

# Making Waves Academy

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Making Waves Academy
<b>Street</b>	4123 Lakeside Drive
<b>City, State, Zip</b>	Richmond, CA 94806-1942
<b>Phone Number</b>	510.262.1511
<b>Principal</b>	Alton B. Nelson Jr., CEO
<b>Email Address</b>	<a href="mailto:mwainfo@mwacademy.org">mwainfo@mwacademy.org</a>
<b>Website</b>	<a href="http://www.makingwavesacademy.org/">http://www.makingwavesacademy.org/</a>
<b>County-District-School (CDS) Code</b>	07100740114470

Entity	Contact Information
District Name	Contra Costa County Office of Education
Phone Number	925.942.3343
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
Website	www.cocoschools.org

## School Description and Mission Statement (School Year 2019-20)

Making Waves Academy (MWA) is a public charter school authorized by the Contra Costa County Office of Education (CCCOE) and is listed as the “District Contact”. MWA serves 5th-12th grades. MWA is located in Richmond, CA, an area served by the West Contra Costa County Unified School District (WCCUSD). **Therefore, WCCUSD data is used throughout the report in charts that compare MWA to the “District” and the State.** MWA opened in the fall of 2007 and graduated its first class of 12th graders in the spring of 2015.

With roots firmly planted in the Richmond community since the inception of the Making Waves Education Program (MWEP) in 1989, MWA fulfills the promise of public schools with a rigorous, college-preparatory curriculum, psychological services, social-emotional development, academic support, and transportation. The vision is grounded in our five Core Values: Community, Resilience, Respect, Responsibility, and Scholarship. The mission is: "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.

Richmond is a diverse community with a population consisting of 22% African American, 40% Hispanic or Latino, 17% White (Not of Hispanic or Latino Descent), 15% Asian, .3% Native American, .5% Native Hawaiian and Other Pacific Islander, 6% other. The demographics of MWA are comparable to West Contra Costa Unified School District (WCCUSD). At MWA, 8% of the population is African American and 86% are Hispanic or Latino, 77% of students qualify for free and reduced lunch. English Language Learners make up 24% 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 our students 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 – 3:00 pm. Extended day programming exist in the middle school supported by an ASES grant. Most academic intervention occurs during a Differentiated Tier Instruction period embedded within the academic school day. The master schedule accommodates student participation in interscholastic athletics, clubs, field lessons, and academic support, as well as teacher planning and collaboration time.

At MWA, instructional activities 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 college-readiness. The upper school also offers Advanced Placement (AP) courses in math, history, and science. For four out of the last five years MWA 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.

MWA’s aim is to prepare 100% of our students to be college-ready while also honoring and supporting our students’ pursue their hopes and dreams by gaining admission to a variety of post-secondary education options. Historically, about 95% of our students go on to college – with about 70% or more gaining admission to colleges and universities and another 25% or so attending community college.

**Student Enrollment by Grade Level (School Year 2018-19)**

<b>Grade Level</b>	<b>Number of Students</b>
Grade 5	168
Grade 6	167
Grade 7	112
Grade 8	112
Grade 9	104
Grade 10	107
Grade 11	87
Grade 12	83
<b>Total Enrollment</b>	<b>940</b>

**Student Enrollment by Group (School Year 2018-19)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Black or African American	7.9
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	0.1
Hispanic or Latino	85.7
Native Hawaiian or Pacific Islander	0.4
White	1
Two or More Races	1.2
Socioeconomically Disadvantaged	86.1
English Learners	23
Students with Disabilities	5.6
Foster Youth	0.2
Homeless	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	40	35	36	0
Without Full Credential	10	18	16	0
Teaching Outside Subject Area of Competence (with full credential)	2	0	1	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	12	10	8
Total Teacher Misassignments*	12	10	8
Vacant Teacher Positions	3	3	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Expository Reading & Writing Course (CSU Expository Reading) Springboard Levels 1-6 (College Board) 5th Reading Wonders (Houghton Mifflin) 2017		0.0
Mathematics	Calculus – 4th Edition (Pearson) 2014 Springboard (College Board) Statistics AP (Cengage) 2017 Math Expressions (McGraw Hill) 2017		0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Science</b>	Biology (Glencoe Science-(McGraw Hill) 2012 Glencoe Physical Science-(McGraw Hill) Meyers AP Psychology (MacMillan Learning) 2016 CA Science (Pearson) CA Focus on Earth Science (Pearson) CA Life Science (Pearson) CA Physical Science (Pearson) Glencoe Earth Science (McGraw Hill) 2017 DHO Health Science (NGL / Cengage) 2017 Body Structure Functions (NGL / Cengage) 2017 Medical Terminology for Health-(Cengage)		0.0
<b>History-Social Science</b>	US Government and Politics (College Board) 2015 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 Harcourt) 2011 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		0.0
<b>Foreign Language</b>	Triangulo aprobado-(Wayside Publishing)		0.0
<b>Health</b>	Life Time Health Study – Classroom Set Life Skills Health – Classroom Set 2011		0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Making Waves Academy recently constructed three state-of-the-art school buildings and opened them in the 2018-2019 school year. Three additional buildings were updated and remodeled and a 4th state-of-the-art building was constructed and opened in the in the Fall of 2010. Presently we have over 1000 students.

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

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report: 5/6/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	44	50	36	35	50	50
Mathematics (grades 3-8 and 11)	25	26	24	25	38	39

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	647	646	99.85	0.15	49.85
Male	309	309	100.00	0.00	44.01
Female	338	337	99.70	0.30	55.19
Black or African American	53	52	98.11	1.89	36.54
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	84.62
Filipino	--	--	--	--	--
Hispanic or Latino	543	543	100.00	0.00	50.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	549	548	99.82	0.18	51.28
English Learners	386	386	100.00	0.00	38.86
Students with Disabilities	39	39	100.00	0.00	5.13
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	647	646	99.85	0.15	25.85
Male	309	309	100.00	0.00	27.18
Female	338	337	99.70	0.30	24.63
Black or African American	53	52	98.11	1.89	7.69
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	76.92
Filipino	--	--	--	--	--
Hispanic or Latino	543	543	100.00	0.00	26.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	549	548	99.82	0.18	26.46
English Learners	386	386	100.00	0.00	18.13
Students with Disabilities	39	39	100.00	0.00	5.13
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

All students at Making Waves Academy may participate in our Career Technical Education (CTE) pathway in Health Science and Medical Technology, which, pursuant to Education Code Section 51226, is comprised of career-themed courses that are aligned to the model curriculum standards for the State of California and satisfy high school graduation requirements and admissions requirements for University of California and California State University. All courses within the pathway are offered onsite and are sequenced as follows: Introduction to Health Science (introductory course), Medical Terminology (concentrator course), and Anatomy and Physiology (concentrator course). 2018-19 was a planning year for the final course in our sequence -- our capstone course -- Advanced Patient Care, which is planned to be ready for student enrollment in 2019-20.

Prior to the start of the 2018-19 school year, a CTE advisory committee was formed and had its inaugural meeting on May 17, 2018, with participants from the fields of clinical psychology, medical education, and family medicine represented. The advisory committee dissolved, however, with the departure of our Career Services Coordinator. In collaboration with the Director of College and Career Counseling, the Career Services Coordinator ensures the delivery of a robust CTE program that is responsive to community needs and is aligned to the ten eligibility requirements of the Career Technical Education Incentive Grant (CTEIG): (1) quality curriculum and instruction; (2) career exploration; (3) student support; (4) system alignment; (5) industry partnerships; (6) after school and extended day opportunities; (7) regional and local labor market demands; (8) industry certification or employment; (9) skilled faculty; (10) data and evaluation. A subsequent Career Services Coordinator was hired mid-year in 2018-19, but the advisory committee did not reconvene. Jon Siapno, Director of College and Career Counseling, serves as the primary representative for CTE at Making Waves Academy.

In accordance with our institutional goals, CTE at Making Waves Academy remains committed to developing and offering career pathways that are aligned with academic courses, support academic achievement, and address the needs of all learners, including those unique to defined special populations of students.

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	122
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	40.53
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	100

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

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	27.4	23.2	1.2
7	28.6	20.5	14.3
9	18.6	43.1	16.7

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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Making Waves Academy (MWA) actively works to involve parents in their children's education in meaningful ways. Parents serve as elected members of our MWA Board, School Site Council and English Learner Advisory Committee. These governance groups meet monthly and information regarding the dates, times and locations can be found at the front office of both the Middle School and Upper School or by calling (510) 262-1511 or visiting our website at [makingwavesacademy.org](http://makingwavesacademy.org).

Making Waves Academy regularly performs outreach to families to keep them informed of their students' academic progress, opportunities for involvement, and upcoming events via written and electronic communication, parent meetings, and automated telephone messages. Parents are invited to attend monthly Saturday meetings throughout the school year during which families discuss and learn about educational opportunities, curriculum, student performance and building a healthy and safe school culture & climate. In addition, Making Waves Academy offers parents opportunities to volunteer their time or donate items 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: Participating on the School Site Council, serving on the MWA School Board, attending Parent Meetings, being elected to serve as a Parent/Guardian Representative for a grade level, chaperoning study trips, managing or supporting grade-level or classroom events (e.g. Lunar New celebration, Dia de Los Muertos celebration, 8th grade graduation, etc.), managing or supporting a school-wide event (e.g. My Very Own Library (MVOL) initiative, National History Day and Science Fairs, Saturday Parent Meetings, English Learner reclassification ceremony graduation, Black/African American Student Achievement Initiative, etc.), managing or supporting grade-level or classroom fundraisers, helping to prepare family mailings, organizing special events (e.g. a carnival or talent show), assisting with school-sponsored charitable projects (e.g. the annual food bank & toy drives), providing traffic control for parent meetings and other events, participating in parent feedback surveys, referring families to the lottery process, participating in Back to School Day orientation events (providing parents and families with an overview of school courses and supplemental program curricula), and student led parent-teacher conferences. In addition, parents of EL and Tier 3 students participate in a cadence of meetings with school leadership. Parents are also employed at the school in a variety of support positions such as our Food Services Coordinator, Office Administrator, Site Supervisor, and Bus Monitor positions. MWA also provides a Parent Engagement Center as a central location for parents to receive information regarding social services, on-campus volunteer opportunities and community involvement. The Associate Director of the middle school serves as the interim parent liaison and can be reached at [rcrews@mwacademy.org](mailto:rcrews@mwacademy.org) or by contacting the front office at (510) 262-1511 ext. 3031.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
<b>Dropout Rate</b>	3.9	0	5.6	8.7	7.5	8.5	9.7	9.1	9.6
<b>Graduation Rate</b>	89.5	94.7	94.4	83.1	80.2	79.5	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	9.5	6.6	6.0	5.9	5.8	5.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	.71	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

The Making Waves Academy School Emergency Response Plan (updated August 2019) meets the requirements of the State of California and the County of Contra Costa. This plan identifies MWA responsibilities associated with natural disaster, human caused emergencies, and technological incidents. It includes:

### Campus:

- Visitors sign in at the office and wear a visitor identification badge while on campus
- Students are supervised before school, during recesses, and lunch breaks

### Classroom:

- Evacuation routes are posted in all classrooms
- Each classroom has a first aid kit
- Each classroom and office has an emergency information folder which includes emergency guides and protocols

### Staff:

- The Academy has 3 (three) full time campus supervision positions, 2 (two) full time site monitor positions, 2 (two) part time site monitor positions and 4 (four) part time bus monitor positions
- All staff receive first aid and CPR certification every two years

### 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 (MWA is in the process of obtaining more water and food)

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
5	21	5	25		20	8	25		28		30	
6	24	8	24		25	5	24		27	1	40	
Other**												

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	21	15	17		22	12	18		24	10	18	
Mathematics	21	12	16		21	17	17		25	12	16	1
Science	23	9	9		24	6	14		21	8	5	
Social Science	24	7	15		24	6	15		25	5	18	

\*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.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.001

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	2
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

\*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$24,255	\$3,467	\$20,788	\$64,006
District	N/A	N/A		\$70,833.00
Percent Difference - School Site and District	N/A	N/A	44.4	-10.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	93.9	-25.1

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

## Types of Services Funded (Fiscal Year 2018-19)

1. Federal Title I Basic Grant
2. Federal Title II Training
3. Federal Title III English Language Learners
4. Federal Title IV - Student Support And Academic Enrichment Every Student Succeeds Act
5. National School Lunch Program (NSLP)
6. After School Education and safety (ASES) Program Grant
7. Prop 30 - Education Protection Account Entitlement
8. SB740 - School Facility Lease Reimbursement
9. State Lottery

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$46,612
Mid-Range Teacher Salary	\$72,730	\$76,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

### Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	2	N/A
Science	1	N/A
Social Science	6	N/A
All courses	9	15.5

Note: Cells with N/A values do not require data.

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	17	17

The Professional Development Program at Making Waves Academy has been developed to target key areas for staff learning in a comprehensive and differentiated way. Both Upper School and Middle School's Professional Development pedagogy for faculty centers on the "4Rs": Relationships, Relevance, Rigor and Results. This year, the Upper School has specifically focused on the implementation of project- based learning and classroom technology within the "4Rs" while the Middle School is focusing on three areas: 1. dynamic, data driven instruction, 2. cultivating 21st century teachers and scholars and 3. implementing restorative practices.

Professional Development and opportunities for faculty to collaborate and share their practice in content and grade level teams, as well as in Professional Learning Communities (PLCs), occurs regularly throughout the school year, during professional development time, common planning time, and after school. The selection of topics and their frequency is determined, in part, through an analysis of student achievement data, observational data, and staff survey results. Professional Development takes place formally in a two hour window each Friday afternoon throughout the school year and for the two weeks before school starts each summer. Additionally, there are three all-day professional development sessions scheduled to align with the beginning of each new quarter. Teachers receive individualized support from their content and grade level leads, Academic Intervention Services Coordinators, as well as from the division director, who observes formally and informally across the year and provides written and verbal feedback with each observation.

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

Additionally, both faculty and staff are encouraged to attend off-site Professional Development opportunities in the forms of conferences, seminars and external school site visits. Our goal for faculty and staff is to attend at least one off-site Professional Development opportunity each year.