Making Waves Academy
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Making Waves Academy
Street	4123 Lakeside Dr.
City, State, Zip	Richmond, CA 94806-1942
Phone Number	(510) 262-1511
Principal	Evangelina Ward-Jackson, Kimberly Carr
E-mail Address	ewardjackson@mwacademy.org, kcarr@mwacademy.org
Web Site	http://www.makingwavesacademy.org/
CDS Code	07100740114470

District Contact Information	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Karen Sakata
E-mail Address	ksakata@cccoe.k12.ca.us
Web Site	www.cocoschools.org

School Description and Mission Statement (School Year 2017-18)

Making Waves Academy (MWA) is a public charter school authorized by the Contra Costa County Office of Education (CCCOE) and is listed as the "District Contact". MWA is located in Richmond, CA, an area served by the West Contra Costa County Unified School District (WCCUSD). Therefore, WCCUSD data is used throughout the report in charts that compare MWA to the "District" and the State.

In September 2007, MWA opened its middle school to its first class of 5th grade students. In September 2011, MWA opened its high school (Upper School). With roots firmly planted in the Richmond community since the inception of the Making Waves Education Program (MWEP) in 1989, Making Waves Academy fulfills the promise of public schools with a rigorous, college-preparatory curriculum, small classes, transportation, psychological services, and academic support. The vision is grounded in our five Core Values: Community, Resilience, Respect, Responsibility, and Scholarship. The mission is: "MWA is committed to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities."

MWA is located in Richmond, California. Richmond is a diverse community with a population consisting of 25.9% African American, 39.5% Hispanic or Latino, 17.1% White, 13.3% Asian, 0.2% Native American, 0.4% Native Hawaiian and Other Pacific Islander, and 0.6% other (1). The demographics of Making Waves Academy are comparable to West Contra Costa Unified School District (WCCUSD) which are both different than the overall demographics of Richmond. At MWA 8.6% of the population is African American and 89% is Hispanic or Latino. 83% of students qualify for free and reduced lunch. English Language Learners make up 19.5% of the school's population.

MWA recognizes that schools with higher proportions of students from economically distressed communities require additional resources to compensate for the challenges they face. MWA invests in the future by providing resources to support students' social-emotional well-being and academic development. To support the structure of our core day and enrichment programs, the typical school day is from 8:05am – 6:00pm. The master schedule accommodates student participation in interscholastic athletics, clubs, field lessons, and academic intervention, as well as teacher planning and collaboration time. At MWA, instructional activities are aligned to California Common Core Standards. The MWA curriculum includes language arts, math, science, history/social science, health and wellness, second languages, music, fine and performing arts and social emotional education. MWA Upper School courses in grades nine through twelve follow the California State A-G requirements which emphasize preparing a college focused community of learners. The Upper School also offers Advanced Placement (AP) courses in math, history, and science. For two years in a row, the Upper School has been recognized by Innovate Public Schools as one of the top performing high schools in the Bay Area in the subjects of English and Math.

As part of our comprehensive Response to Intervention (RTI) Program, students receive additional targeted support in core subject areas by attending Saturday Academy. Students are identified to participate in Saturday Academy based on their Tier status, which is determined by their standardized tests and benchmarks scores. Saturday Academy courses compliment and reinforce Core Day coursework concepts.

MWA is a community of learners that value multiple forms of discourse and cultural knowledge and teaches students about the rich educational tradition of our diverse communities. MWA students are taught to think critically about culture and identity and develop the skills necessary to navigate various cultural settings.

At MWA, it is critical that students learn how to access various forms of media and use tools to communicate and enhance learning. To prepare students for a technological world, technology is integrated into several aspects of teaching and learning, including research, classroom presentations, assessment and grading, and professional data analysis.

1. "2010 Census Interactive Population Search: CA - Richmond city". U.S. Census Bureau.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 5	112
Grade 6	112
Grade 7	112
Grade 8	112
Grade 9	100
Grade 10	87
Grade 11	69
Grade 12	77
Total Enrollment	781

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	9.6
American Indian or Alaska Native	0
Asian	1.4
Filipino	0.5
Hispanic or Latino	87.6
Native Hawaiian or Pacific Islander	0.1
White	0.6
Two or More Races	0.1
Socioeconomically Disadvantaged	88
English Learners	24.8
Students with Disabilities	5.6
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	37	40	1192
Without Full Credential	11	11	10	155
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	14

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	4	12	12
Total Teacher Misassignments *	4	14	12
Vacant Teacher Positions	3	1	3

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Springboard Levels 1-6 (College Board) 5th Reading Wonders (Houghton Mifflin) 2017		0.0
Mathematics	Calculus – 4th Edition (Pearson) 2014 Elementary Statistics (Prentice Hall) 2014 Springboard (College Board) Statistics AP (Cengage) 2017 Math Expressions (McGraw Hill) 2017		0.0
Science	Biology (Glencoe Science- McGraw Hill) 2012 Living By Chemistry (Bedford, Freeman, and Worth Publishers) 2013 Conceptual Physics (Pearson) 2012 Meyers AP Psychology (MacMillan Learning) 2016 CA Science (Pearson) CA Focus on Earth Science (Pearson) CA Life Science (Pearson) CA Physical Science (Pearson) Glencoe Earth Science (McGraw Hill) 2017 DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017		0.0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	US Government and Politics (College Board) 2015 Civics in Practice (Holt, Rinehart and Winston) 2014 The Lanahan Readings in the American Polity: Ann G. Serow, Everett 2016 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 The American Democracy 2015 CA The Americans 2013 CA Modern World History (Houghton Mifflin Hardcourt) 2011 Kaplan AP History 2015 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial		0.0
Foreign Language	Dos Mundos (McGraw Hill) 2016		0.0
Health	Life Time Health Study – Classroom Set Life Skills Health – Classroom Set 2011		0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

Making Waves Academy constructed two state-of-the-art school buildings in the 2009 school year and opened them in the Fall of 2010. A third state-of-the-art building was constructed in 2011 and opened in the Fall of 2012. Presently we have approximately 780 students.

Making Waves Academy's ground, buildings and restrooms are all in excellent condition. The school participates in regular inspection and maintenance of the facility.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) **Year and month of the most recent FIT report:** 12/6/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/6/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/6/2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	41	44	35	35	48	48
Mathematics (grades 3-8 and 11)	27	21	25	25	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	517	100	44.29
Male	258	258	100	39.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Female	259	259	100	48.65
Black or African American	50	50	100	36
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	453	453	100	44.15
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	459	459	100	43.79
English Learners	318	318	100	32.39
Students with Disabilities	26	26	100	7.69
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	517	517	100	21.08
Male	258	258	100	20.54
Female	259	259	100	21.62
Black or African American	50	50	100	10
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	453	453	100	21.19
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Socioeconomically Disadvantaged	459	459	100	20.04
English Learners	167	167	100	0.5
Students with Disabilities	23	23	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	50	54	46	40	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Making Waves Academy did not offer a Career Technical Education program in School Year 2016-17. Rather, the academic year was spent engaging in a year-long process of collecting stakeholder input, developing and approving plans, and securing resources for a high-quality CTE program in Health Science and Medical Technology, anticipated for School Year 2017-18. As a result of the process, faculty members from the Science Department developed curriculum for two CTE courses: Introduction to Health Sciences and Anatomy and Physiology. Both courses were aligned to California CTE Model Curriculum Standards and were submitted to the University of California Office of the President for A-G approval. Additionally, a position for a full-time Career Services Coordinator was posted in Spring 2017 and was filled for the start of the 2017-18 school year. In collaboration with the Director of College and Career Counseling, the Career Services Coordinator will ensure the delivery of a robust CTE program that is responsive to community needs and is aligned to the ten eligibility requirements of the Career Technical Education Incentive Grant (CTEIG): (1) quality curriculum and instruction; (2) career exploration; (3) student support; (4) system alignment; (5) industry partnerships; (6) after school and extended day opportunities; (7) regional and local labor market demands; (8) industry certification or employment; (9) skilled faculty; (10) data and evaluation.

In accordance with our WASC goals, the College and Career Center remains committed to developing career pathways which are aligned with academic courses, support academic achievement, and address the needs of all learners -- including those unique to defined special populations of students. A robust Career Technical Education program at Making Waves Academy will be responsive to feedback from all stakeholders, including industry representatives, and its success will be measured and evaluated for effectiveness at regular intervals.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
% of pupils completing a CTE program and earning a high school diploma	N/A
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.0	14.3	12.5
7	30.4	28.6	0.90
9	20.2	41.4	14.1

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

MWA has a strong tradition of parent involvement for event-specific and volunteer-based activities, and continues to develop family and community member participation in key decision making and problem-solving capacities. MWA makes an active effort to involve English and Spanish-speaking parents, the major language constituent groups of the school population. The school demonstrates regular outreach to parents to keep them informed of their student's academic progress, opportunities for involvement, and upcoming events via written and electronic communication, Parent Meetings, and automated telephone messages.

The Making Waves Academy English Learner Advisory Committee (ELAC) provides an opportunity for parents and community members to learn about the experience of English Learners in order to advocate on their behalf. ELAC is led by a leadership cabinet that is comprised of parents of Wave Makers and advised by the ELD Coordinator. ELAC operates under the following framework:
1. Ignite a Drive to Learn
2. Gather Qualitative and Quantitative Data
3. Process Data
4. Advocate

Because parents showed interest in learning about curriculum and instruction last school-year, the ELAC leadership council has been responsive in providing ways for parents to experience Springboard Curriculum. Parents have gathered qualitative data by engaging with an interactive panel discussion, where families questioned various MWA stakeholders, and participating in a lesson simulation taught by a Making Waves ELD Teacher. Our next step is to process the data in groups and begin to develop advocacy initiatives to improve the success of our EL students. This academic year parents have split into the following three advocacy groups: reclassification policies and procedures, literacy at home, and attendance support team.

Parents are also invited to attend monthly Saturday meetings throughout the school year that include a Mission Connection. During meetings, parents and guardians discuss and learn about educational opportunities, curriculum, student performance and building a healthy and safe school culture. In addition, Making Waves Academy offers parents opportunities to donate time and perishables to contribute to our community and school events. Donations of any kind can be facilitated by contacting the front office at (510) 262-1511.

Opportunities for parents to be involved include: Back to School Day orientation events (providing parents and families with an overview of school courses and supplemental program curricula such as the MWA Middle School Enrichment Program, MWA Upper School Academic Support and Learning Center Orientation Presentations), Day of Lights celebrations, Explore College Night, My Very Own Library (MVOL) initiative community celebrations, History and Social Studies fairs, Parent-Student-Teacher Association (PASTA) Nights, and student led parent-teacher conferences. In addition, parents of EL and Tier 3 students participate in a cadence of meetings with school leadership.

Parents are also employed at the school in a variety of support positions such as our Food Services Coordinator, Office Administrator, Site Supervisor, and Bus Monitor positions.

MWA's Parent Volunteer Program and service hour requirements encourage ongoing parental involvement. MWA asks our parents to volunteer 20 hours of service annually to the school community. Our Parent Volunteer Coordinator directs parents to volunteer opportunities of their choice and tracks their hours of service. Our Parent Volunteer Coordinator can be reached at 510-854-3015 or via email at eyabar@mwacademy.org.

Parents are also involved in school governance as elected members of our MWA Board and School Site Council. MWA regularly convenes School Site Council meetings, which are publicized and open to the public, to provide a platform for all parents and their elected representatives to seek input in the school's decision making process and to address any concerns.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0	1.5	3.9	0.0	0.0	0.0	11.5	10.7	9.7
Graduation Rate	N/A	88.75	89.47	77.7	84.7	83.1	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	89.87	84.9	87.11
Black or African American	90.91	78.7	79.19
American Indian or Alaska Native	0	100	80.17
Asian	100	94.7	94.42
Filipino	100	97.2	93.76
Hispanic or Latino	89.23	83.2	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	0	84.5	90.99
Two or More Races	0	93.8	90.59
Socioeconomically Disadvantaged	91.07	85	85.45
English Learners	0	60.9	55.44
Students with Disabilities	33.33	61.4	63.9
Foster Youth	0	68.8	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	10.9	6.2	9.6	6.2	6.3	5.9	3.8	3.7	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

The Making Waves Academy School Emergency Response Plan (updated November 2017) meets the requirements of the State of California and the County of Contra Costa. This plan identifies MWA responsibilities associated with natural disaster, human caused emergencies, and technological incidents. It includes:

Campus:
- Visitors sign in at the office and wear a visitor identification badge while on campus
- Students are supervised before school, during recesses, and lunch breaks

Classroom:
- Evacuation routes are posted in all classrooms
- Each classroom has a first aid kit
- Each classroom and office has an emergency information folder which includes emergency guides and protocols

Staff:
- The Academy has 3 (three) fulltime campus supervision personnel and 1 (one) site monitor. They possess guard cards and are AB1626 certified
- All staff have first aid and CPR certification

Additionally:

- Fire drills are held monthly
- Student emergency information cards are completed annually
- We have basic emergency response supplies and 3 days of emergency provisions – water and food for 1000 people

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
5	22		35		22		35		22		35	
6	28		28		28		28		28		35	
Other					0							

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	11	3		21	8	7		24	7	16	
Mathematics	21	10	6		18	15	3		24	8	15	
Science	22	5	7		21	7	7		22	10	8	
Social Science	23	6	9		19	11	5		23	8	15	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.0	110.3
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist	0.0	N/A
Other	0.0	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$19,093	$3,225	$15,868	$59,760
District	N/A	N/A	$10,107	$61,169
Percent Difference: School Site and District	N/A	N/A	44.4	-2.3
State	N/A	N/A	$6,574	$79,228
Percent Difference: School Site and State	N/A	N/A	82.8	-28.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

1. Federal Title I Basic Grant
2. Federal Title II Training
3. Federal Title III English Language Learners
4. National School Lunch Program (NSLP)
5. After School Education and Safety (ASES) Program Grant

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	MWA Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,000	$41,164
Mid-Range Teacher Salary	$60,684	$61,818
Highest Teacher Salary	$86,052	$84,567
Average Principal Salary (Elementary)	N/A	$96,125
Average Principal Salary (Middle)	$130,200	$103,336
Average Principal Salary (High)	$130,000	$101,955
Superintendent Salary	$212,950	$126,855
Percent of Budget for Teacher Salaries	21%	6.42%
Percent of Budget for Administrative Salaries	11%	31.72%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science		N/A
Social Science	3	N/A
All courses	4	23

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

The Professional Development Program at Making Waves Academy has been developed to target key areas for staff learning in a comprehensive and differentiated way. Both Upper School and Middle School's Professional Development pedagogy for faculty centers on the "4Rs": Relationships, Relevance, Rigor and Results. This year, the Upper School has specifically focused on the implementation of project- based learning and classroom technology within the "4Rs" while the Middle School is focusing on three areas: 1. dynamic, data driven instruction, 2. cultivating 21st century teachers and scholars and 3. implementing restorative practices.

Professional Development and opportunities for faculty to collaborate and share their practice in content and grade level teams, as well as in Professional Learning Communities (PLCs), occurs regularly throughout the school year, during professional development time, common planning time, and after school. The selection of topics and their frequency is determined, in part, through an analysis of student achievement data, observational data, and staff survey results. Professional Development takes place formally in a two hour window each Friday afternoon throughout the school year and for the two weeks before school starts each summer. Additionally, there are three all-day professional development sessions scheduled to align with the beginning of each new quarter. Teachers receive individualized support from their content and grade level leads, Academic Intervention Services Coordinators, as well as from the division director, who observes formally and informally across the year and provides written and verbal feedback with each observation.

Making Waves Academy also provides comprehensive professional development for our mid-level leaders. Examples include Content Leads, Grade Level Leads, Lead Teachers, and Coordinators. They receive ongoing professional development through regularly scheduled Professional Learning Communities (PLCs) meetings. This group also receives ongoing support and training in the areas of social-emotional learning and cultural competency.

Additionally, both faculty and staff are encouraged to attend off-site Professional Development opportunities in the forms of conferences, seminars and external school site visits. Our goal for faculty and staff is to attend at least one off-site Professional Development opportunity each year.