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## Board Report

Middle and Upper School

## Board Report - March 2020

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### From the Senior School Director's Desk

Dr. E. Ward-Jackson

As the third quarter of the 19-20 school year draws to a close, and I walk into the final third of my 90 day launch plan as the Senior School Director for our Academy, I can say, with confidence, that we are actively doing the very important and intentional work of *"scaling deep for excellence."* I am officially two thirds of the way through my launch into the role of Senior School Director, and am on track with the action plan associated with my initial areas of focus:

#### Focus Area #1 "Learning Tour"

- Establish my credibility with the upper school division, as a new leader, within the first 90 days by meeting with stakeholders to listen, identify needs, concerns and opportunities for short and long-term actions
- Lead an effective change management process by first fostering professional relationships with all members of the MWA community during my first 90 days, and minimize potential challenges caused by the administrative change

#### Focus Area #2 "Building Bridges"

- Gain a thorough understanding of the systems, ideologies, institutional practices and policies that govern Making Waves Academy by engaging multiple points of data in an effort to assess the current needs of the school and to facilitate the development of a shared campus culture and priorities
- Develop a one-school identity and culture

#### Focus Area #3 "Upper School Residency"

- Exercise visibility, accessibility, and responsiveness (VAR)
- Operate from an office in both the upper school and the middle school
- Understand the context for and culture of teaching and learning, with a specific lens on Intervention, Black Student Achievement, and Math Achievement overall

From my perspective, I have had a successful launch into the role. Although transitioning from leading the middle school division, to leading the entire academy has come with its challenges and real-time learnings, it has also been so rewarding, impactful, and professionally fulfilling. I believe that it is the braiding together of the trust that our Executive Leadership has extended to me and the gift of genuine welcome, hope, and transparency that our collective school community has gifted me, that has allowed my transition to be virtually seamless and fully gratifying. For this to be my truth, as a School Leader, during a season of short staffing, increased student crisis, organizational restructure and significant change management, is not taken for granted.

As we prepare to enter into the 4<sup>th</sup> quarter of the school year and state testing, we are simultaneously deep into preparation for AY 20-21, the hiring season, budget proposals, summative benchmarks, and final formative teacher evaluations. Our teams are not only working hard, they are working smart. This is evidenced by tight and intentional collaboration, a dramatic decrease in disgruntled behaviors and toxicity, and an authenticity in success and celebrations. There is an ocean between compliance and excellence, and we are making waves in the right direction.

## Board Report - March 2020

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One of my strategic focus areas as we onboard our new org structure in AY20-21, is to re-energize our approach to intervention and extended student support services in a way that optimizes our resources and yields more significant patterns of growth. In the state of California, we are highly encouraged to approach learning using a Multi-Tiered System of Support (MTSS). Although not always explicitly called “MTSS,” at Making Waves Academy, the intention of this framework has been a pillar of MWA’s model from its inception. The objective is to focus on critical learners and to provide a vehicle for teamwork and data-based decision making in an effort to strengthen their performance both before and after educational and behavioral problems increase in intensity. MTSS is an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. What I appreciate most about MTSS, as an approach, is the room that it offers to create needed systemic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. I am currently in collaboration with our programmatic leaders, curriculum and instruction leaders, student support services team members, as well as our CEO as I study, strategize and ultimately work to reset our program in a way that ensures we are:

- Enabling a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection of a few components of intensive interventions for select students
- Relying on a process and method to identify problems, develop interventions, and evaluate the effectiveness of the intervention
- Transforming the way we provide support for all students through intentional integration of instruction and intervention services and supports so that systemic changes are sustainable and based on standards-aligned classroom instruction 5-12
- Challenging all school staff to change the way in which they have traditionally worked both in and out of the classroom
- Supporting high-quality standards and research-based, culturally and linguistically relevant instruction with the belief that every student can learn and excel
- Implementing a collaborative approach to analyze student data and work together in the intervention process

MTSS brings together our Response to Intervention (RTI), Restorative Justice (RJ), and Positive Behavior Intervention Services (PBIS), and aligns their supports to serve the whole child, it utilizes high-quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful. Looking at our programmatic structure and instruction through an intentional lens of Multi-Tiered System of Supports will help us to best organize and align academic standards and behavioral expectations in order to enable every Wave-Maker to successfully reach their fullest potential while optimizing the reach and effective use of resources.

In this report, we will dive deeply into the integrated and designated supplemental learning experiences of our most critical learners. Students who have Tier 3 Intervention (RTI-Title1), English Language Development (ELD-Title 3), and Special Education (SPED) designations are served both in our core day instruction (integrated) and within specialized programming (designated). In addition to meeting state and federal compliance requirements for these at-risk Wave-Makers, we are committed to programming and data monitoring that aims for excellence. Accordingly, future reports on these subgroups of Waves Maker’s will be shared in alignment with a multi-tiered system of support lens.

# Board Report - March 2020

## Teaching and Learning: Focus on Professional Development

Caitlin Shelburne and Priscilla Mendez

### What?

- S1:
  - Successes: We launched our first academy-wide peer observation cycle by content teams. We learned that our faculty enjoy time together to learn about each other’s practice. We also learned that our vertical content teams have a solid working relationship and respect for each other’s practice. Peer observations led to constructive feedback, as well as the sharing of resources and ideas across the academy.
  - Challenges: The structure of peer observations did not allow for all faculty to self-select which content they observed. Constructive feedback we received after the cycle indicated that it was not long enough for faculty to observe more than 2 other colleagues.
  
- S2:
  - Successes: We took the learnings from semester one and decided to focus on strengthening the faculty culture outside of vertical content teams by engaging in two academy-wide Bright Spots Symposiums (similar set-up to an external conference - conference schedule including session title/location/facilitator, session sign-ups, feedback collection). The middle school faculty led the first conference while the upper school led the second conference two weeks later. During these faculty-led professional development sessions, we had an eye for teacher interactions between campuses, who chose to attend which sessions and which facilitation strategies yielded the greatest implementation in classroom observations.
  - Challenges: Through the tracking of session sign-ups, we were able to determine that some session topics were more popular and better attended than others. Another piece of feedback received was that this format works really well, but isn’t utilized enough during Friday PD throughout the school year.

Session #1 2:45-3:25	3:25-3:35	Session #2 3:35-4:15	4:15-4:20	4:20-4:30
<b>Integrating Technology</b> E. Twichell US4-203	<i>Passing Period</i> ~ <i>Share positive feedback with facilitators</i> ~ <i>Engage in a silent chalk talk</i>	<b>Building Cultural Literacy</b> H. McCoy US4-208	<i>Complete Feedback Survey Before Leaving Session #2</i>	<i>Share positive feedback with facilitators</i> ~ <i>Engage in a silent chalk talk</i>
<b>ELD Best Practices</b> M. Persina US4-205		<b>Inquiry-Based Questioning</b> C. Huizar, B. Calvert US4-202		
<b>INB, Games, &amp; Inclusivity</b> S. Contreras, A. Meehan, I. Moreno US4-204		<b>Mindfulness Practices</b> R. Takanashi US4-206		
<b>Evidence-Based Questioning &amp; Writing</b> H. MacDonald US4-207		<b>PBL</b> P. Gagen US4-209		

## Board Report - March 2020



### So What?

This year, we have worked to build academy wide alignment with respect to teacher culture and instructional best practices through a variety of professional development sessions and topics. Our *culture* indicators include observations of teacher interactions and survey feedback. Our *effectiveness* indicators include follow-through and implementation based on classroom observations.

In planning for our BAASAI Professional Development, we intended to take the learnings and momentum from our prior professional development sessions to ensure a strong, safe and brave environment was created in order to allow our faculty and staff to authentically engage in conversations about race, dismantling white supremacist culture, creating and implementing culturally responsive classroom culture strategies, as well as developing mentorship routines and systems for Black and African-American students. Historically, our academy-wide BAASAI PD conversations have been difficult due to a lack of trust and understanding amongst teachers across divisions. This year, we found that by first building trust with content teams and then with our larger faculties around instructional and engagement strategies, our faculty was better prepared to delve deeper into their practices around diversity, equity and inclusion.

Our BAASAI PD facilitators attended the AAREA (African American Regional Education Alliance) conference, collaborated around key learnings and then shared their takeaways by using facilitation strategies experienced at the conference. Our facilitators were a mix of new and veteran teachers, administrators and coordinators. Our faculty had the opportunity to choose a topic and engage in a small group session. All norms for a safe and productive space were upheld and teachers felt as if they were pushed to think differently about their identity and how it shows up in their practice.

### Norms

- Consider impact versus intent
- Experience discomfort
- We are all learners
- Stay engaged
- Listen for understanding
- Speak your truth
- Expect and accept non-closure



Making Waves commits to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities.

### Now What?

Moving forward, we want to continue providing choice and opportunities for our teachers to learn as Making Waves Academy Faculty! We want to push our own practice as DCI's to provide differentiated long-term pathways for faculty to participate in. For example, we want to provide opportunities for teachers to take a series of PD sessions on a single topic/theme that mirror a college course, with a syllabus, readings, check for understandings and pre/post assessments. We believe that this will give us an opportunity to grow our community's strengths as well as expedite our learning around key areas required to be an effective teacher. Our 2019-20 SBAC and observation data will inform future course topics.

# Board Report - March 2020

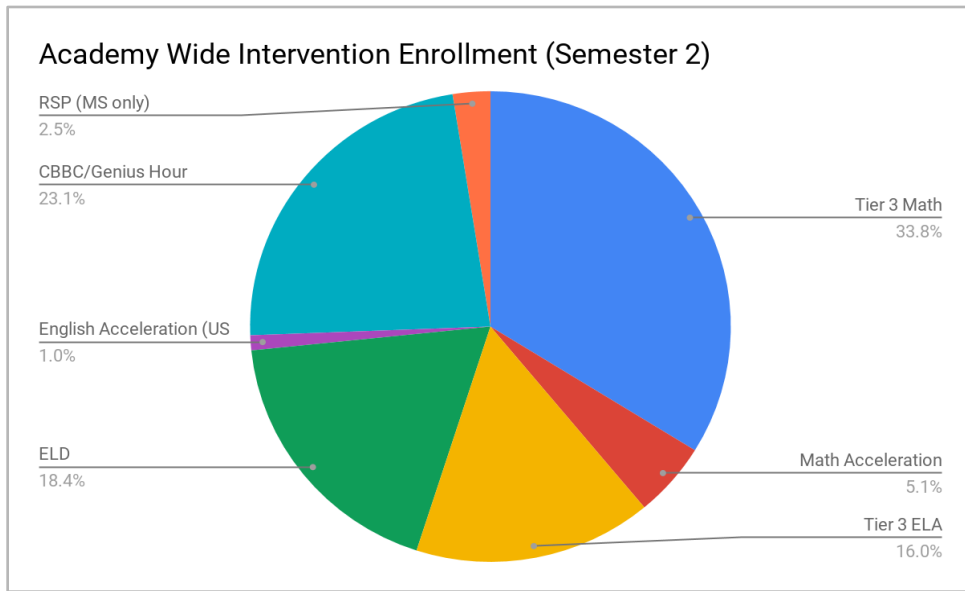
## Tier 3 Intervention (school wide)

Micah Stilwell and Dominique Moss

### What?

- Academy wide Intervention Services occur throughout the day; however, students requiring Tiered 3 support are enrolled in content specific intervention sections during DTI/Marlin Hour.
- Semester 2 DTI/Marlin Hour student enrollment reflect the following trends in student performance data:
  - 60% (15/25) students receiving Tier 3 ELA support demonstrated growth, on average 11%, from ANET A1 to ANET A3. This is 17% greater than the number of students who demonstrated growth in the general student body.
  - 47% (61/130) students receiving Tier 3 math support demonstrated growth, on average 9%, from ANET A1 to ANET A3. This is 13% greater than the number of students who demonstrated growth in the general student body.
  - On average, 21 students per grade level exited from Tier 3 services in either Math or ELA since the beginning of the 19-20 AY.
  - US is currently in the IAB testing window; students will receive new MH assignments next academic year based on their updated Tier designation

Intervention Course	S2 Enrollment
Tier 3 Math	428 Students
Math Acceleration	65 Students
Tier 3 ELA	203 Students
ELD	233 Students
English Acceleration (US only)	13 Students
CBBC/Genius Hour (Tier 1 Math/ELA))	292 Students
RSP (MS only)	32 Students



- This year, the Intervention Services program has prioritized resources to support real-time math intervention in both core day and Tier 3 math courses.
  - The recently formed (AY19/20), AIS math work group meets monthly to share best practices, review current student data and classroom observation trends, and recommends instructional strategies and resources to support math instruction at the academy.
  - Students receiving Tier 3 services in Math 5, Math 8, Algebra I, Geometry, and Algebra II are utilizing an online instructional platform (iXL), designed to identify and support key gaps in fundamental skills and conceptual understanding.
  - Ongoing professional development and coaching from RTFisher, MS Math Lead, Directors of Curriculum and Instruction, and Intervention Services Coordinators are deepening our understanding of the 4th-12th grade coherence map for math standards.
- Supporting teacher vacancies during core day and intervention has limited opportunities for observations,

## Board Report - March 2020

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coaching, and co-teaching. This also requires additional time allocated to lesson planning for substitutes - who do not always have the content knowledge required to effectively intervene, as required during DTI/Marlin Hour.

- As a department, we are constantly balancing the need for Interventionists to provide students with intensive case management while maximizing the number of students they are able to support, especially while providing push-in support during Core Day.

### So What?

A priority of the Intervention Services department is to maintain equity of services, therefore, we must balance students receiving Tiered services with students receiving exposure to other academic programming. For instance, students requiring Tiered support may also be enrolled in other programs that “compete” for their time: GATE, Algebra 1, SAT prep, etc. We have experienced scenarios where a student may not be able to enroll in certain courses because they are receiving Tiered support during both of their designated intervention blocks in their schedule (DTI/Marlin Hour). An example of this would be an 11th grader who is receiving Tiered support in both ELA and Math during MH, but still needs access to SAT preparation, like all other 11th grade Wave-Makers. To ensure all students are receiving the most appropriate interventions, our programming has adopted a “20%” protocol, where Tiered Marlin Hours can allow for up to 20% of their time to be designated for SAT practice. The goal behind this is to ensure equity of services—all students, no matter their Tier designation should have access to SAT preparation during the day.

Considering the number of vacancies on campus, Intervention programming has been impacted. The amount of growth that we know our students can achieve with a full staff is impacted by the lack of instructional consistency in some of our key classes. Tier 3 classes require expert content knowledge; therefore, our most qualified teachers typically teach our Tier 3 classes. Teacher vacancies impact our ability to maximize the support provided to students because substitutes often do not have the content area knowledge to provide students with the same intense reteaching as they would with a full time instructor in place. The Intervention Services Coordinators have been very hands on in supporting daily coverage needs (both physically and in planning), which directly impacts our ability to easily observe or co-teach during Intervention blocks.

### Now What

The AIS math work group is working to either create critical instructional materials or recommend adopting a curriculum for our math intervention program. This support will decrease the planning time necessary for teachers in creating lessons that move students from below level to on and above level. Providing teachers with a “toolkit” will allow teachers more time to consider ways to provide targeted support, based on real-time student data.

Considering the expanding program offerings during DTI/Marlin Hour, it is critical that we re-evaluate the opportunity all students have to access the most appropriate interventions. We are excited to add an explicit evaluation of both our policies and protocols regarding students' mobility between courses offered. Lastly, we have become curious as to how best we can build a system that anticipate varying challenges that directly impact students receiving tiered services. In reflecting on the high presence of substitutes on our campus, our programming can benefit from having proactive protocol in place to ensure learning still happens at high levels. Overall, Tier 3 programming is exhibiting growth in student performance while keeping our students at the center of our decisions.



## Board Report - March 2020

### Special Education (school wide)

Karen Snider, Director of Special Education

#### What?

- SELPA Change: In July 2019, WCCUSD formally ended its special education SELPA contract with MWA. Beginning in the 2019-2020 AY, MWA became part of the El Dorado Charter SELPA ([Special Education Local Plan Area](#)) and thus became its own Local Education Agency (LEA).
  - MWA provides special education services “in house” through MWA special education staff and contracted services.
  - MWA must provide and exhaust all special education services in the MWA setting. If MWA is unable to offer FAPE (Free Appropriate Public Education) in the MWA school setting, MWA must partner with outside agencies to serve that Wave Makers needs, regardless of resources.
  - MWA will offer Extended School Year (ESY) for students who require special education summer learning opportunities to continue making progress on their IEP goals without summer regression.
- Non Public Agency (NPA) Contracts and Partnerships:
  - MWA establish contracts and relationships with 5 Non Public Agencies for 2019-20
    - Anchor Solutions: School psychology evaluations, speech and language therapy and evaluations, Educationally Related Mental Health Services, Functional Behavioral Assessments
    - Direct Ed: Deaf and Hard of Hearing, substitute coverage
    - Speech and Language Pathology Group (SPG): Occupational Therapy
    - Center for Assistive Technology (CoAT): Assistive Technology services and evaluations
- Support for students with learning differences:
  - Special Education student population 2019-2020 AY
    - MS: 7.46 % (46 students)
    - US: 5.7% (23 students)
    - Total School Combined: 6.6% (69 students)
  - Initial IEP Evaluations
    - 111% Increase in evaluation requests from 2018/19 to 2019/20 YTD
      - 375% increase in evaluation requests from 2016/17 to 2019/20 YTD
    - 7 current pending evaluations
  - Special Education students needs served: Specific Learning Disability (SLD), Other Health Impairment (OHI), Orthopedic Impairment (OI), Deaf and Hard of Hearing (DHH), Emotional Disturbance (ED), Speech and Language Impairment (SLI)
    - Increase in students designated with Emotional Disturbance (ED) and Other Health Impairment (OHI) primarily for attention and mental health concerns.
- SPED Performance Indicator Review (PIR):
  - The CDE conducts performance indicator reviews (PIR) for local education agencies (LEAs) that fail to meet a certain performance value in relation to the one or more of the state performance plan indicators (SPPIs). Based on CA School Dashboard data from 2017 & 2018 AY, MWA was selected to participate based on the number of students with disabilities suspended (Indicator 4a-Overall Discipline/Suspension Rate).
    - MWA was Identified Red for 17-18 SY and 18-19
    - Majority of suspensions were due to a legal infraction occurring (physical assault, possession of controlled substance)
    - “Big 5” CA Ed Code Violations (require a recommendation for expulsion)
    - possession firearm, brandishing knife, sexual assault or battery, selling of controlled substances, possession of explosive
    - **Most students suspended are receiving another form of tiered support (i.e. academic, social and emotional via restorative practices, or mental health services).**
  - The PIR implementation plan went into effect for the 2019-20 AY. The identified root causes and target



## Board Report - March 2020

support strategies were as follows:

- 1. Professional Development: *Faculty and Staff can benefit from specific professional development on IEP implementation and meeting the social emotional needs of students on IEPS through IEP deep dives and trauma informed care practices.*
- 2. Communication and Collaboration: *There is a need for formalized communication and collaboration policies and procedures established at MWA between the DOS, SPED department, and general education teachers.*
- 3. Proactive/Prevention/Intervention/Post Intervention Strategies: *There is a need for formal and aligned implemented intervention strategies, MWA (MS/US) will launch proactive prevention, intervention, and post-intervention activities that will reduce key behaviors that lead to suspension of students classified as SPED.*
- For more information, the SPED and DOS Behavior Intervention and Deep Dive Presentation can be found [here](#).
- Mid Year Progress Data:

Middle School	Upper School
<ul style="list-style-type: none"> <li>● S1: 13% sped students suspension rate, vs 3.2 % suspension rate general education peers</li> <li>● All suspensions were aggressive behavior, DOS noted behavior may be related to disability</li> <li>● Majority of suspensions are 5th/6th graders</li> <li>● Interventions: all students with iep's who have been suspended and exhibiting negative behavior are on FPA clinical psych caseload</li> </ul>	<ul style="list-style-type: none"> <li>● S1: 14% of students with IEPs suspension rate S1 vs. 1.2% general education peers                             <ul style="list-style-type: none"> <li>● suspensions do not involve controlled substances</li> <li>● violations of "Big 5"</li> </ul> </li> <li>● Not related to defiance (K code)</li> </ul>

### So What?

- SELPA Change:
  - Successes: A major benefit to MWA becoming its own Local Education Agency (LEA) is that we are able to serve a more diverse special education student population. As a result, we have seen students with different needs including intellectual disability, an increase of students on the autism spectrum (ASD), and students with emotional disturbance diagnosis (ED). As our own LEA, MWA hired it's own "in house" special education staff for the first time. MWA has been able to hire talented education specialists at the Middle School. This also enabled MWA to target support with a designated education specialist teacher in 5th/6th grade and 7th and 8th grade. The addition of a second Middle School special education teacher has allowed for more targeted grade level support, increased collaboration, coaching and professional development for general education teachers and increased support for students with IEPs. Special education staff has become fully integrated into the MWA community as MWA staff members. Additionally there has been an increase in collaboration and communication between student support services team members (social worker, DOS office, FPA) and the special education department. MWA has seen positive changes since becoming a partner in the El Dorado Charter SELPA. El Dorado offers many professional development resources and training which are available to all MWA staff and faculty. El Dorado has also been responsive to the specific needs of our charter school and inclusive programming. The SELPA offers support for programs, business office, and data and reporting.
  - Challenges: Becoming your own LEA is a major change and there are growing pains with any organizational shift of this size. One of the major challenges of the 2019-20 year has been staffing the special education

## Board Report - March 2020

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department needs in such a short period of time. The current special education staffing vacancies are as follows: 1-Upper School special education teacher, 1- 1:1 behavioral aide, and 2- instructional aide vacancies. There have been two 1:1 behavioral aides added to support individual students with more significant behavior and learning needs. These positions have been difficult to staff and have put a strain on the special education department overall as they have stepped up to cover in many of the staffing gaps.

- Non Public Agency (NPA) Contracts and Partnerships:
  - Successes: MWA has had success building positive partnerships with Anchor Solutions. MWA has had a dramatic increase in Functional Behavioral Assessments (FBAs) and Educationally Related Mental Health Services evaluations (ERMHS) that was previously not possible due to a lack of resources under the WCCUSD SELPA. These targeted behavior and mental health services evaluations support our school in addressing and supporting students with more significant behavioral challenges and mental health concerns. When SPG was unable to staff our speech and language therapy needs, ANchor was able to quickly step in to provide online speech and language therapy. MWA has also had great success with Maxim Health who is serving MWA's special education department with vision and hearing screenings specifically for the purpose of special education evaluations outside of their standard nursing contract with MWA (on site nursing support Nurse Becerra).
  - Challenges: Similar to the special education teacher shortage, there is also a special education staffing shortage more broadly which negatively impacts our NPA's ability to fully serve MWA's needs. Once MWA is able to establish partnerships with non public agencies, the NPAs are not always able to send a specialist on site in a timely manner. One of the most impactful examples of this was the lack of on site speech and language providers in the Bay Area. As a result, MWA was only able to offer virtual speech and language therapy this year which negatively impacts consistent and effective case management. Additionally, low incidence disability services have been challenging to staff. For example, MWA requires minimal occupation therapy (OT) needs so it is difficult to get an OT provider to pick up the position in a timely and effective manner.
- Support for students with learning differences:
  - Successes: There has been an increase in targeted grade level support and push in services offered at the Middle School. Ms. Schauer and Ms. Joseph, MS education specialists, have improved educational outcomes with the addition of targeted, small reading groups for our most struggling readers that focus on phonics intervention. Providing push in support for students both with and without IEPs. This helps to de-stigmatize special education and makes students feel comfortable working with the Ed Specialist. There has been an increase of modified instruction and classwork for students with more significant learning disabilities and on a modified curriculum. General education teachers are becoming more familiar with this practice and growing MWA's ability to support modification in the general education setting. There has been an increased awareness of special education processes and services available to the Wave Maker community. There has also been improvement in the inclusiveness of special education students with their general education peers and a decrease in the stigmatization of special education. An example of this has been the 'lunch buddy' program developed for 5th and 6th grade students with IEPs in which students are able to bring friends to spend time in the resource room. This program quickly gained popularity among all students and is a positive, social program that we hope to continue and build upon next year.
  - Challenges: MWA has seen a significant increase in behavior and mental health needs of our Wave Makers with IEPs. We have had to adapt systems, supports, and our approach/response in real time to meet the needs of our newest Wave Makers and the growing community. Additionally, there has been a significant increase in special education evaluations. While the increased identification is overall a strength and improvement, such a rapid increase in evaluations has impacted the special education department. Initial evaluations are both time and resource heavy. An initial IEP evaluation is roughly between \$1550 to over \$5000 depending on the amount of assessments and time an individual student requires. Many students

## Board Report - March 2020

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are being referred to special education without going through the RTI process which may lead to the over assessments of students who may not have learning disabilities. There are still some lingering limitations to the MWA special education scheduling structure left over from the WCCUSD system (sped services being scheduled to take place during DTI at the MS).

- SPED Performance Indicator Review (PIR):
  - Successes: MWA dove into the work of improving behavior interventions for students with learning differences and implementing the approved PIR plan. As a result, MWA has seen an increase in cross academy communication and aligned interventions. Additionally, there has been an increase in school wide awareness of trauma informed practices and responsive protocols. The student support services team has seen improved outcomes for behavior intervention of students with IEPs with the FPA expansion, additional MS Dean of Students, student support services assistant (US), and division specific social workers. There has also been enhanced communication processes between DOS and special education departments in support of students with IEPs.
  - Challenges: At the same time MWA was identified for a PIR, MWA also underwent significant changes to the school environment, increased wave sizes, and change in SELPA. Under our previous SELPA, MWA was part of a more extensive network of supports and could offer services for students with greater need via a variety of district programs. As our own LEA, MWA must now exhaust all of our support options in-house prior to considering alternate placement options and outside resources. There have been challenges in adapting and integrating SPED and DOS protocols & policies to meet our current student and school needs. MWA must meet and honor the individual needs of each student and right to FAPE, while maintaining the larger safety needs of the MWA community. Although, MWA has made progress in the implementation of the PIR plan and support services for students with learning differences, the suspension and expulsion data for students with IEPs for the 2019-20 AY is on track to be higher than the 2018-2019 AY at a rate that is disproportionately higher than their general education peers.

### Now What?

- SELPA Change: Entering our second year as a El Dorado Charter SELPA partner, MWA seeks to gain a sense of consistency. This year has been one of significant change, so next year will be looking toward adapting, modifying, and systematizing new and old processes and protocols to better support our growing population. Fully staffing MWA's special education department is one of the top priorities. Where we have been able to make effective partnerships or new hires, we have seen tremendous growth in special education's ability to support students with IEPs.
- Non Public Agency (NPA) Contracts and Partnerships:
  - In the spring of 2020, MWA's special education department will review the NPA partnerships from the 2019-20 AY. MWA seeks to maintain positive NPA relationships while searching for additional NPA providers that were difficult to staff this year. A priority is finding on site speech and language therapy and a part time behavior specialist (BCBA) who can be on site. The goal is to have 100% of NPA contracts approved by the start of the new academic year.
- Support for students with learning differences:
  - A priority for MWA is improving and adapting Child Find processes and protocols for all students by improving systematic, effective, data driven Student Success Team (SST) and Tier 3 RTI interventions while implementing the Beyond SST online platform for the 2020-21 AY. Moving forward, MWA can expect to see an increase in Non Public School (NPS) placements, increased number of instructional aides, increased number of behavioral aides or 1:1 aides, transportation costs, and overall increased cost of special education services. MWA should begin to explore alternative scheduling options to ensure all students are making progress toward IEP goals. Possible structures in the future may be more pull out periods that are targeted for students with common IEP goals or common learning needs and co-teaching.
- SPED Performance Indicator Review (PIR):

## Board Report - March 2020

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- The PIR team and stakeholders will review the 2019-20 implementation plan progress and adapt for the 2020-21 AY in order to continue to make progress in this area. There is still much work to be done in this area including continued professional development of faculty and staff around trauma informed practices, response and crisis prevention training for all relevant stakeholders, and consistent implementation of behavioral supports and accommodations.

**English Learner Development (school wide)**

A.Garcia ELD Coordinator

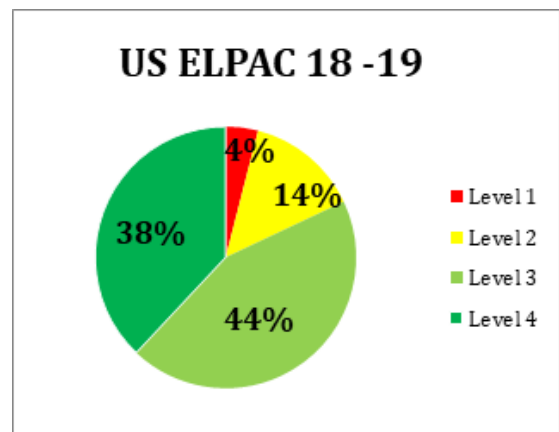
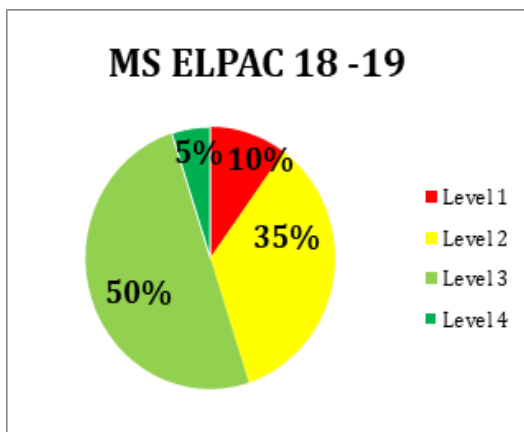
**What?**

- This year we have 233 ELD students enrolled Academy Wide. All ELD students have access to core content curriculum, and have designated ELD time built in their schedules. Middle School students have an ELD designated section during DTI and Upper School students during Marlin Hour. All ELD students are receiving differentiated support during core day and designated times. The goal is for our ELD students to meet the reclassification criteria.

School	Total ELD students
Middle School	193
Upper School	40
Total	233

Grade	ELD Students
5	57
6	51
7	55
8	30
9	19
10	12
11	6
12	3

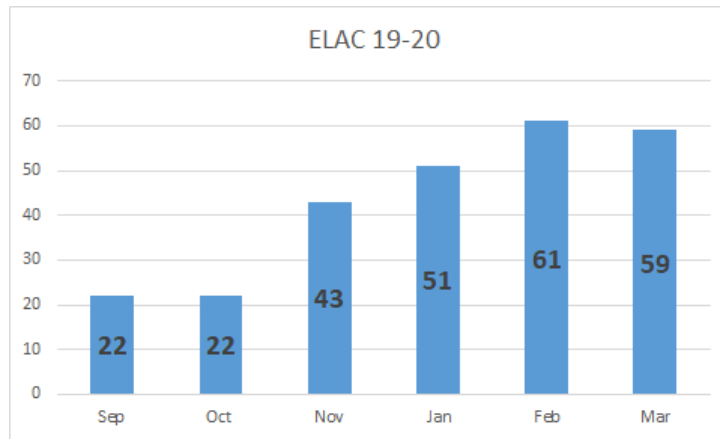
- **Reclassification:**
  - So far this year, 14 ELD students have officially reclassified!
  - 5 MS ELD and 9 US ELD students have reclassified so far this year.
  - The reclassification ceremony is planned for later this year in May.
  - We will continue the ELD poetry project that culminates at the reclassification ceremony. This year, US student Jerana Romo will take lead on the project.
  - An additional 7% of MS ELD and 30% of US ELD students are projected to reclassify by the end of the year.
- **ELPAC:**
  - ELD 18-19 Student ELPAC Summative levels listed below.



- 93% completion of 18-19 ELPAC Summative testing.

## Board Report - March 2020

- Currently, the 19-20 ELPAC Summative Testing is taking place in the US and will continue through April in the MS. We are projecting a 100% completion rate.
  - 1 Initial ELPAC test was administered and completed this year.
  - ELPAC PD for ELD teachers to support Speaking Administration.
- Instruction:
  - 100% of MS and US ELD students receive integrated and designated ELD support time.
  - DTI and MH ELD sections provided ELD designated support.
  - All ELD teachers are using at least two instructional strategies in lessons and instruction.
  - 100% of general education faculty received professional development in the area of ELD.
    - August 2019: ELD PD for all teachers focused on ELPAC.
    - Ongoing instructional support for all ELD teachers.
  - 96.4% Attendance rate for MS ELD students.
  - 93.5% Attendance rate for US ELD students.
  - 12% of all ELD students are SPED students. 85% are MS ELD students and 15% US ELD students.
- ELAC:
  - Six successful ELAC meetings have taken place this year.
  - High engagement and each meeting we provided different topics and workshops.



### So What?

- Reclassification:
  - Throughout the reclassification process, teachers and families are involved to finalize approval.
  - We have triangulated data with all stakeholders, families and students to support reclassification. As students are tested in SBAC, ELPAC, ICA and STAR, we can continue to use the results to guide students towards reclassification goals.
  - Comparing reclassification rates to our neighboring district, we are slightly above their mark. We continue to aim to reclassify all our English Learners by the end of 8th grade.

Year	MWA % of ELs Reclassified	WCCUSD % of ELs Reclassified
2018-2019	13%	12%
2017-2018	20%	12%



## Board Report - March 2020

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- There has been a collaborative effort with teachers, coordinators, interventionist and social workers in supporting and meeting the academic and socio- emotional needs of ELD students.
- ELPAC:
  - The majority of all ELD students are at level 3 or 4 on ELPAC. This result is based on the 18-19 ELPAC test. We expect ELD students to move up one level in the 19-20 ELPAC.
  - We are using ELPAC Summative scores to support instruction and attend to the English developmental needs of our students.
  - The 19-20 ELPAC test for US ELD students is starting in March. MS ELD students will take the test mid – March through April. Results will be received in the summer of 2020.
  - This year, the ELPAC Summative is administered electronically. Last year, the ELPAC was pencil and paper. The state has revamped the ELPAC to an electronic format very similar to the SBAC. All testing is done on student Chromebooks.
  - Last year we tested 93% of our ELD students. When determining which students to test, we used our internal list rather than using the CALPADS list. Our internal list did not include the students. The students who met the reclassification criteria were not officially reclassified in CALPADS. This year, in conjunction with the Assessment Group Team, all necessary steps to administer the ELPAC to all ELD students were discussed and approved. All ELD students have been properly identified on CALPADS and we expect to have a 100% testing rate.
  - In preparation for the ELPAC test, teachers and staff members were identified to support the speaking portion of the test. Since the speaking test requires all ELD students to be tested individually, we continued the practice of training our teachers to administer the speaking portion.
  - This year we administer one initial ELPAC exam. The initial ELPAC is used to identify a student’s English fluency level. This test is administered to students entering the public system, including newcomers. The ELD Coordinator is trained yearly to administer the initial ELPAC in an event that newly enrolled students require testing.
- Instruction:
  - Supporting staff ELD teachers to focus on instructional strategies and lesson planning.
    - ELD teachers successfully trained for the ELPAC speaking test.
    - All teachers trained for ELPAC instructional support.
  - Professional development opportunities for ELD coordinator to support staff.
  - Attendance for MS ELD students has been close to 97% throughout the year. The US at 93% has had a lower ELD attendance throughout the year.
  - SPED Director and SPED teachers work closely to meet the needs of our ELD students with IEPs.
- ELAC:
  - The ELAC committee continues to provide engaging, purposeful and meaningful meetings to support all English Learners and families.
    - ELAC Council Members called parents and families to participate at ELAC meetings.
    - Each week we presented a new theme or workshop
    - Teacher-led workshop for parents to support reading at home.
    - Continue support for parents to understand the reclassification process and criteria.
    - Resources for ELPAC and SBAC support.
    - Presentation by the social workers to provide socio-emotional resources to parents and families.
    - Time to do practice ELPAC exams on Chromebook (train on test and platform)

## Board Report - March 2020

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### Now What?

- Focus staff PD and ELD support the integration of core subjects and standards in tandem with ELD standards.
- Continue to identify ELD PD opportunities for teachers and coordinator.
- Adjusting to the programmatic needs of MS and ELD students.
  - Revisiting amount of ELD 5<sup>th</sup> and 6<sup>th</sup> grade DTI sections offered.
  - Revisiting the amount of designated ELD minutes of US students.
- Use reclassification protocol to ensure that 100% of ELD students are tested for ELPAC every year.
- Continue to increase ELD parent engagement and participation through ELAC or other meeting opportunities.
- Focus on improving US ELD attendance.