



MWA Board Meeting

January 27, 2022



Learn. Graduate. Give Back.

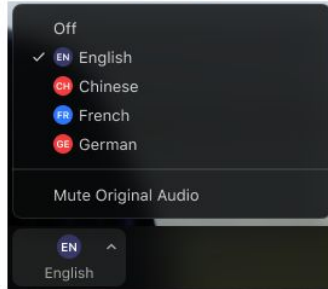
Activating Interpretation / Activar Interpretación

Computer

1. In your meeting/webinar controls, click **Interpretation**.



2. Click the language that you would like to hear.



3. (Optional) To only hear the interpreted language, click **Mute Original Audio**.

Cell Phone

1. In your meeting controls, tap ... **More**.



2. Tap **Language Interpretation**.

3. Tap the language you would like to hear.



4. (Optional) Tap the toggle to **Mute Original Audio**.



5. Click **Done**.



Closed session in progress...



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Public Comment

Use the raise hand function when your name is called.

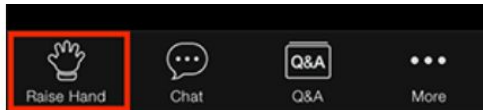
Computer

1. Click **Raise Hand** in the Webinar Controls.



2. The host will be notified that you've raised your hand. If the host allows you to talk, you may be prompted to unmute yourself. While unmuted, your profile picture and name is displayed to the host and panelists. Only your name is displayed to other attendees.

Cell Phone





Mission Connection: Student Interviews

January 27, 2022



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Deep Dive: FPA/Services

Presenter(s): Drs. Fruge & Green-Fruge

Date: 1/27/2022



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COLLABORATIVE PARTNERSHIP

Board of Directors Presentation

Outcomes for mental health services provided to Making Waves Academy during the 2020/2021 AY

*Created by Dr. Shawn L. Frugé & Dr. Alexis N. Green-Frugé
January 27, 2022*

Frugé Psychological Associates, Inc. 1300 Clay Street,
Suite 600 Oakland, California 94612

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www.fpasolutions.com

FPA BACKGROUND

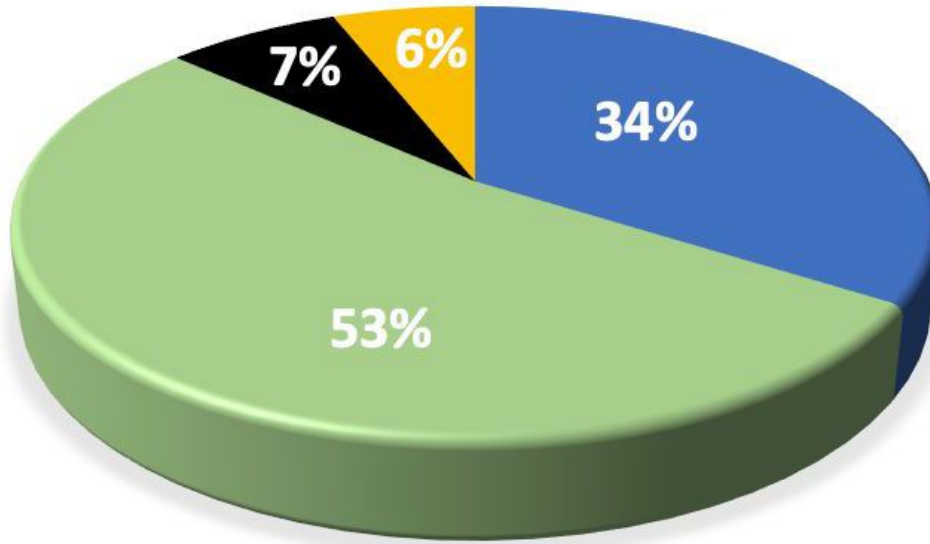
- Full service psychological, consultation, and research corporation
- Founded and established in 2003 by Dr. Shawn L. Frugé and Dr. Alexis N. Green-Frugé
- Products and services are customized and informed by scientific research, and ongoing independent investigation of inner-city youth
- Primary goal is to help students, educators, and organizations realize their fullest potential
- Nationally accredited doctoral training program for persons who desire to work effectively with urban youth in school settings

THE STORY BEHIND MWA VISION

- Approximately 30% to 50% of WMs meet criteria for a psychiatric illness outlined in the Diagnostic and Statistical Manual for Mental Disorders, Fifth Edition (DSM-5) at some point during academic career
- Ongoing exposure to violence, physical and sexual abuse, drug related crimes, gang activity, poverty, dysfunctional family relations, and migration dynamics precipitate development of mental impairments
- History of the “Iron Triangle” suggests dearth of effective psychological services to mitigate psychological illness
- MWA clinical services are effective in statistically significantly reducing psychiatric symptoms of WMs at alpha of .00.
- Effect sizes or Cohen’s *d* for MWA clinical services range from .70 to 1.58, which is two to four times greater than Kaiser Hospital and local community counseling clinics regarding specific diagnoses

PRIMARY DSM-5 DIAGNOSES FOR 150-WM

2020/2021 AY

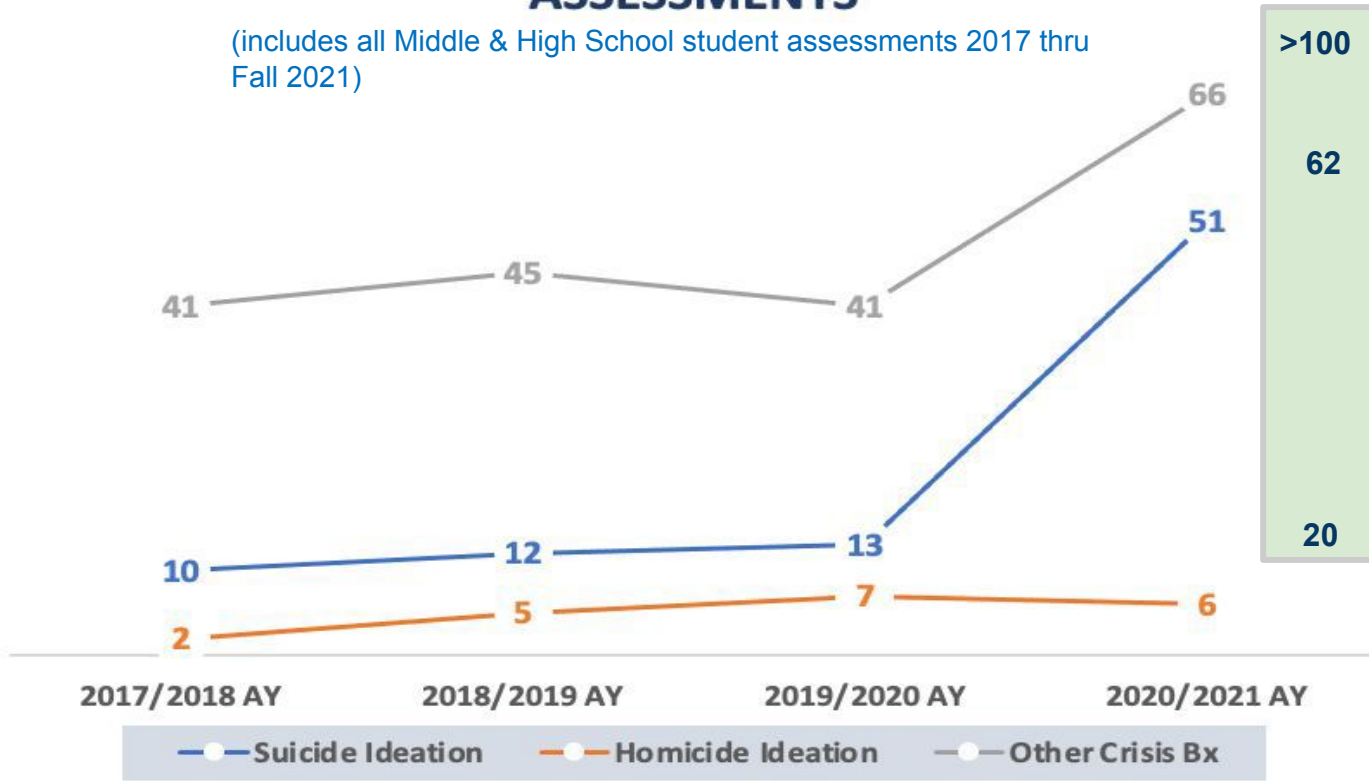


- Persistent Depressive Disorder, Major Depressive Disorder, Disruptive Mood Disregulation Disorder
- Posttraumatic Stress Disorder, Social Anxiety Disorder, Generalized Anxiety Disorder, Panic Attack
- Oppositional Defiant Disorder, Conduct Disorder, Intermittent Explosive Disorder
- ADHD, Autism Spectrum Disorder, Social Pragmatic Communication Disorder

CRISIS TRENDS FOR 412-RISK/THREAT ASSESSMENTS

(includes all Middle & High School student assessments 2017 thru Fall 2021)

2021/2022
Projection

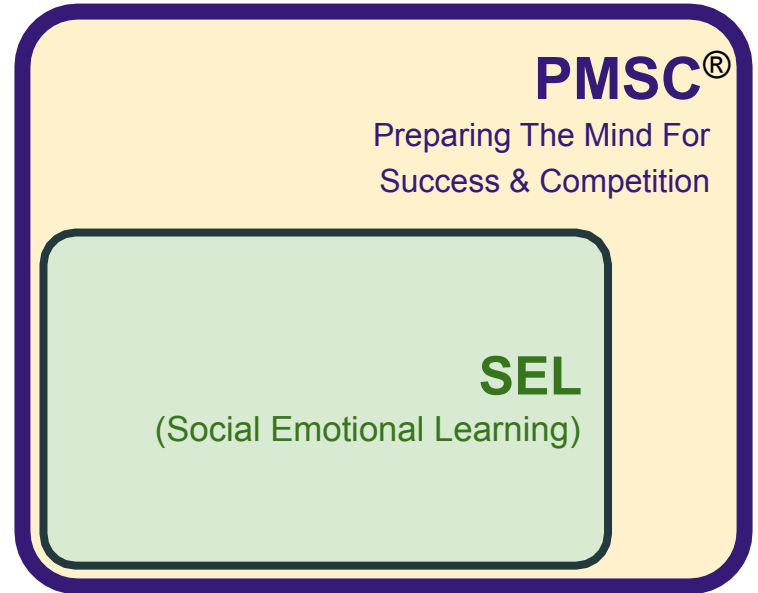


CRISIS TRENDS FOR 412-RISK/THREAT ASSESSMENTS

Crisis Type	2017/2018 AY	2018/2019 AY	2019/2020 AY	2020/2021 AY	Fall of 2021	TOT
Suicide Ideation	10	12	13	51	31	117
Homicide Ideation	2	5	7	6	10	30
Other Crisis Bx	41	45	41	66	72	265
TOT	53	62	61	123	113	412

RELATIONSHIP BETWEEN SEL, PMSC,[®] & EDUCATION

- Academic success is influenced by social & emotional factors
- SEL focuses on *Skills* while PMSC[®] focuses on *Competencies* (Skills + mindset, understanding & application)
- PMSC[®] accommodates for cultural & community factors



HOW PMSC® & FPA CLINICAL SERVICES HELPS POSITION MWA FOR FUTURE SUCCESS?

ERMHS

- Regularly scheduled appts.
- Diagnosis affects learning and social
- Reimbursement

PMSC®

- Competency based
- Culturally relevant
- Performance driven

PMSC® Digital

- In-person and remote learning
- Self-paced
- “Gamification”

thank you!



MWA Staff Engagement Updates

Date: 1/27/2022



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High-level Themes

Respect & Community

Communication

Tools & Support

Student Behavior

Pain points

Staff feeling **lack of community** and not **feeling valued**, particularly with staff turnover

Pressure to be perfect and **fear of admitting mistakes/raising red flags**

Last-minute communication
Slow and **opaque decision making**

Lack of responsiveness to questions and concerns

Understaffing causing extra burden on staff and lack of support for teachers

Poor planning and lack of systems leading to disorganization and confusion

Challenges with **behavior management** and lack of support

Concern for **student achievement, experience, equity and safety**

Example solutions

- Community building for students and staff
- Focus on making people feel valued
- Make time for collaboration

- Improved communication from school and leadership
- Add teacher voice to board meetings

- Improve systems and planning
- Hire more supervisors and temps
- Provide more support for new teachers

- Set expectations for students, have consequences
- Hire more deans

Board Follow-up Steps COMPLETED

- Detailed reports provided to the CEO and Senior School Director
- Follow-up email sent by Alicia to staff prior to Thanksgiving
- A presentation was shared with the full board and discussed at DEC mtg.
- Board members engaged on the project debriefed with Alton

CEO Items COMPLETED to Date

- Alton shared detailed reports from the sessions with executive leaders
- Alton discussed the report and received feedback from senior leaders
- Alton requested an additional meet with the Board members involved
 - o Alton shared reflections, thoughts, and key takeaways (as well as the COO)
 - o Alton shared next steps to be taken and near-term priorities
 - o Alton asked for the metrics, data, and information wanted to show progress

Next Steps – Status Report

Steps	Status	Comments
<i>Share this presentation with all staff</i>	Completed	<ul style="list-style-type: none"> Shared my thoughts and validated report in CEO address before the break.
<i>Leadership will engage with staff on findings</i>	Pending	<ul style="list-style-type: none"> Given the timing and fatigue of staff, this has not been undertaken. Rather than share report, will share plans. Have to do both “showing” and “telling”.
<i>Board members on the project will hold a second discussion with Alton on short/long term fixes</i>	Completed	<ul style="list-style-type: none"> In process to see if anything was missed and that the approach seems solid in addressing the concerns raised.
<i>Leadership will develop tactical plans for shorter term items and strategic plans for larger issues</i>	In process	<ul style="list-style-type: none"> General steps being led by CEO and COO to be targeted and specific in tactical plans focused on communication, clarity, timeliness, and evidence of action. Strategy will take longer to develop given competing priorities for time. Staffing actions.
<i>Position for reset in Semester 2</i>	In process	<ul style="list-style-type: none"> Some resets proposed (EWJ) with CEO and COO pushing in to support.
<i>Explore ways to make sure the board regularly hears teacher perspectives</i>	In discussion	<ul style="list-style-type: none"> Some thoughts on how to include teacher voice in the Board reports. Board is discussing additional ways.



LCAP Supplement & Mid-Year Update

Presenter(s): Dr. E. Ward-Jackson and Ms. Micah Stilwell
Date: January 27, 2022

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Table of Contents

1. Introduction
2. LCAP Supplement
3. Mid-year updates:
 - a. Progress toward LCAP Goals/Outcomes
 - b. LCAP Actions (Expenditures and Implementation) update
4. Questions and discussion





Overview of Requirements

As part of the state budget passed this summer, the legislature tasked each LEA with presenting to their governing board:

- 1) One-time **supplement** to the LCAP, related to additional state and federal monies that became available after the LCAPs were submitted in June.
- 2) **Mid-year update** on measurable outcomes, actions, and expenditures related to our 21-22 LCAP.

Guiding Questions



- Based on these updates, what do you recommend we start, stop, or continue this year, to build on our successes and/or respond to identified needs and challenges?
- Based on these updates, what revisions should we make (to goals, metrics, desired outcomes, or actions) to the next (2022-23) LCAP, in order to build on our successes and/or respond to identified needs and challenges?

LCAP Supplement



One-time supplement to the 2021-22 LCAP

(Executive Summary; see *full language of the Supplement in the Board Packet*)



01

We will engage with educational partners (via a survey of families and staff) on the use of new state funds (e.g., concentration grant, COLA increase, ELO grant).

02

We are using additional concentration grant funds to increase on-site substitute teacher staffing to provide student services.

03

We engaged with educational partners (families & staff) in meetings and in surveys on the use of new federal funds (e.g., ESSER III), identifying approaches to prioritize.

04

We have benefited from our on-site nurse and COVID-response team and continue to offer rigorous, holistic instruction. Challenges remain related to staffing vacancies and covid-related absences/quarantines.

05

Our 21-22 use of fiscal resources remains consistent with our 21-22 LCAP plan.

LCAP Mid-year Updates





This mid-year update to the 21-22 LCAP includes:

- Updates on the Budget Overview for Parents
- LCAP Actions Expenditure and Implementation Update
- 2021 Progress toward LCAP Goals (LCAP outcomes)
- Educational Partner Input (Board discussion)

Please see the board packet and appendix for detailed tables for each of these.

Mid-Year Updates

(see appendix in [board report](#) for details/tables)



Goal

What are we trying to achieve? (8 state priorities)



Metrics and Outcomes

Where have we been?
(past data)
Where are we now?
(mid-year data)
Where are we going?
(desired outcomes for 2023-4)



Actions

Are the actions:
Not started
In need of support
On Track
Complete



Expenditures

What have been our expenditures thus far, related to our LCAP goals and actions?

Our 8 LCAP Goals are aligned with the 8 state priorities:



Priority 1:
Basic
Conditions

Priority 2:
State
Standards

Priority 3:
Parent
Involvement

Priority 4:
Pupil
Achievement

Priority 5:
Student
Engagement

Priority 6:
School
Climate

Priority 7:
Course
Access

Priority 8:
Other Pupil
Outcomes

LCAP Goals, Mid-year Outcomes, and Actions: Challenges

The continuing pandemic has led to challenges across multiple LCAP goals, including:

- ❖ Increase in student absences and chronic absenteeism, due in large part to quarantines.
- ❖ Student behavioral challenges related to return to school in context of more than a year away in distance learning and other covid-related stressors.
- ❖ Some declines in student-achievement (test) data, during and coming out of distance learning.
- ❖ Increase in staff absences and vacancies.

Vacancies (e.g., in teacher positions, Holistic Services, ELD Coordinator) have led to challenges across multiple LCAP Goals, including:

- ❖ Leaders serving as substitute teachers, which has prevented full enactment of some leadership role responsibilities (e.g., limited ability to conduct observations and provide real-time and targeted support).

LCAP Goals, Mid-year Outcomes, and Actions: Successes

Despite these challenges, there are many successes to celebrate:

- ❖ Graduation rates continuing to exceed state and county rates.
- ❖ Significant increases in supports offered through Social Worker department.
- ❖ Maintaining robust offering of courses, allowing students to complete high school graduation and UC/CSU required courses in a timely way.

We are responding to many of the challenges with both short-term and long-term strategies:

- ❖ Expanding our on-site substitute teacher pool from 2 teachers to 11 teachers.
- ❖ Creating pathways for recruiting teachers and assisting teachers through their credentialing process through our teacher residency program with Alder and our teacher induction program with the County.
- ❖ Hired additional school nurse and social worker, to help ensure both the physical and social-emotional health and safety of our students/school community.

Questions and Discussion



Discussion Questions



- Based on these updates, what do you recommend we start, stop, or continue this year, to build on our successes and/or respond to identified needs and challenges?
- Based on these updates, what revisions should we make (to goals, metrics, desired outcomes, or actions) to the next (2022-23) LCAP, in order to build on our successes and/or respond to identified needs and challenges?

A photograph of graduates in blue gowns and stoles. One graduate in the center holds a banner that reads "CLASS OF 2019". The graduates are standing on a stage, and the image is overlaid with a semi-transparent blue filter. The text "Thank You!" is centered over the image.

Thank You!