





**Student Enrollment by Grade Level (School Year 2017-18)**

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 5                 | 112                |
| Grade 6                 | 112                |
| Grade 7                 | 110                |
| Grade 8                 | 110                |
| Grade 9                 | 113                |
| Grade 10                | 87                 |
| Grade 11                | 80                 |
| Grade 12                | 71                 |
| <b>Total Enrollment</b> | <b>795</b>         |

**Student Enrollment by Group (School Year 2017-18)**

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 7.3                         |
| American Indian or Alaska Native    | 0.1                         |
| Asian                               | 1.1                         |
| Filipino                            | 0.1                         |
| Hispanic or Latino                  | 89.2                        |
| Native Hawaiian or Pacific Islander | 0.1                         |
| White                               | 0.5                         |
| Two or More Races                   | 0.1                         |
| Socioeconomically Disadvantaged     | 89.7                        |
| English Learners                    | 19.5                        |
| Students with Disabilities          | 5.5                         |
| 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 |
|--|---------|---------|---------|----------|
|  | 2016-17 | 2017-18 | 2018-19 | 2018-19  |
| With Full Credential   | 37      | 40      | 35      |          |
| Without Full Credential  | 11      | 10      | 18      |          |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 2       | 0       |          |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator                                      | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 12      | 12      | 10      |
| Total Teacher Misassignments *                 | 14      | 12      | 10      |
| Vacant Teacher Positions                       | 1       | 3       | 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/<br>Year of Adoption   | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------|--|----------------------------------|---|
| Reading/Language Arts | Springboard Levels 1-6 (College Board)<br>5th Reading Wonders (Houghton Mifflin) 2017  |                                  | 0.0   |
| Mathematics           | Calculus – 4th Edition (Pearson) 2014<br>Elementary Statistics (Prentice Hall) 2014<br>Springboard (College Board)<br>Statistics AP (Cengage) 2017<br>Math Expressions (McGraw Hill) 2017  |                                  | 0.0   |
| Science               | Biology (Glencoe Science- McGraw Hill) 2012<br>Living By Chemistry (Bedford, Freeman, and Worth Publishers) 2013<br>Conceptual Physics (Pearson) 2012<br>Meyers AP Psychology (MacMillan Learning) 2016<br>CA Science (Pearson)<br>CA Focus on Earth Science (Pearson)<br>CA Life Science (Pearson)<br>CA Physical Science (Pearson)<br>Glencoe Earth Science (McGraw Hill) 2017<br>DHO Health Science (NGL / Cengage) 2017<br>Body Structure Functions (NGL / Cengage) 2017 |                                  | 0.0   |

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

| <b>School Facility Good Repair Status (Most Recent Year)</b>      |                      |             |             |  |
|---|----------------------|-------------|-------------|--|
| <b>Year and month of the most recent FIT report: 12/6/2017</b>    |                      |             |             |  |
| <b>System Inspected</b>   | <b>Repair Status</b> |             |             | <b>Repair Needed and Action Taken or Planned</b> |
|   | <b>Good</b>          | <b>Fair</b> | <b>Poor</b> |  |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                 | X                    |             |             |  |
| <b>Interior:</b> Interior Surfaces                                | X                    |             |             |  |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation | X                    |             |             |  |
| <b>Electrical:</b> 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 |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains                 | X             |      |      |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                            | X             |      |      |   |
| <b>Structural:</b> Structural Damage, Roofs                                | X             |      |      |   |
| <b>External:</b> Playground/School Grounds,<br>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<br>(grades 3-8 and 11) |         |          |         |         |         |
|---|---|---------|----------|---------|---------|---------|
|   | School  |         | District |         | State   |         |
|   | 2015-16   | 2016-17 | 2015-16  | 2016-17 | 2015-16 | 2016-17 |
| <b>English Language Arts/Literacy<br/>(grades 3-8 and 11)</b> | 41  | 44      | 35       | 35      | 48      | 48      |
| <b>Mathematics<br/>(grades 3-8 and 11)</b>                    | 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 |
|---------------------|------------------|---------------|----------------|-------------------------|
| <b>All Students</b> | 517              | 517           | 100            | 44.29                   |
| <b>Male</b>         | 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 |
| <b>Science (grades 5, 8, and 10)</b> | 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 |
| <b>Dropout Rate</b>    | 0.0     | 1.5     | 3.9     | 0.0      | 0.0     | 0.0     | 11.5    | 10.7    | 9.7     |
| <b>Graduation Rate</b> | 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.