

Making Waves Academy

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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.
Email Address	mwainfo@mwacademy.org
School Website	https://www.makingwavesacademy.org/
Grade Span	5-12
County-District-School (CDS) Code	07100740114470

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Making Waves Academy (MWA) is a public charter school authorized by the Contra Costa County Office of Education (CCCOE) which is listed as the "District Contact". MWA serves 5th-12th grades, with the mission to "commits to rigorously and holistically preparing students to gain acceptance to and graduate from college to ultimately become valuable contributors to the workforce and their communities."

MWA is located in Richmond, 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. In 2007, Making Waves Academy (MWA) opened its doors as a 5th-8th grade public charter school. In 2010, MWA's charter petition was amended and approved to serve students through 12th grade. The middle school division supports grades 5-8 and the upper school division supports grades 9-12. In June 2015, MWA graduated its first class of seniors. Nearly 100% of the first senior class graduated and gained admission to college (about 70% in 4-year schools and about 25% in community colleges). Students apply to enroll at MWA through an open public lottery. The majority of students are drawn from Title I schools in Richmond and San Pablo.

MWA has a college preparatory focus as well as a holistic student support approach. MWA's high school diploma requirements are aligned with California's "A-G" required courses for admission to California's state college and university system. MWA also offers extracurricular opportunities in visual and performing arts as well as interscholastic athletics. Both the middle and upper school divisions have student councils and student clubs. Students take field trips to area two-year and four-year colleges and universities as well as field trips that help them explore professional and vocational careers. In the 2024-25 school year, the MWA board of directors went through a process of selecting a student to join the board, who began serving in the 2025-26 school year.

In addition to strong academic results, MWA invites our students not only to graduate from high school and college, but to "recycle their success" by giving back to the community in some way.

Our tagline is Learn. Graduate. Give Back.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students*
Grade 5	109
Grade 6	113
Grade 7	154
Grade 8	158
Grade 9	150
Grade 10	134
Grade 11	124
Grade 12	136
Total Enrollment	1,078

*data as of Census Day (10/2/24)

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment*
Female	50.1
Male	49.9
American Indian or Alaska Native	0.2
Asian	2.8
Black or African American	6.8
Filipino	1.1
Hispanic or Latino	87.6
Two or More Races	0.2
White	1.4
English Learners	24.8
Homeless	0.5
Socioeconomically Disadvantaged	82
Students with Disabilities	8.1

*data as of Census Day (10/2/24)

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.

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)	39.6	58.32	189	57.47	234405.2	84
Intern Credential Holders Properly Assigned	5.9	8.77	22	6.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	10.6	15.6	71.4	21.71	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.1	7.55	22.5	6.85	11953.1	4.28
Unknown/Incomplete/NA	6.6	9.71	23.8	7.25	15831.9	5.67
Total Teaching Positions	68	100	328.9	100	279044.8	100

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.

2022-23 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)	34.1	50.83	183	55.4	231142.4	83.24
Intern Credential Holders Properly Assigned	4.4	6.67	15.4	4.69	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	16.5	24.58	85.9	26.03	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	9.8	14.63	26	7.88	11746.9	4.23
Unknown/Incomplete/NA	2.1	3.26	19.8	6	14303.8	5.15
Total Teaching Positions	67.2	100	330.3	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	36.3	55.21	184.4	56.96	230039.4	100
Intern Credential Holders Properly Assigned	3.7	5.63	19.3	5.97	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	17.6	26.82	80.5	24.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.5	8.38	16.4	5.09	12112.8	4.34
Unknown/Incomplete/NA	2.6	3.95	23	7.11	13705.8	4.91
Total Teaching Positions	65.8	100	323.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.50	6.10	9.6
Misassignments	8.00	10.40	8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	10.60	16.5	17.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	5.10	9.80	4.6
Local Assignment Options	0.00	0.00	0.8
Total Out-of-Field Teachers	5.10	9.80	5.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50	14.20	14.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.20	0.00	3.9

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Adoption date for all materials: 4/18/25

Year and month in which the data were collected: June 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	5th Reading Wonders (Houghton Mifflin) 2017 Expository Reading & Writing Course (CSU Expository Reading) 2024 Fish Tank - Student Workspace 2021 (5th Grade) Princeton Review AP English Literature & Composition Prep, 2022 Springboard Levels 6th Grade - 12th Grade (College Board) Thank You For Arguing (Penguin Random House) ELD: English 3D (Houghton Mifflin), Courses A, B, and C (Online workbooks and textbooks/ Print Issue Textbooks, 2023)	0.0
Mathematics	AP Statistics & Data Analysis (NGL/Cengage) 2017 Calculus – 4th Edition (Pearson) 2014 Carnegie Learning Math Mathbook: Algebra I, 2022 Carnegie Learning Math Mathbook: Geometry, 2022 HS Personal Finance (Next Gen Personal Finance), 2019 Intro. to Statistics & Data Analysis (Brooks Cole), 5th Edition 2015 Math Expressions (McGraw Hill) 2017 Math Medic (Math Medic), 2024 Open Up Math, 2nd Edition	0.0
Science	Body Structure Functions (NGL / Cengage) 2017 Chemistry: A Molecular Approach (Pearson) 6th Edition 2023 Code.org, 2024 CMU CS Code Academy, 2024 DHO Health Science (NGL / Cengage) 2017 Environmental Science for the AP Course (W. H. Freeman) 4th Edition 2023 HMH Dimensions Biology (Grade 10) HMH Dimensions Chemistry (Grade 11)	0.0

	HMH Dimensions Conceptual Physics (Grade 9) HMH Dimensions Earth & Space (Grade 9) Horizons; Exploring the Universe (Cengage) 14th Edition Impact Science Curriculum (OpenSciEd) 2023 Medical Terminology for Health-(Cengage) Open Science Education - Impact Science (5th-8th) Simmers DHO for Healthcare Professions (Simmers DHO) 8th Edition	
History-Social Science	American History (Houghton Mifflin Harcourt) 2018 CA Modern World History (Houghton Mifflin Harcourt) 2011 CA The Americans 2013 Econ Alive! (TCI) 2015 Government Alive! Power, Politics and You (TCI) 2015 Harrison, American Democracy Now, 2017 History Alive! The Ancient World (TCI) History Alive! The Medieval World (TCI) History Alive! US Through Industrial Modern World History (Houghton Mifflin Harcourt) 2012 Princeton Review AP U.S. History Premium Prep, 2022: 6 Practice Tests + Complete Content Review + Strategies & Techniques (2022) (College Test Preparation) - 04/24/2023 Race and Ethnic Studies (Oak Meadow) 2022 Social Studies Alive! America's Past (TCI) 2nd Edition Students of History The American Democracy 2015 The American Pageant (Cengage) The Americans (Houghton Mifflin Harcourt) 2012 US History Complete (Students of History) 2024	0.0
Foreign Language	AP® Spanish Language (Apex) 3rd Edition Descubre 2022 Level 1 (Vista Learning) Descubre 2022 Level 2 (Vista Learning) Descubre 2022 Level 3 (Vista Learning) Encuentros (Vista Higher Learning) 2022 Senderos (Vista Higher Learning) 2023 Temas 3e (Vista Learning)	0.0
Health	Positive Prevention Plus 2021	0.0

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

School Facility Conditions and Planned Improvements

The school, in partnership with the property owners, conducts regular inspection and both preventative and routine maintenance of the facility grounds, systems and buildings. This Integrated Facilities Team monitors and addresses repair and maintenance issues as they occur, are identified through inspections, and/or are reported by staff. The most recent inspection found that our facilities are in excellent condition with only a few minor repairs needed.

Year and month of the most recent FIT report

06/26/25

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			

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		
Electrical		X	Replace receptical plates (2), replacce electrical plate (1), fix light,
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Replace tank flapper, post menstrual notice restroom (1), adjust water pressure in faucets
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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	50.00	47.00	49.00	46.00	47.00	48.00
Mathematics (grades 3-8 and 11)	26.00	27.00	26.00	26.00	35.00	37.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	642.00	635.00	98.91	1.09	46.93
Female	323.00	320.00	99.07	0.93	53.13
Male	319.00	315.00	98.75	1.25	40.63
American Indian or Alaska Native	--	--	--	--	--
Asian	16.00	16.00	100.00	0.00	56.25
Black or African American	39.00	39.00	100.00	0.00	43.59
Filipino	12.00	12.00	100.00	0.00	75.00
Hispanic or Latino	566.00	559.00	98.76	1.24	45.97
Native Hawaiian or Pacific Islander	0.00	0.00	0.00	0.00	0.00
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	165.00	163.00	98.79	1.21	15.34
Foster Youth	0.00	0.00	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	541.00	535.00	98.89	1.11	47.48
Students Receiving Migrant Education Services	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	54.00	51.00	94.44	5.56	13.73

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	642.00	632.00	98.44	1.56	27.22
Female	323.00	318.00	98.45	1.55	25.16
Male	319.00	314.00	98.43	1.57	29.30
American Indian or Alaska Native	--	--	--	--	--
Asian	16.00	16.00	100.00	0.00	43.75
Black or African American	39.00	39.00	100.00	0.00	23.08
Filipino	12.00	12.00	100.00	0.00	58.33
Hispanic or Latino	566.00	556.00	98.23	1.77	26.26
Native Hawaiian or Pacific Islander	0.00	0.00	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	165.00	162.00	98.18	1.82	7.41
Foster Youth	0.00	0.00	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	541.00	533.00	98.52	1.48	27.20
Students Receiving Migrant Education Services	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	54.00	51.00	94.44	5.56	7.84

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	28.31	35.35	11.76	6.45	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	524.00	517.00	98.66	1.34	35.98
Female	256.00	253.00	98.83	1.17	36.76
Male	268.00	264.00	98.51	1.49	35.23
American Indian or Alaska Native	--	--	--	--	--
Asian	15.00	15.00	100.00	0.00	60.00
Black or African American	29.00	29.00	100.00	0.00	34.48
Filipino	--	--	--	--	--
Hispanic or Latino	466.00	459.00	98.50	1.50	35.95
Native Hawaiian or Pacific Islander	0.00	0.00	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	119.00	116.00	97.48	2.52	6.90
Foster Youth	0.00	0.00	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	438.00	433.00	98.86	1.14	35.80
Students Receiving Migrant Education Services	0.00	0.00	0.00	0.00	0.00
Students with Disabilities	46.00	43.00	93.48	6.52	18.60

2024-25 Career Technical Education Programs

All high school students at Making Waves Academy have the opportunity to 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.

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.

2024-25 Career Technical Education Programs

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.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	76
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	48.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	50*
Graduates Who Completed All Courses Required for UC/CSU Admission	100

*academy-wide (i.e. 5th - 12th grades)

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	95%	95%	95%	95%	96%
Grade 7	98%	99%	98%	98%	98%
Grade 9	94%	94%	95%	94%	95%

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.

2025-26 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 are 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. Information regarding the dates, times and locations of these governance groups' meetings 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 Parent Talks with the principal and assistant principal 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.

Additional opportunities for parents to be involved include: Participating on the English Language Advisory and/or the School Safety Planning Committee, as well as in the WASC and LCAP engagement sessions, chaperoning study trips, managing or supporting classroom events, grade-level events or school-wide events. Annual events which parents may support include: cultural celebrations, 8th grade promotion, Science Fairs, English Learner reclassification ceremony graduation, managing or supporting grade-level or classroom fundraisers, organizing special events, assisting with school-sponsored charitable projects, providing traffic control or supervision support for arrival, dismissal, and other events, participating in parent feedback surveys, referring families to the lottery process, and participating in student led advisory family conferences. Parents are also employed at the school in a variety of positions.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	5.3	3.2	6.3	5.3	8.4	6.5	8.2	8.9	8
Graduation Rate	90.5	86	93.7	91.6	89.2	89.3	86.2	86.4	87.5

*data as of last day of school

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	143	134	93.7
Female	72	68	94.4
Male	71	66	93.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	128	119	93.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	44	38	86.4
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	135	126	93.3
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	13	11	84.6

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1092	1073	148	13.8
Female	547	539	72	13.4
Male	545	534	76	14.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	30	30	1	3.3
Black or African American	74	72	16	22.2
Filipino	12	12	0	0.0
Hispanic or Latino	957	940	129	13.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	15	15	2	13.3
English Learners	282	276	45	16.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	918	906	128	14.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	93	18	19.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions*								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
12.47	0	12.09	5.32	0	4.77	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions*								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.43	0.27	0.09	0.08	0.06	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*data as of last day of school

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate*	Expulsions Rate*
All Students	12.09	0.09
Female	6.22	0.00
Male	17.98	0.18
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.33	0.00
Black or African American	20.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	11.91	0.10
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.67	0.00
English Learners	17.38	0.35
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	12.75	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*data as of last day of school

2025-26 School Safety Plan

The Making Waves Academy Comprehensive School Safety Plan (updated February 2023) 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 Campus Operations & Safety Coordinator, supervised by the Campus Operations & Safety Manager
- All faculty and designated safety staff (noted above) receive first aid and CPR certification every two years
- All staff are trained on emergency procedures

Additionally:

- Fire drills are held monthly for grades 5th-8th and quarterly for grades 9th-12th.
- Earthquake drills are held quarterly.
- Shelter in Place, Secure Campus, 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 for all staff and students for 72 hours.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	24	6	56	0
6	26	0	60	0
Other	15	2	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	2	34	0
6	25	2	50	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	34	1	28	0
6	50	1	28	0
Other	0	0	0	0

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	27	24	0
Mathematics	18	34	20	0
Science	20	20	18	0
Social Science	21	13	22	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	39	15	0
Mathematics	14	46	14	0
Science	17	26	12	0
Social Science	18	22	15	0

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	20	16	27	0
Mathematics	20	14	30	0
Science	19	21	19	0
Social Science	21	15	27	0

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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	1.0
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*Ratio is based on full time employees who are employed by MWA and reported in CALPADS

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$26,789	\$14,203	\$12,587	\$68,548
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	15.5	

Fiscal Year 2024-25 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. Educator Effectiveness (State)
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. State Aid - General Apportionment

Fiscal Year 2024-25 Types of Services Funded

15. Elementary and Secondary School Relief III (ESSER III)
16. American Rescue Plan - Homeless Children and Youth (Federal)
17. Expanded Learning Opportunities Program (State)
18. A-G Completion Improvement Grant (State)
19. Other revenue (Federal)
20. Other revenue (State)
21. Kitchen Infrastructure & Training funds (State)
22. Mandate Block Grant (State)
23. Arts, Music, and Instructional Materials Discretionary Block Grant (State)
24. State - Learning Recovery Emergency Block Grant (State)
25. Prop 28 Arts & Music in Schools (AMS) funding (State)

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$50,546	
Mid-Range Teacher Salary	\$69,170	
Highest Teacher Salary	\$113,545	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	\$196,000	
Average Principal Salary (High)	\$196,000	
Superintendent Salary	\$346,371	
Percent of Budget for Teacher Salaries	14%	
Percent of Budget for Administrative Salaries	10%	

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	39.5*
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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	2
English	2
Fine and Performing Arts	0
Foreign Language	4
Mathematics	3
Science	3
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	23

*academy-wide (i.e. 5th - 12th grades)

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 throughout the school year. Teachers receive individualized support from their content and grade level leads, Instructional Coaches, 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7.00	7.00	8.00