SST)** refers the student for a special education assessment.

### Optional Reading: Disability by Type



### SWD by Grade Level





# Behavior & Tier 1 Intervention Spotlight

Ahjia D. Moore - Director of Student Support Services



*Learn. Graduate. Give Back.*

# Connector - Think, Pair, Share

- Take a moment to **think** about the image below.
- **Turn to elbow partner**, say “hello”, and **share** your thoughts **on the image**.



*When we encounter a student who cannot read we teach that student to read*

*When we encounter a student who struggles in mathematics, we teach that student math*

*When we encounter a student who does not behave, we punish that student*

# Ahjia D. Moore, Director of Student Support Services

## My “Why”

- Power of **values-based** decision making
  - Integrity, equity, health & wellness, learning, & love
- Access to **healthy** conflict navigation tools is *critical and life-altering*
- **Representation matters**
- 16th year in K-12
  - 10th year in Ed. Leadership
  - 2nd year as NCoRJ Coach



# Objectives

## **ASWBAT:**

- learn Tier 1 behavior intervention areas of focus 25-26 SY
- unpack and internalize the role “Restorative Language” plays in fostering healthy relationships and school safety
- practice engaging in a Restorative Conversation
- review next steps after Restorative Conversation

# LCAP/WASC Goals

# 1

## Support for All Learners

*Develop and refine vertically-aligned programs to support all learners.*

LCFF State Priorities:



Basic Services



State Standards



Student Achievement



Course Access



Student Outcomes

# 2

## College & Career Readiness

*Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.*

LCFF State Priorities:



Student Achievement



Course Access



Student Outcomes

# 3

## Diversity, Equity, & Inclusion

*Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.*

LCFF State Priorities:



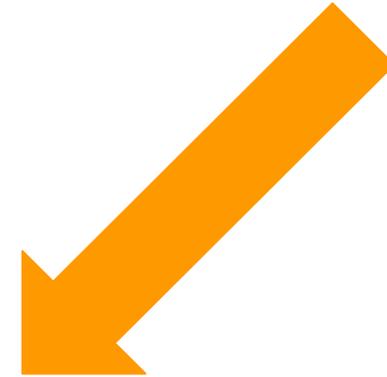
Parent Involvement



Student Engagement



School Climate





# Core Values

- **Community:** We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.
- **Resilience:** We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.
- **Respect:** We believe each person is valuable and we demonstrate respect by following our community norms.
- **Responsibility:** We have integrity; we are accountable for our decisions and actions and their impact on self and community.
- **Scholarship:** We are lifelong learners who aspire to and achieve academic excellence.

# Behavior Spotlight

# Tiered Behavior Intervention

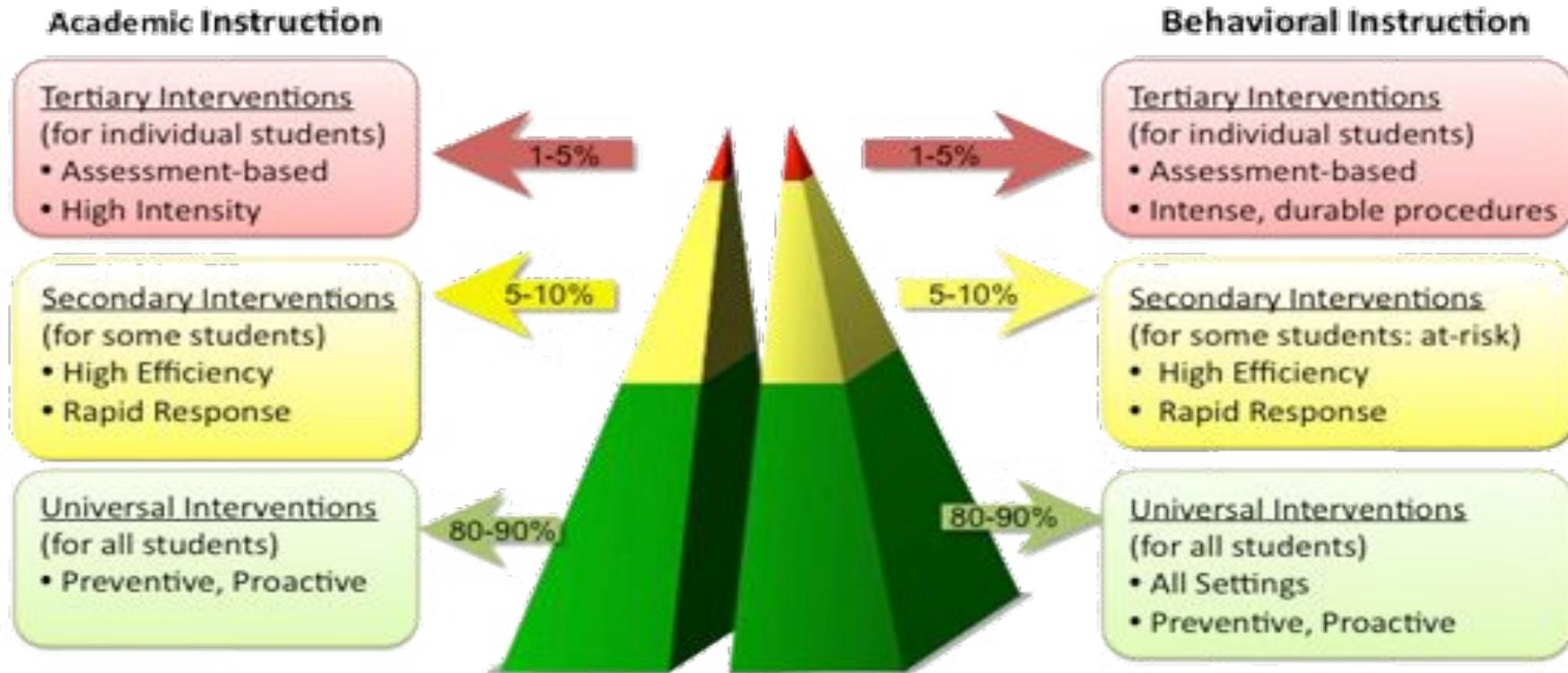
## *Where have we been?*

Post-Covid emphasis on re-establishing a baseline in:

- addressing loss of learning & teacher retention; **limited capacity**
  - Referral to Admin. for student behavior support
- renorming on sharing physical space; **social skill-building**
  - Anxiety; Sense of Belonging
- resetting boundaries; upholding **school safety**
  - *“Playing Defense”*

# Tiered Behavior Intervention

## Designing Schoolwide Systems for Student Success



# California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



## ALL STUDENTS

### UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



## SOME STUDENTS

### SUPPLEMENTAL SUPPORT

Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



## FEW STUDENTS

### INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



# Tier 1 Interventions

## Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

## Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Take away unstructured or free time

## Praise

- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

## Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

## Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Behavior Rubric
- Break down assignment
- Break down directions
- Call on student frequently
- Clear and concise directions
- Color coded folders
- Count to 10
- Daily planner
- Deep breathing
- Draw a picture or write in a journal
- Encourage interaction with a more self confident student
- Engage student
- Explain assignment
- Explain directions
- Frequent eye contact
- Frequent home contact
- Give choices
- Have student repeat directions back
- Headphones
- Helping Students With Home Work
- Help student start assignment
- Ignore

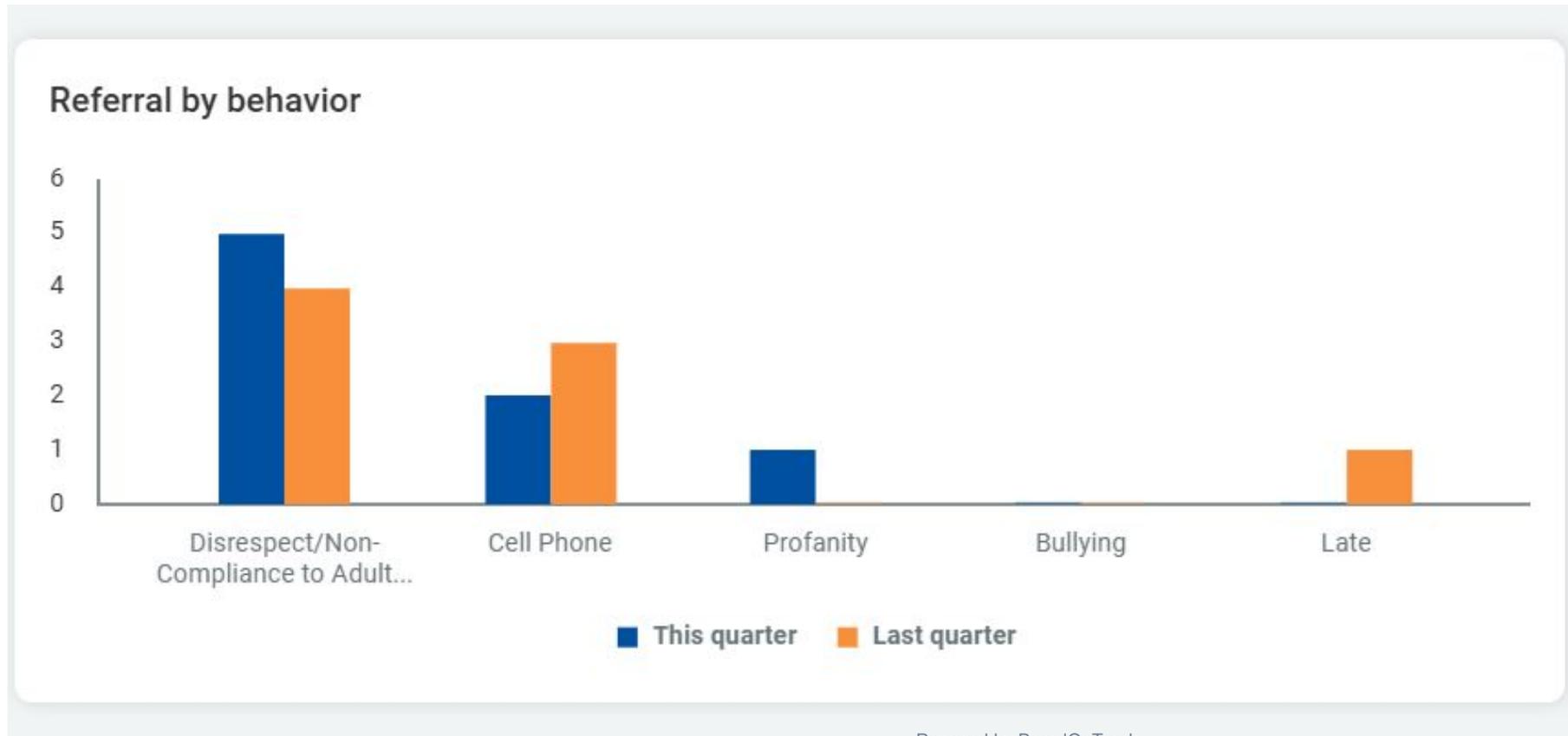
## Other Cont'd

- Non verbal cues
- Organize materials daily
- Pause before giving a direction
- Provide a container for the student's belongings
- Proximity to students
- Reassurance
- Redirection
- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules
- Speak in calm and neutral tone
- Speak with student in hallway
- Stand while working
- Start Commands
- Stop, Walk, Talk
- Stress ball or fidget
- Talk one on one with student
- Talk Ticket
- Talk to parent
- Teach conflict resolution skills
- Teach coping skills
- Teach organizational skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Teach substitute words
- Touch base with student
- Touch student on shoulder
- Turn desk around
- Use calm neutral tone
- Use seating disk

# Behavior Data - US Referrals 25-26 SY

## *Where are we at now?*

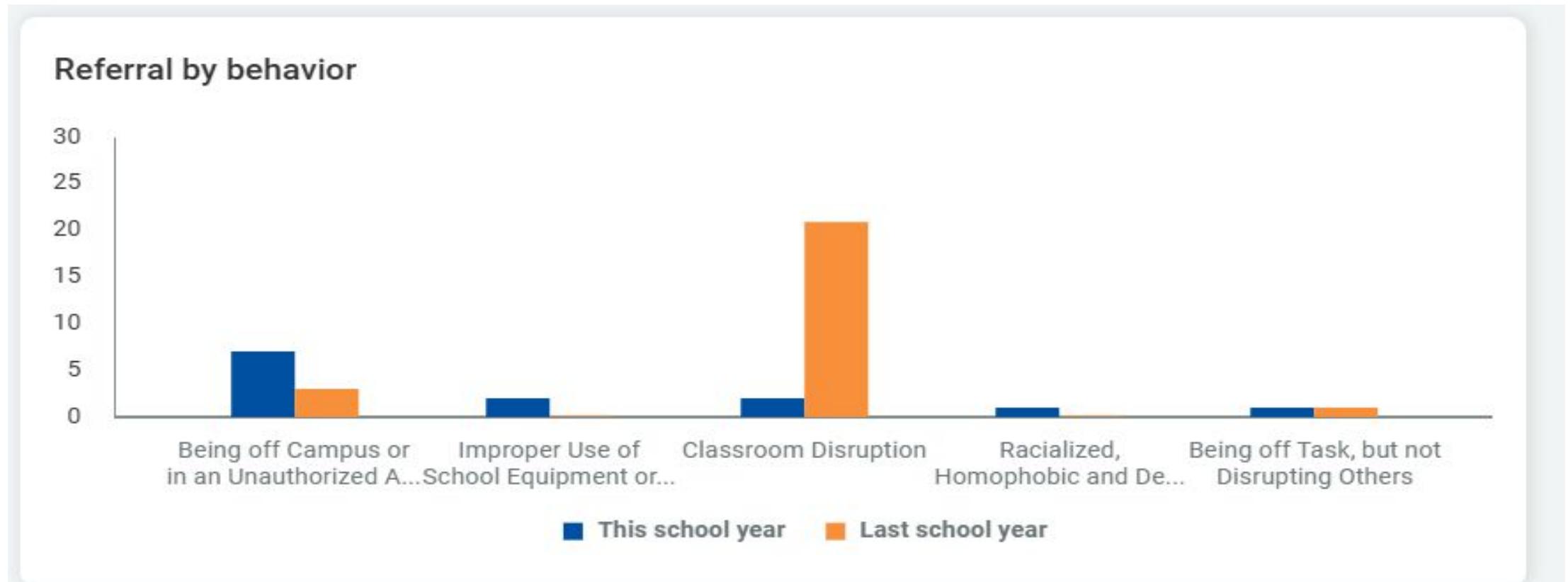
### *US Referral YTD Data Comparison*



# Behavior Data - MS Referrals 25-26 SY

***Where are we at now?***

*MS Referral YTD Data Comparison*





# Behavior Data - Suspensions 25-26 SY

*Where have we been?*

Suspension Rates <i>(Percentage of students suspended at least once)</i>				
As of September 30				
Category	2025-26 YTD	2024-25 YTD	2023-24 YTD	2023-24 Final
Overall #	1	34	92	170
%	0.10%	3.20%	8.26%	15%
SPED #	0	2	11	17
SPED %	0%	3%	12%	18%
AA #	0	7	17	29
AA %	0%	8%	20%	35%
LTELS #	0	-		
LTELS %	0.00%	-%	0%	0%

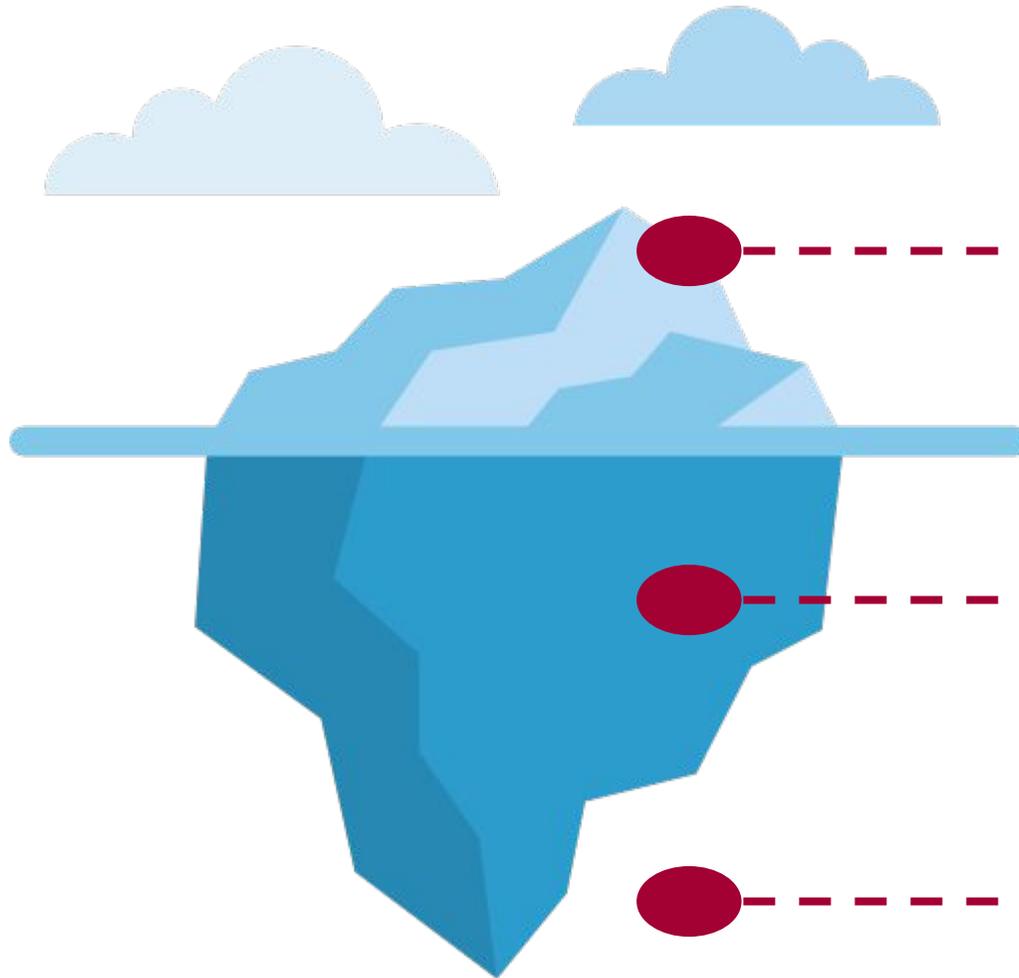
Suspension Rates <i>(Unduplicated Suspensions by Grade)</i>				
As of September 30				
Grade Level	2025-26 YTD	2025-26 YTD %	2024-25 YTD	2023-24 YTD
5th	0	0.00%	5	0
6th	0	0.00%	20	15
7th	1	0.90%	15	24
8th	0	0.00%	8	8
9th	0	0.00%	10	13
10th	0	0.00%	16	13
11th	0	0.00%	10	9
12th	0	0.00%	4	12

# Behavior Data - Key Takeaways

**We are in a very different place now and can move accordingly.**

- *More stability; continued shifts in state laws*
  - *Equity and restorative practices over [exclusionary discipline](#)*
    - Students w/IEP
    - English Language Learners
    - Black/African-American Students
  - *SEL capacity-building for faculty and staff*
    - ***“Playing Offense” - Tier 1 Intervention***

# Why It Matters



- Disrespect
- Fights
- Conflict
- Power struggles
- Incidents

- Culture of mistrust and low expectations
- Weak relationships
- Kids as numbers
- Lack of student efficacy
- Students and parents being “managed”
- Lack of adult consistency
- Guilty-first approach
- Shame and exclusion

- Individual biases
- Systemic biases
- Microaggressions

# Tier 1 Intervention - Restorative Language



*Learn. Graduate. Give Back.*

# The Social Discipline Window

High

Expectations

High challenge/expectations  
Low support/care

Adult = Authoritarian  
Culture = Conform/rebel  
Brain State = Anxious

TO

High challenge/expectations  
High support/care

Adult = Authoritative  
Culture = Innovative  
Brain State = Relaxed

WITH

Low challenge/expectations  
Low support/care

Adult = Neglectful  
Culture = Indifferent  
Brain State = Neglected

NOT

High Support/care  
Low challenge/ expectations

FOR

Adult = Permissive  
Culture = Confused  
Brain State = Passive

Low

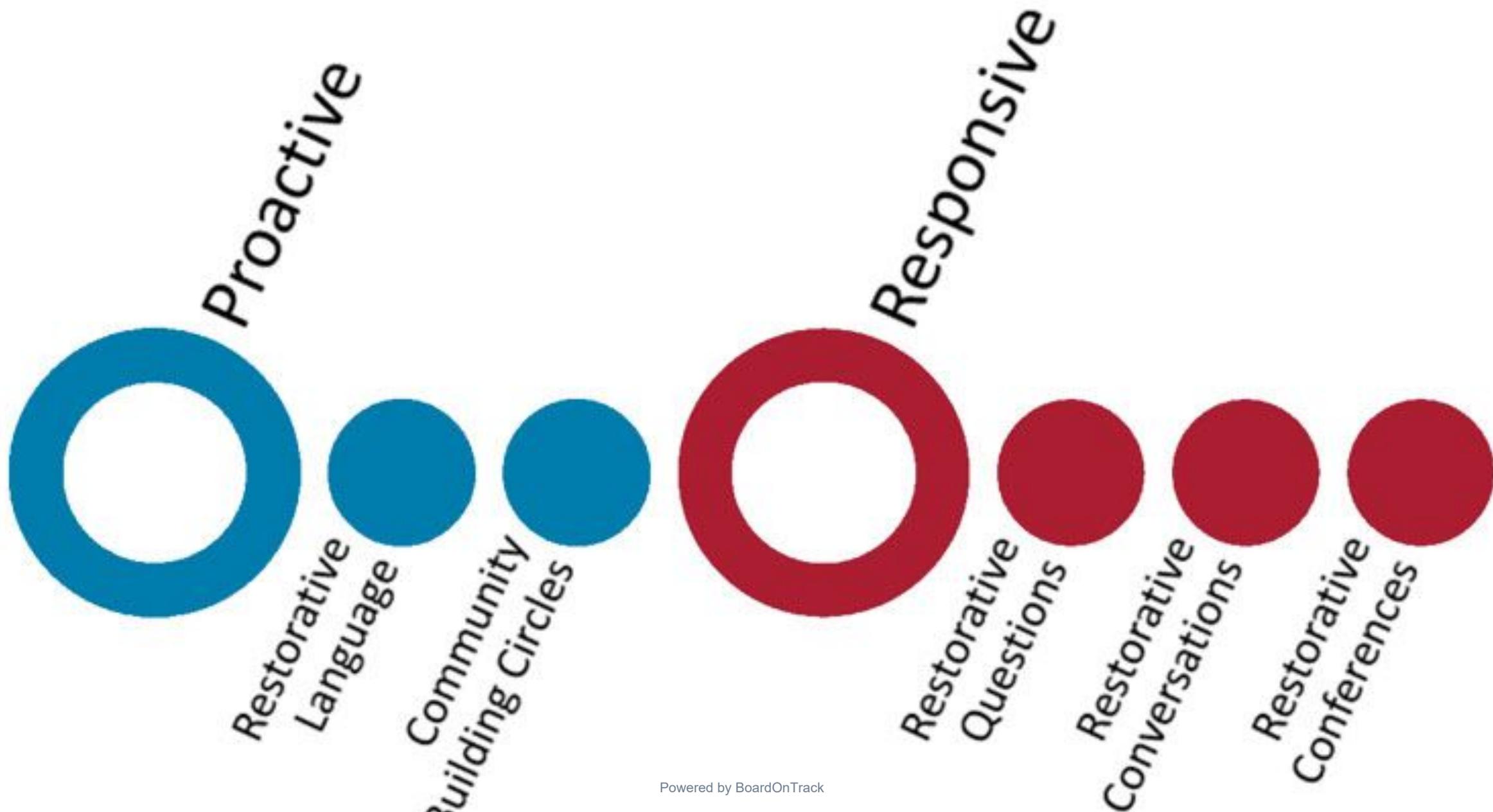
Low

Support

High

Restorative approaches sit in the top right **WITH** box. We get there by having high expectations for individuals and the right level of support needed for each individual to thrive.





# Restorative Practices

Restorative Practices (RP) is a social science adapted from *indigenous practices* focused on building social capital (strong community relationships) and achieving social discipline (shared expectations) through *participatory learning and decision-making*.

- Whole child; human dignity
- Proactive and responsive
- Needs-based vs. shame-based
- Equitable and collaborative

***Restorative Practices are a form of holding high expectations, while providing high support.***

# Restorative Practices at MWA

- Restorative Language

- **Community Circles**
- Community Agreements
- *Welcome Weeks!*



- ***Restorative Conversations & Formal Conferences***

- Harm Circles (for high-level conflict); Restorative Actions
- **Re-entry Meetings** Suspensions
- Restorative Panels

# Restorative Language at MWA

- 1) [Affective Statements](#), [Non-violent Communication](#) - “I” Statements; Body Language and “OFNR”
  - By switching from a punitive mode of speaking to students with focus on “broken rules”, restorative language allows one to express how behaviors make them feel and the impact of the action.
  - *Helps to clarify boundaries, provide feedback, and build empathy*

**Example:** *"When I am trying to give our lesson and this many students are talking at once, I feel very frustrated because learning is being negatively impacted. I need you to raise your hand instead if you have to share something with me or our class. Is that something you can agree to do next time?"*



# Restorative Language at MWA

## 2) Inquiry-based Questions

*Seeking to Understand*

### With Person Who Caused Harm

- What happened?
- What were you thinking of at the time?
- What have you thought about since? •  
Who has been affected by what you have done, and how were they affected?
- What do you think you need to do to make things right?

### With Person Who Was Harmed

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



# Intervention Spotlight: Restorative Conversation

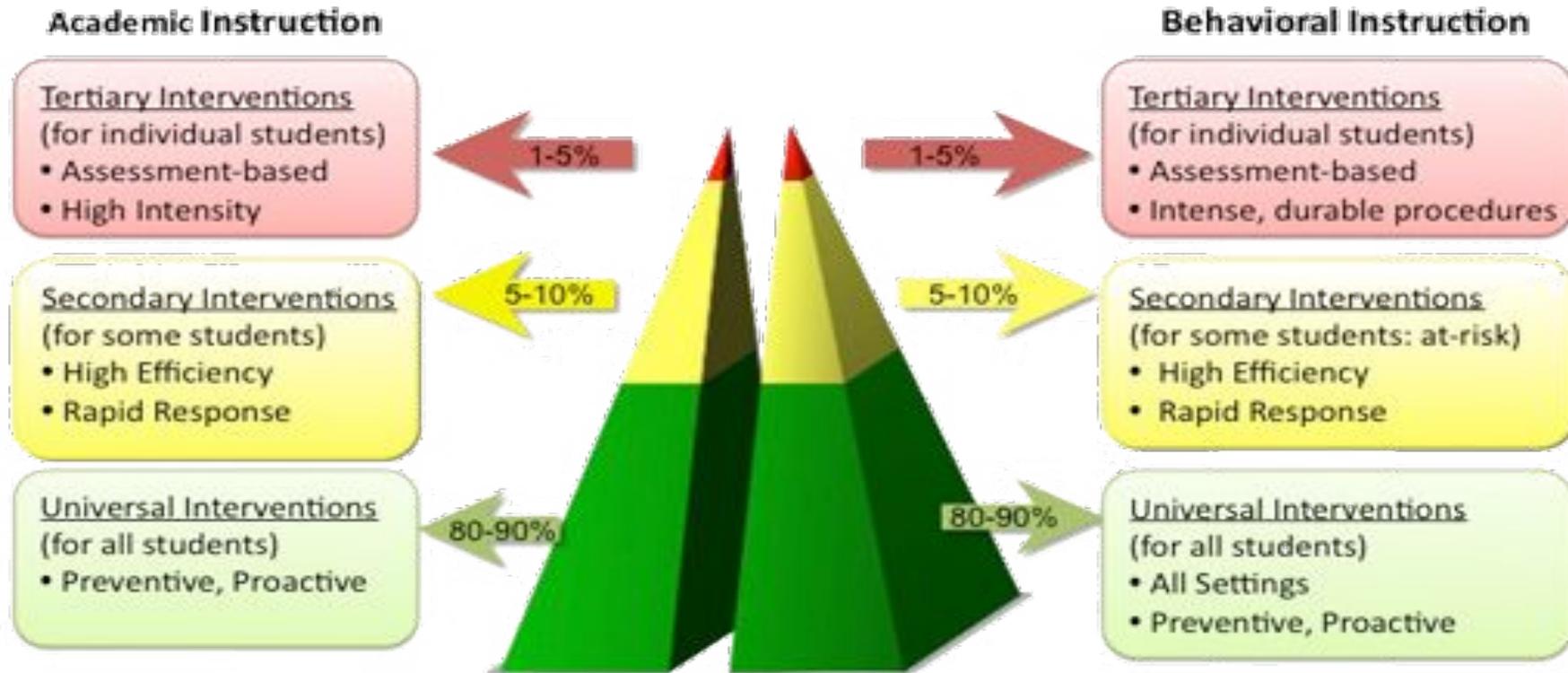
# Restorative Conversations

*Image Courtesy of IIRP*



# Restorative Conversations

## Designing Schoolwide Systems for Student Success



# Restorative Conversations in Action

Video - Jamee & Dr. Montoya

## Look For:

- *How do components of the RC show up?*

# Video Debrief - Restorative Conversations

## **Engaged Body Language; Right Time/Right Place**

- *Eye contact, active listening, focus with limited distractions, private (as possible)*

## **Prevent Interjecting with Curiosity Questions**

- *Avoid asking questions that satisfy only your personal curiosity*
- *Will this question serve larger purpose of the RC?*

## **Paraphrase for Content and Emotions**

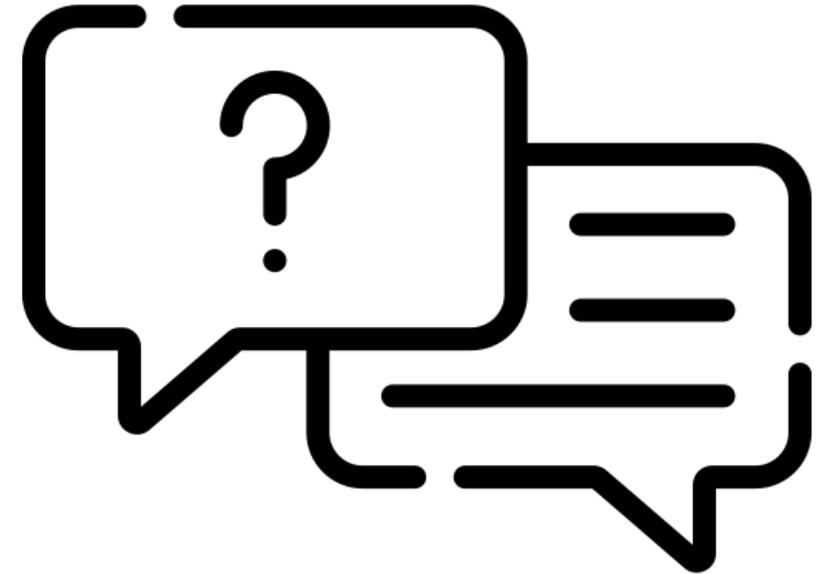
- *Validate, process, and summarize (polite interruptions may be necessary here)*
- *“I want to make sure I’m with you...” or “I want to make sure I understand you...”*

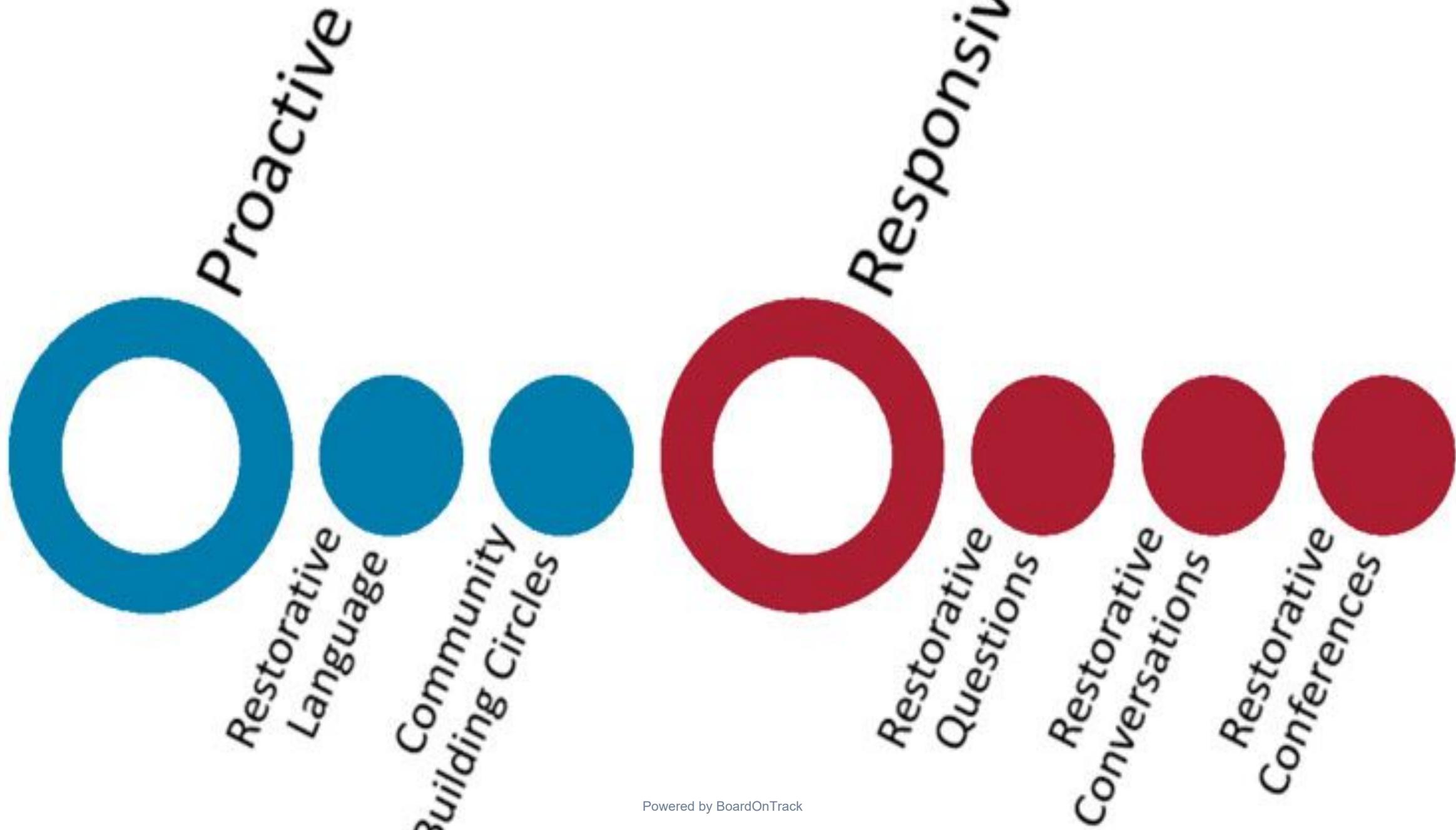
## **Open (non-assumptive) & Close-ended Questions**

- *Seek to Understand*
- *Co-create a next step or agreement*

# Restorative Conversations

What They Are	What They Are <u>NOT</u>
<ul style="list-style-type: none"><li>• Reflective; solutions-oriented</li><li>• Adults do asking <u>and</u> listening</li><li>• Opportunity to create agreements</li></ul>	<ul style="list-style-type: none"><li>• Clinical or therapeutic-based conversations</li><li>• Opportunities for lecture</li><li>• Adults sharing 1-sided insights</li></ul>





## “Learn by Doing!”

# Core Activity: Scenario Role Play

### Directions.

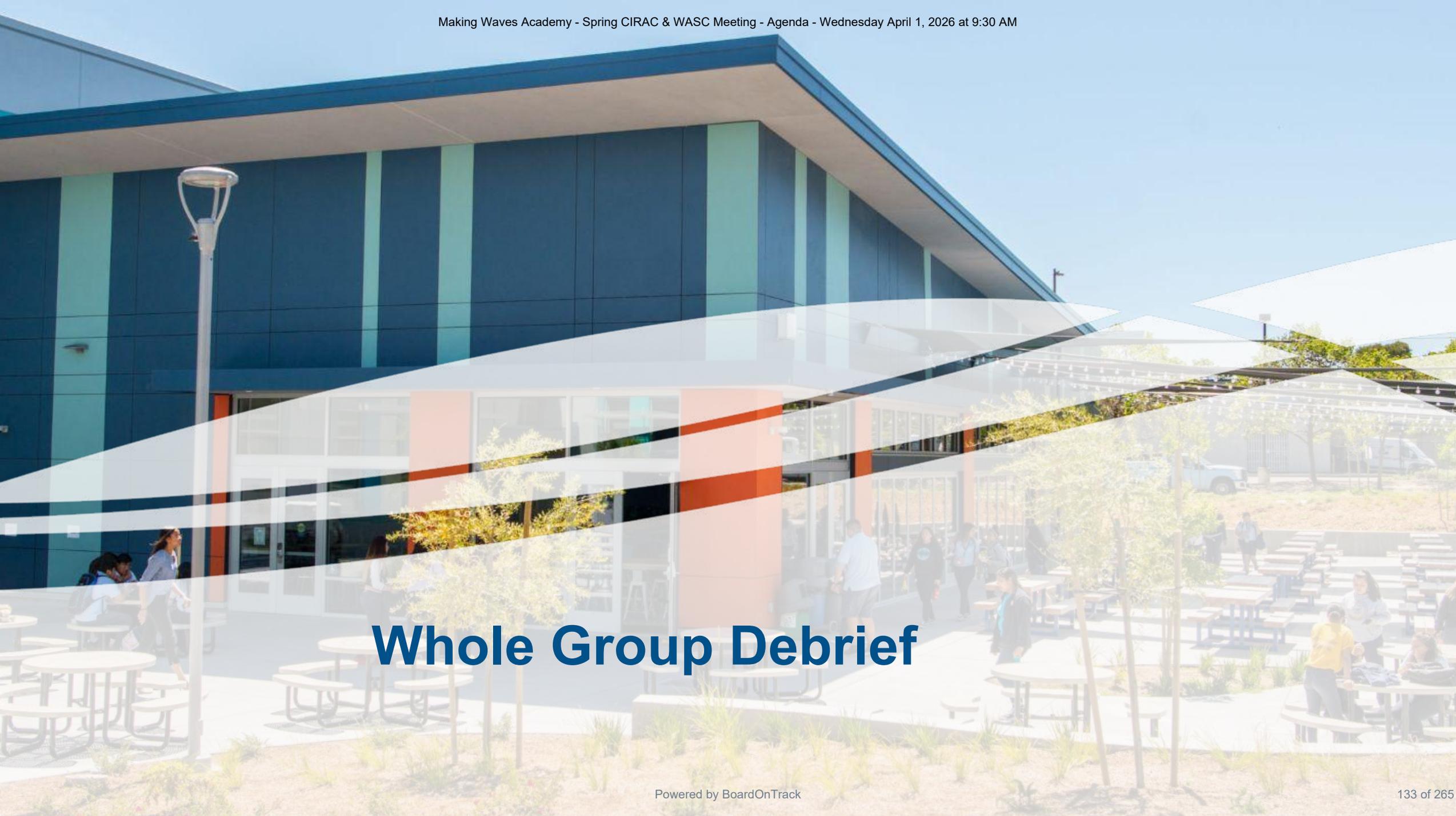
- In triads, review the scenarios, choose 1, and practice having a restorative conversation.
  - *Roles: Student, Staff member, Observer*
- 3 rotations so everyone can practice each role.
- *Thank your partner after round.*
- **10 minutes total**
  - 4 minutes per round with a 1 minute debrief built in.

# Scenarios

1. During class, you observe a student throw something at another student, barely missing their eye.
2. You observe a student roll their eyes at you after you redirect their group. When you walk by again to give the group praise for being on task, you then overhear the same student whisper “I really can’t stand her.” Some students laugh.

***Roles: Student, Staff member, Observer***



The background image shows a modern school building with a blue and teal facade. In the foreground, there is a courtyard with several round picnic tables and benches. Students are seen sitting at the tables and walking around. A tall, modern light pole stands on the left side of the courtyard. The sky is clear and blue.

# Whole Group Debrief

# Whole Group Debrief

## Stop and Jot.

- Independently reflect on how that process was for you.
  - What stood out for you? “Ah-ha! moments?”



# What Happens After the RC?

- Agree on next step & timeframe to check back in w/student\*
  - *\*Change seats, mini-break, temporary loss of privilege, [Restorative Action](#)*
- Call Home
- Log Intervention in Powerschool
  - Not honoring Agreement?
  - *Document in Kickboard → Deans will follow up w/student and call home → Deans will close the loop with referring staff member → Student to close loop with staff member.*

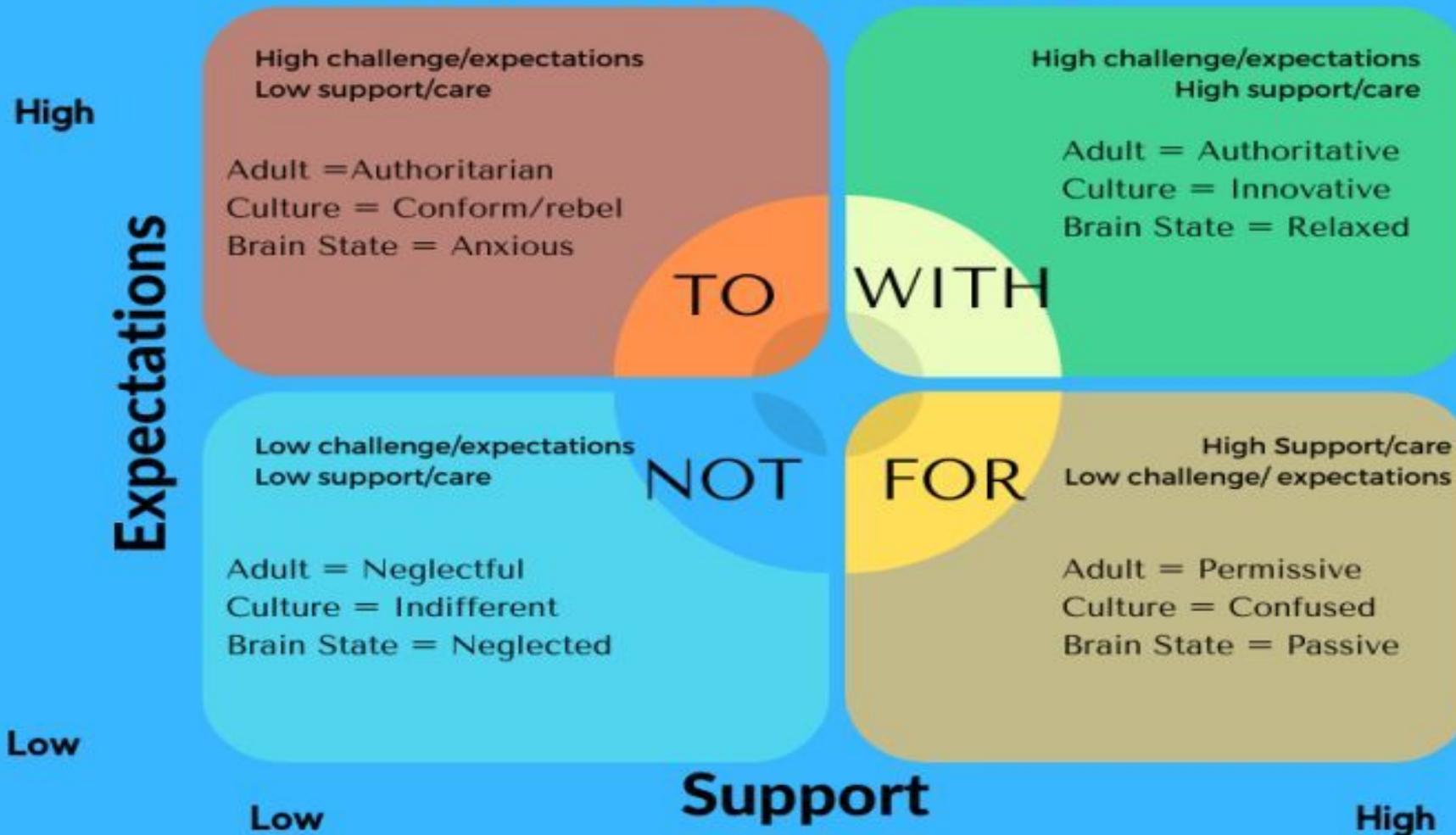
 When we encounter a student who cannot read we teach that student to read

 When we encounter a student who struggles in mathematics, we teach that student math

Powered by BoardOnTrack

 When we encounter a student who does not behave, we punish that student

# The Social Discipline Window



Restorative approaches sit in the top right **WITH** box. We get there by having high expectations for individuals and the right level of support needed for each individual to thrive.



# Key Takeaways & Next Steps

- **High Expectations, High Support**
  - Facilitated by any staff (low level conflict)
  - Tier 1 De-escalation (Proactive)
- **Brief, but Long Standing Impact**
  - Healthy relationships and values-aligned decision-making
  - Sense of Belonging & School Safety
- **Additional Resources for Support - PBIS World**
  - [Tier 1 Intervention](#)
  - [Tier 2 Intervention](#)
  - [Tier 3 Intervention](#)

**Honest Expression:** → **Observation  
Feeling  
Need  
Request**

When I...   [Add your observation]

I feel...

				
Happy	Sad	Angry	Annoyed	Excited
				
Worried	Scared	Hurt	Embarrassed	Confused

Because I Need...

<b>Survival:</b> Food Shelter Water Rest Safety Health Wellbeing Security	<b>Love &amp; Belonging:</b> Friendship Community Family Respect Cooperation Support Acceptance Understanding Connection Empathy	<b>POWER:</b> RECOGNITION SUCCESS IMPORTANCE ACHIEVEMENT INFLUENCE ORDER GROWTH EQUALITY TRUST SELF-WORTH	<b>FUN:</b> Laughter Learning Change Enjoyment Play Excitement Inspiration Celebration Movement	<b>FREEDOM:</b> Choice Independence Solitude Individuality
---------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------

Would you be willing to?

## Next Steps

- Post Restorative Language in the classroom and common spaces.
  - Accessible to all, “Calm Corners”, visuals
- Review the “why” and practice with students.
  - Renorming/Introductions
- Teach students how this language will be used.
  - Affirm needs/feelings, address conflict

# LCAP/WASC Goals

# 1

## Support for All Learners

*Develop and refine vertically-aligned programs to support all learners.*

LCFF State Priorities:



Basic Services



State Standards



Student Achievement



Course Access



Student Outcomes

# 2

## College & Career Readiness

*Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.*

LCFF State Priorities:



Student Achievement



Course Access



Student Outcomes

# 3

## Diversity, Equity, & Inclusion

*Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.*

LCFF State Priorities:



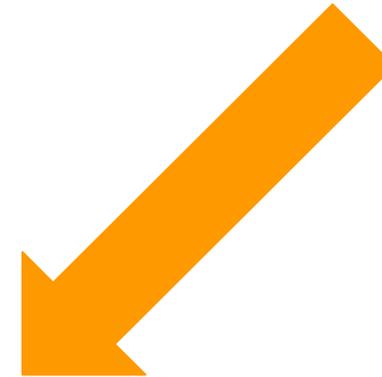
Parent Involvement



Student Engagement



School Climate



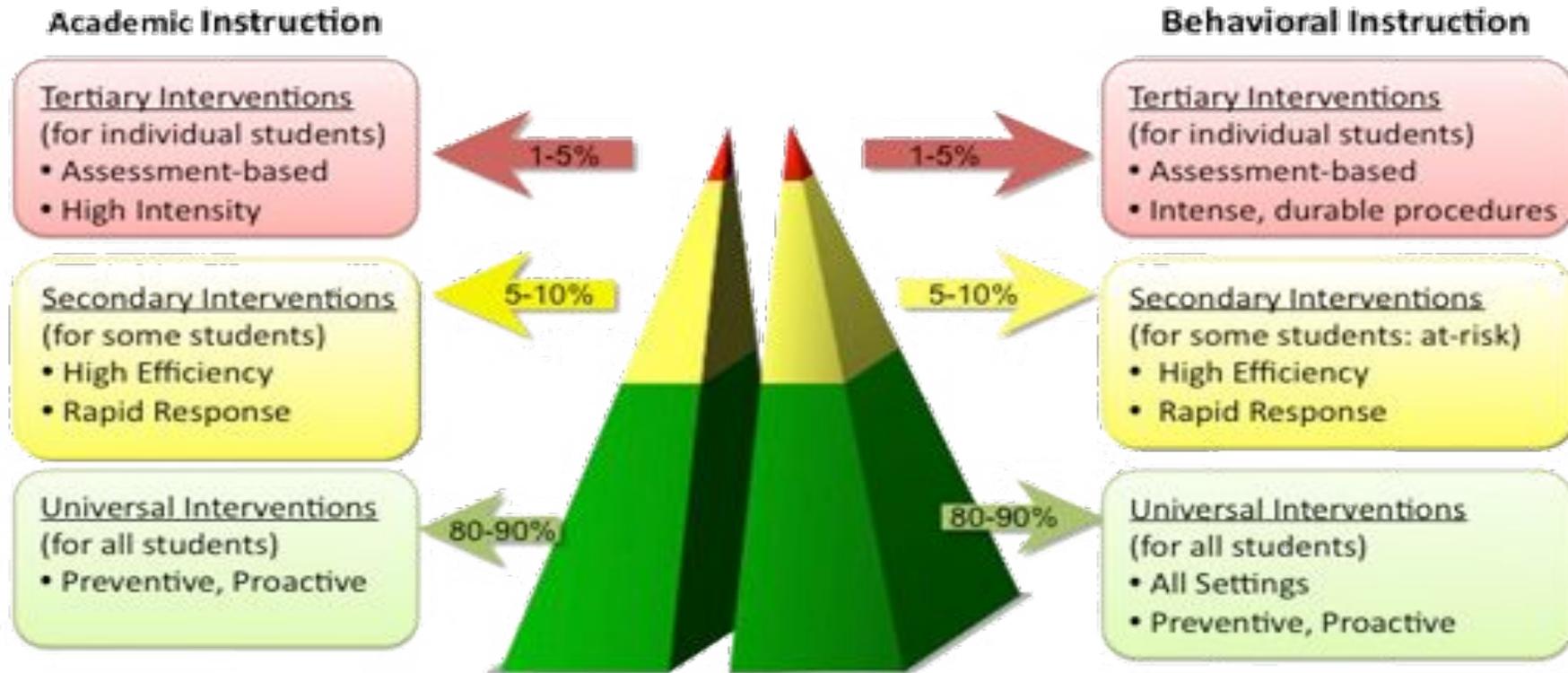
# Objectives

## **ASWBAT:**

- learn Tier 1 behavior intervention areas of focus 25-26 SY
- unpack and internalize the role “Restorative Language” plays in fostering healthy relationships and school safety
- practice engaging in a Restorative Conversation
- review next steps after Restorative Conversation

# Tiered Behavior Intervention

## Designing Schoolwide Systems for Student Success



# MWA Dean Department



**Dean Fuentes**  
9th & 11th Grades



**Dean Wilson**  
5th - 8th  
Grade MS  
Lead



**Ms. Anisha**  
US Student Support Services  
Assistant



**Dean Sarmiento**  
10th & 12th  
Grades



**Dean Santos**  
Middle School



**Ms. Destiny**  
MS Student Support Services  
Assistant

# SSSD Goals

## Physical and Psychological Safety.

- Providing **proactive and responsive** tiered intervention to support physical and psychologically safe school environment.
  - SEL Programming
  - Equitable Behavior Support & Restorative Practices
- Reducing **suspension rate** for non-discretionary behaviors through providing **Other Means of Correction**.
  - Students w/IEP
  - English Language Learners
  - Black/African American students

# Thank You For Your Thoughtful Participation!

- Questions?
- Exit Ticket: [Survey](#)





# What does a culturally-responsive classroom look like at BSS?

- Visual representation of cultural variety in all senses (ability, race, etc.). Textiles, artifacts.
- *Displayed student work that reflects diversity of talents, background, ability, and lenses*
- *Designated space for student inspiration (I.e. family pictures; life goals)*
- Utilization of designated spaces for student belongings
- Visual and relevant representation of variety of post-secondary options
- Clear display of classroom policies, procedures, and Charters/Community Agreements
- **Utilization of trauma-informed practices** (creating routines that allow students to show up as authentic self and ask for additional support, when needed)
- **Structured, organized** space (promotes stability and safety)
- Designated “cool off” or “relaxed-learning” areas (timed)
- Provides ways for **students to meet their needs** independently
- **Restorative Intervention and Community Building** (I.e. daily greetings, mindful Circles, Check In/Check Out Procedures, opportunities for self-correction and redemption)





# S2 Strong Start

Ahja D. Moore - Director of Student Support Services



*Learn. Graduate. Give Back.*

# Objectives

## **ASWBAT:**

- Reflect on the first week back of S2
- Internalize S1 data and make connections with day-to-day experience and goals
- Discuss and plan next steps to “reset” and build momentum in S2

# Connector - Think, Pair, Share

- If this 1st week back with students was a TV show, what would the name of your episode be and why?



*Examples:*

- *“Locked In & Loving It”*
- *“Moving and Grooving Along”*
- *“Buckwild Beginnings”*

WHO'S  
READY  
FOR A

# GREAT YEAR



# LCAP/WASC Goals

# 1

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LCFF State Priorities:



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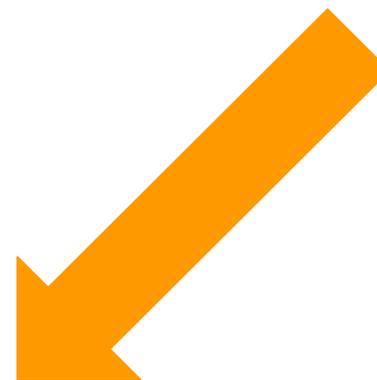
Parent Involvement



Student Engagement



School Climate





# Core Values

- **Community:** We combine our intellect and critical thinking to support each other and make healthy choices for ourselves and positive changes in our community.
- **Resilience:** We are agents of change, who, through hard work and perseverance, have the power to define ourselves and to control our destiny.
- **Respect:** We believe each person is valuable and we demonstrate respect by following our community norms.
- **Responsibility:** We have integrity; we are accountable for our decisions and actions and their impact on self and community.
- **Scholarship:** We are lifelong learners who aspire to and achieve academic excellence.

# S1 Behavior At A Glance

# The Social Discipline Window

High

Expectations

High challenge/expectations  
Low support/care

Adult = Authoritarian  
Culture = Conform/rebel  
Brain State = Anxious

TO

High challenge/expectations  
High support/care

Adult = Authoritative  
Culture = Innovative  
Brain State = Relaxed

WITH

Low challenge/expectations  
Low support/care

Adult = Neglectful  
Culture = Indifferent  
Brain State = Neglected

NOT

High Support/care  
Low challenge/expectations

FOR

Adult = Permissive  
Culture = Confused  
Brain State = Passive

Low

Low

Support

High

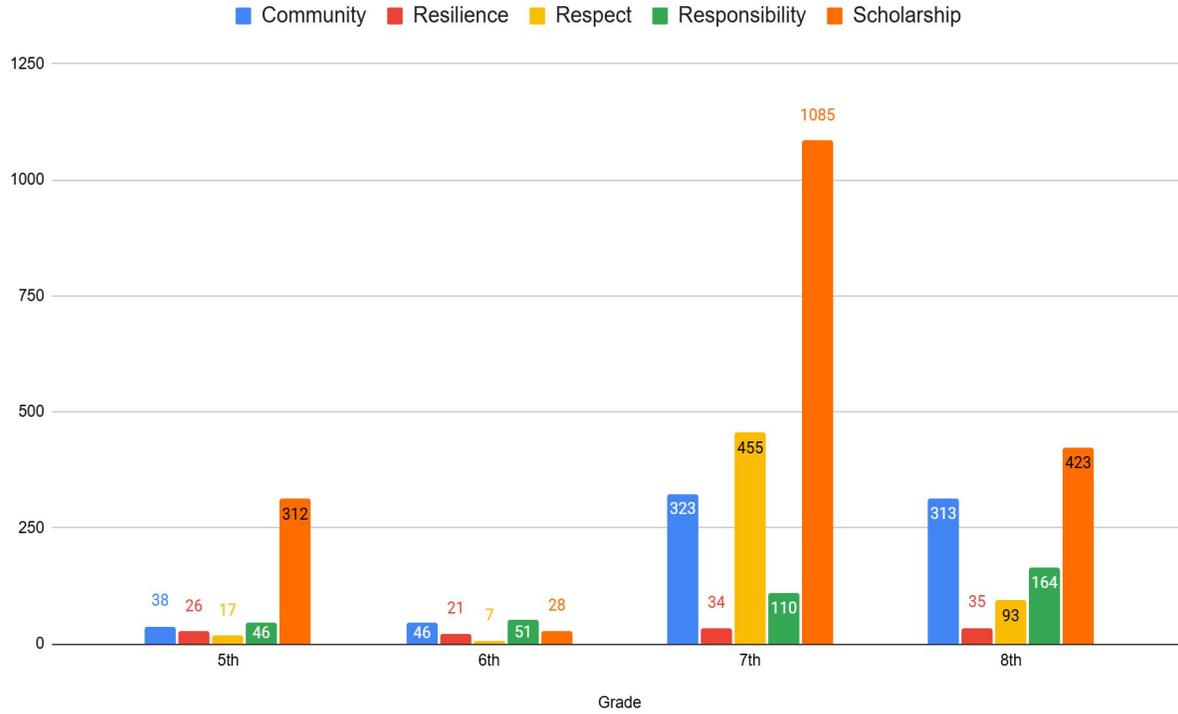
Restorative approaches sit in the top right **WITH** box. We get there by having high expectations for individuals and the right level of support needed for each individual to thrive.



# S1 Behavior - Core Values

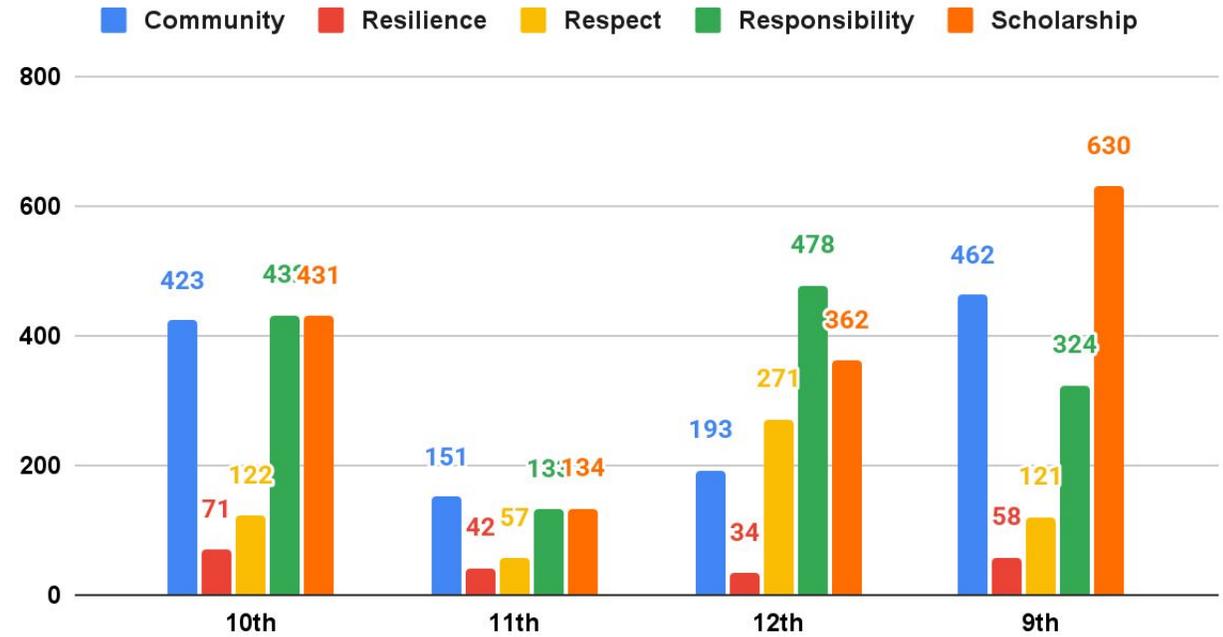


Core Values by Grade



## US

Core Values By Grade

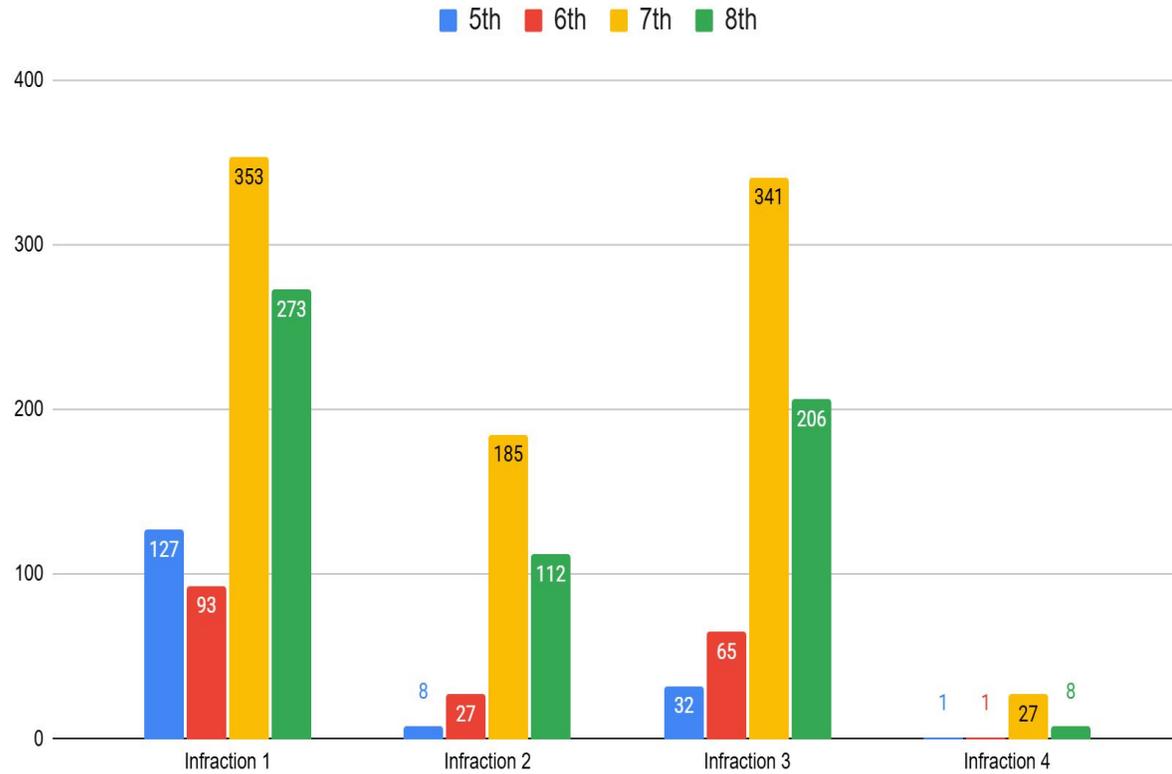




# S1 Behavior - Infractions

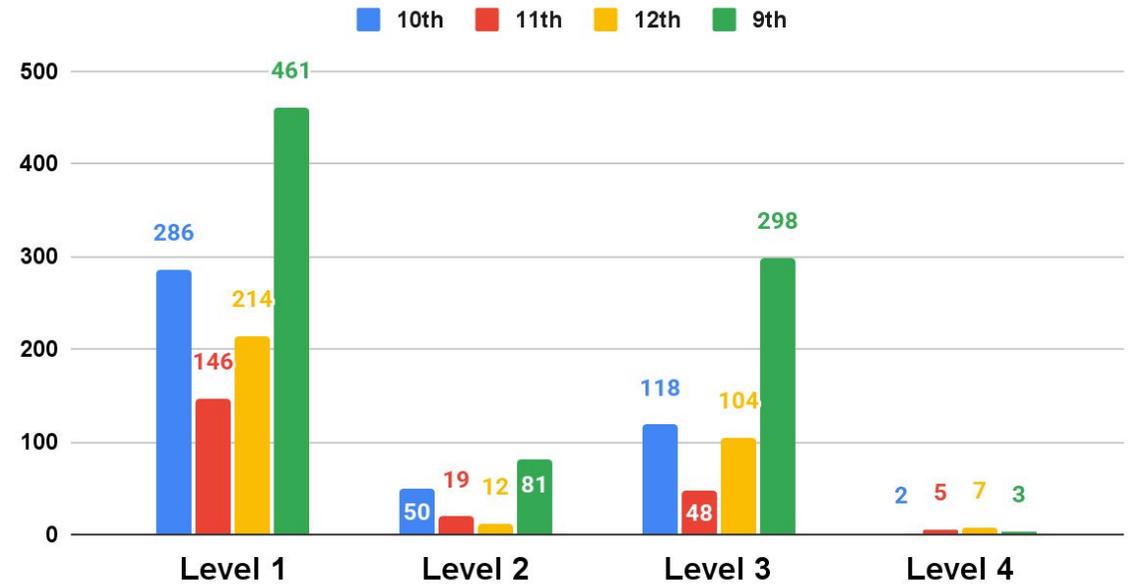
## MS

Infractions by Level



## US

US Infractions by Level

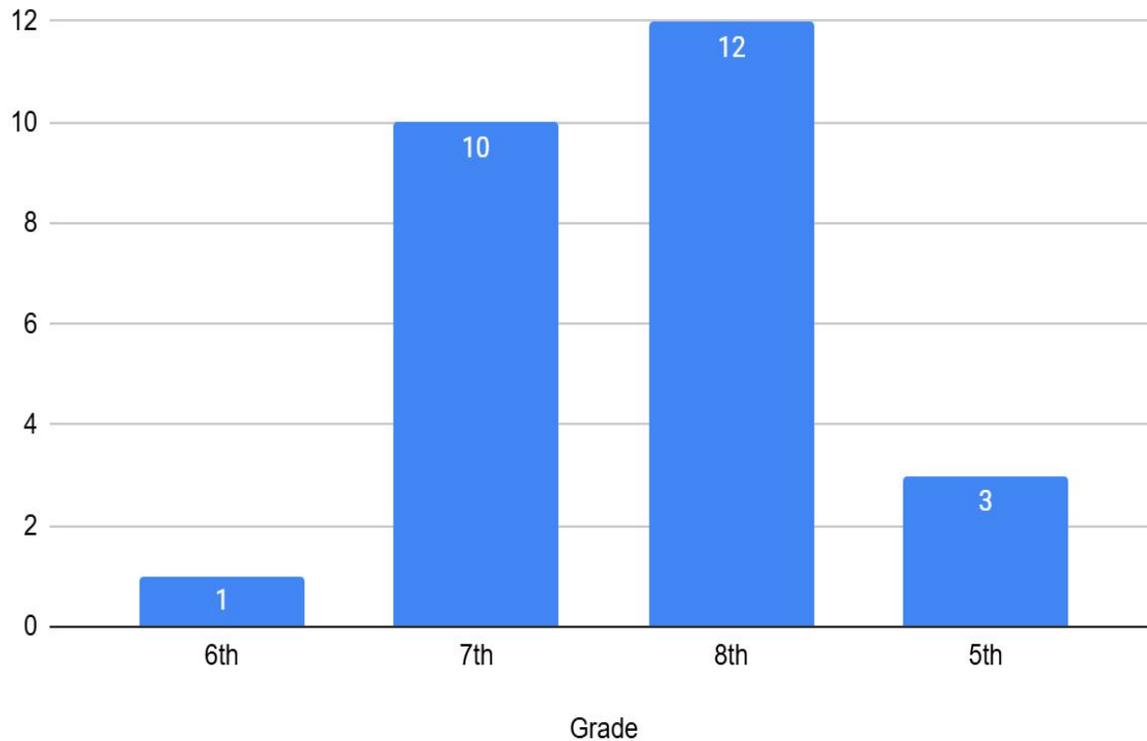




# S1 Behavior - Referral

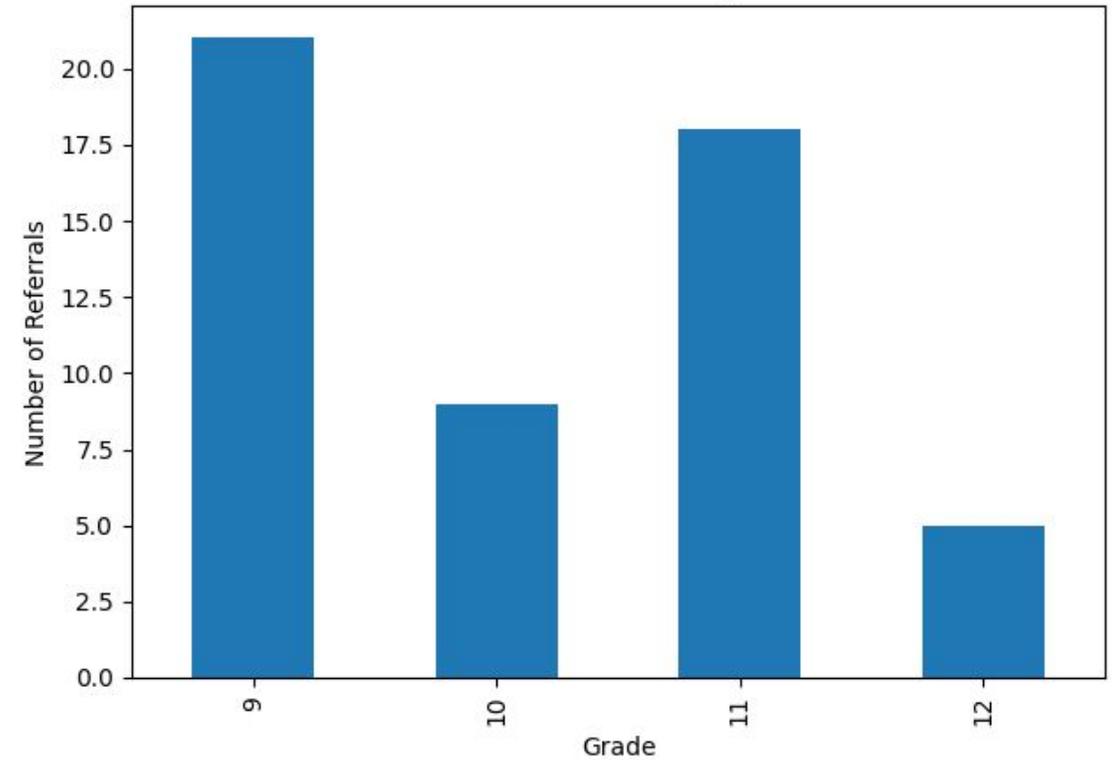
## MS

Referrals by Grade



## US

Number of Referrals by Grade





# S1 Behavior - Suspensions & OMC

## 24-25 SY Total Suspensions: 89 Schoolwide

- MS: 47
- US: 42

## 25-26 SY Total Suspensions: 13 Schoolwide

- MS: 10
- US: 3

## OMC To Date: 114 Total Incidents

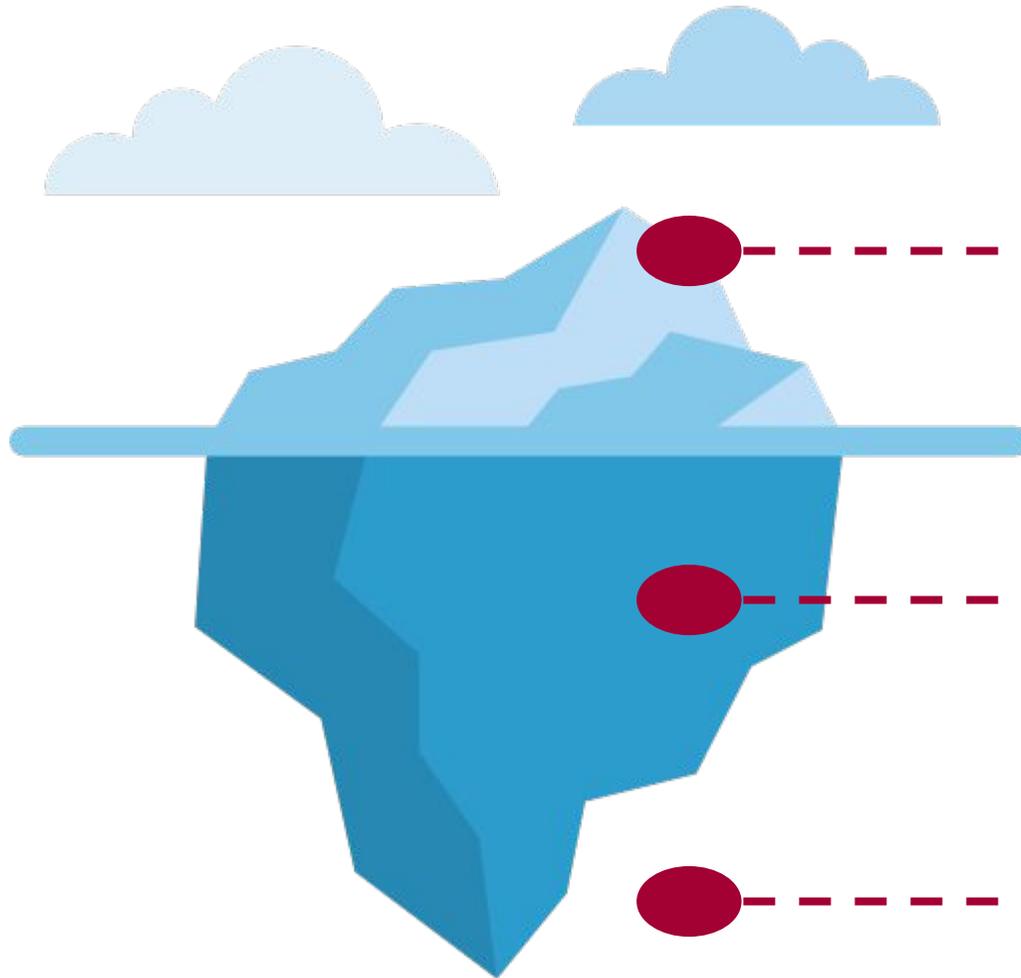
- MS: 86
- US: 28



# S1 Behavior - Activity: Stop and Jot

- Does this data reflect your **day-to-day** experience? Why or why not?
  - Core Values
  - Infractions
  - Referrals
  - *Suspensions & OMC*
- Identify 1 next step to either **reset or build momentum** for a stronger start, next week.

# Why It Matters



- Disrespect/Defiance
- Fights
- Conflict
- Power struggles/Non-compliance

- Culture of mistrust and low expectations
- Weak or strained relationships
- Kids as numbers
- Lack of student efficacy
- Students and parents/guardians being “managed”
- Lack of adult consistency
- Guilty-first approach
- Shame and exclusion

- Individual biases
- Systemic biases
- Microaggressions

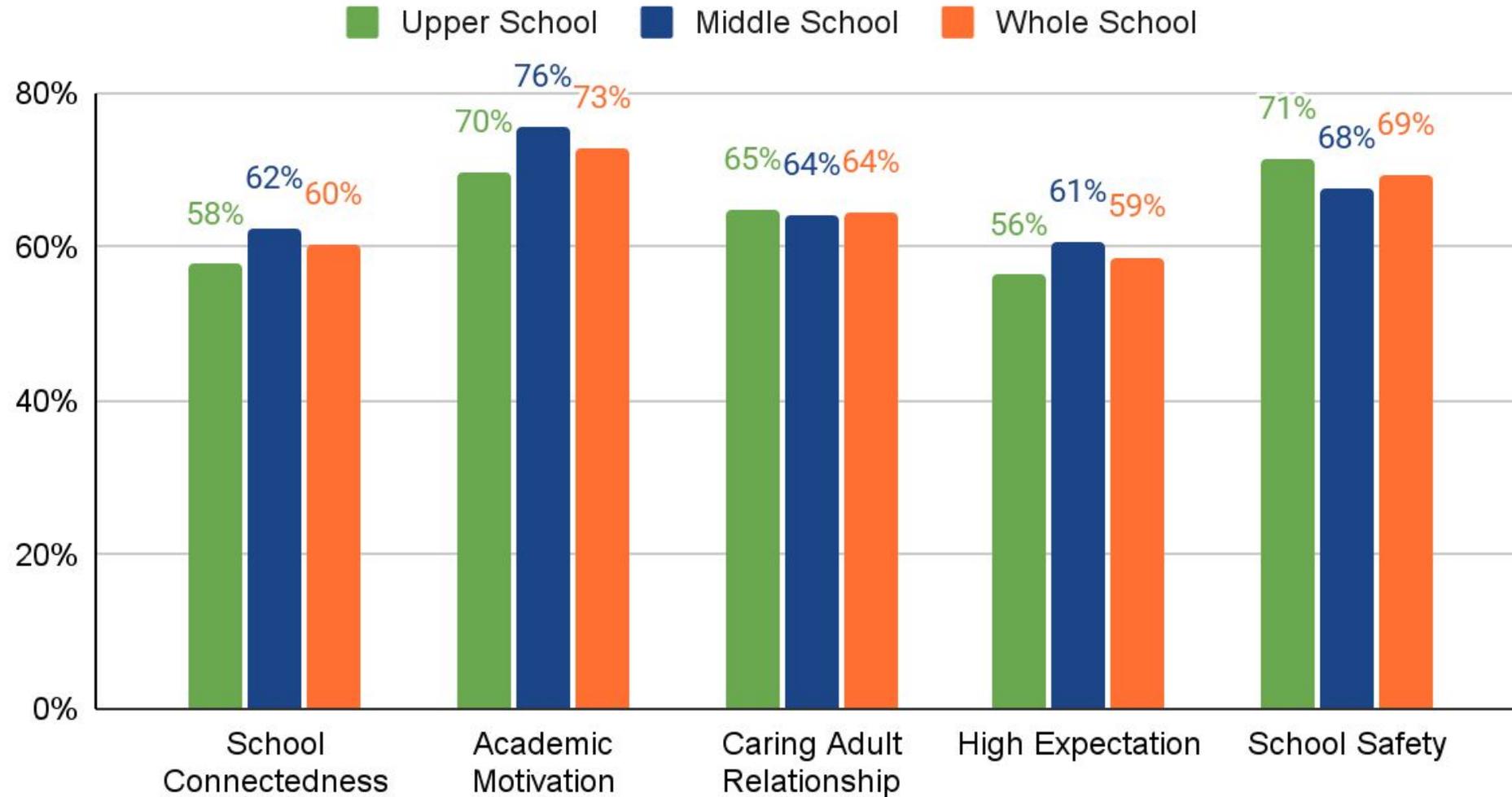
# Data Headlines - Student Survey



## Current Trends (Students)

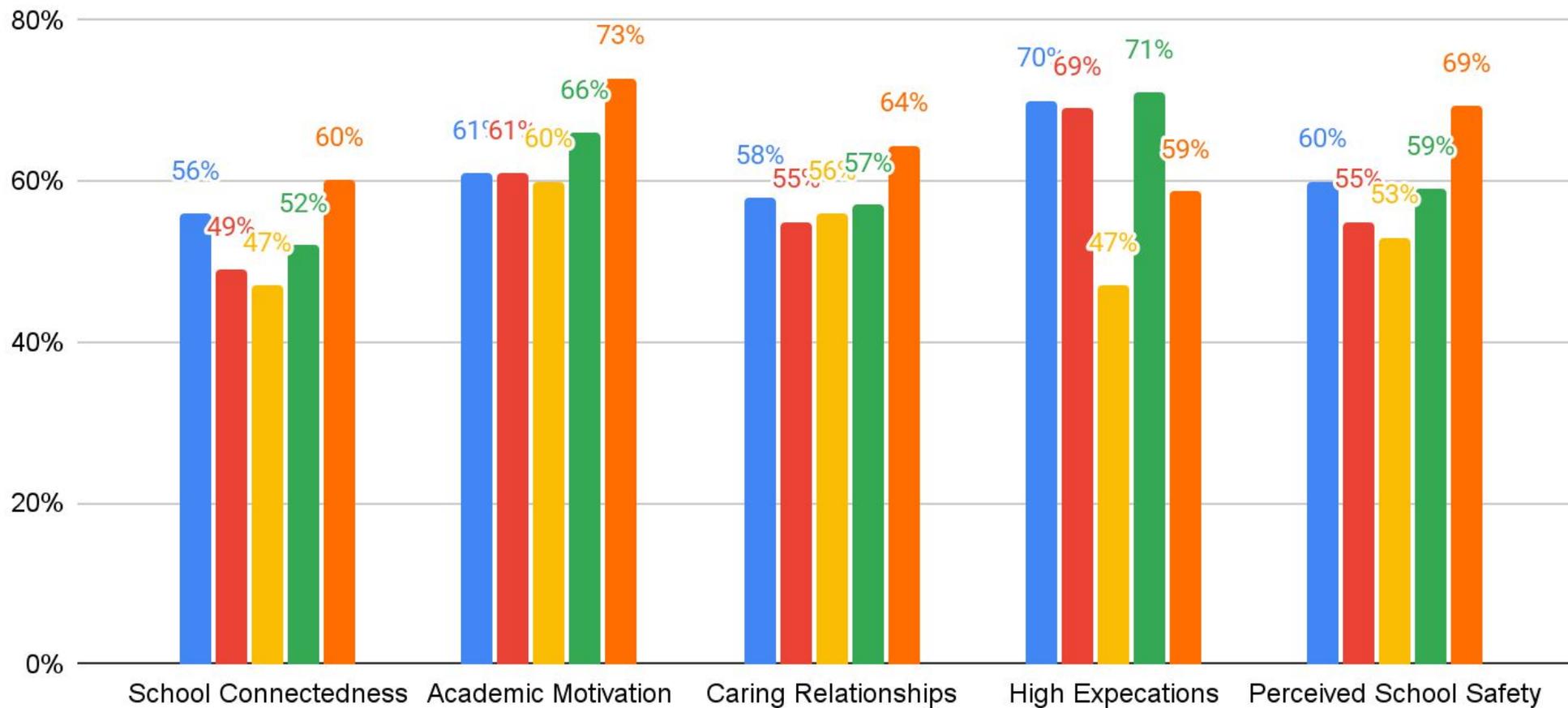
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## School Climate Survey Student Data, Oct 2025



## School Results, Overtime

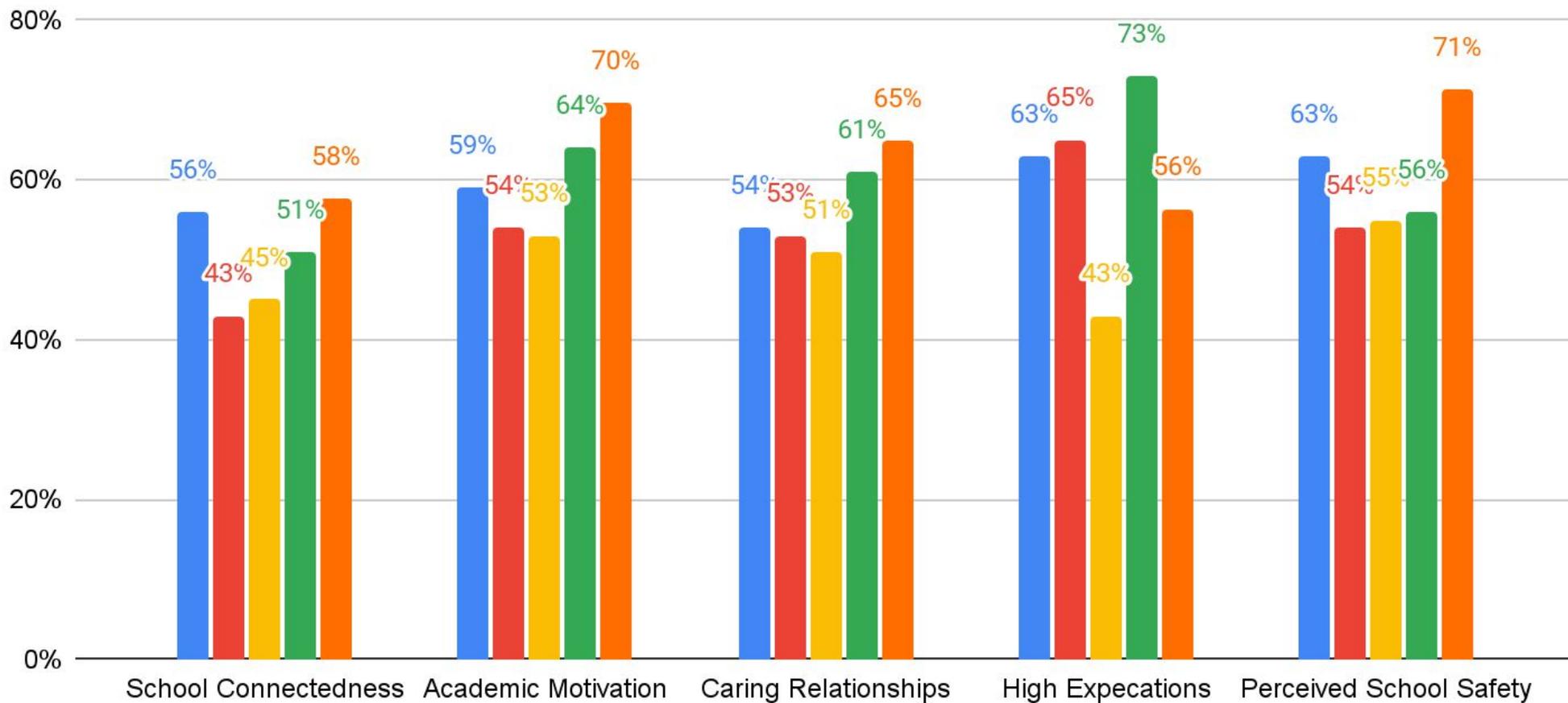
2021-2022 2022-2023 2023-2024 2024-2025 2025-2026



MWA Climate Survey for Students

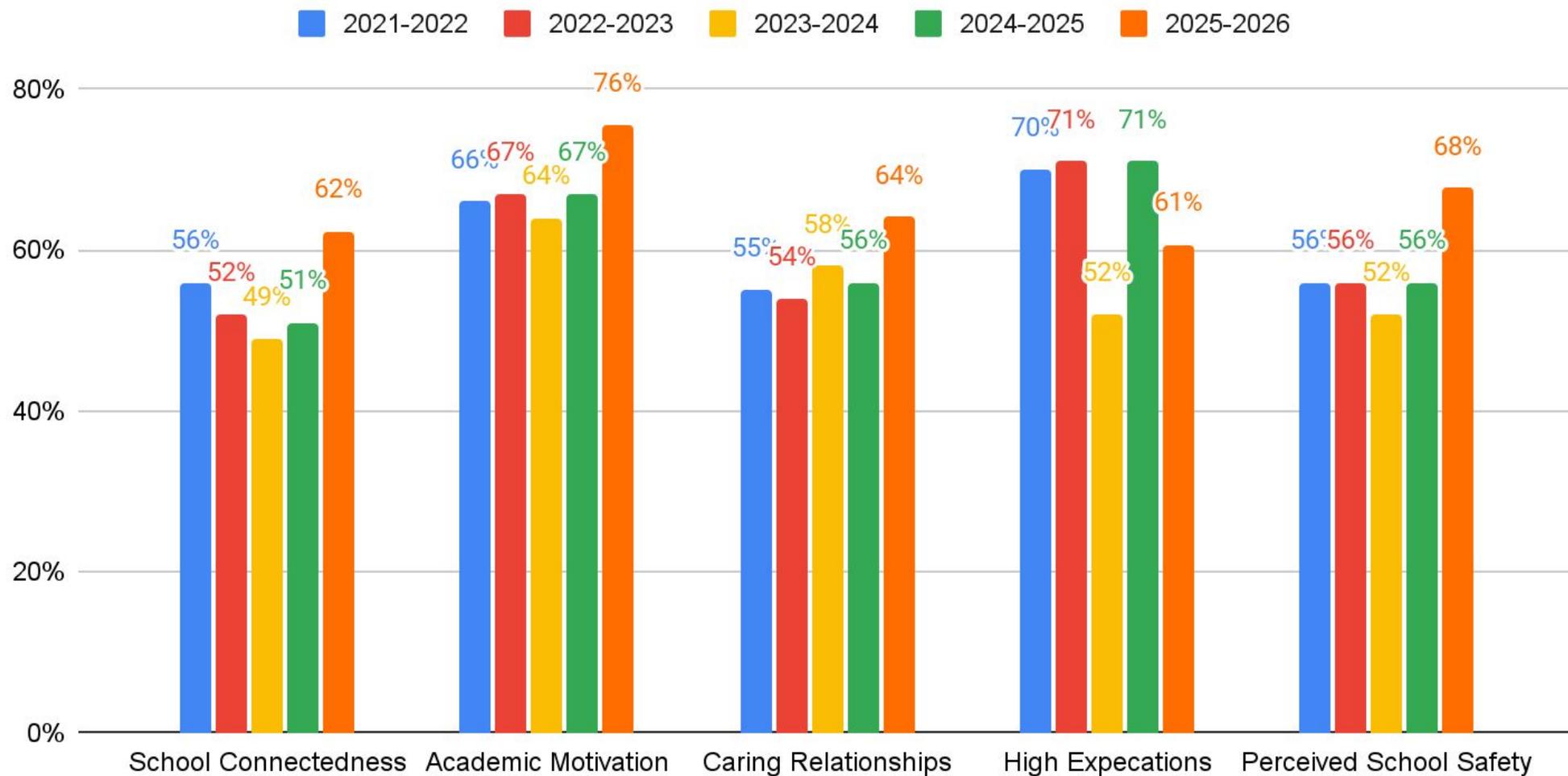
## Upper School Results, Overtime

2021-2022 2022-2023 2023-2024 2024-2025 2025-2026



MWA Climate Survey for Students

## Middle School Results, Overtime



MWA Climate Survey for Students

# Core Activity

## *“Best Practice? Policy? Or Neither?”*



*Learn. Graduate. Give Back.*

# Strong Start - Activity



## *Instructions.*



***Read the statement and “vote with your feet” on whether it reflects a “Best Practice, Policy, or Neither”.***

# Strong Start - Activity



***Revisiting Classroom Community Agreements and/or holding a Community Circle to revisit/discuss S2 needs.***



***Best Practice?***

***Policy?***

***Neither?***



# Strong Start - Activity



***Standing at the door to greet students and scan for uniform; give reminders for backpacks, materials, and electronics.***



***Best Practice?***

***Policy?***

***Neither?***



# Strong Start - Activity



***Writing a Securely Pass for a student to go to the restroom  
(after the first 10 minutes/before last 10 minutes).***



***Best Practice?***

***Policy?***

***Neither?***



# Strong Start - Activity



*Allowing students go to another classroom really quickly because they just need to turn something in really quick.*



*Best Practice?*

*Policy?*

*Neither?*



# Strong Start - Activity



***Parents/guardians are reached out to after the second time (infraction) a cell phone or electronic device is addressed.***



***Best Practice?***

***Policy?***

***Neither?***



# Strong Start - Activity



***A student shares with you that they're having a really hard time and sometimes can't concentrate, so you make a SS Referral.***



***Best Practice?***

***Policy?***

***Neither?***





# Strong Start Spotlights

## REPS Rockstars

- ***Carrasco, China, Fonseca & Valencia*** - Practice of lining students at door, greeting and giving verbal reminders on expectations
- ***Orona, Judy, Amey, Edison & McCowan*** - strong routine of greeting students at the door; doing uniform checks and scanning for general well being,
- ***Judy & Massa*** - Community Circle & Community Agreements discussion to foster belonging and shared accountability
- ***Edison, McCowan, Orlor*** - SMART Goals Activity & connection to student behaviors and decision-making
- ***Sanders, Waters, Kellner, Rivera, Flynn, Pascall, Muhammad*** - strong and accessible systems of accountability for students
- ***Campus Supervisors*** - consistent and accessible support and accountability with student safety



# Examples of Culturally-Responsive Classrooms

- Visual representation of cultural variety in all senses (ability, race, etc.). Textiles, artifacts.
- *Displayed student work that reflects diversity of talents, background, ability, and lenses*
- *Designated space for student inspiration (I.e. family pictures; life goals)*
- Utilization of designated spaces for student belongings
- Visual and relevant representation of variety of post-secondary options
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- Designated “cool off” or “relaxed-learning” areas (timed)
- Provides ways for **students to meet their needs** independently
- **Restorative Intervention and Community Building** (I.e. daily greetings, mindfulness moments, Community Circles, Check In/Check Out Procedures, opportunities for self-correction and redemption)



# Key Takeaways & Next Steps

- **High Expectations, High Support**
  - Strong REPS support school safety and sense of belonging.
    - Tier 1 Intervention - Proactive
- **Lean on Support**
  - GL Teams, Peers, Coaches, SSSD
- **Next week is a new opportunity!**
  - Reset or build momentum

# Thank You For Your Thoughtful Participation!

- Questions?
- Exit Ticket: [Survey](#)



# MWA Dean Department



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9th & 11th Grades



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10th & 12th  
Grades



**Dean Santos**  
Middle School



**Ms. Destiny**  
MS Student Support Services  
Assistant

# Tier 1 Interventions

## Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

## Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Take away unstructured or free time

## Praise

- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

## Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

## Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Behavior Rubric
- Break down assignment
- Break down directions
- Call on student frequently
- Clear and concise directions
- Color coded folders
- Count to 10
- Daily planner
- Deep breathing
- Draw a picture or write in a journal
- Encourage interaction with a more self confident student
- Engage student
- Explain assignment
- Explain directions
- Frequent eye contact
- Frequent home contact
- Give choices
- Have student repeat directions back
- Headphones
- Helping Students With Home Work
- Help student start assignment
- Ignore

## Other Cont'd

- Non verbal cues
- Organize materials daily
- Pause before giving a direction
- Provide a container for the student's belongings
- Proximity to students
- Reassurance
- Redirection
- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules
- Speak in calm and neutral tone
- Speak with student in hallway
- Stand while working
- Start Commands
- Stop, Walk, Talk
- Stress ball or fidget
- Talk one on one with student
- Talk Ticket
- Talk to parent
- Teach conflict resolution skills
- Teach coping skills
- Teach organizational skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Teach substitute words
- Touch base with student
- Touch student on shoulder
- Turn desk around
- Use calm neutral tone
- Use seating disk



**S2 Strong Start:**  
*Re-establishing Connections & Bridging  
with Families*

**Ahja D. Moore - Director of Student Support Services**



**Learn. Graduate. Give Back.**

WHO'S  
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FOR A

# GREAT YEAR



# LCAP/WASC Goals

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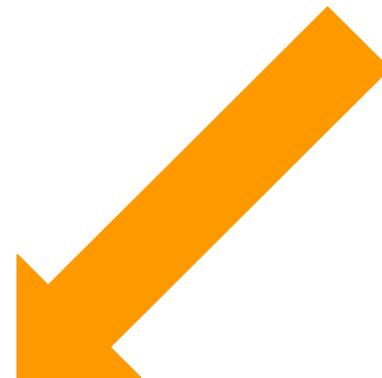
Parent Involvement



Student Engagement



School Climate



# Objectives

## ASWBAT:

- Review S2 behavior data and identify trends from the first month back
- Strengthen alignment between behavior *trends* and S2 *Strong Start* priorities
- Determine when parent/guardian outreach happens as a proactive support strategy
- Practice initiating parent/guardian phone calls to bridge with our families

# Connector - Think, Pair, Share

Think about a **significant moment you had at school/school event during your K-12 experience**. Now reflect on the following:

- *Was outreach home made?*
- *What might have changed if outreach home had looked different?*

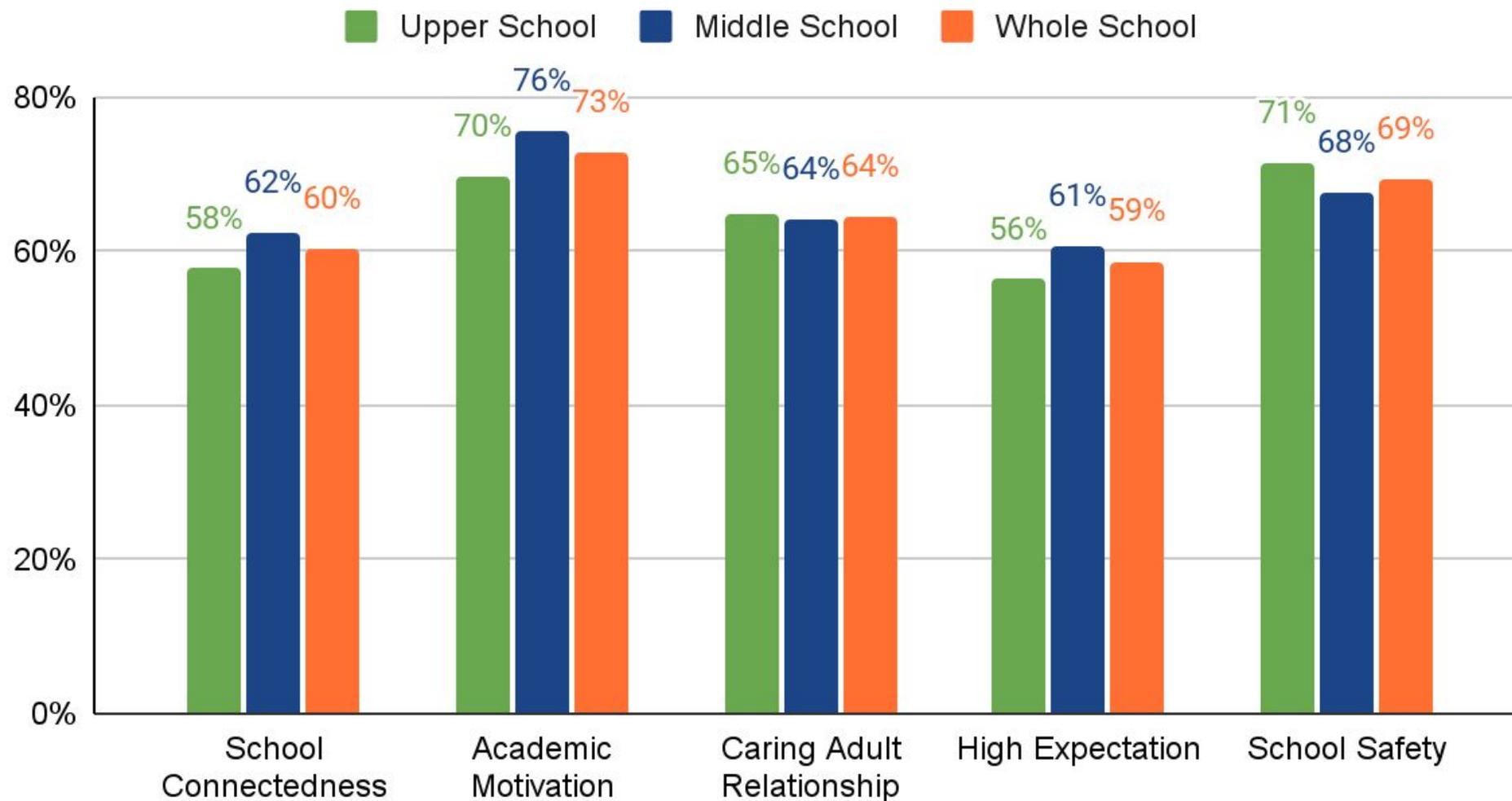




# Student Survey Spotlight

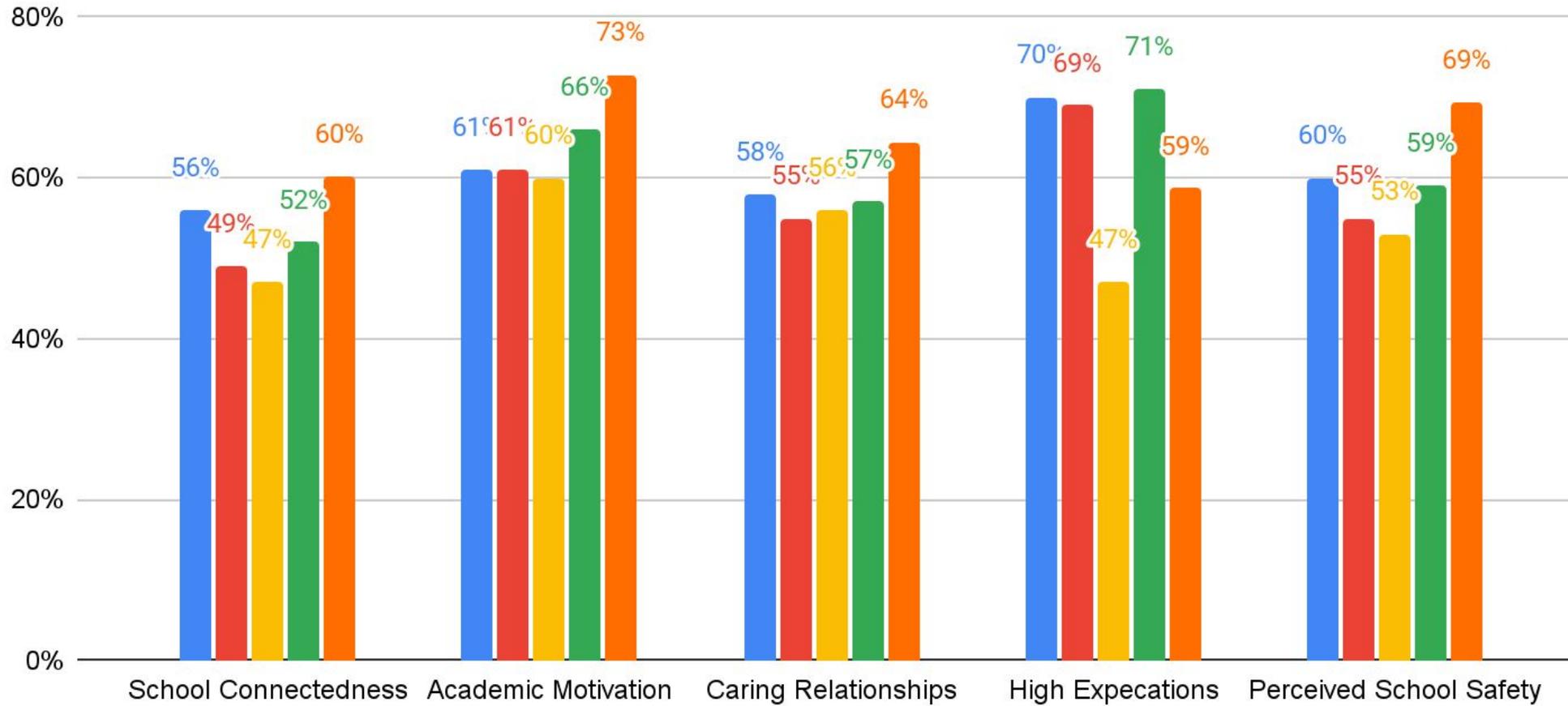
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## School Climate Survey Student Data, Oct 2025



## School Results, Overtime

2021-2022 2022-2023 2023-2024 2024-2025 2025-2026



MWA Climate Survey for Students



# Core Values

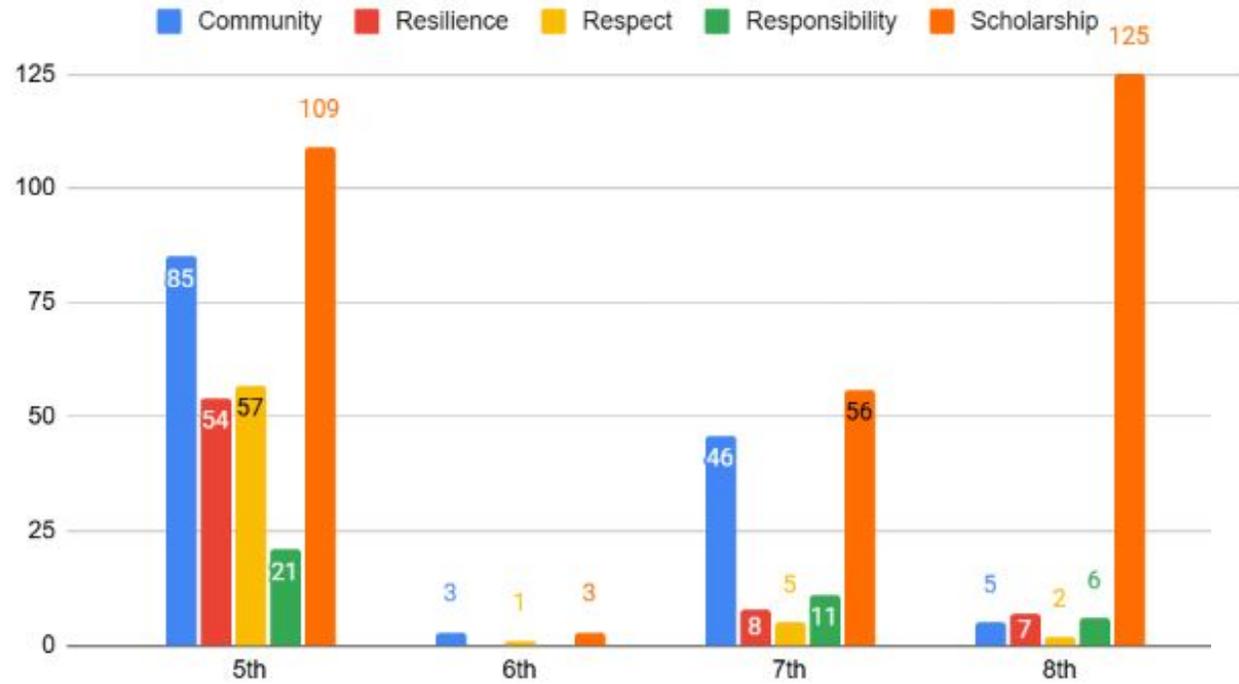
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- **Responsibility:** We have integrity; we are accountable for our decisions and actions and their impact on self and community.
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# S2 Behavior At A Glance

# January - Core Values

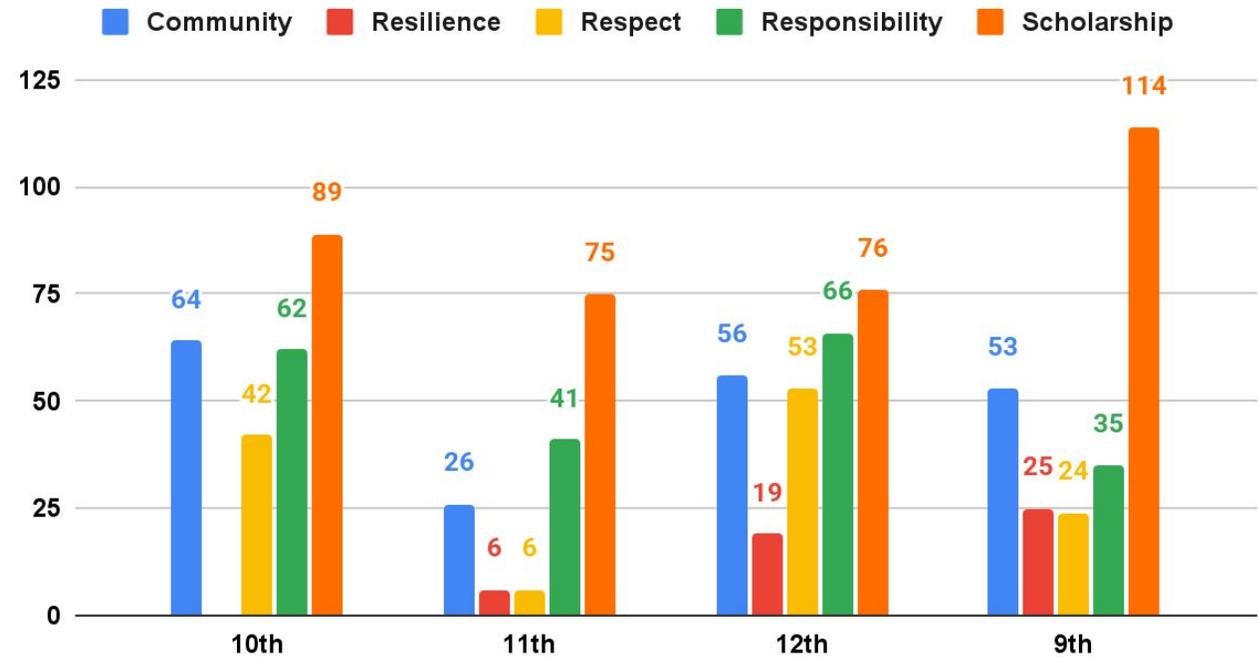


## January Core Values by Grade



US

## January Core Values





# S2 Behavior - Top Infractions

## MS

- *Uniform*
- *Classroom Disruption*
- *Disrespect/  
Non-Compliance*

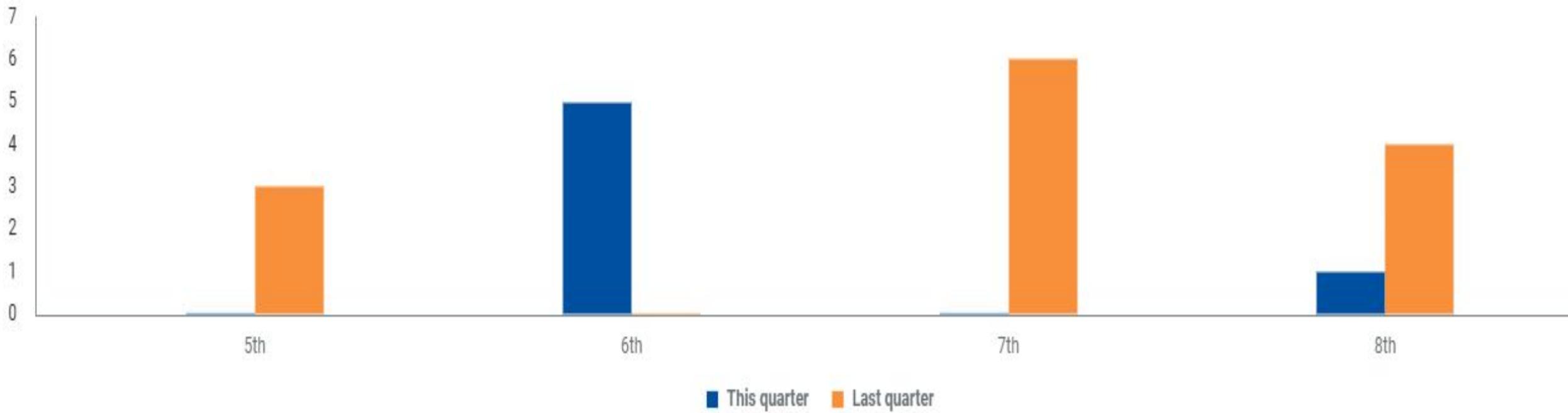
## US

- *Cellphone*
- *Being Off Task*
- *Horseplay/Play Fighting*



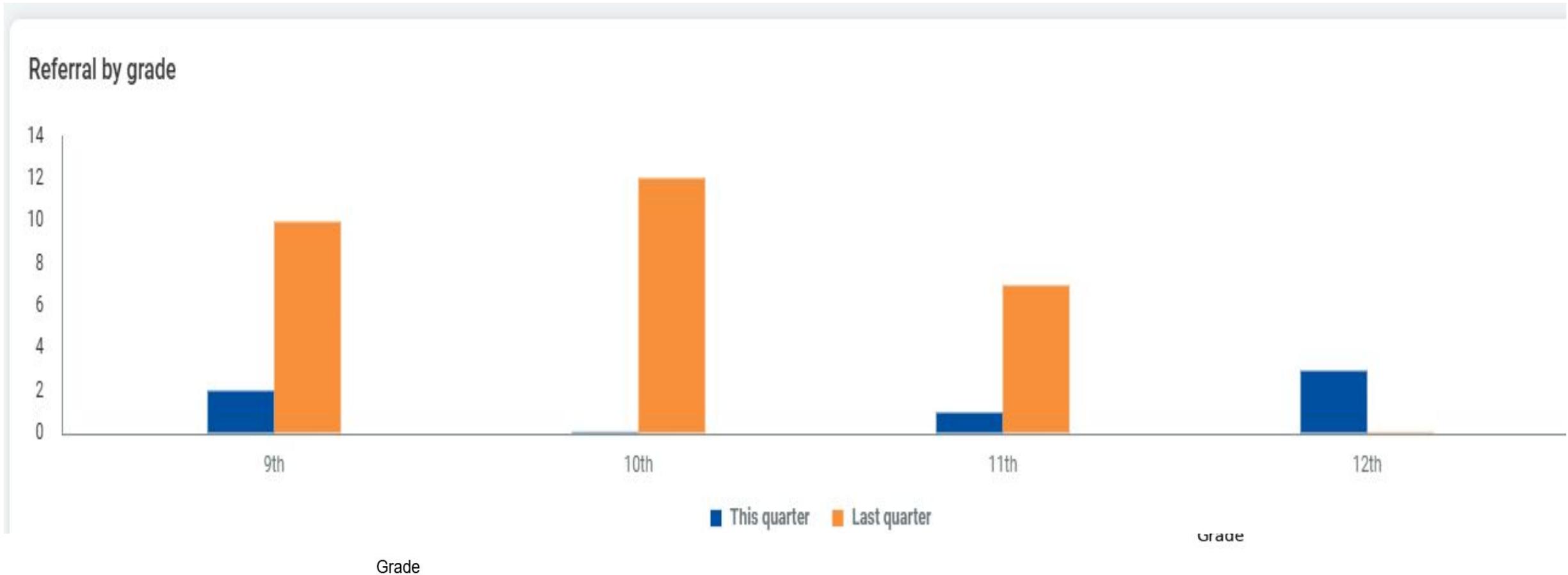
# S2 Behavior - MS Referrals

Referral by grade





# S2 Behavior - US Referrals





# Suspensions & OMC - To Date

## 24-25 SY Total Suspensions: 97 Schoolwide

- MS: 45
- US: 52

## 25-26 SY Total Suspensions: 13 Schoolwide

- MS: 10
- US: 3

## OMC To Date: Total 137 Incidents

- MS: 117
- US: 20



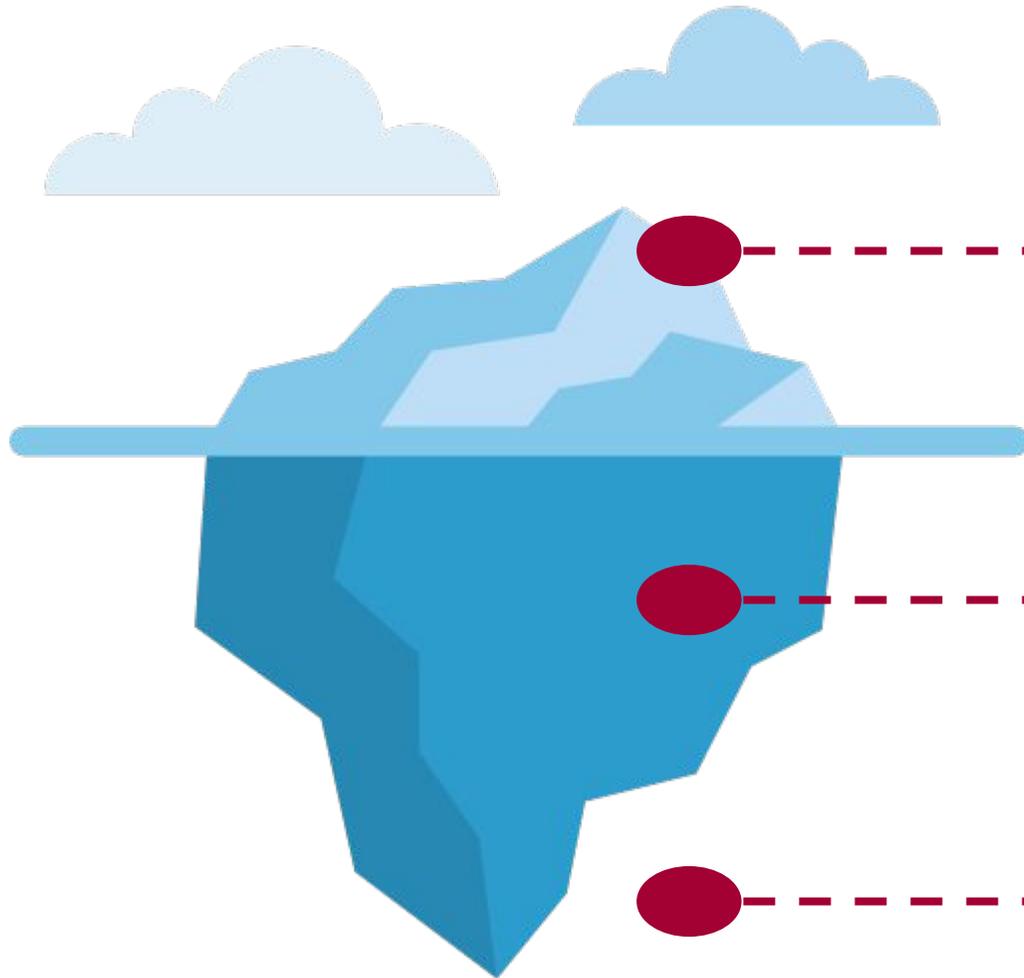
# S2 Behavior - Activity: Stop and Jot

Consider our first month's behavior (and academic) data.  
Now, **reflect on where you're at in your S2 Strong Start goals:**

- *Improving Transitions (In and out, between activities)*
- *Community Agreement or behavior resets*
- *Stronger connections w/specific students*
- *High(er) Expectations and holding the line*



# Why It Matters

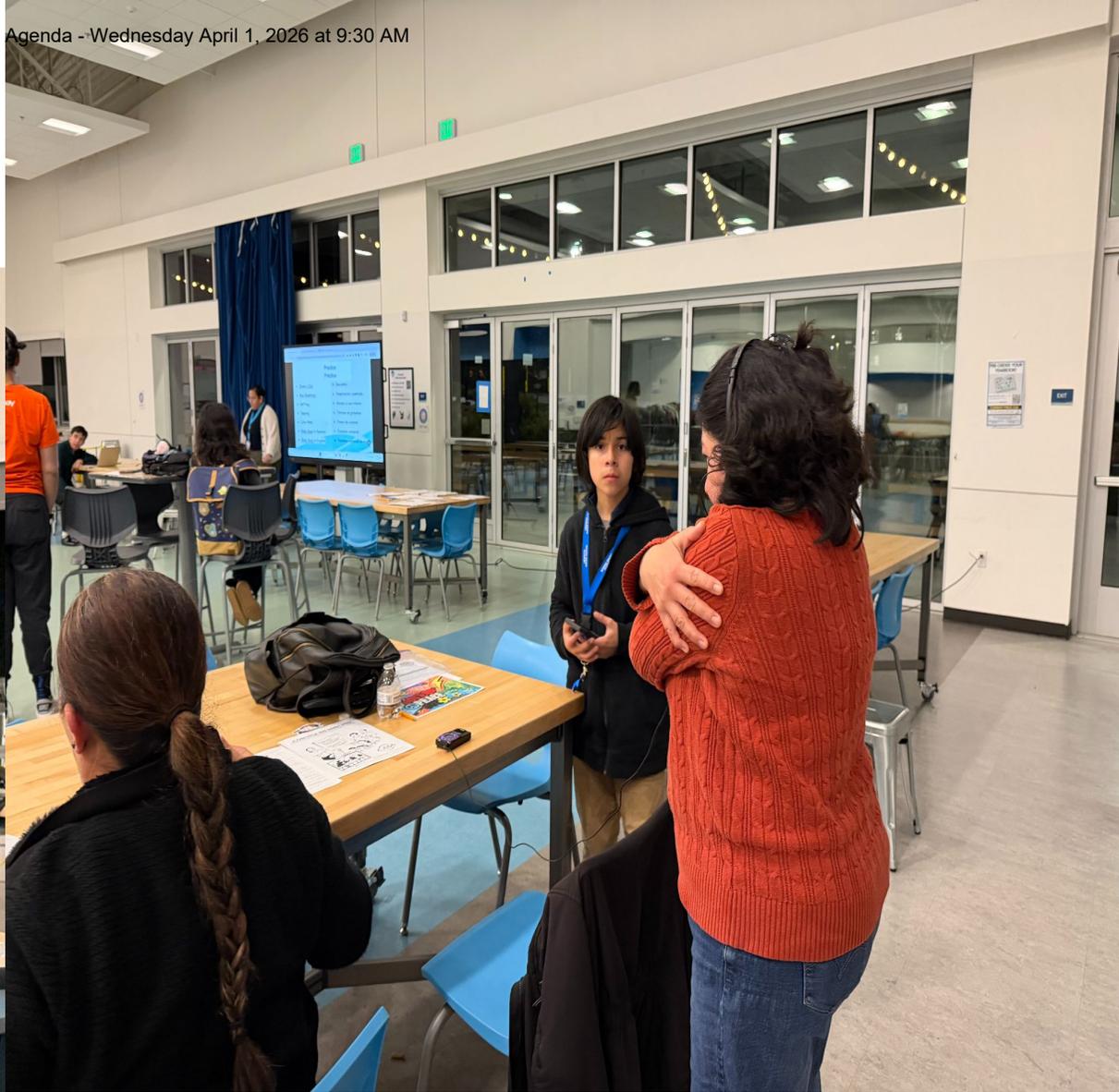


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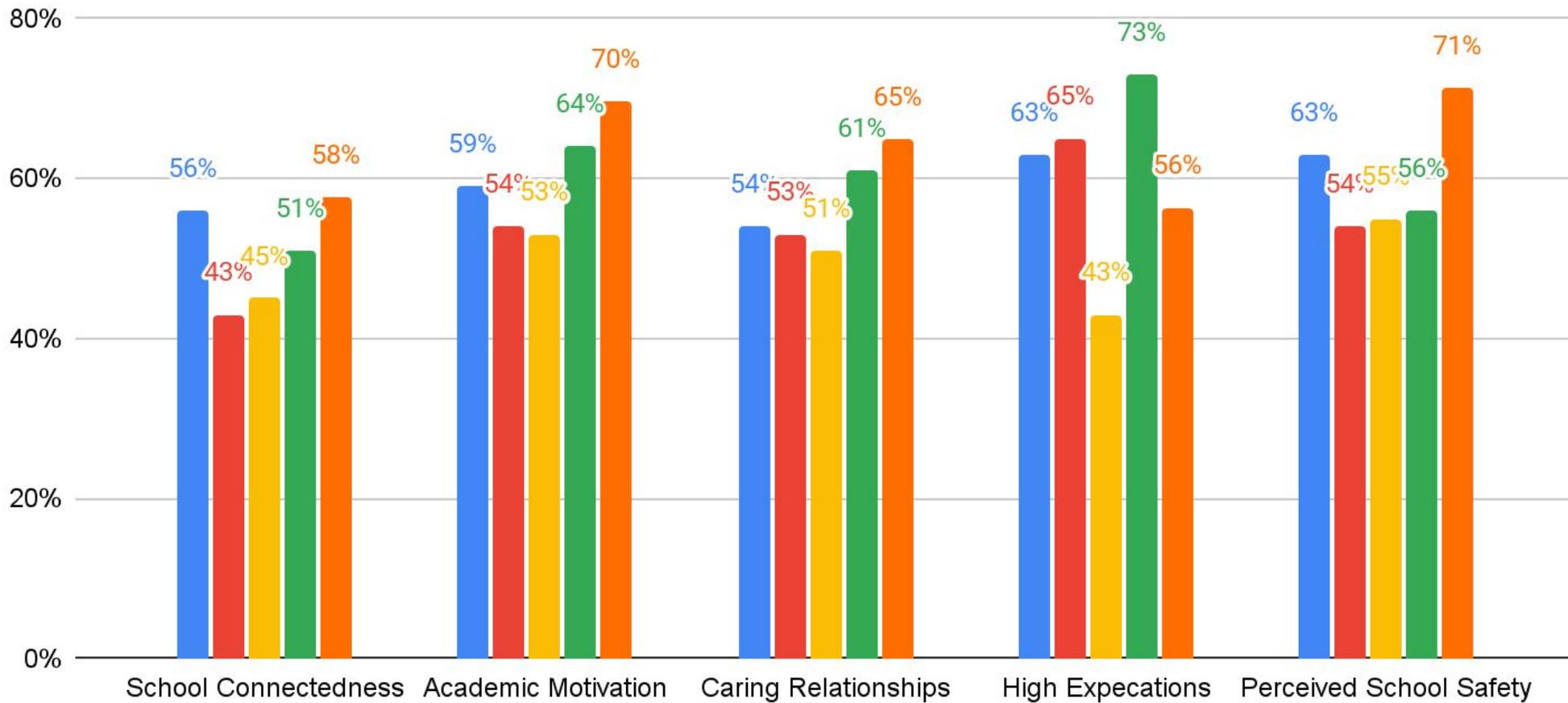
# Best Practice - Family Outreach

- Evidenced-based intervention to drive positive student outcomes
- Proactive invitation to partner
  - *Builds momentum on aligned behaviour; addresses challenges early*
- Creates a culture of accountability and trust
- Bridges information gaps between family and school



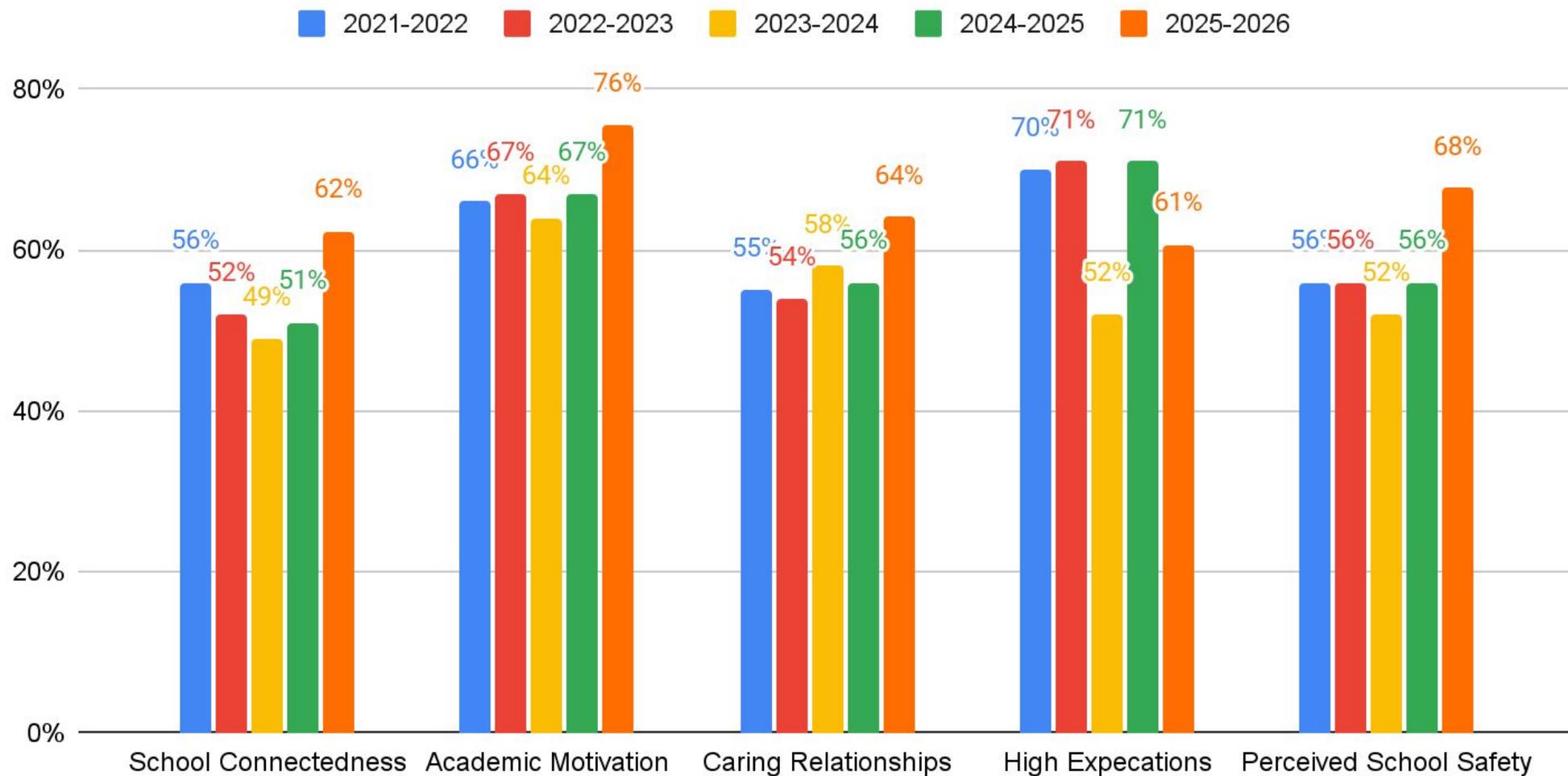
## Upper School Results, Overtime

■ 2021-2022 ■ 2022-2023 ■ 2023-2024 ■ 2024-2025 ■ 2025-2026



MWA Climate Survey for Students

## Middle School Results, Overtime



MWA Climate Survey for Students

# Independent Read

- [Article](#) (pgs.13-14)
- Themes, “Ah-ha! moments, Pushes?”



# Best Practice - Family Outreach

*Family outreach helps drive positive student outcomes.*

## *Reasons to Call Home:*

- *Reacquaint Yourself*
- *Celebrate Achievements*
- *Highlight Challenges*
  - *Emerging patterns behavior vs. established patterns of behavior*
- *Learn more*
  - *Strategies at home, changes in routine, etc.*
- *Request Support and Partnership*
  - *Have An Ask!*



# Best Practice - Family Outreach

## *What usually gets in the way?*

- *Anxiety, unfamiliarity w/student or guardian*
- *Negative perception of student, family*
- *Time*
- *Inexperience or low skill*
- *Low belief in student's ability to change or low will*



# Turn and Talk

***Which resonates the most with you?***



***What usually gets in the way?***

- *Anxiety, unfamiliarity w/student or guardian*
- *Negative perception of student, family*
- *Time*
- *Inexperience or low skill*
- *Low belief in student's ability to change or low will*

# The Social Discipline Window

High

Expectations

High challenge/expectations  
Low support/care

Adult = Authoritarian  
Culture = Conform/rebel  
Brain State = Anxious

TO

High challenge/expectations  
High support/care

Adult = Authoritative  
Culture = Innovative  
Brain State = Relaxed

WITH

Low challenge/expectations  
Low support/care

Adult = Neglectful  
Culture = Indifferent  
Brain State = Neglected

NOT

High Support/care  
Low challenge/expectations

FOR

Adult = Permissive  
Culture = Confused  
Brain State = Passive

Low

Low

Support

High

Restorative approaches sit in the top right **WITH** box. We get there by having high expectations for individuals and the right level of support needed for each individual to thrive.



# Core Activity - “Challenge by Choice”



Learn. Graduate. Give Back.

# Instructions

**Based on where you're at with family outreach, choose to either:**

- 1) Create/review list of student names to call home **and add your resource** [\*\*HERE\*\*](#)
- 2) Review the resources and practice (role play) your call home.



# Family Outreach - Resources

- [\*Phone Call Home Script 1\*](#)
- [\*Phone Call Home Script 2\*](#)
- [\*Parent Square Messaging Strategy & Language\*](#)
- [\*Family Outreach Resource Bank \(Add Yours Here\)\*](#)



# ole Group rief

## How was that process for you?

- *What did you notice?*
- *Strategies to offer?*

# Key Takeaways & Next Steps

- **High Expectations, High Support**
  - Family outreach drives positive student outcomes
  - Emerging vs. Established Patterns
  - Celebrations
- **Schedule it in advance and strategize; document.**
  - *Protip: Strategize with Grade Level Teams*
- **Use Your Resources**
  - [Family Outreach Resource Bank](#)
  - SSSD

# Objectives

## ASWBAT:

- Review S2 behavior data and identify trends from the first month back
- Strengthen alignment between behavior *trends* and S2 *Strong Start* priorities
- Determine when parent/guardian outreach happens as a proactive support strategy
- Practice initiating parent/guardian phone calls to bridge with our families

# Thank You For Your Thoughtful Participation!

- Questions?



# MWA Dean Department



**Dean Fuentes**  
9th & 11th Grades



**Dean Wilson**  
5th - 8th  
Grade MS  
Lead



**Ms. Anisha**  
US Student Support Services  
Assistant



**Dean Sarmiento**  
10th & 12th  
Grades



**Dean Santos**  
Middle School



**Ms. Destiny**  
MS Student Support Services  
Assistant



# Examples of Culturally-Responsive Classrooms

- Visual representation of cultural variety in all senses (ability, race, etc.). Textiles, artifacts.
- *Displayed student work that reflects diversity of talents, background, ability, and lenses*
- *Designated space for student inspiration (I.e. family pictures; life goals)*
- Utilization of designated spaces for student belongings
- Visual and relevant representation of variety of post-secondary options
- Clear display of classroom policies, procedures, and Charters/Community Agreements
- **Utilization of trauma-informed practices** (creating routines that allow students to show up as authentic self and ask for additional support, when needed)
- **Structured, organized** space (promotes stability and safety)
- Designated “cool off” or “relaxed-learning” areas (timed)
- Provides ways for **students to meet their needs** independently
- **Restorative Intervention and Community Building** (I.e. daily greetings, mindfulness moments, Community Circles, Check In/Check Out Procedures, opportunities for self-correction and redemption)



# Tier 1 Interventions

## Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

## Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Take away unstructured or free time

## Praise

- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

## Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home

## Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Behavior Rubric
- Break down assignment
- Break down directions
- Call on student frequently
- Clear and concise directions
- Color coded folders
- Count to 10
- Daily planner
- Deep breathing
- Draw a picture or write in a journal
- Encourage interaction with a more self confident student
- Engage student
- Explain assignment
- Explain directions
- Frequent eye contact
- Frequent home contact
- Give choices
- Have student repeat directions back
- Headphones
- Helping Students With Home Work
- Help student start assignment
- Ignore

## Other Cont'd

- Non verbal cues
- Organize materials daily
- Pause before giving a direction
- Provide a container for the student's belongings
- Proximity to students
- Reassurance
- Redirection
- Reduce assignment
- Reflective listening
- Review PBIS expectations and rules
- Speak in calm and neutral tone
- Speak with student in hallway
- Stand while working
- Start Commands
- Stop, Walk, Talk
- Stress ball or fidget
- Talk one on one with student
- Talk Ticket
- Talk to parent
- Teach conflict resolution skills
- Teach coping skills
- Teach organizational skills
- Teach relationship skills
- Teach relaxation techniques
- Teach social skills
- Teach substitute words
- Touch base with student
- Touch student on shoulder
- Turn desk around
- Use calm neutral tone
- Use seating disk

# Coversheet

## Goal 1: Support for All Learners

**Section:** V. Curriculum and Instruction Review  
**Item:** A. Goal 1: Support for All Learners  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** CIRAC - MS Curriculum SY 26\_27.pdf

**BACKGROUND:**

Information in the slides shown during the meeting.

# 2026/2027 Curriculum & Textbooks as of 3/23/26

## Middle School Curriculum Renewal for 2026/2027

---

I am sharing our curriculum and instructional support requests for the middle school for the upcoming school year. These recommendations reflect what has worked well this year, along with targeted additions to ensure all students continue to thrive academically.

We are continuing our core programs in ELA (Fishtank/Springboard), History (National Geographic), Math (Open Up, 5th–8th), Science (Open SciEd), and ELD (English 3D). Students will also receive supplemental support in literacy and mathematics through IXL to provide additional scaffolding and enrichment as needed.

Thank you for your consideration and support.

Ms. Bakheit

---

**ELA:** Continue with Fishtank/Springboard as the core curriculum

- Use IXL ELA as supplemental instructional support for independent student learning, Standards reinforcement & SBAC Prep

**Math:** Continue with Open Up 5th–8th

- Use IXL Math as supplemental instructional support for independent student learning, Standards reinforcement, SBAC Prep
- Desmos Subscription Renewal & Expansion for 7th & 8th grades

**History:** Continue with National Geographic curriculum

**Science:** Continue with Open SciEd (no cost)

**ELD:** Continue with English 3D Curriculum: [Link for more information](#)

**IXL:** We plan to continue IXL as a supplemental instructional tool for ELA and Math for grades 5–8 (*quotes pending*).

# Coversheet

## Goal 2: College and Career Readiness

**Section:** V. Curriculum and Instruction Review  
**Item:** B. Goal 2: College and Career Readiness  
**Purpose:** Discuss  
**Submitted by:**

**BACKGROUND:**

Topics discussed in the slides in the meeting.

# Coversheet

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

**Section:** V. Curriculum and Instruction Review  
**Item:** C. LCAP/WASC Goal 3: Diversity, Equity, and Inclusion  
**Purpose:** Discuss  
**Submitted by:**

### BACKGROUND:

Topics to be covered and pre-reading include:

- SPED Strategic Pillars and Academic Impact
- Student Support: Staff PD
- Pre-Reading
  - Required CIRAC SPED Pre-Read\_03242026
    - Optional CIRAC SPED Pre-Read\_03242026
  - Required Pre Read SSSD CIRAC Report\_3.24.26
    - Optional Behavior Spotlight & Tier 1 Intervention Spotlight
    - Optional S2 Strong Start
    - Optional S2 Strong Start\_ Re-establishing Connections & Bridging with Families

# Coversheet

## Day of Slides

**Section:** VI. Closing Items  
**Item:** D. Day of Slides  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Spring 2026 CIRAC\_Final.pdf



# Spring 2026 CIRAC & WASC Committee

Date: April 1, 2026



*Learn. Graduate. Give Back.*

# Welcome and Introductions



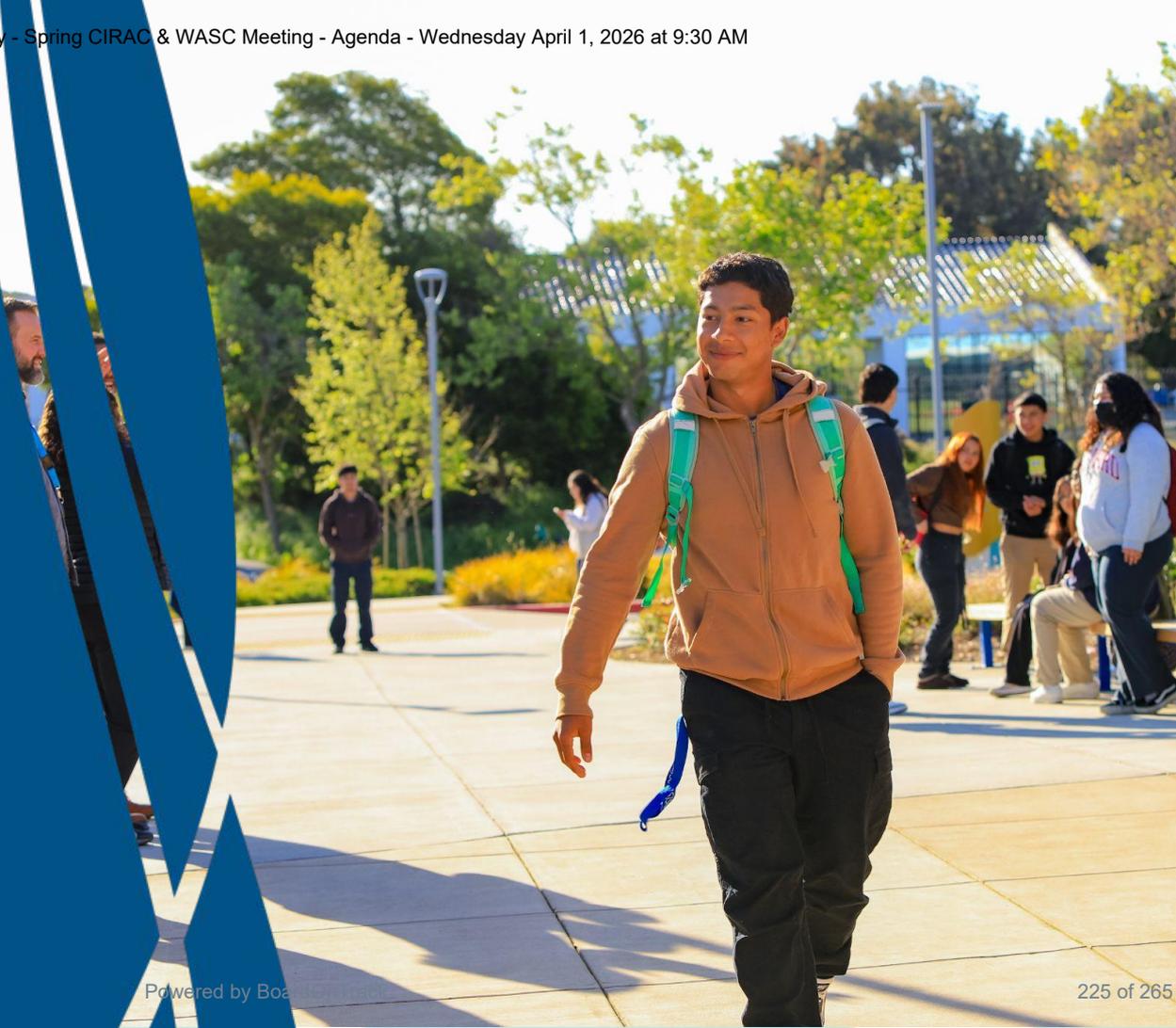
# Public Comment



# Agenda

- WASC Prep/LCAP
- Q&A on Pre-Read
- Break
- **Goal 1: Support for All Learners**
- **Goal 2: College and Career Readiness**
- **Goal 3: Diversity, Equity, and Inclusion**
- Close
- Exit Tickets

# WASC Prep & LCAP





# WASC Process Reminder



## 1. Data & Feedback Collection

We spent the fall looking at our data and seeking feedback from all parts of the community - staff, students and families.



## 2. Comprehensive Self-Study

We conducted a self-review aka Self-Study across different areas as directed by the WASC process (organization, leadership, curriculum, climate, etc).



## 3. WASC Action Plan Development

Based on our findings, we found areas of strength, areas for growth and growth and from that developed goals and metrics aka our WASC Action Plan.



# Current LCAP/WASC Goals

# 1

## Support for All Learners

Develop and refine vertically-aligned programs to support all learners.

LCFF State Priorities:



# 2

## College & Career Readiness

Refine holistic support for college and career readiness that build all students' capacity for graduation and success beyond high school.

LCFF State Priorities:



# 3

## Diversity, Equity, & Inclusion

Create a safe, inclusive, and high-performing environment for all students and adults that are informed through the lens of diversity, equity, and inclusion.

LCFF State Priorities:



# Preliminary Goals Post-Visit



## Goal 1: Support for All Learners

**Strategic Focus:** Systemic Equity, Vertical Alignment, and Tier 1 Proficiency

**The Goal:** Close the achievement gap for all students—especially English Learners and Students with Disabilities—by standardizing our best teaching methods and aligning them across all grade levels.



## Goal 2: College and Career Readiness

**Strategic Focus:** Pathway Value, Rigor, and Documented Excellence

**The Goal:** Foster a culture of "attainment" where every student graduates with tangible wins—strengthening our Career & Technical Education programs and recognizing SAT/AP milestones as clear evidence of college and career readiness.



## Goal 3: Community Engagement and Climate

**Strategic Focus:** Systemic Belonging, Safety as a Lever for Rigor, and Family Partnerships

**The Goal:** Build on our culture of safety by turning our best "Success Audit" insights into everyday practice and investing in proactive, "upstream" support that ensures every student feels seen, safe, and supported.



# Action Plan Discussion

**Looking at our three strategic pillars—*Support for All Learners, College/Career Readiness, and Community Engagement and Climate*—do these feel like the right 'levers' to close the achievement gap?**



**More importantly, do the metrics we've selected (*like State Dashboard ratings and AP milestones*) actually tell the story of student success that this committee wants to see?**



# Looking Forward To

## Highlights about our visit include:

- Student-lead tours 
- Waves Connect 
- No Sunday dinner 
- All visiting committee members are from charters 



# Visiting Team



**Laura Bariel**

Teaching and Learning Director  
Natomas Charter School



**Miranda Thorman**

Executive Director  
East Bay Innovation Academy



**Nathan Winchell**

Director of School Culture  
Ceiba College Preparatory  
Academy



**Jeff Kirchner**

Principal/Superintendent  
Hume Lake Charter School

# Q&A on Pre-Read



# Goal 1: Support for All Learners





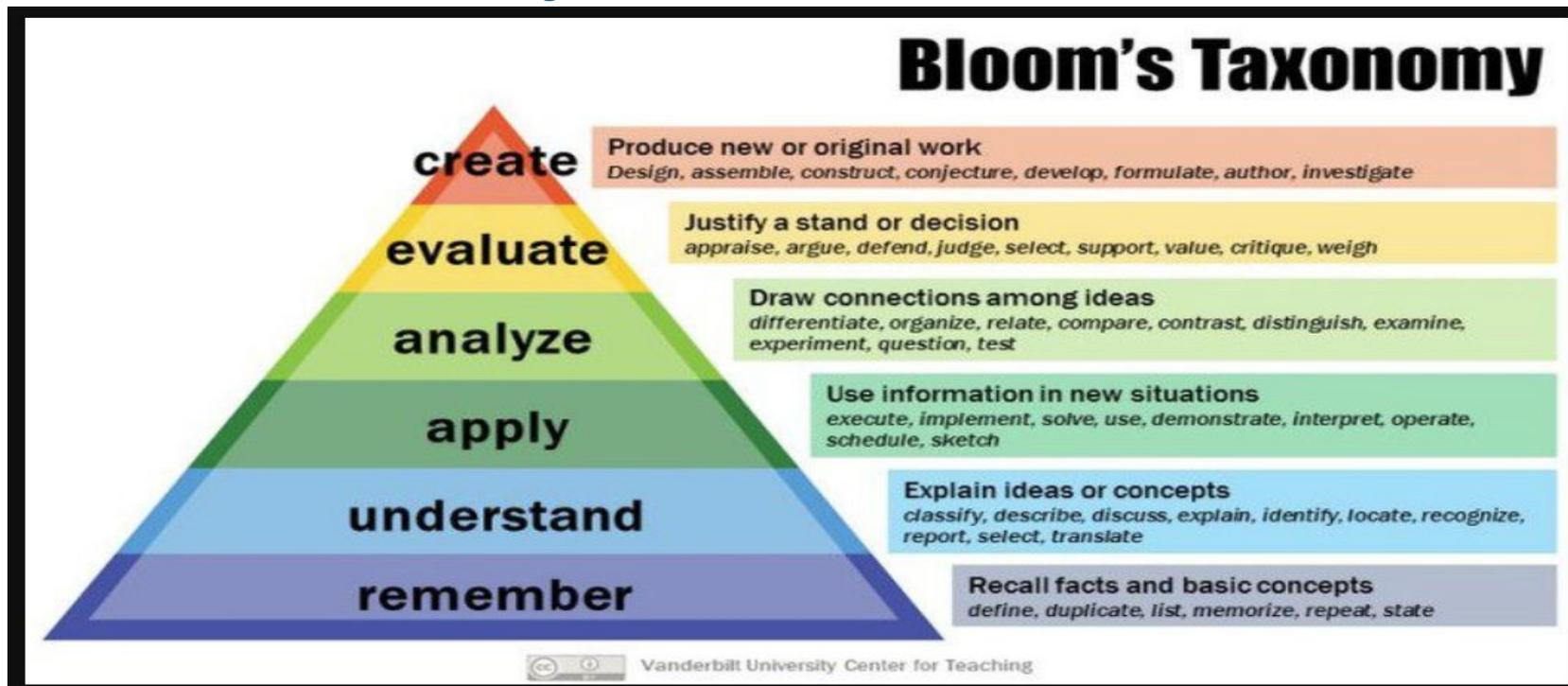
# Central Question

*Where do you see meaningful progress and evidence of learning for all students, and how does that inform what we should continue, start, and/or stop?*



# Higher Order Thinking

## Bloom's Taxonomy





# Structures to Support Instruction for All (1st Year)

Position/System	Focus	Time
<b><i>TA's/Aides</i></b>	Targeted support in 5th and 6th grade ELA and math (4x); support during Extended Day (5th-6th graders)	Year 1
<b><i>EL Coordinator</i></b>	Hired a new EL Coordinator in the early fall	Year 1
<b><i>Director of SPED</i></b>	Oversight and support for students with IEPs & 504s; compliance	Year 1
<b><i>Instructional Coaches (5th-6th Grade &amp; New Teas.)</i></b>	Coordination and support of 5th-6th grade teachers and TAs; coordinate alignment with Extended Day (TAs pushing into Extended Day program to support & Extended Day staff pushing into core day)	Year 1



# Structures to Support Instruction for All (2nd Year and older)

Position/System	Focus	Time
<b><i>Instructional Coaches (Math &amp; ELA)</i></b>	Coaching math and ELA teachers (school-wide); leading and facilitating PLCs	Year 2
<b><i>Coaching</i></b>	Every teacher has a coach and is observed with the goal of at least once per month (2 if possible)	Year 2
<b><i>Instruction Partners &amp; IPG Tool</i></b>	Instructional leader capacity building in Math and ELA; observation tool targets rigor (adapted for non-Math & ELA content)	Year 3
<b><i>Lead Teachers</i></b>	Math and ELA half-time and peer coaching and facilitation and support in PLCs	Year 8



# Summary of Progress

Successes	Challenges/Opportunities
<ul style="list-style-type: none"> <li>● Continued system of <u>all teachers being assigned a coach</u></li> <li>● At the beginning of the year, got clear on the <u>goals for coaching # of observations</u></li> <li>● <u>Completed hundreds of observations (500+)</u> and debriefs using the IPG tool</li> <li>● Saw <u>shifts in instructional approaches</u> - <i>more time in the text, use of the curriculum, and review of student work</i></li> <li>● <u>PLCs as a place to deepen practice</u></li> <li>● SPED team <u>focus on completing timely and more accurate IEPs</u></li> </ul>	<ul style="list-style-type: none"> <li>● Some <u>teachers not observed as frequently</u></li> <li>● Added the <u>Swivl camera late</u> into the year</li> <li>● Still a <u>gap for some teachers</u> in connecting: <i>lesson objectives with rigorous instructional strategies, checks for understanding, and student work</i></li> <li>● Some teachers are starting to see the gap but are <u>not taking the leap to create more productive struggle</u> through less scaffolding</li> <li>● <u>Mid-year hire of the 504 Coordinator</u> slowed pace of 504 progress monitoring</li> <li>● <u>Early-year start of ELD Coordinator after prior absence</u>: initial challenges orienting teachers to curriculum and navigating existing schedule constraints.</li> </ul>



# Spring/Summer Action Steps

- Fill all teacher vacancies, especially in ELA and math
- Update scope and sequence plans for 2026-27
- Seek support for non-ELA and math content leads to expand capacity building opportunities focusing on instructional rigor
- Work with the SPED team and ELD Coordinator to create a plan to support core day instruction and progress monitoring for student growth and achievement
- Update Friday PD schedule to allow for more varied and targeted training and support

# Math Instructional Priorities



Indicators	Details
<b>1A Goals reflect standards</b>	Teacher is using school’s selected curriculum
<b>1C Aspects of rigor</b>	Enacted lesson intentionally targets the aspect(s) of rigor ( <i>conceptual understanding, procedural skill and fluency, application</i> )
<b>2C Checks for understanding</b>	Aligned to key idea of lesson, results in actionable feedback and adjustment in instruction
<b>3C Students display thinking</b>	Teacher requires students to display thinking beyond answer in service of grade-level understanding



# 2025-2026 Math IPG Walkthrough Data

## Upper School

## Middle School

Math			
IPG Indicator	BOY Avg. (Sept)	ESC 1 Avg. (Nov)	ESC 2 Avg. (Feb)
1A. Grade level content	100%	100%	67%
1C. Enacted Lesson Matches rigor	33%	100%	33%
2C. Checks for Understanding	2.3	2.0	2.0
3C. Students Display Thinking	2.0	1.5	1.7

Math			
IPG Indicator	BOY Avg. (Sept)	ESC 1 Avg. (Nov)	ESC 2 Avg. (Feb)
1A. Grade level content	100%	100%	100%
1C. Enacted Lesson Matches Rigor	33%	25%	75%
2C. Checks for Understanding	2.0	1.8	2.3
3C. Students Display Thinking	2.0	2.0	3.0

# Math Instruction



## Glows

### MS & US:

- Strong examples of students displaying thinking beyond stating the answer
- Students are engaged and eager to learn in class

### Middle

- Curriculum used intentionally to push students to display their understanding
- All teachers incorporate a check for understanding

## Growth Areas

### Upper:

- Greater alignment needed to the materials to match the rigor of the standards

### MS & US:

- Strengthen CFUs by having teachers continue to monitor intentionally and gather data that allows them to **share feedback that students can implement to improve their work**



# ELA in MS and US

The following progress and evidence of learning for all students derives from a variety of observations of coaches and leaders in partnership with Instruction Partners Group, using the [IPG rubric](#):

- In both US and MS, there is growth for all teachers in centering rigorous texts in their lessons (as opposed to skills practice such as vocabulary, grammar, etc).
- There has also been significant growth in teachers asking sequenced questions regarding the text, specifically toward getting students into higher orders of thinking earlier in the lesson.
- These growths tell us that both coaching and PLC communities should **continue** to center curriculum texts in all planning AND engage teachers in backwards planning each lesson to allow students to productively struggle toward rigorous questions relating to a text.
- They also tell us we should **start** using certain teachers as models for other teachers to observe, regarding “*productive struggle*.” The terms, productive struggle has been defined and discussed but teachers need to see it in action to fully see how to backwards plan for it.



# Central Question

*Where do you see meaningful progress and evidence of learning for all students, and how does that inform what we should continue, start, and/or stop?*



# ***Requests for Recommendations for Approval***

# MS Curriculum Updates



***Refer to the pre-read materials for discussion and questions***

# US Math Updates



## New Course Offerings

### Principles of Finance

- Offered to 10th-12th grade
- Fulfills CA requires
- C-Mathematics A-G Course

### AP Calculus AB

- 12-14 seniors who took summer courses → AP PreCalc as juniors
- rigorous and meaningful pathway for high-achieving math students
- prepared for STEM-related college majors and career



# US Curriculum Updates

## *ELA & Other*

Textbooks and curricular materials review for purchase of new materials:

### **ELA Curriculum**

- Springboard is sunsetting its curriculum
- They suggest using curricular materials published by McGraw-Hill (literacy-focused approach)
- Will review McGraw-Hill (and other materials) and request review and approval for the May or June board meeting

### **Non-Math and ELA Curricular Materials**

- Some new proposed textbooks will be reviewed for May mtg.
- Some new courses are dependent on course schedule demand and effect of optimizing for enrollment #/section

# Goal 2: College and Career Readiness





# Central Question

*What do we anticipate will be the opportunities and challenges of integrating college success support into existing MWA systems and our approach to doing things? As we deepen our commitment to college access, career exploration, and college success, what should we be doing differently next year?*



# US 26-27 Course Offerings, New Courses, & Scheduling Strategies Summary of Takeaways

*Process is not complete until late spring 2026. **How is it going?***

- Process is going well and as scheduled. We anticipate that course scheduling will be completed mid to late spring.

***What could be done differently?***

- Gather course interest for staff and students earlier
- Discussion around the consideration of new courses i.e. APs, CTE courses to enrich our curriculum.



# College Admissions Summary - Key Takeaways

- While the college application process can be demanding and stressful, students overwhelmingly felt proud and relieved after completing their applications.
- Their responses highlight the importance of:
  - strong **support systems**
  - clear **guidance**
  - **early preparation** in helping students successfully navigate the college admissions process.



# College Admissions Summary - Do Differently? *Target “College Competitive” Juniors*

## What could be done differently?

One key opportunity for growth is to begin earlier with ***targeted support for “college competitive” juniors.***

By identifying and supporting these students from late spring through the summer (May-August), we can better prepare them to apply through Early Action and Early Decision pathways and position themselves as competitive candidates for ***selective colleges and merit-based scholarships.***



# College Admissions Summary - Do Differently? “College Competitive” Junior Early Engagement

## What could early engagement look like?

This could include a 1-2 week summer writing boot camp focused on drafting and refining personal statements, Personal Insight Questions, and supplemental essays.

In addition, structured guidance during this period would help students **build confidence, reduce senior-year stress,** and increase their **access to early application opportunities and financial aid.**



# College Success Program - Key Takeaways

A few key improvements were introduced this year:

- Coach Ashley hosted multiple optional scholarship workshops leading up to the application deadline, each attended by 70 or more students. These sessions helped students refine their goals and better articulate their motivations for pursuing higher education.
- Weekly collaborative meetings were also implemented between Ms. Adams, Mr. Mendoza (financial coach), and Coach Ashley to coordinate planning, logistics, and address individual student concerns.
- Finally, there were more regular touchpoints with senior teachers and advisors throughout the process, allowing for smoother communication and more opportunities to support students directly in person.



# College Success Program - Do Differently?

## *What could be done differently?*

Do to its overwhelming success this year, we do not have any recommendations for the MWEF/Scholarship application process.

We will partner with the MWEF team transitioning to MWA to shape the integration process together.



# Pilot Overview & Summary of Takeaways

## 8th Grade Pilot

### 8th Grade Pilot: Action Items to Support Success:

- Scope & sequence planning and materials should be created over the summer
- The organization of the materials and support can be improved to ensure we are starting at the beginning of the school year
- Work with a teacher point-person (stipend position opportunity) who can take the lead on communications, organizations, etc.
- Regular meetings and communications should continue with the 8th-grade Homeroom teachers



# Pilot Overview & Summary of Takeaways

## 11th Grade Pilot

### 11th Grade Pilot: Action Items to Support Success:

- Curriculum is strong, but could be extended to more meaningfully engage with each existing topic and include new topics
- Time with advisors to support internalization of each lesson
- Work with a teacher point-person (stipend position opportunity) who can take the lead on communications, organizations, etc.
- Regular meetings and communications should continue with the 11th-grade Advisors



# Central Question

*What do we anticipate will be the opportunities and challenges of integrating college success support into existing MWA systems and our approach to doing things? As we deepen our commitment to college access, career exploration, and college success, what should we be doing differently next year?*

# Goal 3: Diversity, Equity, and Inclusion





# Special Education Strategic Pillars & Academic Impact



**Strategic Pillars:** The department is anchored by three key levers: **Procedural Compliance, Instructional Alignment, and Community Engagement.**



**Student Profile:** Students with IEPs represent **10.2% (101 students)** of the population, with 25% dual-identified as English Learners.



**Instructional Evolution:** Transitioned to a **Push-In Model** where students receive **>50% of services** within general education classrooms to ensure full curriculum access.



**Demonstrated Growth:** Initial iReady data shows a **13% decrease** in middle school students performing three or more grade levels below in Math.



**Operational Excellence:** Implementation of **"Needs-First" scheduling** ensures master schedules are driven by mandated IEP support hours rather than administrative convenience.



# Student Services Strategic Feedback & Future Roadmap



**High Staff Internalization:** Over **90%** of staff report a strong understanding of school behavior data and feel confident identifying specific focus areas for Semester 2.



**Safety Through Language:** **75%** of staff gave a top rating for understanding the critical role restorative language plays in maintaining school safety.



**Readiness for Implementation:** **90.6%** of respondents feel confident in their ability to distinguish between official school policies and restorative best practices.



**Restorative Mindset Shift:** While staff support the restorative transition, feedback highlights the ongoing challenge of moving focus away from negative “actions” toward identifying student “needs”.



**Policy Clarity & Refinement:** Staff identified a need to audit the Behavior Handbook to clarify overlapping infraction categories and perceived discrepancies in severity levels.



# Central Question

We know you did your reading so...

*Where are we succeeding in making every student feel seen, valued, and like they truly belong here — and where are the gaps we need to confront?*

# Close



4  
4

Juanita used more ribbon  
for her dress.  
Juanita used  $\frac{1}{4}$  more than  
Amy.



# Exit Ticket

<https://forms.gle/kzEq5LtbYrCX1ohm9>

