

Making Waves Academy

School Accountability Report Card (SARC)

Reported for the 2014–15 Academic Year

Published During 2015–16

Address: 4123 Lakeside Drive

CEO: Alton B. Nelson Jr.

Phone: (510) 262-1511

Grade Span: 5th -12th

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

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 (MWEPE) 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 five Core Values: Community, Resilience, Respect, Responsibility, and Scholarship. MWA is committed to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities.

MWA is located in Richmond, California. The city is a diverse community with a population consisting of 26.6% African American, 39.5% Hispanic or Latino, 17.1% White, 13.5% Asian, .6% Native American, .5% Native Hawaiian and Other Pacific Islander, and 2.2% 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 10% of the population is African American and 87% are Hispanic or Latino. 83% of students qualify for free and reduced lunch. English Language Learners make up 23% 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 8:05am – 6:00pm. The master schedule

accommodates students’ participation as well as teacher planning and collaboration time. At MWA, instructional activities are aligned to California State Standards and Common Core Standards. The MWA curriculum includes language arts, math, science, history/social science, health and wellness, second languages, music, fine and performing arts and social emotional education. Our recently established Upper School courses in grades nine and twelve 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 twelve. The Upper School offers five Advanced Placement (AP) courses.

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.

**Student Enrollment by Grade Level
(School Year 2014–15)**

Grade Level	Number of Students
Grade 5	112
Grade 6	112
Grade 7	101
Grade 8	102
Grade 9	82
Grade 10	85
Grade 11	86
Grade 12	80
Total Enrollment	760

**Student Enrollment by Student Group
(School Year 2014–15)**

Group	Percent of Total Enrollment
Black or African American	10.9%
American Indian or Alaska Native	0.0%
Asian	1.3%
Filipino	0.8%
Hispanic or Latino	84.3%
Native Hawaiian or Pacific Islander	0.3%
White	0.1%
Two or More Races	0.3%
Socioeconomically Disadvantaged	86.7%
English Learners	19.2%
Students with Disabilities	5.8%
Foster Youth	0.5%

A. Conditions of Learning

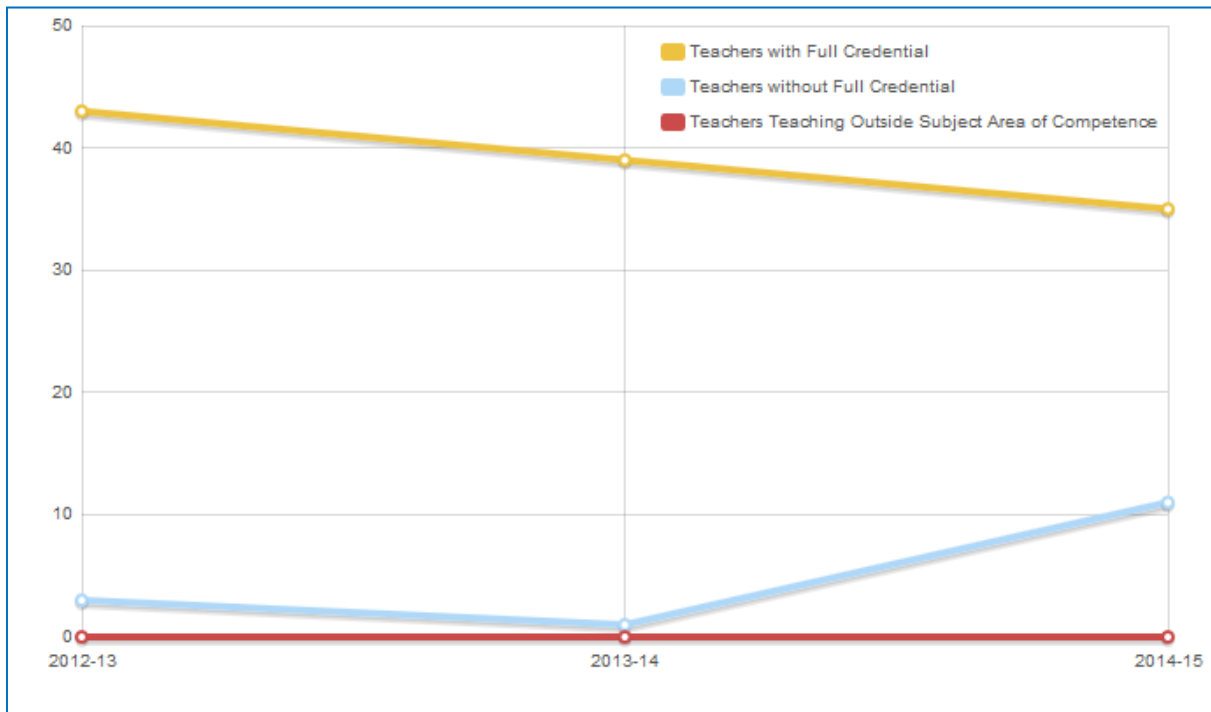
State Priority: Basic

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.

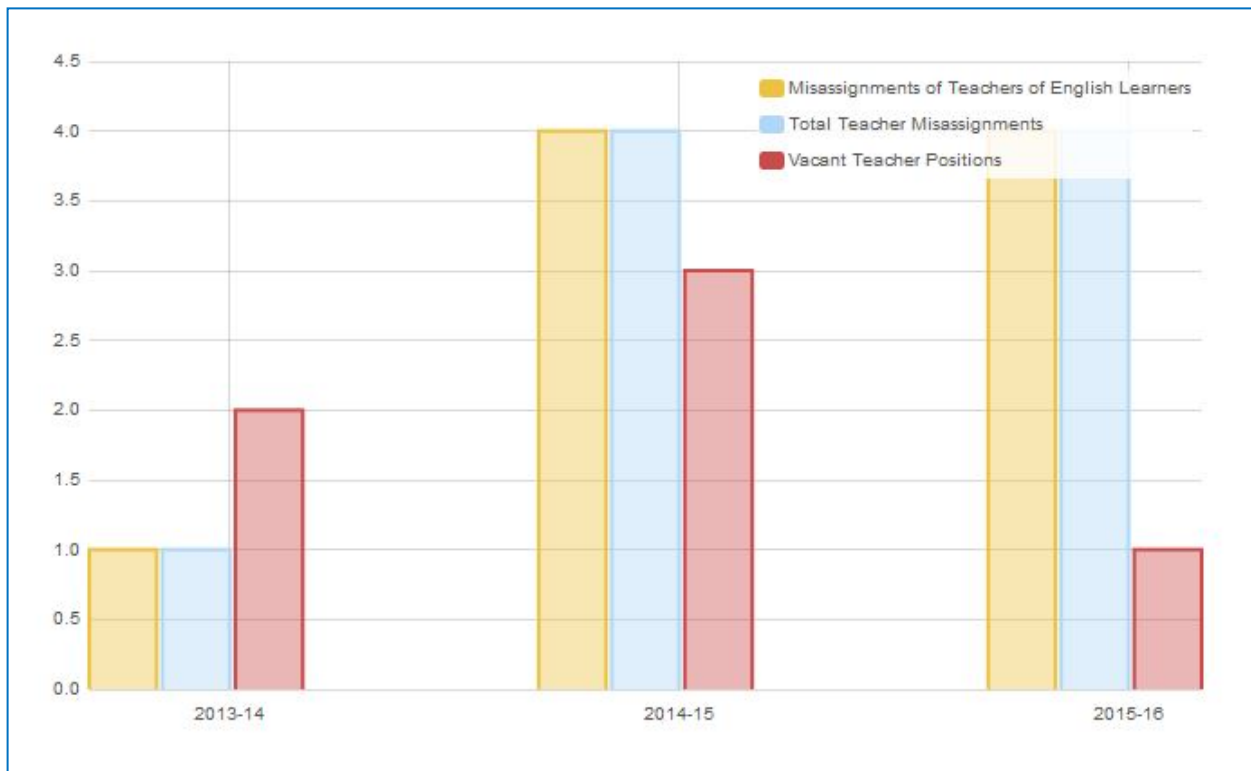
Teacher Credentials

Teachers	School 2013–14	School 2014–15	School 2015–16	District 2015–16
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	2013–14	2014–15	2015–16
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 2014–15)

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	94.0%	6.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	9.0%
Low-Poverty Schools in District	92.0%	8.0%

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

Subject	Textbooks and Instructional Materials	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	Pearson - Calculus – 4th Edition 2014 Pearson – Elementary Statistics College Board - Springboard	Yes	0.0
Science	Pearson – California Science Pearson – Focus on Earth Science McGraw Hill - Marine Biology 2014 Pearson – Conceptual Physics 2009 WH Freeman & Co. – College Physics 2014	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 TCI – Econ Alive The Power to Choose 2015 Cengage Learning – American Pageant 2016 McDougal Littell – Modern World History 2006 Holt McDougal – The Americans 2012 Houghton Mifflin Harcourt – Principles of Government and Economics	Yes	0.0
Foreign Language	El español para nosotros 2006 Holt McDougal – Avancemos Holt McDougal – Avancemos 2 2010 Holt McDougal – Avancemos 3 2010	Yes	0.0
Health	Life Skills Health Lifetime 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			Plan to repaint
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			Minor roof repairs planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Planning to replace turf field, several doors need repair

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 [CAASPP], Science California Standard Tests); 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.

CAASPP Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts/Literacy (grades 3- 8 and 11)	40.0%	8.0%	44.0%
Mathematics (grades 3-8 and 11)	28.0%	2.0%	33.0%

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.

English Language Arts (ELA) – Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	112	100%	46.0%	22.0%	29.0%	4.0%
Male	112	53	47.3%	49.0%	21.0%	30.0%	0.0%
Female	112	59	52.7%	42.0%	24.0%	27.0%	7.0%
Black or African American	112	11	9.8%	73.0%	9.0%	18.0%	0.0%
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	112	1	0.9%	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	112	99	88.4%	43.0%	23.0%	29.0%	4.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	112	1	0.9%	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	112	97	86.6%	44.0%	24.0%	29.0%	3.0%
English Learners	112	52	46.4%	75.0%	19.0%	6.0%	0.0%
Students with Disabilities	112	4	3.6%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met

Level 2 = Standard nearly met

Level 3 = Standard met

Level 4 = Standard exceeded

English Language Arts (ELA) – Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	112	100.0%	29.0%	40.0%	23.0%	7.0%
Male	112	63	56.3%	40.0%	41.0%	14.0%	5.0%
Female	112	49	43.8%	16.0%	39.0%	35.0%	10.0%
Black or African American	0	--	--	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--
Filipino	112	1	0.9%	--	--	--	--
Hispanic or Latino	112	98	87.5%	30.0%	42.0%	20.0%	8.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	112	91	81.3%	27.0%	44.0%	20.0%	9.0%
English Learners	112	28	25.0%	68.0%	32.0%	--	--
Students with Disabilities	112	6	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

English Language Arts (ELA) – Grade 7

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	101	100.0%	30.0%	32.0%	30.0%	9.0%
Male	101	48	47.5%	40.0%	31.0%	21.0%	8.0%
Female	101	53	52.5%	21.0%	32.0%	38.0%	9.0%
Black or African American	101	10	9.9%	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	101	2	2.0%	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	101	87	86.1%	28.0%	30.0%	32.0%	10.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	101	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	101	96	95.0%	30.0%	30.0%	30.0%	9.0%
English Learners	101	18	17.8%	78.0%	22.0%	--	--
Students with Disabilities	101	6	5.9%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

English Language Arts (ELA) – Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	99	99.0%	18.0%	42.0%	28.0%	11.0%
Male	100	44	44.0%	27.0%	34.0%	32.0%	7.0%
Female	100	55	55.0%	11.0%	49.0%	25.0%	15.0%
Black or African American	100	10	10.0%	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	100	88	88.0%	18.0%	43.0%	27.0%	11.0%
Native Hawaiian or Pacific Islander	100	1	1.0%	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	100	87	87.0%	18.0%	45.0%	28.0%	9.0%
English Learners	100	21	21.0%	38.0%	62.0%	0.0%	0.0%
Students with Disabilities	100	5	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

English Language Arts (ELA) – Grade 11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	81	97.6%	4.0%	27.0%	32.0%	37.0%
Male	83	37	44.6%	8.0%	27.0%	38.0%	27.0%
Female	83	44	53.0%	0.0%	27.0%	27.0%	45.0%
Black or African American	83	10	12.0%	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	1	1.2%	--	--	--	--
Hispanic or Latino	83	68	81.9%	1.0%	31.0%	31.0%	37.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	83	66	79.5%	3.0%	30.0%	30.0%	36.0%
English Learners	83	6	7.2%	--	--	--	--
Students with Disabilities	83	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

Mathematics – Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	112	100.0%	58.0%	28.0%	13.0%	2.0%
Male	112	53	47.3%	51.0%	38.0%	9.0%	2.0%
Female	112	59	52.7%	64.0%	19.0%	15.0%	2.0%
Black or African American	112	11	9.8%	73.0%	18.0%	9.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	112	1	0.9%	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	112	99	88.4%	57.0%	29.0%	12.0%	2.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	112	1	0.9%	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	112	97	86.6%	59.0%	27.0%	13.0%	1.0%
English Learners	112	52	46.4%	87.0%	10.0%	4.0%	0.0%
Students with Disabilities	112	4	3.6%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

Mathematics – Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	112	112	100.0%	35.0%	41.0%	19.0%	5.0%
Male	112	63	56.3%	44.0%	38.0%	13.0%	5.0%
Female	112	49	43.8%	22.0%	45.0%	27.0%	6.0%
Black or African American	0	--	--	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--
Filipino	112	1	0.9%	--	--	--	--
Hispanic or Latino	112	98	87.5%	36.0%	40.0%	19.0%	5.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	112	91	81.3%	35.0%	42.0%	18.0%	5.0%
English Learners	112	28	25.0%	75.0%	25.0%	0.0%	0.0%
Students with Disabilities	112	6	5.4%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

Mathematics – Grade 7

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	101	101	100.0%	31.0%	31.0%	22.0%	17.0%
Male	101	48	47.5%	31.0%	29.0%	19.0%	21.0%
Female	101	53	52.5%	30.0%	32.0%	25.0%	13.0%
Black or African American	101	10	9.9%	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	101	2	2.0%	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	101	87	86.1%	31.0%	30.0%	22.0%	17.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	101	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	101	96	95.0%	31.0%	31.0%	21.0%	17.0%
English Learners	101	18	17.8%	72.0%	28.0%	0.0%	0.0%
Students with Disabilities	101	6	5.9%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

Mathematics – Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	100	100	100.0%	41.0%	31.0%	18.0%	10.0%
Male	100	45	45.0%	31.0%	38.0%	20.0%	11.0%
Female	100	55	55.0%	49.0%	25.0%	16.0%	9.0%
Black or African American	100	10	10.0%	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	0	--	--	--	--	--	--
Filipino	0	--	--	--	--	--	--
Hispanic or Latino	100	89	89.0%	37.0%	34.0%	18.0%	11.0%
Native Hawaiian or Pacific Islander	100	1	1.0%	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	100	88	88.0%	41.0%	32.0%	19.0%	8.0%
English Learners	100	22	22.0%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	100	5	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

Mathematics – Grade 11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	81	97.6%	37.0%	21.0%	26.0%	16.0%
Male	83	37	44.6%	41.0%	22.0%	24.0%	14.0%
Female	83	44	53.0%	34.0%	20.0%	27.0%	18.0%
Black or African American	83	10	12.0%	--	--	--	--
American Indian or Alaska Native	0	--	--	--	--	--	--
Asian	83	2	2.4%	--	--	--	--
Filipino	83	1	1.2%	--	--	--	--
Hispanic or Latino	83	68	81.9%	38.0%	21.0%	24.0%	18.0%
Native Hawaiian or Pacific Islander	0	--	--	--	--	--	--
White	0	--	--	--	--	--	--
Two or More Races	0	--	--	--	--	--	--
Socioeconomically Disadvantaged	83	66	79.5%	38.0%	23.0%	23.0%	17.0%
English Learners	83	6	7.2%	--	--	--	--
Students with Disabilities	83	5	6.0%	--	--	--	--
Students Receiving Migrant Education Services	0	--	--	--	--	--	--

Note: Double dashes (--) appear 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.

The number of students tested includes students that did not receive a score; 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 students with scores.

*Level 1 = Standard not met
Level 3 = Standard met

Level 2 = Standard nearly met
Level 4 = Standard exceeded

California Standards Tests 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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Science (grades 5, 8 and 10)	67%	58%	50%	11%	9%	14%	59%	60%	56%

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	14.0%
All Students at the School	50.0%
Male	52.0%
Female	48.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51.0%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	49.0%
English Learners	14.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Double dashes (--) appear 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.

Career Technical Education Programs (School Year 2014–15)

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 launching our first career pathways program in Fall of 2016. We are exploring and developing ways to connect all students with the opportunity to take CTE classes through our local college system and through public/private partnerships. In 2016-17, we will offer a two-year program for Bio-Technology with a subject connection to Biology and Chemistry.

Career Technical Education Participation (School Year 2014–15)

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
2014–15 Students Enrolled in Courses Required for UC/CSU Admission	42.6%
2013–14 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

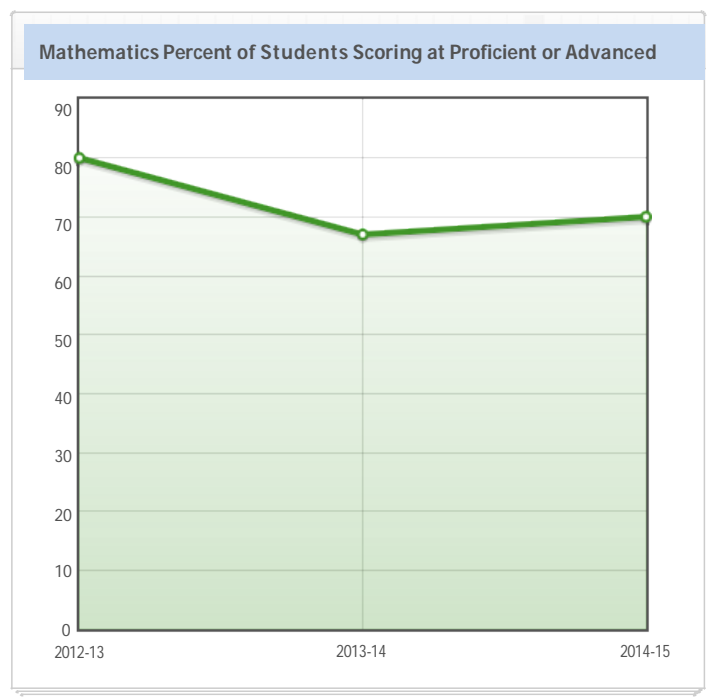
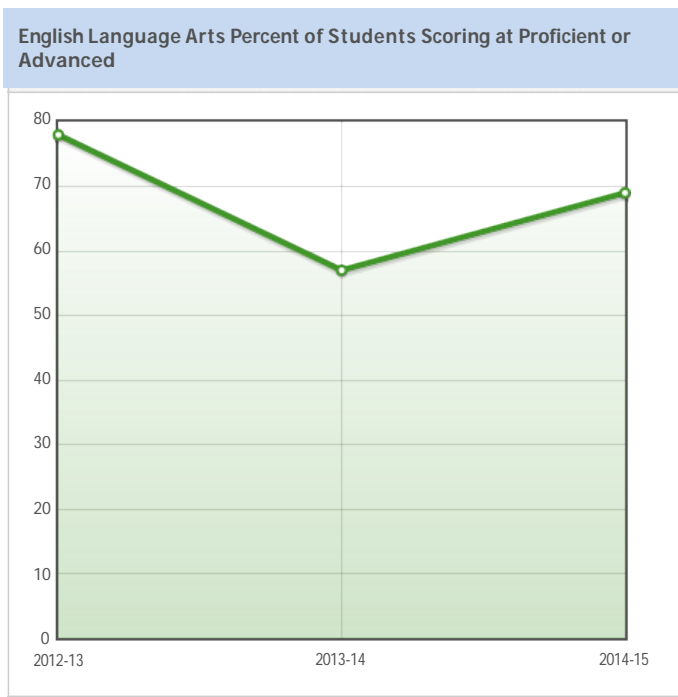
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
English-Language Arts	78.0%	57.0%	69.0%	70.0%	68.0%	70.0%	57.0%	56.0%	58.0%
Mathematics	80.0%	67.0%	70.0%	63.0%	68.0%	65.0%	60.0%	62.0%	59.0%

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 2014–15) (if applicable)

Student Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	30.0%	28.0%	43.0%	35.0%	44.0%	21.0%
All Students at the School	31.0%	34.0%	35.0%	30.0%	50.0%	20.0%
Male	32.0%	43.0%	24.0%	22.0%	54.0%	24.0%
Female	30.0%	26.0%	43.0%	38.0%	47.0%	16.0%
Black or African American	45.0%	27.0%	27.0%	45.0%	45.0%	9.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	30.0%	36.0%	34.0%	29.0%	50.0%	21.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	33.0%	34.0%	33.0%	31.0%	50.0%	19.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

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	27.7%	11.6%	0.9%
7	25.7%	7.9%	3.0%
9	17.5%	50.0%	20.0%

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	N/A	N/A	N/A	83.9%	85.9%	86.2%	78.9%	80.4%	80.95%

Completion of High School Graduation Requirements – Graduating Class of 2014*

Group	School	District	State
All Students	N/A	81	84
Black or African American	N/A	51	76
American Indian or Alaska Native	N/A	67	78
Asian	N/A	94	92
Filipino	N/A	95	96
Hispanic or Latino	N/A	82	81
Native Hawaiian or Pacific Islander	N/A	75	83
White	N/A	83	89
Two or More Races	N/A	93	82
Socioeconomically Disadvantaged	N/A	91	81
English Learners	N/A	74	50
Students with Disabilities	N/A	38	61
Foster Youth	N/A	--	--

*Making Waves Academy's first graduating class graduated in June of 2015

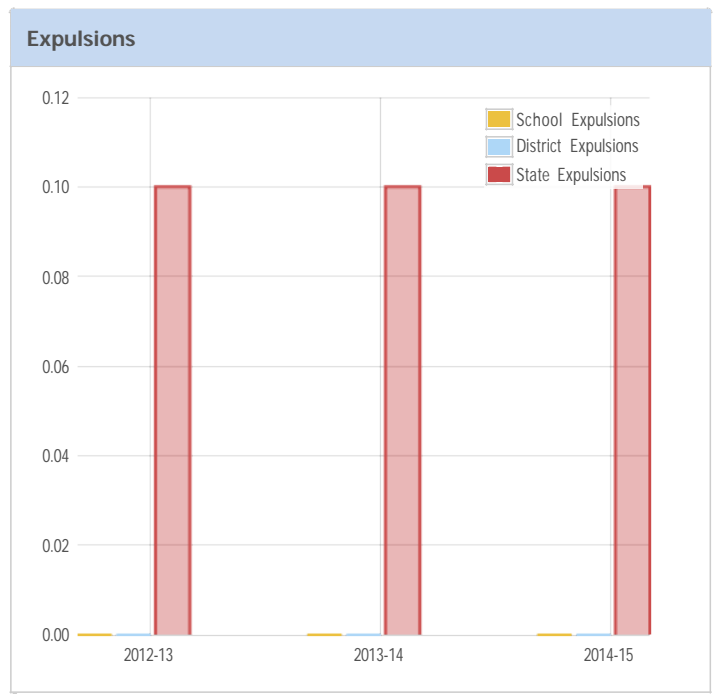
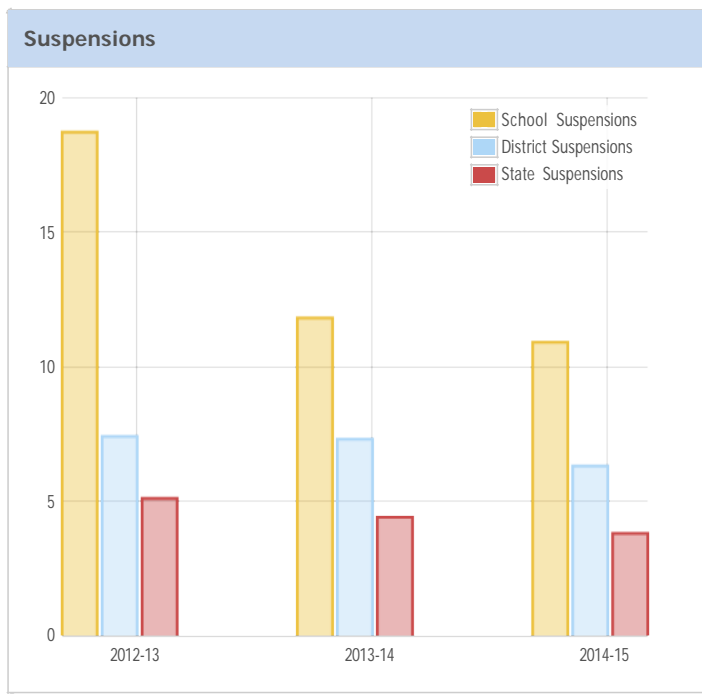
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	18.7	11.8	10.9	7.4	7.3	6.3	5.1	4.4	3.8
Expulsions	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 2014–15)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	No
Met Participation Rate - Mathematics	Yes	No
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Attendance Rate		
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2015–16)

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	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

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	4	21		22		25		23		28	
6	25	2	24		26	1	20		26	2	18	

* 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	2012–13 Number of Classes*			Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	10	11	1	21.0	9	15	0	20.0	11	9	0
Mathematics	23.0	4	7	0	23.0	6	11	0	22.0	12	14	0
Science	25.0	5	10	2	23.0	4	14	0	24.0	3	17	0
Social Science	24.0	3	8	0	24.0	3	16	0	23.0	4	12	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	145.0
Counselor (Social/Behavioral or Career Development)	0.0	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 (non-teaching)	0.0	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 2013–14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$17,856	\$3,718	\$14,138	\$60,571
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$5,348	\$0.0
Percent Difference – School Site and State	N/A	N/A	56.9%	-11.6%

Types of Services Funded (Fiscal Year 2014–15)

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 2013–14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	--
Mid-Range Teacher Salary	--	--
Highest Teacher Salary	--	--
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	--
Average Principal Salary (High)	--	--
Superintendent Salary	--	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

Advanced Placement (AP) Courses (School Year 2014–15)

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	1	1%
Science	0	N/A
Social Science	0	N/A
All courses	1	1%

* 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, 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, as well as from the division director, who observes formally and informally across the year and provides written and verbal feedback with each observation.