

Making Waves Academy

School Accountability Report Card (SARC)

Reported for the 2013–14 Academic Year

Published During 2014–15

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Grade Span: 5th -11th

About the School

In September 2007, Making Waves Academy (MWA) 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 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. The city is a diverse community with a population consisting of 26% African American, 39% Hispanic or Latino, 17% White, 13% Asian, .5% Native American, .06% Native Hawaiian and Other Pacific Islander, and 2% other. 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 13% of the population is African American and 84% are Hispanic or Latino. 80% of students qualify for free and reduced lunch. English Language Learners make up 19% 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 and academic development and well-being. MWA understands that a strong school is built on personal relationships and trust. To support the structure of our core day and enrichment programs, the typical school day is from 8:10am – 6:00pm. The master schedule accommodates students' participation as well as teacher planning and collaboration time. At MWA, instructional activities are aligned to Expected School-Wide Learning Results and California State 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. Our recently established

Upper School courses in grades nine and eleven follow the California State A-G requirements which emphasize preparing a college focused community of learners. SpringBoard is utilized to teach Math and English Language Arts in grades six through ten. Learning outcomes are used to evaluate students and staff work.

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 measured by standardized tests and benchmarks. 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.

District Contact Information – Most Recent Year

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

Student Enrollment by Grade Level (School Year 2013–14)

Grade Level	Number of Students
Grade 5	112
Grade 6	105
Grade 7	102
Grade 8	93
Grade 9	87
Grade 10	88
Grade 11	83
Grade 12	0
Total Enrollment	675

Student Enrollment by Student Group (School Year 2013–14)

Group	Percent of Total Enrollment
Black or African American	14.4
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	82.4
Native Hawaiian or Pacific Islander	0.3
White	0.0
Two or More Races	0.4
Socioeconomically Disadvantaged	85.8
English Learners	21.0
Students with Disabilities	6.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2012–13	School 2013–14	School 2014–15	District 2014–15
With Full Credential	43	39	35	35
Without Full Credential	3	1	11	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012–13	2013–14	2014–15
Misassignments of Teachers of English Learners	4	1	4
Total Teacher Misassignments	4	1	4
Vacant Teacher Positions	2	2	3

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013–14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects <u>Not</u> Taught by Highly Qualified Teachers
This School	94	6
All Schools in District	90	11
High-Poverty Schools in District	88	12
Low-Poverty Schools in District	90	10

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill – California Treasures Houghton Mifflin – Write Source College Board – Springboard Levels 1-6	Yes	0.0
Mathematics	Calculus – 4th Edition 2014 College Board - Springboard	Yes	0.0
Science	Pearson – Focus on Earth Science Marine Biology 2014 Pearson – Physics for Scientists and Engineers	Yes	0.0
History-Social Science	TCI – History Alive – America’s Past 2011 TCI – History Alive – The Ancient World 2012 TCI – History Alive – The Medieval World and Beyond 2012 TCI – History Alive – The US through Industrialism 2012 Houghton Mifflin Harcourt – Principles of Government and Economics	Yes	0.0
Foreign Language	Holt McDougal – Avancemos Prentice Hall – Modelos: An Integrated Approach to Literacy in Spanish	Yes	0.0
Health	Life Skills Health	Yes	0.0
Visual and Performing Arts	None	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements – Most Recent Year

Making Waves Academy constructed two state-of-the-art school buildings in the school year 2009 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 760 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

System Inspected	Repair Needed and Action Taken or Planned			
	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/ Doors/Gates/Fences	X			No repairs needed or planned

Overall Facility Rate – Most Recent Year

Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
Science (grades 5, 8, and 10)	67	67	59	50	60	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013–14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	59
Male	56
Female	62
Black or African American	43
American Indian or Alaska Native	-
Asian	-
Filipino	-
Hispanic or Latino	60
Native Hawaiian or Pacific Islander	-
White	-
Two or More Races	-
Socioeconomically Disadvantaged	59
English Learners	26
Students with Disabilities	33
Students Receiving Migrant Education Services	-

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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 for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
English-Language Arts	53%	58%	57%	40%	46%	60%	54%	56%	55%
Mathematics	47%	54%	48%	43%	45%	43%	49%	50%	50%
History-Social Science	39%	51%	60%	19%	26%	59%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2010–11	2011–12	2012–13
Statewide	6	6	7
Similar Schools	9	9	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

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

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	31	7	18
Black or African American	29	45	14
American Indian or Alaska Native	-	-	-
Asian	-	-	-
Filipino	-	-	-
Hispanic or Latino	25	-6	20
Native Hawaiian or Pacific Islander	-	-	-
White	-	-	-
Two or More Races	-	-	-
Socioeconomically Disadvantaged	20	13	15
English Learners	-4	-31	16
Students with Disabilities	-	-	-

Career Technical Education Programs (School Year 2013–14)

Currently, Making Waves Academy does not offer any CTE classes. As part of the College and Career Counseling department and current WASC goals, we are in the process of developing several career pathways programs. We are exploring and developing ways to connect all students with the opportunity to take CTE classes through our local college system.

Career Technical Education Participation (School Year 2013–14)

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

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

UC/CSU Course Measure	Percent
2013–14 Students Enrolled in Courses Required for UC/CSU Admission	100
2012–13 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14	2011–12	2012–13	2013–14
English-Language Arts	N/A	78%	57%	66%	70%	68%	56%	57%	56%
Mathematics	N/A	80%	67%	61%	63%	68%	58%	60%	62%

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013–14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	32%	28%	40%	32%	42%	26%
All Students at the School	43%	25%	32%	33%	36%	31%
Male	51%	24%	24%	32%	39%	29%
Female	36%	26%	38%	34%	34%	32%
Black or African American	50%	25%	25%	42%	50%	8%
American Indian or Alaska Native	-	-	-	-	-	-
Asian	-	-	-	-	-	-
Filipino	-	-	-	-	-	-
Hispanic or Latino	42%	26%	32%	32%	36%	33%
Native Hawaiian or Pacific Islander	-	-	-	-	-	-
White	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-
Socioeconomically Disadvantaged	49%	19%	32%	39%	29%	32%
English Learners	100%	-	-	92%	8%	-
Students with Disabilities	-	-	-	-	-	-
Students Receiving Migrant Education Services	-	-	-	-	-	-

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.

California Physical Fitness Test Results (School Year 2013–14)

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	25.0%	8.9%	7.1%
7	25.5%	24.5%	27.5%
9	24.1%	25.3%	26.4%

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 Parental Involvement State Priority (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 – Most Recent Year

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.

Parents are required to attend monthly Saturday meetings throughout the school year. 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 that provide parents and families with an overview of school courses and supplemental program curricula MWA Middle School Enrichment Program MWA Upper School Academic Support and Learning Center Orientation Presentations, Day of Lights potluck 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.

Parents are also employed at the school in support positions such as our Parent Volunteer Coordinator position, Site Supervisor position, and Bus Monitor position.

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.

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 Pupil Engagement State Priority (Priority 5):

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

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

Indicator	School			District			State		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
Dropout Rate	-	-	-	-	-	-	-	-	-
Graduation Rate	N/A	N/A	N/A	83.06	83.88	85.91	77.14	78.87	80.44

Completion of High School Graduation Requirements – Graduating Class of 2013*

Group	School	District	State
All Students	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A
White	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

*Making Waves Academy’s first graduating class will graduate in June of 2015

State Priority: School Climate

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

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



Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.70	18.70	11.80	5.20	7.40	7.3	5.7	5.1	4.4
Expulsions	0.4	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan – Most Recent Year

The Making Waves Academy School Emergency Response Plan (updated December 2014) 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 2 (two) fulltime security personnel and 1 (one) site monitor. They possess guard cards and are AB1626 certified.
- All staff has 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

Adequate Yearly Progress Overall and by Criteria (School Year 2013–14)*

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

* On March 7, 2014, the U.S. Department of Education approved California's testing waiver for certain statutory and regulatory requirements of Title I, Part A of the Elementary and Secondary Education Act (ESEA) of 1965, as amended. Specifically, a one-year waiver was granted that allows flexibility in making AYP determinations for elementary and middle schools and elementary and unified school districts participating in the Smarter Balanced Field Test. Only High School-only schools and high school districts received AYP Reports for 2013.

Federal Intervention Program (School Year 2014–15)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2009-2010	N/A
Year in Program Improvement*	Year 5	N/A
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50.0%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	20	20	0	0	20	4	21	0	22	0	25	0
6	25	0	25	0	25	2	24	0	25	2	20	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	Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.9	4	11	0	21.0	10	11	1	21.0	9	15	0
Mathematics	24.8	1	11	0	23.0	4	7	0	23.0	6	11	0
Science	24.8	1	11	0	25.0	5	10	2	23.0	4	14	0
Social Science	24.8	1	11	0	24.0	3	8	0	24.0	3	16	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.

Academic Counselors and Other Support Staff (School Year 2013–14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	265.0
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	3.0	N/A
Social Worker	1.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	Provided by WCCUSD	N/A
Resource Specialist (non-teaching)	Provided by WCCUSD	N/A
Other	0.0	N/A

* 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 2012–13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$17,096	\$1,902	\$15,194	\$58,446
District	N/A	N/A	\$8,717	\$55,097
Percent Difference – School Site and District	N/A	N/A	43.0%	6.0%
State	N/A	N/A	\$9,183	N/A
Percent Difference – School Site and State	N/A	N/A	64.0%	-15.0%

Types of Services Funded (Fiscal Year 2013–14)

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. State Lottery
6. Common Core
7. After School Program Grant
8. Test Reimbursement

Teacher and Administrative Salaries (Fiscal Year 2012–13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$40,821
Mid-Range Teacher Salary		\$59,345
Highest Teacher Salary		\$77,992
Average Principal Salary (Elementary)	N/A	\$97,460
Average Principal Salary (Middle)		\$100,642
Average Principal Salary (High)		\$106,119
Superintendent Salary		\$138,050
Percent of Budget for Teacher Salaries		29.6%
Percent of Budget for Administrative Salaries		5.4%

Advanced Placement Courses (School Year 2013–14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	N/A

* Where there are student course enrollments.

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. Two key focus areas for professional development are Instructional Practice Development and the Integration of Technology. Focus on school-wide instructional strategies, which includes The Core Six, is a central component of the program. Opportunities for staff to collaborate and share their practice in content and grade level teams 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 across 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, as well as from the division director, who observes formally and informally across the year and provides written and verbal feedback with each observation.

The overview of topics addressed in the Upper School during the 14-15 school year is defined in the table below.

S1 Summary		S2 Summary		Total
Content Team Focus	5	Content Team Focus	4	9
Deans/Culture	1	Deans/Culture	1	2
Instructional Practice	7	Instructional Practice	7	14
Benchmark Data	2	Benchmark Data	2	4
Conference Style	2	Conference Style	1	3
Student Support	5	Student Support	3	8
College/Career	2	College/Career	3	5
Saturday Academy	1	Student and Family	1	2
Other	4	SY 14-15 Planning	1	