

School Year: **2025-26**



Mesa Verde Middle School • 14000 Peach Hill Rd • Moorpark, CA 93021 • (805) 378-6309

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mesa Verde Middle School	56 73940 6112189	June 11, 2025	August 5, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Mesa Verde Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement
Mesa Verde Middle School is not a Title 1 School

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- Plan Description 4
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 6
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 7
- School and Student Performance Data 8
 - Student Enrollment..... 8
 - CAASPP Results..... 10
 - ELPAC Results 16
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 31
 - Conditions & Climate..... 34
- Goals, Strategies, & Proposed Expenditures..... 37
 - Goal 1 37
 - Goal 2..... 41
 - Goal 3..... 45
 - Goal 4..... 48
 - Goal 5..... 49
- Budget Summary 50
 - Budget Summary 50
 - Other Federal, State, and Local Funds 50
- Budgeted Funds and Expenditures in this Plan 51
 - Funds Budgeted to the School by Funding Source..... 51
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference 51
 - Expenditures by Budget Reference and Funding Source 51
 - Expenditures by Goal..... 51
- School Site Council Membership 52
- Recommendations and Assurances 53
- Instructions..... 54
- Appendix A: Plan Requirements 61

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements64
Appendix C: Select State and Federal Programs67

Plan Description

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

This plan is being used by Mesa Verde Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement

Mesa Verde Middle School is not a Title 1 School

MUSD Mission and Vision

Ensuring academic excellence through highly effective teaching and leadership, innovative 21st-century learning environments, and connecting with every student every day.

Mesa Verde Middle School Mission

Mesa Verde Middle School develops the skills and provides the support and opportunities necessary for all students to achieve academic success, grow socially and emotionally, and strengthen character in a safe and positive environment.

Mesa Verde Middle School Vision

Mesa Verde Middle School students strive to become self-motivated critical thinkers who persevere through challenges, show empathy and compassion, and use their Mesa experience to become respectful, responsible citizens.

Slogan

Pumas are Positive, United, Mindful, Academic, and School Spirited.

Mesa Verde Middle School is a vibrant learning community where students are seen, supported, and challenged. Our commitment is to foster a culture where each student is provided access to rigorous academics, engaging electives, and meaningful social-emotional supports in a safe and inclusive environment.

Our dedicated staff works collaboratively to ensure all students have what they need to thrive. Core academic instruction in English Language Arts, Mathematics, Science, and Social Studies is enriched by Physical Education, Visual and Performing Arts, Technology, and a variety of electives designed to meet student interests and connect to future opportunities, including pathways into Moorpark High School's award-winning CTE programs. Elective offerings such as theater production, band, art, multi-media, and coding provide students with chances to explore their passions and grow as learners.

Mesa Verde's inclusive practices are a point of pride. Our co-teaching model ensures students with disabilities receive support within the general education classroom, and our English Language Development program is designed to accelerate language acquisition while supporting academic success. Paraeducators, educational techs, and other classified staff play an essential role in supporting students throughout the day.

We offer after-school and lunchtime tutoring supported by certificated staff and high school mentors. Additionally, our robust ASB, clubs, and extracurricular opportunities give students voice, leadership experiences, and a sense of belonging on campus.

Mesa Verde serves approximately 580 students in grades 6–8 and is one of two comprehensive middle schools in the Moorpark Unified School District. Our team includes 25 teachers, a principal, an assistant principal, one full-time counselor, and one library assistant, supported by clerical, custodial, transportation, and nutrition services staff.

At Mesa Verde, we believe that preparing students for their future means more than academic achievement. We are committed to equipping ALL students with the critical thinking skills, social-emotional tools, and personal responsibility needed to lead meaningful lives in a diverse and global society. We strive to build a school community grounded in mutual respect, equity, and opportunity—where every student feels connected, capable, and inspired to reach their full potential.

Educational Partner Involvement

How, when, and with whom did Mesa Verde Middle 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

English Learner Advisory Committee (ELAC):

The English Learner Advisory Committee meets regularly to discuss the School Plan for Student Achievement (SPSA), with a particular focus on the needs of English Learners. In the 2024–2025 school year, ELAC met twice in the fall and once in the spring. Additional meetings will be scheduled as needed to review progress and gather feedback. Parents were invited through personal phone calls, emails, ParentSquare communications, the school website, the school calendar, and on-campus signage. Input received at ELAC meetings is documented and shared with the School Site Council (SSC) for consideration during SPSA updates and progress monitoring.

School Site Council (SSC):

The SSC is a representative body that includes parents, teachers, classified staff, and administration. It met twice in the fall and once in the spring to analyze site data, monitor progress toward goals, and provide oversight of the SPSA. SSC reviewed stakeholder input from ELAC, PTSA, and staff meetings to inform decision-making. Invitations to SSC meetings were distributed via ParentSquare, direct outreach, the school website, and Monday Messages. The SSC will continue to meet as needed to ensure the plan remains relevant and responsive to student needs.

Parent Teacher Student Association (PTSA) – General Membership:

The PTSA General Association held monthly meetings throughout the school year. These meetings provided a platform for school updates, celebrations, and the sharing of SPSA goals and progress. Parent input was gathered during fall meetings and shared with SSC to inform the development and refinement of the plan. Meeting announcements and invitations were sent through ParentSquare, email, the school website, social media, and the weekly Monday Message.

PTSA Executive Board:

The PTSA Executive Board met in the fall to review schoolwide initiatives, including key goals within the SPSA. Feedback collected during this meeting was presented to the SSC during their fall meetings. Additional PTSA Board meetings will be scheduled as needed to review progress toward SPSA goals and ensure alignment with school and district priorities.

Faculty Leadership Team:

The Mesa Verde Leadership Team met monthly to analyze student data and identify trends related to academic achievement, behavior, and engagement. Input from these meetings directly informed goal setting and action steps within the SPSA. Ongoing feedback from this team was used throughout the year to monitor implementation and make course corrections where needed.

Faculty at Large:

Full faculty meetings were held monthly and provided structured opportunities for input related to SPSA development, implementation, and evaluation. During the fall, staff engaged in data analysis to guide goal setting, and updates on SPSA progress were provided regularly throughout the year. Feedback from the staff was gathered and communicated to the SSC to ensure teacher voice was reflected in schoolwide decisions. Additionally, data from interim assessments (IABs), behavior referrals, and academic interventions were used regularly to drive discussions and support continuous improvement.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

As a school identified for Additional Targeted Support and Improvement (ATSI) for the student group Students with Disabilities, Mesa Verde Middle School has identified the following resource inequities based on staff input, student data, and classroom observations:

Academic Indicator: English Language Arts (ELA)

Inconsistent grading practices and expectations across general education and co-taught classrooms

Limited collaboration and communication between general education teachers, case managers, and parents
Lack of a schoolwide approach to Tier 2 academic vocabulary (common language expectations)
Need to shift staff and student mindsets around ability, inclusion, and high expectations
Student challenges with stamina and engagement on the CAASPP assessment
Decreased student motivation and persistence when encountering academic challenges

Academic Indicator: Mathematics

Variability in grading and assessment practices across departments and instructional settings
Foundational skill gaps in number sense, operations, and academic language
Use of outdated curriculum materials leading to instructional inconsistency and lack of scaffolds
Low student self-confidence and high performance anxiety during math instruction and testing
Inconsistent or infrequent progress monitoring for students with IEPs
Behavioral disruptions and anxiety that impact learning and classroom environment

School Climate Indicator: Suspension Rate

Peer pressure and social media influence contributing to impulsive or inappropriate behaviors
Limited social-emotional learning (SEL) supports focused on self-regulation, peer interaction, and problem-solving
Increase in peer conflicts, inappropriate language, and copycat behaviors
Insufficient alternatives to suspension (e.g., restorative practices, tiered interventions)
Need for more frequent and intentional positive behavior reinforcement
Gaps in home-school communication around behavioral expectations and intervention strategies

Next Steps

These inequities have directly informed the goals, actions, and monitoring tools included in this year's SPSA. The leadership team will continue to examine these areas in partnership with staff, families, and students to ensure that resources and supports are aligned with the needs of our Students with Disabilities.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

State Indicators: Overall Schoolwide Performance

Mesa Verde moved from the Orange to the Green performance level for the suspension rate. In 2023–24, 3.9% of students were suspended for at least one day—a decrease of 2.7 percentage points compared to 2022–23. Notably, no student groups fell within the Yellow, Orange, or Red performance levels for this indicator.

Mesa Verde moved from Orange to Green, with 60.5% of English Learners making progress toward English language proficiency. This was an 8.4 percentage point increase from the 2022–23 school year.

In English Language Arts (ELA), overall performance remained in the Yellow category. The all-student group scored 3.7 points below standard, a decline of 6.6 points from the previous year. Students with Disabilities and English Learners performing in the Red category, and Hispanic and Socioeconomically Disadvantaged students performing in the Orange.

The schoolwide indicator in math remained in the Orange category, with students scoring 38.9 points below standard—representing a decline of 4.6 points. Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students all performed in the Red category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following student groups were identified as performing significantly below the "All Student" group in one or more state indicators. While no student group was two or more performance levels below the all-student group in mathematics—since the all-student performance level was Orange—any student group that fell into the Red performance level for math has been included here.

In English Language Arts (ELA), Students with Disabilities performed 110.3 points below standard. This was similar to the previous year, with a slight improvement of 2.7 points. A total of 97 students were included in this group.

In Math, Students with Disabilities scored 157.7 points below standard, maintaining performance from the previous year with a 1.9-point gain. This student group also included 97 students.

Socioeconomically Disadvantaged Students scored 106.7 points below standard in Math, representing a decline of 6.7 points compared to the previous year. This group consisted of 176 students.

English Learners performed 120.4 points below standard in Math, with a decline of 10.3 points from the prior year. This group included 133 students.

In ELA, English Learners were 76.1 points below standard, declining 7.7 points compared to the previous year. A total of 130 students were included in this group.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

To Address Academic Gaps in ELA for Students with Disabilities:

Expand training and use of Interim Assessment Blocks (IABs) with general education and special education staff

Ensure timely access to IAB results and benchmark data

Provide targeted professional development in standards-based instruction, effective feedback, and maximizing instructional time

Increase collaboration between general education teachers and case managers regarding IEP goals and classroom supports

Strengthen home-school communication about student progress and expectations

Expand co-teaching sections in ELA

Encourage SWD participation in academic interventions, including after-school tutoring

Implement goal-setting and progress monitoring systems led by case managers

Provide teachers with specialized instructional materials and resources aligned to student needs

To Address Academic Gaps in Math for Students with Disabilities:

Expand IAB training and math data cycles with general and special education staff

Implement progress monitoring systems specific to math skill development

Provide professional development focused on conceptual math instruction, scaffolding strategies, and UDL principles

Increase use of updated curriculum resources and calibrate grading practices

Strengthen mindset work for both students and staff, shifting from deficit to asset-based thinking

Increase communication and alignment between case managers and math instructors

Implement math-specific goal-setting supports

Encourage participation in math interventions and tutoring

To Address the High Needs of SWD in Suspension and School Climate:

Provide professional development on restorative practices and consistent discipline procedures

Increase use of positive behavior reinforcement systems (e.g., PUMA Points, shout-outs, privilege passes)

Develop schoolwide expectations and common language for behavior

Increase case manager check-ins and relationship-building activities with SWD

Explore alternatives to suspension, including restorative circles, behavior contracts, and problem-solving conferences

Provide social-emotional learning opportunities through advisory or push-in support

Develop more structured student leadership, mentoring, and connection-building opportunities for students with disabilities

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mesa Verde Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0.71%	0.90%	0.70%	4	5	4
Asian	6.37%	7.37%	7.67%	36	41	44
Filipino	1.06%	1.08%	1.05%	6	6	6
Hispanic/Latino	44.78%	46.04%	45.30%	253	256	260
Pacific Islander	0%	%	%	0		
White	41.24%	40.29%	41.11%	233	224	236
Two or More Races	5.84%	4.32%	4.18%	33	24	24
Not Reported	0%	%	%	0		
Total Enrollment				565	556	574

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	198	169	203
Grade 7	189	196	174
Grade 8	178	191	197
Total Enrollment	565	556	574

Conclusions based on this data:

- Mesa Verde is facing a trend of declining enrollment. Our student population decreased by 32 students in 2021-22, by an additional 22 students in 2022-23, and by 9 more students in the 2023-24 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	47	47	32	8.3%	8.5%	5.6%
Fluent English Proficient (FEP)	131	124	132	23.2%	22.3%	23.0%

Conclusions based on this data:

1. While overall enrollment at Mesa Verde Middle School has decreased, the number of students classified as English learners has remained steady over the last three school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	194	170	204	192	167	199	192	167	199	99.0	98.2	97.5
Grade 7	186	196	173	183	193	171	183	193	171	98.4	98.5	98.8
Grade 8	177	195	197	168	190	195	168	190	195	94.9	97.4	99
All Grades	557	561	574	543	550	565	543	550	565	97.5	98	98.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2517.	2521.	2533.	16.15	20.36	22.11	29.69	27.54	35.18	27.60	20.96	23.12	26.56	31.14	19.60
Grade 7	2556.	2544.	2558.	22.40	16.06	24.56	30.05	32.12	29.82	20.22	24.87	19.30	27.32	26.94	26.32
Grade 8	2583.	2571.	2563.	26.79	18.95	15.90	30.95	32.11	34.36	19.05	26.32	28.21	23.21	22.63	21.54
All Grades	N/A	N/A	N/A	21.55	18.36	20.71	30.20	30.73	33.27	22.47	24.18	23.72	25.78	26.73	22.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.58	17.37	19.60	55.21	49.70	56.28	30.21	32.93	24.12
Grade 7	17.49	16.06	20.47	60.66	64.77	57.89	21.86	19.17	21.64
Grade 8	23.81	18.42	20.00	50.60	57.37	55.38	25.60	24.21	24.62
All Grades	18.42	17.27	20.00	55.62	57.64	56.46	25.97	25.09	23.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.15	23.35	18.09	53.13	49.70	60.30	30.73	26.95	21.61
Grade 7	28.96	17.10	32.16	48.63	59.07	44.44	22.40	23.83	23.39
Grade 8	31.55	22.63	20.00	41.67	51.05	57.44	26.79	26.32	22.56
All Grades	25.23	20.91	23.01	48.07	53.45	54.51	26.70	25.64	22.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	14.58	15.57	14.57	72.40	69.46	69.35	13.02	14.97	16.08
Grade 7	15.30	11.40	14.04	71.04	75.13	70.18	13.66	13.47	15.79
Grade 8	21.43	14.21	15.38	66.07	75.79	69.74	12.50	10.00	14.87
All Grades	16.94	13.64	14.69	69.98	73.64	69.73	13.08	12.73	15.58

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.19	17.96	19.60	61.46	61.08	63.32	21.35	20.96	17.09
Grade 7	22.95	20.21	19.30	55.74	63.73	61.99	21.31	16.06	18.71
Grade 8	29.17	23.16	20.51	58.93	63.68	62.05	11.90	13.16	17.44
All Grades	22.84	20.55	19.82	58.75	62.91	62.48	18.42	16.55	17.70

Conclusions based on this data:

- The 2024 CA Dashboard indicates that student outcomes for all students in English Language Arts is in the yellow indicator. The indicator demonstrates that all student groups are 3.7 points below standards. In 23-24 they declined 6.6 points.

The 2024 CAASPP School Detailed Report indicates that the 6th grade student group, in the area of ELA, is 9.9 points below standards. This student group improved by 3.7 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 7th grade student group, in the area of ELA, is 8 points below standards. This student group declined by 12.1 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 8th grade student group, in the area of ELA, is 4.2 points above standards. This student group declined by 12 points from the 22-23 school year.
- Student outcomes in ELA indicate that students with disabilities are 113 points below standards. They maintained 2.7 points from 2022-23.

The 2024 CAASPP School Detailed Report indicates that 12.63% of students with disabilities in English Language Arts met or exceeded the standard.

The 2024 CAASPP School Detailed Report indicates that the 6th grade student group with disabilities, in the area of ELA, is 128.2 points below standards. This student group declined by 4.9 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 7th grade student group with disabilities, in the area of ELA, is 126.4 points below standards. This student group declined by 8.6 points from the 22-23 school year.

The 2024 CAASPP School Detailed Report indicates that the 8th grade student group with disabilities, in the area of ELA, is 95.1 points below standards. This student group declined by 20.5 points from the 22-23 school year.

3. The 2024 CA Dashboard indicates that English Learners in the area of ELA are 76.1 points below standard. They declined 7.7 points from 2022-23
- The 2024 CAASPP School Detailed Report indicates that the 6th grade English Learner student group, in the area of ELA, is 71.8 points below standards. This student group improved by 19.6 points from the 22-23 school year.
- The 2024 CAASPP School Detailed Report indicates that the 7th grade English Learner student group, in the area of ELA, is 69.5 points below standards. This student group improved by 40.9 points from the 22-23 school year.
- The 2024 CAASPP School Detailed Report indicates that the 8th grade English Learner student group, in the area of ELA, is 107.6 points below standards. This student group improved by 42.6 points from the 22-23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	194	170	204	192	170	202	192	170	202	99.0	100	99
Grade 7	186	196	173	183	194	171	183	194	171	98.4	99	98.8
Grade 8	177	195	197	169	191	195	169	191	195	95.5	97.9	99
All Grades	557	561	574	544	555	568	544	555	568	97.7	98.9	99

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2492.	2499.	2524.	11.98	20.00	22.28	13.54	17.65	21.78	36.98	24.12	26.73	37.50	38.24	29.21
Grade 7	2534.	2522.	2535.	21.86	12.89	25.15	20.22	16.49	15.20	26.23	40.21	23.39	31.69	30.41	36.26
Grade 8	2571.	2555.	2539.	29.59	25.13	15.90	16.57	15.18	17.44	20.12	24.08	30.26	33.73	35.60	36.41
Grade 11															
All Grades	N/A	N/A	N/A	20.77	19.28	20.95	16.73	16.40	18.31	28.13	29.73	26.94	34.38	34.59	33.80

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.38	18.24	16.34	44.79	33.53	50.50	45.83	48.24	33.17
Grade 7	21.31	15.46	26.90	45.36	50.52	33.92	33.33	34.02	39.18
Grade 8	32.54	23.56	17.95	35.50	44.50	43.08	31.95	31.94	38.97
Grade 11									
All Grades	20.59	19.10	20.07	42.10	43.24	42.96	37.32	37.66	36.97

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	10.94	17.65	15.84	54.17	46.47	57.43	34.90	35.88	26.73
Grade 7	24.59	10.31	22.22	47.54	63.40	47.37	27.87	26.29	30.41
Grade 8	26.63	23.04	14.36	47.34	52.36	54.87	26.04	24.61	30.77
All Grades	20.40	16.94	17.25	49.82	54.41	53.52	29.78	28.65	29.23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.98	20.00	18.32	60.42	51.76	63.86	27.60	28.24	17.82
Grade 7	21.86	12.37	18.71	56.28	68.56	54.97	21.86	19.07	26.32
Grade 8	22.49	21.99	12.82	55.62	53.93	68.21	21.89	24.08	18.97
All Grades	18.57	18.02	16.55	57.54	58.38	62.68	23.90	23.60	20.77

Conclusions based on this data:

1. The 2024 CA Dashboard indicates that student outcomes for all students in math is in the orange indicator. The indicator demonstrates that the all student group is 38.9 points below standards. In 23-24 they declined 4.6 points. The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group is 52.1 points below standard. This student group improved by 7.2 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group is 44.4 points below standard. This student group declined by 12 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group is 30.5 points below standard. This student group declined by 15.9 points from the 22-23 school year.
2. Student outcomes in math indicate that students with disabilities are 157.7 points below standards. They maintained 1.9 points from 22-23. The 2024 CAASPP School Detailed Report indicates that in the area of math the 6th grade student group with disabilities is 170.5 points below standard. This student group improved by 4 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 7th grade student group with disabilities is 149.8 points below standard. This student group improved by 19.7 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that in the area of math the 8th grade student group with disabilities is 166.8 points below standard. This student group declined by 24.6 points from the 22-23 school year.
3. The 2024 CA Dashboard indicates that in the area of math, English Learners are 120.4 points below the standard. This is a decline of 10.3 points from 22-23

The 2024 CAASPP School Detailed Report indicates that the 6th grade English Learner student group, in the area of Math, is 150.5 points below standards. This student group declined by 32.1 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 7th grade English Learner student group, in the area of Math, is 120.1 points below standards. This student group improved by 37.7 points from the 22-23 school year. The 2024 CAASPP School Detailed Report indicates that the 8th grade English Learner student group, in the area of Math, is 173.1 points below standards. This student group improved by 10.4 points from the 22-23 school year.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1561.8	1526.3	1538.9	1550.2	1520.2	1539.1	1573.1	1531.8	1538.1	17	15	14
7	1546.6	1573.6	1529.3	1541.5	1573.3	1523.9	1551.4	1573.3	1534.0	17	13	12
8	1547.8	1567.3	*	1546.3	1577.3	*	1548.5	1556.7	*	13	17	6
All Grades										47	45	32

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	41.18	33.33	42.86	52.94	33.33	21.43	5.88	13.33	14.29	0.00	20.00	21.43	17	15	14
7	17.65	53.85	50.00	47.06	30.77	8.33	29.41	0.00	16.67	5.88	15.38	25.00	17	13	12
8	30.77	41.18	*	15.38	35.29	*	30.77	17.65	*	23.08	5.88	*	13	17	*
All Grades	29.79	42.22	46.88	40.43	33.33	18.75	21.28	11.11	15.63	8.51	13.33	18.75	47	45	32

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	52.94	53.33	64.29	47.06	20.00	7.14	0.00	6.67	14.29	0.00	20.00	14.29	17	15	14
7	29.41	53.85	58.33	58.82	30.77	0.00	11.76	0.00	16.67	0.00	15.38	25.00	17	13	12
8	38.46	41.18	*	38.46	47.06	*	7.69	5.88	*	15.38	5.88	*	13	17	*
All Grades	40.43	48.89	62.50	48.94	33.33	6.25	6.38	4.44	15.63	4.26	13.33	15.63	47	45	32

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	29.41	13.33	28.57	52.94	20.00	14.29	11.76	33.33	28.57	5.88	33.33	28.57	17	15	14
7	5.88	30.77	16.67	41.18	38.46	25.00	41.18	23.08	16.67	11.76	7.69	41.67	17	13	12
8	15.38	0.00	*	30.77	58.82	*	23.08	29.41	*	30.77	11.76	*	13	17	*
All Grades	17.02	13.33	21.88	42.55	40.00	28.13	25.53	28.89	18.75	14.89	17.78	31.25	47	45	32

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	35.29	33.33	28.57	64.71	53.33	57.14	0.00	13.33	14.29	17	15	14	
7	17.65	30.77	25.00	70.59	61.54	50.00	11.76	7.69	25.00	17	13	12	
8	15.38	41.18	*	61.54	52.94	*	23.08	5.88	*	13	17	*	
All Grades	23.40	35.56	31.25	65.96	55.56	53.13	10.64	8.89	15.63	47	45	32	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	52.94	66.67	71.43	47.06	13.33	14.29	0.00	20.00	14.29	17	15	14	
7	64.71	83.33	58.33	35.29	8.33	16.67	0.00	8.33	25.00	17	12	12	
8	61.54	76.47	*	23.08	11.76	*	15.38	11.76	*	13	17	*	
All Grades	59.57	75.00	68.75	36.17	11.36	15.63	4.26	13.64	15.63	47	44	32	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	23.53	13.33	14.29	64.71	40.00	57.14	11.76	46.67	28.57	17	15	14	
7	5.88	38.46	16.67	76.47	46.15	41.67	17.65	15.38	41.67	17	13	12	
8	23.08	23.53	*	23.08	58.82	*	53.85	17.65	*	13	17	*	
All Grades	17.02	24.44	25.00	57.45	48.89	43.75	25.53	26.67	31.25	47	45	32	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	64.71	26.67	14.29	35.29	60.00	64.29	0.00	13.33	21.43	17	15	14
7	41.18	15.38	16.67	47.06	76.92	58.33	11.76	7.69	25.00	17	13	12
8	7.69	5.88	*	69.23	88.24	*	23.08	5.88	*	13	17	*
All Grades	40.43	15.56	12.50	48.94	75.56	68.75	10.64	8.89	18.75	47	45	32

Conclusions based on this data:

- The 2024 ELPAC School Detailed Report shows that among 6th grade English Learner students, 33.33% tested as Well-Developed and 33.33% as Moderately Developed. Compared to the previous year, there was a 7.85% decrease in the Well-Developed category and a 19.61% decrease in the Moderately Developed category for this group.

The 2024 ELPAC School Detailed Report shows that among 7th grade English Learner students, 53.85% tested as Well-Developed and 30.77% as Moderately Developed. Compared to the previous year, there was a 36.2% increase in the Well-Developed category and a 16.29% decrease in the Moderately Developed category for this group.

The 2024 ELPAC School Detailed Report shows that among 8th grade English Learner students, 41.18% tested as Well-Developed and 35.29% as Moderately Developed. Compared to the previous year, there was a 10.41% increase in the Well-Developed category and a 19.91% increase in the Moderately Developed category for this group.
- According to the overall summative results 60.5% English Learners are making progress towards English Language Proficiency. This is an increase of 8.4% when compared to 23-24.
- According to the summative ELPAC, 13.2% of English Learners maintained an ELPI level of 1, 2L, 2H, 3L, or 3H, while 44.7% of English Learners progressed at least one ELPI level.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
574	32.9%	5.6%	0.0%
Total Number of Students enrolled in Mesa Verde Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	5.6%
Foster Youth	0	0.0%
Homeless	11	1.9%
Socioeconomically Disadvantaged	189	32.9%
Students with Disabilities	90	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	0	0.0%
Asian	44	7.7%
Filipino	6	1%
Hispanic	260	45.3%
Two or More Races	24	4.2%
Pacific Islander	0	0.0%
White	236	41.1%

Conclusions based on this data:

- The percentage of students classified as English Learners has remained consistent going from 8.3% in 2022-2023 to 8.5% in 2023-2024

2. The percentage of students classified as Students with Disabilities slightly increased from 16.6% in 2022-2023 to 17.6% in 2023-2024.
3. The percentage of students classified as Socioeconomically Disadvantaged slightly decreased from 32.2% in 2022-2023 to 31.8% in 2023-2024.

School and Student Performance Data

Overall Performance






The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. The 23-24 CA Dashboard indicates, all students in Math were in the orange -38.9 points below standard.
2. The 23-24 CA Dashboard indicates, all students in ELA were in the yellow -3.7 points below standard.
3. The 2023–24 CA Dashboard indicates that Students with Disabilities in ELA were in the Red performance level, scoring 110.3 points below standard. In Math, Students with Disabilities were also in the Red, performing 157.7

points below standard. English Learners in Math were in the Red, with scores 120.4 points below standard, and in ELA, they were also in the Red, scoring 76.1 points below standard. Socioeconomically Disadvantaged Students in Math were in the Red, with scores 106.7 points below standard.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>1.7 points above standard</p> <p>Increased 5.4 points</p> <p>561 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>66.6 points below standard</p> <p>Increased 9.5 points</p> <p>121 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>49.4 points below standard</p> <p>Increased 46.5 points</p> <p>24 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>63.4 points below standard</p> <p>Maintained 2.6 points</p> <p>184 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>131.8 points below standard</p> <p>Declined 21.5 points</p> <p>85 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>89.2 points above standard</p> <p>Maintained 2.2 points</p> <p>44 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>41.9 points below standard</p> <p>Increased 7.7 points</p> <p>255 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>51.3 points above standard</p> <p>Declined 3.1 points</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>29.2 points above standard</p> <p>Maintained 2.6 points</p> <p>228 Students</p>

Conclusions based on this data:

1. According to the 2024 CA Dashboard, students with disabilities remain the most at-risk group in ELA. Students with Disabilities scored 110.3 points below standard and remained in the Red performance level, showing minimal improvement (a gain of 2.7 points).
2. English Learners are declining in ELA performance. English Learners fell to 76.1 points below standard and declined by 7.7 points, placing them in the Red indicator.
3. Overall student performance in ELA is trending downward. The all-student group dropped to 3.7 points below standard, declining by 6.6 points and landing in the Yellow indicator. Only one student group, Asian, increased their performance level, increasing by 13.9 points and remaining in the Blue indicator.

School and Student Performance Data

Academic Performance Mathematics

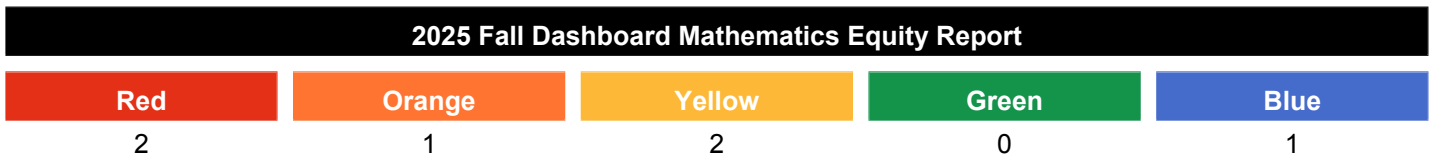
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>34.5 points below standard</p> <p>Increased 4.4 points</p> <p>563 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>114 points below standard</p> <p>Increased 6.4 points</p> <p>123 Students</p>	<p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>130.2 points below standard</p> <p>Increased 31.9 points</p> <p>24 Students</p>
<p>Foster Youth</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>105.9 points below standard</p> <p>Maintained 0.8 points</p> <p>186 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>172.1 points below standard</p> <p>Declined 14.3 points</p> <p>85 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>72.9 points above standard</p> <p>Increased 18.4 points</p> <p>44 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>87.4 points below standard</p> <p>Increased 3.1 points</p> <p>256 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>26.2 points above standard</p> <p>Maintained -2.1 points</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>2.2 points below standard</p> <p>Maintained 2.2 points</p> <p>229 Students</p>

Conclusions based on this data:

1. According to the 2024 CA Dashboard, students with disabilities remain the most at-risk group in math. Scoring 157.7 points below standard and maintaining their Red status, Students with Disabilities continue to experience significant struggles in math. This student group did see a slight gain of 1.9 points.
2. English Learners and Socioeconomically Disadvantaged students are declining in math. English Learners declined 10.3 points (to 120.4 points below standard) and Socioeconomically Disadvantaged Students declined 6.7 points (to 106.7 points below standard). Both groups remain in the Red.
3. Math performance for all students remains in the orange indicator. The 2024 CA dashboard indicates that all-students scored 38.9 points below standard in math and declined 4.6 points.

School and Student Performance Data

Academic Performance Science

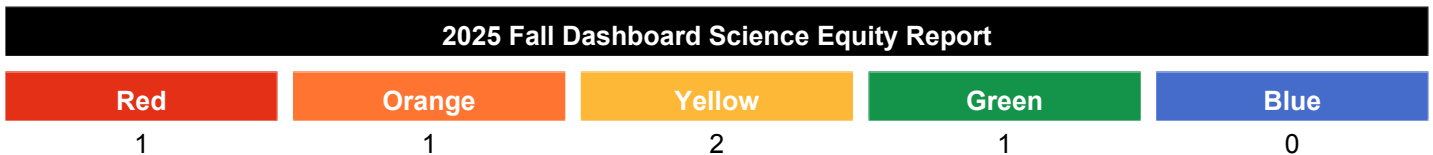
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>53.4 science points</p> <p>Declined 4.7 points</p> <p>194 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>41.9 science points</p> <p>Increased 2 points</p> <p>40 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>36.7 science points</p> <p>Increased 5.9 points</p> <p>11 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>41.6 science points</p> <p>Declined 6.7 points</p> <p>65 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>33.1 science points</p> <p>Declined 4.8 points</p> <p>31 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>69.9 science points</p> <p>Declined 2 points</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>46.1 science points</p> <p>Declined 3.2 points</p> <p>88 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>58.5 science points</p> <p>Declined 5.6 points</p> <p>84 Students</p>

Conclusions based on this data:

1.

School and Student Performance Data



Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 75.9 making progress. Number Students: 29 Students	Long-Term English Learner Progress  No Performance Color 92.3 making progress. Number Students: 13 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 3.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 20.7%	Maintained ELPI Level 4 6.9%	Progressed At Least One ELPI Level 69%

Conclusions based on this data:

1. A majority of English Learners are demonstrating growth. According to the 2024 CA Dashboard, 60.5% of English Learners made progress toward English proficiency. This includes 44.7% who advanced at least one ELPI level and 15.8% who maintained Level 4, the highest level on the ELPAC. This indicates that more than half of current English Learners are on track for reclassification and language success.
2. Mesa Verde moved from the Orange to the Green performance level in this indicator.
3. Despite the overall improvement, 26.3% of English Learners declined at least one ELPI level, and 13.2% maintained at lower levels (1–3H).

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Green <p>8.3% Chronically Absent</p> <p>Declined 1.3</p> <p>578 Students</p>	<p>English Learners</p>  Orange <p>11.6% Chronically Absent</p> <p>Maintained -0.4</p> <p>43 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>8.3% Chronically Absent</p> <p>Declined 5</p> <p>24 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p>  No Performance Color <p>8.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange <p>14.4% Chronically Absent</p> <p>Increased 1.7</p> <p>195 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>20% Chronically Absent</p> <p>Increased 0.6</p> <p>95 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Green</p> <p>4.5% Chronically Absent</p> <p>Maintained -0.3</p> <p>44 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>8% Chronically Absent</p> <p>Declined 3.5</p> <p>264 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>12.5% Chronically Absent</p> <p>Increased 12.5</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>9.3% Chronically Absent</p> <p>Maintained 0.2</p> <p>236 Students</p>

Conclusions based on this data:

1. Mesa Verde moved from Yellow to Green on the Chronic Absenteeism indicator. The overall chronic absenteeism rate dropped from 13.6% in 2022–23 to 9.6% in 2023–24, a decline of 4 percentage points. This reflects continued improvement over the past two years and suggests that school-wide strategies to improve attendance are having a positive impact.
2. English Learners moved from the Orange to Yellow performance level. Their chronic absenteeism rate decreased from 21.8% in 2022–23 to 12.0% in 2023–24, a significant 9.8 percentage point decline. This suggests that targeted efforts for this group—such as family engagement, communication in home languages, and academic supports—are helping improve attendance.
3. While Students with Disabilities also moved from Orange to Yellow, their chronic absenteeism rate remains relatively high. The rate declined from 22.0% in 2022–23 to 19.4% in 2023–24, a 2.6 percentage point improvement. This student group experiences the highest absentee rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

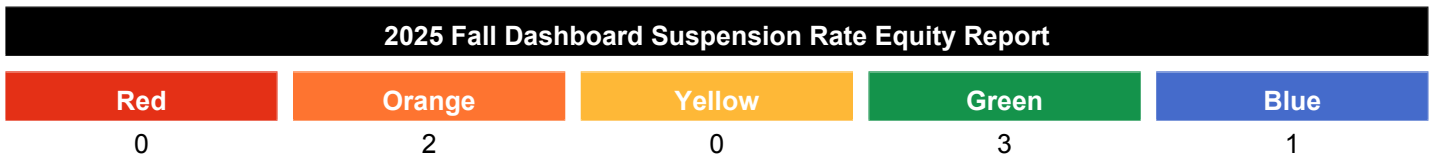
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>3.8% suspended at least one day</p> <p>Maintained -0.1%</p> <p>580 Students</p>	<p>English Learners</p> <p> Green</p> <p>2.3% suspended at least one day</p> <p>Declined 3.7%</p> <p>43 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.7%</p> <p>24 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>5.6% suspended at least one day</p> <p>Declined 2.2%</p> <p>195 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>8.4% suspended at least one day</p> <p>Increased 0.7%</p> <p>95 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>44 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>5.6% suspended at least one day</p> <p>Declined 1.2%</p> <p>266 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Increased 4.2%</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 0.8%</p> <p>236 Students</p>

Conclusions based on this data:

- The overall suspension rate dropped from 6.6% in 2023 (Orange) to 3.9% in 2024 (Green)—a 2.7 percentage point decline. This substantial improvement suggests that schoolwide behavior supports, restorative practices, and alternatives to suspension are contributing to a more positive campus climate.
- Both English Learners and Students with Disabilities, who were in the Red indicator in 2023, made major improvements. English Learners dropped from 14.5% to 6.0% suspended at least one day, and Students with Disabilities decreased from 12.7% to 7.8%. Both groups are now in the Green indicator.
- In 2023, five student groups were identified in the Orange indicator for suspension: White (5.1%), Asian (2.8%), Hispanic (8.8%), Socioeconomically Disadvantaged (9.6%), and students identifying as Two or More Races (5.9%). By 2024, all five groups improved significantly, moving out of the Orange indicator and into either Green or Blue performance levels.

Asian students reduced suspensions from 2.8% to 0.0%, moving to the Blue indicator.

White students decreased from 5.1% to 1.3%, also moving to the Blue indicator.

Hispanic students declined from 8.8% to 6.8%, now in the Green indicator.

Socioeconomically Disadvantaged students dropped from 9.6% to 7.9%, also now in the Green indicator.

Students identifying as Two or More Races was no longer a large enough group to be accounted for on the CA dashboard in 2024.



Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

Increase the number of students meeting or exceeding proficiency in Language Arts and Mathematics by the end of the 2025-2026 school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase academic achievement for all students so they are career/college ready upon graduation.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with Disabilities continue to perform significantly below standard in both ELA and Math (110.3 and 157.7 points below standard respectively), though performance was maintained.

English Learners and Socioeconomically Disadvantaged students are also in the red indicator in math (120.4 and 106.7 points below standard) and below standard in ELA.

Over 60% of English Learners progressed at least one ELPI level or maintained a level of 4.

Based on this data, Mesa Verde will increase support structures and instructional access for these student groups, with an emphasis on data-driven intervention and inclusive practices.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Arts California Assessment of Student Performance and Progress (CAASPP)	Year: 2023-24 Data Source: CA School Dashboard All Students: 3.7 points below standard English Learners: 76.1 points below standard Socio Economic Disadvantaged Students: 66 points below standard Hispanic Students: 49.6 points below standard White Students: 26.5 points above standard Asian Students: 87.1 points above standard Students with Disabilities: 110.3 points below standard	Year: 2024-2025 Data Source: CA School Dashboard All Students: English Learners: 66.5 points below standard Socio Economic Disadvantaged Students: 60 points below standard Hispanic Students: 41.3 points below standard White Students: 36.8 points above standard Asian Students: 75.1 points above standard Students with Disabilities: 111 points below standard
Mathematics California Assessment of Student Performance and Progress (CAASPP)	Year: 2023-24 Data Source: CA School Dashboard	Year: 2023-24 Data Source: CA School Dashboard

	<p>All Students: 38.9 points below standard</p> <p>English Learners: 120.4 points below standard</p> <p>Socio Economic Disadvantaged Students: 106.7 points below standard</p> <p>Hispanic Students: 90.5 points below standard</p> <p>White Students: 4.4 points above standard</p> <p>Asian Students: 54.4 points above standard</p> <p>Students with Disabilities: 157.7 points below standard</p>	<p>All Students: 32.3 points above standard</p> <p>English Learners: 108.1 points below standard</p> <p>RFEP Students: 91.4 points below standard</p> <p>Socio Economic Disadvantaged Students: 98 points below standard</p> <p>Hispanic Students: 85.7 points below standard</p> <p>White Students: 2 points above standard</p> <p>Asian Students: 68.4 points above standard</p> <p>Students with Disabilities: 157.7 points below standard</p>
English Language Arts Report Card Grades (proficient or higher)	<p>Year: 2022-23</p> <p>Data Source: Tri 2 Report Cards</p> <p>All Students: 80.%</p> <p>English Learners: 37%</p> <p>Low-Income Students: 62%</p> <p>Students with Disabilities: 87%</p> <p>R-FEP Students: 85%</p> <p>Hispanic Students: 77%</p> <p>White Students: 81%</p> <p>6th Grade: 87%</p> <p>7th Grade: 89%</p> <p>8th Grade: 90%</p>	<p>Year: 2024-2025</p> <p>Data Source: Tri 2 Report Cards</p> <p>All Students: 82.%</p> <p>English Learners: 37%</p> <p>Low-Income Students: 62%</p> <p>Students with Disabilities: 87%</p> <p>R-FEP Students: 85%</p> <p>Hispanic Students: 80%</p> <p>White Students: 85%</p> <p>6th Grade: 87%</p> <p>7th Grade: 89%</p> <p>8th Grade: 90%</p>
Mathematics Report Card Grades (proficient or higher)	<p>Year: 2022-23</p> <p>Data Source: Tri 3 Report Cards</p> <p>All Students: 69%</p> <p>English Learners: 28%</p> <p>Low-Income Students: 76%</p> <p>Students with Disabilities: 95%</p> <p>R-FEP Students: 82%</p> <p>Hispanic Students: 72%</p> <p>White Students: 79%</p> <p>6th Grade: 81%</p> <p>7th Grade: 93%</p> <p>8th Grade: 87%</p>	<p>Year: 2023-24</p> <p>Data Source: Tri 3 Report Cards</p> <p>All Students: 71%</p> <p>English Learners: 28%</p> <p>Low-Income Students: 76%</p> <p>Students with Disabilities: 95%</p> <p>R-FEP Students: 82%</p> <p>Hispanic Students: 75%</p> <p>White Students: 84%</p> <p>6th Grade: 81%</p> <p>7th Grade: 93%</p> <p>8th Grade: 87%</p>
English Language students making progress toward English Proficiency	<p>Year: 2022-23</p> <p>Data Source: ELPAC Score Results</p> <p>50% progressed one ELPI level</p> <p>34.8% maintained ELPI level</p> <p>15.2% decreased at least one ELPI level</p>	<p>Year: 2023-24</p> <p>Data Source: ELPAC Score Results</p> <p>54% progressed one ELPI level</p> <p>32.8% maintained ELPI level</p> <p>13.2% decreased at least one ELPI level</p>
Percentage of students that find classes challenging and interesting	<p>Year: 2022-23</p> <p>Data Source: LCAP Student Survey</p> <p>Maintain 85% or greater Agree or Strongly Agree</p>	<p>Year: 2023-24</p> <p>Data Source: Student Survey</p> <p>Maintain 85% or greater Agree or Strongly Agree</p>
Reclassification Rate	<p>Year: 2022-23</p> <p>Data Source: Data Quest</p> <p>No data has been released yet</p>	<p>Year: 2023-24</p> <p>Data Source: Data Quest</p> <p>Maintain 10% or greater</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide before, during and after school interventions to mitigate learning loss and accelerate learning. Academic Intervention (LCAP 1.1) Academic interventions in the form of individualized tutoring will be provided during lunch time and after school in the content areas of ELA and math.	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	15000 LCFF - Supplemental
1.2	Provide EL, Low-income, and Foster Youth students with access to college readiness programs, that will ensure students are meeting A-G requirements, with a focus on first generation college bound students. Unduplicated Students College readiness Support - Provide IDEAS programming and field trips (LCAP 1.2)	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	2720 LCFF - Supplemental
1.3	Provide standards-aligned diagnostic and support software to identify learning gaps and assist with learning loss mitigation. These diagnostic and support tools will ensure equitable access and consistency to accelerate learning.	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	0 District Funded
1.4	ELlevation and Rosetta Stone Foundations for English Language acquisition is used for English Learners, which will increase their access to standards based, grade level curriculum. The use of the curriculum may also increase student English Language proficiency to a level for reclassification.	English Learners	0 District Funded
1.5	Bilingual Liaison (LCAP 1.9) Provide bilingual Academic Support Liaison to support English Learner students and their families and assist EL students in their core academic classes. Support from District office is also available to work with teachers and students to strengthen language acquisition for Multilingual Learners.	English Learners specifically Long-Term English Learners	30765 District Funded
1.6	Co- teaching in ELA. The general education teacher and special education teacher work together using a team-teaching approach to plan, teach and support student progress with Students with Disabilities.	Students with Disabilities	0 District Funded
1.7	Co- teaching in Math. The general education teacher and special education teacher work together using a team-teaching approach to plan, teach and support student progress with Students with Disabilities.	Students with Disabilities	0 District Funded
1.8	Teachers will administer Interim Assessment Blocks (IABs) in Math and ELA to provide students with exposure to priority standards. Following administration, teachers will engage in data team meetings to analyze results and plan responsive instruction. This process will not only familiarize students with the CAASPP testing platform but also give students with disabilities the opportunity to practice using their designated accommodations.	All Students, Students with Disabilities	0 District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.9	Provide professional development to teachers in the areas of Universal Design for Learning (UDL), effective co-teaching practices, and implementation of accommodations.	All Students, Students with Disabilities	0 District Funded
1.10	Include students with disabilities in the IEP goal-setting process to promote student agency and ensure goals are meaningful and aligned to individual needs.	Students with Disabilities	0 District Funded

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Strategies will be implemented as intended with measurable outcomes. These strategies/activities align well with past initiatives and we have seen progress in implementation particularly the decline in suspension rates and gains in English Learner progress. Co-teaching in ELA and Math has been effective and is being expanded. IABs were implemented successfully, but usage will be deepened through data team collaboration. Removal of history co-teaching allows for a strategic reallocation of resources toward expanding core support in ELA.

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

All the actions will be fully implemented in the 25-26 school year.

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.

As a result of this year's analysis, several changes will be made to Goal 1 to better support academic achievement for all students, with a targeted focus on students with disabilities and English learners. The co-teaching model in history will be removed due to scheduling and staffing considerations. In its place, the number of co-taught English Language Arts sections will be expanded to provide more consistent support in a foundational subject.

New strategies will be added to strengthen outcomes for students with disabilities. This includes involving students directly in the IEP goal-setting process to foster ownership of learning, and offering professional development in Universal Design for Learning (UDL) and restorative practices to promote inclusive, student-centered teaching and behavior support.

In addition, the existing strategy around the use of Interim Assessment Blocks (IABs) will be revised. While IABs were implemented successfully to expose students to grade-level standards, next year's focus will include the use of data teams to analyze results and inform targeted instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Engagement

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Students with Disabilities, Low Income, and Foster Youth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the percentage of students and families who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are English Learners, Low-Income, and Foster Youth.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the Mesa Verde's School Climate Survey of 2022-2023, 84% of our parents felt well informed and 97% of our parents felt listened too. 81% of our students felt connected to their school or teacher and 79% of students felt they were listened to and felt welcome to our school. This is an engagement goal to ensure that students and families continue to feel engaged and that the environment is conducive to learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Percentage	Year: 2024-25 Data Source: Q SIS/Attend 95.45%	Year: 2024-25 Data Source: Q SIS/Attend 97.45%
Percentage of students suspended or expelled one or more times	Year: 2023-24 Data Source: Data Quest 6.6% suspended at least one day 0% Expelled	Year: 2024-25 Data Source: Data Quest 1% or Less Suspended 0% Expelled
Percentage of students that feel well informed about their grades and progress	Year: 2023-24 Data Source: LCAP Student Survey Maintain 93% or greater Agree or Strongly Agree	Year: 2024-25 Data Source: LCAP Student Survey Maintain 93% or greater Agree or Strongly Agree
Percentage of students that school cares what I think and say	Year: 2023-24 Data Source: LCAP Student Survey 76% Agree or Strongly Agree	Year: 2024-25 Data Source: LCAP Student Survey 80% Agree or Strongly Agree
Percentage of students reporting their teachers believe they can do great things.	Year: 2023-24 Data Source: LCAP Student Survey Maintain 88.5% or greater Agree or Strongly Agree	Year: 2024-25 Data Source: LCAP Student Survey Maintain 80% or greater Agree or Strongly Agree

Percentage of students that reported participating in activities at school	Year: 2023-24 Data Source: LCAP Student Survey 77%	Year: 2024-25 Data Source: LCAP Student Survey 80%
Percentage of students that feel adults on campus care about them	Year: 2023-24 Data Source: LCAP Student Survey 84.6% Agree or Strongly Agree	Year: 2024-25 Data Source: LCAP Student Survey 86.6% Agree or Strongly Agree
Percentage of parents that feel well informed and communicated with about their child's progress	Year: 2023-24 Data Source: LCAP Parent Survey Maintain 89% or greater Agree or Strongly Agree	Year: 2024-25 Data Source: LCAP Parent Survey Maintain 90% or greater Agree or Strongly Agree
Percentage of parents that feel listened to and welcomed at school	Year: 2023-24 Data Source: LCAP Parent Survey Maintain 92.5% or greater Agree or Strongly Agree	Year: 2024-25 Data Source: LCAP Parent Survey Maintain 94.6% or greater Agree or Strongly Agree

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide counseling support to promote students' social-emotional well-being, school engagement, sense of connectedness, and academic achievement.	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	0 District Funded
2.2	Provide students with additional engagement opportunities, including clubs and intramurals, Achieving Character Together (ACT), and social-emotional learning (SEL) programs, including School Connect (LCAP 2.2). Offer students the opportunity to participate in various intramural team sports activities such as soccer, football, basketball, field hockey and pickle ball.	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	8250 LCFF - Supplemental
2.3	Provide staff with CHAMPS professional development. Staff will teach, reinforce, and practice behavioral expectations to reduce disciplinary actions that may lead to suspensions and expulsions.	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	0 District Funded
2.4	Implement tiered re-engagement strategies to increase attendance rate and decrease chronic absenteeism.	All students including Students with Disabilities, English Learners and Socioeconomically Disadvantaged	0 District Funded
2.5	Increase parent and family engagement (LCAP 2.4) through a combination of informal and formal opportunities for connection and collaboration. The school will offer regular Principal Chats as informal spaces for families to ask questions, share feedback, and build relationships with school leadership. In addition, the school will provide structured opportunities for engagement through	All Students	165 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	events such as parent workshops, family nights, and participation in school committees.		
2.6	Provide all 6th grade students with the opportunity to participate in 12 week long SEL lessons- School Connect- Keeth Matheny, social emotional learning program including Tier 1 interventions for all and Tier 2 / 3 for at-risk students.	6th Grade Students	0 District Funded
2.7	Develop school connectedness and strengthen character by participating in weekly advisory periods and Puma Pride Day refresher mini sessions throughout the year focused on revisiting the PUMAS core values; Positive, United, Mindful, Academic, and School-spirited.	All Students	0 District Funded
2.8	Expand access to mental health supports and wellness programming through the school's Wellness Center to promote student well-being and reduce stigma. The Wellness Center will continue to provide a safe and supportive space for students to access mental health resources. Efforts will include ongoing promotion of available services, as well as expansion of peer-led programs such as WEB (Where Everyone Belongs) and Wellness Peers.	All Students, Students with Disabilities	0 District Funded
2.9	Administration will conduct Behavior Chats three to four times per year, along with additional ADL (Administrative Directed Lessons) in classroom settings to reinforce school expectations and rules. The school counselor will deliver small group social-emotional learning (SEL) lessons and offer individual sessions as needed to support student behavior and well-being.	All Students	0 District Funded
2.10	Implement Tier 2 behavior interventions, including restorative practices and individualized behavior intervention plans, to support students with ongoing behavioral needs. Staff will receive training on restorative practices to build capacity for addressing conflict and promoting accountability in a supportive way.	All Students, Students with Disabilities	0 District Funded
2.11	The school will maintain PBIS structures aligned with the PUMAS values (Positive, United, Mindful, Academic, School-Spirited), emphasizing respectful, responsible, and safe behavior. The Counseling Committee will develop and promote student recognition efforts, including rewards, shout-outs, and incentives that celebrate positive behavior.	All Students, Students with Disabilities	0 District Funded
2.12	Include adaptations for Students with Disabilities in the Comprehensive School Safety Plan	Students with Disabilities	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All of the activities/strategies were implemented as planned. Implementing intramural sports for students proved to be highly effective in creating school connectedness and school spirit. Students enjoyed competing with the other middle schools and expressed a desire to continue this activity next year. The wellness center also proved effective in supporting students' social-emotional needs. Small group sessions with the counselor were also beneficial in supporting student needs and will be expanded in the upcoming school year.

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

There were no major differences between the implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. All actions will continue in the 25-26 school year.

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 the 2025-26 school year, we have organized a counseling committee to oversee many of these initiatives including student recognition, counseling lessons, and parent family engagement opportunities.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Maintaining 21st Century Learning Environments

Maintain 21st Century Learning Environments in which all students feel safe and have access to high quality instruction and academic settings.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The metrics and actions described below will be implemented to ensure that the progress made within Priority 1 and the implementation of academic content and performance standards in Priority 2 will be maintained over the coming three years. These areas will be evaluated on a regular basis to ensure maintenance of progress and metrics and actions will be reevaluated as necessary to determine if there is a need to elevate a priority to a broad or focus goal. (Priority 1 and 2)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

This is a maintenance goal to ensure that students and families continue to feel safe and that the environment is conducive to learning.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Parents Reporting that Their Child Feels Safe at School	Year: 2024-25 Data Source: Parent Survey Maintain 93% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey Maintain 95% Agree or Strongly Agree
Percentage of Parents Reporting that School is Clean and Inviting	Year: 2024-25 Data Source: Parent Survey Maintain 97% Agree or Strongly Agree	Year: 2025-26 Data Source: Parent Survey Maintain 98% Agree or Strongly Agree
Percentage of Students Reporting that They Feel Safe at School	Year: 2024-25 Data Source: Student Survey Maintain 84% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey Maintain 85% Agree or Strongly Agree
Percentage of Students Reporting that School is Clean and Inviting	Year: 2024-25 Data Source: Student Survey Maintain 86% Agree or Strongly Agree	Year: 2025-26 Data Source: Student Survey Maintain 88% Agree or Strongly Agree

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Safety Plans and Training (LCAP 3.2) Develop and implement site safety plans which outline the frequency and content of safety drills and trainings.	All Students	0 District Funded
3.2	Access to Materials (LCAP 3.3) Maintain standards-aligned, MUSD board adopted curriculum, to ensure each student has appropriate access to instructional materials.	All Students	0 District Funded
3.3	Appropriately Assigned Teachers (LCAP 3.4) Review teacher assignments each trimester to ensure that teachers are appropriately assigned, to the greatest extent possible.	All Students	0 District Funded
3.4	Facilities in Good Repair (LCAP 3.5) Continue to implement annual inspection of facilities to ensure standards of safety, cleanliness, and access. Identified issues or needs will be tracked via the work order process and will be completed in a timely manner.	All Students	0 District Funded
3.5	Provide Incident Command System (ICS) training for all site administrators. Following the training, review and update the school safety plans to ensure alignment with ICS protocols and to strengthen site-wide emergency preparedness and response procedures.	All Students	0 District Funded
3.6	Provide AED, CPR, and First Aid certification training to administration and office staff through the American Heart Association (AHA) to ensure preparedness in responding to medical emergencies on campus.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All of the activities/strategies listed were effectively implemented. The safety plan was implemented as planned. All staff received and participated in Strategos Assailant Training. Two push through gates were installed for additional student and staff safety. Fire and lockdown drills were regularly conducted. All office personnel received AED, CPR, and First Aid certification training. Administration received Incident Command System (ICS) training. Solar panels and buzz-through main entrance security measures were installed. All of these actions will continue in the 2025-26 school year.

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

The history department is currently going through a textbook adoption.

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.

Additional training was added this year to ensure all staff members are prepared for emergencies on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$56,900.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$30,765.00
LCFF - Supplemental	\$26,135.00

Subtotal of state or local funds included for this school: \$56,900.00

Total of federal, state, and/or local funds for this school: \$56,900.00

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
District Funded	30,765.00
LCFF - Supplemental	26,135.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	30,765.00
	LCFF - Supplemental	26,135.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	48,485.00
Goal 2	8,415.00
Goal 3	0.00

School Site Council Membership

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

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

Name of Members	Role
Erin Hanley	Principal
Marlisa Guevara	Classroom Teacher
Michelle Lindroth	Classroom Teacher
Leanne Alva	Parent or Community Member
Cristina Gutierrez	Parent or Community Member
Virginia Gutierrez	Secondary Student
Martha Aceves	Other School Staff
Rosanna Salgado	Other School Staff
Katrina Agnon	Parent or Community Member

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

Recommendations and Assurances

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

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner 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 6-11-25.

Attested:



Principal, Erin Hanley on 6/11/25



SSC Chairperson, Katrina Aguon on 6/11/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023