

School Year: **2020-21**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Making Waves Academy	07100740114470	March 4th 2021	June 17th 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Making Waves Academy (MWA) has written and Learning Continuity and Attendance Plan (LCP) that outline our approach to meeting all requirements listed in the ESSA. We administer two interim assessments, three diagnostics assessments and state assessments. We plan data cycles where teachers analyze the data, implement a re-teach and reflect on practice. Additionally, we have a schedule for finals, and formative assessments, which are delivered in all content areas.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Making Waves Academy (MWA) surveys students, families and teachers regularly to inform our program. Our most influential survey for students is the Culture and Climate Survey; we implement culture and climate surveys once a semester. The surveys are intended to get a pulse check on the student experience and inform our approach. Please see highlights below as well as our next steps:

### Data:

- **RIGOROUS INSTRUCTION:** More than 75% Wave-Makers believe that MWA is providing a rigorous instruction that includes high academic/behavior expectations, academic challenge, and teachers not only encourage/support but adjust to how they learn best.
- **Social-Emotional Learning (SEL) WELL BEING & STUDENT SUPPORT:** More than 60% of Wave-Makers feel that MWA facilitates an environment where they feel safe, can be themselves, celebrated/praised, feel valued/important and supported to address and resolve harm.
- **DIVERSITY & INCLUSION:** Over 75% Wave-Makers believe that their teachers and staff treat them fairly and make them feel like they belong.
- **MISSION ALIGNMENT:** Over 75% Wave-Makers believe that MWA is preparing them to be successful in college & beyond, will help them achieve their life dream.
- **SAFETY & SUPPORT:** While only around 45% of Wave-Makers know what Restorative Justice/Practices is, over 60% of Wave-Makers believe their teachers/deans help them resolve issues and make things right.

Teachers are surveyed on a number of topics but most regularly on staff satisfaction, program implementation and communication. Most recently, we surveyed teachers to learn about the strengths and challenges of remote testing. The data from this survey is captured and will be used to inform future planning.

Families have been surveyed on topics related to culture, onsite learning and topics for coffee talks to ensure relevancy of our work.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

We observe classrooms on a weekly and bi-weekly basis. Classrooms have been hosted 100 percent virtually this year and we have created a list of virtual “look fors”. Teachers are working to provide engaging classrooms i.e. class discussions are vibrant, the chat feature is used and breakout rooms are a regular part of instruction. Although instruction is happening virtually, teachers use the same rigorous and board-approved curriculum.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are used to modify instruction and improve student achievement. Local assessments include: ANet (Math and ELA Interim Assessments), IXL (Math Diagnostic) and formative curriculum assessments. State assessments include: STAR Reading (Administered 3 times per year), IABs (Administered 2 times a year) and the SBAC, CAST and AP exams.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet in content teams after each local assessment to review the data in the form of student work, reflect and re-teach as necessary. Built into this cycle is peer observations to observe teachers who teach with best practices.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All faculty receive professional development (PD) – two weeks before the start of instruction in August, four full-day PD sessions, and weekly two-hour PD sessions.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

In alignment with regulations defined by the Commission on Teacher Credentialing (CTC), all educators employed at Making Waves Academy must hold a valid CA teacher credential, permit or waiver. As a result, the Human Resources Department remains committed to hiring educators that hold a teacher credential upon hire, as well as supporting presently employed educator's that require either credential, permit or waiver assistance throughout each school year. For CTC compliance, HR monitors the issuance of the following credential, permit or waiver types below until the educator reaches Clear credential status. In the event that an educator is unable to meet certain milestones towards earning a Clear credential, HR creates a teacher plan to align requirements that must be met for continued employment. Additionally, MWA hosts professional development every Friday, during all day Professional Development which is hosted 3 days per year and for two weeks in August. This professional development is vetted by multiple layers of leadership and the calendar is approved by our CEO yearly. Additionally, new curriculum is vetted through our Curriculum Review Advisory Committee of the board, which meets in the fall and in the spring. When vetting new curriculum, MWA starts with the list of SBE approved instructional materials and hosts internal and external training on materials

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

MWA teachers consistently receive professional development and coaching towards standards. This starts with the use of standards aligned instructional materials, by which, implementation is monitored via observations, pacing guides, unit plans, and coaching sessions.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

MWA has hired Content Leads and Grade Level Leads to coach and support teachers, Directors of Academic Instruction in the Humanities and Math Sciences to coach and evaluate teachers, a Director of Special Education and English Language Development Coordinator, who supports teachers in supporting the needs of their specific student groups, as well as a Director of Academic Support Services, who coaches teachers on best practices for intervention.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in Grade Level teams and Content Teams bi-weekly. This collaboration includes looking at student work, planning from standards and learning new practices together.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and Materials: Making Waves has a comprehensive process to review and adopt standards aligned curriculum. We have standards aligned materials in all content areas that have approved standards. Most recently adopted and implemented a new math curriculum in the Middle School, which is aligned to standards and the aspects of rigor in the Common Core. Making Waves also implements the Teaching and Learning Cycle as a framework for professional development. This cycle starts with teachers analyzing standards and planning with curriculum. It continues with peer observations to ensure fidelity to standards and feedback on checks for understanding. We then assess our students, analyze the data together and plan a re-engagement lesson that facilitates learning in a different way. The cycle ends with a reflection on what was learned in order to carry the learnings forward to future planning.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Making Waves Academy ensures compliance to instructional minutes by conducting an annual review/count and submitting the count to the MWA Board for approval.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

In August, teachers create a pacing guide that schedules specific standards throughout the course of the year. These pacing guides are reviewed and approved by the Directors of Academic Instruction. Students are enrolled in Intervention classes that happen synchronously weekly, as well as English Language Development courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All curriculum is standards aligned. We purchased new curriculum with the adoption of the CCSS, NGSS and ELD Standards. We look forward to purchasing new curriculum upon the approval of the new History Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

MWA uses STAR and IXL to support our intervention courses as well as standards aligned instructional materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students performing below their expected level receive small group intervention classes, hosted by our interventionists. They also receive integrated and designated ELD support classes and all middle school students can opt into our after-school program for enrichment and tutoring.

## Evidence-based educational practices to raise student achievement

MWA's instructional practices have been adapted to support remote learning. MWA created an instructional engagement rubric that outlines expectations for engagement in the remote learning environment. In distance learning, our instructional best practices are: frequent use of the breakout room feature that is documented in our accountability trackers created via Google Docs, participation in the chat, multiple opportunities for whole class discussion and one-on-one breakouts with an interventionist or RSP teachers to support specific learning needs.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Families receive weekly phone calls from the school to share updates and information. Families have access to monthly parent meetings, which are hosted on Saturdays as well as weekday opt-in meetings that are offered by seminar topic and/or target groups. Additionally, parents have a portal on our website and receive frequent text messages with flyers and important information relevant to opportunities for their critical learners and for parental development.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have parent wave (grade level) representatives, an active School Site Council (SSC), English Learner Advisory Committee (ELAC), Black/African American Parent Advisory Committee (BAAPAC), as well as a Parent Council that engages frequently with executive and school board leadership. All of these parent leaders and platforms for parent engagement participate in sharing feedback and evaluating our ConApp programs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Below are some of the strategies/activities of the school plan:

- Ongoing Professional Development for staff
- Coaching cycles with an assessment advocate, academic coach, and administration
- Academic and Behavioral Counseling
- Tier 1, 2, and 3 interventions and supports

## Fiscal support (EPC)

Categorical and general funds are used appropriately to support the core programs at Making Waves Academy and to support meeting the school's goals as stated in the Single Plan for Student Achievement.



# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The SPSA was written with the collaboration of all key areas of the school: Academic Instruction, Operations, Holistic Support Department and Academic Support Services Department. SPSA education presentations and a stakeholder engagement workshop was hosted by the SSC. Parents, Students, Teachers and Staff were involved in the engagement event. The SPSA was reviewed and recommended to the Board by the SSC on April 22nd, 2021, and the Board reviewed and provided feedback on the SPSA on May 6th, 2021. The SPSA is set to be approved by the Board at the June 17, 2021 Board meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.13%	0.21%	0.29%	1	2	3
African American	7.30%	7.87%	7.93%	58	74	81
Asian	1.13%	1.6%	2.45%	9	15	25
Filipino	0.13%	0.11%	0.1%	1	1	1
Hispanic/Latino	89.18%	85.74%	86.19%	709	806	880
Pacific Islander	0.13%	0.43%	0.1%	1	4	1
White	0.50%	0.96%	0.78%	4	9	8
Multiple/No Response	1.38%	1.91%	2.15%	11	18	0
<b>Total Enrollment</b>				795	940	1,021

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5	112	168	166
Grade 6	112	167	167
Grade 7	110	112	170
Grade 8	110	112	112
Grade 9	113	104	112
Grade 10	87	107	101
Grade 11	80	87	106
Grade 12	71	83	87
<b>Total Enrollment</b>	795	940	1,021

### Conclusions based on this data:

- Overall student enrollment has increased over the past three years due to our expansion in enrollment by grade level which increased from 112 to 168 starting with 5th and 6th grade. This expansion was approved through a material revision of our charter in January 2018.
- We have seen an increase in diversity of enrollment as a result of strategic recruitment efforts.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	155	216	246	19.5%	23.0%	24.1%
Fluent English Proficient (FEP)	535	581	600	67.3%	61.8%	58.8%
Reclassified Fluent English Proficient (RFEP)	87	24	28	44.8%	15.5%	13.0%

### Conclusions based on this data:

1. As Making Waves admits more students, we serving higher numbers of English Learners.
2. The decrease in the number of Reclassified (RFEP) students correlates with the rigorous shift in the school's reclassification criteria.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	112	111	167	112	111	167	112	111	167	100	100	100
Grade 6	112	112	170	112	111	169	112	111	169	100	99.1	99.4
Grade 7	112	110	111	112	110	111	112	110	111	100	100	100
Grade 8	113	108	112	113	108	112	113	108	112	100	100	100
Grade 11	68	80	87	68	80	87	68	80	87	100	100	100
All	517	521	647	517	520	646	517	520	646	100	99.8	99.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	2452.	2481.	2477.	6.25	9.91	11.98	21.43	33.33	29.34	19.64	21.62	24.55	52.68	35.14	34.13
Grade 6	2492.	2489.	2515.	8.04	5.41	13.61	29.46	27.03	28.40	24.11	31.53	31.95	38.39	36.04	26.04
Grade 7	2532.	2558.	2548.	8.93	13.64	9.01	32.14	38.18	40.54	29.46	30.00	28.83	29.46	18.18	21.62
Grade 8	2566.	2539.	2573.	12.39	5.56	15.18	37.17	26.85	39.29	28.32	40.74	24.11	22.12	26.85	21.43
Grade 11	2648.	2629.	2651.	33.82	31.25	39.08	45.59	37.50	39.08	17.65	25.00	16.09	2.94	6.25	5.75
All Grades	N/A	N/A	N/A	12.19	12.12	16.10	32.11	32.31	34.06	24.37	30.00	26.01	31.33	25.58	23.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	8.04	12.61	14.97	42.86	48.65	46.71	49.11	38.74	38.32
Grade 6	14.29	10.81	14.20	43.75	42.34	43.79	41.96	46.85	42.01
Grade 7	10.71	13.64	11.71	50.89	56.36	54.05	38.39	30.00	34.23
Grade 8	22.12	12.04	21.43	46.90	37.96	53.57	30.97	50.00	25.00
Grade 11	45.59	36.25	36.78	45.59	51.25	48.28	8.82	12.50	14.94
All Grades	17.99	15.96	18.27	46.03	47.12	48.61	35.98	36.92	33.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	13.39	18.92	18.56	50.89	54.05	50.30	35.71	27.03	31.14
Grade 6	11.61	9.91	21.30	46.43	54.95	62.13	41.96	35.14	16.57
Grade 7	23.21	32.73	27.03	52.68	52.73	63.06	24.11	14.55	9.91
Grade 8	27.43	14.81	27.68	51.33	60.19	62.50	21.24	25.00	9.82
Grade 11	54.41	38.75	60.92	38.24	51.25	36.78	7.35	10.00	2.30
All Grades	23.60	22.12	28.02	48.74	54.81	55.88	27.66	23.08	16.10

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	8.04	8.11	10.18	55.36	71.17	66.47	36.61	20.72	23.35
Grade 6	9.82	9.01	13.61	60.71	59.46	66.27	29.46	31.53	20.12
Grade 7	6.25	7.27	9.01	64.29	61.82	69.37	29.46	30.91	21.62
Grade 8	13.27	10.19	12.50	69.03	69.44	68.75	17.70	20.37	18.75
Grade 11	33.82	30.00	33.33	57.35	60.00	62.07	8.82	10.00	4.60
All Grades	12.57	11.92	14.40	61.70	64.62	66.72	25.73	23.46	18.89

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	12.50	21.62	18.56	41.96	47.75	52.10	45.54	30.63	29.34
Grade 6	20.54	18.02	20.71	45.54	55.86	52.07	33.93	26.13	27.22
Grade 7	23.21	44.55	24.32	53.57	46.36	52.25	23.21	9.09	23.42
Grade 8	23.01	20.37	25.89	61.06	61.11	51.79	15.93	18.52	22.32
Grade 11	54.41	47.50	50.57	41.18	45.00	39.08	4.41	7.50	10.34
All Grades	24.37	29.42	25.70	49.32	51.54	50.31	26.31	19.04	23.99

**Conclusions based on this data:**

1. Making Waves Academy has a large pool of ELA data to analyze based on participation levels over the years: Assessment participation has been strong (99-100%) between 2016 to 2019, even with a significant increase in enrollment in 5th and 6th-grade classes during the 2018-2019 school year. The overall mean scale score ranges for grades 5th-12th are within the grade level ranges for the following academic years: 2016-2017, 2017-2018, and 2018-2019. However, they are largely stagnant, demonstrating little growth in the four assessment claims over the course of our eight-year program.  
Multi-year performance from 2016-2018, cumulatively, there was a 4.09% increase in students who exceeded the standard on the CAASPP, a 1.95 % increase in students who met the standard, a 1.64% increase in students who nearly met the standard, and a 7.49% decrease in students who did not meet the standard.
2. Analysis of growth in ELA:

- a. 5th-grade data consistently shows multi-year growth in students performing above standard and consistent multi-year decreases, 10.79%, in students performing below standard.
- b. Upper school reading data shows an increase in students performing below standard.
- c. Longitudinally, specific cohorts experienced growth each year. Ongoing instructional coaching that following the teaching and learning cycle would be integral to identifying gaps in instruction and sharing best practices.
- d. In 2017-2018, all grades (except for 7th grade) showed an increase in students performing above standard which can be attributed to increased fidelity to literacy initiatives and partnerships. This data reveals a need for structured, foundational reading support outside of Tier 1 scaffolds, modifications, accommodations, and instructional supports geared for elementary, middle school, secondary, and adult readers.
- e. If data is analyzed by student group and academic year, each year the percentage of students 'below standard' has decreased, but not significantly.

3. Analysis of areas of strength in ELA:
  - a. Writing, listening and research/inquiry skills are consistently stronger than reading skills for all students assessed, with over 50% of students 'At or Near Standard' in 2018-2019.
  - b. Grade 11 (assessments were taken by 9th-12th grade students) demonstrated especially strong skills in listening and communication with over 80% of students scoring above or At or Near Standard.
  - c. Similarly, over 75% of students were above or At or Near Standard for Research/Inquiry.
  - d. Over half of students in 5th-8th grade performed 'At or Near Standard', but were almost evenly distributed between above and below standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	112	111	167	112	111	167	112	111	167	100	100	100
Grade 6	112	112	170	112	111	169	112	111	169	100	99.1	99.4
Grade 7	112	110	111	112	110	111	112	110	111	100	100	100
Grade 8	113	108	112	113	108	112	113	108	112	100	100	100
Grade 11	68	80	87	68	80	87	68	80	87	100	100	100
All	517	521	647	517	520	646	517	520	646	100	99.8	99.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	2435.	2471.	2457.	5.36	14.41	4.79	4.46	12.61	12.57	24.11	26.13	37.13	66.07	46.85	45.51
Grade 6	2468.	2470.	2493.	6.25	3.60	10.06	8.93	9.01	18.34	38.39	41.44	30.18	46.43	45.95	41.42
Grade 7	2495.	2540.	2491.	4.46	15.45	5.41	16.07	23.64	12.61	32.14	31.82	36.94	47.32	29.09	45.05
Grade 8	2517.	2488.	2526.	11.50	6.48	17.86	13.27	9.26	13.39	26.55	25.93	19.64	48.67	58.33	49.11
Grade 11	2605.	2586.	2599.	5.88	11.25	19.54	38.24	22.50	20.69	35.29	25.00	26.44	20.59	41.25	33.33
All Grades	N/A	N/A	N/A	6.77	10.19	10.53	14.31	15.00	15.33	30.95	30.38	30.80	47.97	44.42	43.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5	5.36	18.02	8.38	12.50	24.32	32.34	82.14	57.66	59.28
Grade 6	8.11	7.21	13.61	34.23	27.03	36.09	57.66	65.77	50.30
Grade 7	7.14	29.09	8.11	33.93	28.18	27.93	58.93	42.73	63.96
Grade 8	13.27	7.41	19.64	32.74	24.07	23.21	53.98	68.52	57.14
Grade 11	19.12	21.25	29.89	50.00	35.00	22.99	30.88	43.75	47.13
All Grades	9.88	16.35	14.55	31.20	27.31	29.72	58.91	56.35	55.73

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	7.14	11.71	5.39	30.36	39.64	45.51	62.50	48.65	49.10
<b>Grade 6</b>	8.93	3.60	10.65	33.04	44.14	43.20	58.04	52.25	46.15
<b>Grade 7</b>	5.36	14.55	11.71	53.57	50.91	43.24	41.07	34.55	45.05
<b>Grade 8</b>	15.93	7.41	21.43	38.05	44.44	36.61	46.02	48.15	41.96
<b>Grade 11</b>	14.71	18.75	22.99	64.71	47.50	52.87	20.59	33.75	24.14
<b>All Grades</b>	10.06	10.77	13.00	42.17	45.19	43.96	47.78	44.04	43.03

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 5</b>	4.46	10.81	5.39	32.14	51.35	44.31	63.39	37.84	50.30
<b>Grade 6</b>	8.93	7.21	15.38	34.82	46.85	43.20	56.25	45.95	41.42
<b>Grade 7</b>	8.04	17.27	7.21	52.68	63.64	60.36	39.29	19.09	32.43
<b>Grade 8</b>	14.16	7.41	22.32	53.98	43.52	38.39	31.86	49.07	39.29
<b>Grade 11</b>	16.18	16.25	22.99	75.00	65.00	45.98	8.82	18.75	31.03
<b>All Grades</b>	9.86	11.54	13.62	47.58	53.46	45.98	42.55	35.00	40.40

**Conclusions based on this data:**

1. Assessment participation provides a wide pool of data for math to analyze:
  - a. Assessment participation has been strong (99.1-100%) between 2016 to 2019, even with a significant increase in enrollment in 5th and 6th-grade classes during the 2018-2019 school year.
  - b. Multi-year performance from 2016 to 2018 on the Math CAASPP assessment, cumulatively, there was a 3.76% increase in students who exceeded the standard, a 1.03 % increase in students who met the standard, a 0.15% decrease in students who nearly met the standard and a 4.63% decrease in students who did not meet the standard.
2. Concepts and procedures is consistently the strongest claim regarding % above standard performance, but the lowest regarding % below standard. This data reveals a need for structured, foundational math support that is targeted towards helping students apply mathematical concepts and procedures.
3. 5th and 7th grade student's performance is the lowest in the % standard exceeded with regards to overall achievement as well as within each claim during the 2016-17 and 2018-19 academic years. However, both grades performed significantly better in the % standard exceeded relative to grades 6, 8, and 11 during the 2017-18 academic year. Ongoing instructional coaching that follows the teaching and learning cycle would be integral to identifying gaps in instruction and sharing best practices as it relates to the varied student success experienced.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 5	1529.3	1511.4	1532.1	1508.3	1525.9	1514.1	43	56
Grade 6	1513.8	1530.7	1513.8	1527.7	1513.3	1533.2	32	62
Grade 7	1546.5	1538.5	1543.8	1535.3	1548.6	1541.0	25	31
Grade 8	1546.8	1555.0	1538.3	1544.8	1554.9	1564.5	22	22
Grade 9	*	1592.5	*	1596.8	*	1587.6	*	20
Grade 10	*	*	*	*	*	*	*	8
Grade 11	*	*	*	*	*	*	*	*
Grade 12		*		*		*		*
All Grades							133	201

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	32.56	7.14	60.47	35.71	*	53.57		3.57	43	56
6	*	8.06	53.13	62.90	*	29.03	*	0.00	32	62
7	44.00	6.45	44.00	61.29	*	32.26		0.00	25	31
8	*	22.73	*	50.00	*	22.73		4.55	22	22
9	*	40.00	*	45.00	*	10.00		5.00	*	20
10	*	*	*	*		*		*	*	*
All Grades	30.83	14.93	51.13	50.25	15.79	32.84	*	1.99	133	201

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	60.47	23.21	37.21	60.71	*	12.50		3.57	43	56
6	37.50	37.10	46.88	48.39	*	14.52	*	0.00	32	62
7	48.00	29.03	52.00	58.06		9.68		3.23	25	31
8	59.09	27.27	*	50.00	*	22.73		0.00	22	22
9	*	65.00	*	25.00	*	10.00		0.00	*	20
10	*	*	*	*		*		*	*	*
All Grades	51.88	35.32	41.35	50.25	*	12.94	*	1.49	133	201

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	1.79	46.51	8.93	27.91	73.21	*	16.07	43	56
6		3.23	*	25.81	40.63	62.90	43.75	8.06	32	62
7	*	0.00	*	29.03	*	61.29	*	9.68	25	31
8	*	18.18	*	27.27	*	45.45	*	9.09	22	22
9		15.00	*	40.00	*	40.00	*	5.00	*	20
10	*	*	*	*		*		*	*	*
<b>All Grades</b>	18.80	5.97	30.83	23.88	30.08	60.20	20.30	9.95	133	201

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	62.79	7.14	34.88	83.93	*	8.93	43	56	
6	*	17.74	68.75	72.58	*	9.68	32	62	
7	*	9.68	64.00	67.74	*	22.58	25	31	
8	*	18.18	50.00	59.09	*	22.73	22	22	
9	*	15.00	*	75.00		10.00	*	20	
<b>All Grades</b>	38.35	14.43	54.14	73.13	*	12.44	133	201	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	74.42	58.93	*	37.50	*	3.57	43	56	
6	68.75	54.84	*	43.55		1.61	32	62	
7	88.00	61.29	*	35.48		3.23	25	31	
8	90.91	63.64	*	36.36		0.00	22	22	
9	*	100.00	*	0.00		0.00	*	20	
<b>All Grades</b>	78.95	64.68	20.30	33.33	*	1.99	133	201	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	8.93	60.47	66.07	*	25.00	43	56
6	*	4.84	*	45.16	81.25	50.00	32	62
7	*	0.00	*	58.06	48.00	41.94	25	31
8	*	22.73	*	45.45	*	31.82	22	22
9	*	20.00	*	75.00	*	5.00	*	20
<b>All Grades</b>	21.05	9.95	34.59	57.21	44.36	32.84	133	201

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	27.91	0.00	69.77	87.50	*	12.50	43	56
6	*	24.19	93.75	75.81		0.00	32	62
7	44.00	6.45	52.00	93.55	*	0.00	25	31
8	*	4.55	59.09	90.91		4.55	22	22
9	*	20.00	*	80.00		0.00	*	20
<b>All Grades</b>	27.82	11.94	70.68	84.08	*	3.98	133	201

**Conclusions based on this data:**

1. Most English Learners continue to be in either the 5th or 6th grade. The majority of English Learners reclassify by the 8th grade.
2. The Overall Language Performance Level half of the English Learners continue to score is Level 3. This demonstrated the consistent support of the English Language Development program.
3. The speaking and writing domains continue to be areas of strength for English Learners and the oral and reading domains continue to be areas of growth for English Learners.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>940</b>	<b>86.1</b>	<b>23.0</b>	<b>0.2</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	216	23.0
Foster Youth	2	0.2
Homeless	7	0.7
Socioeconomically Disadvantaged	809	86.1
Students with Disabilities	53	5.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	74	7.9
American Indian	2	0.2
Asian	15	1.6
Filipino	1	0.1
Hispanic	806	85.7
Two or More Races	11	1.2
Pacific Islander	4	0.4
White	9	1.0







### Conclusions based on this data:

1. MWA is becoming a more diverse community.

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Graduation Rate</b>  Blue	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	
<b>College/Career</b>  Yellow		

### Conclusions based on this data:

1. Academic performance for 2019 showed solid to good achievement with strong English Language Arts performance and solid college and career outcomes, and an ongoing need to improve in math performance is evident.
2. For academic engagement, our graduation rate is excellent, which is all the more impressive as our graduation requirements are aligned with California's "a-g" college admissions requirements for California's public, four-year colleges and universities. This allows more of our graduates to pursue four-year college pathways after graduating from MWA. Chronic absenteeism is still an area for growth but we have seen overall significant reductions in this area.
3. For conditions and climate, our rates show improvement over past years with reductions in suspension rates, and we still have some room for improvement.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>1.3 points below standard</p> <p>Increased ++9.5 points</p> <p>641</p>	<p><b>English Learners</b></p>  <p>Yellow</p> <p>24.9 points below standard</p> <p>Increased ++9.8 points</p> <p>381</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>0.4 points above standard</p> <p>Increased ++11.3 points</p> <p>544</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>109 points below standard</p> <p>Declined Significantly -24.8 points</p> <p>39</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 37.6 points below standard Maintained ++0.1 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 92.1 points above standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.1 points above standard Increased ++9.9 points 538	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.9 points below standard Maintained ++1.9 points 185	22.3 points above standard Increased Significantly ++28.3 points 196	20.5 points below standard Increased ++7.4 points 106

#### Conclusions based on this data:

- Overall, the student population has seen growth from the previous year, but remains 1.3 points below standard. The significant performance increase of English Language Learners may be attributed to several factors: focused recruitment and family involvement in governing bodies such as School Site Council (SSC) and the English Learning Advisory Committee (ELAC). Education and advocacy have led to integrated literacy instruction, the implementation of Lexia for intensive grammar support, and purposeful collaboration between the Intervention Department and Special Education Department for students with dual language and learning needs. Data shows that students with special education designations are significantly below standard and continued to decrease from the previous year. Currently, students work in small groups with a trained Resource Specialist. However, the data points to the continued need for instructional coaching to improve the competencies of Tier I teachers around appropriate accommodations and modifications, more focused instruction time outside of pullout support, and scheduled asynchronous support (two to three 45-minute sessions per week).
- The data for African-American students shows no growth and remains almost 40 points below standard. In response to this trend, the Black Parent Advisory Committee will continue to focus on Black student subgroup performance and achievement. The Black African-American Student Achievement Initiative (BAASAI) will continue to expand its focus to instructional coaching with a focus on culturally sustaining pedagogy, professional development with the use of more literature and text written by Black authors, academic mentoring, providing free tickets to events such as the Black College fair in Oakland, and an overall focus on family and community engagement.

3. Students who were classified as 'Reclassified English Learners' outperformed 'Current English Learners' and monolingual students both in terms of distance to standard and improved performance from the previous year. Students who took English Language Development classes participated in intensive novel studies, explicitly practicing reading and writing skills, and meeting strict reading, writing, and summative assessment criteria prior to being reclassified. Additionally, students and intervention teachers are monitoring and analyzing academic progress and sharing information regarding. General education programming will implement similar progress monitoring benchmarks such as weekly formative assessments and school-wide use of interim assessment via the CAASPP platform



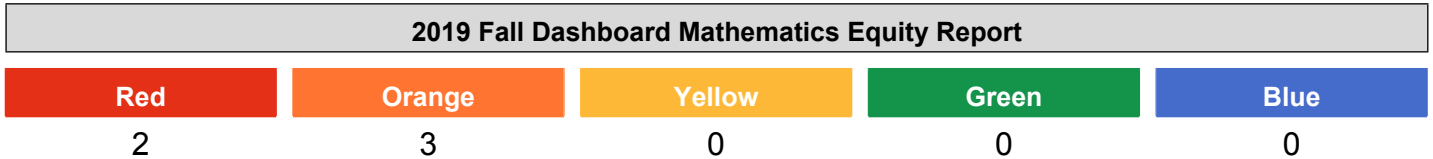
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 61.6 points below standard Maintained ++0.4 points 641	<p><b>English Learners</b></p>  Orange 79.2 points below standard Maintained ++2 points 381	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 60.7 points below standard Maintained ++2 points 544	<p><b>Students with Disabilities</b></p>  Red 153.1 points below standard Declined Significantly -16.3 points 39

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 103.4 points below standard Declined -4.4 points 52	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 41.7 points above standard 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 60.2 points below standard Maintained ++1.2 points 538	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.7 points below standard Maintained -0.5 points 185	39 points below standard Increased ++14.8 points 196	79.3 points below standard Maintained -2 points 106

#### Conclusions based on this data:

- Overall, the student population has seen growth from the previous year, but remains 61.6 points below standard. English Learners and Socioeconomically Disadvantaged student groups were able to increase their overall performance by 2 points which may be attributed to more targeted intervention services that are integrated into the core day as well as purposeful collaboration between math teachers and other disciplines. Data shows that students with special education designations are significantly below standard and continued to decrease from the previous year. The data highlights the continued need for instructional coaching to improve the competencies of Tier I teachers around appropriate accommodations and modifications, more focused instruction time outside of pullout support, and scheduled asynchronous support (two to three 45-minute sessions per week).
- The data for African-American students shows a decline of 4.4 points, further pushing the gap to 103.4 points below standard. In response to this trend, the Black African-American Student Achievement Initiative will continue to expand its focus to instructional coaching with a focus on culturally responsive pedagogy, professional development, academic mentoring, and an overall focus on family and community engagement.
- Students who are classified as 'Reclassified English Learners' outperformed 'Current English Learners' and 'English Only' students both in terms of distance to standard and improved performance from the previous year. Students who take English Language Development classes participate in intensive novel studies, explicitly practice reading and writing skills, and must meet strict reading, writing, and summative assessment criteria prior to being reclassified. Additionally, students and intervention teachers are monitoring and analyzing academic progress. General education

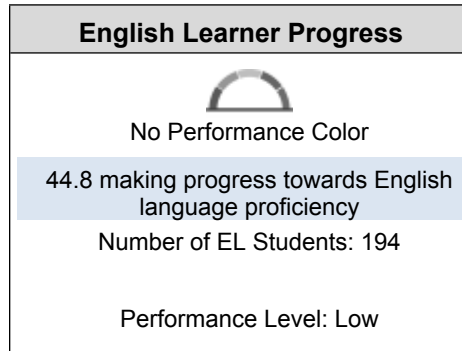
programming will implement similar progress monitoring benchmarks such as weekly formative assessments and school-wide use of interim assessments via the CAASPP platform.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.2	30.9	3.0	41.7

#### Conclusions based on this data:

1. Most English Learners progressed at least one ELPI level in 2019. This demonstrates most English Learners continue to make progress toward English language proficiency.
2. Currently, 44.8% of English Learners are making progress toward English language proficiency. As a result, the academy continues to prioritize English Language Development instructional strategies throughout all instruction.
3. English Learners who decreased one ELPI level or maintained an ELPI level 1-3 demonstrate the importance of ongoing English Language Development instruction for students and professional development for teachers.

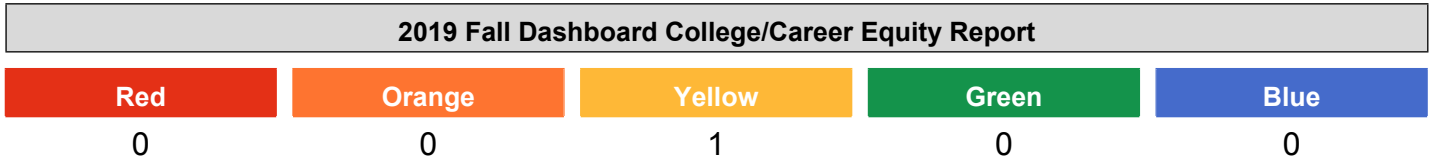
# School and Student Performance Data

## Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 60.8 Declined -10.1 79 Students	<p><b>English Learners</b></p>  No Performance Color 20.0 Declined -48.8 15 Students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 59.4 Declined -11.2 69 Students	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 Students

**2019 Fall Dashboard College/Career by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 61.6 Declined -10.9 73 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

**2019 Fall Dashboard College/Career 3-Year Performance**

Class of 2017	Class of 2018	Class of 2019
70.8 Prepared	70.8 Prepared	60.8 Prepared
23.6 Approaching Prepared	23.6 Approaching Prepared	38 Approaching Prepared
5.6 Not Prepared	5.6 Not Prepared	1.3 Not Prepared

**Conclusions based on this data:**

- In 2019, while Making Waves Academy increased the overall percentage of students identified as being either "prepared" or "approaching prepared" compared to the prior year, the percentage of students identified as being "prepared" declined by approximately 10%. The 10% decline in the College and Career Readiness Indicator (CCI) can be mostly attributed to student performance on the Grade 11 Smarter Balanced Summative Assessment in mathematics, which saw a change in performance level from "yellow" in 2018 to "orange" in 2019. For Making Waves Academy, students primarily reach "ready" on the CCI through a combination of their completion of A-G requirements and SBAC scores.
- The College and Career Readiness Indicator (CCI) measures a student's completion of rigorous coursework, passing challenging exams, or receiving a state seal. The data suggests that an internal study be performed to gather more information and identify themes on the following measures that contribute to a student's preparedness level at Making Waves Academy: Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics, Career Technical Education (CTE) Pathway Completion, Advanced Placement exams, College Credit Courses (formerly called Dual Enrollment), A-G completion, and the State Seal of Biliteracy.

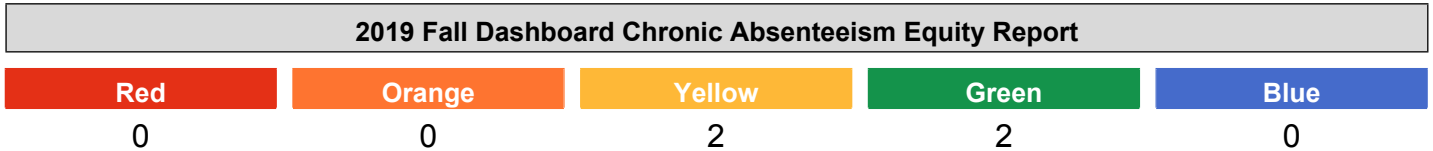
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 7.6 Maintained -0.1 564	<p><b>English Learners</b></p>  Green 9.4 Declined -0.8 191	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p>  Green 7.2 Declined -0.5 475	<p><b>Students with Disabilities</b></p>  No Performance Color 8.8 Declined -12.6 34

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 16.7 Declined -3.3 48	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 8.3 12	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.8 Maintained +0.3 472	 No Performance Color 5.6 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7

**Conclusions based on this data:**

- Overall, we have seen significant reductions in chronic absenteeism at MWA.
- Notable improvements were made in our African-American student populations, with a more than 3% reduction in chronic absenteeism compared to the prior year.
- Substantial improvements were made in our students with disabilities population, with a nearly 13% reduction in chronic absenteeism compared to the prior year.



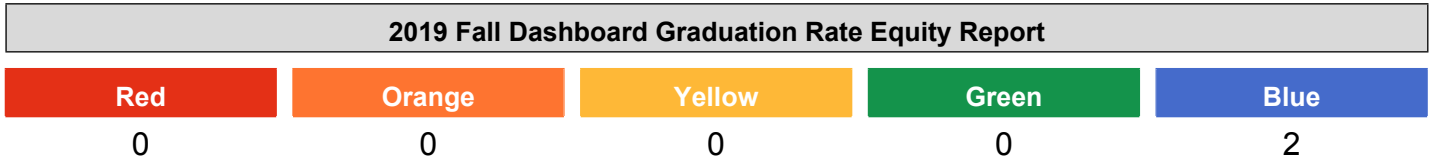
# School and Student Performance Data

## Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
<p><b>All Students</b></p>  Blue 98.8 Increased +4.1 81 Students	<p><b>English Learners</b></p>  No Performance Color 100 Maintained 0 15 Students	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Blue 98.6 Increased +4.2 71 Students	<p><b>Students with Disabilities</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 Students

**2019 Fall Dashboard Graduation Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 98.7 Increased +3.3 75 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

**2019 Fall Dashboard Graduation Rate by Year**

2018	2019
94.7	98.8

**Conclusions based on this data:**

- In 2019, Making Waves Academy saw a 98.8% graduation rate for all students, representing an increase of 4.1% compared to the prior year. Said differently, 98.8% of MWA graduates completed the A-G requirements for admission eligibility at California State University (CSU) and University of California (UC) campuses. This suggests that MWA has the structures in place that can enable its students to complete the rigorous coursework required in order to access public higher education in our state. An internal study could benefit the school by identifying the degree to which each support program impacts high school graduation and A-G completion rates.

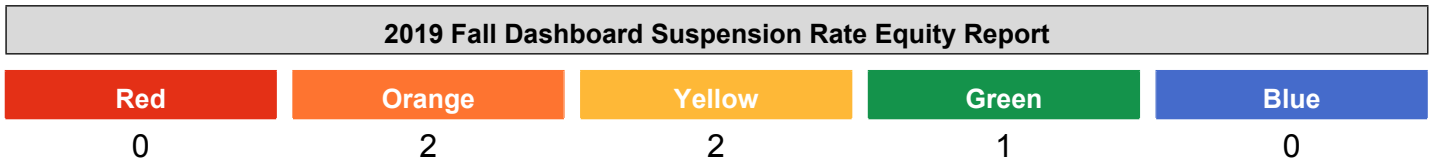
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 6 Declined -0.6 952	<p><b>English Learners</b></p>  Yellow 5 Declined Significantly -2 222	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3
<p><b>Homeless</b></p>  No Performance Color 0 Maintained 0 13	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 5.5 Declined -1.2 819	<p><b>Students with Disabilities</b></p>  Orange 9.1 Declined -6.1 55

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 14.7 Declined -7.7 75	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 6.7 15	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.4 Declined -0.6 817	 No Performance Color 13.3 30	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 8

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	6.6	6

**Conclusions based on this data:**

1. Overall, we have seen significant reductions in suspension rates at MWA.
2. Notable improvements were made in our African-American student population, with a nearly 8% reduction in suspensions, and with our EL population with a 2% reduction in suspensions compared to the prior year.
3. Substantial improvements were made in our students with disabilities population, with over a 6% reduction in suspensions compared to the prior year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Academic Achievement with a Focus on Critical Learners

## LEA/LCAP Goal

Making Waves Academy will actively address the predictability of student achievement data based on race, disability, and access. African-American students and students with special education designations will be at least 'At or Near Standard' in Reading and Writing, with continued growth each year, as monitored by common interim benchmarks and CAASPP summative assessments. In alignment with the guidance from the California Department of Education, MWA did not administer the CAASPP in 2020-2021. However, MWA did administer the CAASPP in 2021-2022 with a participation rate of 95% for grades 5th-8th and 11th.

## Goal 1

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 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.

(1) 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. (2) Additionally, CAASPP data shows that reading data has been stagnant for all students for three consecutive years for all grades. The distribution of students 'At or Near Standard' is less than 50% of all grades and over a third of the students tested, in all grades, are 'Below Standard'. (3) Intensive writing instruction is needed in 5th-8th grade, but close to 80% of students perform 'At or Above standard' in Listening. Around 50% of students at "At or Near Standard" in writing, showing improvement over time, but showing significant growth each year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Longitudinal CAASPP data from 2015-2016 to 2018-2019 for all students	<ol style="list-style-type: none"> <li>From 2015-2016 to 2018-2019, over 75% of 5th-grade students performed below grade level with small, but incremental growth each year.</li> <li>From 2015-2016 to 2018-2019, over 80% of 6th-grade students performed below</li> </ol>	We expect all students, including critical learners, to show 5-10% improvement each year with the implementation of our school's reorganizational structure which includes the establishment of Directors of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>grade level with small, but incremental growth each year.</p> <p>3. From 2015-2016 to 2018-2019, over 75% of 7th-grade students performed below grade level with small, but incremental growth each year.</p> <p>4. From 2015-2016 to 2018-2019, over 70% of 8th-grade students performed below grade level with small, but incremental growth each year.</p> <p>5. From 2015-2016 to 2018-2019, high school students tested at or above grade level in English Language Arts with a 20% decrease in students performing below grade level after 2015-2016 and incremental decreases in successive years.</p>	<p>Academic Instruction for the Humanities and Math/Science and an Academic Instruction Team.</p>
<p>Longitudinal CAASPP data from 2015-2016 to 2018-2019 for Hispanic/Latinx students</p>	<ol style="list-style-type: none"> <li>1. From 2015-2016 to 2018-2019, over 80% of 5th-grade students performed below grade level.</li> <li>2. From 2015-2016 to 2018-2019, over 80% of 6th-grade students performed below grade level.</li> <li>3. From 2015-2016 to 2018-2019, over 70% of 7th-grade students performed below grade level.</li> <li>4. From 2015-2016 to 2018-2019, over 70% of 8th-grade students performed below grade level.</li> <li>5. From 2015-2016 to 2018-2019, over 70% of high school students performed above grade level.</li> </ol> <p>High school enrollment, and the number of students who were tested, decreased each year. Middle school enrollment is historically higher. The</p>	<p>We expect all students, including critical learners, to show 5-10% improvement each year with the implementation of our school's reorganizational structure which includes the establishment of Directors of Academic Instruction for the Humanities and Math/Science and an Academic Instruction Team.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	number of students tested ranged from 2-81.	
Longitudinal CAASPP data from 2015-216 to 2018-2019 for African-American (AA) students	<ol style="list-style-type: none"> <li>1. From 2015-2016 to 2018-2019, over 60% of 5th-grade students performed above grade level.</li> <li>2. From 2015-2016 to 2018-2019, over 60% of 6th-grade students performed above grade level.</li> <li>3. From 2015-2016 to 2018-2019, over 70% of 7th-grade students performed above grade level.</li> <li>4. From 2016-2017 to 2017-2018, students performing at or above standard increased from 85%-90%.</li> <li>5. A sharp increase in students performing at or above grade level (88%) occurred between 2017-2018 and 2018-2019.</li> <li>6. Over 50% of high school students performed at or above grade level; however, the number of students tested was low (4-18 students).</li> </ol>	We expect all students, including critical learners, to show 5-10% improvement each year with the implementation of our school's reorganizational structure which includes the establishment of Directors of Academic Instruction for the Humanities and Math/Science and an Academic Instruction Team.
Longitudinal CAASPP data from 2015-216 to 2018-2019 for RFEP, ELL, and EO students.	Students who are reclassified as English fluent or English Learners outperformed students who were English for four consecutive school years.	With an increase in enrollment, we expect to see this trend remain consistent.
Comparative CAASPP data from 2017-2018 and 2018-2019 (no data is available for 2019-2020) for Hispanic/Latinx and African-American students	26-36% of Hispanic/Latinx student score below standard in Reading and Listening. Almost 50% of African-American students scored 'Below Standard' for Reading, Writing and Listening.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**  
**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Establish a school-wide approach to instructional coaching driven by departmental instructional priorities and California's Common Core State Standards with a focus on: culturally sustaining pedagogies, data-driven instruction, and alignment of content standards and focus skills.

### Strategy/Activity

1. Teachers use Common Core Standards to guide instruction. Directors of Academic Instruction (DAIs) will ensure that all teachers have access to professional development around the effective use of their print and digital curriculum.
2. DAIs for the Humanities and Math/Science support teachers in creating standards-aligned scopes and sequence, syllabi, and unit plans for core courses.
3. DAIs will use standards-based literacy strategies and identify common assessments as the curriculum benchmarks for all students.
4. DAIs will establish a cadence of interim assessments, data analysis, and classroom observations to identify best practices and the implementation of strategies towards instructional priorities.
5. DAIs will create a Year-At-A-Glance (YAAG) of all assessments, observation cycles, and data dives.
6. Data and approaches to intervention/student support will be triangulated with the Intervention and Special Education Department.
7. High-level data will be gathered and share with the Senior Director of Instruction, Senior Director, and Chief Executive Officer.
8. DAIs will attend and plan training on culturally responsive and sustaining teaching methods.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,000

Title I  
4000-4999: Books And Supplies  
A. Textbooks and core materials and other Instructional Materials and Supplies

30,000

Title I  
1000-1999: Certificated Personnel Salaries  
B. Salary/hourly wages for teachers

5,000

Title I  
1000-1999: Certificated Personnel Salaries  
C. Salary/hourly for Counselors

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Identify and monitor school-wide progress, with an emphasis on African-American students and students with special education designations, towards mastery of instructional priorities as



identified by interim assessments, CAASPP summative assessments, and state-approved instructional materials and strategies.

#### Strategy/Activity

1. Standards-aligned, scientific-research-based language arts materials are in place in classrooms, including replacement of consumable materials on an annual basis.
2. The middle school and upper school use Accelerated Reader(AR) and STAR as part of an individualized approach to teaching reading. Springboard standards-aligned pacing charts are used to guide instruction.
3. All teachers will continue to be trained in how to create, customize, read, and respond to instructional priorities using AR, STAR, and CAASPP data.
4. Teachers will use Common Core aligned, grade-level assessments and give students feedback on their progress and areas of improvement.
5. Interim assessments via the CAASPP platform will be used to provide more frequent checks for understanding.
6. All teachers will continue to use a research-based MWA lesson plan format, which cites standards, Criteria for Success, accommodations, modifications, etc. for each lesson. Teachers will collect work samples from critical learners and meet with Content Leads to discuss strategies to support students towards mastery.
7. Grade and content level teachers will approach literacy, specifically reading and writing, using an interdisciplinary approach.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

5,000

#### Source(s)

Title I  
4000-4999: Books And Supplies  
A. Cost of Materials

22,968

Title I  
4000-4999: Books And Supplies  
B. Cost textbooks and other instructional  
Materials

#### Strategy/Activity 3

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Extended learning time will be identified, systemically incorporated into course schedules, and utilized for critical learners.

#### Strategy/Activity

1. MWA was designed specifically to extend learning time for students (10 hour days). MWA's 15 hour/week extended day is divided into two components. During learning center time, core teachers work with the students on their areas of deficiency or in supporting students with accelerated work. Aligned with the philosophy of supporting the whole child, the enrichment portion of after-school

- offers performing and visual arts, homework support, sports and games, mural work, poetry in motion, and gardening and nutrition classes.
2. Tier 3 students receive an average of 108 hours of additional support from academic interventionists. The high school has incorporated 120 minutes (Marlin Hour) a week to support Tier 3 students with additional support from academic interventionists.
  3. Tier 3 students receive remediation from highly qualified Interventionists, led and trained by the Director of Intervention Services, during the core day and Marlin Hours (high school program).
  4. Students with special education designations received one-to-one and/or small group support in the form of push-in services during core classes, pull-out services during core classes, small group support during scheduled asynchronous or intervention blocks, or intensive intervention blocks.
  5. Tier 2 students receive grade-level intervention from Tier I teachers and support during Marlin Hour.
  6. General education students receive additional homework and tutoring support after school from school-supported tutoring staff.
  7. Advanced students receive accelerated and enrichment programming during core-day (Marlin Hour) and Saturday programming (i.e. AP Support in the Upper School)
  8. APEX and other online programs are assigned after extensive intervention meetings with the Special Education Director, Intervention Director, Tier I teachers, families, and the appropriate academic support staff.
  9. General education teachers will adapt late/missing work policies to consider student need and curriculum access.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

28,000

Title I  
1000-1999: Certificated Personnel Salaries  
A. Salary/hourly wages for teachers

### **Strategy/Activity 4**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

In light of the transition to remote learning, The school will double down on its commitment to 21st-century learning goals including the school's 1:1 technology program. We want to ensure that all students have access to electronic educational resources and understand how to use all learning platforms, educational software, educational apps, etc. in a way that supports progress towards mastery of Common Core Standards and CAASPP reading, writing, and listening standards. Educational and applied technology is integral to closing the opportunity gap for all students.

#### **Strategy/Activity**

1. Teachers and students were surveyed throughout the academic year to ensure that they had access to technology, could adequately use educational technology, or to assess if additional support communication or services were needed.
2. A variety of educational software was approved and to support self-paced learning including Chromebooks for all students.

3. Educational software is audited for effectiveness, its ability for progress monitoring, and ease of adoption to strengthen foundational Math and English skills.
4. Every classroom is equipped with an interactive white board and MWA also utilizes Multiple Student Response (MSR) technology to gauge student understanding in real time.
5. Faculty, students, and families receive formal and information educational technology professional development from the full-time Director of Applied Technology.
6. PowerSchool helps teachers align student test scores, grades, homework with parent communication programs.
7. Special Education department and general education teachers utilize text-to-speech tool to support all learners.
8. Several staff members at the middle and upper school level have been certified in Blended Learning through Leading Edge Certification.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Title I  
4000-4999: Books And Supplies  
A. Education software

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

The Academic Instruction Team will establish a cadence of differentiated, ongoing individual, content-based, and school-wide instructional coaching cycles.

#### Strategy/Activity

1. The Academic Instruction Team will meet bi-weekly to align on the week's instructional goals and set deadlines
2. Teachers meet in Professional Learning Communities (PLCs) each week to develop lesson plans and cross-curricular projects and standards-based instructional delivery methods.
3. Specialists work with core teachers weekly, during and after direct instruction.
4. Teachers participate in over 60 hours of professional development annually. Training is responsive to teacher and student needs. Topics have included: data analysis, content-specific skills training, socio-emotional/trauma informed teaching, etc.
5. Experienced teachers serve as mentor teachers with a focus on instructional coaching, equitable lesson planning, and culturally sustaining practices.
6. The Academic Instruction Team, with the support of our Data Coordinator, meet to analyze data and disseminate information to a variety of stakeholders.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
35,000	Title I 1000-1999: Certificated Personnel Salaries A. Specialist salaries

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

We work closely with the Board or Directors, English Learners Advisory Committee (ELAC) and our Black/African-American Student Achievement Initiative (BA/ASAI), and the Family Engagement Director to provide workshops or educational resources for families to share data and resources regarding student achievement data and support services.

**Strategy/Activity**

1. Progress reports are written and distributed 2 times per year. Parents have immediate access to a parent portal through Power School.
2. Family conferences may occur twice yearly for all grade levels and at a family's request. Faculty and staff meet with students and families to review cumulative records, most recent test data, and students' middle and upper school goals to set individual achievement goals.
3. The school will post a School Accountability Report Card (SARC) and the LCAP on its website annually.
4. Parents receive information via mailings and the Parent Portal regarding all upcoming school events, testing, and data availability.
5. The Family Engagement Coordinator will provide families with a personal connection to the school.
6. Monthly meetings that feature parent education, information about the school's progress, student updates, etc. are strongly recommended for student achievement.
7. Families participate in school governance by electing representatives to the School Site Council.
8. The MWA Board reserves one seat at all times to appoint a parent to serve as a voting member of the board.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I 1000-1999: Certificated Personnel Salaries D. Salary/hourly of family coordinator

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

MWA utilizes a "Life Dream" framework to guide student engagement for all students. We believe a student's life dream is the foundation for helping students begin to conceptualize their goals and connect them to healthy behaviors and goal-setting. This is especially important for students who may feel unmotivated or disengaged from their educational experience. This concept is also connected to our holistic approaching to academic support.

**Strategy/Activity**

1. Multi-tiered holistic supports are available to students based on needs and referrals from family, the student, or a teacher trained in Notice-Talk-Act (NTA). Students entering the MWA program with special needs or concerns are appointed a psychologist or an intern for counseling. MWA contracts with Fruge Psychological Associates who provide a Student Support Coordinator to work with and supervise counselors so that student services are coordinated.
2. A Student Support Services Coordinator in each division works with parents to understand their students' needs.
3. Trained facilitators support parents training on what to do to support students in their educational program.
4. The Volunteer Coordinator works with families to understand the needs of the MWA families and how the school can provide services to support the student's academic, emotional, and social growth.
5. Upper School students participate in an annual Career Day, an annual College Fair, college campus and job site visits, roundtable discussions with college admission and career industry representatives, and week-long transition programming for the transition from Grade 8 to 9 and Grade 12 to college.
6. 8th-grade students with IEPs transition to Upper School includes IEP transition planning (student, parent/guardian, Middle School RSP teacher, and SPED coordinator).
7. At the request of faculty, Social Worker reaches out to families regarding socio-emotional issues that students are experiencing and provides counseling, case management, and referrals to external support services.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22,417

Source(s)

Title VI Part B: Rural Education Achievement Program  
 1000-1999: Certificated Personnel Salaries  
 A. Fruge Psychological Service

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Using an equity lens, the Director of Data and Assessment has worked to equip executive leaders, instructional teams, and educators with the ability to read, analyze, and create action items related to student achievement and program effectiveness.

**Strategy/Activity**

1. MWA conducts annual school-wide surveys of parents, teachers, and students frequently and analyzes the data to determine areas of growth and strength.
2. Results from formal standards assessments (i.e. MDTP, SBAC, STAR, PSAT, CAST, SAT/ACT) are made available to all teachers via Clever.
3. SBAC results will be disaggregated and used to recommend changes to the instructional program and to determine intervention methods for students.
4. LEA plan is updated and shared annually.
5. Evaluating data is integrated into the professional development calendar to ensure ongoing program evaluation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I  
2000-2999: Classified Personnel Salaries  
A. Data and Assessment Coordinator salary

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Triangulate data to target students who are underperforming and develop individualized plans for social-emotional and academic support.

**Strategy/Activity**

1. Students identified as below proficient or underperforming receive additional instruction in the extended day program. Progress is evaluated monthly to determine if further intervention is necessary.
2. DAIs will conduct observations in all content areas to help identify concepts and skills students have not mastered using different learning modalities according to the individual assessment results.
3. Teachers will differentiate instruction with supplemental resources and individual tutoring.
4. Students identified as in need of grade-level intervention receive additional support from core-day instructors during integrated support time (Marlin Hour and DTI).
5. Students identified as in need of remediation receive additional reteaching of fundamental concepts from core-day instructors and Tier 3 interventionists.
6. Resource Specialist Program(RSP) in the middle and upper school is led by RSP teachers for our SPED students.
7. Students in grades 5th-8th whose performance is classified as "Standard Not Met" on the SBAC State assessment will be designated as Tier 3 and will receive a targeted block of intervention during the school day and additional intervention during after-school tutoring, Saturday Academy, or planned asynchronous blocks.
8. Students will receive supplemental instruction/tutorials based on the results of standards-based diagnostic and benchmark assessments.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
A. Salary/hourly wages for specialists

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Enrichment activities and community partnerships provide students with creative outlets and opportunities to practice and apply social and academic skills that build competencies and confidence.

#### Strategy/Activity

1. My Very Own Library (MVOL), a literacy initiative and partnership with Chicago University, provide students with 3-10 free books per year. DAIs and the Family Engagement Coordinator choose books that are culturally relevant and high interest to bolster reading, writing, and listening skills.
2. Students participate in National History Day as a participant or observer. Students may research the topic of their choice and present their findings in the model of their choice (i.e. documentary, research paper, tri-fold, etc.)
3. Drop Everything And Read (DEAR) time/SSR is a literacy initiative that focuses on student choice and requires all students and teachers to engage in active reading.
4. Masquers Playhouse based in Point Richmond is a community partnership by which upper school students will be able to engage in all parts of storytelling from writing to production.
5. Students interested in attending a Historically Black College or University (HBCU) attend the Black College Fair in the Spring.
6. Student Government offers students an opportunity to engage with a variety of stakeholders and to build leadership skills.
7. Every student has an opportunity to engage in a listening campaign with the Chief Executive Officer (CEO) to have input about issue and programming that has a direct effect on the student experience.
8. Black Student Union features leadership development, mentoring, and partnership with the Black African-American Student Achievement Initiative and the Intervention Department to directly address student performance and feelings of belonging on campus.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries  
A. Salary/hourly for family coordinator

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

We aim to choose curriculum that is aligned with Common Core State Standards. Through instructional coaching, teachers are encouraged to include rigorous, supplemental materials that aid in student connect and understanding of core content.

### Strategy/Activity

1. All teachers use Common Core Standards-aligned curricula: Springboard in 6th-8th grade English Language Arts and Algebra I, Geometry, Algebra II, and Pre-Calculus mathematics textbooks. Supplemental intervention materials include lesson plans or educational technology such as Teaching for Justices, NewsELA, NoRedInk, PBS Kids, Democracy Now, Revolution K-12. etc.
2. Tri-annual MDTP assessments track student's attainment of the standards and subject mastery.
3. The Directors of Academic Instruction, Content Leads, Lead Teachers, and Contra Costa County District Teacher Induction Program Mentors help new teachers develop standards-based lesson plans and methods for instructional delivery that ensures standards are covered through inquiry-based coaching and formal evaluations.
4. Cross-disciplinary professional development is scheduled 2-3 times per year during all-day professional development sessions.
5. All curriculum consists of formative assessments and summative unit tests or embedded assessments. Teachers may adapt assessments to integrate student choice or make modifications that are inclusive for different learners.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

20,000

#### Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
A. Textbooks and core materials and other  
Instructional Materials and Supplies

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Creating accountability practices for teachers to ensure the advancement of all learners with a focus on the implementation of California's Common Core Standards through shared teaching and planning practices.

### Strategy/Activity

1. Coaches and teachers analyze publisher-designed assessments to anticipate "pain points" and measure students' understanding of the content standards.



2. Lead Teachers and DAIs to analyze assessment results and make adjustments to all content areas and debrief with content teams.
3. Teachers' lesson plans are aligned to and cite standards for each unit in order to prepare for CAASPP interims.
4. Differentiated instruction where content teachers collaborate to determine intervention and remediation needs.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Title I  
1000-1999: Certificated Personnel Salaries  
A. Salary/hourly for teachers

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Extended learning time is scheduled to meet the needs of target students.

#### Strategy/Activity

1. MWA was designed specifically to extend learning time for students (10-hour days). MWA's extended day (15-hour per week) is divided into two components: learning center and enrichment. During learning center time, core teachers work with the students on their areas of deficiency or in supporting students with accelerated work. Aligned with the philosophy of supporting the whole child, the enrichment portion of after-school offers performing and visual arts, homework support, sports and games, mural work, poetry in motion, and gardening and nutrition classes.
2. The school also recruits tutors to help students with homework during the first part of the extended day.
3. Saturday Academy for students who are Tier 2, EL identified, and students who need additional help with pre-algebra and general math skills to attend.
4. The upper school provides academic tutoring for all students to support Mathematics coursework and homework in Student Support Services after school. Marlin Hour is devoted to Tier 2 and Tier 3 students that need academic support in Mathematics. Support is lead by teachers and interventionists.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

65,000

Title I

## Strategy/Activity 14

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Align professional development

### Strategy/Activity

Staff development and professional collaboration aligned with standards-based instructional materials:

- a) The middle school has hired math coaches who work with teachers to help them develop appropriate lesson plans and provide weekly professional development in math instruction delivery.
- b) Teachers receive 60 hours of professional development throughout the year.
- c) Teachers have collaborative time two hours each day to develop lesson plans and cross-curricular projects and standards-based instructional delivery methods.
- d) Teachers also use professional learning community time to collaborate, assess instruction, and share best practices
- e) The school provides support for teachers in the Teacher Induction Program (TIP).
- f) Consultants through RT Fisher trainers facilitated professional development throughout the year with both middle school and upper school math teachers.
- g) In alignment with CSPT 6, teachers are encouraged to attend county, state, and nation-wide professional development opportunities in addition to what is offered by our LEA

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I  
5000-5999: Services And Other Operating Expenditures  
A. Cost of travel and conference fees, professional development material

## Strategy/Activity 15

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Involve families

### Strategy/Activity

Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):

- a) Progress reports are written and distributed four times per year. Parents have immediate access to a parent portal through Power School.

- b) Family conferences may occur twice yearly for all grade levels.
- c) The school will post a SARC on its website annually. Parents receive information via mailings and Saturday Parent Meetings (e.g. school site council meetings reports of overall school performance, including results of assessments, growth, and ongoing measurements (e.g. attendance rates).
- d) At the heart of the MWA program is parent involvement. The school employs a family engagement coordinator who addresses familial and social issues and reaches out to parents.
- e) Parents are required to attend monthly meetings that feature parent education, information about the school's progress, student updates, etc.
- f) Parents participate in the decision making process of the school by being appointed to the MWA Board

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I  
1000-1999: Certificated Personnel Salaries  
A. Salary of family coordinator

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

n/a

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

n/a

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Making Wave Academy's approach to teaching and learning aligns with our mission to address the systemic obstacles to higher education over the course of our 8-year program (5th-12th grade). Our holistic approach aims to meet the varied needs of learners and address the root causes that impede learning. Based on CAASPP data, we aim to take a more critical look at our instructional, family, technology, and social-emotional programming and identifying ways that we can create more cohesion and alignment between departments. In order to ensure that we are both supporting teachers to ensure that all students are receiving strong instruction and that the outcomes of the academic program elevate all students we are addressing the following areas: instructional coaching, curricular alignment, accessibility of educational technology, family engagement, ongoing data analysis and monitoring, and intervention. The recent leadership reorganization will ensure that the above strategies are successful. As of July 1, 2020, we shifted away from a middle and upper school structure to a one-school model. It will be critical for the Academic Instruction team to clearly articulate quarterly goals and implement and communicate progress towards those goals with teachers, students, families, and executive leadership.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While we made an effort to align the budget with our instructional intentions, any major differences may in response to preparing for a year of instruction that may be in-person, hybrid, and/or completely remote.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our recent reorganization, emphasizes instructional coaching and collaboration; however, it has only been implemented for less than a year. Therefore, administrators and teachers will continue to refine and modified to fit our student's needs. Teachers, support staff, and interventionists will continue to use the teaching and learning cycle and collaborate. Data shows that we need to deepen our current practices and the impact on African-American students, students with learning differences, and general education students. Our services are aligned with our mission to prepare students for college and their future careers, but we will be working to make communication and data-driven pivots more cohesive by continuing to offer professional developments that focus on the whole child, implementing intensive coaching and observation cycles, integrating intervention services during core classes, ensuring that intervention services are provided with adequate time to serve students who need intensive support.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Learners

## LEA/LCAP Goal

100% of English Learners are reclassified by the 9th Grade.

## Goal 2

100% of students will be reclassified before 9th Grade.  
100% of Upper School students who pass the ELPAC will reclassify before 12th Grade.

## Identified Need

An increased rate of reclassified students in the Middle School

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Implement additional supports to serve English Learners.

### Strategy/Activity

1. The programs and activities to be developed, implemented, and administered and how the school will use these funds to meet all annual measurable achievement objectives described in Section 3122

MWA currently provides the following basic instructional services to its 103 students identified as English Learners:

- English Language Mainstream ELD support in core classes for those students who scored a 3 or 4 on the CELDT; this consists of daily instruction in ELD targeted to individual language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of instruction.
- If needed Structured English Immersion daily class for students who scored a 1 to 2 on the ELPAC as well as access to core content subjects through SDAIE instruction. This course uses the EL Achieve/Systematic ELD

MWA intends to offer a sheltered class in ELA and Social Studies for EL students who need

additional support in mastering the ELD standards. In addition, the school will train teachers in the curriculum.

Among the instructional strategies used by teachers are SDAIE, Inquiry by Design, and differentiated instruction. Inquiry by Design emphasizes diverse, culturally relevant literature, as well as speaking and listening skills, and has a proven track record among similar student populations.

MWA will provide the following supplemental services to benefit the academic achievement and language acquisition of targeted English Learners:

- Professional development courses for teachers and administrators. All training will be around brain-based research of best practices for accelerating language acquisition and academic achievement. ELD teachers will receive professional development support implementing the chosen texts.
- Extended learning opportunities targeting English learner students needing additional support in ELD or mastering content standards. These include after school support, intervention, and Saturday school.
- Parent outreach and conferences to provide parents with resources and skills to support their children's progress in learning English and mastering content standards.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

31,574

Source(s)

Title III

Portion of the ELD Coordinator Salary

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Use Title III funds for direct service for English Learners

#### Strategy/Activity

2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:

- a. meeting the annual measurable achievement objectives described in Section 3122
- b. making adequate yearly progress for limited - English - proficient students (Section 1111(b)(2)(B))
- c. annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1))

The school's current EL offerings are modeled after scientifically research based instructional strategies to support language acquisition through differentiated instruction for students with varying levels of English proficiency.

Title III funds will be used to:

- Provide training to teachers in one or more research-based ELD models
- The school plans to provide training to teacher in the EL

### Achieve/Systematic ELD Model

- Work with an EL Coordinator to develop valid and reliable benchmark assessments and ELD portfolios

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strengthen holistic parent engagement.

#### Strategy/Activity

MWA has and will continue to develop the ELAC. MWA's ELAC has a President, Vice President, Secretary and Advisor.

MWA provides regular professional development opportunities for faculty and staff, and also devotes time specifically to students who are ELs.

Teachers participate in regular

professional development and collaboration planning to ensure that, as learners, they are seeking better ways to reach all students. As a professional learning community they are immersed in best practices.

The school plans to implement ELD portfolios to more closely track EL progress and mastery of content standards and to provide real-time support.

Teachers and administrators will continue to participate in training to ensure that they are prepared to fully address content standards. In addition, parents and community members will be provided with learning opportunities through conferences, workshops, and participation in school activities. MWA will develop a comprehensive professional development plan that integrates research and scientifically based theory of high quality instructional practices. The content of this plan will include:

- Scientifically and research based best practices for reaching comprehension and other aspects of language acquisition and subject matter learning.
  - An understanding of the role of assessments in guiding and evaluating instructional and programmatic practices.
  - The ability to use classroom data to differentiate instruction and evaluate the effectiveness of instructional strategies.
  - The ability to differentiate standards based instruction in all academic areas, and how this interests with the cultural, socioeconomic, and linguistic diversity of the school.
- The professional development plan will provide extensive, ongoing, mandatory training for all teachers regarding content standards, curriculum frameworks, instructional materials, and strategies

Title III funds will be used to support personnel, to pay for an EL Coordinator, to pay stipends to teachers, and/or pay for substitutes so that



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strengthen progress monitoring process

Strategy/Activity

4. How the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency
- Academic achievement in the core academic subjects

Title III funds will be used to support implementation of effective instructional programs for English learners. Funds will be used to support planning and monitoring for English Learners and to provide external consultants who can coach teachers on how to move students to the next ELD level.

MWA Utilizes Springboard ELD.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strengthen professional development

Strategy/Activity

5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:

- a. designed to improve the instruction and assessment of LEP children

Extended learning opportunities are available to all English learners to support high levels of academic proficiency. The extended learning opportunities, including after school intervention, Saturday school, and small group enrichment complements regular instruction activities.

b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students

c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills

d. long term effect will result in positive and lasting impact on teacher performance in the classroom

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strengthen Instructional Strategies

Strategy/Activity

6. Upgrade to program objectives and effective instructional strategies, if applicable

Using Title III funds, programs will be strengthened and refined to extend the regular instructional program and focus on the needs of EL students. MWA has a counselor and EL Coordinator on-site.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Implement EL family meetings

Strategy/Activity

Per the EI Master Plan, MWA plans to hold to 4 meetings per year for ELL

families. The purpose of the meeting is to inform the parents about:

- o How ELL students are identified and assessed
- o Classroom placement of English learners and what we offer
- o Annual parent/guardian notification

Title III funds will be used to support families of ELs in helping their children at home and will provide resources.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Ensure effective workshops for EL families

Strategy/Activity

8. How programs for English Learners are coordinated with other relevant programs and services

The school provides parents resources and information to support learning. Connecting families with needed educational and social services will be an essential part of creating an atmosphere conducive to learning. The school plans to offer the following classes and programs to parents of EL students:

- Parent Workshops
- Parent Committee
- English Learner Advisory Committee (ELAC)

Translations are provided of all documents and meetings in English and Spanish.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Ensure access to instructional technology

Strategy/Activity

9. Any other activities designed to improve the English proficiency and academic achievement of LEP children

Title III funds will be used for the following instructional gains:  
The school will acquire the hardware and software to ensure that all English learners may access technology to facilitate learning. The software and materials that are used will complement standards-based curriculum that are used in all subject areas. Teachers will receive training to ensure that they are effectively engaging students in learning with technology.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

12. Other activities consistent with Title III or EIA/LEP funds

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

# Annual Review

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Despite school closure, Making Waves Academy was able to reclassify students to get us closer to our goal. Our English Learner SDAI strategy PD has been particularly effective in the remote environment as we are seeing teachers incorporate a number of SDAI strategies effectively in distance learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Professional Development

## LEA/LCAP Goal

Professional Development

## Goal 3

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

## Identified Need

Student groups, specifically SPED, English Learner and Black/African American. Our Dashboard data shows room for improvement in our ELA, Math, and Suspension Data.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Achievement Data		All students groups perform within 5 points of the school average

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Faculty and All students--specifically our specific student groups

### Strategy/Activity

- The school's leadership team conducts a yearly professional development evaluation of prior year PD as well as a needs assessment of teachers and administrators. Critical areas in need of immediate attention are addressed at regular PD sessions and collaboration planning.
- Teachers participate three weeks during the summer and two hours each week in professional development activities, which are further described below.
- PD initiatives are created to assist staff to move toward proficiency in standards for all students.
- Professional development activities are designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,000

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
A. Professional Development Cost

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

**Strategy/Activity**

Each year, the professional development plan will consist of the leadership team reviewing research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. The leadership team will pay special attention to those topics and formats that have the greatest impact on teachers' ability to accelerate the learning of students in the lowest performing groups. Professional development resources will be concentrated where they are needed most. Teachers and administrators will support one another through coaching and mentoring.

Topics identified for this year include: using standards in differentiated instruction, teaching in the block schedule for upper school, teaming, Professional Learning Communities, data driven instruction, and effective instructional strategies. MWA continues to emphasize staff training on how to provide effective intervention to students.

Just as learning is differentiated for students, PD will also continue to be differentiated across the following groups: whole school, grade level, subject area and individual need.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,000

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
A. Professional Development Cost

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

The goal of professional development is to provide highly qualified teachers in every classroom. Success of professional development is measured in terms of student success. As such, the Academic Instruction Team will meet with teachers to review assessment data and to develop a plan to address teaching weaknesses. This plan will include identifying appropriate professional development opportunities and establishing goals relative to such training.

Furthermore, the leadership team will regularly assess the quality of professional development activities based on the following performance questions:

To what extent does it focus on enabling students to meet/exceed key standards through the use of standards- based materials and formative assessments?

- How close aligned is the instructional work of teachers to professional development?
- To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural

learning strengths and needs of the student populations in teachers' classrooms?

To what extent do selected professional development resources apply to English learners and students with special needs?

- How are materials adopted/selected, intervention approaches developed, and do family and community have knowledge of the professional development system?

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
A. Professional Development Cost

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## Strategy/Activity

The LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:

MWA is an independent public charter school that works closely with its authorizer, Contra Costa County Office of Education. The school leadership team will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state academic standards. Activities will be designed to help teachers integrate standard- based



curriculum, instructional practices, assessment and understanding the strengths and needs of the student populations in their classes.

Classroom management, attention, motivation, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
A. Professional Development Cost

### **Strategy/Activity 5**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

#### Strategy/Activity

- A. Teachers and the leadership team will evaluate and create the professional development plan from year to year based on successes and challenges encountered the prior year.
- B. MWA will continue to provide teacher collaboration time each day and teachers will also receive professional support by reading/literacy coaches.
- C. Funding will allow the school to provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of how to implement content standards.
- D. Funding will allow teachers to attend conferences and to

stay apprised of research and other developments in the field. Following each conference, teachers will use collaboration time to discuss what was learned and how new strategies can be used in the classroom to improve instruction and student achievement.

E. MWA has developed classroom observation protocols to support teacher growth. Teachers are observed 5 times a year and are filmed teaching 4 times a year. Teachers, administrators and coaches will review these tapes to determine strengths and weaknesses and to drive future instruction.

F. Students also have the opportunity to share their feedback to teachers through course evaluations.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,412

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
A. Professional Development Cost

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

6. How the school will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:

- MWA will continue to research educational software that supports the instructional strategies and core curricular texts.
- On an as-needed basis, teachers will receive training on use of multimedia technology.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating  
Expenditures  
A. Professional Development Cost

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):

In addition to those activities identified in #6, the school will be actively working to identify software that can facilitate standards-based instruction and learning for all students. Teachers will receive training on new software that addresses how to effectively use the software to enhance instructional quality.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
A. Professional Development Cost

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

8. How the school, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:

The leadership team is in a constant dialogue with teachers and parents regarding continuous teaching and learning. Parents also participate in a parent committee and a representative sit on the school board.

Stakeholders are involved in monitoring the plan and updating it annually.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title II Part A: Improving Teacher Quality  
5000-5999: Services And Other Operating Expenditures  
A. Professional Development Cost

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

9. How the school will provide training to enable teachers to:

- Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
- Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
- Involve parents in their child’s education; and
- Understand and use data and assessments to improve classroom practice and student learning.

Selected teachers (based on need and interest) will attend supplemental trainings focused on meeting the needs of special populations, including EL students, special education students, students with social-emotional needs, and others. The School will recruit resource experts in these areas to work with the staff on addressing students’ needs and providing interventions.

Provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of content standards. Parents will be invited to attend relevant in-services and will be provided with information about how to help their children outside the classroom.

Teachers will attend conferences to stay apprised of research and other developments in the field. Following each conference teachers will use collaboration time to discuss how new strategies can be used in the classroom to improve instruction and student achievement.

Teachers will be accountable for their collaboration time. Some teacher collaboration time will be dedicated to selecting benchmark assessments for key standards, joint review of student work on those

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

Title II Part A: Improving Teacher Quality  
 5000-5999: Services And Other Operating Expenditures  
 A. Professional Development Cost

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

College and Career

## LEA/LCAP Goal

Pupil Outcomes

## Goal 4

95% or more of MWA students successfully complete requirements for UC/CSU and CTE courses, the equivalent of the MWA high school diploma track.

## Identified Need

A sustained graduation rate with students having fulfilled a-g requirements

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Upper School students receive an individualized progress to graduation form which articulates A-G requirements against the actual academic credits the student has earned. The progress to graduation form early-identifies students who are "on track" to graduate on a four-year pace to completion, those who need "credit recovery," or those who are "in danger of retention." The individualized progress to graduation form is an important lever that is connected to our school's graduation rate.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2019-20, our students performed at a graduation rate of 94.4% (2019-20 CA Dashboard), achieving the color rating of "yellow." (The performance level of "yellow" on the 5x5 grid for Graduation Rate was achieved as follows: The graduation rate of 94.4% is a "high" performance level. The change from the prior year declined by 4.4%). Our goal is to annually perform at a graduation rate of 95.0% or greater to maintain the very high performance level and color rating of blue, as reflected on the graduation rate indicator.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$397,371.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$300,968.00
Title II Part A: Improving Teacher Quality	\$42,412.00
Title III	\$31,574.00
Title VI Part B: Rural Education Achievement Program	\$22,417.00

Subtotal of additional federal funds included for this school: \$397,371.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$397,371.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	300,968.00
Title II Part A: Improving Teacher Quality	42,412.00
Title III	31,574.00
Title VI Part B: Rural Education Achievement Program	22,417.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	237,417.00
2000-2999: Classified Personnel Salaries	10,000.00
4000-4999: Books And Supplies	72,968.00
5000-5999: Services And Other Operating Expenditures	45,412.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	215,000.00
2000-2999: Classified Personnel Salaries	Title I	10,000.00
4000-4999: Books And Supplies	Title I	72,968.00
5000-5999: Services And Other Operating Expenditures	Title I	3,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	42,412.00
	Title III	31,574.00



1000-1999: Certificated Personnel Salaries

Title VI Part B: Rural Education Achievement Program

22,417.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	323,385.00
Goal 2	31,574.00
Goal 3	42,412.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 3 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Patricia Alberto	Parent or Community Member
Lucy Alfaro	Parent or Community Member
Claudia Ayala	Secondary Student
Cindy Barton	Other School Staff
Benjamin Arizmendi-Calvert	Other School Staff
Maria Ortega	Secondary Student
Latiphony Wells	Classroom Teacher
Jon Siapno	Other School Staff
Angela Garay	Other School Staff
Carmen Ruiz Hernandez	Parent or Community Member
Jesus Perez	Parent or Community Member
Evangelia Ward-Jackson	Principal

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district 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:

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Alton B. Nelson Jr., CEO on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:



- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019