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# Board Report

Chief of Staff

### **Elizabeth Martinez**

Chief of Staff

Now that the transition is complete and I have stepped away from the Acting Director of Human Resources role I am shifting my focus to maximizing the impact of my team (Appendix A). Over the course of the next couple of months, I will be establishing goals and metrics to measure the efficacy and effectiveness of my team as their roles are vital to the success of our infrastructure and accountability. I look forward to sharing these goals with you in March. For this report, I will highlight what we know about state assessments, state reporting and how we are navigating the fluid nature of compliance.

#### **State Assessments**

What we know for certain is that state assessments must be administered this year including the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). The testing is to be administered remotely and calls for a participation rate of 95% for grades 5th-8th and 11th (our goal is 100%). Participation below 95% impacts our overall performance as a school. Kara is partnering closely with Caitlin Shelburne, Director of Academic Instruction, who is the owner of the assessment administration within the school. Together, they facilitate the Assessment Workgroup, a space where leaders across the school collaborate towards successful implementation of testing. It is expected that the testing window will be longer this semester as students have to be tested in smaller groups (approx. 20 at a time). At this time, the workgroup is anticipating the testing window will begin in February with the ELPAC and end in June with the CAASPP. In previous years, goal-setting and execution was centralized to a smaller group but this year Kara and Caitlin are expanding their reach more broadly by making space for functional area leaders to set goals for their areas. For example, in the years prior Kara and/or Caitlin would lead efforts to reach students/families. This year, Raynell Crews-Gamez will be taking the lead on that front as the Director of School Culture and Family Engagement; by nature of her role she is plugged directly into the target audience. I believe this approach will get us to a successful administration.

#### **State Reporting**

As for the remaining state reporting requirements, most have remained in place. These requirements include our Student Accountability Report Card, the multiple CALPADS certifications. Historically, Carmen has entered data for over 12 areas directly into the state reporting portals, reviewed the data, and certified it. This year, Carmen led an effort to identify and train “data stewards” across the organization. The data stewards are now responsible for entering the data for their area directly into the state portals while Carmen focuses on quality control and meeting our deadlines. I am happy to report that as a direct result of this shift we successfully submitted our Fall 1 CALPADS submission well in advance of the state deadline, a first for MWA. For me, this is a perfect example of adapting systems to match the expansion of our student body.

Heifetz & Linsky wrote that, “change that truly transforms an organization...demands that people give up things they hold dear: daily habits, loyalties, ways of thinking. In return for these sacrifices, they may be offered nothing more than the possibility of a better future”. This accurately summarizes how I view the work that I wrote about and how I view the work of Making Waves as a whole this year. Everyone in the organization has made sacrifices to ensure that learning continues for our students. While the successes have not come without challenges, I am proud of the approach we have taken to hit moving targets.

### Appendix A

#### **Data and Administration Team Overview**

Over the summer, Making Waves Academy (MWA) made significant progress in its reorganization efforts towards a one-school model and right-sizing the Central Office. To better support the school, we reorganized key positions in the Central Office under my leadership. For my initial report, I will provide an overview of the team with a focus on the Human Resources department. Over the course of the year, I will highlight different areas of the team's work and provide you with a steady data stream.

#### **Human Resources -- Director of Human Resources, Fe Campbell**

Supports the employee cycle from onboarding to offboarding including benefits administration, employee relations, training and development for supervisors, credentialing support, and employee policies.

#### **Central Office Management and Marketing -- Office Manager & Marketing Assistant, Ashley Yarbrough**

Manages Central Office operations and culture-building activities such as monthly All-Hands and weekly Strawberry Talks including modification of these activities from in-person to virtual. New this year is MWA-based marketing support such as uniform templates for signage, documents, and newsletters along with digital displays and website refreshers.

#### **Data and Assessment -- Director of Data and Assessment, Kara Alhadeff**

As a result of the pandemic, state testing did not take place last academic year. Therefore, the Director of Data and Assessment is working closely with the Senior Director of Academic Instruction and Directors of Academic Instruction (Humanities & Math/Science) to administer math and reading diagnostics in addition to identifying tools to assess learning loss related to distance learning.

#### **Compliance and Data -- Compliance and Data Systems Administrator, Carmen Velarde**

Supports state reporting and system maintenance for PowerSchool, student enrollment, grades, schedules and other student data. Played a pivotal role in the integration of multiple systems to launch the school year virtually.

#### **Registrar & Attendance -- Registrar, Josefina Sanchez**

Supports with the tracking and monitoring of students attendance including state reporting and compliance. During distance learning, the team is supporting participation tracking for students and partnering with the dean of students office to identify students who are not participating regularly in distance learning.