



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
Mesa Verde Middle School	37682966111306	10/09/2019	11/14/19

School Vision and Mission

Vision: Mesa Verde respects and values all members of our learning community and provides a socially and emotionally safe environment to create persistent, courageous and kind learners.

Mission: As an open learning community that respects and values all members, our mission is to promote literacy, instill organizations skills, and differentiate to meet the needs of all students, while fostering a school culture where students feel welcomed, safe and secure.

School Profile

Opened in 1993, Mesa Verde Middle School is located in Rancho Peñasquitos, a northern suburb of San Diego. MVMS has been recognized as a California Distinguished School and a National Blue Ribbon School. Parents are invited to partner with us on multiple levels: volunteer in classrooms; serve in a variety of capacities working with the PTSA, MV Foundation, support extracurricular efforts like Science Olympiad, Math Club, Robotics, History Faire, and 6th Grade Olympics. Mesa Verde Middle School is committed to Creating Culture and Conditions to Empower World Class Learners with the staff working daily to cultivate the habits of mind, attitudes, and behaviors students will need for postsecondary success in college, work, and life.

When a student is facing academic challenges, Mesa Verde initiates a Student Success Strategies (S3) Meeting to brainstorm and create an academic support plan for the student. When student conflict occurs, Mesa Verde Counselors and Assistant Principals use the opportunity to equip students with the life skills of conflict resolution skills. Thanks to strong community support, and to an incredibly active PTSA and Foundation, we invest thousands of dollars each year into upgrading our facilities and toward enhancing the instructional opportunities offered to our students.

Mesa Verde has a Professional Time where students commence school an hour later than normal each Wednesday, which allows us to align our schedule with Westview High School. In addition, there are six professional growth days annually, allowing teachers to pursue staff development opportunities and to collaborate within and between content areas, as well as grade levels. Professional time and Professional Growth days have improved communication between teachers and helped to foster a more cohesive and thoughtful school-wide instructional program.

Mesa Verde is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse middle class population of students who live in single-family homes and apartments west of Interstate 15 and clustered near Route 56. There are fifteen different ethnic groups represented within our student body of 1,339 students. Mesa Verde's enrollment by ethnicity is as follows: 2% African America; 0.1% American Indian or Alaska Native; 31% Asian; 8% Filipino; 10% Hispanic or Latino; 0.7% Pacific Islander; 36% White; 1% Multiple and No Response. Special needs populations include ELL, RSP, Special Day Class - Nonseverely Handicapped, Special Day Class - Nonseverely Handicapped Autism Spectrum Disorder, Special Day Class - Critical Skills, and GATE. Each special needs population is served according to state law and individual requirements. In addition to the aforementioned, there are a number of other support and intervention efforts for those students struggling or requiring extra attention: AVID, ASES Before and After School Program, Academic Success Program, and Student Support Groups.

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

MVMS developed the SPSA with school staff, parents, students, and other stakeholder groups including the PTSA, the MVMS Foundation & School Site Council, the English Learner Advisory Committee, and the Associated Student Body. The SPSA was developed after careful consideration of data from California Assessment of Student Performance and Progress (CAASPP) report, California Healthy Kids Survey (CHKS), parent feedback from monthly Principal Chats, student perception surveys, feedback from staff and parents through Thoughtexchange.

School and Student Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.30%	0.15%	2	4	2
African American	2.5%	2.16%	2.09%	31	29	28
Asian	35.0%	32.66%	31.14%	440	439	417
Filipino	10.6%	9.97%	7.99%	133	134	107
Hispanic/Latino	7.4%	8.63%	10.38%	93	116	139
Pacific Islander	0.9%	1.12%	0.75%	11	15	10
White	37.5%	36.61%	36.22%	472	492	485
Multiple/No Response	0.2%	0.60%	1.05%	2	8	14
Total Enrollment				1,258	1344	1,339

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	402	483	423
Grade 7	437	423	499
Grade 8	419	438	417
Total Enrollment	1,258	1,344	1,339

Conclusions based on this data:

1. MVMS total enrollment has remained steady over the last three years, demonstrating a 6% increase.
2. Students identified as Hispanic/Latino has increased 3% over the last three years, while students identified as Asian has decreased by 4% and students identified as Filipino has decreased by 3%. All other students groups remain fairly steady.
3. MVMS current 8th Grade Class (the 7th Grade Class represented in this data) is the largest among the three classes and is 15% larger than the current 7th grade class (the 6th Grade Class represented in the data above).

School and Student Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	71	89	67	5.6%	6.6%	5.0%
Fluent English Proficient (FEP)	403	390	398	32.0%	29.0%	29.7%
Reclassified Fluent English Proficient (RFEP)	20	12	37	26.0%	16.9%	41.6%

Conclusions based on this data:

1. The number of MVMS students identified as English Learners has remained steady across the last three years and represents 5% of the total enrollment.
2. The number of MVMS students identified as Fluent English Proficient has remained steady and represents 30% of the total enrollment.
3. The number of MVMS students identified as Reclassified Fluent English Proficient has increased by 24.7% from the previous year. This increase can be attributed to the work that our ELL coordinator who has been able to accomplish with the assistance of a veteran ELL IA. They have been working together to assist in the reclassification of our ELL students for the last three years and their work in 18-19 was reflected in our student reclassification data.

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 Scores			% of Enrolled Students Tested		
	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 6	394	484	413	389	479	407	389	479	407	98.7	99	98.5
Grade 7	437	416	491	430	410	480	430	410	480	98.4	98.6	97.8
Grade 8	412	434	413	410	424	409	410	424	409	99.5	97.7	99
All	1243	1334	1317	1229	1313	1296	1229	1313	1296	98.9	98.4	98.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 6	2600.	2591.	2588.	43.96	44.05	40.79	38.05	33.19	37.10	12.08	14.61	13.27	5.91	8.14	8.85
Grade 7	2609.	2632.	2616.	36.51	48.54	43.75	39.07	37.80	35.00	16.28	9.27	11.04	8.14	4.39	10.21
Grade 8	2638.	2605.	2646.	42.68	33.49	46.45	36.59	32.55	34.47	13.66	19.10	14.67	7.07	14.86	4.40
All Grades	N/A	N/A	N/A	40.93	42.04	43.67	37.92	34.42	35.49	14.08	14.39	12.89	7.08	9.14	7.95

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 6	47.04	45.51	46.93	44.47	42.80	40.29	8.48	11.69	12.78	
Grade 7	43.72	54.39	44.58	42.33	37.56	40.63	13.95	8.05	14.79	
Grade 8	51.22	41.51	55.39	35.85	34.43	35.05	12.93	24.06	9.56	
All Grades	47.27	46.99	48.73	40.85	38.46	38.76	11.88	14.55	12.51	

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 6	56.56	54.28	40.05	35.73	32.99	50.61	7.71	12.73	9.34
Grade 7	56.05	68.95	58.54	35.12	26.41	32.71	8.84	4.65	8.75
Grade 8	57.56	43.74	54.03	35.37	37.59	41.81	7.07	18.68	4.16
All Grades	56.71	55.45	51.31	35.39	32.42	41.20	7.89	12.13	7.48

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 6	35.73	32.78	35.38	59.13	59.92	57.74	5.14	7.31	6.88
Grade 7	25.58	27.32	28.54	67.44	66.34	63.54	6.98	6.34	7.92
Grade 8	32.44	31.13	33.01	62.20	59.20	62.35	5.37	9.67	4.65
All Grades	31.08	30.54	32.10	63.06	61.69	61.34	5.86	7.77	6.56

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 6	55.78	59.29	49.39	38.82	32.57	41.77	5.40	8.14	8.85
Grade 7	51.40	60.73	49.17	38.84	35.12	41.46	9.77	4.15	9.38
Grade 8	57.80	45.63	54.66	32.68	40.43	37.01	9.51	13.95	8.33
All Grades	54.92	55.34	50.97	36.78	35.90	40.15	8.30	8.77	8.88

Conclusions based on this data:

- As we look at our cohort data, it shows steady growth of our students as they move from 6th grade through 8th. The Average combined percentage of 6th, 7th, and 8th grade students who Met and Exceeded Standards is 79%. This shows an increase of almost 3% points from the previous year. Average percentage of 6th, 7th and 8th grade students who Nearly Met Standards is 12.89%, which shows movement from the previous year from 14.39. Average percentage of students in 6th, 7th and 8th grade students who scored *Standards Not Met* is 7.95%, which is perhaps the largest indicator of success as our students in this area dropped for 9.14%.
- As a campus, we have been focused on our students increasing in the sub-categories of Reading and Writing. In the area (sub-category) of Reading, we have noted a 2% point increase in students performing at the Above Standard and At or Near standard bars (increasing to an 87.49%). This resulted in a decrease of 2% fewer of students performing below standard. In the sub-category of Writing, we note that we showed an increase of 4.5% of students performing Above, At or Near Standard (moving from 87.87% to 92.5) and 4.5% of students moving out of the below standard bar. This indicates that our focus will need to remain on Reading if we wish to increase overall scores of our student body to above 90%.
- As we focused our efforts on the sub-categories of Reading and Writing, we noted that (while student performance was above 90% in the areas of Listening and Research/Inquiry) students remained at that level of overall performance (noting only a 1% increase from 92 to 93% in the area of Listening and a consistent score of 91% performing Above, At or Near Standard in the area of Research/Inquiry) between 17-18 and 18-19.

Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 6	394	484	413	391	480	408	391	480	409	99.2	99.2	98.8
Grade 7	437	416	491	433	411	481	433	411	481	99.1	98.8	98
Grade 8	412	434	413	411	427	409	411	427	409	99.8	98.4	99
All	1243	1334	1317	1235	1318	1298	1235	1318	1299	99.4	98.8	98.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 6	2592.	2582.	2594.	44.50	41.25	44.61	25.83	25.00	25.25	21.23	22.08	20.83	8.44	11.67	9.31
Grade 7	2617.	2623.	2613.	44.34	51.34	43.87	24.71	22.38	25.36	21.48	17.27	20.37	9.47	9.00	10.40
Grade 8	2656.	2638.	2659.	57.91	47.54	57.21	16.06	20.14	19.07	14.11	17.33	14.18	11.92	14.99	9.54
All Grades	N/A	N/A	N/A	48.91	46.43	48.31	22.19	22.61	23.34	18.95	19.04	18.57	9.96	11.91	9.78

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 6		49.36	46.88	52.21	36.57	34.38	30.39	14.07	18.75	17.40
Grade 7		54.27	57.91	51.04	30.95	29.44	33.75	14.78	12.65	15.21
Grade 8		64.39	53.86	62.84	18.54	29.04	24.45	17.07	17.10	12.71
All Grades		56.08	52.58	55.13	28.61	31.11	29.76	15.32	16.31	15.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems										
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 6		45.52	44.38	46.08	42.20	41.46	41.91	12.28	14.17	12.01
Grade 7		49.42	51.34	47.40	40.42	38.44	40.54	10.16	10.22	12.06
Grade 8		58.64	52.69	59.41	28.95	33.72	30.32	12.41	13.58	10.27
All Grades		51.26	49.24	50.77	37.17	38.01	37.75	11.58	12.75	11.48

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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 6	46.80	42.92	43.63	39.90	41.46	43.14	13.30	15.63	13.24
Grade 7	43.42	47.20	40.75	45.27	44.28	51.77	11.32	8.52	7.48
Grade 8	57.56	45.43	56.48	32.68	42.15	34.23	9.76	12.41	9.29
All Grades	49.19	45.07	46.61	39.38	42.56	43.53	11.43	12.37	9.86

Conclusions based on this data:

1. We observed that there has been consistent cohort increase in overall mean scale scores. The average percentage of 6th, 7th, and 8th grade students who Met and Exceeded Standards is 71.65%, which is a slight increase of overall performance by 2.6%. Average percentage of 6th, 7th and 8th grade students who Nearly Met Standards decreased slightly to reflect 18% and the average percentage of students in 6th, 7th and 8th grade students who scored Standards Not Met showed the largest decrease moving from 11.91% to only 9.78%.
2. As a campus, we achieved our goal of meeting a 90% (up from 87%) in the sub-category of Communicating Reasoning. In the area of Problem Solving and Modeling/Data Analysis we noted slight gains of 1% showing an 88.5% Above, At or Near Standard achievement level.
3. Our work will continue in the area on Concepts and Procedures as we noted moderate gains of 1% point (84.89%). As a campus, our commitment is to achieve at least a 90% in all sub-category bars.

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 6	1527.7		1525.2		1529.6		20	
Grade 7	1580.9		1570.3		1591.0		15	
Grade 8	1595.4		1599.5		1590.8		18	
All Grades							53	

Overall 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
6	*	*	*	*	*	*	*	*	20	14
7	73.33	*	*	*	*		*	*	15	13
8	83.33	*	*			*	*	*	18	*
All Grades	64.15		*		*		*		53	

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
6	55.00	*	*	*	*	*	*	*	20	14
7	73.33	*	*	*	*	*	*	*	15	13
8	77.78	*	*			*	*	*	18	*
All Grades	67.92		*		*		*		53	

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
6	*	*	*	*	*	*	*	*	20	14
7	*	*	*	*	*	*	*	*	15	13
8	66.67		*	*	*	*	*	*	18	*
All Grades	49.06		20.75		*		20.75		53	

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
6	*	*	*	*	*	*	20	14
7	*	*	*	*	*	*	15	13
8	83.33	*	*	*	*	*	18	*
All Grades	58.49		24.53		*		53	

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
6	70.00	*	*	*	*	*	20	14
7	80.00	84.62	*		*	*	15	13
8	83.33	*	*	*		*	18	*
All Grades	77.36		*		*		53	

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
6	*	*	*	*	*	*	20	14
7	*	*	*	*	*	*	15	13
8	66.67	*	*	*	*	*	18	*
All Grades	49.06		20.75		30.19		53	

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
6	*	*	60.00	*	*	*	20	14
7	*	*	*	*	*	*	15	13
8	*		66.67	*	*	*	18	*
All Grades	35.85		56.60		*		53	

Note: The California Department of Education adjusted the ELPAC Scale Score and Achievement Level thresholds for 2018-19.

Conclusions based on this data:

- In the 2017-2018 school year, we have the following data:
 64% of students tested had an overall performance level of 4
 68% of students tested had an overall performance level of 4 in the category of Oral Language

58.5% of students tested had an overall performance level of Well Developed in the category of Listening (24.5% scored in the band of Somewhat/Moderately).

2. The highest category of student performance was in the area of Speaking as we had 77% of our students achieving Well Developed. The only data for the 2018-2019 school year that was reported to date was for our 7th grade in this area, noting an increase from an 80% to an 84.6%.
3. Our lowest two areas (Reading and Writing) remain our focus for our entire campus and will continue to be emphasized within our ELL work.

Student Performance Data

Chronic Absenteeism

Chronic Absenteeism Data									
Student Subgroup	Cumulative Enrollment			Chronic Absenteeism Count			Chronic Absenteeism Rates		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
African American	34	29	28	3	2	6	8.8	6.9	21
American Indian or Alaskan	*	*	*	1	1	*	*	*	*
Asian	449	442	417	8	7	2	1.8	1.6	0
Filipino	133	133	85	3	2	2	2.3	1.5	2
Hispanic or Latino	95	123	139	6	12	12	6.3	9.9	8
Did not Report	*	*	14	1	1	0	*	*	0
Pacific Islander	11	16	*	2	0	*	18.2	0.0	*
Two or More Races	75	115	159	3	5	9	4.0	4.3	6
White	476	501	486	34	28	21	7.1	5.6	4
Male	636	697		27	22		4.2	3.2	
Female	642	676		32	35		5.0	5.2	
English Learners	72	94	68	4	6	1	5.6	6.6	3
Students with Disabilities	155	194		18	12	19	11.6	6.3	10
Socioeconomically	151	225	196	13	20	23	8.6	9.1	10
Migrant									
Foster		*			1			*	
Homeless	*	*		1	1		*	*	
Kindergarten									
Grades 1-3									
Grades 4-6	405	496		15	14		3.7	2.8	
Grades 7-8	873	877		44	43		5.0	4.9	
Grades K-8	1,278	1,373		59	57		4.6	4.2	
Grades 9-12									
Ungraded Elementary/Secondary									
Total	1,278	1,373	1340	59	57	55	4.6	4.2	4

Conclusions based on this data:

- Our overall attendance rate is 97.2%, 4% of our total enrollment is chronically absent.
- Low SES students is the largest student group with chronic absenteeism with an overall rate of 10% the past two years.
- Other student groups with large changes are:
 - Students who are white, non-Hispanic and are chronically absent decreased by one third.
 - Students with disabilities, who are chronically absent, more than doubled.
 - Students identified as African American, who are chronically absent, has tripled in the past two years, and is up to 21% for this student group.

Student Performance Data

Suspension Data

	2016-17	2017-18	2018-19
Suspensions Rate	0.8	2.2	2.0

Conclusions based on this data:

1. Noting an increase from 16-17 to 17-18, we have observed that our Suspension Data across the last two years, has showed a slight decrease. We believe that by consistently participating in Restorative Practices work in 18-19 across the campus our suspension rates showed the decline. In part this was achieved by sending our leadership team to work with the SD County Office of Ed.

Student Performance Data

Graduation Rate

	2016-17	2017-18	2018-19
Graduation Rate			

Conclusions based on this data:

1. Does not apply to Mesa Verde Middle School, as our students promote to high school.

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 1: Mathematics

Mesa Verde will increase overall student performance by 5% from 72% to 77%, in Mathematics as determined by the number of students identified as "Standard Met" or "Standards Exceeding" on the 2020 CAASPP Assessment. In addition, students in our underserved populations will show an increase in student performance by 7%.

Identified Need

This need was identified by analysis of Mesa Verde Middle School's data from the math portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students and the following specific groups: English Learner, EDY/Title 1, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP Math test shows 72% of All Students at "Standard Met" or "Standard Exceeded." This is an increase of 2.59% from 2018.	The percentage of All Students with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 5%, from 72% in 2019 to 77% in 2020.
English Learner Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP Math test shows 52% of English Learners at "Standard Met" or "Standard Exceeded." This is an increase of 22% from 2018.	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 7%, from 52% in 2019 to 59% in 2020.
EDY/Title I Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title 1.	Data from the Spring 2019 CAASPP Math test shows 48% of EDY/Title 1 at "Standard Met" or "Standard Exceeded." This is a decrease of 2% from 2018.	The percentage of EDY/Title 1 students with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 7%, from 48% in 2019 to 55% in 2020.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student with Disabilities Data from the Math portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Students with Disabilities.	Data from the Spring 2019 CAASPP Math test shows 26% of Students with Disabilities at "Standard Met" or "Standard Exceeded." This is a decrease of .27% from 2018.	The percentage of Students with Disabilities with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASPP will grow by 7%, from 26% in 2019 to 33% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Economically Disadvantaged Youth, and other students demonstrating deficiencies in mastering grade level standards.

Strategy/Activity

In grades, 6th, 7th and 8th, students will receive additional support through Math Accel Intervention class. Students not able to access Math Accel will have after school support via Power Hour (6th and 7th) and Opportunity School (8th).

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)
3,005	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher release, after school student support (Academic Success/Power-Hour/Opportunity School)
750	English Learners 1000-1999: Certificated Personnel Salaries Teacher release, after school student support (Academic Success/Power-Hour/Opportunity School)
3,500	Educationally Disadvantaged Youth 6000-6999: Capital Outlay Purchase Chromebooks for student use within our Math Accel classrooms

1,252

English Learners
2000-2999: Classified Personnel Salaries
Additional timesheet hours for EL IA

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All 7th and 8th grade students

Strategy/Activity

The 7th and 8th grade Math Department will utilize common assessments and rubrics.

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)

0

Source(s)

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

Utilization of AVID strategies in Math classes.

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)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional development for all staff in the area of Inquiry in order to develop and implement strategies to increase critical thinking skills in students.

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)

0

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All 7th and 8th grade students

Strategy/Activity

Interactive Flat Panels. The use of these panels in math classes allows teachers to make math instruction much more interactive. Teachers review homework problems by displaying student work, connecting the document camera to the flat panel, and posting copies of class work to a website or Google classroom. Classrooms use the panel as a "station" for a review or challenge problem, using the picture of the screen to capture their work for the teacher to review later. Teachers are able take notes during class lessons, freeze the screen, and share the notes digitally. The additional projection screen in the classroom allows a math teacher to have two different lessons, two different groups, two different reviews, and more all at once. EL students are able access the classroom learning, translate with a click on their own, or practice again at home.

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)

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All 7th and 8th Grade Students

Strategy/Activity

Utilization of Realize practices and quizzes. These materials have the interleaving concepts and skills as the year progresses to ensure retention and increase mastery.

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)

0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with Disability

Strategy/Activity

On-going collaboration with general education math teachers and alignment to general education curriculum to provide student exposure and mastery of general education content and standards.

Learning Strategies math support

Small group, specialized academic instruction in math, aligned to general education curriculum and 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)

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All at-risk students

Strategy/Activity

"KIDWATCH" meetings, held in grade level teams, to brainstorm strategies and next steps to assist struggling students with content standards and/or with poor work/study habits.

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)

0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Monthly staff presentation on EL strategies by EL coordinator.

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)

0

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

2. Create systems and structures that provide multiple pathways of learning and engagement to increase College and Career Readiness of our students and close the achievement gaps for all subgroups.

Goal 2: English Language Arts

Mesa Verde will increase overall student performance by 5% from 79% to 84%, in English Language Arts as determined by the number of students identified as "Standard Met" or "Standards Exceeding" on the 2020 CAASPP Assessment. In addition, students in our underserved populations will show an increase in student performance by 7%.

Identified Need

This need was identified by analysis of Mesa Verde Middle School's data from the English Language Arts portion of the 2018-2019 California Assessment of Student Performance and Progress (CAASPP) report, the percentage of All Students and the following specific groups: English Learner, EDY/Title 1, and Students with Disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for All Students.	Data from the Spring 2019 CAASPP English Language Arts test shows 79% of All Students at "Standard Met" or "Standard Exceeded." This is an increase of 3% from 2018.	The percentage of All Students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the CAASPP will grow by 5%, from 79% in 2019 to 84% in 2020.
English Learner Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.	Data from the Spring 2019 CAASPP English Language Arts test shows 17% of English Learners at "Standard Met" or "Standard Exceeded." This is an increase of .22% from 2018.	The percentage of English Learner Students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the CAASPP will grow by 7%, from 17% in 2019 to 24% in 2020.
EDY/Title I Data from the English Language Arts portion of the Spring 2020 California Assessment of Student	Data from the Spring 2019 CAASPP English Language Arts test shows 59% of EDY/Title 1 at "Standard Met"	The percentage of EDY/Title 1 with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the CAASPP will grow by 7%,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance and Progress (CAASPP) for students identified as EDY/Title 1.	or "Standard Exceeded." This is an increase 5% from 2018.	from 59% in 2019 to 66% in 2020.
Student with Disabilities Data from the English Language Arts portion of the Spring 2020 California Assessment of Student Performance and Progress (CAASPP) for students identified as Students with Disabilities.	Data from the Spring 2019 CAASPP English Language Arts test shows 35% of Students with Disabilities at "Standard Met" or "Standard Exceeded." This is an increase of 4% from 2018.	The percentage of English Learner students with scores of "Standard Met" or "Standard Exceeded" on the Math portion of the CAASP will grow by 7%, from 52% in 2019 to 59% in 2020.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Economically Disadvantaged Youth, and other students demonstrating deficiencies in mastering grade level standards.

Strategy/Activity

After school support via Power Hour for 6th and 7th grades and Opportunity School for 8th grade.

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)
3,000	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries Teacher release, after school student assistance (Academic Success/Power-Hour/Opportunity School)
904	English Learners 1000-1999: Certificated Personnel Salaries Teacher release, after school student assistance (Academic Success/Power-Hour/Opportunity School)

3,550	Educationally Disadvantaged Youth 6000-6999: Capital Outlay Purchase Chromebooks for student use within our Academic Success classrooms
125	Educationally Disadvantaged Youth 7000-7439: Other Outgo Publications
48	English Learners 4000-4999: Books And Supplies Supplies for parent meetings
900	English Learners 5000-5999: Services And Other Operating Expenditures SDCOE Conference, Teaching Foundational Literacy Skills in Secondary Classrooms
100	English Learners 2000-2999: Classified Personnel Salaries Translation Services to support parent/teacher conferences with EL parents.
500	Educationally Disadvantaged Youth 5000-5999: Services And Other Operating Expenditures Interpreter Services to support parent/teacher conferences with EL parents.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners, Economically Disadvantaged Youth, and other students demonstrating the performance of Standard Not Met and Standard Nearly Met on the English Language Arts portion of the CAASPP.

Strategy/Activity

Sixth grade students demonstrating deficiencies in reading, based on MAP scores, will be screened for targeted intervention in reading decoding, fluency and comprehension through a 3 day per week Reading Workshop Intervention class. Students in 7th and 8th grade demonstrating deficiencies in English and Language Arts participate in Essential Standards instruction to allow for increased time and practice for mastery.

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)

All students

Strategy/Activity

Professional Development for all staff in the area of Inquiry in order to develop and implement strategies to increase critical thinking skills in students.

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)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learners scoring Level 2 and below on the ELPAC

Strategy/Activity

Daily ELD elective class for students in need of increased exposure and mastery of the English language.

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)

0

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

EL Instructional Assistant push-in support in grade level Humanities classes.

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)

1,406

Source(s)

English Learners
2000-2999: Classified Personnel Salaries
EL IA Additional hours.

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

Use of scholastic magazines (SCOPE and UPFRONT). This is a print and digital resource that builds knowledge and ignites curiosity through current, real-world articles. The resource includes close-reading strategies and critical thinking questions that pique interest for academic conversations and academic writing. Lower level versions (based on Lexile scores) of articles are available digitally, as well as digital interactive vocabulary slide shows to assist students with comprehension, as well as build vocabulary skills.

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)

0

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

EL, EDY, and other students demonstrating deficiencies in mastering grade level standards.

Strategy/Activity

Academic Success Elective Class to provide added time and support toward mastery of essential 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)

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students with Disability

Strategy/Activity

On-going collaboration with general education math teachers and alignment to general education curriculum to provide student exposure and mastery of general education content and standards.

Learning Strategies ELA/Writing support.

Small group, specialized academic instruction in English Language Arts, aligned to general education curriculum and standards.

Small group, specialized reading instruction, based on assessment, to address individual needs to increase reading ability (i.e. Rewards, SIPPS, BARTON, Phonics for Reading, etc.).

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)

0

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All at-risk students

Strategy/Activity

"KIDWATCH" meetings, held in grade level teams, to brainstorm strategies and next steps to assist struggling students with content standards and/or with poor work/study habits.

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)

0

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Monthly staff presentation on EL strategies by EL coordinator.

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)

0

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Which LCAP goal are you addressing?

3. Strengthen and maintain a safe, healthy, positive, and attractive learning environment for all learners.

Goal 3: Socio-Emotional/Behavior

Increase student connectedness at Mesa Verde Middle School by increasing the number of students, by 10%, who can identify one trusted adult on campus to go to for assistance with an academic or personal situation.

Identified Need

School connectedness was a need identified based on the results of the 2016-2017 MVMS California Healthy Kid Data and the results of a Fall 2019 student perception survey administered by MVMS counselors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Wide Spring 2020 Student Perception Survey	The Fall 2019 MVMS student perception survey indicated 80% of the students identified one trusted adult on campus, 15% were unsure, and 5% indicated they did not know a trusted adult on campus.	Increase student connectedness at Mesa Verde Middle School by increasing the number of students, by 10%, who can identify one trusted adult on campus to go to for assistance with an academic or personal situation.
English Learner		
EDY/Title I		
Student with Disabilities		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities.

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

Staff Professional Development Opportunities

Restorative Practices Staff Training September 2019

Cultural Relevance TLC

Homeroom TLC

ADL / No Place For Hate (NP4H)

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)

0

Source(s)

Educationally Disadvantaged Youth

0

English Learners

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Start With Hello Week - campus initiative and activities to create a culture of inclusion.

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)

All students

Strategy/Activity

Eagle Shout Outs - PBIS strategy for adults to honor and acknowledge students.

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)

All students

Strategy/Activity

No Place for Hate School-wide initiative and lessons to create change and improve school climate. The lessons provide an avenue for students and staff to increase the message that all students have a place to belong.

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)

6th and 8th grade students

Strategy/Activity

WEB - Where Everyone Belongs orientation and transition program for 6th grade students. Incoming 6th grade students receive support and guidance from 8th grade students through meetings and activities throughout the transition year.

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)

Students with Disabilities

Strategy/Activity

Lunch Buddies - promoting inclusion during lunch with activities facilitated by general education peers.

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)

At risk students

Strategy/Activity

Herman's Way Mentoring Program - Students identified as being "at risk" are paired with an adult on campus. Adults meet with students throughout the year to provide encouragement, guidance and a listening ear.

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)

6th Grade Students

Strategy/Activity

MVMS School Counselors push in to the 6th grade classrooms to provide social emotional lessons for weekly for six weeks.

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)

All students

Strategy/Activity

MVMS Staff 12th Man schoolwide theme to encourage students to be persistent, courageous and kind.

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)

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	\$19,040.00

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 (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
	\$0.00
Educationally Disadvantaged Youth	\$13,680.00
English Learners	\$5,360.00

Subtotal of state or local funds included for this school: \$19,040.00

Total of federal, state, and/or local funds for this school: \$19,040.00

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
	0.00
Educationally Disadvantaged Youth	13,680.00
English Learners	5,360.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,659.00
2000-2999: Classified Personnel Salaries	2,758.00
4000-4999: Books And Supplies	48.00
5000-5999: Services And Other Operating Expenditures	1,400.00
6000-6999: Capital Outlay	7,050.00
7000-7439: Other Outgo	125.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	6,005.00
5000-5999: Services And Other Operating Expenditures	Educationally Disadvantaged Youth	500.00
6000-6999: Capital Outlay	Educationally Disadvantaged Youth	7,050.00
7000-7439: Other Outgo	Educationally Disadvantaged Youth	125.00
	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	1,654.00
2000-2999: Classified Personnel Salaries	English Learners	2,758.00
4000-4999: Books And Supplies	English Learners	48.00

5000-5999: Services And Other
Operating Expenditures

English Learners

900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,507.00
Goal 2	10,533.00
Goal 3	0.00

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

Name of Members	Role	Date	Signature
Cliff Mitchell	Principal	10/09/2019	
Shawn Tran	Classroom Teacher	10/09/2019	
Greg Strachan	Classroom Teacher	10/09/2019	
Ben Escalona	Classroom Teacher	10/09/2019	
Lauren Schatzinger	Classroom Teacher	10/09/2019	
Michelle Rinehart	Other School Staff	10/09/2019	
Alain Azcona	Parent or Community	10/09/2019	
Matthew Ferguson	Parent or Community	10/09/2019	
Kristen Reed	Parent or Community	10/09/2019	
Micayla Lillie	Secondary Student	10/09/2019	
Angelina Mo	Secondary Student	10/09/2019	
Dylan Mazurek	Secondary Student	10/09/2019	

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	Date	Committee or Advisory Group Name
.	10/9/19	English Learner Advisory Committee
.	10/9/19	Special Education Advisory Committee
.	10/9/19	Gifted and Talented Education Program Advisory Committee

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 October 9th, 2019.

Attested:

Principal, Cliff Mitchell on 10/9/19

SSC Chairperson, on 10/9/19

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.

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.

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/>

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