



Board Report

School-Wide

From the Senior School Director's Desk

Dr. E. Ward-Jackson

This time last year, I was writing to the Board about our swift and successful transition from on-site learning to a virtual academy that provided distance learning, holistic support, food services, and technology access support, to our 1100 Wave-Makers, in response to the declaration that COVID-19 had become a worldwide pandemic. I reflect often about how we were able to shift to remote teaching and learning within 48 business hours, adding in holistic support such as individualized counseling and supplemental support within the first 10 days. The implementation of our continuity of teaching and learning plans, all of our support plans, and all of our engagements with faculty, staff, and parents anchoring in the three areas that we decided to optimize for as a school community, have served us well. Here we are, a year later, after having experienced a full school-year off campus, and we continue to respond to the many shifts and pivots by prioritizing and optimizing the same key areas: 1) safety, 2) rigorous instruction, and 3) social-emotional well-being.

With a glimmer of normalcy finally in view, I think about President Biden's constant refrain, "*build back better.*" This has been a very different, but also critical year of learning, and I am now focused on conversations involving how to best leverage the crisis that we have all weathered, as an opportunity to innovate, to reimagine, and to incorporate key learnings from our distance learning experience. The impacts of COVID-19 has changed education significantly; it has cast a critical light on everything from educational equity issues to educational technology issues. It has broadened the global understanding of the essential role that schools play in the experience of students and in the sustainability of families. Making Waves has not only academically supported our students from the onset of the pandemic until the present, we have also committed to addressing the food insecurity crisis in our community, and have done so by providing daily meals to our families (and to the greater community), totaling over 90,000 meals served to date this school year.

My core objective as a School Leader is to protect the atmosphere of rigor, relevance, results, and relationships by leading with my head, heart, and hand, all in an effort to provide every student with the opportunity to engage the best educational experience possible. We know that the experience of on-site learning and in-person engagement is irreplaceable, and that has been underlined during this season of distance learning, but we have learned that we are able to cultivate meaningful experiences, learning opportunities, and relationships while distant. We know that academic learning loss is a global concern, and like institutions of education across the nation, we are collaborating and planning for how to best address supporting our students as things begin to normalize. Making Waves Academy is taking a strong position when it comes to this topic. First, we are committed to viewing recovery from the pandemic and response to the residual impacts of the pandemic from a growth mindset lens. We anchor in the belief that this, 2020-21 school year was not a "lost year." Lots of learning and growth happened. We are just as committed to filling the gaps as we are to moving some of our valuable key learnings forward. All-in-all we want our Wave-Makers to know that we are supporting them as they reacclimate to on-site learning and that we committed to meeting them where they are.

We are a resilient community, but we are not indefatigable. This Summer we are looking to bring back the energy, the joy, the enrichment, and the togetherness that fuels the fire of curiosity, engagement, and the pride of being a Wave-Maker, which is a core element of our students' social experience and identity. In the following pages you will learn more about what Summer Academy will look like this year. You will also have an opportunity to understand more about our approach to state assessments, and how we have engaged our families during this school year.

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Summer School

Micah Stilwell, Director of Academic Support Services

Jonathan Hemelberg, Coordinator, Extended Day & Enrichment Programs

Introduction

As schools across the state plan to mitigate the impacts of “unfinished learning” and “learning loss”, particularly for our most critical learners, the MWA is well positioned to intentionally prioritize and expand the academic interventions provided to students through our current Academic Intervention Services (AIS) program and the additional supports made available by utilizing the Expanded Learning Opportunities (ELO) Grant.

By design, the newly formed Department of Academic Support Services was created to serve as a hub for supplemental, targeted, and intensive academic support and services, working in concert with teachers, the holistic team, and families to ensure each Wave-Maker receives the services required to progress toward content mastery. Beginning this summer, the MWA is ready to **extend instructional learning time** through Summer Academy and Special Education (SPED) , **Accelerating progress to close learning gaps** by providing students with targeted interventions and early exposure based on the major work standards for math and English, our credit recovery program provide direct **supports for credit deficient pupils**, and we will continue to provide ongoing coaching and **training for school staff**.

The organizational alignment of our academy-wide Response to Intervention and Instruction (RtI2) provides the ideal structure to continue utilizing and expanding our assets-based approach to *proactively* anticipate, differentiate, and address the unfinished learning and learning loss many of our Wave-Makers have experienced this year.

What?

The theme for the summer program is ***Resilience: How do you find the strength to overcome obstacles that seem insurmountable?*** All stakeholders are encouraged to ask themselves how they have coped with and overcome the myriad of challenges we have been faced with this year. In partnership with Fruge Psychological Associates (FPA), we will utilize Preparing the Mind for Success and Competition (PMSC) training and materials to help students identify, discuss, and practice strategies related to: coping, life dream motivations, decision making, and relationships. Instructors will create a summer program that interweaves the core tenants of PMSC with core content through real world learning tasks. It is our goal that our programming provides a safe, stable, and supportive environment for students to practice and expand their social-emotional Learning (SEL) and academic skill sets.

Our summer offerings will occur both remotely and on-site. We look forward to piloting MWA’s hybrid model with our rising 5th-7th graders, offering a dynamic enrichment opportunity for our rising 8th-9th graders, and prioritizing credit recovery for our rising 10th-12th grade students. **Below, please find the focus area and brief summary for our complete summer program.**



5th Grade Summer Splash

Focus Area: Establish Community Norms and Relationships

- Welcome our newest Wave-Makers to MWA
- Familiarize students and families with MWA culture and norms
- Introduce students and families to MWA technology platforms and guidelines
- Practice on-site and virtual routines, expectations, and procedures (REPs)
- Build relationships and community amongst the **26th Wave!**

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Rising 6th and 7th Summer Academy

Focus Area: Intervention and Early Exposure

- Solidify critical AY20/21 learnings in math and English
- Provide students with early exposure to key concepts in math and English
- Increase student engagement through inquiry-based learning task and enrichment
- Practice on-site and virtual routines, expectations, and procedures (REPs)
- Deepen relationships and build community



Rising 8th and 9th Independent Study

Focus Area: Enrichment and Student Engagement

- Increase student engagement through inquiry-based learning task and enrichment
- Provide Wave-Makers with choice and autonomy during critical juncture as learners
- Pilot partnership with Curious Cardinals



Upper School Summer Academy

Focus Area: Core Content Credit Recovery & Enrichment

- Provide opportunity for credit recovery in alignment with individual credit recovery plans
- Utilize real-time case management, daily progress monitoring and family communication
- Offer daily content specific workshops and office hours
- Provide individual and small group Academic Intervention Services and Support
- Pilot partnership with Curious Cardinals



Special Education **Extended School Year** (Middle School)

Focus Area: Individual Education Plan (IEP) Support

- Solidify critical learnings based on IEP goals
- Mitigate learning loss due to extended summer break
- Practice on-site and virtual routines, expectations, and procedures (REPs)
- Deepen relationships and build community

So What?

The inaugural launch of our academy-wide Summer Academy, serves as a critical next step in actualizing student support. Summer coursework will seek to address learning loss with a focus on highly interactive group based activities. Based on our key learnings from last summer, this approach will not only entice students to attend but will aid in the retention of material and support student social-emotional wellness over the summer.

In an effort to expand access and increase participation across the academy, we are prioritizing early outreach, leveraging existing relationships, and streamlining the application, orientation, and communication process for both students and families by implementing the following:

- **Summer Academy Website** serves as a “One Stop Shop” for all Summer Academy updates and information
- **Standard application and enrollment process**, simplifying the process for families with multiple Wave-Makers
- **Scheduled family communication and progress monitoring** based on program enrollment, milestone completion, and student daily attendance
- **Designated Family Office Hours** to increase two-way communication and feedback

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Summer Academy is open to all Wave-Makers; however, **priority enrollment (including on-site participation) will be given to our most critical learners:** English Language Learners, Black/African American students, students requiring Special Education services, and students designated to receive Tier 3 intervention in math and/or English.

- **Enrollment:** Our hybrid program will include one on-site cohort (14 students) per grade level and additional remote cohorts (28 students) based on student interest and program staffing (cohort model subject to change based on conditions and regulations)
- **Staffing:** MWA teachers-leaders, teachers, interventionists, and DREAM team members
- **Daily Schedule:** Please find a sample Summer Academy schedule below

Summer Academy: Monday-Thursday		
Time	Period	Minutes
9:30-10:00	Attendance & Community Building	30 min
10:00-11:15	Math	75 min
11:15-11:30	Recess and Snack	15 min
11:30-12:45	ELA	75 min
12:45-1:00	Dismissal and Grab and Go Lunch	15 min

The proposed Summer Academy schedule includes key learnings from last year, including but not limited to:

- Identified peak time frames for remote **student engagement** (10am-1pm)
- **Optimize instructional blocks** for high quality instruction and minimize zoom fatigue
- Maximize cohort team **collaboration** (tech support, content planning, progress monitoring, and family communication)

Now What?

In partnership with a variety of stakeholders, we have collectively identified the vision, direction, and goals for Summer Academy. Moving forward, we will continue to deepen our coordination across divisions and departments to ensure the appropriate major work standards are taught, our PMSC programming seamlessly aligns with next year's advisory curriculum, teachers and leaders are confident in messaging the program's purpose and focus areas, and students and families have the information required to make an informed decision regarding enrollment.

State Testing

Caitlin Shelburne, Senior Director of Academic Instruction

Kara Alhadeff, Director of Data and Assessment

Introduction and State Context:

We are in the midst of administering state testing and are so proud of our community for coming together to implement a new way of assessing learning! MWA is up for renewal in the coming year and this data will be integral in supporting the strengths of our program. Considering the impact of remote learning, the US Department of Education has waived federal penalties for student testing participation rates of less than 95 percent and has decoupled state assessments from federal accountability requirements. This means that our CA Dashboard will not be impacted by students who are not able to assess. More importantly, this data will inform educators, parents, and school leaders on student learning and instructional priorities for the 2021-22 academic year. In this report, we will dive into our planning process, share how our first day of testing went, and highlight our cross-team collaboration.

What: Our Assessment Planning Process

As School California Assessment Coordinators and co-facilitators of the Assessment Workgroup Team, we were excited to set the table for streamlined project planning and cross-team collaboration. The team responsible for the efficacy of State Testing is comprised of our Director of Operations, Directors of Academic Instruction, Director of Academic Support Services, Director of Applied Technology, Director of Special Education, Director of Holistic Support Services, Senior Dean of Students, Director of Informational Technology, the Registrar and English Language Development Coordinator. Each stakeholder on this team has ownership of specific goals connected to testing, therefore, the success of the team relies on the communication, accountability and teamwork of each individual. We researched best practices, connected with the county, and implemented a tight feedback loop from our teachers to continually improve the testing process. All plans, training and systems were captured on our State Testing Hub Website that is used as a central location for information.

Our approach to testing values sustainability for students and teachers.

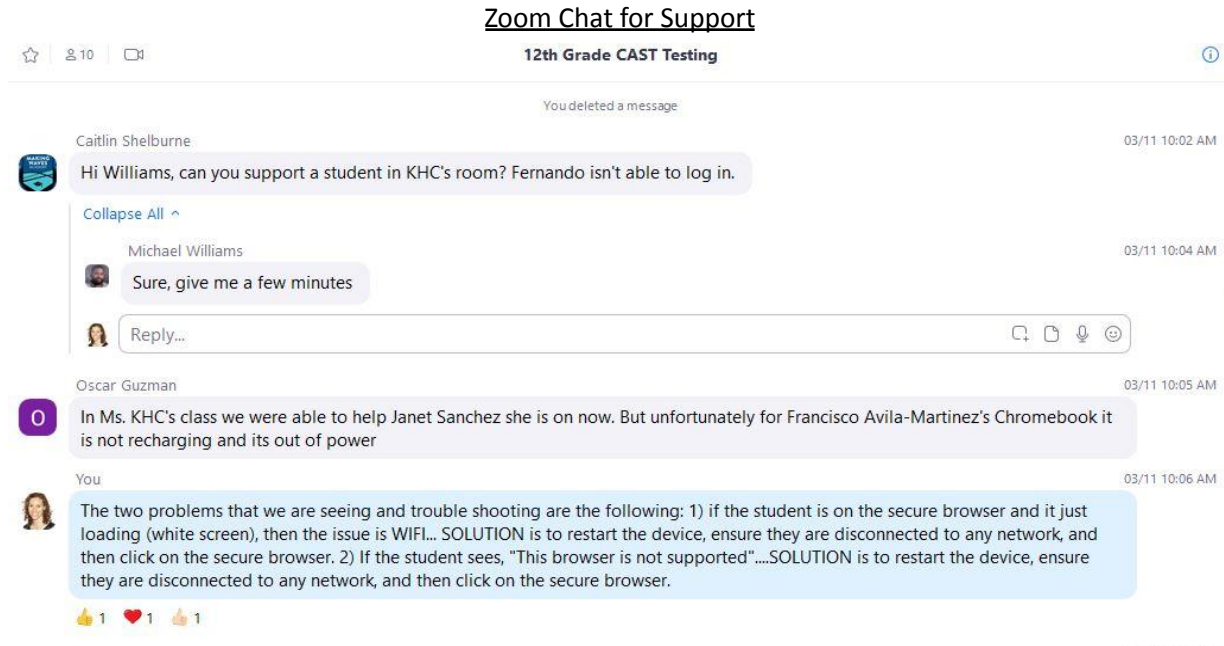
- **Mindset:** We are all learning and experiencing a new way of testing together. We will encounter challenges along the way, and we are here to support each other through this unfamiliar experience. We value the input from teachers and leaders to make our systems stronger.
- **Support:** We have leveraged all of our stakeholders to create testing teams that provide immediate support for test administrators, including student outreach and troubleshooting. We believe that immediate support creates a team environment and lowers testing anxiety.
- **Schedule:** Upon completion of testing, both students and test administrators have a light afternoon of asynchronous learning. This acknowledges the intensity of remote state testing for all involved and prioritizes self care.

So What: State Testing Plans in Action

Using CAST (California Science Test) as a pilot, we had school leaders and select teachers administer the first remote tests. The first day of testing was tough. We experienced technology issues that we hadn't anticipated, resulting in a highly stressful environment for students, teachers and administrators. That day, we brought our inaugural group of test administrators together to discuss strengths and challenges and revamp our communication and support system. The next day, we implemented immediate chat channels, streamlined our testing support teams and IT increased their

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on-campus chromebook support hours. As a result of this authentic collaboration, we found a model that yielded high results. By Friday, we had 85% percent of our 12th graders tested. The following week, our makeup testing team brought us to our 95% goal for completion.



So far, we have gathered the following metrics:

- We have reached **95%** completion for CAST Testing in grades 5, 8 and 12!
- We have reached **89%** completion for 11th Grade ELA SBAC!
- We have reached **86%** completion for 11th grade Math SBAC!
- We have reached **87%** completion for all 4 domains of ELPAC! (1,252 tests completed)
- We have trained **100%** of Test Administrators!
- The Holistic Support Services Team has made an average of **25 calls** per testing day!
- We celebrate **100%** Test Administrator attendance during testing days!

Now What: Teamwork and Future Assessments

While it is challenging to implement remote state testing, we believe that this experience has strengthened our cross-team collaboration, truly embodying an All-Hands-On-Deck approach. Our academic, holistic, registrar, operations, and IT teams have embraced their roles to unite towards our goal of testing 95% of students in each testing grade level. In addition to our school leaders, our teachers and parents have been vital contributors to messaging the importance of testing to our students and ushering the students to their testing zooms. Lastly, we will use the data from these important assessments to reflect on our implementation of remote learning. We look forward to celebrating our students, teachers and leaders for their resiliency and commitment to learning this year. By navigating this new and challenging testing environment, our community is well situated to carry out both remote and/or in-person testing in the future.

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Stakeholder Engagement

Raynell Crews-Gamez, Director of School Culture & Parent Engagement

What?

Family stakeholder engagement has historically been a pride point for Making Waves Academy, as our parents have been strongly involved at multiple levels. Family engagement with the School Site Council has been and continues to be strong. As part of the function of the School Site Council, members reviewed and gave input on the School Plan for Student Achievement (SPSA), and uniquely this year, participated in giving feedback on the Expanded Learning Opportunities (ELO) Grant. Workshops have included an overview to the process, and two opportunities for input and discussion between February and April.

Description of Communication

1. SchoolMint

A platform by which parents sign-up for notifications from the school and receive them as a text message or email, based on preference. Messages go out bi-weekly, or as needed and are translated in English and Spanish.

2. Automated Telephone Message (ATM)

Families receive bi-weekly, and as needed recorded voice messages that are translated in English and Spanish.

3. Making Waves Academy Website-Parent Portal

The website is accessible to all families and is translated into English and Spanish.

4. Parent Meetings

Parent Meetings are held six to eight times per year, in addition to English Language Advisory Committee(ELAC) meetings, School Site Council, morning Coffee Talks, evening Chat and Chew meetings, Black/African-American Student Achievement Initiative meetings and regularly scheduled family conferences which occur once per semester. These meetings are translated simultaneously into Spanish.

Meeting Name	Purpose	Frequency	Audience
Parent Meeting	To engage all parents with important updates, serve as a vehicle for parent/guardian education and provide a platform for School Site Council and Advisory Committee updates	Monthly (typically first or second Saturday of the month)	All Parents/Guardians and families
Coffee Talk	A smaller, more targeted space to discuss specific topics such as B/AASAI, Parent Portal Access, PMSC and School Culture	Monthly (typically last Tuesday of the month)	Smaller groups of parents/guardians interested in learning more about a specific topic
Chat & Chew	Same as Coffee Talk, but aimed at parents/guardians who may work during the day.	Monthly (typically last Tuesday of the month)	Smaller groups of parents/guardians interested in learning more about a specific topic

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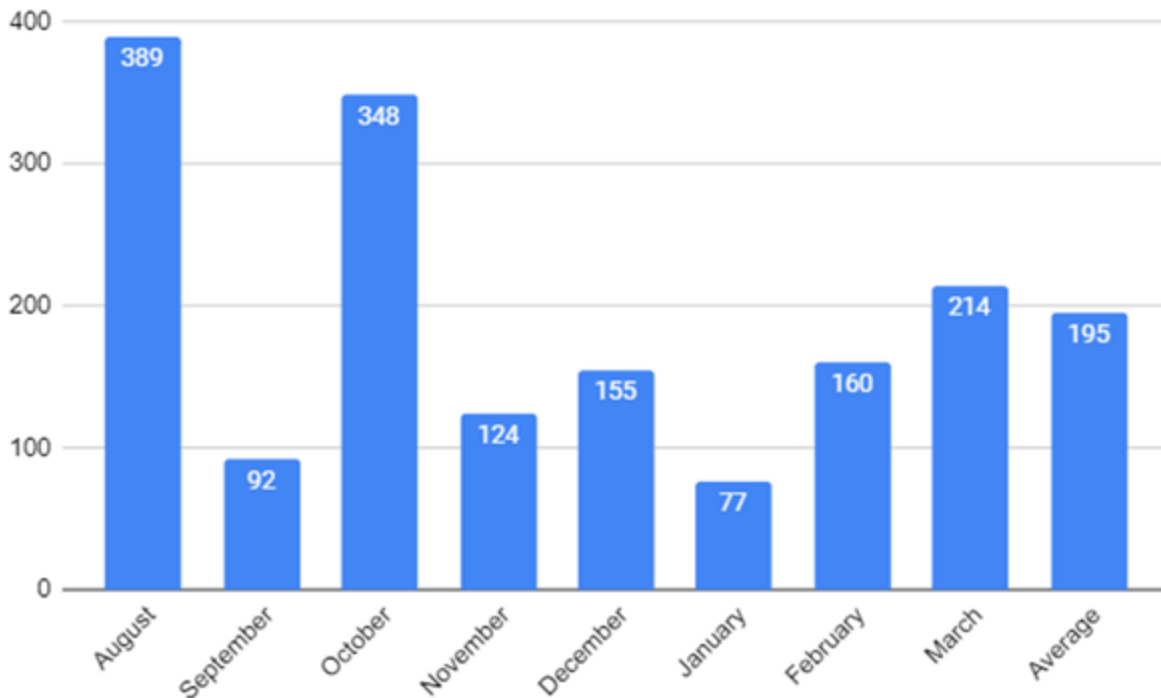
<i>School Site Council</i>	A council made up of school parents/guardians, staff, students, teachers, leaders and community members to provide feedback and oversight on use of categorical funds as well as recommendations to the Board..	Monthly (typically first or second Thursday of the month)	MWA community
<i>English Language Advisory Committee</i>	Programmatic Compliance space to provide Parents/Guardians space to give feedback on supports for English Language Learners	Monthly (typically the first Tuesday of the month)	MWA Families interested in supports for English Language Learners
<i>Black/African American Student Achievement Parent Advisory</i>	To provide Parents/Guardians space to give feedback on supports for students who identify as Black/ African-American	To be Determined	Families of students who identify as Black/African-American
<i>Advisor-Family Conferences</i>	To provide families an opportunity to discuss individual student progress with their advisors	Once per Semester	All MWA Families
<i>Parent Council</i>	To provide time for Parent/Guardian leaders to engage in dialogue with Board Members and school leadership to understand how governance at the local and state levels affect decisions and strategic planning at Making Waves Academy.	3-5 times per year, following Board Meetings	Parent/Guardian Leaders

Parent Opportunities for Engagement

All staff partner with families to ensure that students' holistic, academic and social-emotional needs are met. During a typical year, Parents/Guardians and families are encouraged to actively and meaningfully participate in their children's academic and social-emotional learning by volunteering for 20 hours each academic year by attending monthly parent meetings, visiting the parent/guardian engagement center, and participating in school compliance related bodies such as ELAC and SSC. While we have waived that expectation for this academic year, monthly family meetings for the entire community are regularly attended by approximately a quarter of our families, representing approximately 45% of our students due to siblings . Additionally, families participate in monthly Coffee Talks and Chat & Chew workshops which offer support in the areas of parents' interest, including how to log-on to our platform to access their students' grades, how to interpret and understand Smarter Balanced Assessment Scores and how to deal with stress in the home.

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Attendance at Monthly Parent/Guardian Meetings August 2020-March 2021



Parent Leadership

Each Wave (grade level) has a parent/guardian representative, serving as liaisons for sharing information between families and staff, culture carriers who strengthen school traditions, as well as peer leaders for other parents/guardians. Parents/Guardians hold elected positions in the School Site Council, English Language Advisory Committee, the Black/African-American Parent Advisory Committee, and on the Making Waves Academy Board. Additionally, parents participate in our WASC accreditation processes.

Support for Critical Learners

Deans coordinate student/family services and address the social-emotional needs of students with teachers, on-site clinicians and school social workers, reaching out to support students receiving Special Education services, English Language Learners, foster children, and Black/African American students. Additionally, there is a Black/African American Student Achievement Initiative for families which holds a series of events and workshops aimed at improving the educational attainment levels of our Black/African American scholars. This continues to be an area of focus for MWA, as we have identified that family participation for Black/African American students must improve in order for students in this category to increase their sense of belonging and academic performance levels, as measured through culture and climate surveys, GPAs and Smarter Balanced Assessment results.

So What?

General family engagement is strong, yet varied, as reflected in the attendance levels at monthly parent meetings. Participation in smaller, more targeted spaces, such as School Site Council, is much more consistent. As a result of family stakeholder input, we have included feedback into our plans and will continue to strengthen communication to family

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stakeholders in multiple ways, including via the website, through emails, texts, phone calls and mailings. Families respond best to multiple methods of outreach, and appreciate a personal touch. With respect to family engagement, we will continue to offer opportunities for meaningful connections through the Parent/Guardian Council to support families in understanding governance, decision-making and how MWA is responding to students' needs, building capacity through Parent Meeting workshops of Social-Emotional wellbeing, and in programmatic compliance related topics, such as the upcoming LCAP Stakeholder Feedback.

Now What?

We will continue to pursue opportunities to engage families in meaningful opportunities to provide input, share feedback and to collaborate in support of all learners. We will continue our partnership with Seeds of Awareness, whose workshops on communication, stress management, and conflict resolution have been very well received. The Black/African American Parent Advisory Committee will fully launch in the upcoming school year under the leadership of 23rd Wave parent, Ms. Iris Bradford. The upcoming LCAP stakeholder feedback event, that will take place on May 13, 2021 from 6:30pm-8:00pm, will replicate a successful model used for the SPSA, in which National Honor Society students record the feedback of families, community members and staff on a digital note tracker, during a zoom meeting, while also providing input on the LCAP themselves. In these ways, we will continue to engage family stakeholders.