



Making Waves Academy
School Accountability Report Card (SARC)
Reported for the 2015-16 Academic Year
Published During 2016-17

Address: 4123 Lakeside Drive
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Grade Span: 5th-12th

District Contact Information - Most Recent Year

Table with 2 columns: Contact Field (District Name, Phone Number, Superintendent, E-mail Address, Web Site) and Contact Value (Contra Costa County Office of Education, (925) 942-3388, Karen Sakata, ksakata@cccoe.k12.ca.us, www.cocoschools.org)

About the School

In September 2007, Making Waves Academy (MWA) opened its middle school to its first class of 5th grade students. In September 2011, MWA opened its high school (Upper School). With roots firmly planted in the Richmond community since the inception of the Making Waves Education Program (MWEP) in 1989, Making Waves Academy fulfills the promise of public schools with a rigorous, college-preparatory curriculum, small classes, transportation, psychological services, and academic support.

MWA is located in Richmond, California. Richmond is a diverse community with a population consisting of 25.9% African American, 39.5% Hispanic or Latino, 17.1% White, 13.3% Asian, .2% Native American, .4% Native Hawaiian and Other Pacific Islander, and 3.5% 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.

MWA recognizes that schools with higher proportions of students from economically distressed communities require additional resources to compensate for the challenges they face. MWA invests in the future by providing resources to support students' social-emotional well-being and academic development. To support the structure of our core day and enrichment programs, the typical school day is from 8:05am - 6:00pm.

are aligned to California Common Core Standards. The MWA curriculum includes language arts, math, science, history/social science, health and wellness, second languages, music, fine and performing arts and social emotional education. MWA Upper School courses in grades nine through twelve follow the California State A-G requirements which emphasize preparing a college focused community of learners. The Upper School also offers Advanced Placement (AP) courses in math, history, and science. For the last two years in a row, the Upper School has been recognized by Innovate Public Schools as one of the top performing high schools in the Bay Area in the subjects of English and Math.

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

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

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

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

**Student Enrollment by Grade Level  
(School Year 2015–16)**

Grade Level	Number of Students
Grade 5	112
Grade 6	112
Grade 7	111
Grade 8	101
Grade 9	93
Grade 10	81
Grade 11	77
Grade 12	72
Total Enrollment	759

**Student Enrollment by Student Group  
(School Year 2015–16)**

Group	Percent of Total Enrollment
Black or African American	10.0%
American Indian or Alaska Native	0.0%
Asian	1.3%
Filipino	0.5%
Hispanic or Latino	87.2%
Native Hawaiian or Pacific Islander	0.3%
White	0.7%
Two or More Races	0.1%
Socioeconomically Disadvantaged	85.4%
English Learners	22.9%
Students with Disabilities	5.9%
Foster Youth	0.3%

## A. Conditions of Learning

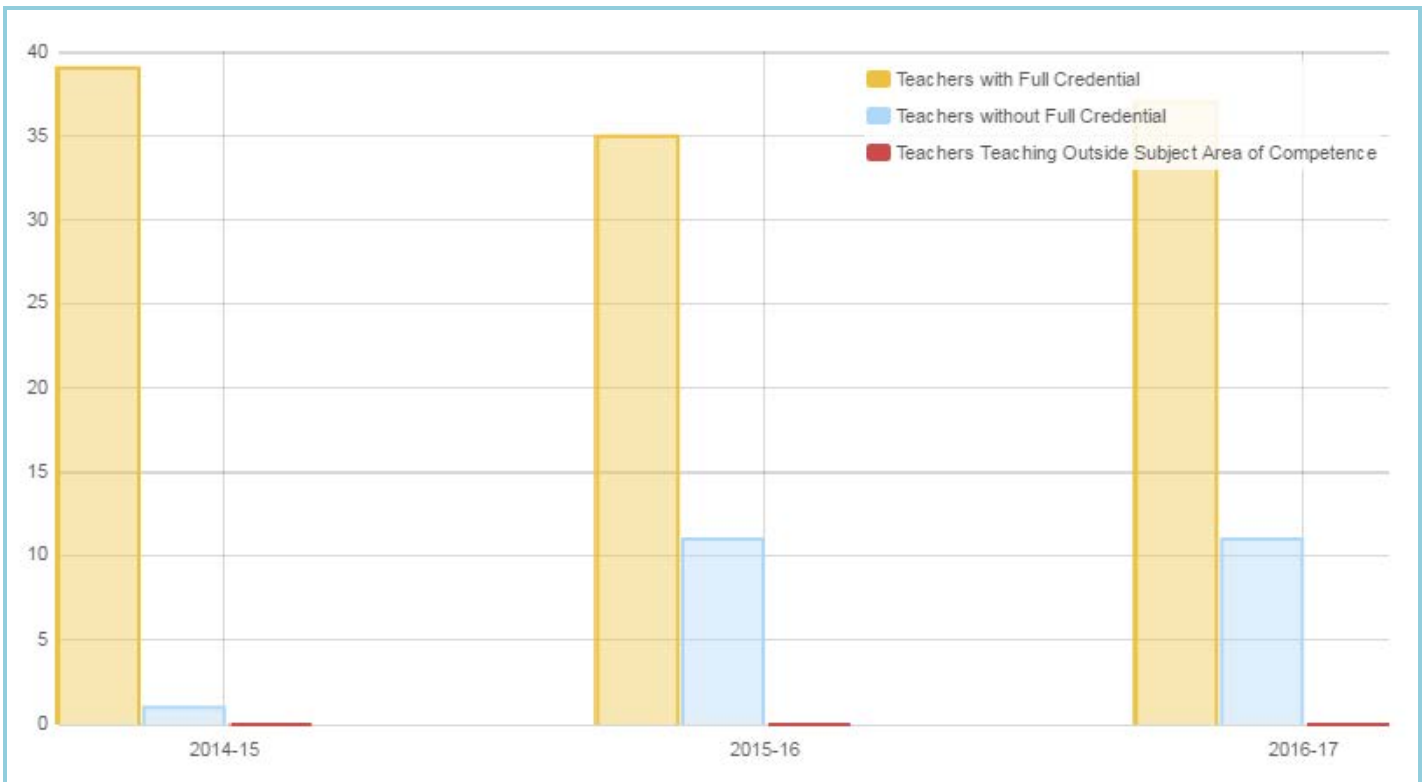
### State Priority: Basic

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.

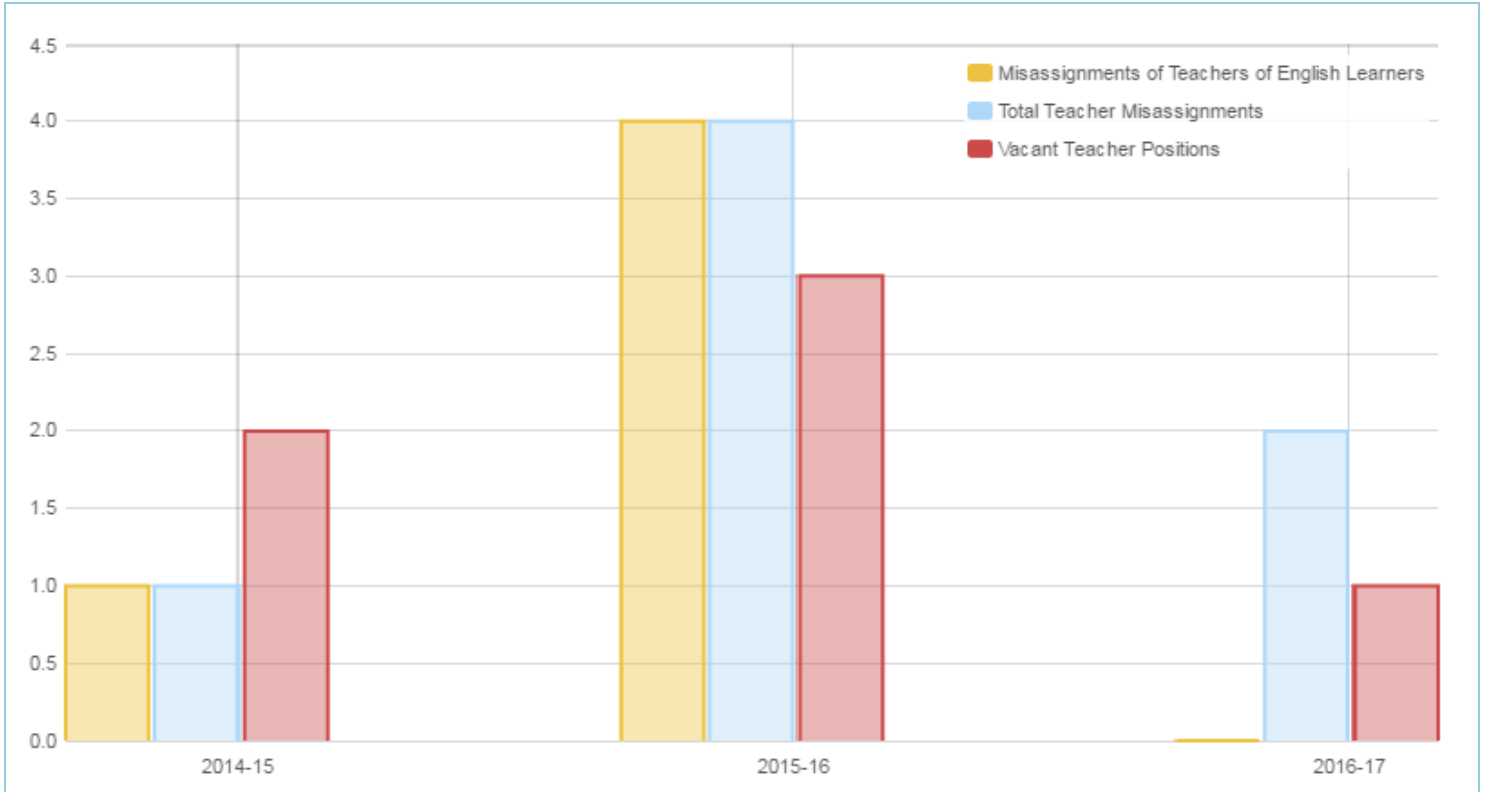
### Teacher Credentials

Teachers	School 2014–15	School 2015–16	School 2016–17	District 2016–17
With Full Credential	39	35	37	
Without Full Credential	1	11	11	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2014–15	2015–16	2016–17
Misassignments of Teachers of English Learners	1	4	12
Total Teacher Misassignments	1	4	14
Vacant Teacher Positions	2	3	1



**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015–16)**

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	81.0%	19.0%
All Schools in District	92.0%	8.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	92.0%	8.0%



Making Waves Academy SARC (Published AY16-17)

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	Write Source (Houghton Mifflin) Springboard Levels 1-6 (College Board)		0.0
Mathematics	Calculus – 4th Edition (Pearson) 2014 Elementary Statistics (Prentice Hall) 2014 Springboard (College Board) Envision Math		0.0
Science	Biology (Glencoe Science- McGraw Hill) 2012 Living By Chemistry (Bedford, Freeman, and Worth Publishers) 2013 Marine Biology (Brooks/Cole Cengage Learning) 2014 Conceptual Physics (Pearson) 2012 Meyers AP Psychology (MacMillan Learning) 2016 CA Science (Pearson) CA Focus on Earth Science (Pearson) CA Life Science (Pearson) CA Physical Science (Pearson)		0.0
History-Social Science	US Government and Politics (College Board) 2015 Civics in Practice (Holt, Rinehart and Winston) 2014 The Lanahan Readings in the American Polity: Ann G. Serow, Everett 2016 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 The American Democracy 2015 CA The Americans 2013 CA Modern World History (Houghton Mifflin Hardcourt) 2011 African American Biography (MacDougall Littell ) 2016		0.0



**Making Waves Academy SARC (Published AY16-17)**

Subject	Textbooks and Instructional Materials	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science (continued)	African-American Poetry (Sherman) 2016 African Americans-A Precise History 2016 Warriors Don't Cry (Beals) 2016 Black Stats: African Americans (Morris) 2016 Kaplan AP History 2015 Social Studies Alive! (TCI) History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial		
Foreign Language	Avencemos IA (Holt McDougal) El Espanol Para Nosotros 2013 Avencemos IB (Holt McDougal) Dos Mundos (McGraw Hill) 2016 Avencemos 2A (Holt McDougal) 2013 Pasos Book B Avencemos IIB (Holt McDougal) Dos Mundos (McGraw Hill) Horizontes (Gilman) 2016 Avencemos 3 (Holt McDougal) 2014 Dos Mundos (McGraw Hill)		0.0
Health	Life Time Health Study – Classroom Set Life Skills Health – Classroom Set 2011		0.0
Visual and Performing Arts	Gardner's Art Through the Ages 2014		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 2009 school year and opened them in the Fall of 2010. A third state-of-the-art building was constructed in 2011 and opened in the Fall of 2012. Presently we have approximately 780 students.

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

**School Facility Good Repair Status – Most Recent Year**

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed
<b>Interior:</b> Interior Surfaces	X			No repairs needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No repairs needed
<b>Electrical:</b> Electrical	X			No repairs needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No repairs needed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No repairs needed
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed

**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, Physical Fitness Test); 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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3- 8 and 11)	40.0%	41.0%	8.0%	7.0%	44.0%	49.0%
Mathematics (grades 3-8 and 11)	28.0%	27.0%	2.0%	2.0%	33.0%	37.0%

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.





CAASPP Test Results in ELA by Student Group (School Year 2015–16)

English Language Arts (ELA) – Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	111	100.0%	32.0%
Male	51	51	100.0%	26.0%
Female	60	60	100.0%	38.0%
Black or African American	12	12	100.0%	8.0%
American Indian or Alaska Native	0	--	--	--
Asian	1	1	100.0%	--
Filipino	0	--	--	--
Hispanic or Latino	94	94	100.0%	35.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	4	4	100.0%	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	100	100	100.00%	34.0%
English Learners	45	45	100.0%	4.0%
Students with Disabilities	5	5	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	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 only students with scores.

English Language Arts (ELA) – Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	112	99.0%	20.0%
Male	54	53	98.0%	17.0%
Female	59	59	100.0%	22.0%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	1	1	100.0%	--
Filipino	0	--	--	--
Hispanic or Latino	101	100	99.0%	20.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	1	1	100.0%	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	103	102	99.0%	18.0%
English Learners	44	44	100.0%	0.0%
Students with Disabilities	4	4	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	2	2	100.0%	--

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.

English Language Arts (ELA) – Grade 7

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112	112	100.0%	38.0%
Male	61	61	100.0%	28.0%
Female	51	51	100.0%	49.0%
Black or African American	11	11	100.0%	36.0%
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	98	98	100.0%	36.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	0	--	--	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	97	97	100.0%	36.0%
English Learners	19	19	100.0%	0.0%
Students with Disabilities	5	5	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	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.

English Language Arts (ELA) – Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100.0%	60.0%
Male	48	48	100.0%	50.0%
Female	53	53	100.0%	68.0%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	0	--	--	--
Hispanic or Latino	88	88	100.0%	61.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	0	--	--	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	90	90	100.0%	59.0%
English Learners	14	14	100.0%	0.0%
Students with Disabilities	8	8	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	1	1	100.0%	--

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.

English Language Arts (ELA) – Grade 11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	73	96.0%	68.0%
Male	32	31	97.0%	61.0%
Female	44	42	95.0%	73.0%
Black or African American	10	9	90.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	62	60	97.0%	70.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	1	1	100.0%	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	62	59	95.0%	66.0%
English Learners	4	4	100.0%	--
Students with Disabilities	8	8	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	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.



**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015–16)**

**Mathematics – Grade 5**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	111	100.0%	14.0%
Male	51	51	100.0%	12.0%
Female	60	60	100.0%	15.0%
Black or African American	12	12	100.0%	0.0%
American Indian or Alaska Native	0	--	--	--
Asian	1	1	100.0%	--
Filipino	0	--	--	--
Hispanic or Latino	94	94	100.0%	35.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	4	4	100.0%	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	100	100	100.0%	14.0%
English Learners	45	45	100.0%	0.0%
Students with Disabilities	5	5	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	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.

**Mathematics – Grade 6**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	113	112	99.0%	9.0%
Male	54	53	98.0%	4.0%
Female	59	59	100.0%	13.0%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	1	1	100.0%	--
Filipino	0	--	--	--
Hispanic or Latino	101	100	99.0%	8.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	1	1	100.0%	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	103	102	99.0%	7.0%
English Learners	44	44	100.0%	0.0%
Students with Disabilities	4	4	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	2	2	100.0%	--

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.

**Mathematics – Grade 7**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112	112	100.0%	43.0%
Male	61	61	100.0%	38.0%
Female	51	51	100.0%	49.0%
Black or African American	11	11	100.0%	18.0%
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	98	98	100.0%	44.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	0	--	--	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	97	97	100.0%	39.0%
English Learners	19	19	100.0%	11.0%
Students with Disabilities	5	5	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	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.





**Mathematics – Grade 8**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	101	101	100.0%	32.0%
Male	48	48	100.0%	34.0%
Female	53	53	100.0%	30.0%
Black or African American	10	10	100.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	0	--	--	--
Hispanic or Latino	88	88	100.0%	31.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	0	--	--	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	90	90	100.0%	32.0%
English Learners	14	14	100.0%	0.0%
Students with Disabilities	8	8	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	1	1	100.0%	--

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.

**Mathematics – Grade 11**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	76	73	96.0%	46.0%
Male	32	31	97.0%	50.0%
Female	44	42	95.0%	43.0%
Black or African American	10	9	90.0%	--
American Indian or Alaska Native	0	--	--	--
Asian	2	2	100.0%	--
Filipino	1	1	100.0%	--
Hispanic or Latino	62	60	97.0%	49.0%
Native Hawaiian or Pacific Islander	0	--	--	--
White	1	1	100.0%	--
Two or More Races	0	--	--	--
Socioeconomically Disadvantaged	62	59	95.0%	43.0%
English Learners	4	4	100.0%	--
Students with Disabilities	8	8	100.0%	--
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	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.

**CAASPP Test Results in Science for All Students**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
Science (grades 5, 8 and 10)	58.0%	50.0%	53.5%	9.0%	14.0%	14.8%	60%	56%	54%

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.

**CAASPP Test Results in Science by Student Group  
Grades Five, Eight, and Ten (School Year 2015–16)**

Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	294	288	98.0%	53.5%
Male	143	138	96.5%	55.8%
Female	151	150	99.0%	51.3%
Black or African American	28	28	100.0%	46.4%
American Indian or Alaska Native	0	--	--	--
Asian	3	3	100.0%	--
Filipino	2	1	50.0%	--
Hispanic or Latino	252	250	99.0%	53.2%
Native Hawaiian or Pacific Islander	0	--	--	--
White	4	4	100.0%	--
Two or More Races	1	1	100.0%	--
Socioeconomically Disadvantaged	254	249	98.0%	52.6%
English Learners	69	68	98.6%	20.6%
Students with Disabilities	19	19	100.0%	10.5%
Students Receiving Migrant Education Services	0	--	--	--
Foster Youth	1	1	100.0%	--

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.

**Career Technical Education Programs (School Year 2015–16)**

Making Waves Academy does not yet offer Career Technical Education courses to its students. In accordance with our WASC goals, the College and Career Counseling department remains committed to developing career pathways which are aligned with academic courses, support academic achievement, and address the needs of all learners – including those unique to defined special populations of students. A robust Career Technical Education program at Making Waves Academy will be responsive to feedback from all stakeholders, including industry representatives, and its success will be measured and evaluated for effectiveness at regular intervals. Due to a reorganization of College and Career Counseling staffing, the introduction of Career Technical Education courses is anticipated for School Year 2017-18.



**Career Technical Education Participation (School Year 2015–16)**

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
2015–16 Students Enrolled in Courses Required for UC/CSU Admission	100.0%
2014–15 Graduates Who Completed All Courses Required for UC/CSU Admission	100.0%

**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 area physical education.

**California Physical Fitness Test Results (School Year 2015–16)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.3%	18.0%	6.3%
7	22.3%	22.3%	2.7%
9	23.3%	32.2%	13.3%

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 (School Year 2016-17)

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

The Making Waves Academy English Learner Advisory Committee (ELAC) provides an opportunity for parents and community members to learn about the experience of English Learners in order to advocate on their behalf. ELAC is led by a leadership cabinet that is comprised of parents of Wave Makers and advised by the ELD Coordinator. ELAC operates under the following framework:

1. Ignite a Drive to Learn
2. Gather Qualitative and Quantitative Data
3. Process Data
4. Advocate

Because parents showed interest in learning about curriculum and instruction, the ELAC leadership council has been responsive in providing ways for parents to experience Springboard Curriculum. Parents have gathered qualitative data by engaging with an interactive panel discussion where families questioned various MWA stakeholders, and participating in a lesson simulation taught by a Making Waves ELD Teacher. Our next step is to process the data in groups and begin to develop advocacy initiatives to improve the success of our EL students. The Making Waves Community looks forward to the results of this process!

Parents are invited 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 (providing parents and families with an overview of school courses and supplemental program curricula such as the MWA Middle School Enrichment Program, MWA Upper School Academic Support and Learning Center Orientation Presentations), Day of Lights 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 a variety of support positions such as our Parent Volunteer Coordinator, Food Services Coordinator, Office Administrator, Site Supervisor, and Bus Monitor positions.

MWA’s Parent Volunteer Program and service hour requirements encourage ongoing parental involvement. MWA asks our parents to volunteer 20 hours of service annually to the school community. Our Parent Volunteer Coordinator directs parents to volunteer opportunities of their choice and tracks their hours of service.

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		
	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15	2012–13	2013–14	2014–15
Dropout Rate	0.0%	0.0%	1.5%	0.0%	0.0%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	N/A	N/A	88.6%	85.6%	86.2%	89.3%	80.4%	80.95%	82.3%

### Completion of High School Graduation Requirements – Graduating Class of 2015 (One-Year Rate)

Student Group	School	District	State
All Students	88.6%	84%	85%
Black or African American	87.5%	69%	77%
American Indian or Alaska Native	N/A	33%	75%
Asian	100%	89%	99%
Filipino	100%	86%	97%
Hispanic or Latino	88.5%	83%	84%
Native Hawaiian or Pacific Islander	N/A	100%	85%
White	N/A	88%	87%
Two or More Races	N/A	100%	91%
Socioeconomically Disadvantaged	86.6%	83%	77%
English Learners	0%	61%	51%
Students with Disabilities	75%	42%	68%
Foster Youth	--	--	--

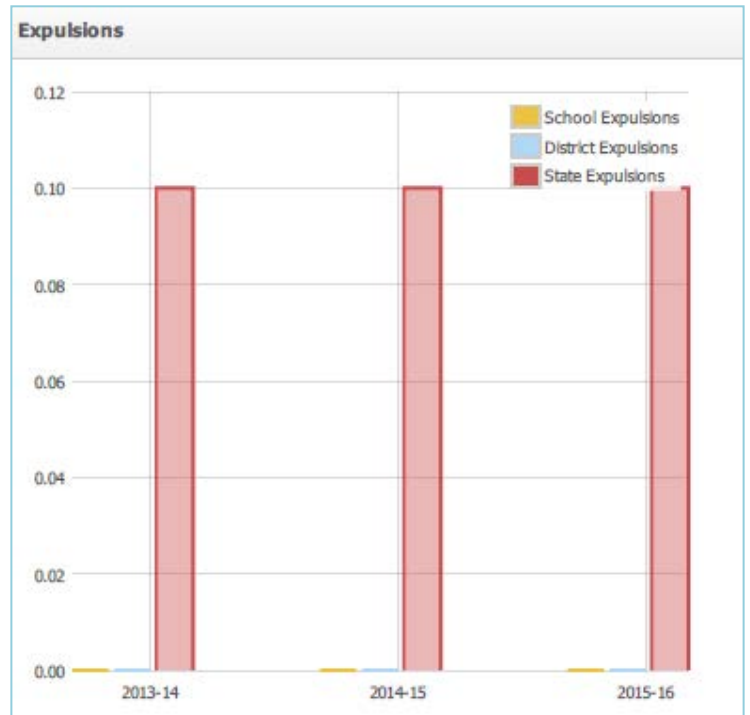
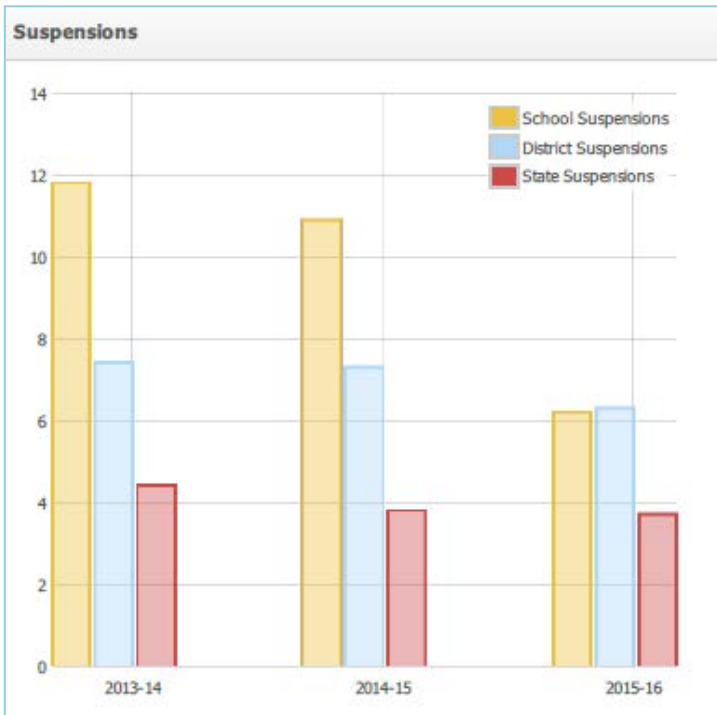
### State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	11.8	10.9	6.2	7.4	7.3	6.3	4.4	3.8	3.7
Expulsions	0	0	0	0	0	0	0.1	0.1	0.1





School Safety Plan (School Year 2016-17)

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 have first aid and CPR certification

Additionally:

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

D. Other SARC Information

Federal Intervention Program (School Year 2016–17)

Table with 3 columns: Indicator, School, District. Rows include Program Improvement Status, First Year of Program Improvement, Year in Program Improvement, Number of Schools Currently in Program Improvement, and Percent of Schools Currently in Program Improvement.



**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	Avg. Class Size	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 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	23	0	28	0	22	0	35	0	22	0	35	0
6	26	2	18	0	28	0	28	0	28	0	28	0
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

\* 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	2013–14 Number of Classes*			Avg. Class Size	2014–15 Number of Classes*			Avg. Class Size	2015–16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	20	11	9	0	20	11	3	0	21	8	7	0
Mathematics	22	12	14	0	21	10	6	0	18	15	3	0
Science	24	3	17	0	22	5	7	0	21	7	7	0
Social Science	23	4	12	0	23	6	9	0	19	11	5	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 2015–16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	165.5
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 2014–15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$16109.0	\$3231.0	\$12878.0	\$58560.0
District	N/A	N/A	\$7065.0	\$49169.0
Percent Difference – School Site and District	N/A	N/A	58.3%	17.4%
State	N/A	N/A	\$5677.0	\$72535.0
Percent Difference – School Site and State	N/A	N/A	77.0%	21.3%

**Types of Services Funded (Fiscal Year 2015–16)**

1. Federal Title I Basic Grant
2. Federal Title II Training
3. Federal Title III English Language Learners
4. National School Lunch Program (NSLP)
5. After School Program Grant
6. Test Reimbursement

**Teacher and Administrative Salaries (Fiscal Year 2014–15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$40,430
Mid-Range Teacher Salary		\$58,909
Highest Teacher Salary		\$77,358
Average Principal Salary (Elementary)		\$94,634
Average Principal Salary (Middle)		\$97,839
Average Principal Salary (High)		\$100,453
Superintendent Salary		\$123,728
Percent of Budget for Teacher Salaries		32.48%
Percent of Budget for Administrative Salaries		6.45%



Advanced Placement (AP) Courses (School Year 2015–16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	34.6%

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

Professional Development – Most Recent Three Years

The Professional Development Program at Making Waves Academy has been developed to target key areas for staff learning in a comprehensive and differentiated way. Three key focus areas for professional development are Instructional Practice Development, the Integration of Technology and comprehensive professional development. 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.

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