

# Mesa Verde Middle School

## 2021 School Accountability Report Card



A hard copy of the School Accountability Report Card is available upon request in the school office.

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2021-22 School Contact Information

<b>School Name</b>	Mesa Verde Middle School
<b>Street</b>	8375 Entreken Way
<b>City, State, Zip</b>	San Diego, CA 92129-4405
<b>Phone Number</b>	858-538-5478
<b>Principal</b>	Kellie Moore
<b>Email Address</b>	kemoore@powayusd.com
<b>School Website</b>	<a href="https://www.powayusd.com/schools/MS/MVMS/Home">https://www.powayusd.com/schools/MS/MVMS/Home</a>
<b>County-District-School (CDS) Code</b>	37682966111306

## 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2021-22 School Overview

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

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

### **School Profile**

Opened in 1993, Mesa Verde Middle School is located in Rancho Peñasquitos, a northern suburb of San Diego. MVMS has been recognized as a California Distinguished School and a National Blue Ribbon School. Mesa Verde is one of six middle schools in the Poway Unified School District. The school serves a culturally and ethnically diverse middle-class population of students who live in single-family homes and apartments west of Interstate 15 and clustered near Route 56. There are several different ethnic groups represented within our student body of over 1,000 students. Mesa Verde's enrollment by ethnicity is as follows: 1.4% African American; 0.1% American Indian; 31.5% Asian; 7.4% Filipino; 11.5% Hispanic or Latino; 0.1% Pacific Islander; 35.1% White; 12.8% Two or More Responses. Students needing additional supports are served through ELL, RSP, Special Day Class - Non-severely Handicapped, Special Day Class - Non-severely Handicapped Autism Spectrum Disorder, and Special Day Class - Critical Skills. In addition to the aforementioned, there are a number of other support and intervention efforts for those students struggling or requiring extra attention: AVID, ASES Before and After School Program, Academic Success Program, Intervention Math, and Student Support Groups.

Thanks to strong community support, and to an incredibly active PTSA and Foundation, we invest thousands of dollars each year into upgrading our facilities, enhancing the instructional opportunities offered to our students, and providing parent education opportunities. Parents are invited to partner with us on multiple levels: volunteer in classrooms; serve in a variety of capacities

## 2021-22 School Overview

working with the PTSA, MV Foundation, and support extracurricular efforts like Science Olympiad, Math Club, Robotics, History Faire, and 6th Grade Olympics.

Mesa Verde Middle School is committed to Creating Culture and Conditions to Empower World Class Learners with the staff working daily to cultivate the habits of mind, attitudes, and behaviors students will need for postsecondary success in college, work, and life. When a student is facing academic challenges, Mesa Verde initiates a Student Success Strategies (S3) Meeting to brainstorm and create an academic support plan for the student. When student conflict occurs, Mesa Verde counselors and assistant principals use the opportunity to equip students with the life skills of conflict resolution skills.

Our School Plan for Student Achievement (SPSA) shares that Mesa Verde Middle School Mesa Verde has a Professional Time where students commence school an hour later than normal one day each week, which allows us to align our schedule with Westview High School. In addition, there are professional growth days that allow teachers and staff to pursue staff development opportunities and to collaborate within and between content areas, as well as grade levels. Professional time and Professional Growth days increase communication between teachers and staff and helped to foster a more cohesive and thoughtful school-wide instructional program.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	354
Grade 7	391
Grade 8	425
Total Enrollment	1,170

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	31.5
Black or African American	1.4
Filipino	7.4
Hispanic or Latino	11.5
Native Hawaiian or Pacific Islander	0.1
Two or More Races	12.8
White	35.1
English Learners	3.2
Homeless	2.3
Socioeconomically Disadvantaged	12.4
Students with Disabilities	14.9

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each pupil, including English learners, has textbooks or other materials, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.

Year and month in which the data were collected

9/9/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Each pupil, including English learners, has a textbook or reading language arts material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Mathematics</b>	Each pupil, including English learners, has a textbook or math material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Science</b>	Each pupil, including English learners, has a textbook or Science material, or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>History-Social Science</b>	Each pupil, including English learners, has a textbook or History/Social Science material or both, as required by the state of California. Appropriate materials and textbooks are available for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.	Yes	0
<b>Foreign Language</b>	Each pupil who is enrolled in a Foreign Language course, including English learners, has a textbook or foreign language material, or both, as required by the state of California. Appropriate materials and textbooks are available	Yes	0

	for each child to use in class and to take home to complete required homework assignments. All textbooks are aligned to the California Content Standards and approved for use by the State and the Poway Unified Board of Education.		
<b>Health</b>	<p>Comprehensive sexual health education and HIV prevention education shall be offered to all students in grades 7-12, including at least once in junior high or middle school and at least once in high school. (Education Code 51934).</p> <p>The district's curriculum shall support the purposes of the California Healthy Youth Act as specified in Education Code 51930-51939, be unbiased and inclusive of all students in the classroom, and be aligned with the state's content standards.</p>	Yes	0

## School Facility Conditions and Planned Improvements

The Poway Unified School District ensures that students attend clean and safe facilities. In accordance with Education Code Section 17070.75(e), the District uses a School Facilities Inspection System developed by the State of California to ensure that each of its schools is maintained in good repair. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Daily cleaning schedules ensure that classrooms, offices and bathrooms are clean and well maintained. Playgrounds and fields are ample and well maintained. A full time custodian is on every campus throughout every school day. A night custodial crew cleans classrooms, restrooms and offices daily. The district has adopted cleaning standards for all schools. A summary of these standards is available at the district offices.

**Year and month of the most recent FIT report**

01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		Sewer smell in 300 building
<b>Interior:</b> Interior Surfaces		X		Flooring and pain needed
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Old and dated, need updating
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Doors and window frames showing rust

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	1177	NT	NT	NT	NT
<b>Female</b>	564	NT	NT	NT	NT
<b>Male</b>	610	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	369	NT	NT	NT	NT
<b>Black or African American</b>	16	NT	NT	NT	NT
<b>Filipino</b>	68	NT	NT	NT	NT
<b>Hispanic or Latino</b>	148	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	171	NT	NT	NT	NT
<b>White</b>	403	NT	NT	NT	NT
<b>English Learners</b>	31	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	52	NT	NT	NT	NT
<b>Military</b>	54	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	148	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	178	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1177	NT	NT	NT	NT
Female	564	NT	NT	NT	NT
Male	610	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	369	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	68	NT	NT	NT	NT
Hispanic or Latino	148	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	171	NT	NT	NT	NT
White	403	NT	NT	NT	NT
English Learners	31	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	52	NT	NT	NT	NT
Military	54	NT	NT	NT	NT
Socioeconomically Disadvantaged	148	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	178	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

All Students	1191	1131	95.00%	5.00%	79.40%
Female	574	549	95.60%	4.40%	83.10%
Male	614	579	94.30%	5.70%	76.00%
American Indian or Alaska Native	*	*	100.00%	0.00%	100.00%
Asian	372	361	97.00%	3.00%	88.10%
Black or African American	16	15	93.80%	6.30%	80.00%
Filipino	89	84	94.40%	5.60%	77.40%
Hispanic or Latino	149	141	94.60%	5.40%	61.70%

<b>Native Hawaiian or Pacific Islander</b>	*	*	100.00%	0.00%	0.00%
<b>Two or More Races</b>	154	142	92.20%	7.80%	83.10%
<b>White</b>	409	386	94.40%	5.60%	76.90%
<b>English Learners</b>	32	30	93.80%	6.30%	26.70%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	28	24	85.70%	14.30%	58.30%
<b>Military</b>	54	52	96.30%	3.70%	71.20%
<b>Socioeconomically Disadvantaged</b>	152	138	90.80%	9.20%	64.50%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	191	160	83.80%	16.20%	45.00%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>All Students</b>	1191	1121	94.10%	0.10%	75.60%
<b>Female</b>	574	535	93.20%	0.20%	75.30%
<b>Male</b>	614	583	95.00%	0.20%	75.80%
<b>American Indian or Alaska Native</b>	*	*	100.00%	100.00%	100.00%
<b>Asian</b>	372	361	97.00%	0.30%	91.70%
<b>Black or African American</b>	16	15	93.80%	6.30%	60.00%
<b>Filipino</b>	89	84	94.40%	1.10%	71.40%
<b>Hispanic or Latino</b>	149	137	91.90%	0.70%	56.90%
<b>Native Hawaiian or Pacific Islander</b>	*	*	100.00%	100.00%	0.00%
<b>Two or More Races</b>	154	142	92.20%	0.60%	73.90%
<b>White</b>	409	380	92.90%	0.20%	69.20%
<b>English Learners</b>	32	29	90.60%	3.10%	48.30%
<b>Foster Youth</b>	*	*			
<b>Homeless</b>	28	25	89.30%	3.60%	56.00%
<b>Military</b>	54	50	92.60%	1.90%	72.00%
<b>Socioeconomically Disadvantaged</b>	152	137	90.10%	0.70%	56.90%
<b>Students Receiving Migrant Education Services</b>	*	*			
<b>Students with Disabilities</b>	191	157	82.20%	0.50%	36.30%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	417	NT	NT	NT	NT
<b>Female</b>	216	NT	NT		
<b>Male</b>	201	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	139	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	22	NT	NT	NT	NT
<b>Hispanic or Latino</b>	52	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	56	NT	NT	NT	NT
<b>White</b>	144	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	24	NT	NT	NT	NT
<b>Military</b>	20	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	54	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	54	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

MVMS develops our School Plan for Student Achievement (SPSA) and Comprehensive School Site Safety Plan with input from all stakeholders, including school staff, parents, students, and groups such as the PTSA, the MVMS Foundation, School Site Council, the English Learner Advisory Committee, Site Equity Team, and the Associated Student Body. These documents, as well as facility needs, parent education opportunities, etc. are developed after careful consideration of student achievement data (e.g. CAASPP, iReady, grade data, etc.), California Healthy Kids Survey (CHKS), parent feedback from Principal Chats, student feedback from the Principal's Advisory Council, student perception surveys, the PUSD Community Advisory Committee, PUSD/Feeder School Community Conversations around Race and Equity, Thought Exchange surveys, and the PUSD LCAP Goals.

Parents are invited to partner with Mesa Verde on multiple levels: serve in a variety of capacities working with the PTSA, MV Foundation, School Site Council; volunteer in classrooms; support extracurricular efforts like Science Olympiad, Math Club, Robotics, History Faire, and 6th Grade Olympics; etc

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1193	1189	25	2.1
Female	575	572	13	2.3
Male	615	614	12	2.0
American Indian or Alaska Native	1	1	0	0.0
Asian	372	372	3	0.8
Black or African American	16	16	1	6.3
Filipino	89	89	1	1.1
Hispanic or Latino	149	149	10	6.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	154	153	3	2.0
White	411	408	7	1.7
English Learners	42	42	5	11.9
Foster Youth	0	0	0	0.0
Homeless	27	27	1	3.7
Socioeconomically Disadvantaged	152	152	14	9.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	191	189	13	6.9

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.20	0.08	1.43	0.18	3.47	0.20
<b>Expulsions</b>	0.07	0.00	0.07	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.09	1.02	2.45
<b>Expulsions</b>	0.07	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.08	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.16	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.24	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

To create a culture of positivity and support, a strong emphasis is placed on good citizenship at Mesa Verde Middle School. Our counselors provide social emotional learning lessons to students, teachers engage students in Digital Citizenship lessons, we are a No Place for Hate school, and we utilize positive behavioral interventions and supports (PBIS). Students are encouraged to take personal responsibility for their choices and resulting consequences. Through multiple interventions before, during, and after school, students who are most at risk are supported. Staff members invest time getting to know students personally, and through those relationships, they influence appropriate behavior and good character. Each fall, students and parents are informed of our expectations through our Eagle Agenda, classroom discussions, parent handbook, school newsletter, and the website.

The safety plan is reviewed and revised by members of a committee of stakeholders. The review includes a walk-through of the campus to identify any facility concerns. Our site safety plan was last reviewed February of 2021 and is shared with staff through meetings. Our goals to be completed by June of 2021: 1. Establish Mesa Verde as a PBIS (Positive Behavior Intervention and Support) School by maintaining the systems and structures to support every student in our student body; 2. Refine our *closed campus* procedures and protocols to ensure safety to all students and staff.

## 2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	20	19	8
Mathematics	23	14	15	11
Science	28	5	9	18
Social Science	28	5	19	9

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	20	19	9
Mathematics	24	11	18	10
Science	30	4	9	18
Social Science	27	7	15	13



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	14	19	5
Mathematics	22	13	16	7
Science	24	10	12	12
Social Science	25	7	19	6

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	417.9

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	0.8

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,530.80	1,611.95	5,918.86	81982.21
District	N/A	N/A	7,997.43	\$84,123
Percent Difference - School Site and District	N/A	N/A	-29.9	-2.6
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-35.2	-3.2

## 2020-21 Types of Services Funded

The district's general fund includes monies for:

1. General operations—salaries, benefits, services, materials, and support to the general education
2. Special education—programs offering appropriate, individualized education to students with special needs
3. Supplemental grants used to increase or improve services to unduplicated pupils
4. Special projects/grants
5. Transportation
6. Facilities, Maintenance and operations
7. Expanded learning instruction and support to mitigate learning loss related to COVID-19
8. District administration

Each school in the district receives an instructional budget based on enrollment, programs, and on formulas set by the Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding agencies.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,682	\$50,897
Mid-Range Teacher Salary	\$78,590	\$78,461
Highest Teacher Salary	\$107,628	\$104,322
Average Principal Salary (Elementary)	\$140,850	\$131,863
Average Principal Salary (Middle)	\$147,568	\$137,086
Average Principal Salary (High)	\$160,950	\$151,143
Superintendent Salary	\$305,509	\$297,037
Percent of Budget for Teacher Salaries	35%	32%
Percent of Budget for Administrative Salaries	4%	5%

## Professional Development

Research supports the positive effects of professional development on student learning. All faculty and staff are afforded the opportunity to participate in district and site sponsored professional development. These include the use of effective instructional strategies, implementing the use of computer technology in teaching and learning, critical reading, writing and mathematics strategies, effective use of assessments, and positive discipline. Research also indicates that academic success is tied to social-emotional health and well-being and inclusion; therefore, faculty and staff also participate in professional development related to equity and inclusion, cultural proficiency, inclusive practices, suicide awareness and prevention, and building relational capacity. A newly formed professional development committee will be responsible for planning and preparing for site-based professional development.

The Poway Professional Assistance Program (PPAP) provides support for new teachers. Poway Unified also offers a Teaching and Learning Cooperative program (TLC) for teachers to facilitate and participate in teacher-developed and led professional development. Our district also has a Classified Learning Cooperative program for our support staff with similar structure to the TLC program. Teachers are encouraged to participate in the National Board Certification process and recognized by the Poway Unified School District when they earn NBCT status. Professional growth, whether site or district directed, includes a reflection and implementation component to gauge effectiveness on student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	8

# Poway Unified

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 District Contact Information

<b>District Name</b>	Poway Unified
<b>Phone Number</b>	858-521-2800
<b>Superintendent</b>	Marian Kim-Phelps, Ed.D.
<b>Email Address</b>	cdonnelly@powayusd.com
<b>District Website Address</b>	www.powayusd.com

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18814	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9760	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3249	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03	99.97	--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	18813	8	0.04	99.96	--
<b>Female</b>	9036	2	0.02	99.98	--
<b>Male</b>	9759	6	0.06	99.94	--
<b>American Indian or Alaska Native</b>	21	0	--	100.00	--
<b>Asian</b>	4246	2	0.05	99.95	--
<b>Black or African American</b>	341	1	0.29	99.71	--
<b>Filipino</b>	910	0	0.00	100.00	--
<b>Hispanic or Latino</b>	3248	1	0.03	99.97	--
<b>Native Hawaiian or Pacific Islander</b>	40	0	0.00	100.00	--
<b>Two or More Races</b>	2363	2	0.08	99.92	--
<b>White</b>	7644	2	0.03		--
<b>English Learners</b>	1258	1	0.08	99.92	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	840	0	0.00	100.00	--
<b>Military</b>	532	0	0.00	100.00	--
<b>Socioeconomically Disadvantaged</b>	2983	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	2713	8	0.29	99.71	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.