



Board Report
School-Wide

Board Report - December 2023-24

Principal Report

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Theme:

Critical Learners Updates

Middle School Intervention at a Glance

- **68%** of students are enrolled in math intervention
- **36%** are enrolled in ELA intervention
- **27%** are enrolled in ELD.

Upper School Intervention at a Glance

- **28%** of students are enrolled in math intervention
- **24%** are enrolled in ELD.

English Language Development

The ELD program started the year with 319 EL students. Of these students, 33% achieved a Level 4 on the Summative ELPAC exam, thus taking the first step towards reclassification. Forty-four students have reclassified so far (14%), with an additional 8 students in progress. Data from the CA School Dashboard states that 49.8% of ELs at Making Waves are making progress towards English language proficiency, as measured by the amount of students maintaining, increasing, or decreasing ELPAC levels. This data places Making Waves in the “Medium” category on the CA School Dashboard.

Additionally, ELD teachers have been implementing the new curriculum, English 3D, with fidelity. The ELD Coordinator provided teachers with pacing guides, an English 3D resource hub, and an ongoing professional development space. School-wide, all staff have begun receiving PDs on academic vocabulary development, with additional PDs regarding close reading and fluency scheduled for later sessions. ELAC meetings continue to be held monthly, with an average attendance of 10 - 30 participants per meeting.

Implementation support is an ongoing priority for the ELD program. Bi-weekly PDs for ELD teachers have focused on unit internalizations, lesson planning, and curriculum implementation. Teachers have reported that while the new curriculum

Board Report - December 2023-24

and online platform has been an expected adjustment, they have noticed an increase in overall participation and increased use of academic language (an identified need from last year), both in written student work and discussions. Teachers continue to build their skills around pacing and lesson timing, and students are continuing to internalize the curricular routines. School-wide, teachers have begun using explicit vocabulary instructional strategies.

Last year, parent partnership was also identified as an area of growth, given the low attendance of ELAC meetings. In order to facilitate parent partnership, ELAC meetings have begun to shift to on campus: Two dates were selected for in-person meetings, with the first in person meeting occurring in October, and the second meeting scheduled for February. ELAC meetings topics have also greatly diversified based on feedback from parents last year: Topics in this year's scope include progress monitoring, reading fluency, mathematical thinking, supporting bilingualism, and ELPAC preparation. An ELAC website was also created to house all of the information presented during ELAC meetings, as well as provide families with resources with which to help their students.

Additionally, parents were also provided with EL-specific progress reports that detail their student's data within the context of reclassification. Parents continue to express the desire for their students to reclassify, and reclassification is a deep source of pride for Making Waves families. Last year, a reclassification ceremony was held on campus to celebrate reclassifying students; The next reclassification ceremony will be held in May of next year. Parents also expressed concerns over the impact of not reclassifying, such as the loss of electives, and college readiness. Finally, some parents have expressed difficulties in both accessing and navigating different online platforms, such as power school and parent square.

Implementation support will continue to be a top priority going into the next semester. Data from upcoming STAR, SBAC, and ELPAC tests will be closely monitored to determine any necessary changes to curriculum implementation. Likewise, at least one full ELD PD session at the end of the year will be reserved specifically for teacher feedback.

While designated ELD is a vital component of the overall ELD program, students spend the majority of their time in integrated, general education classrooms. Therefore, school-wide PD sessions around vocabulary instruction, close reading, and fluency will continue into the next semester. The ELD Coordinator has been partnering with the Literacy Specialist and school leaders to determine PD offerings.

Finally, adjustments have been made to encourage more parent contact: In response to the accessibility needs expressed by families, future EL progress reports will be mailed in addition to being posted online. Likewise, the ELD Coordinator will be mailing a questionnaire regarding ELAC meetings dates and times, as the timing of these meetings may be negatively impacting attendance. Finally, the ELD Coordinator has also begun partnering with the Parent Coordinator to further identify ways to bring more parents into the ELAC space.

Academic Intervention

The Math intervention and ELA intervention implemented this semester have provided better structure and engagement during Flex classes this year. Recent results from a middle school faculty survey show that more than half of teachers have been able to address the academic needs of their students and that materials provided by the Academic Support Services Team have been useful in helping teachers plan their Flex block. Student homogenous groupings and smaller class sizes for our *Tier 3* intervention courses have helped with overall teaching capacity. Teachers can better target skills and increase support for *critical learners* when class sizes are smaller.

Board Report - December 2023-24

The Academic Support Services team was instrumental in reaching the school-wide completion goal of 95% for **MAP Growth and Star Reading assessments**. **MAP Growth** (math) & **Star Reading** (ELA) has been one of our main data sources in identifying students needing academic intervention. In the middle school, recognition boards were implemented this semester to garner more interest in student data and celebrate growth and academic achievement. Students were named and celebrated in our most recent school assembly and are proudly wearing pins on lanyards for this.

Data from MAP Growth & Star Reading assessments have been utilized during Flex PLCs and Math Labs. They are used to monitor student progress and inform instruction. ELA Lab curriculum focuses on knowledge building, vocabulary development, and foundational reading skills. By focusing on nonfiction texts, students learn the knowledge and vocabulary they need to be successful readers. In Math Lab, students focus on academic discourse to gain vocabulary understanding and usage. Students are provided **Key To...** workbooks from McGraw-Hill which are intended to strengthen math foundations. In the upper school, students in Math Labs work on **MATHia** readiness modules, an adaptive supplemental program through **Carnegie Learning** (core day math curriculum). We are piloting the intervention program, Math 180, with two different fifth-grade Math Labs.

Middle school students have just completed their mid-year MAP and Star Reading tests. Assessment scores, progress grades, and teacher qualitative data will be used to re-tier and group students according to their levels in math and ELA for semester 2. New Flex courses will be assigned to those that have shifted Tiers.

Our team has shifted to providing more support during *Tier 1* instruction for our faculty. Curriculum unpacking and integrated intervention strategies during core instruction have been some of the additional supports our team has been offering during coaching sessions and professional development.

Marlin Academy (Extended Day)

Marlin Academy (the state-funded, Extended Learning Opportunity program) has begun this month utilizing **Math 180** and **Read 180** to provide daily additional standards-aligned lessons after school to our enrolled *Tier 3* students. Our Expanded Learning Instructor has also provided push-in support during Flex block for our 5th graders in Tier 3. Push-in support is provided for two days in math and two days in ELA. We hope that we can give the highest level of support to our students who need it most by reducing the ratio in the classroom so that students can receive even more individualized instruction.

Staffing has been one of the major challenges facing Marlin Academy. Currently, we only have one Full-time Expanded Learning Instructor who is working primarily with 5th graders in *Tier 3*. In the interim, our part-time Expanded Learning tutors have been providing support for our 6th graders.

After extensive outreach on behalf of the Marlin Academy team, we have finally hired our second Expanded Learning Instructor who will begin this month. We are in the process of implementing an onboarding and coaching plan so that we can begin providing our *Tier 3* sixth graders with a greater level of academic support.

Board Report - December 2023-24

Special Education

Making Waves Academy (MWA) has made strategic enhancements to its **Special Education (SPED) program**, focusing on increasing staffing and refining academic interventions. With 5 out of 6 SPED teacher positions filled and 10 instructional aides, MWA is fully staffed for teacher compliance and aims to fill the 6th SPED teacher position for broader academic program options. Challenges, such as staffing shortages for in-person occupational therapy, were met by pivoting to virtual services. The implementation of a part-time behavior specialist supports students with IEPs on campus for behavior service minutes.

The SPED department has concentrated on specialized academic instruction (SAI), offering targeted sections and increased SAI time in the middle school (MS) and upper school (US). In the MS, "pull-outs" occur during homeroom, Flex period, and core day instruction, while the US features SAI courses during the core day, aimed at students requiring extensive academic intervention. Transition planning has become a focal point, with efforts to prepare students for post-secondary education and careers, including exploring community college and vocational pathways.

MWA has introduced Educational Rights Mental Health Services (ERMHS) through Seneca Family of Agencies in the 2023-24 academic year, catering to students with IEPs and addressing their mental health needs. Additionally, the Reading Intervention program has evolved, with the implementation of **Sunday curriculum** in all MS grades and increased frequency for students needing intensive reading intervention. The US utilizes the **Rewards Intermediate and Secondary Reading Intervention Program** during SAI and Flex periods, emphasizing *decoding, fluency, academic vocabulary, and comprehension* through novel studies. These comprehensive efforts reflect MWA's commitment to providing a supportive and tailored educational experience for students with diverse needs.

The Special Education (SPED) program at Making Waves Academy (MWA) has implemented various strategies to enhance services and support for students. In the upper school (US), designated Specialized Academic Instruction (SAI) sections during the core day and intervention blocks have allowed for a more individualized and extensive range of services based on academic needs. Monthly group transition services support students with college and career service minutes, addressing post-secondary education plans for both four-year universities and community college or vocational pathways.

Through a partnership with Seneca, MWA offers Educational Rights Mental Health Services (ERMHS), providing individual and group therapy, parent counseling, and social skills groups. Mental health funding now flows directly to Local Education Agencies (LEAs), allowing greater flexibility in using state ERMHS funding for all students. In reading intervention, there have been notable improvements in STAR reading proficiency, with increases in both MS and US students' scores. The Sunday Mid-Year Progress Check in the MS highlights positive progress across grade levels, with gains in Sunday skill levels and STAR testing progress.

However, challenges persist in math intervention, as SBAC math scores for students with IEPs and Math MAP growth percentiles in the MS show limited improvement. The SPED department is addressing this by focusing on foundational math skills using the Math Steps program. Targeting skill gaps, the program covers basic math operations, starting from single-digit addition/subtraction to more complex concepts like ratios and percents. "Push-in" support in general education math courses and familiarity with the new Carnegie math curriculum in the US are also prioritized to enhance math intervention efforts. The SPED department remains committed to addressing challenges and fostering continued growth in student achievement.

Board Report - December 2023-24

The Special Education (SPED) program at Making Waves Academy (MWA) is actively working towards identifying and expanding specialized academic intervention times in the Middle School (MS) to address significant academic skill gaps in earlier grades. The goal is to explore options to expand pull-out modified curriculum and SAI time for students with significant reading and math skill deficits within the general education schedule. The SPED program aims to create detours around inclusive master scheduling barriers and ultimately build an inclusive master schedule aligned with MWA's organizational vision, mission, and SPED programmatic goals.

The current continuum of least restrictive environment offerings at MWA spans from full inclusion in general education to separate settings, non-public school placements, and home instruction. The SPED program is exploring opportunities for potential expansion of SPED environments and services, focusing on meeting the diverse needs of students along this continuum.

In terms of transition planning, MWA is actively exploring local charter schools with expanded transition plans and functional skills high school programs. The SPED department is also expanding collaboration with local community resources to enhance vocational pathways and job readiness for students. Plans are underway to take interested students to explore local community colleges and vocational programs during the second semester.

For Educational Rights Mental Health Services (ERMHS), MWA is looking to expand its partnership with Seneca and/or another on-site therapy provider to a full-time contractor/staff member. The SPED department aims to explore pathways for direct medical billing for mental health services and continue collaboration with intervention and holistic services teams to support MWA's Multi-Tiered System of Support (MTSS) for academic, behavioral, and mental health needs.

In reading intervention, the SPED program plans to continue measuring the effectiveness of the Sonday phonics intervention curriculum in the MS and assess progress in the US with the Rewards Intermediate/Secondary reading intervention programs. For math intervention, the department is reviewing the Math 180 curriculum as a potential additional tool to address significant math skill gaps during SAI and Flex math intervention blocks. Finding ways to simultaneously address key skill gaps in SPED while providing support and differentiated Tier 1 grade level instruction is considered crucial for sustained math achievement growth.