



# 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	12/3/2020	1/14/2021

## School Vision and Mission

***MVMS 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.***

***MVMS 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, School Site Council, Equity and Inclusion Committee, and support 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 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 weekly Professional Time where students begin school an hour later than normal one day each week. That Professional Time and Professional Growth days facilitate communication between teachers and 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 several different ethnic groups represented within our student body of 1,350 students. Mesa Verde's enrollment by ethnicity is as follows: 1.7% African America; .15% American Indian; 28% Asian; 7% Filipino; 11% Hispanic or Latino; 0.3% Pacific Islander; 35% White; 12% Two or More Responses and 2% Not Reported. 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 staff, parents, students, and other stakeholder groups including the School Site Council, the English Learner Advisory Committee, PUSD Community Conversation forums, and the Associated Student Body. The SPSA was developed after careful consideration of data from the 2019 California Assessment of Student Performance and Progress (CAASPP) report, iReady diagnostics (which replaced MAPs testing for the 2020-21 school year), California Healthy Kids Survey (CHKS), parent feedback from monthly Principal Chats, student perception surveys, and feedback from staff and parents through the PUSD Thought Exchange platform.

# School and Student 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	0.30%	0.15%	0.15%	4	2	2
African American	2.16%	2.09%	1.7%	29	28	23
Asian	32.66%	31.14%	28.67%	439	417	387
Filipino	9.97%	7.99%	7.19%	134	107	97
Hispanic/Latino	8.63%	10.38%	11.63%	116	139	157
Pacific Islander	1.12%	0.75%	0.3%	15	10	4
White	36.61%	36.22%	35.11%	492	485	474
Two or More Responses	7.96%	10.23%	12.96%	107	137	175
Not Reported	0.60%	1.05%	2.3%	8	14	31
<b>Total Enrollment</b>				1344	1,339	1,350

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	483	423	407
Grade 7	423	499	427
Grade 8	438	417	516
<b>Total Enrollment</b>	1,344	1,339	1,350

### Conclusions based on this data:

- Students identified as Hispanic/Latino has increased 35% over the last three years and students with Two or More Responses increased by 63%, while students identified as Filipino decreased by 27%; students identified as African American decreased by 20% and students identified as Asian decreased by 11%. All other students groups remain fairly steady.
- MVMS total enrollment has remained steady over the last three years, demonstrating a less than 1% increase.
- While MVMS total enrollment has remained steady over the last three years, the 6th Grade Class has demonstrated an average decrease of 7.5%, the 7th Grade Class an average increase of 1.5, and the 8th Grade Class an average increase of 3%.

# School and Student 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
<b>English Learners</b>	89	67	43	6.6%	5.0%	3.2%
<b>Fluent English Proficient (FEP)</b>	390	398	423	29.0%	29.7%	31.3%
<b>Reclassified Fluent English Proficient</b>	12	37	37	16.9%	41.6%	55.2%

### Conclusions based on this data:

1. The number of MVMS students identified as English Learners has decreased over the last three years by 51% and represents 3% of the total MVMS total enrollment.
2. The number of MVMS students identified as Fluent English Proficient has increased over the last three years by 8% and represents 31% of the total enrollment.

# 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.	2593.	43.96	44.05	42.75	38.05	33.19	36.61	12.08	14.61	11.79	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	44.29	37.92	34.42	35.34	14.08	14.39	12.42	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	46.44	35.73	32.99	46.19	7.71	12.73	7.37
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	53.32	35.39	32.42	39.81	7.89	12.13	6.87

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

## Alternative Metrics English Language Arts/Literacy (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, and criterion referenced assessments.

### Conclusions based on this data:

- Due to the COVID19 school closure, there was no CAASPP testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 CAASPP 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 percentage 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%. The largest indicator of success is the average percentage of the number of students in 6th, 7th and 8th grade scoring Standards Not Met decreased from 9.14% to 7.95%.
- Due to the COVID19 school closure, there was no CAASPP testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 CAASPP data.**

As a campus, we have been focused on our students increasing in the subcategories of Reading and Writing. In the subcategory of Reading we have noted a 2% increase in students performing at the Above Standard and At or Near Standard bands (increasing to 87.49%). This resulted in a decrease of 2% fewer of students performing below standard. In the subcategory 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 band. 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%.
- Due to the COVID19 school closure, there was no CAASPP testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 CAASPP data.**

As we focused our efforts on the subcategories 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	409	391	480	408	99.2	99.2	99
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	1299	1235	1318	1298	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

## Alternative Metrics Mathematics (All Students)

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilizes other metrics to gauge student progress i.e. iReady, and criterion referenced assessments.

### Conclusions based on this data:

- Due to the COVID19 school closure, there were no CAASPP testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 CAASPP data.**

We observed that there has been consistent cohort increase in overall mean scaled 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 who scored *Standards Not Met* showed the largest decrease moving from 11.91% to only 9.78%.
- Due to the COVID19 school closure, there were no CAASPP testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 CAASPP data.**

As a campus, we achieved our goal of meeting a 90% (up from 87%) in the subcategory 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.
- Due to the COVID19 school closure, there was no CAASPP testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 CAASPP data.**

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 subcategory bands.

# 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	1542.5	1525.2	1557.2	1529.6	1527.6	20	14
Grade 7	1580.9	1576.4	1570.3	1579.5	1591.0	1572.7	15	13
Grade 8	1595.4	*	1599.5	*	1590.8	*	18	7
All Grades							53	34

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	*	64.29	*	7.14	*	7.14	*	21.43	20	14
7	73.33	46.15	*	30.77	*	0.00	*	23.08	15	13
8	83.33	*	*	*	*	*	*	*	18	*
All Grades	64.15	52.94	*	14.71	*	5.88	*	26.47	53	34

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	64.29	*	7.14	*	7.14	*	21.43	20	14
7	73.33	61.54	*	15.38	*	7.69	*	15.38	15	13
8	77.78	*	*	*	*	*	*	*	18	*
All Grades	67.92	58.82	*	8.82	*	11.76	*	20.59	53	34

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	*	42.86	*	21.43	*	14.29	*	21.43	20	14
7	*	30.77	*	15.38	*	30.77	*	23.08	15	13
8	66.67	*	*	*	*	*	*	*	18	*
All Grades	49.06	29.41	20.75	20.59	*	23.53	20.75	26.47	53	34

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	*	57.14	*	14.29	*	28.57	20	14
7	*	30.77	*	38.46	*	30.77	15	13
8	83.33	*	*	*	*	*	18	*
All Grades	58.49	38.24	24.53	26.47	*	35.29	53	34

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	71.43	*	7.14	*	21.43	20	14
7	80.00	84.62	*	0.00	*	15.38	15	13
8	83.33	*	*	*	*	*	18	*
All Grades	77.36	70.59	*	8.82	*	20.59	53	34

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	*	35.71	*	35.71	*	28.57	20	14
7	*	46.15	*	15.38	*	38.46	15	13
8	66.67	*	*	*	*	*	18	*
All Grades	49.06	35.29	20.75	29.41	30.19	35.29	53	34

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	*	50.00	60.00	35.71	*	14.29	20	14
7	*	7.69	*	76.92	*	15.38	15	13
8	*	*	66.67	*	*	*	18	*
All Grades	35.85	23.53	56.60	55.88	*	20.59	53	34

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

## Alternative Metrics EL Students

Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing, including ELPAC, was suspended for the spring of 2020. Some students did complete the ELPAC test prior to March 13, 2020, and those scores have been reported individually to families. However, many students did not complete the ELPAC, so in order to

monitor student progress for this year, our site will utilize other metrics to gauge student progress, i.e. iReady and criterion referenced assessments.

**Conclusions based on this data:**

1. **Due to the COVID19 school closure, students were unable to complete the ELPAC summative testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 ELPAC data.**

67% of EL students tested had an overall performance of 3 and 4 (14.71% Level 3, 52.94% Level 4)  
31% of EL students tested had an overall performance of 1 and 2 (26.4% Level 1, 5.8% Level 2)

2. **Due to the COVID19 school closure, students were unable to complete the ELPAC summative testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 ELPAC data.**

The highest category of student performance was in the area of Speaking as we had 70.59% of our students achieving Well Developed.

3. **Due to the COVID19 school closure, students were unable to complete the ELPAC summative testing in the 2019-2020 school year. Conclusions below are based on the 2018-2019 ELPAC data.**

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		
	17-18	18-19	*19-20	17-18	18-19	*19-20	17-18	18-19	*19-20
African American	29	28	25	2	6	1	6.9	21	4
American Indian or Alaskan	*	*	3	1	*		*	*	
Asian	442	417	400	7	2	2	1.6	0	0.5
Filipino	133	85	101	2	2	2	1.5	2	1.98
Hispanic or Latino	123	139	169	12	12	19	9.9	8	11.24
Did not Report	*	14		1	0		*	0	
Pacific Islander	16	*	4	0	*		0.0	*	
Two or More Races	115	159	179	5	9	6	4.3	6	3.35
White	501	486	493	28	21	18	5.6	4	3.65
Male	697			22			3.2		
Female	676			35			5.2		
English Learners	94	68	25	6	1	1	6.6	3	4
Students with Disabilities	194			12	19		6.3	10	
Socioeconomically	225	196		20	23		9.1	10	
Migrant									
Foster	*			1			*		
Homeless	*			1			*		
Kindergarten									
Grades 1-3									
Grades 4-6	496			14			2.8		
Grades 7-8	877			43			4.9		
Grades K-8	1,373			57			4.2		
Grades 9-12									
Ungraded Elementary/Secondary									
<b>Total</b>	1,373	1340	1378	57	55	48	4.2	4	3.48

\* Date range August 21, 2019 – March 15, 2020

### Conclusions based on this data:

- Over the last three years, our overall chronic absenteeism rate is decreasing with the current attendance rate being 96.5% and 3.5% of our total enrollment being chronically absent.
- Hispanic or Latino students is the largest student group with chronic absenteeism with the rate increasing each year.
- Other student groups with notable changes are:
  - Students with disabilities, who are chronically absent, decreased by 100%.
  - Students identified as African American, who are chronically absent, decreased by 80% over the last year.



# Student Performance Data

## Suspension Data

	2017-18	2018-19	*2019-20
<b>Suspensions Rate</b>	2.2	2.0	0.94

\* Date range August 21, 2019 – March 15, 2020

### Conclusions based on this data:

1. Over the past 3 years, the MVMS suspension rate has decreased by 57%.
2. We began consistently participating in school-wide Restorative Practices work in 2018-2019 and believe it made a significant difference in decreasing our suspension rates.

# Student Performance Data

## Graduation Rate

	2017-18	2018-19	*2019-20
<b>Graduation Rate</b>			

\* Preliminary Data

### Conclusions based on this data:

1. Does not apply to Mesa Verde Middle 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 2021 CAASPP Assessment. In addition, in order to move our underserved students to green or higher on the California School DASHBOARD, students in these groups 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.

## Alternative Metrics

As derived from the fall iReady math diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 62.6%

EL - 39.4%

EDY - 33.7%

Special Education - 22.6%

Hispanic - 42.1%

African American – 56.3%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the Math portion of the Spring 2021 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," placing the school in blue on the California School Dashboard. 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 CAASP will grow by 5%, from 72% in 2021 to 77% in 2021, keeping the school in blue on the California School Dashboard.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p><b>English Learner</b> Data from the Math portion of the Spring 2021 California Assessment of Student Performance and Progress (CAASPP) for students identified as English Learners.</p>	<p>Data from the Spring 2019 CAASPP Math test shows 52% of English Learners at "Standard Met" or "Standard Exceeded", placing the students in blue on the California School Dashboard. This is an increase of 22% from 2018.</p>	<p>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 2021, keeping the student group in blue on the California School Dashboard.</p>
<p><b>EDY/Title I</b> Data from the Math portion of the Spring 2021 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title 1.</p>	<p>Data from the Spring 2019 CAASPP Math test shows 48% of EDY/Title 1 at "Standard Met" or "Standard Exceeded," placing the students in green on the California School Dashboard. This is a decrease of 2% from 2018.</p>	<p>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 2021, moving the student group to blue on the California School Dashboard.</p>
<p><b>Student with Disabilities</b> Data from the Math portion of the Spring 2021 California Assessment of Student Performance and Progress (CAASPP) for students identified as Students with Disabilities.</p>	<p>Data from the Spring 2019 CAASPP Math test shows 26% of Students with Disabilities at "Standard Met" or "Standard Exceeded," placing the student group in yellow on the California School Dashboard. This is a decrease of .27% from 2018.</p>	<p>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 2021, moving the student group from yellow to green on the California School Dashboard.</p>

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)

EL, EDY and students with disabilities

Strategy/Activity

While the school is in virtual learning model, counselors to use criteria for selection of students to come to campus daily in order to have a supervised classroom for students to have in-person learning with the physical structures of school to increase engagement and attendance.

### **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)
6240	Educationally Disadvantaged Youth 1000-1999: Certificated Personnel Salaries
840	English Learners 1000-1999: Certificated Personnel Salaries

### **Strategy/Activity 2**

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

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

All grade students

#### Strategy/Activity

The MVMS 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)	Source(s)
0	

### **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 (collaboration, peer feedback, inquiry, notebook organization).

### **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

Application of professional development from 2019-2020 school year 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 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 in the four pilot classrooms

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)

0

Source(s)

## 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

In order to support on-line learning, continued exploration of the utilization of *Savvas Realize* computer based program for math curriculum assessments (CMP3). This district provided resource is an online destination for standards aligned-content and embedded 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)

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)

Students with Disabilities

### 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.

Collaborative taught classes in 6th and 8th grade math where a special education teacher collaborative teaches alongside a general education teacher for one period.

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)

0

Source(s)

## Strategy/Activity 8

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

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

All educationally disadvantaged 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)

0

Source(s)

## 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 and resources 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)

## 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)

	Educationally Disadvantaged Youth
	English Learners

# 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.

With the global pandemic of COVID-19 resulting in the physical school closure, school has looked different since March 13, 2020. As a result, this has impacted our ability to fully complete the planned strategies to meet the overall goal. Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilized other metrics to gauge student progress i.e. iReady, and criterion referenced assessments. Strategy effectiveness identified below was determined through informal measures and staff reports.

### Strategy 1 - Power Hour and Opportunity School

This strategy was adjusted. For students in 6th, 7th and 8th grade, this strategy was adjusted and the intervention class, Math Accel, was used to provide the additional support for at-risk students. The teachers found the intervention class to be effective as it provided opportunities to front load students with lesson content, as well as provide additional practice and support. The end result was increased confidence in students and students reported a feeling of being more prepared for math class. Teachers reported students in Math Accel increase participation and engagement in math class, as well as demonstrated grade improvement. For students not enrolled in Math Accel, 7th and 8th grade math teachers made students aware of the ability to schedule appointments before school, after school, and during lunch for additional help. These dedicated appointments provided students time to seek clarification and/or gain extra support in learning a concept.

### Strategy 2 - Common Assessments and Rubrics

This strategy was fully implemented with the 7th and 8th grade Math Team. The team consistently collaborated, and used the same assessments and rubrics. The common assessment outcomes allowed for discussion amongst the math teachers to examine results of student performance in relation to the standards and to make necessary adjustments as needed. The team finds this strategy to be very effective. This year, the 6th grade math teachers are committed to joining the collaboration and the use of common assessments and rubrics.

### Strategy 3 - Utilization of AVID Strategies in Math Classes

This strategy was fully implemented. In all math classes, the AVID tenets of COLLABORATION, INQUIRY and ORGANIZATION were used. Every math class uses collaborative groups for activities, assignments, and at times tests. Costa's levels of thinking is used throughout math

instruction with students engaging in all three levels (gathering, processing and applying). All students maintain a math notebook which includes daily notes and example problems which assist them mastering the concepts.

#### **Strategy 4 - Professional Development in the Area of Inquiry**

This strategy was fully implemented. Throughout the year, during professional growth development days and/or staff meetings, "Inquiry" was an area of focus in order to develop and implement strategies to increase critical thinking skills in MVMS students. MVMS staff participated in five "Inquiry" sessions, seven were planned for the year, the last two were unable to be held due to school closure.

#### **Strategy 5 - Interactive Flat Panels**

This strategy was fully implemented by the teachers with flat panels. There are four interactive panels within the math department. The teachers used the panels to display slides and math problems. Students had the ability to interact with and write on panels and teachers found the technology to be extremely effective. Teachers reported increased student engagement and willingness for volunteers as students were highly motivated to use this equipment. It has been so effective for student engagement and involvement that the math team would like to investigate how to get flat panels in all math classrooms.

#### **Strategy 6 - Utilization of Realize Practices and Quizzes**

This strategy was partially implemented and needs more time. Teachers report this resource is still in the exploring stage. As the program is 100% computer based, more time is needed to discover and explore how to best use it effectively within the curriculum for students.

#### **Strategy 7 - Collaboration Between General Education and Special Education Teachers**

This strategy was fully implemented. Both special education and general education teachers agree on the importance of collaboration and find it to be very effective for students with disabilities. The collaboration has allowed for special educators to follow the scope and sequence occurring in the general education math classes, while allowing additional time on content requiring a greater focus. Additionally, based on an IEP team determination, specialized classes and curriculum allowed for specialized instruction based on a student's unique needs.

#### **Strategy 8 - KIDWATCH Meetings**

This strategy was fully implemented. The math team found cross-curricular collaboration about students extremely helpful and believed it was an effective strategy.

#### **Strategy 9 - Monthly staff presentations on EL Strategies**

This strategy was partially implemented. While presentations did not occur at monthly staff meetings, the EO Coordinator at MVMS provided information and strategies to the staff in other ways. MVMS teachers found the information shared to be helpful and beneficial for students.

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

Budget was used as planned.

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.

In place of Power Hour, students struggling with virtual learning were invited to campus to be supervised while in virtual learning. Additionally, the KIDWATCH process will continue to be refined in order to ensure positive outcomes for students in need of supports. iReady diagnostic will be used in place of MAPs.

# 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 2021 CAASPP Assessment. In addition, in order to move our underserved students to green or higher on the California School DASHBOARD, students 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.

## Alternative Metrics

As derived from the fall iReady reading diagnostic assessments, the percentages displayed below denote the number of students who currently are performing at grade level:

All Students - 72.1%

EL - 27.6%

EDY - 45.6%

Special Education - 29.4%

Hispanic - 53.3%

African American – 60.0%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> Data from the English Language Arts portion of the Spring 2021 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," placing the school in blue on the California School Dashboard.	The percentage of All Students with scores of "Standard Met" or "Standard Exceeded" on the English Language Arts portion of the CAASP will grow by 5%, from 79% to 84% in 2021, keeping the school in blue on

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	This is an increase of 3% from 2018.	the California School Dashboard.
<b>English Learner</b> Data from the English Language Arts portion of the Spring 2021 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," placing the student group in blue on the California School Dashboard. 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% to 24% in 2021, keeping the student group in blue on the California School Dashboard.
<b>EDY/Title I</b> Data from the English Language Arts portion of the Spring 2021 California Assessment of Student Performance and Progress (CAASPP) for students identified as EDY/Title 1.	Data from the Spring 2019 CAASPP English Language Arts test shows 59% of EDY/Title 1 at "Standard Met" or "Standard Exceeded," placing the student group in green on the California School Dashboard. This is an increase 5% from 2018.	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%, from 59% in 2019 to 66% in 2021, moving the student group from green to blue on the California School Dashboard.
<b>Student with Disabilities</b> Data from the English Language Arts portion of the Spring 2021 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," placing the student group in yellow on the California School Dashboard. 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 CAASPP will grow by 7%, from 52% in 2019 to 59% in 2021, moving the student group from yellow to green or higher on the California School Dashboard.

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)

EL, EDY and students with disabilities

**Strategy/Activity**

While the school is in virtual learning model, counselors to use criteria for selection of students to come to campus daily in order to have a supervised classroom for students to have in-person learning with the physical structures of school to increase engagement and attendance.

**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)

6,240

Source(s)

Educationally Disadvantaged Youth  
1000-1999: Certificated Personnel Salaries

850

English Learners  
1000-1999: Certificated Personnel Salaries

**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 5th grade Winter MAP scores, will be screened for targeted intervention in reading decoding, fluency and comprehension through a 5 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**

Application of professional development from 2019-2020 school year 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 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)

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)

English Learners

Strategy/Activity

EL Instructional Assistant push-in support into identified Humanities classes to support students learning 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)

Source(s)

1,600

English Learners  
2000-2999: Classified Personnel Salaries

### 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)	Source(s)
10,000	Foundation 4000-4999: Books And Supplies
3,300	Donations 4000-4999: Books And Supplies
150	English Learners 4000-4999: Books And Supplies

### 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 teachers and alignment to general education curriculum to provide student exposure and mastery of general education content and standards.

Collaborative taught class in 8th grade language arts where a special education teacher collaborative teaches alongside a general education teacher for one period.

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)

0

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 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)

0

Source(s)

## 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)

## Strategy/Activity 11

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

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

All sixth grade students

### Strategy/Activity

iReady digital English language arts program to provide personalized lessons to students based on the iReady diagnostic taken during fall 2020.

### 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)

1,680

Source(s)

Lottery: Instructional Materials

# 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.

With the global pandemic of COVID-19 resulting in the physical school closure, school has looked different since March 13, 2020. As a result, this has impacted our ability to fully complete the planned strategies to meet the overall goal. Due to the Covid-19 Pandemic and sites moving to distance learning, CAASPP testing was suspended for the spring of 2020. To monitor student progress, our site utilized other metrics to gauge student progress i.e. iReady, and criterion referenced assessments. Strategy effectiveness identified below was determined through informal measures and staff reports.

### **Strategy 1 - 6th and 7th Grade Power Hour and 8th Grade Opportunity School**

This strategy was fully implemented and found to be an effective strategy. Mesa Verde Admin Team and Teaching Staff were able to identify students impacted educationally to offer a Power Hour, as well as an Academic Success Class depending on the grade of each student and type of assistance needed. "Academic Success" was used in place of "Opportunity School" for the 8th grade team. Teachers offered one-on-one assistance, individual encouragement, a plan for organization and a plan for assignment completion to each student during these opportunities for school support, including portions of lunch periods and after school. It was found by all staff that this strategy for student success was very effective as evidenced by an improvement to student grades, completed assignments and a deeper curricular understanding.

### **Strategy 2 - 6th Grade Reading Intervention Class**

This strategy was fully implemented and found to be an effective strategy. Sixth grade students were identified for reading intervention based on incoming MAP scores, elementary teacher recommendation, as well as Fall MAP scores. Students in grades 6, 7 and 8, received differentiated instruction based on individual reading abilities. While teachers find this to be an effective strategy, it will be revised for the 2020-2021 school year. This school year, in 6th grade, we are finding the student's reading levels to not be as significant as in years past and we are finding an increased need for more general supports for students. The two reading intervention classes this year will be revamped, 2nd Quarter, into Academic Support classes, providing reading strategies as needed.

### **Strategy 3 - Professional Development in Inquiry**

This strategy was fully implemented and found to be an effective strategy. Throughout the year, during professional growth development days and/or staff meetings, "Inquiry" was an area of focus in order to develop and implement strategies to increase critical thinking skills in MVMS students. MVMS staff participated in five "Inquiry" sessions, seven were planned for the year, the last two were unable to be held due to school closure. Despite the school closures, special education and general education teachers alike described that they were able to intertwine inquiry based learning within their curriculums. The implementation of the new strategies and verbiage introduced throughout the year pre-closure, were universal across subjects and enabled a continuance of some of these strategies post-closure. This enabled consistency in inquiry based learning and deeper understanding across subjects for students. Considering the effectiveness of this strategy even within developing and exploring stages, we will continue to implement this strategy.

### **Strategy 4 - Daily English Language Development Elective**

This strategy was fully implemented and found to be an effective strategy. Students identified as beginning English Learners (scoring level 2 or below on ELPAC) received daily English Language Development assistance by an appropriately credentialed teacher.

### **Strategy 5 - English Language Instructional Assistant Push-in Support**

This strategy was partially implemented and adjustments were made. The English Language Instructional Assistant provided support to the 6th and 8th grade humanities class where students identified as beginning English Learners were enrolled. In 7th Grade, adjustments were made due to the smaller class size and teacher's ability to differentiate to meet the needs. The teacher collaborated with the instructional assistant and the coordinator as needed. If additional attention was required for an assignment, the instructional assistant assisted the students during the ELD elective class.

### **Strategy 6 - Use of Scholastic Magazines in Humanities Classrooms**

This strategy was fully implemented. All humanities teams found this to be an effective strategy. This was evidenced by the student's writing and language proficiency demonstrated in assignments throughout the school year. Students were able to create, summarize and mark-up the text. Students were able to engage and interact with the text in both high and lower reading levels because the text remained interesting and relevant. Differentiation occurred across all grade levels. The magazine articles are of high interest to teens and preteens because they are culturally relevant with current events that are updated every two weeks. Additionally, teachers believed the cross-curricular content allowed for students to gain perspective between language arts, social studies, science, math and gave perspective politically while remaining neutral.

### **Strategy 7 - Academic Success Classes**

This strategy was fully implemented. Teachers reported this to be an effective strategy as most students' overall attitude, work completion and grade point average increased. In 8th grade, students' GPA increased from the accumulated average of .9 in their 4th quarter of 7th grade to an accumulated average of 3.1 in their 3rd quarter of 8th grade. Teachers were able to provide one-on-one attention to students while collaborating with student's teachers to ensure students are being assisted in appropriate areas. The individualized attention and being able to provide help and basic skills to students in the setting of academic success. Academic success will be continued in the 20-21 school year.

### **Strategy 8 - Collaboration Between General Education and Special Education Teachers**

This strategy was fully implemented. Both special education and general education teachers agree on the importance of collaboration and find it to be very effective for students with disabilities. The collaboration has allowed for special educators to follow the scope and sequence occurring in the general education language arts classes, while allowing additional time on content requiring a greater focus. Additionally, based on an IEP team determination, specialized classes and curriculum allowed for specialized instruction based on a student's unique needs.

### **Strategy 9 - KIDWATCH Meetings**

This strategy was fully implemented. While teams found cross-curricular collaboration about students extremely helpful, there were mixed reports of the KIDWATCH meetings and outcomes being an effective strategy. Last year a change was made with the RTI support at schools. Instead of having a dedicated a RTI Teacher on Special Assignment at each school, the District moved to one dedicated person for all the middle schools. Humanities teachers reported this change in structure significantly changed the level of support being provided to at-risk students as compared to the support two years prior with a dedicated teacher for MVMS. Based on the feedback provided by all the MVMS departments/teams, KIDWATCH meetings, supports, strategies and systems may need to be redefined given the new model in order to gain the momentum that was previously experienced.

### **Strategy 10 - Monthly staff presentations on EL Strategies**

This strategy was partially implemented. While presentations did not occur at monthly staff meetings, the EL Coordinator at MVMS provided information and strategies to the staff in other ways. MVMS teachers found the information shared to be helpful and beneficial for students.

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

We did not use \$900 ELL funds to attend the SDCOE conference on Teaching Foundational Literacy Skills because the conference was in May 2020 during the COVID-19 shut down.

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.

In place of Power Hour, students struggling with virtual learning were invited to campus to be supervised while in virtual learning. Additionally, the KIDWATCH process will continue to be refined in order to ensure positive outcomes for students in need of supports. iReady diagnostic will be used in place of MAPs.

# 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, by 10%, at Mesa Verde Middle School by increasing the percentage of responses into the "high" range as measured by the California Healthy Kid Survey (Table A4.10 School Connectedness Scale Questions).

### Identified Need

School connectedness was a need identified based on the results of the 2018-2019 MVMS California Healthy Kid Data. The average reporting of students indicating "Agree or "Strongly agree" was 71%, with 29% of students indicating "Neither disagree or agree", "Disagree" or "Strongly disagree".

### Alternative Metrics

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> California Healthy Kids Survey (Student responses Table A4.10)	The average reporting of "Agree" or "Strongly Agree" was 71% on 2018-2019 California Healthy Kids Survey in the area of School Connectedness.	Increase student connectedness at Mesa Verde Middle School by increasing the average number of students, by 10%, reporting "Agree" or "Strongly Agree" on 2020-2021 California Healthy Kids Survey in the area of School Connectedness.
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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**

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)

0	Educationally Disadvantaged Youth
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0	English Learners
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**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**

Eagle Shout Outs - a weekly 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 3**

**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 4**

#### **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 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

Once virtual schedule ends allowing for increase in instructional minutes, WEB - Where Everyone Belongs will begin. WEB is an orientation and transition program for 6th grade students where 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)

## 6th Grade Students

### Strategy/Activity

Once virtual schedule ends allowing for increase in instructional minutes, MVMS School Counselors push in to the all 6th grade classrooms to provide weekly social emotional lessons 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 7

#### 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)

0

## 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.

With the global pandemic of COVID-19 resulting in the physical school closure, school has looked different since March 13, 2020. As a result, this has impacted our ability to fully complete the planned strategies to meet the overall goal. Even through this challenge, Mesa Verde staff stayed committed to finding ways to connect with students during distance learning. Strategy effectiveness identified below was determined through informal measures and staff reports.

### Strategy 1 - Professional Development Opportunities

This strategy was fully implemented. Prior to March 13, 2020, Mesa Verde Staff participated in a number of Professional Development Opportunities to assist in achieving the Social Emotional Goal. Many of our staff members expanded their learning and attended the Restorative Practices training offered through the San Diego County of Education, in addition to the one we arranged to be held at our school site. Several teachers, from all departments, participated in the Teacher Learning Community (TLC) options led by Mesa Verde Teacher, Aimee McCoy. As Mesa Verde was committed to keep a No Place for Hate designation, the NP4H MVMS Team, made up of students and teachers, attended the yearly training. All teachers participating in the Professional Development Opportunities offered in the area of Social Emotional Learning report the practices learned benefitted students in the classrooms, and were effective in meeting students' social emotional needs.

### **Strategy 2 - Start With Hello Week**

This strategy was fully implemented. Activities were planned, implemented, and advertised through morning announcements, signs and posters. Teachers also had opportunities during their period 1 classes to interact with students and engage regarding the daily activities as planned by our Student Support Specialist. These activities inspired the students to interact with others outside their typical peer group, as well as encouraged teachers to step out of the classroom setting and engage with students during non-instructional times. MVMS staff members indicated that it was good to see different groups of kids interacting. This was found to be an effective strategy as it built upon student-student and staff-student relationship building.

### **Strategy 3 - Eagle Shout Outs**

This strategy was fully implemented in all departments as Mesa Verde. Every Tuesday, nominated students and staff were and were recognized during morning announcements. Mesa Verde Eagles would complete a "shout-out" that was specific to each individual to both build up the student and reinforce those positive behaviors and interactions. After March 13, 2020, the practice continued during Distance Learning for students to discover weekly as they checked-in digitally for their classes. Students and staff look forward to these announcements. We found this to be an effective strategy before school closure and after. This practice will be continuing in the 2020-2021 school year during Virtual Learning and an in-person return.

### **Strategy 4 - No Place For Hate**

This strategy was fully implemented. As part of the No Place for Hate school-wide initiative, the NP4H Team at MVMS designed lessons to create change and improve school climate. Every homeroom-class identified two students to be the class representative. Under the direction of MVMS No Place for Hate Team, the representative students were taught how to present to the class, as well as facilitate an effective and safe discussion on the lesson topic. Both staff and students reported these lessons to be effective and powerful; particularly, because the message was from students to students. Due to the lesson content, students and staff alike report the conversations and presentations that occurred in classes were relevant and timely. MVMS staff also recognizes that middle school students need continued exposure and practice with the content. The strategy was effective and the NP4H initiative will continue.

### **Strategy 5 -Where Everyone Belongs (WEB)**

This strategy was partially implemented. Last year was the first year to have WEB at MVMS. The year prior, at the end of their 7th grade year, students were identified to be WEB leaders for the incoming 6th grade class. WEB leaders attended training and devoted a few last days of summer to help plan and implement 6th Grade Orientation. On the day of orientation, 6th grade students were assigned to 8th grade WEB mentors and the students participated in fun and lively activities. Prior to March 13, 2020, there was an opportunity for 6th graders to interact with their WEB leader as

well. The hope was to be able to have more opportunities for 6th and 8th graders to interact. We found that the schedules did not always align and allow for this and This strategy was effective and will continue once students are back learning in person.

### **Strategy 6 -Lunch Buddies**

This strategy was fully implemented up until the time of school closure. General education teachers identified and met individually with general education students. These teachers were able to encourage their general education students to participate in and be lunch buddies to their peers with disabilities in this setting. General education teachers were also able to offer their room to host these monthly events. Teachers of students with disabilities planned and organized different activities for the monthly meetings report that many of the friendships through the program carried over into PE and elective classes.

### **Strategy 7 - Herman's Way Mentoring**

Last year, 36 members of the MVMS staff participated in the Herman's Way Mentoring Program where an at-risk student was assigned to them for mentoring. All staff members reported the need for this program to continue as it was an effective strategy. Staff members reported the bond that grew between student and staff benefitted both the student and staff member. When the school closure occurred, many staff members continued the contact during the difficult time. All staff reported improvements in students (grades and social emotional health) and many received positive feedback from students and parents alike.

### **Strategy 8 – Social Emotional Lessons in 6th Grade**

Every 6th grade student participated in push-in lessons from MVMS counselors last school year. Counselors pushed into every 6th grade homeroom class one time a week for six weeks and delivered social emotional learning lessons. This was an effective practice as all 6th graders learned strategies for conflict resolution and were taught common language, which increased students' abilities to manage conflict and decreased the need for conflict resolution mediated by a MVMS adult. In addition, this was found to be effective as students were able to build stronger peer-to-peer relationships. It helped to foster and develop a stronger class community. As a result of the push-in lessons, counselors gained a greater visibility to students. This assisted students in being able to connect with counselors and created a smoother, more comfortable pathway for students to reach out to them for assistance when needed. It opened up students to and normalized being able to seek social/emotional help from trusted MV adults.

### **Strategy 9 - 12th Man School-wide Theme**

On the 12th of every month, MVMS staff wore the MVMS 12th Man t-shirt to show support of students. As a result of the shirts, students would ask more questions individually about the 12th man initiative. Staff members were able to expound upon the concepts within this initiative in different venues. Teachers made signs for the classrooms, reminded classes of the principles behind 12th man during times students may have needed extra support, i.e. testing days, presentation days, etc. Staff members held one on one conversations with individual students who needed the support and encouragement. Concepts of the 12th man were transferred into the mentor relationships through the Herman's way initiative/program

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 budgeted funds were outlined for this goal.

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.

The annual outcome will be measured by the California Healthy Kid Survey as listed in the goals above. Additionally, as indicated in the some of the strategies above, implementation will begin once in person learning is in place.

# 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 4: Culturally Responsive Educational Experience - Anti-Racism through Systemic Equity and Inclusion

To ensure that every student is affirmed, and feels both safe and welcomed, Mesa Verde will identify needs, develop and deploy strategies and activities to elevate inclusion and equity within our community.

### Identified Need

This need was identified by the community through social media postings describing student experiences in Poway Unified School District, leading to Resolution No 116-2020 of the Poway Unified School District.

### Alternative Metrics

**California School Dashboard Chronic Absenteeism rates:**  
 Students with disability student group - orange  
 Socioeconomically Disadvantaged student group - orange  
 Two or More Races student group - orange  
 English Learners students group - green  
 Hispanic student group - green  
 White student group - green  
 Asian student group - blue  
 Filipino - blue

**California School Dashboard Chronic Suspension rates:**  
 Students with disability student group - yellow  
 Socioeconomically Disadvantaged student group - orange  
 Two or More Races student group - orange  
 English Learners students group - green  
 Hispanic student group - orange  
 White student group - green  
 Asian student group - green  
 Filipino - blue

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b> California Healthy Kid Survey (Parent Survey CHKS Table A8.5)	2018-2019 results indicate 29% of parents completing the survey believe racial/ethnic conflicts are a problem among MVMS students.	Increase the percentage by 10% of parents reporting "Not a Problem" for racial/ethnic conflicts are a problem among MVMS students.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Survey results: Not at problem = 28% Small problem = 13% Somewhat a problem = 12% Large problem = 4% Don't know/NA = 43%	
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		
California Healthy Kid Survey (Student Survey CHKS Table N4.2)	2018-2019 results indicate 15% of students completing the survey agree there is a lot of tension at Mesa Verde between people of different cultures, races or ethnicities.  Survey results: Strongly disagree = 38% Disagree = 26% Neither disagree or agree = 21% Agree = 10% Strongly agree = 5%	Increase the percentage by 10% of students reporting "Strongly disagree" or "Disagree" tension exists at MVMS between people of different cultures, races or ethnicities.

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

Mesa Verde will form a school Equity Team and participate in staff development through San Diego County Office of Education.

**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)

[Empty box for Amount(s)]

Educationally Disadvantaged Youth

[Empty box for Amount(s)]

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

Mesa Verde's Equity Team will plan and implement professional growth for our staff focused on identifying and addressing equity issues within ourselves and our learning community.

**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

Mesa Verde will increase the number of diverse voices represented by authors and titles in our school's library.

**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)

1,000

Unrestricted

### 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

Mesa Verde will continue the No Place for Hate School-wide initiative and deliver lessons to create change and improve school climate. The No Place for Hate Committee will meet monthly and three lessons will be delivered throughout the 2020-2021 school year. The lessons will 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)

500

General Fund

### Strategy/Activity 5

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

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

All students

#### Strategy/Activity

Host a series of "Community Conversations on Racial Equity" throughout the 20-21 school year. These conversations are organized by feeder pattern, elementary through high school, to ensure we are addressing any issues and concerns systemically as a team, partnering with parents, staff, students, and community members in our surrounding neighborhoods.

#### 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)

# 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 5: (Optional)

MVMS Chronic Absenteeism (12 missed school days in one year, excused or unexcused) will decrease to 3% or less with all student groups being placed in green or higher on the California School Dashboard.

## Identified Need

Mesa Verde's chronic absenteeism is 3.48% in total. The Hispanic/Latino student group has the highest percentage of chronic absenteeism at 11.24%.

## Alternative Metrics

### California School Dashboard Chronic Absenteeism 2019 rates:

- Students with disability student group - orange
- Socioeconomically Disadvantaged student group - orange
- Two or More Races student group - orange
- English Learners students group - green
- Hispanic student group - green
- White student group - green
- Asian student group - blue
- Filipino - blue

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<b>School Wide</b>		
<b>English Learner</b>		
<b>EDY/Title I</b>		
<b>Student with Disabilities</b>		

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

Mesa Verde will create an early monitoring system to identify and support students once they reach 6 all day absences (in total, not consecutive). Students identified will be closely monitored.

**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)

[Empty box for Amount(s)]

[Empty box for Amount(s)]

Source(s)

Educationally Disadvantaged Youth

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

Once a student misses 8 days of school (excused or unexcused), parents will be contacted by an administrator to check on well-being of the student, determine the reason for the absence and to discuss next steps. Follow up written communication sent to parents and documented in "Synergy Conference" note.

**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)

[Empty box for 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

Once a student misses 10 days of school (even nonconsecutive), a primary staff member will be designated to follow up with student's family to check on well-being of the student, determine the reason for absence and strategize a re-entry plan that may include incentives. Upon re-entry, primary staff member will monitor attendance for early identification of any new absence patterns.

**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)

200

Source(s)

Donations

**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

Students with decreased attendance during virtual learning will be provided a supervised classroom for students to have in-person learning with the physical structures of school to increase engagement and attendance.

**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	\$32,600.00

## 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 (\$)
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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
Donations	\$3,500.00
Educationally Disadvantaged Youth	\$12,480.00
English Learners	\$3,440.00
Foundation	\$10,000.00
General Fund	\$500.00
Lottery: Instructional Materials	\$1,680.00
Unrestricted	\$1,000.00

Subtotal of state or local funds included for this school: \$32,600.00

Total of federal, state, and/or local funds for this school: \$32,600.00

## 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

Funding Source	Amount
	0.00
Donations	3,500.00
Educationally Disadvantaged Youth	12,480.00
English Learners	3,440.00
Foundation	10,000.00
General Fund	500.00
Lottery: Instructional Materials	1,680.00
Unrestricted	1,000.00

## Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
	1,680.00
1000-1999: Certificated Personnel Salaries	14,170.00
2000-2999: Classified Personnel Salaries	1,600.00
4000-4999: Books And Supplies	13,450.00

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
	Donations	200.00
4000-4999: Books And Supplies	Donations	3,300.00
	Educationally Disadvantaged Youth	0.00
1000-1999: Certificated Personnel Salaries	Educationally Disadvantaged Youth	12,480.00

	English Learners	0.00
1000-1999: Certificated Personnel Salaries	English Learners	1,690.00
2000-2999: Classified Personnel Salaries	English Learners	1,600.00
4000-4999: Books And Supplies	English Learners	150.00
4000-4999: Books And Supplies	Foundation	10,000.00
	General Fund	500.00
	Lottery: Instructional Materials	1,680.00
	Unrestricted	1,000.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,080.00
Goal 2	23,820.00
Goal 3	0.00
Goal 4	1,500.00
Goal 5	200.00

# 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
Christine Donnelly	Principal	12/3/2020	<i>Christine Donnelly</i>
John Carpenter	Parent or Community	12/3/2020	<i>John Carpenter</i>
Xochitl Lopez	Parent or Community	12/3/2020	<i>Xochitl Lopez</i>
Sonja Thoma	Parent or Community	12/3/2020	<i>Sonja Thoma</i>
Matteus Juza	Secondary Student	12/3/2020	<i>Matteus Juza</i>
Ben Krager	Secondary Student	12/3/2020	<i>Ben Krager</i>
Maya Lopez	Secondary Student	12/3/2020	<i>Maya Lopez</i>
Ashley Bishop	Classroom Teacher	12/3/2020	<i>Ashley Bishop</i>
Taylor Doty	Classroom Teacher	12/3/2020	<i>Taylor Doty</i>
Stephanie Miller	Classroom Teacher	12/3/2020	<i>Stephanie Miller</i>
Patti Puckett	Classroom Teacher	12/3/2020	<i>Patti Puckett</i>
Michelle Rinehart	Other School Staff	12/3/2020	<i>Michelle Rinehart</i>

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 Mesa Verde Middle School 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
<i>Jawie LaFuze</i>	2020-12-07	English Learner Advisory Committee
<i>Kristen Kennedy</i>	2020-12-04	Special Education Advisory Committee
<i>Aimee Corbin</i>	2020-12-04	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 12/3/2020.

Attested:

<i>Christine Donnelly</i>	Principal, Christine Donnelly on and SSC Chairperson	2020-12-07
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# 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