



Local Indicators

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Learn. Graduate. Give Back.



LCFF Priorities

To hold LEAs accountable for supporting the “whole child,” there are 8 LCFF priorities that we must report on annually.

- These are tracked on the [CA State Dashboard](#)
- Our LCAP is centered around these priorities



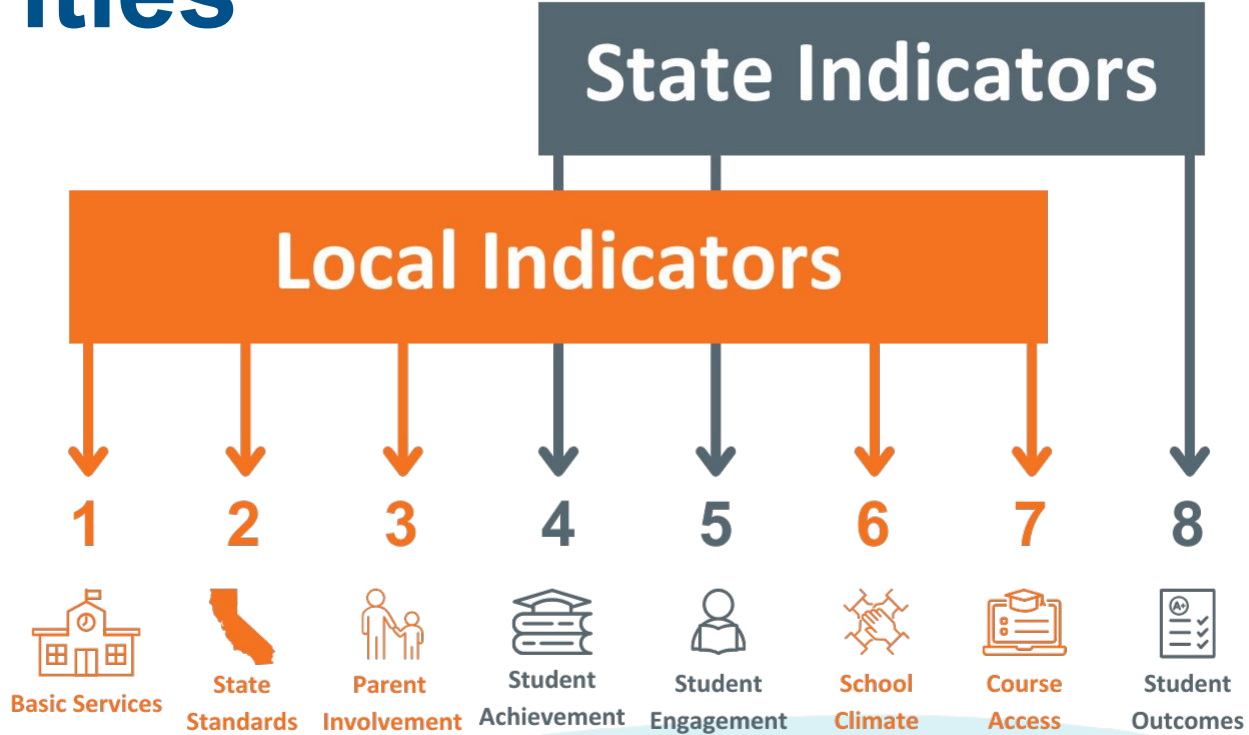
Priorities



State Indicators



Priorities





Indicators

- **State Indicators are informed by state data**
 - Using test scores, ELPI, attendance, graduation rate, etc.
- **Local Indicators are informed by local data**
 - Using self-reflection tools provided by the state





Performance Standards

1



Basic Services

For each local indicator, the State Board of Education adopted performance standards require an LEA to

2



State Standards

1. Annually measure its progress in meeting the requirements of LCFF priorities

3



Parent Involvement

2. Report the results as part of a non-consent item at the same public meeting of the local governing board at which the LCAP is adopted

6



School Climate

3. Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator

7



Course Access

Reporting the Results



Priority 1



Basic Services



Principal Int

WHO is Dr. Jackson

WHY am I here?

WHAT does a Prin

HOW should I show

WHERE do I want

Priority 1



Basic Services

Basic Services



2021-22 Teaching Assignment Monitoring Outcomes by FTE

Name	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
Making Waves Academy	68.1	58.3%	7.6%	8.8%	15.6%	5.0%	4.0%	0.7%
Contra Costa County Office of Education	329.0	57.5%	6.9%	6.7%	21.7%	5.9%	1.2%	0.2%
Contra Costa	8,140.5	83.0%	4.2%	2.2%	5.6%	4.6%	0.2%	0.1%
Statewide	279,044.9	84.0%	4.3%	1.7%	4.3%	5.2%	0.3%	0.2%

Most recent data from [Teaching Assignment Monitoring Outcome \(AMO\) by Full-Time Equivalency \(FTE\) Report for MWA](#). Resource provided by CDE in [Priority 1 Self-Reflection Tool](#) found on the [Local Indicators](#) page of the CDE website.

Priority 1



Basic Services

Basic Services



100% of students have access to standards aligned curriculum and materials in all subjects (2023 SARC)

- Every student is provided their own chromebook for the year
- Pacing guides were developed for ELA & Math with assistance from Instruction Partners
- Piloted new science curriculums (HMH Dimensions)
- US Spanish language adopted new curriculum (Vista)
- US adopted a new math curriculum (Carnegie Learning)
- Implemented new EL curriculum (English 3D)
- MS used Open UP curriculum
- 5th Grade used Fishtank Curriculum

Priority 1



Basic Services

Basic Services



Deficiencies found in School Facilities Conditions Evaluation

Middle School

FIT Score = 95.81%

Inspector comments: School is in good repair! Numerous minor issues with loose toilet seats and leaky faucets. Missing menstrual product notices.

Door closer covers missing

All gender restroom, MS1-115, MS1-160, MS2-129, both gym restrooms

Extension cord and surge protector daisy chained

MS2-117, MS2-127, music room

Toilet seat broken/loose

Women's restroom (near MS2-201), men's restroom (near MS1-138), men's restroom (gym)

Upper School

FIT Score = 95.97%

Inspector comments: Most categories at the school are in very good repair; minor issues in several areas. Missing menstrual posting.

Drinking fountain has a piece missing

US3-212, US3-215, US3-206

Toilet seat loose

US4-116, US4-216

Fire sprinkler escutcheon is missing

US1-150, US2-100, US2-126

Tables do not reflect all deficiencies found, but highlight examples. For an exhaustive list of all deficiencies, please see the full Facility Inspection Tool (FIT) School Facility Condition Evaluation.

Priority 2



State
Standards



Priority 2



State Standards



APs rated our progress on a 5-point scale:

1. **Exploration and Research Phase**
2. **Beginning Development**
3. **Initial Implementation**
4. **Full Implementation**
5. **Full implementation and sustainability**

Providing professional learning for teaching the recently adopted academic standards and/or curriculum frameworks

ELA	Full Implementation
ELD	Full Implementation
Mathematics	Full Implementation
Science	Beginning Development
History-Social Science	Beginning Development

Making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks available in all classrooms where the subject is taught.

ELA	Full Implementation
ELD	Full Implementation
Mathematics	Full Implementation
Science	Initial Implementation
History-Social Science	Initial Implementation

Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks.

ELA	Full Implementation
ELD	Full Implementation
Mathematics	Full Implementation
Science	Full Implementation
History-Social Science	Full Implementation

This table is a direct reflection of the [Priority 2 Self-Reflection Tool](#) provided by the CDE. This table shows categories 1-3 out of 6. Category 6 is summarized on the next slide.

Priority 2



State Standards



- **Curriculum Implementation**
 - All ELA, Math, and ELD teachers received training on Common Core Standards-aligned curriculum
- **Instructional Coaching**
 - Teachers were paired with instructional coaches who provided bi-weekly observations and feedback
 - Collaborative review of state standards to support curriculum pacing
- **Week-at-a-Glance**
 - Teachers created WaaGs outlines, detailing standards, objectives, and activities for the upcoming week
 - Feedback provided by instructional coaches on WaaGs
- **Teacher Evaluation**
 - Teachers evaluated three times annually
 - Rubric assesses "Essential Content" and student engagement in standards-aligned content

Priority 3



Parent
Involvement



Priority 3



Parent

Involvement

Parent Involvement



Building Relationships Between School Staff and Families:

Changes in faculty/staff and organizational restructuring weakened family connections, reducing campus presence and parental involvement. Progress this year included organizing Parent Talk sessions, facilitating volunteering, inviting parents to events, and involving parents in teacher appreciation week.

APs rated our progress on a 5-point scale:

1. **Exploration and Research Phase**
2. **Beginning Development**
3. **Initial Implementation**
4. **Full Implementation**
5. **Full implementation and sustainability**

Developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Beginning Development

Creating welcoming environments for all families in the community.

Beginning Development

Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Beginning Development

Developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Initial Implementation

This table is a direct reflection of the [Priority 3 Self-Reflection Tool](#) provided by the CDE. This table shows highlights from Section 1: Building Relationships Between School Staff and Families.

Priority 3



Parent

Involvement

Parent Involvement



Building Partnerships for Student Outcomes:

Focus areas include prioritizing the vision and mission, fostering learning between the school, families, and organizations, enhancing family resources and training, and involving families in decision-making through surveys and committees.

APs rated our progress on a 5-point scale:

- 1. Exploration and Research Phase**
- 2. Beginning Development**
- 3. Initial Implementation**
- 4. Full Implementation**
- 5. Full implementation and sustainability**

Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Initial Implementation

Providing families with information and resources to support student learning and development in the home.

Initial Implementation

Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Initial Implementation

Supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Initial Implementation

This table is a direct reflection of the [Priority 3 Self-Reflection Tool](#) provided by the CDE. This table shows highlights from Section 2: Building Partnerships for Student Outcomes.

Priority 3



Parent

Involvement

Parent Involvement



Seeking Input for Decision Making:

The engagement of underrepresented families will take place by ensuring decision-making committees include representation from underrepresented families, actively seeking out diverse voices making sure that all perspectives are considered in the decision-making process.

APs rated our progress on a 5-point scale:

1. **Exploration and Research Phase**
2. **Beginning Development**
3. **Initial Implementation**
4. **Full Implementation**
5. **Full implementation and sustainability**

Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Initial Implementation

Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Initial Implementation

Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Beginning Development

Providing opportunities to have families, teachers, and principals work together to plan, design, implement and evaluate family engagement activities.

Beginning Development

This table is a direct reflection of the [Priority 3 Self-Reflection Tool](#) provided by the CDE. This table shows highlights from Section 3: Seeking Input for Decision Making.

Priority 6



School
Climate

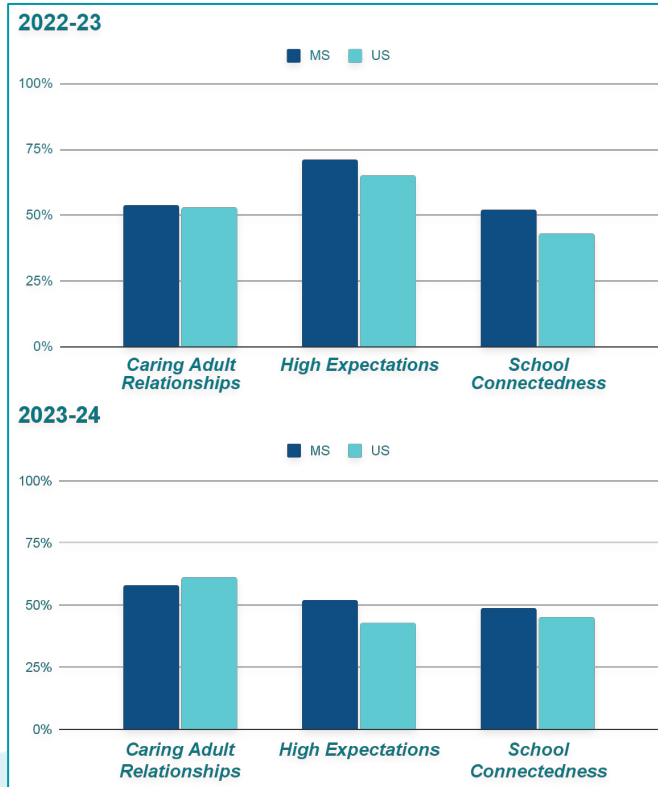


Priority 6



School
Climate

School Climate



- Overall, our results from the February 2023 climate survey are comparable to our results this year
- We see decreases in metrics around “high expectations” in both divisions and “school connectedness” in upper school.

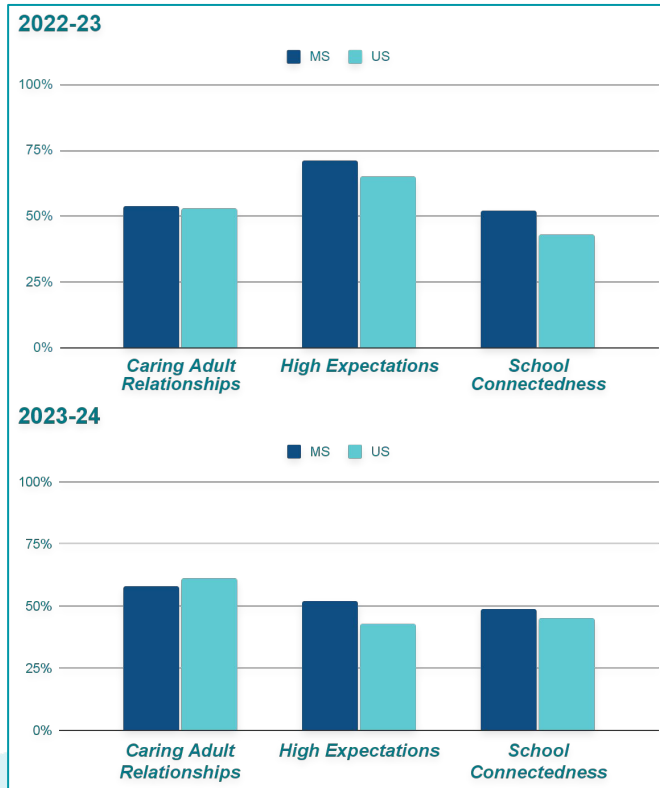
This is a summary of MWA's response to the [Priority 6 Self-Reflection Tool](#) provided by the CDE.

Priority 6



School
Climate

School Climate



Addressing caring adult relationships and high expectations

- Fostering open communication
- Providing PD and class lessons on relationship-building skills
- Creating a supportive environment for students and adults
- Adding additional social worker
- Prioritizing hiring of key staff
- Consistent application of disciplinary actions

This is a summary of MWA's response to the [Priority 6 Self-Reflection Tool](#) provided by the CDE.

Priority 7



Course
Access



Priority 7



Course
Access

Course Access



- **A-G Course Access and Graduation Requirements**
 - Over 99.5% of students enrolled in courses fulfilling local high school graduation requirements.
 - 86% of 2022-23 graduates eligible for UC/CSU entrance.
- **College Applications and Acceptances**
 - 72 out of 84 seniors (86%) applied and were accepted to at least one four-year university.
 - CSU Eligibility: 84 out of 85 seniors (98%)
 - UC Eligibility: 49 out of 85 seniors (57%)
- **Consistent Standards Alignment**
 - All students have access to standards-aligned core classes.
 - Advisors and counseling team ensure students are on track to meet A-G requirements.

This is a summary of MWA's response to the [Priority 7 Self-Reflection Tool](#) provided by the CDE.

Priority 7



Course
Access

Course Access



- **Support for Critical Learner Groups**
 - Priority enrollment for students with disabilities, English Learners, and socio-economically disadvantaged students.
 - Career and College Center provides ongoing support for graduation and post-secondary planning.
- **AP and CTE**
 - 38% of students enrolled in AP classes.
 - One existing CTE pathway with increasing completers.
 - Exploring additional CTE pathways for future offerings.
- **Course Development and Faculty Recruitment**
 - Conducting staff and student surveys to inform new course offerings.
 - Ensuring new courses receive A-G and AP designation where appropriate.
 - Ongoing search for highly qualified faculty to maintain a broad course of study.

This is a summary of MWA's response to the [Priority 7 Self-Reflection Tool](#) provided by the CDE.

Questions?

