



Board Report - March 2023

School-Wide

Board Report - March 2023

Middle School Dean's Office

Artemus Jones & Jennefer Cerna, middle school deans

I. Suspensions

What?

There have been a total of 24 suspensions in the spring 2023 semester. The majority of the suspension incidents are for harassment of any kind, inappropriate racial content, and disruption of a classroom environment. Harassment includes: on-going peer to peer conflict, on-going teasing, bullying, and sharing information on social media. Racial content includes: using inappropriate 1) gestures, comments and slurs, 2) using euphemistic names, 3) and posting, sharing and searching inappropriate content regarding race.

So What?

Deans have collaborated with 4 staff members to help support the Deans of Students with running lunch detention. The Deans of Students sends a daily report of scholars who received lunch detention to the Front Office. The Front Office generates a daily message to parents if they receive a detention for the day. We noticed an increase in detention attendance following the increase in parent communication.

Now What?

We utilize an online platform called "Kickboard" which is used to track student behavior (both positive and challenging). We have slowly started to use all of the functions of the platform to best capture data and report it out to staff. We are also holding regular Student Success Team (SST) meetings with all teachers, staff, parents, and the student in order to provide robust support for our students failing 3 or more classes and/or consistently struggling with classroom behaviors.

II. Detentions

What?

Detentions are consequences for Level Level 1-3 infractions/incidents. The 3 Top behaviors for lunch detention are:

1. Dress code
2. Cell phones
3. Being late to class (tardies)

So What?

52% of overall documented infractions are related to dress code and 15% of our documented infractions are related to cell phones. We have noticed that teachers need support with how to track dress code infractions during homeroom.

Now What?

Our goal is to decrease Level 1 and 2 infractions (lower level infractions related to Procedural and Self-Management issues as detailed in the Student-Parent/Guardian Handbook) by the end of the semester. We are also increasing our campus presence through dress code sweeps, classroom observations, lunch/break duties, parent meetings, and staff presentations. Campus supervisors will increase their presence through random dress code and hallways sweeps. We are intentional about reviewing camera footage and increasing campus security presence near bathrooms, hallways and in the DIRTT box areas (the semi-private, glass paneled, collaborative spaces).

III. Restorative Practices

What?

Restorative practices are protocol driven, mediated conversations and practices that allow parties in conflict to discuss and share perspectives related to incidents where harm was caused - through words or actions.

So What?

Restorative practices not only acknowledged and address harm but they also help to:

- develop empathy, compassion, and understanding for community members
- can help deepen and strengthen a sense of community
- creates environments with appropriate boundaries
- contributes to overall safe school environment conducive for learning

Now What?

In Semester 1, our focus was on utilizing the Student-Parent/Guardian Handbook to inform consistent consequences and accountability for various behaviors and actions. This resulted in many students receiving suspensions for Level 3 and 4 infractions (disruptive and aggressive infractions).

Participants have to agree to participate in restorative conferences or mediated discussions. We also understand that after incidents occur, people often need 72 hours or more of de-escalation in order to have a more productive conversation.

Now that the expectation and practice of more consistent consequences for infractions is more firmly established, the goal is to deepen and invite more use of restorative practices after incidents. As a result, we are employing more restorative practices through restorative circles in classrooms, restorative conversations between individuals and small groups, and facilitating conflict mediations.

IV. General Supervision (Bathrooms)

What?

While students are in the care of their teacher, that teacher is responsible for their supervision. This happens more easily when students are in the classroom. This is a little more challenging when students want to go to the bathroom, to the dean's office, or to the front office. In these instances outside of class there is no direct supervision of students.

So What?

To help establish practices that maintain a level of safety and accountability for students, we have a system of utilizing hall passes and bathroom passes and sign out sheets. We have been working all year to deepen our practice in utilizing this system as we saw a small but persistent and noticeable group of students in hallways and bathrooms without passes.

Board Report - March 2023

Now What?

Deans collaborated with campus supervisors to target all classrooms who need support by providing bathroom passes and sign-out sheets in every classroom. The Front Office shared an electronic, re-printable copy of the bathroom sign-out sheets with all staff to print out as needed. During weekly Professional Development meetings with middle school teachers, the Deans reminded teachers of our school-wide REPs (Routines, Expectations, & Procedures), which states scholars are not allowed to leave the classroom during the first and last 10 minutes and last 10 minutes of the class period. Teachers report to the Front Office if a student has been out of class for an extended period of time. An announcement is made on the PA system and the campus supervisors are deployed to find the student.

Upper School Dean's Office

Arella Sidransky & Sonja Jackson, upper school deans

I. Suspensions

What?

There have been a total of 22 suspensions in the 2nd semester so far. The majority of the suspension incidents are for disruption/defiance, various forms of harassment and discriminatory language/acts, possession of tobacco products, and use of profanity. The majority of the incidents occurred during the month of February. There are incidents of students having marijuana and nicotine vaping paraphernalia on their person and or using on campus in the restrooms. There have been racialized hate incidents toward Black students.

So What?

Our Black/African-American students have communicated feeling uncomfortable and unsafe at MWA given the persistence of comments and actions they endure at school where they are in the visible minority. Student harassing and disrespectful behavior towards peers and teachers/staff also contributes to students and staff not feeling safe and supported in some instances. The use of tobacco products (vaping) and marijuana use at school is unsafe and potentially impacts not only the students using these products but their peers as well. These behaviors and actions are not aligned with MWA's values. While these occurrences are being done by a small minority of students, it is very important that we continue to try to address these issues and make sure it continues to be a high priority for us to address.

Now What?

We are addressing the concern of our Black/African-American students by researching/engaging with outside organizations to provide support to our Black/African-American students to provide cultural sensitivity awareness to the student body. When racialized hate incidents occur in class we are facilitating and supporting restorative circles in the classroom where the incident occurred. We are conducting more bathroom sweeps and conducting backpack searches for those suspected students. We are also increasing our campus presence through uniform sweeps, classroom observations, lunch/break duties, parent meetings, and staff presentations. We are intentional about reviewing camera footage and increasing campus security presence near bathrooms and in areas where most incidents occur. The consistent administering of consequences for Level 3 and 4 infractions continue to signal that we take these acts seriously and that these acts have no place at MWA.

II. Detentions

What?

The top 3 actions resulting in detentions are

1. Dress code infractions
2. Cell phones
3. Skipping class ("cutting class")

So What?

Deans have collaborated with two staff members to target low-level infractions (Level 1 and 2) through lunch detention.

Board Report - March 2023

We noticed that students were not regularly showing up for detention, so we learned how to utilize the school messenger system to generate daily phone calls to the parents of students who were missing their detention. We noticed an increase in detention attendance following the increase in parent communication. We utilize an online platform called "Kickboard" which is used to track student behavior (both positive and challenging). We have slowly started to use all of the functions of the platform to best capture data and report it out to staff. We are also holding regular Student Success Team (SST) meetings with all teachers, staff, parents, and the student in order to provide robust support for our students failing 3 or more classes.

Now What?

Our goal is to decrease level 1 and 2 infractions by the end of the semester. We have revised the detention process in order to try to increase attendance for detention. Regular detention is held M-Th during lunch, for all those who have not served detention during the week have to serve on Fridays after school. We send email notifications to students and parent communication via email and phone. We do see a slight increase in detention attendance since we increased parent notification. Also, those who show up on the detention list frequently, we request a parent conference to discuss the behaviors or have the parent "shadow" the student in their classes.

Board Report - March 2023

Operations

Katharine Mason, Director of School Operations & LaMario Scott, Operations Manager

2023-24 Lottery Enrollment Data

The enrollment lottery occurred earlier this month. Below, please see the breakdown of applicants for 5th-8th grade for the 2023-24 school year. Also, keep in mind that due to the 2-3 year enrollment expansion plan pause we are offering enrollment to 112 students for 2023-24 instead of 168 students.

Summary

Of the 112 5th grade enrollment offers made:

- 74 sibling applications (66% of all 5th grade enrollment offers)
- 1 employee child application (0.8% of all 5th grade enrollment offers)
- 109 eligible for free and reduced lunch (97.3% of all 5th grade enrollment offers)
- 1 offer declined

5th grade Enrollment Offers by Race / Ethnicity:

Race/Ethnicity	Current Results	Total Applications
<i>African American</i>	5.3%	6
<i>Asian-American & Pacific Islander</i>	2.6%	3
<i>American Indian or Alaska Native</i>	0.8 %	1
<i>Hawaiian or Pacific Islander</i>	0.0%	0
<i>Hispanic or Latinx</i>	83.9%	94
<i>Multiple</i>	3.3%	4
<i>White</i>	0.8%	1
<i>Unreported</i>	2.6%	3

2023-2024 Lottery Enrollment Application Data

Lottery applicants apply for the MWA lottery through an online application tool called “Enroll WCC”. “WCC” stands for West Contra Costa. Enroll WCC allows for one common application process for families in West Contra Costa to be able to apply to one or more charter school options that serve our community all at the same time. Some families apply to only one charter school while others check the box to apply to multiple schools’ lottery application processes.

After the lotteries are conducted, families have a certain number of days to choose among the charter schools they were offered enrollment to from the lottery. If a family is offered admission to more than one school, they have specific amount of time to make their choice. If students enroll in one school and want to remain on the waitlist for another school, they can.

Board Report - March 2023

In summary, here is a snapshot of the lottery applicants for the 2023-24 school year.

- 619 applications submitted
- 270 only applied to MWA (43.6% of all applications submitted)
- 102 sibling applications (16.4% of all applications submitted---by grade: 5th-74/6th-13/ 7th-3/ 8th-12)
- 4 employee children applications (0.6% of all applications submitted)
- 519 eligible for free and reduced lunch (83.8% of all applications submitted)

Applications by Grade (applied to MWA and additional schools): 2023-2024

School Name	5th	6th	7th	8th	Total
Making Waves Academy Middle School	<u>240</u>	<u>181</u>	<u>125</u>	<u>73</u>	<u>619</u>

Application by Grade (applied only to MWA): 2023-2024

School Name	5th	6th	7th	8th	Total
Making Waves Academy Middle School	<u>153</u>	<u>49</u>	<u>44</u>	<u>24</u>	<u>270</u>

Applicants by Race / Ethnicity:

<u>Race</u>	<u>Current Results</u>	<u>Total Applications</u>
African American	15%	93
Asian	7.2%	45
Hawaiian or Pacific Islander	0.3%	2
Hispanic or Latino	57%	353
Multiple	11.1%	69
White	3.8%	24
Other	1.6%	11
Unreported	3.0%	19

Waitlists

5th Grade	6th Grade	7th Grade	8th Grade
128 Students	179 Students	153 Students	73 Students

On **March 14th** there is an Informational Session for new 5th grade families & students.