

Executive Summary School Accountability Report Card, 2011–12

For Making Waves Academy

| | | | |
|-------------------|--|--------------------|----------------|
| Address: | 4123 Lakeside Dr., Richmond, CA, 94806 | Phone: | (510) 262-1511 |
| Principal: | Irene St. Roseman, Middle School Head Alton B. Nelson, Jr., Upper School Head | Grade Span: | 5-9 |

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

In September 2007, Making Waves Academy opened its doors to the first 100-5th grade students. In September 2011 MWA welcomed its fifth class of 5th graders, completing their Middle School enrollment and opened their High School (Upper School) for their graduating Middle School students. 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 an engaging, extensively prepared, and culturally relevant curriculum, small classes, and nutritious school lunches. The vision is grounded in our twelve Core Values Respect, Resilience, Community, Integrity, Investment, Peace, Scholarship, Justice, Critical Consciousness, and Self-Determination. The academy is committed to engaging, inspiring students to reach for excellence, and prepare them for college, the college of their choice and ultimately to opportunities that change lives.

Student Enrollment

| Group | Enrollment |
|----------------------------------|------------|
| Number of students | 496 |
| Black or African American | 19.4% |
| American Indian or Alaska Native | 0.0% |
| Asian | 1.8% |
| Filipino | 1.0% |

| | |
|-------------------------------------|-------|
| Hispanic or Latino | 76.2% |
| Native Hawaiian or Pacific Islander | 0.6% |
| White | 0.4% |
| Two or More Races | 0.2% |
| Socioeconomically Disadvantaged | 84.9% |
| English Learners | 31.5% |
| Students with Disabilities | 6.9% |

Teachers

| Indicator | Teachers |
|--|----------|
| Teachers with full credential | 25 |
| Teachers without full credential | 5 |
| Teachers Teaching Outside Subject Area of Competence | 0 |
| Misassignments of Teachers of English Learners | 4 |
| Total Teacher Misassignments | 4 |

Student Performance

| Subject | Students Proficient and Above on STAR* Program Results |
|------------------------|--|
| English-Language Arts | 58% |
| Mathematics | 54% |
| Science | 67% |
| History-Social Science | 51% |

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

| Indicator | Result |
|---|--------------|
| 2012 Growth API Score (from 2012 Growth API Report) | 797 |
| Statewide Rank (from 2011 Base API Report) | 6 |
| Met All 2012 AYP Requirements | no |
| Number of AYP Criteria Met Out of the Total Number of Criteria Possible | Met 17 of 21 |
| 2012–13 Program Improvement Status (PI Year) | Year 4 |

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Making Waves Academy's grounds, buildings and restroom area are all in excellent condition. The school participates in regular inspection and maintenance of the facility. The Middle School Building was constructed during the 2011 school year and opened to the 400 Middle School Students in Fall 2012.

Repairs Needed

None needed or planned.

Corrective Actions Taken or Planned

None needed or planned.

Curriculum and Instructional Materials

| Core Curriculum Area | Pupils Who Lack Textbooks and Instructional Materials |
|--|---|
| Reading/Language Arts | 0 |
| Mathematics | 0 |
| Science | 0 |
| History-Social Science | 0 |
| Foreign Language | 0 |
| Health | 0 |
| Visual and Performing Arts | 0 |
| Science Laboratory Equipment (grades 9-12) | 0 |

School Finances

| Level | Expenditures Per Pupil (Unrestricted Sources Only) |
|-------------|--|
| School Site | \$15,262 |
| District | NA |
| State | \$5,455 |

School Completion

| Indicator | Result |
|-----------|--------|
|-----------|--------|

| | |
|----|--|
| NA | |
|----|--|

Postsecondary Preparation

| Measure | Percent |
|--|---------|
| Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma | NA |
| Graduates Who Completed All Courses Required for University of California or California State University Admission | NA |

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

| School | | District | |
|-------------------------|--|-----------------------|--|
| School Name | Making Waves Academy | District Name | Contra Costa County Office of Education |
| Street | 4123 Lakeside Dr. | Phone Number | (925) 942-3388 |
| City, State, Zip | Richmond, CA, 94806-1942 | Web Site | www.cocoschools.org www.making-waves.org |
| Phone Number | (510) 262-1511 | Superintendent | Joseph Ovick |
| Principal | Irene St. Roseman, Middle School Alton B. Nelson, Jr. Upper School | E-mail Address | jovick@cccocoe.k12.ca.us |
| E-mail Address | istroseman@mwacademy.org anelson@mwacademy.org | CDS Code | 07100740114470 |

School Description and Mission Statement (School Year 2011–12)

Mission Statement

Honoring and utilizing our rich history and culture, Making Waves Academy will prepare young people to help revitalize and construct healthy, sustainable communities. Through rigorous academic preparation, MWA will ensure that our youth acquire the skills necessary to gain acceptance to and graduate from college. Ultimately, a quality education will enable Wave-Makers to become productive and contributing members of our community and society.

Opportunities for Parental Involvement (School Year 2011–12)

MAKING WAVES ACADEMY PARENTS/GUARDIANS

Making Waves Academy has an actively engaged parent body. Approximately 80% of our parents attend monthly Saturday morning meetings where parents and staff engage in dialogue and/or activities regarding student data, school culture and safety, supporting and meeting the school wide goals of:

1. Increasing Cultural Competency amongst all constituencies
2. Increasing the use of Data and Technology

3. Refining the Teacher Evaluation Process

As their children's first teachers, parents are a key element and critical partner to our work as educators. As a result, monthly meetings provide strategic information and skills development to help parents effectively support their students' high aspirations, advocate for them at school, and manage the issues that come with under preparation and challenging life circumstances.

Additionally, parents identify their own annual goals which for Academic Year 2012-2013 include:

- A. Increasing monthly parent and teacher interaction by 10%
- B. Fundraising \$11,000

Making Waves Academy parents exceeded their fundraising goal by \$4,000 last academic school year and are on track to also exceed this year's goal of \$11,000. Our parents also hold bimonthly Monday morning meetings to discuss and address any concerns that may arise in between monthly parent meetings. Our parents are representatives on the Making Waves Academy Board, ELAC committee, School Site Council, and WASC to name a few. Our parents are also actively involved in our school wide Olympiad, hosting an annual teacher appreciation luncheon, organizing our annual holiday celebration, assisting with increasing traffic safety on campus, supervising field trips and other activities inside and outside of school. Making Waves Academy parents are supported in developing their voice to constructively take a critical look at how we are educating our students, naming our successes and challenges, and identifying solutions to help the Academy become a great school.

Student Enrollment by Grade Level (School Year 2011–12)

| Grade Level | Number of Students | Grade Level | Number of Students |
|--------------|--------------------|---------------------|--------------------|
| Kindergarten | 0 | Grade 8 | 100 |
| Grade 1 | 0 | Ungraded Elementary | 0 |
| Grade 2 | 0 | Grade 9 | 97 |
| Grade 3 | 0 | Grade 10 | 0 |
| Grade 4 | 0 | Grade 11 | 0 |
| Grade 5 | 100 | Grade 12 | 0 |
| Grade 6 | 99 | Ungraded Secondary | 0 |
| Grade 7 | 100 | Total Enrollment | 496 |

Student Enrollment by Student Group (School Year 2011-12)

| Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 19.4% |
| American Indian or Alaska Native | 0.0% |
| Asian | 1.8% |
| Filipino | 1.0% |
| Hispanic or Latino | 76.2% |
| Native Hawaiian or Pacific Islander | 0.6% |
| White | 0.4% |
| Two or More Races | 0.2% |
| Socioeconomically Disadvantaged | 84.9% |
| English Learners | 31.5% |
| Students with Disabilities | 6.9% |

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | | Avg. Class Size | 2011–12 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | | | | | | | | | | | | |
| 1 | | | | | | | | | | | | |
| 2 | | | | | | | | | | | | |
| 3 | | | | | | | | | | | | |
| 4 | | | | | | | | | | | | |
| 5 | 20 | 5 | | | 20.0 | 5 | 0 | 0 | 20.0 | 5 | 0 | 0 |
| 6 | 25 | 4 | | | 25 | | 4 | | 25 | | 4 | |
| Other | | | | | | | | | | | | |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | Avg. Class Size | 2009–10 Number of Classes* | | | Avg. Class Size | 2010–11 Number of Classes* | | | Avg. Class Size | 2011–12 Number of Classes* | | |
|-------------|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|-----------------|----------------------------|-------|-----|
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 25 | 4 | | | 25.0 | 0 | 8 | 0 | 21.9 | 4 | 11 | 0 |
| Mathematics | 25 | 4 | | | 25.0 | 0 | 7 | 0 | 24.8 | 1 | 11 | 0 |

| | | | | | | | | | | | | |
|-----------------------|----|---|--|--|------|---|---|---|------|---|----|---|
| Science | 25 | 4 | | | 25.0 | 0 | 9 | 0 | 24.8 | 1 | 11 | 0 |
| Social Science | 25 | 4 | | | 25.0 | 0 | 8 | 0 | 24.8 | 1 | 11 | 0 |

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

III. School Climate

School Safety Plan (School Year 2011–12)

School Climate – School Safety Plan (School Year 2011-12)

The MWA School Emergency Response Plan (updated August 2011) 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:

Emergency maps, contacts, supplies

Evacuation procedures

Lock-Down Plan

Duck, Cover and Hold Plan

Fire Plan

Shelter-In-Place Plan

Campus:

The campus is surrounded on 3 sides by a fence.

Visitors sign in at the office and wear a visitor an identification badge while on campus.

Students are supervised before school, during recesses and lunch breaks.

Classroom:

Evacuation routes are posted in all classrooms and offices.

Each classroom has a first aid kit.

Staff:

The Academy has 3 (three) fulltime security personnel.

100% of our staff has first aid and CPR certification.

Additionally:

Fire drills are held monthly.

Student emergency cards are completed annually.

Suspensions and Expulsions

| Rate* | School 2009– | School 2010– | School 2011– | District 2009– | District 2010– | District 2011– |
|-------|--------------|--------------|--------------|----------------|----------------|----------------|
|-------|--------------|--------------|--------------|----------------|----------------|----------------|

| | 10 | 11 | 12 | 10 | 11 | 12 |
|--------------------|-----|-----|------|--------------|--------------|--------------|
| Suspensions | .36 | .25 | .37 | LEA provided | LEA provided | LEA provided |
| Expulsions | 0 | 0 | .004 | LEA provided | LEA provided | 0 |

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Making Waves Academy's grounds, building and restroom are all in excellent condition. The school participates in regular inspection and maintenance of the facilities. The school is planning the addition of a second school building to be completed in July 2012.

School Facility Good Repair Status (School Year 2012–13)

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | | No Repairs needed or planned |
| Interior: Interior Surfaces | | X | | | No Repairs needed or planned |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | | X | | | No Repairs needed or planned |
| Electrical: Electrical | | X | | | No Repairs needed or planned |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | | No Repairs needed or planned |
| Safety: Fire Safety, Hazardous Materials | | X | | | No Repairs needed or planned |
| Structural: Structural Damage, Roofs | | X | | | No Repairs needed or planned |
| External: Playground/School Grounds, Windows/ | | X | | | No Repairs needed or |

| | | | | | |
|-----------------------|---|--|--|--|---------|
| Doors/Gates/Fences | | | | | planned |
| Overall Rating | x | | | | |

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

| Teachers | School 2009–10 | School 2010–11 | School 2011–12 | District 2011–12 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | 16 | 25 | LEA Provided | LEA Provided |
| Without Full Credential | 12 | 5 | LEA Provided | LEA Provided |
| Teaching Outside Subject Area of Competence (with full credential) | 1 | 0 | LEA Provided | LEA Provided |
| | | | | |
| | | | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2010–11 | 2011–12 | 2012–13 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 2 | 4 | 4 |
| Total Teacher Misassignments* | 2 | 2 | 0 |
| Vacant Teacher Positions | 0 | 0 | 2 |

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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|---------------------|--|--|
| | | |

| | | |
|---|--------------|--------------|
| This School | 90 | 10 |
| All Schools in District | LEA Provided | LEA Provided |
| High-Poverty Schools in District | LEA Provided | LEA Provided |
| Low-Poverty Schools in District | LEA Provided | LEA Provided |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|--|--|
| Academic Counselor | 4 | 150 |
| Counselor (Social/Behavioral or Career Development) | 1 | |
| Library Media Teacher (librarian) | 1 | |
| Library Media Services Staff (paraprofessional) | 3 IT Interns | |
| Psychologist | 4 INTERNS | |
| Social Worker | 0 | |
| Nurse | 0 | |
| Speech/Language/Hearing Specialist | Provided by WCCUSD | |
| Resource Specialist (non-teaching) | 2 | |
| Other | NA | |

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 18, 2013

Making Waves uses standards-based textbooks in all academic subject areas, in addition to supplemental materials, as needed. All students will have access to standards-based textbooks, in most cases from the most recent publisher’s edition. Students have a copy of this textbook for their use in class and at home. The core curriculum is based on California content standards and is designed to provide all students with a rigorous and enriching academic experience. In order to provide this experience to all students, teachers will use standards-based textbooks, but also include auxiliary materials to enrich the academic experience. Examples of auxiliary materials include, but are not limited to novels, laboratory materials, online resources, and other appropriate materials.

| Core Curriculum Area | Textbooks and instructional materials/year of adoption | From most recent adoption? | Percent students lacking own assigned copy |
|--|--|----------------------------|--|
| Reading/Language Arts | California Treasures The Wright Source | Yes | 0 |
| Mathematics | Holt Algebra Springboard Math 6,7,9,10 Envision Math Grade 5 | Yes | 0 |
| Science | Pearson Scott Foresman Pearson Prentice Hall | Yes | 0 |
| History-Social Science | History Alive 2010 | Yes | 0 |
| Foreign Language | <i>McDougal, Little - Avancemos</i> <i>McGraw Hill</i> -El español para nosotros: Curso para hispanohablantes | Yes | 0 |
| Health | Holt – Lifetime Health 2009 | Yes | 0 |
| Visual and Performing Arts | NA | NA | 0 |
| Science Laboratory Equipment (grades 9-12) | State of the Art Science Labs | | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|--|---|------------------------|
| School Site | \$16,531 | \$1,269 | \$15,262 | \$57,667 |
| District | | | NA | NA |

| | | | |
|---|--|---------|--------------|
| Percent Difference – School Site and District | | NA | NA |
| State | | \$5,455 | NA |
| Percent Difference – School Site and State | | 180% | LEA Provided |

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Federal Title I Basic Grant
 Federal Title II Training
 Facilities Lease Reimbursement
 State Lottery
 Arts and Music Grant
 After School Program Grant
 Test Reimbursement

Teacher and Administrative Salaries (Fiscal Year 2011–12)

| Category | District Amount | State Average For Districts In Same Category |
|---------------------------------------|-----------------|--|
| Beginning Teacher Salary | 45,808 | |
| Mid-Range Teacher Salary | 55,126 | |
| Highest Teacher Salary | 72,950 | |
| Average Principal Salary (Elementary) | NA | |
| Average Principal Salary (Middle) | 127,000 | |
| Average Principal Salary (High) | 145,000 | |
| Superintendent Salary | NA | |
| Percent of Budget for Teacher | 31% | |

| | | |
|--|----|--|
| Salaries | | |
| Percent of Budget for Administrative Salaries | 7% | |

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-----------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | 46% | 53% | 58% | 35% | 40% | 46% | 52% | 54% | 56% |
| Mathematics | 37% | 47% | 54% | 37% | 43% | 45% | 48% | 50% | 51% |

| | | | | | | | | | |
|-------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Science | 53% | 57% | 67% | 28% | 38% | 47% | 54% | 57% | 60% |
| History-Social Science | 0% | 39% | 51% | 13% | 19% | 26% | 44% | 48% | 49% |

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|--|--|--------------------|----------------|-------------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| All Students in the LEA | 46% | 45% | 47% | 26% |
| All Students at the School | 58% | 54% | 67% | 51% |
| Male | 53% | 55% | 69% | 58% |
| Female | 62% | 52% | 65% | 45% |
| Black or African American | 51% | 38% | 75% | 47% |
| American Indian or Alaska Native | | | | |
| Asian | 0% | 0% | 0% | 0% |
| Filipino | 0% | 0% | 0% | 0% |
| Hispanic or Latino | 59% | 56% | 65% | 51% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% |
| White | 0% | 0% | 0% | 0% |
| Two or More Races | 0% | 0% | 0% | 0% |
| Socioeconomically Disadvantaged | 58% | 53% | 67% | 51% |
| English Learners | 13% | 28% | 35% | 0% |
| Students with Disabilities | 25% | 25% | 42% | 0% |
| Students Receiving Migrant Education Services | | | | |

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the

percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Making Waves Upper School will give the CAHSEE for the first time to 10th Grader in Spring 2013

| Subject | Percent of Students Scoring at Proficient or Advanced | | | | | | | | |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 | 2009–10 | 2010–11 | 2011–12 |
| English-Language Arts | NA | NA | NA | 19% | 18% | 34% | 54% | 59% | 56% |
| Mathematics | NA | NA | Na | 16% | 15% | 26% | 54% | 56% | 58% |

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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Making Waves Upper School will give the CAHSEE for the first time to 10th Grader in Spring

| Group | English-Language Arts | | | Mathematics | | |
|----------------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students in the LEA | NA | NA | NA | NA | NA | NA |
| All Students at the School | | | | | | |
| Male | | | | | | |
| Female | | | | | | |
| Black or African American | | | | | | |
| American Indian or Alaska Native | | | | | | |
| Asian | | | | | | |
| Filipino | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Hispanic or Latino | | | | | | |
| Native Hawaiian or Pacific Islander | | | | | | |
| White | | | | | | |
| Two or More Races | | | | | | |
| Socioeconomically Disadvantaged | | | | | | |
| English Learners | | | | | | |
| Students with Disabilities | | | | | | |
| Students Receiving Migrant Education Services | | | | | | |

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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 22.20% | 27.30% | 35.40% |
| 7 | 14.90% | 30.70% | 44.60% |
| 9 | 25.30% | 33.00% | 27.50% |

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10

means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2009 | 2010 | 2011 |
|-----------------|------|------|------|
| Statewide | 2 | 5 | 6 |
| Similar Schools | 5 | 3 | 9 |

Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group | Actual API Change 2009–10 | Actual API Change 2010–11 | Actual API Change 2011–12 |
|-------------------------------------|---------------------------|---------------------------|---------------------------|
| All Students at the School | 41 | 31 | 7 |
| Black or African American | 11 | 29 | 45 |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 52 | 25 | -6 |
| Native Hawaiian or Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 51 | 20 | 13 |
| English Learners | 6 | -4 | -31 |
| Students with Disabilities | | | |

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

| Group | 2012 Growth API | | | | | |
|-------|-----------------|--------|-----------|-----|-----------|-------|
| | Number of | School | Number of | LEA | Number of | State |

| | Students | | Students | | Students | |
|--|----------|-----|----------|-----|-----------|-----|
| All Students at the School | 483 | 797 | 89 | 504 | 4,664,264 | 788 |
| Black or African American | 90 | 768 | 26 | 477 | 313,201 | 710 |
| American Indian or Alaska Native | 0 | | 0 | | 31,606 | 742 |
| Asian | 9 | | 1 | | 404,670 | 905 |
| Filipino | 5 | | 1 | | 124,824 | 869 |
| Hispanic or Latino | 373 | 800 | 32 | 539 | 2,425,230 | 740 |
| Native Hawaiian or Pacific Islander | 2 | | 2 | | 26,563 | 775 |
| White | 1 | | 12 | 492 | 1,221,860 | 853 |
| Two or More Races | 1 | | 12 | 404 | 88,428 | 849 |
| Socioeconomically Disadvantaged | 472 | 796 | 58 | 469 | 2,779,680 | 737 |
| English Learners | 151 | 676 | 22 | 511 | 1,530,297 | 716 |
| Students with Disabilities | 36 | 602 | 26 | 528 | 530,935 | 607 |

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

| AYP Criteria | School | District |
|---|--------|----------|
| Made AYP Overall | No | No |
| Met Participation Rate - English-Language Arts | Yes | Yes |
| Met Participation Rate - Mathematics | Yes | Yes |
| Met Percent Proficient - English-Language Arts | No | No |

| | | |
|---|-----|----|
| Met Percent Proficient - Mathematics | No | No |
| Met API Criteria | Yes | No |
| Met Graduation Rate | N/A | No |

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Indicator | School | District |
|--|---------------|-----------------|
| Program Improvement Status | In PI | Not In PI |
| First Year of Program Improvement | 2009-2010 | |
| Year in Program Improvement | Year 4 | |
| Number of Schools Currently in Program Improvement | | 2 |
| Percent of Schools Currently in Program Improvement | | 22.2% |

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California’s Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information Web* page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high

schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page at <http://www.calstate.edu/admission/admission.shtml>*. (Outside source)

Dropout Rate and Graduation Rate

| Indicator | School | | | District | | | State | | |
|-----------------|---------|----------------|---------|----------|---------|---------|---------|---------|---------|
| | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 | 2008–09 | 2009–10 | 2010–11 |
| Dropout Rate | | Not Applicable | | | 13.8 | 11.0 | | 16.6 | 14.4 |
| Graduation Rate | | | | | 79.85 | 82.18 | | 74.72 | 76.26 |

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

| Group | Graduating Class of 2012 | | |
|-------------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | Not Applicable | | N/D |
| Black or African American | | | N/D |
| American Indian or Alaska Native | | | N/D |
| Asian | | | N/D |
| Filipino | | | N/D |
| Hispanic or Latino | | | N/D |
| Native Hawaiian or Pacific Islander | | | N/D |
| White | | | N/D |
| Two or More Races | | | N/D |
| Socioeconomically Disadvantaged | | | N/D |
| English Learners | | | N/D |
| Students with Disabilities | | | N/D |

Note: “N/D” means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

| |
|------|
| NONE |
|------|

Career Technical Education Participation (School Year 2011–12)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | LEA Provided |
| Percent of pupils completing a CTE program and earning a high school diploma | LEA Provided |
| Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education | LEA Provided |

Courses for University of California and/or California State University Admission

| UC/CSU Course Measure | Percent |
|---|---------|
| 2011-12 Students Enrolled in Courses Required for UC/CSU Admission | 100% |
| 2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission | NA |

Advanced Placement Courses (School Year 2011–12)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 0 | |
| English | 0 | |
| Fine and Performing Arts | 0 | |
| Foreign Language | 0 | |
| Mathematics | 0 | |
| Science | 0 | |
| Social Science | 0 | |
| All courses | 0 | 0.0% |

Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Making Waves Academy places an emphasis on faculty development and teacher leadership. Making Waves devoted, 40 days to professional development during the 2011-12 academic year. Professional development included instruction on “The Responsive Classroom”, positive discipline, curriculum development, school wide goals and expectations, the school core values, STAR test administration, PowerSchool and PowerTeacher training and

modeling of how to work as team. Teaching teams are given 2 hours a week to work together in grade level groups.

Making Waves has placed special emphasis during professional development on Response to Intervention and data driven instruction.

Making Waves also participates in the CCCOE BTSA program for new teachers

Making Waves Academy

School Accountability Report Card, 2011-2012

Contra Costa County Office of Education

Provided by the Ed-Data Partnership

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