Making Waves Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview

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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2022-23 School Contact Information

School Name	Making Waves Academy
Street	4123 Lakeside Drive
City, State, Zip	Richmond, CA 94806-1942
Phone Number	510.262.1511
Principal	Alton B. Nelson Jr., CEO
Email Address	mwainfo@mwacademy.org
School Website	https://www.makingwavesacademy.org/
County-District-School (CDS) Code	07100740114470

2022-23 District Contact Information

District Name	Making Waves Academy
Phone Number	925.942.3343
Superintendent	Lynn Mackey
Email Address	lmackey@cccoe.k12.ca.us
District Website Address	www.cocoschools.org

2022-23 School Overview

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, and academic support. 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 8:30am – 2:55pm for 5th-6th grades and 8:30am -- 3:30pm for 7th-12th grades. Extended day programming exist in the middle school and 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 language, music, fine and performing arts and social

2022-23 School Overview

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 and history. For four out of the last six 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 aims to prepare 100% of our students for college while also embracing and supporting students to explore and pursue careers of their choosing in fulfilling their own dreams for themselves

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 5	164
Grade 6	167
Grade 7	166
Grade 8	162
Grade 9	175
Grade 10	102
Grade 11	103
Grade 12	85
Total Enrollment	1,124

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.2
Asian	2.1
Black or African American	7.2
Filipino	0.2
Hispanic or Latino	85.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.3
White	0.9
English Learners	30.5
Foster Youth	0.3
Homeless	0.0
Migrant	0.0
Socioeconomically Disadvantaged	84.9
Students with Disabilities	7.6

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	34.20	56.06	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	7.00	11.46	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	11.00	18.00	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.00	13.09	33.70	11.07	12115.80	4.41
Unknown	0.80	1.39	21.90	7.19	18854.30	6.86
Total Teaching Positions	61.10	100.00	305.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

Data not yet released by CDE

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	3.00	
Misassignments	8.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	11.00	

Data not yet released by CDE

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	8.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	8.00	

Data not yet released by CDE

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	15.10	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	23.50	

Data not yet released by CDE

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	August 2022

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 Thank You For Arguing (Penguin Random House) Princeton Review AP English Literature & Composition Prep, 2022 ELD: Springboard ELD (College Board) Reading Wonders	Yes	0.0
Mathematics	Calculus – 4th Edition (Pearson) 2014 Springboard (College Board) AP Statistics & Data Analysis (NGL/Cengage) 2017 Math Expressions (McGraw Hill) 2017 Open Up Math	Yes	0.0
Science	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)	Yes	0.0
History-Social Science	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 Hardcourt) 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 Discovery Ed Princeton Review AP U.S. Government & Politics Premium Prep, 2022 Princeton Review AP U.S. History Premium Prep, 2022 Harrison, American Democracy Now, 2017 American History (Houghton Mifflin Harcourt) 2018 The American Pageant (Cengage)	Yes	0.0
Foreign Language	Triangulo aprobado-(Wayside Publishing) EntreCulturas 1(Wayside Publishing) EntreCulturas 2 (Wayside Publishing) EntreCulturas 3 (Wayside Publishing) Princeton Review AP Spanish Language & Culture Prep, 2022	Yes	0.0
Health	Life Time Health Study – Classroom Set Life Skills Health – Classroom Set 2011		0.0

School Facility Conditions and Planned Improvements

The school participates in regular inspection and maintenance of the facility. Due to school closures due to the COVID-19 pandemic, the facilities had not been in regular use for over a year. However the facilities team used the time during the school closure to work on general maintenance and improvements in order for the facilities to be in excellent conditions once in person instruction resumed. Now that students are back on campus we have seen general wear and tear in the facilities, but the team continues to monitor and address issues as they occur or are reported.

Year and month of the most recent FIT report	7/25/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	39	N/A	45	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	21	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	760	752	98.95	1.05	39.10
Female	389	386	99.23	0.77	45.08
Male	371	366	98.65	1.35	32.79
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	80.00
Black or African American	62	61	98.39	1.61	44.26
Filipino	--	--	--	--	--
Hispanic or Latino	635	629	99.06	0.94	38.16
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	35	97.22	2.78	28.57
White	--	--	--	--	--
English Learners	227	225	99.12	0.88	11.56
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	631	623	98.73	1.27	38.36
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	58	96.67	3.33	18.97

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	760	751	98.82	1.18	14.51
Female	389	385	98.97	1.03	13.77
Male	371	366	98.65	1.35	15.30
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	46.67
Black or African American	62	61	98.39	1.61	16.39
Filipino	--	--	--	--	--
Hispanic or Latino	635	628	98.90	1.10	13.85
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	36	35	97.22	2.78	8.57
White	--	--	--	--	--
English Learners	227	224	98.68	1.32	3.13
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	631	622	98.57	1.43	14.47
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	60	58	96.67	3.33	1.72

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	20	19.22	NT	0	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	419	411	98.09	1.91	19.22
Female	212	208	98.11	1.89	20.19
Male	207	203	98.07	1.93	18.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	23	95.83	4.17	17.39
Filipino	--	--	--	--	--
Hispanic or Latino	360	354	98.33	1.67	17.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	27	26	96.3	3.7	30.77
White	0	0	0	0	0
English Learners	115	112	97.39	2.61	2.68
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	337	331	98.22	1.78	20.24
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	30	30	100	0	10

2021-22 Career Technical Education Programs

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 Universities. All courses within the pathway are offered onsite and are sequenced as follows: Introduction to Health Science (introductory course), Medical Terminology (concentrator course), and Advanced Patient Care (capstone course).

Making Waves Academy 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. Eric Becker, Assistant Principal of the Upper School, 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.

Our Career Technical Education (CTE) program is compliant with our school nondiscrimination policy.

MWA does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, citizenship, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

MWA adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

MWA is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). MWA also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race or ethnicity, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. MWA does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which MWA does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. MWA will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The lack of English language skills will not be a barrier to admission or participation in MWA’s programs or activities. MWA prohibits retaliation against anyone who files a complaint or who participates in a complaint investigation.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report any act of such misconduct to the Coordinator: Dean of Students, 4123 Lakeside Drive Richmond, CA 94806 Ph. (510) 262-1511. Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	142
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	100.00

B. Pupil Outcomes

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 area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	86	100	99	100	100
Grade 7	96	96	94	93	97
Grade 9	92	91	91	91	91

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Making Waves Academy (MWA) actively works to involve parents in their children's education in meaningful ways. Parents serve as appointed members of our MWA Board, and as elected parent leaders to the English Learner Advisory Committee. Parents are also the majority of participants in our LCAP Advisory Group, which reviews progress on our LCAP goals and advises on the creation of the new LCAP. 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, by calling (510) 262-1511, and by visiting our website at makingwavesacademy.org. The greater parent community is encouraged to participate in these meetings along with general parent meetings sessions and workshops.

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 three 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 English Language Advisory Committee, participating in the LCAP Advisory Group, serving on the MWA School Board, participating in the WASC and LCAP engagement sessions, attending Saturday Parent Meetings, chaperoning study trips, managing or supporting classroom events, grade-level events or school-wide events. Annual events which parents support (limited or virtual during Covid-19 pandemic) are as follows: Lunar New Year celebration, Dia de Los Muertos celebration, 8th grade graduation, My Very Own Library initiative, National History Day and Science Fairs, Saturday Parent Meetings, English Learner reclassification ceremony graduation, Black/African American Student Achievement Initiative, 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 arrival, dismissal, parent meetings and other events, participating in parent feedback surveys, referring families to the lottery process, participating in Back to School Day orientation events by providing parents and families with an overview of school courses and supplemental program curricula), and participating in student led advisory family conferences.

Parents are also employed at the school in a variety of support positions such as our Food Services Coordinator, Office Administrator, and Campus Supervisors. 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. At this time, due to Covid-19, the Parent Engagement Center is closed.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate	5.6	5.6	6.2	8.9	5.4	3.6	8.9	9.4	7.8
Graduation Rate	94.4	94.4	86.6	84	87.9	91.2	84.2	83.6	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	97	84	86.6
Female	51	45	88.2
Male	46	39	84.8
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.0
Hispanic or Latino	93	82	88.2
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	0	0	0.0
White	0	0	0.0
English Learners	19	12	63.2
Foster Youth	--	--	--
Homeless	0	0	0.0
Socioeconomically Disadvantaged	95	83	87.4
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	--	--	--

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1142	1133	643	56.8
Female	585	582	332	57.0
Male	557	551	311	56.4
American Indian or Alaska Native	2	2	0	0.0
Asian	30	29	12	41.4
Black or African American	97	96	64	66.7
Filipino	5	5	1	20.0
Hispanic or Latino	976	972	548	56.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	17	15	10	66.7
White	15	14	8	57.1
English Learners	351	348	221	63.5
Foster Youth	5	5	5	100.0
Homeless	16	16	10	62.5
Socioeconomically Disadvantaged	972	965	555	57.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	92	58	63.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.93	2.96	2.45
Expulsions	0.19	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	9.81	0.11	4.04	0.20	3.17
Expulsions	0.00	0.09	0.03	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.81	0.09
Female	5.30	0.00
Male	14.54	0.18
American Indian or Alaska Native	0.00	0.00
Asian	6.67	0.00
Black or African American	27.84	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.79	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	23.53	0.00
White	13.33	0.00
English Learners	8.55	0.28
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	10.08	0.10
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.45	0.00

2022-23 School Safety Plan

The Making Waves Academy School Emergency Response Plan (updated February 2022) 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 but is not limited to:

Campus:

- Visitors sign in at the office, submit to a basic & brief background screening process, and wear a visitor identification badge while on campus
- All staff and students wear lanyard with ID while on campus
- Students are supervised before school, during recesses, lunch breaks, and during dismissal and planned after-school activities

Classroom:

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

Staff:

- The Academy has 8 (eight) full time campus supervision positions and a Facilities & Safety Coordinator, supervised by the Facility & Safety Manager
- All staff receive first aid and CPR certification every two years
- All staff are trained on emergency procedures

COVID Response:

- Face masks required at all times indoors
- COVID testing for all students and staff prior to start of school and return from breaks
- Increased air ventilation

Additionally:

- Fire drills are held monthly for all grades
- Earthquake drills are held bi-monthly
- Shelter in Place, Lockdown and Evacuation drills are held 1-2 times annually
- Student emergency information cards are completed annually
- We have basic emergency response supplies, including food and water

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	27	1	38	
6	27	1	38	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	28		36	
6	28	1	36	
Other	7	3		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
5	26	4	47	
6	27	3	53	

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	23	4
Mathematics	26	17	12	4
Science	26	4	21	
Social Science	26	5	21	

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	14	18	
Mathematics	22	18	17	
Science	25	6	22	
Social Science	26	6	21	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	33	27	
Mathematics	18	30	15	
Science	26	1	26	
Social Science	23	8	22	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist*	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	

*MWA partners with Frugé Psychological Associates to provide psychological services to students during the school year.

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23,994	$3,693	$20,302	$66,623
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$6,594	
Percent Difference - School Site and State	N/A	N/A	101.9	

2021-22 Types of Services Funded

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) (Federal)
6. National School Lunch Program (NSLP) (State)
7. After School Education and safety (ASES) Program Grant
8. Prop 30 - Education Protection Account Entitlement
9. SB740 - School Facility Lease Reimbursement
10. State Lottery
11. Special Education (Federal)
12. Special Education (State)
13. Special Education - Level 1 Mental Health Funding
14. Special Education - Level 2 Mental Health Funding
15. Elementary and Secondary School Relief I (ESSER I)
16. Learning Loss Mitigation Funding (LLMF)

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$48,750	
Mid-Range Teacher Salary	$59,427	
Highest Teacher Salary	$90,681	
Average Principal Salary (Elementary)	N/A	
Average Principal Salary (Middle)	$165,000	
Average Principal Salary (High)	$165,000	
Superintendent Salary	$288,000	
Percent of Budget for Teacher Salaries	18%	
Percent of Budget for Administrative Salaries	16%	

Data not yet released by CDE

2021-22 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	27.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	2
Mathematics	3
Science	0
Social Science	4
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

The Professional Development Program at Making Waves Academy has been developed to target key areas for staff learning in a comprehensive and differentiated way. Our Professional Development pedagogy for faculty centers on the "4Rs": Relationships, Relevance, Rigor and Results. This year, we continue to prioritize: 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 1.5 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 Academic Instruction Team, 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, virtual, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	7