



Division Director Board Report

Upper School

From the Director's Desk

Kimberley Carr

On Monday January 7th, the Upper School Staff and Faculty arrived to set-up shop in the Middle School. We started the day in the Student Commons with a warm welcome and a brief overview. Faculty and Staff departed the space to begin setting up their classrooms and office spaces. Faculty and staff moved quickly and swiftly to prepare our temporary spaces within the eight hour timeframe. We encouraged everyone to think about the messages we send with neatly organized spaces. It signals, *"We are prepared, and ready to engage you! Learning is happening here!"* We attribute our successful Semester 2 start to the significant planning time we dedicated to our established Zones and Core REPs (Routines, Expectations, and Procedures). On January 8th, I led a discussion with our Upper School leaders around leading with excellence. We discussed communication loops, priorities, time, preparation, and working towards excellence. We engaged the Upper School faculty on January 11th by conducting a dot-voting exercise with the USL's ideas for streamlining excellence in Semester 2. As an Upper School community we have decided to devote time and energy towards excellence in the following five domains: Supporting Upper School faculty, planning and looking ahead to the 2019-20 academic year, strong communication across all stakeholders, aligning/syncing with the Middle School, and continuing to build strong Upper School culture. Our Upper School leaders met on January 17th to parcel out the responsibility of making sure we achieve excellence in Semester 2. We had a fruitful conversation around defining the five domains of excellence and working on a game plan to ensure all stakeholders are successful during this time of change and transition.



- Zone 1
Hallways and Open Learning
- Zone 2
Outside
- Zone 3
Student Commons
- Zone 4
Arrival and Dismissal
- Zone 5
Administrative
- "No Go" Zone



RESPECT



re-sil-i-ence:
The ability to bounce back when faced with adversity or trauma.

Set the EXAMPLE	RESPECT the space	Know your ZONES	I AM a Wavemaker	Demonstrate RESILIENCE through change
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Upper School Dean of Students Office

Ahjia Moore, Dean of Students

Dr. Antonio Martinez, Associate Dean of Students

What?

Semester 1 Successes:

- Hired an Associate Dean of Students in December, 2018.
- Co-developed and facilitated programming for Black African/American Student Achievement Initiative (BAASAI).
- 10th and 11th grade students met 97% daily attendance goal for all months except December.
- 100% of all off-campus suspensions were because an illegal infraction occurred on campus or under school jurisdiction. I.e. possession/selling of controlled substance, battery/assault, and minor in possession of dangerous object.
 - All other behavioral infractions were mitigated through use of restorative conversations, restorative actions, and other socio-emotional interventions.

Semester 1 Challenges:

- Three students transitioned from Making Waves Academy after being recommended for expulsion.
- Approximately 20% of the Upper School Black/African-American student population served a suspension.
 - Of these students, 100% participated in restorative practices including but not limited to: parent/guardian meeting, restorative conversation, Harm Circle, counseling, and substance usage education.
- Due to Semester 1 vacancy in the Dean of Students Office, proactive intervention with students and families to address and prevent chronic absenteeism was limited.
- Due to Semester 1 vacancy in the Dean of Students Office, quarterly grade-level programming providing preventative education on attendance, academics, behavioral trends, socio-emotional needs, and culturally-relevant current events were put on pause for all grade levels.

So What?

Making Waves Academy Restorative Justice Practices

Making Waves Academy utilizes restorative justice-based practices as an approach to all student behavior management. We are committed to supporting students who *demonstrate an ability and commitment* to restore harm and correct behavior. Though Making Waves Academy utilizes restorative justice-based practices, students who engage in illegal infractions on campus or under school jurisdiction are still subject to suspension (while also receiving socio-emotional support). The impact of marijuana being legalized in California and increase in high amount of drug-related suspensions indicates a need for student and family education on school expectations and state/federal law on controlled substances.

The steady decrease in monthly attendance in grades 9th-12th could indicate students and families are experiencing higher amounts of stress-related concerns and a need for additional education on the impact of daily attendance.

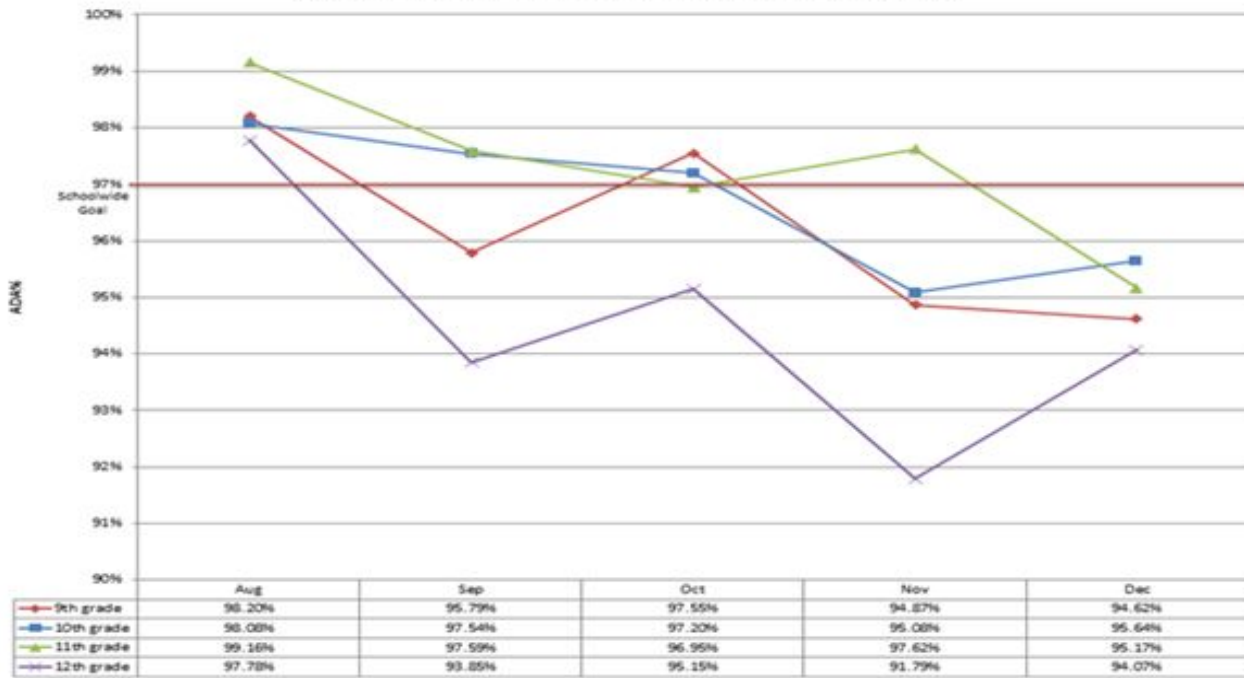
Now What?

Making Waves Academy Stakeholder Awareness and Education

In semester 2, the Dean of Students Office will facilitate programming to create stakeholder awareness on what it means to *demonstrate an ability and commitment* to restoring harm in direct effort to prevent future suspensions. This programming will also spotlight the Black/African-American student suspension rate to create awareness with an intention to improve overall practice, strengthen community relationships, and decrease suspensions.

The Dean of Students Office will also host a series of small group and grade-level specific programming that will provide education and awareness on: vaping/substance usage, healthy relationship dynamics and consent, and the importance of daily attendance.

MWA Upper School ADA Comparison Graph 2018-19



Social Work Department

Rachel Navarro, Upper School Social Worker

What?

- Successes:
 - 74 unduplicated students received individual counseling or check-ins (total of 4,9446 minutes)
 - 31 Family meetings
 - Partnership and weekly check-ins/ consults with MWAMS social worker
 - Facilitated bi-weekly COST (Coordination of Services) team to pull together key US Departments to provide wraparound support to students in need
 - Presented to parent/families on mental health topics such as bullying and stress management.
- Challenges:
 - Social Worker client capacity vs. number of received referrals for services
 - No longer able to refer students to contracted mental health provider due to their clinicians capacity

So What?

Addressing student needs

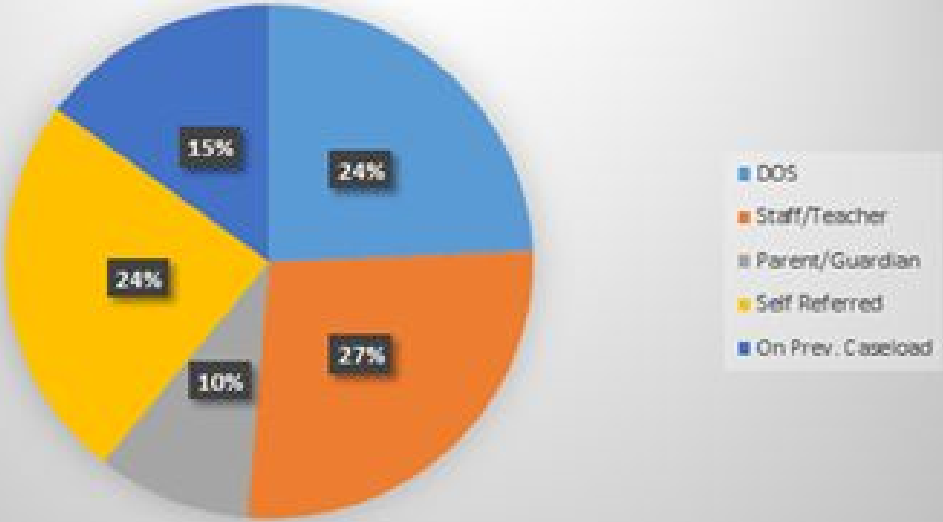
In meeting with students the social worker has identified presenting problems as: depressive symptoms, academic stress, anxiety, emotional dysregulation (crying, angry), peer relationships, familial relationships, grief/loss and sexual trauma. In order to best support client needs and develop treatment goals/plans the social worker consults frequently with a clinical supervisor with over 20 years of school social work experience. Parent/Guardian engagement provides opportunities for the social worker to develop relationships within the MWA greater community and increase client buy in when establishing a socio-emotional support plan that fits the clients' needs. In her role, the social worker utilizes strength based approaches that encourages the student to take ownership, develop healthy coping strategies and develop a self reflective internal dialogue that is future thinking and proactive.

Now What?

Collaborative Partners

The social worker to continues explore possible partnerships with community based organizations (CBO's) in order to increase capacity for serving students and families. In identifying student needs, community resources are an opportunity for the client to receive support around a specific area and learn self advocacy skills as they develop into young adults. In order to address crisis protocols and procedures, the social worker will receive training from FPA to align on self-harm risk and threat assessments. The social worker collaborates with MS social worker to best serve MWA's students and their families. Because many of our students have siblings on the opposite campus the social workers have experienced that positive results increase as more members of the family system are involved. They diligently work in alignment to provide a holistic approach in accessing support services.

Referral Source



Parent/Guardian Engagement

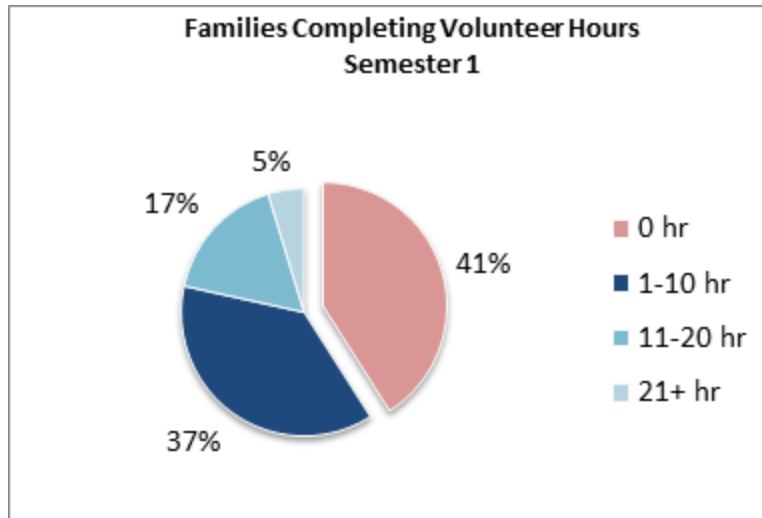
Eva Yabar, Parent/Guardian Engagement Coordinator

Jessie Weiser, Director of Student Activities

What?

Parent/Guardian Volunteers

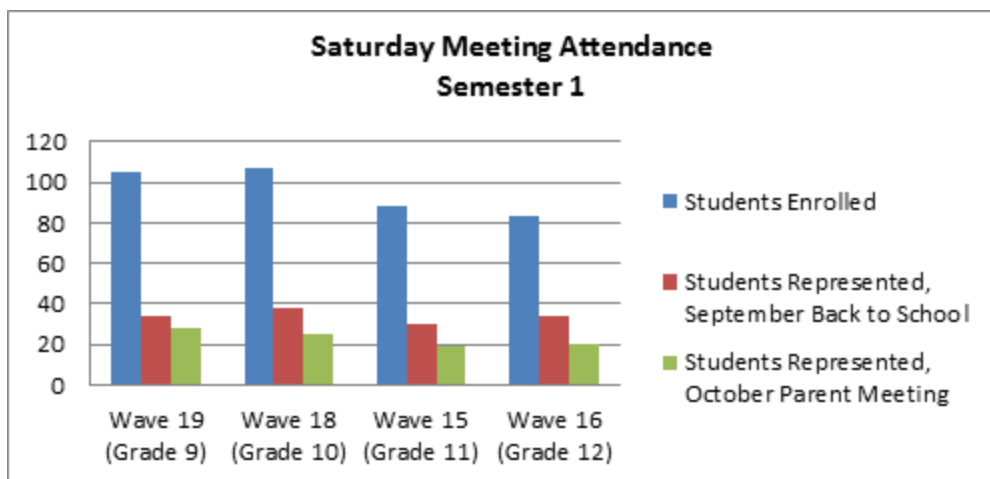
- Success: At the end of Semester 1, MWA families had completed approximately 5,116 total volunteer hours, and 59% of families completed at least one volunteer hour.



- Challenge: There isn't yet a strong system for tracking the diversity of our volunteers.

Parent/Guardian Attendance at Events

- Success: We have continued hosting Saturday Back to School & Parent Meetings to share information and facilitate trainings with parents/guardians.
- Challenge: An average of 114 (30% percent) of Upper School families have been represented at Saturday Meetings this year.



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- Success: The Parent/Guardian Engagement Coordinator (PGEC) has hosted monthly “Coffee Talks.”
 - Challenge: An average of 4 Upper School Parents/Guardians have attended each “Coffee Talk” (as compared to an average of 18 Middle School Parents/Guardians).
 - Success: 53 Parents/Guardians, representing 42 different families, attended the Charter Petition Appeal Hearing on January 26th 2019.

So What?

Parent/Guardian Volunteers

MWA encourages families to be involved on our campus because we know that strong family/school partnerships lead to better outcomes for students, and a stronger community. MWA requests that every family complete 20 volunteer hours yearly. MWA’s PGEC has actively recruited our parents/guardians to give their time or resources to the school. In the 2017-2018 school year, 48% of parents/guardians completed the requested 20 volunteer hours, and an additional 47% volunteered at least one hour. In the summer of 2019, the PGEC created a set of Volunteer Guidelines to clarify what qualifies as a volunteer hour and set a goal to exceed 50% of parents/guardians completing their volunteer hours. As the data above shows, 5% of parent/guardians have completed their hours already this year, and an additional 54% have completed at least one hour. We still have a half of a year to go!

While we are actively tracking parent/guardian volunteer hours, our system does not yet allow us to easily disaggregate the data to determine whether all types of families are volunteering. We want to ensure that all families feel welcome and have opportunities to support our campus, so we hope to find ways to better track diversity soon.

Parent/Guardian Attendance at Events

The Back to School Event and Parent Meetings are a great forum to provide information to families, with Upper School faculty and leadership offering timely and relevant content. Additionally, the “Coffee Talks” provide a casual space for parents/guardians to mingle with each other and to learn from campus and community leaders about issues that impact their families. We are proud to offer these opportunities to our families. However, Upper School family attendance at these events has not been particularly strong. If these meetings are to remain critical channels for communication and community-building, we need to cultivate a stronger culture of attendance.

Now What?

Parent/Guardian Volunteers

We will continue to push toward our goal of having 50% or more families complete their volunteer hours. Accordingly, Semester 2 will involve outreach to the 41% percent of families who have not yet volunteered this year, and targeted follow-up with volunteers who are on-track to complete their hours. The PGEC can also explore how to better track and increase the diversity of parents/guardians who are volunteering.

Parent/Guardian Attendance at Events

We will continue to provide relevant programming at upcoming Parent Meetings and Coffee Talks. We will publicize these programs more aggressively and seek feedback from parents/guardians on how to attract more Upper School attendance. We are also exploring more streamlined and targeted communication strategies to reach parents more effectively.