



2020 SPSA School Plan for Student Achievement

Executive Overview

The School Plan for Student Achievement (SPSA) requires that MWA describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Below are the components of the Comprehensive Needs Assessment that was conducted, resulting in an evaluation of how to achieve our goals in support of student achievement.

In response to the pandemic, the state waived the LCAP and implemented the Local Continuity and Attendance Plan (LCP) , which focuses on learning continuity and attendance. Because we are a Title I school, we later learned that due to federal compliance, we must also submit an SPSA; although we would not have to do one in a typical year because our LCAP replaces the SPSA.

Comprehensive Needs Assessment

The passage of No Child Left Behind (NCLB) imposes a number of significant new requirements on Local Education Agency (LEAs) as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student academic performance, teacher quality, and school safety. As such, a needs assessment to determine strengths and weaknesses in these areas is conducted.

Comprehensive Needs Assessment Components:

- Surveys
- Classroom Observations
- Analysis of Current Instructional Program
- Standards, Assessment and Accountability
- Staffing and Professional Development
- Teaching and Learning
- Opportunity and Equal Educational Access
- Parental Engagement

Planned Improvements

Goal1:

MWA will actively address the predictability of student achievement data based on race, disability and access. Establish a cadence for reading and writing data collection and analysis for all students in all Content Lead meetings. Using qualitative and quantitative data, the teaching and learning cycle will be followed to determine intervention needs,



instructional pivots, and next steps for instructional coaching. Our goal is that 100% of students will be reading and writing, minimally, 'At/Near Standard' as measured by the California Assessment of Student Performance and Progress (CAASPP) summative assessments by the time they enter the 9th grade.

Identified need: Goal 1 shows a need to implement frequent opportunities for teachers and administrators to engage with data and create dynamic action plans and instructional priorities for critical learners.

According to the 2019 Dashboard, the data for African-American students shows no growth on California summative assessments and remains almost 40 points below standard. Data shows that students with special education designations are significantly below standard and continued to decrease from the previous year.

Goal 2:

100% of students will be reclassified before 9th Grade. 100% of Upper School students who pass the English Language Proficiency Assessments for California (ELPAC) will reclassify before 12th Grade.

Identified need: An increased rate of reclassified students in the Middle School.

Goal 3

100% of faculty will have access to high quality professional development

Identified need: Student groups, specifically Special Education (SPED), English Learner and Black/African American. Our Dashboard data shows room for improvement in our English Language Arts (ELA), Math, and Suspension Data.

Goal 4

College and Career

Identified Need: The overall effectiveness of the strategies and initiatives at MWA are seen through our school's graduation rate: in 2019, 98.8% of all students graduated, representing a 4.1% increase from the prior year, placing this category in the state's highest performance level of "blue." That said, as part of our Western Association of Schools and Colleges (WASC) Schoolwide Action Plan completed in March 2020, Making Waves Academy identified the graduation rate as a Major Student Learner Need as an area we are wanting to elevate from "good" to "great."



Budget Summary

Total Funds Budget for Strategies to Meet the Goals in the SPSA	\$397,371
Federal Programs	
Title I	\$300,968
Title II: Part A: Improving Teacher Quality	\$42,412
Title III	\$31,573
Title IV Part B: Rural Education Achievement Program	\$22,417

Expenditure by Goal

Goal 1	\$323,385
Goal 2	\$31,574
Goal 3	\$42,412

The School Site Council (SSC) recommends this school plan and proposed expenditures to the governing board for approval and assures the board of the following:

- The SSC is correctly constituted and was formed in accordance with governing board policy and state law.
- The SSC reviewed its responsibilities under state law and governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.