



MAKING WAVES ACADEMY
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www.makingwavesacademy.org

2020-21 Relaunch Plan Executive Summary

To Making Waves Academy Board
From Dr. E. Ward-Jackson, Senior School Director
Date July 16, 2020
Subject Overview of Relaunch plan for the 2020-21 school year

Summary: In response to the Covid-19 Pandemic, Making Waves Academy closed its campus doors on March 13, 2020 and commenced a virtual distance learning program for our Wave-Makers starting on March 18, 2020. As a result of strategic and effective advanced planning, we not only celebrate our transition to being a virtual school within 48 business hours, physically and technologically, but we are also very proud of the implementation of our continuity of teaching and learning plans, student support services plans, and community meal distribution plans. Given the persistent challenges and uncertainty of Covid-19, and understanding that there is no perfectly convenient or completely risk-free response to relaunching education as we knew it; we have worked diligently to develop a plan that we can stand by from the perspective of what's *best for our students*, as well as what is appropriately *responsive* to the very unique and unparalleled state of our world. Relaunching a new school year amidst a pandemic requires a comprehensive strategy and an approach that is both flexible and agile. To that end, within our proposed relaunch plans we have incorporated learnings from the school closure process, research and articles, participation in various state taskforces and consortium school meetings, as well as from the individual and collective genius of our school leaders.

Scenarios & Approach: In our previous discussion on relaunching with the Board, we discussed three specific scenarios for the 2020-21 school year:

1. 100% distance learning
2. Hybrid learning model prioritizing specific subgroups of students
3. Hybrid synchronous-satellite model

Over the past five weeks, we have worked to refine and fully develop our plan from the lens of what we are optimizing for as a school community, which led us to look at the implementation and flexibility of our proposed scenarios from a phasing approach. The attached overview document shares the scope of how we propose to phase out the relaunch model in such a way that permits us to be flexible between scenarios as appropriate, in response to the conditions and milestones of Covid-19, state regulations, and best practices associated with our approach. Ultimately, we aim to progress towards an eventual full on-site model.

The attached plans optimize for:

- 1) Safety
- 2) Instruction
- 3) Social-Emotional Well-being

These are the pillars of our approach, framework, and model. Our ask of the Board is that when engaging each document; consider doing so from the lens of these three areas.



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Guidelines, Markers, & Milestones: Throughout the 2020-21 school year, we will be monitoring and following state and county guidelines regarding our ability to open up the campus. Moving in and out of various phases of school operation, for teaching and learning and social-emotional development and support, will be based on state and county guidelines and restrictions, as well as meeting certain markers and milestones set by leadership. Our goal will be to mix off-site (distance/online approach) with windows of and periods of on-site learning and social interaction and activities as much as we can, while continuing to optimize for our three main areas of safety, academic instruction, and social-emotional well-being. Given the current situation, and the recent directive from the Governor, we anticipate that phase one will last six weeks at a minimum from the start of school on August 18, 2020.

Recommendation: With the support of Senior Leaders, the Relaunch Workgroup, and MWA Executive Leadership, I am requesting a resolution from the Board that reflects approval of our recommendation to adopt the proposed phasing approach and framework for our **three flexible scenarios**:

- a. 100% Distance learning (with the flexibility to have targeted and intentional on-site engagement in phase 2)
- b. Hybrid model with specific student sub groups on-site (inclusive of synchronous and asynchronous instruction*)
- c. Synchronous-satellite pilot program to take place in select math classes during both aforementioned scenarios

***Synchronous instruction:** live instruction with real-time interactions between teachers and students as well as between students.

Asynchronous instruction: instruction that does not necessarily happen at the same time for the teachers and students. There is no real-time interaction, instead content is created and made available at specific times, or for independent pacing, remediation, and/or acceleration.

Below is a summary of the attached documents to support the Board’s deliberation.

Attachment	Summary
Relaunch Overview	This document provides an overview of our approach and framework for relaunching, as well as details regarding our approach to Social-Emotional Well-being during each phase of our relaunch.
In person rostering criterion	This document is a review of the criteria associated with student subgroups that will be eligible for on-campus priority should we operate within the hybrid model.
Parent input session overview & survey data	This document provides an overview of a triangulation of data from our parent/guardian community: town hall style input session, survey, and Parent Leader led input gathering.
Staff survey data	This document provides insight into the thoughts of our faculty and staff by summarizing some takeaways from a staff input survey.
Safety cost analysis	This document speaks to the accrued and estimated fiscal implications of updating our campus and supplies to safely support our student and adult community when campus opens.
Summative report on SY19-20 distance learning	This document provides a summative overview of the data and learnings from the end of SY 19-20.
The San Francisco Chronicle article	This article shares preliminary reopening plans for several school districts within the State.



MWA RELAUNCH PLAN 2020-21 PHASES

100% Distance Learning

Limited On-Site Engagement

Hybrid Model

Full On-Site Learning

Phase 1

- Deliver high quality rigorous remote instruction that focuses on Standards Based Instruction and Social Emotional Well being
- Launch synchronous & asynchronous teaching
- Pilot synchronous satellite-teaching in math classes

Phase 2

(Inclusive of Phase 1).

- Implement intentional limited on-campus learning that prioritizes engagement, community building, and social emotional wellbeing by bringing small groups of students on campus to meet, interact and elevate social emotional learning needs
- Implement campus induction & orientation for 5th and 9th Grade.
- Implement community training and practice Safety REPS

Phase 3

(Inclusive of Phase 1 and 2).

- When state regulations to return to campus are met, welcome 50% of Wave-Makers back to campus
- Based on data, recommendations, and campus capacity half of our student population will be invited back to campus for in person instruction.
- Half of our student population will continue to work remotely.

Phase 4

Per the state of Covid 19, and when all state regulations and milestones are met, welcome all students back to campus with appropriate safety measures in place.

FRAMEWORK

Scenarios and Approach

MWA's reopening plan is grounded in the belief that we must be prepared for multiple scenarios for learning and flexible enough to move between scenarios as milestones are met and conditions change.

- Full Distance Learning: Synchronous & Asynchronous Instruction
- Hybrid: Partial In-Person/Partial Distance (synchronous and asynchronous instruction)
- Synchronous-Satellite Teaching in Math as a Pilot
- Full, in-person instruction

Optimizing for Instruction

MWA is committed to instructional excellence in all scenarios:

- Maintaining a rigorous environment for learning by providing effective Professional Development for faculty
- Ensuring that 100% of our students have access to Chromebooks and the internet
- Piloting Synchronous-Satellite Teaching in Math classes
- Communicating clear expectations for students and families

Optimizing for Safety

MWA's foundational priority ensures that our plans optimize for the safety and health of our community by:

- Providing PPE for all stakeholders
- Strategically planning for REPs (Routines, Expectations and Procedures) for all stakeholders while on campus
- Implementing effective training and communication
- Continuing safe meal distribution practices

Optimizing for Social-Emotional Well-being

MWA is committed to holistically supporting our community by:

- Developing the social emotional skills of our teachers via PD experiences
- Providing workshops for families on how to support the academic, social emotional, and college and career needs of their children
- Hosting daily Universal Community Building/Advisory
- Hosting targeted group counseling & Mentorship



SOCIAL-EMOTIONAL STUDENT EXPERIENCE

100% Distance Learning

Limited On-Site Engagement

Hybrid Model

Full On-Site Learning

PHASE 1

- All students engage in expanded online orientation modules
- Monday-Thursday: All students engage in 30 minutes of synchronous Social Emotional Learning Instruction in homerooms and advisory classes
- Friday: Students receive direct support on study habits and Social Emotional Learning concepts
- Integrate community building and advisory themes in core instruction across content areas

PHASE 2

(Inclusive of Phase 1)

- Calendar targeted and intentional on-campus learning for small groups of students focusing on safe re-integration to campus efforts (REPs), small group student engagement meetings, community building, social emotional well being, study habits and in person orientation and induction of 5th and 9th grade.

PHASE 3

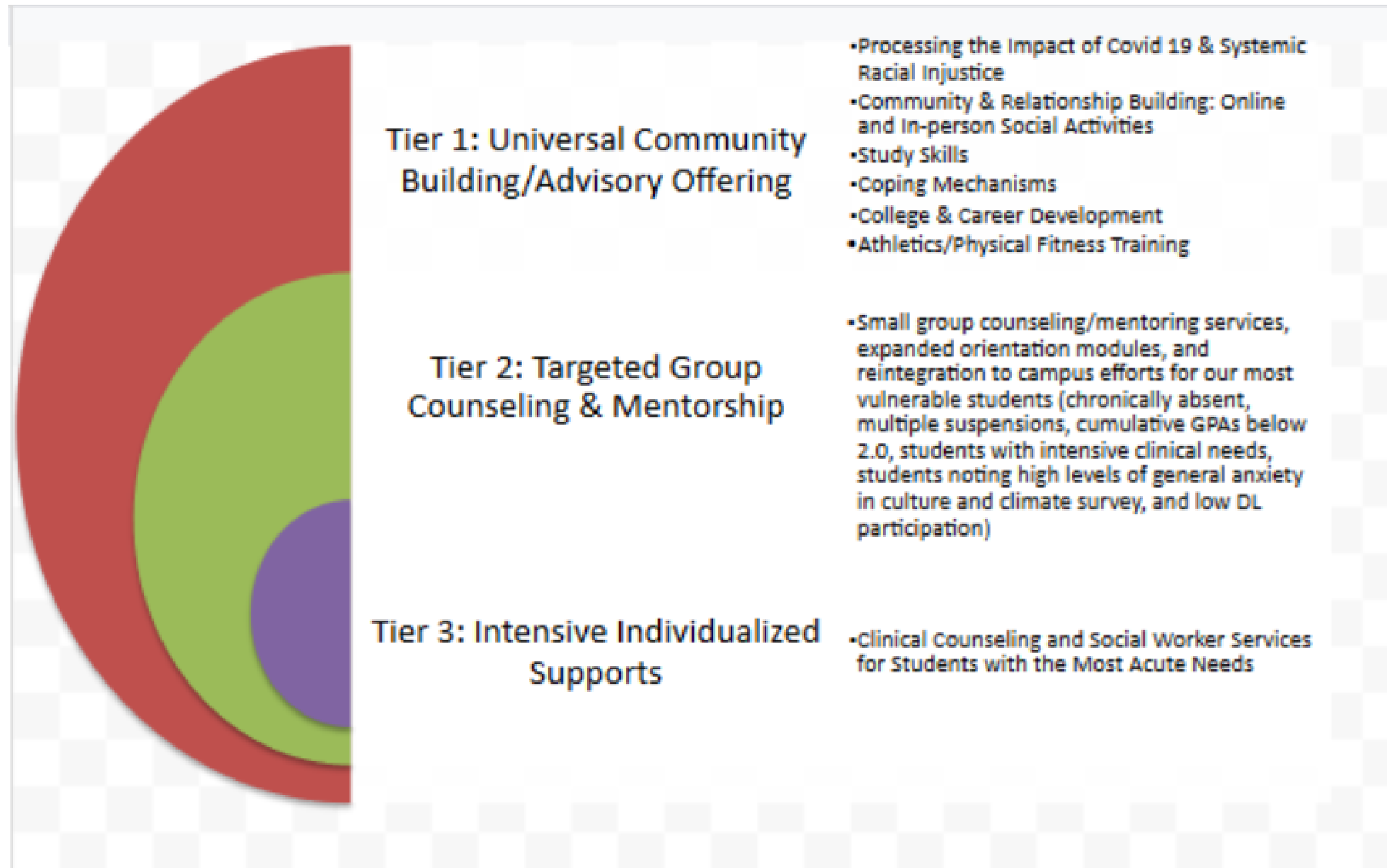
(Inclusive of Phase 1 and 2)

- 50% of students participate in 4 days of in person social emotional learning and instruction
- 50% of students participate in 4 days of remote social emotional learning and instruction

PHASE 4

- 100% of students participate in on-site social emotional learning and standards-based instruction
- Expanded onboarding and inductions for students to re-enter campus
- Focus on Social Emotional Wellness, Community Building, REPs and Study Skills

3 Tiers of Social-Emotional Well-Being Support Included in Each Phase of Relaunch





2020-21 On-Campus Instruction Rostering Criteria

A school-wide team met to discuss the criteria for student groups that would benefit from in-person instruction. The team consisted of leaders of key functional areas:

- College and Career Counseling
- Teaching and Learning
- Holistic Support
- Intervention
- Special Education (?)

Proposed Rank Ordering of Student Groups

The following student groups were identified as priority groups that would benefit from in-person instruction.

- 1. Students with Special Education designation (includes students with 504 Plans)**
- 2. Foster Youth**
- 3. Students receiving mental health services for high-level cases**
4. Middle School English Learners (ELs) that scored 1 or 2 on the 2019 ELPAC & All Upper School ELs
5. Black/African American students with below a 2.5 GPA
6. Students who are both Tier 3 Math & Tier 3 ELA
7. GATE students & US students in the top 10% of their grade level (by Cumulative GPA)
8. Students who did not participate at all in Distance Learning in 2019-20

**The students who are listed in bold are guaranteed an invitation to in person instruction. The remaining student groups are then ranked in order of preference and size of each group.*

The following considerations will inform the roosting method:

1. We prioritize students who fall into multiple critical needs groups
2. We prioritize socio-economically disadvantaged students when applicable
3. Leaders of specific groups have a role in determining which students are selected for in-person instruction



Parent/Guardian Input Session & Survey Overview

Raynell Crews-Gamez

Director of School Culture & Family Engagement

What

On June 24th, Making Waves Academy families had the opportunity to participate in an input session regarding MWA's plans for reopening in Fall 2020. Over 100 families participated. The session was capped at 100 due to limitations of Zoom licensing; after sharing their input, some parents exited the meeting early so that other families could participate. Following the meeting, we shared the slide presentation with all families and as well as a high level Q&A review from the session. Below you will find the slides shared with families, including the Q&A.

	<h3>Priorities for Reopening</h3> <ol style="list-style-type: none">1. Safety<ul style="list-style-type: none">o The safety of our students, staff, and community are our first priority. Effective learning cannot happen if we are not safe.2. Learning<ul style="list-style-type: none">o After safety, learning is our top priority. 
<h3>What may it look like in the fall?</h3> <p>Our plans for reopening are flexible, since we will not know what the conditions will be in the fall. Here are our main options:</p> <ul style="list-style-type: none">• 100% Online<ul style="list-style-type: none">o If the number of COVID-19 cases are high, your child may have an experience similar to how we did distance learning this spring. They will remain at home and participate in online instruction.• On Campus & Virtual<ul style="list-style-type: none">o If it is safe, select groups will come to campus for instruction.o The remaining students will stay home, and participate in distance learning.	<h3>How Do I Know My Child is Safe?</h3> <p>The following safety measures will be put in place when MWA reopens:</p> <ul style="list-style-type: none">• Cleaning & Sanitizing• Social Distancing• Small class sizes (12-14 students; less than half of a regular class size)• Consistent student groupings• School Nurse



Decision Making Process

How will MWA decide to reopen?

- Leaders will create a plan based on the following considerations:
 - 5th Grade Plan addressing learning loss due to COVID-19
 - Summary on distance learning at MWA
 - Student Needs
 - Transportation
- Parents will give input
- MWA Executive Leaders will refine and approve reopening plan
- MWA Board will review and approve the plan
- MWA will share summary of plan with Charter Authorizer (CCCOE)

Reopening Considerations

The following items are taken into consideration when planning to reopen.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Local Conditions to Guide Reopening Decisions 2. Plan to Address Positive COVID-19 Cases or Community Surges 3. Injury and Illness Prevention Plan 4. Campus Access 5. Hygiene | <ol style="list-style-type: none"> 6. Protective Equipment 7. Physical Distancing 8. Cleaning/Disinfecting 9. Employee Issues 10. Communication with Students, Parents, Employees, Public Health Officials, and the Community |
|---|--|

Ultimately, MWA's leaders will make recommendations to the MWA board for approval. Together, we will make decisions that are best for our students and community.

Parent Questions

Q What will technology support be like during the reopening?

A MWA will continue to provide technology support for all Wave-Makers, by appointment. Most issues can be handled without you ever leaving home. If your child needs help, please email ithelpdesk@mwacademy.org.

Parent Questions

Q My child is Medically Fragile and/or Immune Compromised. How will their needs be accommodated?

A You and your doctor should work together to determine the best course of action for your child. If you do not feel comfortable sending your child to school because of their health, you will not be required to do so. We will work with you to ensure that your child can participate in distance learning. Please make sure that your Powerschool vital forms are up to date.

Parent Questions

Q What social-emotional supports will be provided for students?

A Students will continue to receive clinical support, as previously scheduled. Deans and social workers will continue to reach out to students and families to provide care. Additionally, each cohort of students will have an advisory or homeroom that engages in community building activities to ensure that students have the tools they need to address the challenges of distance learning, or being on campus.

Parent Questions

Q Will there be an opportunity for parents to meet homeroom teachers through zoom?

A Yes! You will have the opportunity to meet your student's new teachers virtually in the fall.

Parents and guardians also received the following message on the MWA website, as an automatic telephone message (ATM) and via Schoolmint as a text and /or email, giving them access to the slides and asking them to participate in a survey regarding the reopening:



June 30, 2020

Dear MWA Families,

Thank you to all of the families who were able to attend our virtual information session regarding the fall reopening. Another information session will be announced soon. <https://bit.ly/FallReopen>

In the meantime, we need to hear from you. As we make plans to potentially reopen in the fall, we'd appreciate your input on how best to open the campus.

Please complete the survey as soon as possible. We look forward to hearing from you.

<https://bit.ly/FallReopenSurvey>

Be Well,

Making Waves Academy

Key takeaways from the information session:

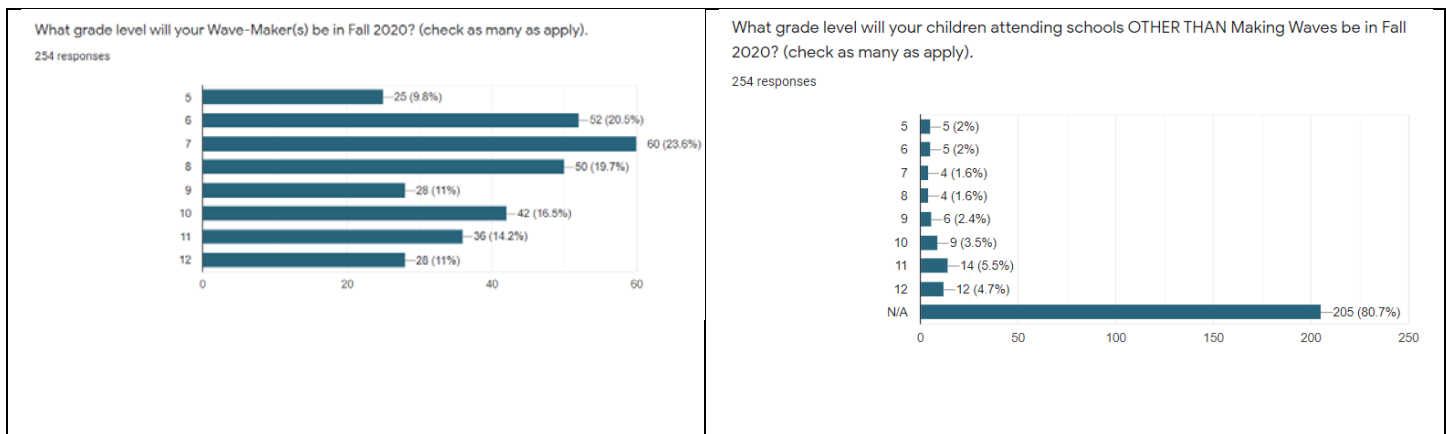
1. Approximately 25% of participants in the input session would prefer their child to do 100% distance learning and that Zoom meetings be mandatory for students based on a set schedule.
2. Approximately 25% of participants in the input session have suggested 2-3 days on campus and 2-3 days fully online.
3. Approximately 50 % of participants in the input session will wait for the school's recommendation before deciding on a course of action for their child.
4. Several parents shared that if students returned to campus, afterschool programming would be needed due to work schedules.
5. A few parents shared that they would like to have teacher office hours following classes, in case students need extra help with schoolwork.
6. Parents mentioned that students would benefit from PE classes, noting that PE is essential for student health.
7. Top questions on the minds of parents/guardians:
 - What is the plan for students who are medically fragile or immunocompromised?
 - How are parents supposed to help students and communicate with teachers?
 - What will technology support be like during the reopening?
 - What social-emotional supports will be provided for students?
 - Will there be an opportunity for parents to meet homeroom teachers through zoom?

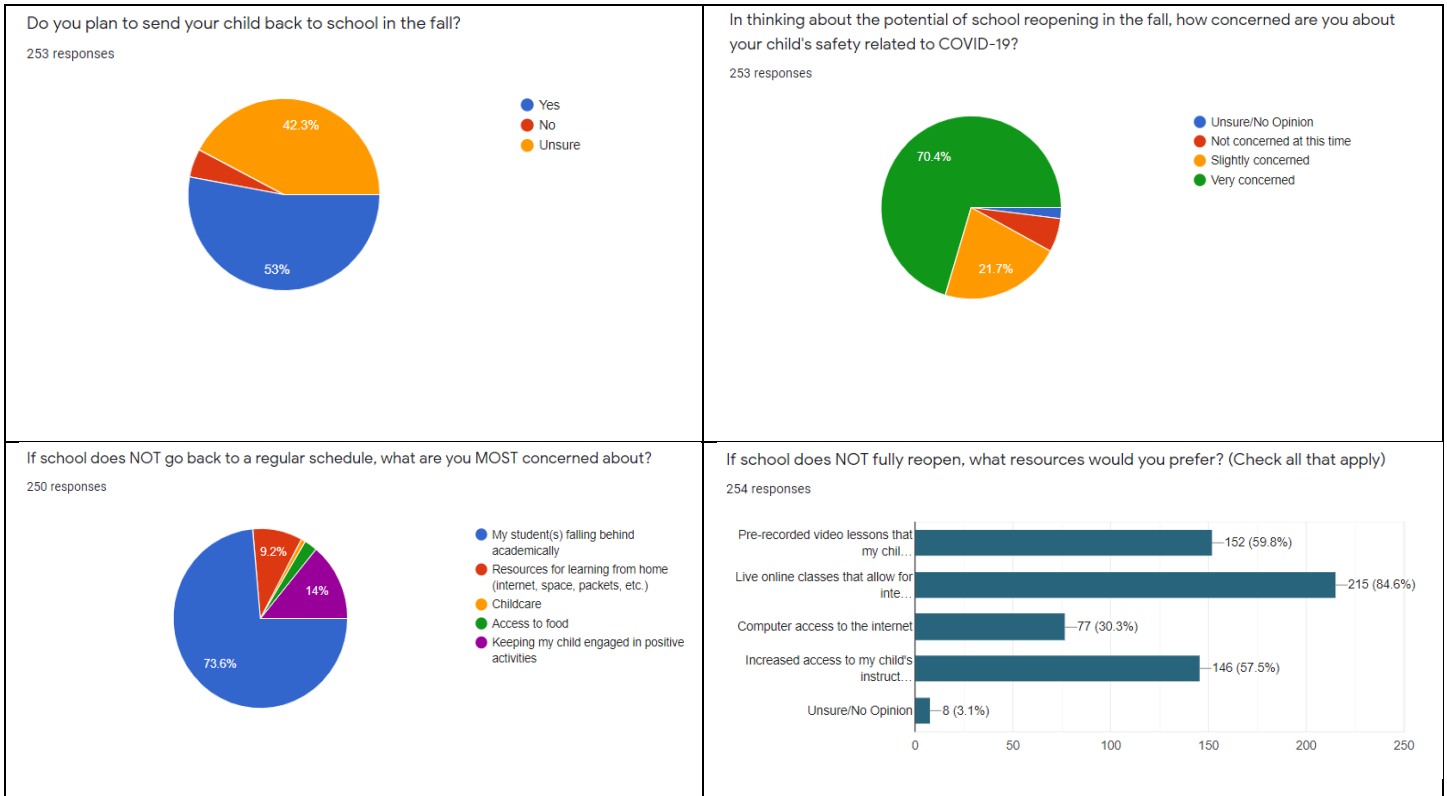


Following the input session, all parents/guardians were provided the opportunity to be surveyed between Tuesday, June 30th and Friday, July 10th. 254 families responded, representing 32% of all 1017 MWA students.

Survey Questions:

1. What grade level will your Wave-Maker(s) be in Fall 2020? (Check as many as apply)
2. What grade level will your children attending schools OTHER THAN Making Waves be in Fall 2020? (Check as many as apply)
3. Do you plan to send your child back to school in the fall?
 - a. Yes
 - b. No
 - c. Unsure
4. Thinking about the potential for school reopening in the fall, how concerned are you about your child’s safety related to COVID-19?
 - a. Unsure/No Opinion
 - b. Not concerned at this time
 - c. Slightly concerned
 - d. Very concerned
5. If school does NOT go back to a regular schedule, what are you MOST concerned about?
 - a. My student falling behind academically
 - b. Resources for learning from home
 - c. Childcare
 - d. Access to food
 - e. Keeping my child engaged in positive activities
6. If school does NOT fully reopen, what resources would you prefer? (Check all that apply)
 - a. Pre-recorded video lessons that my child can watch at any time
 - b. Live online classes that allow for interaction with the instructor
 - c. Computer access to the internet
 - d. Increased access to my child’s instructors
 - e. Unsure/No Opinion





Survey Data

- 80.5% of respondents have children ONLY attending MWA, representing 321 students and 254 respondents.
- 19.5% of respondents have children attending schools other than MWA, representing 59 students in grades 5-12.
- The majority of responding families (53%) plan to have their children return in the fall if our campus is open.
- The vast majority of responding families (71%) are very concerned about their child's safety upon reopening.
- The vast majority of responding families (75%) are very concerned about their children falling behind academically if school does not reopen in the fall.
- If school does not fully reopen, parents would prefer*:
 - Live online classes that allow for interaction with students (85%)
 - Pre-recorded video lessons (60%)
 - Increased access to instructors (58%)

*Respondents could choose more than one option



So What

By gathering a triangulation of data through our parent input session, parent survey data and questions fielded by parent leaders, we are able to see the distinction between families who participated in the information session and those who responded to the survey. Many parents shared that they appreciated Zoom and praised the school's use of the platform. Families also highly valued live instruction. The analysis is that parents value live instruction that allows their children to engage with their instructors and receive immediate, direct feedback. Parents are expecting that MWA leaders are working to prioritize opportunities for direct student engagement until the school can fully reopen.

Families responding to the survey were more evenly split between wanting their children to return in the fall (53%), and being unsure about the decision (42%). In contrast, parents participating in the input session were more cautious about wanting their children to return to campus, with 25% stating that their children would return, and were looking to the school for more information before making a determination. Understandably, families are concerned about safety and are carefully weighing their options while also prioritizing student learning. This difference in data points highlights the importance of providing multiple opportunities and modalities for families to express their opinions. It also encourages us to continue collaborating with our parent leaders as a resource for engaging more families in providing input through upcoming opportunities.

Now What

- Following board approval of the reopening plan, implement a communication strategy to share the official plan for reopening with families, ensuring that parents understand how their input was considered.
- Schedule discussion sessions with parents/guardians about the approved plan, involving parent leaders as hosts for small group discussions as needed.
- Collaborate with Senior Leaders and the Fall Reopen Workgroup to ensure that ongoing plans respond to the questions that parents posed during the input session, as well as to develop common messaging for input that may not be incorporated directly into the plans.
- Work with Operations and Senior Leaders to develop a timeline for family communication regarding the Fall Reopening

Making Waves Academy

Staff Assessment: School Reopening

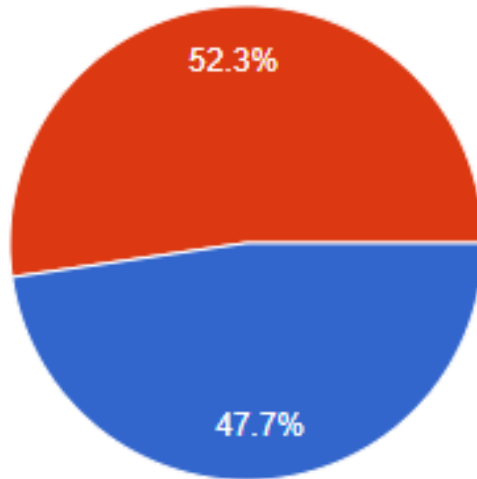
July 15, 2020





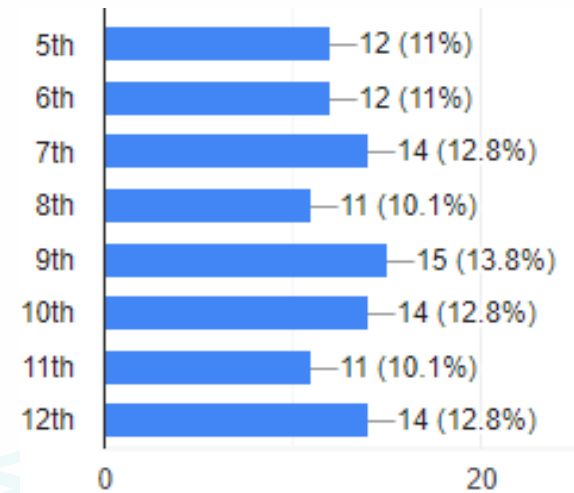
Assessment of MWA Staff Needs

Overall 78% completion rate
($109/140$ employees)



Faculty — $52^*/109$
Non-Faculty — $57/109$

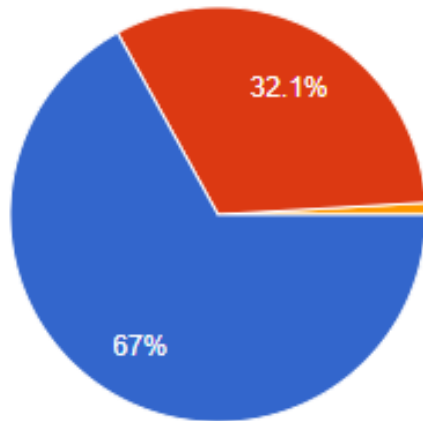
Faculty Respondents by Grade Level



*52/57 faculty members participated

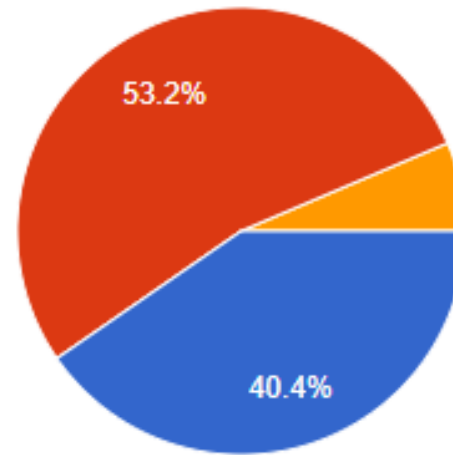
Data Points

In thinking about school reopening in the fall for MWA, which reopen scenario seems most feasible to you?



- Full distance learning
- Hybrid schedule (blend of distance and on campus learning)
- Full on campus instruction

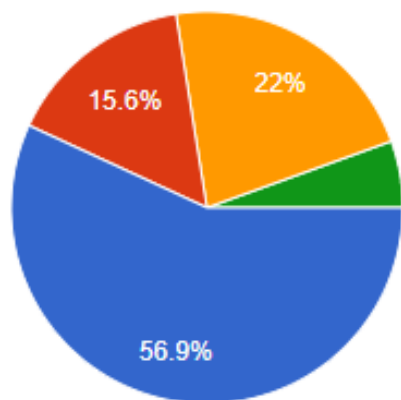
Are you considered high-risk for severe illness?



- Yes
- No
- I prefer not to answer

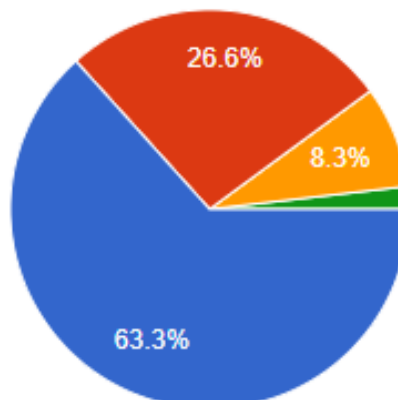
Data Points

For staff with dependents that require full-time care, what do you anticipate your dependents' care schedule will be?



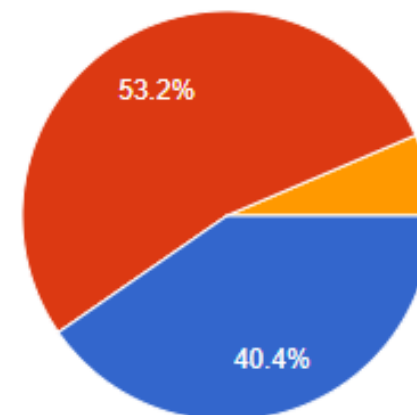
- I do not have dependents
- No care will be available
- Part-time care will available
- Full-time care will be available

For staff with school-aged children, what do you anticipate your child's learning situation will be?



- I do not have school-aged children
- Full distance learning
- Hybrid schedule (blend of distance and on campus learning)
- Full on campus instruction

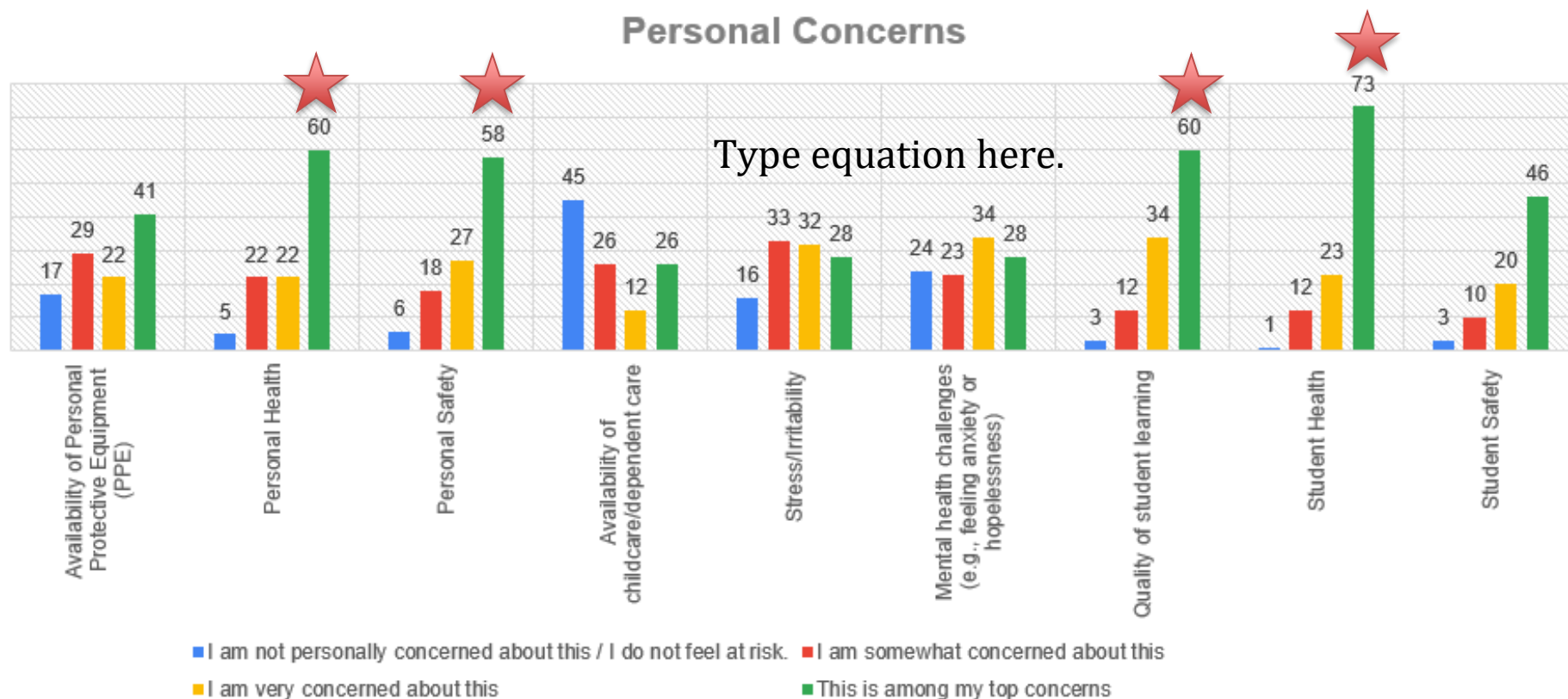
Are you considered high-risk for severe illness?



- Yes
- No
- I prefer not to answer

Data Points

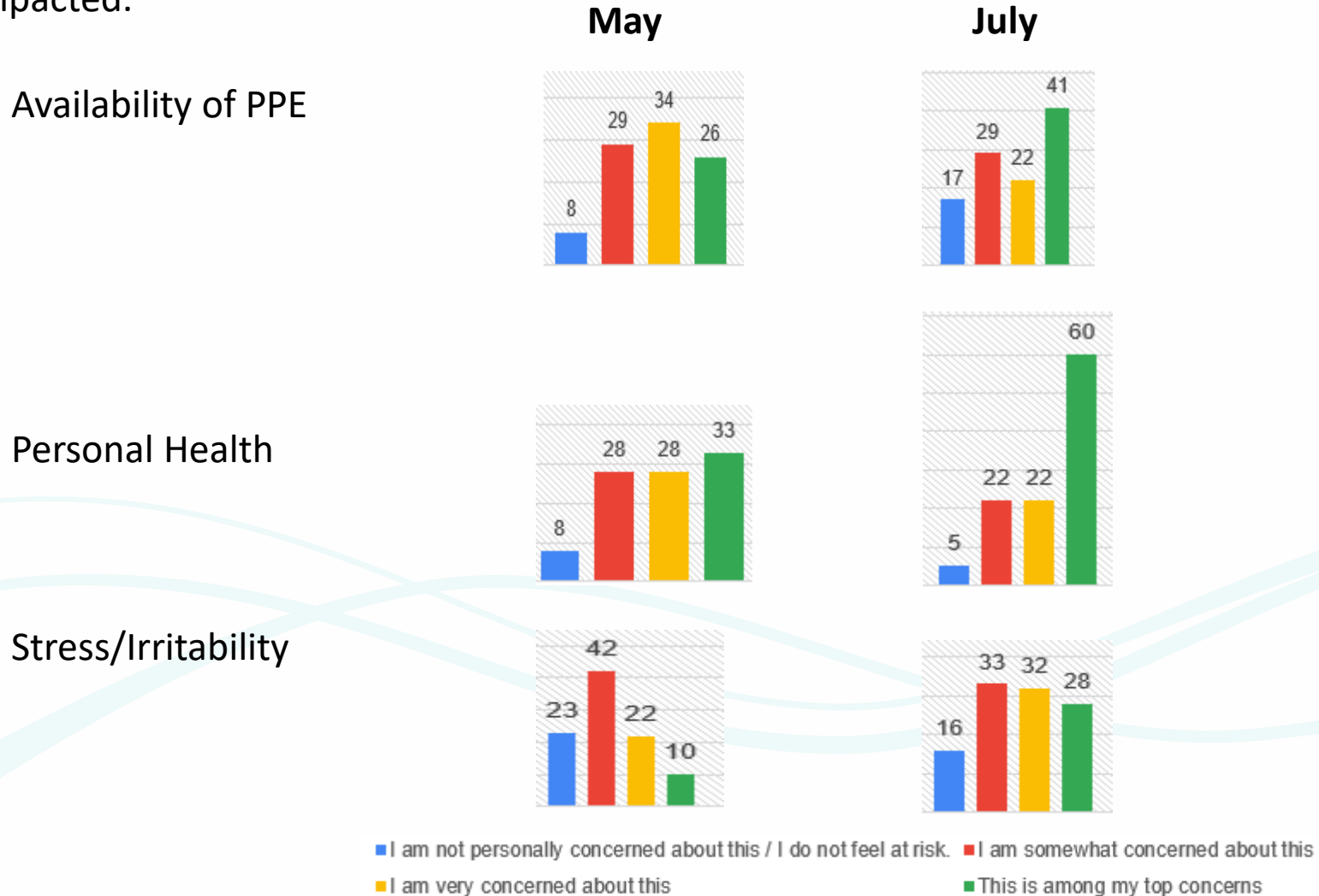
Please rate the below potential concerns/risks according to how you are personally impacted (highest concerns are indicated with a red star).





Comparative Data Points from May vs. July

Please rate the below potential concerns/risks according to how you are personally impacted.





Analysis of Data

- The assessment results are a balanced representation of MWA employees.
- The assessment results are a balanced representation across all grade levels.
- Responses to open-ended questions show the following themes:
 - Fear of contracting COVID-19 has increased among employees since the first assessment
 - A number of employees have been directly impacted by COVID-19 due to family members contracting the disease
- Employees are equally concerned for their personal health & safety as well as student health & safety.
- A large majority of respondents view full distance learning as the most feasible option for reopening.
- Comparative data points show slight but meaningful upward trends in concerns for availability of PPE, personal health, and stress/irritability.



Operations Pandemic Cost Analysis

Maria Arechiga

Acting Director of School Operations

What

The COVID-19 Pandemic has fundamentally changed the way that we operate and many of these changes are associated with increased operating costs. In order to safely welcome students, faculty and staff back to campus, there is a lot of preparation and facilities set up that must take place following CDC guidelines and regulations.

While there is some anticipated support from the state on items such as masks, disinfection wipes, and hand sanitizer, these quantities are unknown and in order to be adequately prepared MWA has undergone a process of procuring those items.

- While the full cost will not be known until we start operating, we are confident in our anticipated needs and related cost. At this point, we anticipate the estimate costs to be approximately: \$68,000 in set up costs and \$13,550 in monthly cost when in operation (August Start Date: \$135,000 and January Start Date: \$81,000.
- Some of the items needed for safety purposes are as follows:
 - PPE and Hygiene Stations
 - Masks (disposable and reusable masks), face shields, touchless hand sanitizer stations, trays for supplies, disinfectant wipes, hand sanitizer, gloves.
 - Facilities Modifications
 - Plexiglass installation in key areas: front office, etc.
 - Signage
 - Move/Set-up Support for classroom set up to support social distancing guidelines (depending on timeline and amount of classrooms/offices needing move)
 - Additional Ops Supplies
 - Trashcans, additional protective gear, additional janitorial supplies.

To determine the required quantity, the operations team:

- Conducted walkthroughs of the facilities to determine signage and plexiglass location and quantities.
- Surveyed department leads on what they anticipate what they will need in order to continue to safely operate
 - Many requests were for hygiene items already on the list of items to get so quantities were increased.Additional items requested below:
 - Tech - alcohol solution for electronic cleaning
 - Athletics - gym wipes

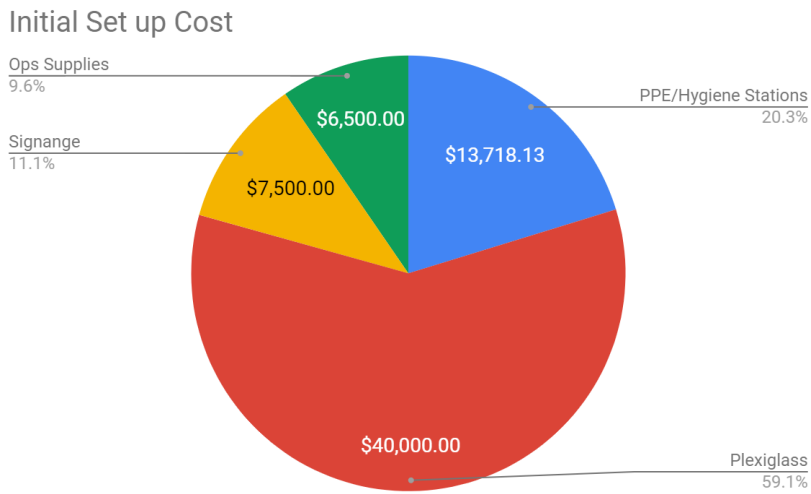
In order to determine expected cost, the operations team projected the needs and replenishing cadence. We then took that information and sourced different vendors; our primary considerations were price and the ability of vendors to provide needed materials on time.



So What

Annual cost of items will vary and are dependent on when we come back to campus and the amount of students and staff who return to campus. There are some initial set up costs that will remain static regardless of when we reopen, but the other items will be a monthly expenditure. Below is a breakdown of the initial and monthly costs by different categories.

Initial Set up Cost: \$67,750

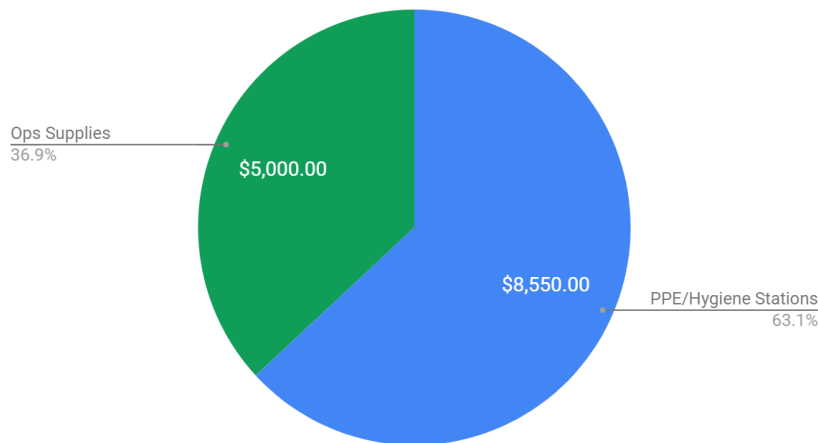


Estimated Monthly Cost: \$13,500 (total will vary depending on when students come back to campus)

Yearly Projection:

- August Start Date: \$135,000 (10 months)
- January Start Date: \$81,000 (6 months)

Monthly Cost





It is important to note that our strategy includes staying ahead of inventory and proactively replenishing it. As of now, we ordered materials so that we have stock in place for two months. The supply chain is currently impacted and many items have 30-60 days lead-time so it is important to have reserves until the supply chain recovers. We have already received partial orders and are expecting other items to arrive by July 30th.

Once a decision is made on a reopening timeline and date of return to on campus instruction, we will be able to provide a more complete and accurate picture of the estimated expenses

Please see below for how we are currently tracking what has been ordered:

PPE Inventory

One Time Purchase

Item	Desired Quantity	Ordered Amount	Received from CDE	Needed
Touchless sanitizer dispenser	74	74		0
Sanitizer Stands	9	9		0
Disposable Masks	4000	5000	2000	-3000
Faculty/staff cloth masks	250	250		0
Student cloth masks	1100	1100		0
Thermometer	9	9		0

Monthly

Item	Desired Quantity	Ordered Amount	Received from CDE	Needed
Sanitizer refill	75	150		-75
Sanitizer pumps	50	100		-50
Disinfecting wipes	602	240		362
Alcohol wipes (packs)	198	216		-18
Gloves (boxes)	129	240		-111
Gym Wipes	6	6		0



Now What

My next steps are as follows:

- Following board approval of the reopening plan, we can begin to implement and operationalize some of the setup such as plexiglass and signage.
- As other departments finalize their plans loop back around to determine if anything is now needed that was not when the initial
- Continue to monitor CDC guidelines for best practices and update out list of materials as needed.
- Finalize the inventory system to make sure that we always have the needed materials in stock.



Distance Learning Summative Report

Caitlin Shelburne and Priscilla Mendez

What?

- **Successes:** *What we learned last spring to be best practices for our community:*
 - Teacher Leadership: We implemented clear expectations for teacher leader roles (Grade Level Lead/Content Lead/Lead Teacher) as it pertained to development of programs and communication structures. We also were able to gain valuable information by implementing a cadence of meetings for input and feedback from teacher leaders as it pertains to the efficacy of Distance Learning Practices. Teacher Leaders have an invaluable role in the success of Distance Learning.
 - Tracking for Participation: We collaborated with social workers, deans, interventionists, coordinators, grade level leads and teachers to keep an accurate understanding of who is regularly participating and who needs immediate intervention.
 - Professional Development: We provided opt in opportunities for extended learning and ensured that teachers had choice in sessions that connect to their areas for growth. We also leveraged teacher leadership and various departments to ensure that we are providing a variety of differentiated approaches that met the differing needs of our community.
 - Grading shifts: A month into Distance Learning we noticed a dip in student GPAs. We worked together to learn from this data, reflect on our practices and make intentional shifts that impacted student achievement. This included messaging to teachers to focus on major work standards and streamline the volume of assignments and shift category weights to ensure equitable grading practices for students.
- **Challenges:** *Areas to learn from:*
 - Technology: While our tracking systems were strong, students often experienced intermittent internet and chromebook issues. Our IT team did a great job of fielding these requests, however, a group of students did experience learning difficulties due to technical issues.
 - Parent Education: There quickly became a much more urgent need for parent communication around expectations for learning, technology and tracking student participation. Members of the leadership team and teachers spent a lot of time communicating with families one on one.
 - Tracking for rigorous instruction and student mastery: With the swift shift between in person learning and online learning, much of our time was spent tracking for participation and structuring a program from the ground up. While we were able to keep a pulse check on student progress by looking at student work, we could have benefitted from implementing a more streamlined standards based assessment to grasp at a deeper level, the standards students were mastering.

So What?

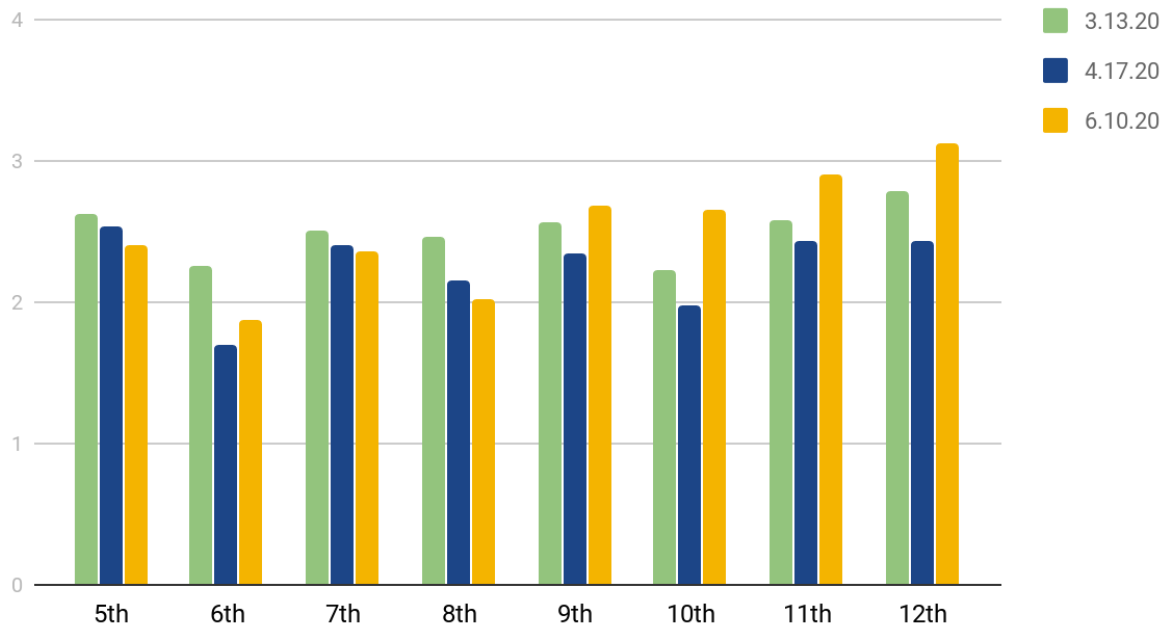
We analyzed GPA data trends to help us better understand student achievement and participation. The



below chart shows data from 3 points throughout distance learning:

- Prior to school closure (Week of March 13th)
- The Middle of Distance Learning (Week of April 17th)
- End of Distance Learning (Week of June 10th)

GPA Comparisons



We triangulated this data by the following course failure rates impacting credit recovery:

- 9.45% of upper school students failed a Math course (Algebra I, Geometry, Algebra II, Precalculus, AP Calculus, AP Statistics)
- 12.53% of upper school students failed an English course (English I, English II, English II, AP English Language & Composition, Expository Reading & Writing)
- At least 31 classes will be recovered during the 2019-20 summer school program in the upper school. The overwhelming majority of the credits recovered are English

This data tells us:

- Middle School GPAs were affected by Distance Learning and experienced a slight decrease. This was likely due to the adaptation to the shift in systems required by Distance Learning: submitting work solely on Google Classroom and managing a more flexible/self paced schedule. After we disseminated messaging to teachers to streamline their assignments and focus on the major work standards, the dip in GPAs decreased and in some cases the average GPAs increased .
- After messaging asking faculty to streamline their assignments and focus on major work standards, GPAs in the Upper School increased and even surpassed the average GPA prior to the start of Distance Learning.



Now What?

- As we consider both our qualitative and quantitative data from Distance learning, we are excited to implement the following shifts to ensure a more streamlined and productive learning experience for students. With these shifts, we will be tracking GPA data and mastery data to ensure that students are progressing through their coursework successfully.
 - Diagnostic: Implement a diagnostic in both ELA and Math to assess unfinished learning and learning loss. We will plan our pacing guides, tutoring focus and check for understandings around this data to ensure our students are making gains in areas that support access to grade level standards.
 - Student experience: Create a more streamlined schedule for students that requests that they log in to their zoom classes at particular times. The schedule will be reflected in powerschool and individualized for students on IEPs and Tier 3 students to reflect tutoring and RSP support after each class.
 - Professional Development Approach: Provide professional development for best practices that reflect MWA Rigor for zoom instruction, focusing specifically on Check for Understanding practices, student discourse and pacing guides to reflect unfinished learning and learning loss.

Grade 5 Report

What:

- Successes
 - We learned from students that morning meetings with their homeroom teacher helped them understand what was expected of them that day and helped them to feel more connected to their teacher.
 - We learned that after we streamlined the amount of work and clearly stated the expectations for assignments to teachers that students started to submit higher quality work, particularly in ELA and Science.
 - We learned that fifth grade students were most successful in math when they were able to write out their answers on a piece of paper and snap a picture for their teacher.
- Challenges
 - We learned that 90 minute classes during Distance Learning were too long for our fifth graders. When the teachers condensed their lesson to 60 minutes, more students participated in their assignments.
 - We learned that it is challenging for students to access work when teachers use too many different platforms for assignments--le- Edpuzzle, Khan Academy, individual curriculum platforms.
 - We learned that giving breaks that allowed students to sign off zoom and then sign back on were not an effective approach to giving students time back. Providing a fun youtube video or puzzle was a better way to give students a brain break.

So What



- As we consider welcoming a brand new wave of students, it is going to be extremely important to bring our departments together to build community, share pertinent information and provide strong trainings for students and families. We are fortunate to have data from a spring semester of Distance Learning that can inform our practices, however this will be the first time we welcome a new wave of students away from campus and not able to meet them in person. We know that our fifth grade lead teacher will play an integral role in planning for a unique orientation as we consider the relationships we will need to build and the onboarding that will need to occur to set our students up for success.

Now What

- We plan to take our learnings from this year to provide a more streamlined process for families: schedules and zoom links on powerschool and specific tutoring sessions for students who need support. Additionally, teachers will be asked to streamline their approach for accessing and turning in work.
- Administer an adaptive diagnostic in ELA and Math to diagnose the skills that students are starting the year with and where they are displaying unfinished learning from previous standards.
- Provide 2 weeks of onboarding for fifth grade students and families that includes:
 - Introductions and community building with their teachers and cohorts.
 - Introductions to support staff and leadership
 - An introduction to Making Waves history and culture
 - Information on holistic services offered at MWA
 - Training on the schedule, powerschool, google classroom and zoom
- Offer a daily morning meeting in cohorts with homeroom teachers to set students up for success for the day and build community.

MWA Board,

Attached is an article published by the San Francisco Chronicle that is being updated regularly and includes the opening plans for Bay Area school districts across the nine counties. While the article highlights public school districts, it is relevant to us as some of our neighboring charter schools are authorized by the local school district and will likely follow their authorizer's lead. While we do not have a full list of what our neighboring charters are going to do, we do know that all schools will be opening in one of two formats: full distance learning or hybrid (distance learning & small in-person instruction). This was confirmed by charter school leaders on a county-wide charter school meeting hosted by West Contra Costa in June.

Sincerely,

Elizabeth Martinez

Chief of Staff and Acting Director of Human Resources

Preferred Pronouns: she/hers/her

For the latest updates, please visit the SF Chronicle live article:

<https://www.sfchronicle.com/bayarea/article/Will-your-Bay-Area-school-be-online-in-person-or-15405870.php>.

See Bay Area school districts' reopening plans: Online classes, in-person or both

Jill Tucker, Kellie Hwang and Annie Vainshtein July 14, 2020 Updated: July 16, 2020 4:19 p.m.

Comments



Ligaya Chinn studies for her AP Biology test in her bedroom at her home in Oakland, Calif. Thursday, May 7, 2020. For the first time, high school AP tests will be administered online only in a take-home setting due to the Coronavirus pandemic and shelter-in-place order.

Photo: Jessica Christian / The Chronicle

With the end of summer break just weeks away and coronavirus cases surging statewide, Bay Area school districts are racing to cement their plans and advise families if, when or how their campuses will reopen to students.

Some expect to start the school year fully online - the model that the Los Angeles and San Diego unified districts announced Monday they will follow. Others say they will reopen full-time to all students with health measures in place.

The rest fall somewhere in between, using a hybrid model of both in-person and distance learning, often with students in class part of the day or week.

Each district has the authority to adopt a plan based on county health guidelines as well as local finances, staffing, space considerations and labor agreements.

The following is a sampling of local district plans, which could change based on the evolving pandemic and county caseloads. This will be updated as information changes. The districts are grouped by county.

SAN FRANCISCO COUNTY

San Francisco Unified

Plan: Distance learning. The district is moving forward with full distance learning with more details available on July 28. Schools would later move to a hybrid approach combining online and in-person instruction when data supports the transition.

First day of school: Aug. 17.

Enrollment: 52,778.

Diocese of San Francisco

Plan: Pending. The Archdiocese is working on a reopening plan for each school, pending authorization to reopen from county health officials.

First day of school: Varies.

Enrollment: Varies.

ALAMEDA COUNTY

Alameda Unified

Plan: Choice of distance learning or hybrid. Families can choose between online only or hybrid options, with in-person learning in morning and afternoon rotations.

First day of school: Tentatively delayed until Aug. 27 (previously Aug. 17).

Enrollment: 9,372.

Berkeley Unified

Plan: Pending. District officials are recommending full distance learning to start the year after initially proposing a choice between hybrid or distance learning models. Elementary students likely in remote learning for eight weeks and older students online likely through the winter break. Board decision expected July 15.

First day of school: Aug. 17.

Enrollment: 9,844.

Fremont Unified

Plan: Distance learning. All students will remain in full distance learning programs until the county has no new coronavirus cases for seven days straight. Possible early return for some special education students and others with high needs.

First day of school: Aug. 26.

Enrollment: 35,046.

Hayward Unified

Plan: Distance learning. The district will start the year with distance learning only, phasing in a hybrid model later. A full distance learning option will remain available.

First day of school: Aug. 24 (traditional schedule schools). July 16 (year-round schools).

Enrollment: 19,802.

Oakland Unified

Plan: Distance learning with phased in-person learning. Starting with distance learning for up to four weeks with staff safety training. Full distancing learning option available.

First day of school: Aug. 10.

Enrollment: 36,154.

Pleasanton Unified

Plan: Pending. The plan is to offer three options to families: hybrid, long-term independent study, which is remote, and distance learning. Following school board approval (July 14), families would have until July 24 to choose an option.

First day of school: Aug. 11.

Enrollment: 14,878.

San Leandro Unified

Plan: Distance learning. All students will start the year with online instruction, with ongoing preparation to reopen when safe.

First day of school: Aug. 12

Enrollment: 9,067

CONTRA COSTA COUNTY

Antioch Unified

Plan: Pending. The current plan is to offer families a choice between a hybrid model and distance learning.

First day of school: Sept. 1.

Enrollment: 16,293.

Mount Diablo Unified

Plan: Pending. The district announced it will begin the school year with distance learning. Plans will be finalized in the coming weeks. The plan “will allow for selective phasing into classroom environments only when and where the highest standards of health and safety can be achieved.” Final decision: July 30.

First day of school: Aug. 13.

Enrollment: 30,724.

Orinda Union Elementary

Plan: Hybrid. Elementary students will be in class on a morning or afternoon rotation four days a week. Middle school students take two courses, four days a week on three-week cycles. District officials cautioned the plan could revert to distance-learning only if conditions merit that.

First day of school: Aug. 13

Enrollment: 2,568

Pittsburg Unified

Plan: Pending. Teachers have recommended a choice between a hybrid model, with half the students on campus at one time, and full distance learning. Next update July 15.

First day of school: Aug. 12.

Enrollment: 11,367.

Walnut Creek Unified

Plan: Pending. Update on plans July 15.

First day of school: No date set.

Enrollment: 3,555.

West Contra Costa Unified

Plan: Distance learning. The district has a multi-phase plan for instruction, starting with distance learning, with in-person instruction added when deemed safe.

First day of school: Aug. 17.

Enrollment: 28,246.

MARIN COUNTY

Mill Valley School District

Plan: Pending. Several community task force meetings scheduled with the final one on Aug. 6.

First day of school: Aug. 20.

Enrollment: 2,839.

Novato Unified

Plan: Hybrid or distance learning. Parents must choose by July 17 between a hybrid model with half-day instruction in person or full-time virtual instruction.

First day of school: Aug. 20

Enrollment: 7,558

San Rafael City Schools

Plan: Pending. Draft plan expected on July 28, with a board vote Aug. 3, according to a spokesperson.

First day of school: Aug. 20.

Enrollment: 7,356.

SANTA CLARA COUNTY

East Side Union High School, San Jose

Plan: Most students will start the year in distance learning, with some high-needs students receiving in-person instruction. Campuses will be open, providing support services as well as access to Wi-Fi and quiet work spaces to all students who need it.

First day of school: Aug. 11.

Enrollment: 22,600.

Fremont Union High School District

Plan: Distance learning. The school year will start with distance learning only. After Alameda County has seen no new coronavirus cases for seven days, the board will re-evaluate and hold a new discussion.

First day of school: Aug. 26.

Enrollment: 11,071.

Palo Alto Unified

Plan: Hybrid and distance learning. Elementary schools will start with a hybrid schedule, with students at school part time in the morning or afternoon or a few days a week. Middle and high school students start online only with opportunities for on-campus activities. Choice of distance learning only for all students.

First day of school: Aug. 17.

Enrollment: 11,745.

San Jose Unified

Plan: Pending. A proposed plan to bring back as many students as possible to in-class instruction is on hold following teacher pushback. The district decided to survey parents and staff.

First day of school: Aug. 12.

Enrollment: 28,830.

Santa Clara Unified

Plan: Distance learning. All students will start the school year in distance learning. Families will eventually be given options during the 2020-21 school year, including distance learning, hybrid learning, in-person learning and independent study.

First day of school: Aug. 17.

Enrollment: 15,306.

SAN MATEO COUNTY

San Mateo Union High School

Plan: Pending. Families sent a mandatory questionnaire about how they want their students to learn in the fall. Next school board update July 14.

First day of school: Aug. 17.

Enrollment: 9,314.

Redwood City School District

Plan: Pending. Proposed parent choice between hybrid with in-person class two days a week and distance-learning only. Final plan to be announced July 22.

First day of school: Aug. 19.

Enrollment: 7,196.

South San Francisco Unified

Plan: Hybrid and full distance learning. Families choose between distance learning and a hybrid model, with students on staggered schedules.

First day of school: Aug. 12.

Enrollment: 8,438

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MWA Relaunch Reference List – July 2020

The following list is intended to acknowledge some of the key resources used to inform our relaunch planning. Please note, this is not an exhaustive list.

Consultation & Advisement from Public Education & Health Entities:

- California Department of Education
- California Secretary of Education
- Contra Costa County Office of Education
- Contra Costa Health Services
- Making Waves Academy Board of Directors
- Summit Public Schools – Richmond Campus Leadership
- San Rafael Public Schools Planning Documents & Materials
- West Contra Costa County Unified School District

Webinars Attended:

- Distance Learning Innovations: Supporting in Special Education—Addressing Mental Health and Behavior
- Safe Reopen of School Virtual Forum
- Key Principles for a Quality Distance Learning
- Learning with Our Global Colleagues: Re-Engaging School Communities
- Lesson Planning for English Learners in Distance Learning Environments
- Webinar for Local Educational Agency (LEA) Leaders: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools
- Attendance Works: Engaging Students and Families During Covid-19
- Making Students' Social-Emotional Health Integral to Distance Learning

CDE Taskforce & Forum Participation:

- Digital Divide Task Force
- Task Force on Safe Schools
- Virtual Support Circle for Educators
- WCCUSD & Local Charter Forum

State of California Documents and Resources:

- California Department of Education (2020, June). Stronger Together: A Guidebook for the safe Reopening of California's Public Schools: <https://www.cde.ca.gov/ls/he/hn/documents/strongertogether.pdf>
- Coronavirus Response and School Reopening Guidance: <https://www.cde.ca.gov>
- Distance Learning Toolkit: <https://www.cde.ca.gov>
- California Assembly Bill #77: <https://leginfo.legislature.ca.gov>

Published Works:

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Cameron, J.K., Wong, M., Pollack, W., and Rivard, P. (2020). Guidelines for re-entry into the school setting during the pandemic: Managing the social-emotional and traumatic impact school version. *Trauma Informed Leadership, North American Center for Threat Assessment and Trauma Response*. Retrieved from <https://www.nactatr.com/news/files/01GuideRe-Entry.pdf>

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Tate, E. (2017). Teaching in two places at once. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/digital-learning/article/2017/03/08/technology-allows-teaching-two-places-once>

The Achievement Network and Transforming Education. (2020). *Head & Heart: An expanded approach to meeting students' needs as schools reopen*. Retrieved from <file:///C:/Users/ewardjackson/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/OY1EKXR1/Equity+Academics+and+Social+Emotional+Learning.pdf>