



# MWA Board Report

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*October 2020*

## **MWA Chief Executive Officer Report**

Alton B. Nelson, Jr.

### **WHAT**

To **Re-open the Campus** we are optimizing for the following three areas:

1. *Safety*
2. *Teaching and learning*
3. *Social-emotional development and support*

The **Three Areas of Optimization** above continue to be the focus for the school year. New information, tools, and criteria continue to be shared with us from the state and county related to school opening guidelines.

Our adaptations in **Technology** have been astounding, but not without some fits and starts. MWA faculty have been “Zoom-bombed” a number of times this quarter and recently as within the last couple of weeks. Protocols set up to screen participants has been uneven as people posing as our actual students with their actual names have been infiltrating the virtual classrooms. Our faculty have done a great job of reporting these matters right away, our Deans have led investigations, and the HR office has been alerted to support impacted faculty. Our site-based technology team have worked collaboratively to devise a way to address these incursions and have piloted a fix that, so far, has been effective. The new system started this week (10/13/20). We will continue to monitor how well the new fixes address these very disturbing incidents.

The latest update with respect to the **Phase Shift Planning** is as follows. The Contra Costa County infection rate dropped long enough to move the county from the Purple to the Red, which allows for some minimal opening of businesses and schools. However, our local community of Richmond, San Pablo, and El Sobrante, infection levels remain extraordinarily high in comparison to other surrounding communities in Contra Costa County. As a result, it would not be safe for us to move into Phase 1B until those local indicators for infection rates moved to Red also. Phase 1B will allow for limited onsite work by teachers (delivering their distance lessons from their classrooms) and limited interscholastic athletics activity for some of our sports teams. In the meantime, we will continue to move through the list of items for completion to prepare for an opening of the campus including work on the air ventilation system (that meets the more rigorous standards of moving air out of the building more frequently and using more powerful air filters), ensuring some form of COVID testing is in place, and training on the new contact tracing protocols schools are being asked to follow. At present, it is not likely we could open before the end of October, maybe early November.



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## SO WHAT

- **DEI Work.** Our DEI service provider, *CircleUp Education*, is scheduled to do some trainings on specific DEI topics. One training will be for the Executive Team in developing key skills for supporting and being more responsive to staff needs and requests related to inclusion, discrimination, and bias. A second training will be for DEI Working Groups Leads for ways to support their teams in reviewing the DEI staff survey that will be administered this month. The survey will provide a place to anchor the four working groups in their approaches to their respective areas – staff culture and climate, student culture and climate, teaching and learning, and family and community engagement.
- **Inclusive Community.** I sent out an email to staff with a reminder of our institutional commitment to supporting and maintaining an inclusive and supportive environment for our staff, as well as for our key stakeholders, our students and parents.

## NOW WHAT

- **Metrics.** I shared a set of metrics with Dr. Ward-Jackson that provide key areas of focus I would like us to track and discuss this year. She and I will confirm these metrics this week, and I will share them with the Board via an email update or at the December Board meeting. In addition, I have some key questions I will ask of our Instructional leadership as well as our Holistic Support leadership that will help us better understand what we are doing well and where what we are doing is not effective. This could allow us to consider moving away from things that are not effective to make room for things we can try that could work better.
- **Training & Support.** The Business Service Team, under Mr. Wei's leadership, has invested time in ongoing and continuous training to expand their general management and communication skills, that includes being prepared to share more detailed analysis.
- **Strategic Plan.** We meet monthly, along with targeted meetings in between to keep the work moving against the strategic plan and MWF's operating plan.
- **Compliance Requirements.** Ms. Martinez and Mr. Wei co-own this area. There are so many items that have to be continually monitored and updated. They have moved much of this work onto an online tool called, Asana. Asana allows them to not only list out all of the compliance items they need to pay attention to, but also allows them to assign specific tasks to members of the team and track progress against timelines and deadlines.
- **Campus Opening Decisions.** We will continue to keep you updated on any changes in our Phase status as well as our progress towards meeting internal checklist completion of key elements that would support a safe re-opening of parts of the campus, consistent with the Phases the Board approved.



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## Goals & Updates for 2020-21

### Goal #1

Discuss, develop, and agree on definitions, goals, and metrics in a set of cascading MOCHAs (a delegation framework – Managers, Owners, Contributors, Helpers, and Approver) in the areas of:

- *a school-wide instructional philosophy*
- *innovation in teaching and learning practices*
- *social emotional development practices*
- *insights into the experiences of our Black stakeholders at MWA* (students, parents, staff, and alumni)

### Goal #1 Updates

- **Initiative Leadership** – All of the MOCHAs were launched in September, with Dr. Ward-Jackson as the “Manager”. (Please see the chart below for the MOCHA “Owners”.)
- **Update Cadence** – All “Owners” submitted their initial update reports by the deadline of October 5<sup>th</sup>. Initial reports indicate that the work has begun in earnest. All Owners will submit written updates every 3-4 weeks.
- **Meetings to Engage** – Ward-Jackson and I will bring together the group of owners twice before the December break to discuss successes, challenges, and questions they have.
- **Timelines** – The initial timeline for reporting out observations, findings, and recommendations is Dec./Jan. We think this timeline allows us to potentially inform budget development decisions for the 2021-22 school year and in time to share findings at the spring meetings of the Curriculum Review Advisory Committee, DEI Advisory Committee, School Culture Advisory Committee, and Staff Culture Advisory Committee (which will all meet likely between February and June). However, I have shared with the “Owners” that it is more important to get good data. With the elections coming and the effects of the pandemic, I acknowledged that it could take more time. Quality and timing are key.

I think more time is needed for the MOCHA Owners to have more clarity on the task. The end result will be a set of findings and recommendations based on observations in the forms of interviews, group meetings, quantitative data, observations, and qualitative analysis.

The work on these initiatives will take the whole school year to complete, in stages. Consider the following as key stages of the process:

- Organizing to launch (FALL)
- Fact finding and engagement (FALL/WINTER)
- Collecting and finalizing findings and recommendations (WINTER/SPRING)
- Planning (informed by findings and recommendations) (SPRING)
- Discussing and collaborating (Throughout the school year)



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**Chart of MOCHA Owners and Key Question(s) to Address**

Initiative	MOCHA Manager(s)	MOCHA Owner(s)	Aim/Question
<i>Black Stakeholders (Parents, Students, Staff, &amp; Alumni)</i>	Nelson & Ward-Jackson	Crews-Gamez (Parents) Ortega (Students) Stillwell (Staff) Adams (Alumni)	This MOCHA initiative will be successful if it allows us to ascertain the extent to which MWA was/is affirming and less affirming for our Black stakeholders that could inform institutional changes and adjustments; and if it helps us celebrate and continue to do what has been effective.
<i>Unified Vision for Instruction</i>	Ward-Jackson	Shelburne	The aim of this MOCHA is to arrive at a unified instructional approach that can be articulated and shared with internal and external constituents and stakeholders. It can combine a single statement with specific tenets of the approach or different bullet points. It must make it clear what the universal elements of instruction that should be able to be identified, seen, experienced, understood, and communicated.
<i>Innovation in Instruction</i>	Ward-Jackson	Shelburne	The aim of this MOCHA is to arrive at specific instructional innovations that will be engaged in for the 2020-21 school year. What things can be tried on a trial basis, who should be doing this work, what are they trying to find out, and how will they report out their findings?
<i>Social-Emotional Development &amp; Support</i>	Ward-Jackson	Greene	The aim of this MOCHA is to develop, track, and periodically share out the various measures MWA is engaging in this year to address social-emotional development and support.

## **Goal #2**

Co-lead the Strategic Plan Program Committee, with Patrick, to meet Year 1 milestones and goals of the new strategic plan. Examples include expanding college access education back to earlier grades at MWA (e.g. as early as 5<sup>th</sup> grade) with targeted programming for parents and students and identifying unique instructional practices and innovations to be able to share with others.



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## Goal #2 Updates

- **MOU** – The Program Committee Team leads (Ward-Jackson, Siapno, and Fries of CAP) are working on the elements of mutually shared services agreement that will inform the development of a Memorandum of Understanding (MOU) between MWA and CAP. The goal is to be able to bring it to the December Board meeting.
- **Differentiated Support** – The MOU will help support the mutual sharing of data that can support ongoing development of a more differentiated set of post-secondary pathways and support structure for our Wave-Makers. The focus of differentiation is to provide more targeted supports to the range of our Wave-Makers (“college competitive”, “college ready”, “college eligible”, and “career ready”) in meeting their needs.
- **Opt-In** – The group is also moving forward with discussing what it would like for CAP to be an “Opt-in” opportunity. In other words, inviting students to “apply” and see this as a proactive opportunity to select this pathway rather than experience it as a reaction to an “entitlement”(?).
- **Pacing** – The group has discussed the impact of the pandemic on the pace at which the work can be done. Different work is emerging, in both of our respective organizations, that is taking up bandwidth. Examples include our deeper engagement in the area of Diversity, Equity, and Inclusion and different forms of social-emotional support for our staffs in response to the pandemic.
- **Pandemic Impact on Higher Education** – The group has also discussed the larger impact the pandemic is having on higher education as a whole. What shifts may need to be made that can be responsive to the changing higher education landscape as well as various certificate programs available for people with a focus that is on specific work skills such as in the technology field.

The use of our social-emotional development framework, Preparing the Mind for Success and Competition (PMSC), informs our approach to post-secondary planning with our Wave-Makers. We use the PMSC DREAM Domain of the framework to ask students what their dreams are for themselves. As a result, our goal is to be responsive to the needs of our students while also working to have as many of our students “college ready” to provide them with multiple options.

Below is a way to think about our students that is also aligned with our strategic plan use of the Estimated College Completion (ECC) metric to inform our college counseling approach.

“College Competitive”	“College Ready”	“College Eligible”	“Career Ready”(?)
<ul style="list-style-type: none"> <li>• GPA over 3.0</li> <li>• SAT over 1000</li> <li>• UC &amp; private school competitive</li> </ul>	<ul style="list-style-type: none"> <li>• GPA over 2.5</li> <li>• SAT over 900</li> <li>• Competitive for some UC &amp; CSU</li> </ul>	<ul style="list-style-type: none"> <li>• GPA over 1.8</li> <li>• SAT over 800</li> <li>• Some CSUs and CCs</li> </ul>	<ul style="list-style-type: none"> <li>• Informed by DREAM, interest in certificate programs, etc.</li> </ul>

In order to meet milestones in the strategic plan, MWA and CAP are aligning and working on:

MWA	CAP
<ul style="list-style-type: none"> <li>• Continue to increase the overall % of students who are “college ready”</li> <li>• Shift as many \$ of students from “college eligible” to “college ready” and from “college ready” to “competitive”</li> <li>• Maintain stronger ties with all of our alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the % of students enrolled in 4-year schools to graduate within 6 years</li> <li>• Increase the % of students enrolled in 2-year schools to complete their AA degrees and/or transfer to a four-year college</li> <li>• Deepen expertise in career development</li> </ul>