

SELF-STUDY VISITING COMMITTEE REPORT
ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR

MURRIETA MESA HIGH SCHOOL

24801 Monroe Avenue
Murrieta, CA. 92562
Murrieta School District

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Preface

Schoolwide Learner Outcomes:

- Students will have a clear PURPOSE inspired by their passions and interests, supported by school-wide pathways, and dedicated staff motivating them to develop and reach goals at Meas and beyond
 - Students will learn how to take RESPONSIBILITY for their personal, social, and academic achievement
 - Students will demonstrate INTEGRITY through their engagement in the classroom, around campus, and throughout the community
 - Students embrace their DUTY by leaving their legacy through their academic achievement, community service, and co-curricular involvement.
 - Students will pursue a standard of EXCELLENCE in the classroom, on the field, and in their impact on the community.
1. Each group contributing to the self-study was numerous and varied from all parts of the school community, which included administration, counselors, classified and faculty, with the exception of parents and students.
 2. Schoolwide learner outcomes are based on PRIDE.. Mesa recognized that they need new SLOs since they have experienced growth. Their new SLOs encourage students in personal characteristics but not measurable achievement goals. These areas are very difficult to measure.
 3. Mesa had a position DSLI, in the school to provide the PLCs with data. This data is to be used to inform instruction and assign interventions to struggling students. Mesa has very good data about graduation rates, A-G completion, D & F rates, aggregated by ethnicity and socioeconomics of students. However, the students struggle with math achievement and the English Language Learners and Special Education students are not progressing on standardized achievement measures.
 4. The school is graduating 98% of its student body. Since the SLOs are not very measurable, it is difficult to say whether the students have achieved those objectives. As to the ACS/WASC and CDE criteria: the SLOs need to be clarified and measurable and applied to academic standards.
 5. The SPSA reflected some of the objectives of the last self-study in that Mesa created programs and systems to increase achievement and provide interventions. However, an implementation of an accountability program for monitoring the accomplishment of the SPSA might be the next step.

Chapter I: Progress Report

Since the last self-study:

Mesa has systematically incorporated the action plans of the 2014 Self-Study and the Mid-Cycle review in 2017. Each Growth Target has many elements listed to ensure success for students. The school has incorporated these changes into their SPSA.

For Action Plan #1, to improve academic achievement for sub-groups, increase A-G completion and decrease D & F rates: Mesa has instituted Late Start Monday for PLCs, which examine achievement data and assign supports needed for the administration; core subjects give common assessments, common syllabi and align grading practices; PLCs use universal screening tools including district benchmarks for Science, Reading and Math; there is a support position to provide data for PLCs; PLCs discuss individual re-teaching and intervention supports for students.

For Action Plan #2, create a systematic approach for schoolwide intervention to assist struggling students: Mesa has instituted incentives for doing well on the CAASPP; PRIDE period for one-on-one tutoring with teachers once a week; teacher led tutoring in core subjects before and after school; increased the amount of AP classes; offer dual enrollment to earn college credit while at Mesa; counselors meet with students twice a year for planning; became an AVID demonstration school; NHS

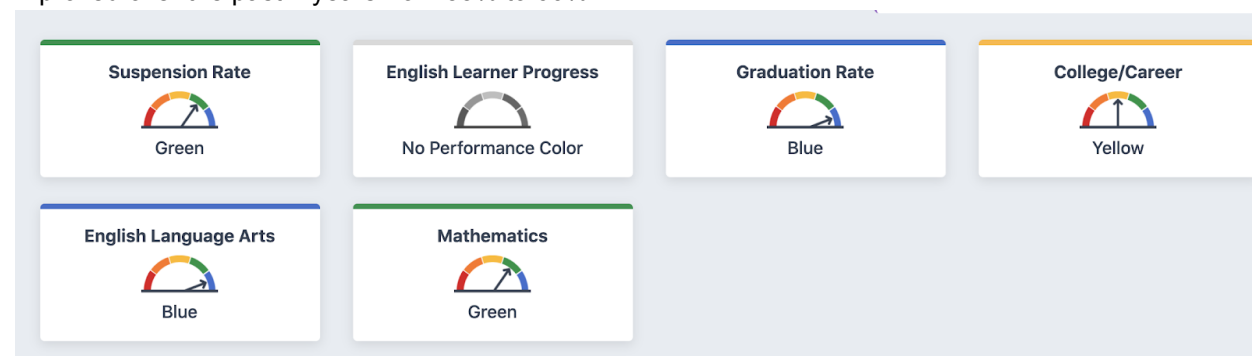
and CSF offer tutoring Monday through Thursday in library; freshmen have an academic seminar if they struggled in middle school.

For Action Plan #3, increase rigor in current coursework to meet common core standards: counselors keep spreadsheets on students; UC Riverside offers AP Readiness workshop; Khan Academy is used in AVID for SAT prep; conducts College and Career Kick Off annually; a District Advisory Committee in English, Math and Science meet to address new state standards; provide ongoing professional development on differentiation, intervention, equity, student engagement, use of technology, Socratic seminars, higher level thinking techniques, AVID best practices, building a positive classroom environment.

Chapter II: Student/Community Profile

Murrieta Mesa High School (Mesa) is a public high school in the Murrieta Valley School District in Riverside County. Mesa is 60 miles from Los Angeles, Orange and San Diego counties. Murrieta is a middle-class suburb, only recently (1991) becoming a city. Mesa currently serves 2400 students grades 9 through 12, with an increasing enrollment over the past 5 years. The student body is 47.9% female and 52.1% male. The ethnicities represented are: 39.6% White, 39.2% Hispanic, 5.6% African American, 4.9% Asian, 3.1% Filipino, .5% Pacific Islander, and .3% Native American. The CDE Dashboard shows 37.1% Socioeconomically disadvantaged; 2.9% English Language Learners and 0.2% Foster youth. The programs available at Mesa are many: AVID demonstration site, 80% of their staff are trained in WICOR strategies from AVID (Writing, Inquiry, Collaboration, Organization, and Reading), counselors meet with all students twice a year for course selection and four-year plans, counselors conducted college planning lessons twice a year with 9-11 grades and once for 12th, many college exploration activities during the school year, opportunities to prepare and take the PSAT and ASVAB, Tier I, Two and Three interventions, and a Pride period once a week to review challenging material.

Mesa' vision statement is: "We are: Engaging, preparing, encouraging, and supporting students to meet the challenges of the 21st century. We are Mesa!" On the website, the school cites PRIDE, which stands for developing student characteristics of Purpose, Responsibility, Integrity, Duty, and Excellence as Student Learning Outcomes. In reviewing data from the last three years, Mesa has determined that the math achievement on the CAASPP remains in the 30th percentile and their ELA results remain in the 60-70 percentile over three years, their scores dipped in 2018. The A-G completion rate has continually improved over the past 4 years from 53% to 60%.



The California CDE Dashboard shows that: ELA is 58.5 points above standard and in the blue; Math is 39.7 below standard but had increased since the prior year and was green; EL progress had 54.7% making progress but no color rating; college readiness was 53.6 and was orange; suspension rate was green with 2.4% being suspended twice but had decreased since previous year by 0.7%; graduation rate was blue at 97.8% but it was maintained from previous year. Students with Disabilities seem to be struggling in Math on equity report. EL Progress Equity Report shows that many EL students are maintaining (30.1% maintaining levels 1, 2L, 2H, 3L, 3H and 15% who maintained level 4; 39.6% who gained one level of ELPI).

Major impacts to the school in the last five years are not addressed by the school. However, the student population has increased by 500 students over the last 5 years and they have a waiting list. Nearly half of their population is socioeconomically disadvantaged (37.1%). In 2017, Mesa became an AVID demonstration school with 100% of AVID seniors completing 4-year college applications and FAFSA with 92% being accepted to a 4-year university and 97% went on to attend college. The EL Progress remains static on the CDE Dashboard. There are 53 EL students and they are making progress but not rating a color bar.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

The mission statement, "We at **Murrieta Mesa** have a relentless belief in and unwavering commitment to students. It's not a job, it's our passion!" is reflected in the passion of the teachers when describing their work with students. This mission is located in agenda books, official documents, and classroom posters. Few students were able to identify the mission; but the issue was raised that remote learning may have led to a reduction in awareness. The vision was revisited and rewritten just over a year ago in a process that was staff led, administration guided, and received feedback from parents and students. Teachers showed great pride in the vision as it represents high expectations for all students with a deliberate focus on equity that is echoed at every level up to the district superintendent. On paper, the wording is somewhat vague as a north star toward mission alignment: "We Are: Engaging, preparing, encouraging, and supporting, students to meet the challenges of the 21st century. We Are Mesa!". In discussion with staff, however, the vision was demonstrably meaningful and internalized. For students, the vision is brought to life through frequent interaction with the PRIDE School Learning Outcomes (SLOs)- Purpose, Responsibility, Integrity, Duty, and Excellence.

In order to achieve their mission and vision and have students achieve their SLOs, the school uses strategies such as Advancement Via Individual Determination (AVID), standards based grading, Universal Lesson Design and WICOR. College attainment is a top priority for the school, and they have celebrated a graduation rate around 98% for the past three years. To encourage college, the school has guidance counselors who track A-G attainment, college guidance, college corners in every classroom, and multiple college events such as college bootcamp. Parents and students agree that the school provides the opportunity for success to all students. Parents and students also describe some situations in which less self-motivated students can fall through the cracks. According to California Department of Education's *Dataquest* website, the result is a college going rate of 64.3%, matching the state and only slightly underperforming the district average. Mesa is nearly identical to the district in percentage of college going graduates attending 4 year vs. 2 year schools, as well as UC and CSUs. According to a 2020 student exit interview, 9% of Mesa graduates are enlisting into the military which may be impacting the college-going rate. Some staff have expressed that college may not be the path for all students. They offer, for all students on all paths, multiple Career Technical Education (CTE) pathways. Counselling staff acknowledged that they work to find the right fit for all students, assisting with placement in community college, and taking field trips to Job Corps, however college is still the top priority. One counselor explained, "Our goal is still to put our kids through as rigorous a course load as possible, meaning A-G." All told, according to Dashboard, MMHS had 53.6% of its students listed as prepared for college and career, while another 20.9% were approaching prepared. While parents were enthusiastic about the assistance they received, some felt that their students were not supported enough, and schools were described as a "huge reach", when they were actually more attainable.

A2. Governance Criterion

School community understands the role of governance from a district level. This year all high schools are on the same schedule, to facilitate course offerings throughout the district. Parents reported understanding how to request parent conferences and how to enlist counselor and assistant principal

assistance with issues that arise. School Site Council (SSC) and Parent Teacher Student Association (PTSA) combine all stakeholders to conduct business. Students also have myriad ways of influencing decision making, from United Student Body (USB), LCAP selection groups, up to and including speaking directly with lead administrators who make themselves available every day. Staff is proud of the ways that stakeholders can participate in governance decisions; frequently citing the relationships that staff have with students and administration (especially Coffee With The Principal) as a means of making stakeholder voices heard that they appreciate at Mesa. Despite the many official paths to taking part in governance, students were not able to identify the structural means for taking part aside from petitioning the administration directly.

When governing decisions are made, they are communicated to stakeholders in a number of ways, from Coffee With The Principal to newsletters and committee meetings. Newsletter and engagement groups are strong evidence of communication of board decisions. Stakeholders report feeling well informed by receiving multiple communications through various platforms. It was expressed that communications could be streamlined to avoid receiving the same information repeatedly on multiple platforms and for multiple students in a household.

When stakeholders take issue with the school, leadership ensures that parents have access to the Uniform Complaint Procedures by publishing and distributing them annually. Further, Williams Act Uniform Procedures are posted in every classroom. Lines of communication between stakeholders and leadership are very open; parents often report that upper levels of administration often attend parent meetings to offer assistance and solutions.

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion

There are many structures put in place to foster continuous improvement. Common assessments and Professional Learning Communities (PLCs) are improving teaching strategies. Because of the autonomy given to each PLC, results do vary; some have more structure than others and result in clearer and more coordinated action steps. Staff reported that under regular, in person, school sessions, PLCs were previously more structured with agendas and meeting notes, some of which were included with the evidence for the self study. At the direction of the district, PLC structures and oversight were relaxed in order to allow more flexibility to respond to the problems arising from remote learning. Teachers report a continuous growth in efficacy using the PLCs and a number of staff have been specifically trained in running PLCs. The PLCs are a main driver of professional development in best practices as well as data driven decision making at the classroom level.

Staff use a variety of measures to evaluate quantitative and qualitative data. Counselors meet twice a year to review student transcripts and plan for the next year to assess and push college and career readiness. Counselors report meeting with every incoming freshman student with special needs, their family, and their teachers while they are still in middle school. Quantitative data analysis and response was particularly benefited by the Data Standards Learning and Instruction (DSLII) position, which was temporarily suspended due to shifting resources for COVID19 response (the position is anticipated to return post-pandemic). Mesa uses summative assessment data to make big decisions, but also focuses heavily on formative assessment, particularly quizzes. The DSLII role was particularly focused on breaking down quiz data for common misconception leading to reteaching strategies. When questioned, only a few teachers listed exit tickets and checks for understanding as actionable formative assessment. Through PLCs and monthly leadership team meetings, staff voices are heard in the decision making process including curriculum selection.

All members of the school community appeared to comprehend how to resolve differences (though staff stated that differences are rare), communicate and plan. 85% of staff reported feeling supported by the administration.

A4. Staff: Qualified and Professional Development Criterion

Mesa has teachers with full credentials and are teaching in their area of expertise. The teachers have an

opportunity in spring to request to teach classes, which is confirmed by department heads and Assistant Principal. Teaching assignments are based on district screenings and an interview with a school site panel. New hires are paired with an experienced teacher and the district provides a clearing program for teachers needing to clear their credentials. There are four professional development opportunities available through the district each year. Teachers report that there are many PD opportunities available to them, and that many do take advantage, especially in their early years in the district. Staff identified potential areas of improvement for PD at the Teacher, Special Education (Special Education), and classified staff levels. For classified staff, teachers recognized that some training can be repetitive and not relevant and that attention should be paid to differentiated PD that meets their needs. The Special Education department recognized that it could grow by giving more training to the whole staff in official venues, rather than the current approach of leaning on personal relationships with teachers to share the “why” of their strategies on a one on one basis. Finally, the teaching staff expressed an interest in leading more PDs to share practices and strategies. Staff is required to take safety training annually.

Mesa has shifted to Microsoft 365, and Canvas for their Learning Management System. The district provided training on Canvas and all teachers are now using Canvas for assignments, class sessions, and grading. Special Education teachers get professional development on SEIS and writing IEPs when they begin, many special education support staff commented that professional development is helpful to their teaching as is the respect they receive from the school community. Teacher input is gathered for planning professional development and teacher workdays are used to implement training. During non-pandemic teaching the school offers limited online instruction. There are two APEX trained teachers who are offered all site professional development that other teachers receive.

To ensure teacher effectiveness, new teachers are evaluated each semester for the first two years, and then every 3 years after. Special Education teachers are also evaluated yearly for the first two years and then every three years after. The Peer Assistance and Review (PAR) program is in place, but it is not indicated how often it is used. Informal observations monitor the WICOR teaching strategies and teachers receive gold stars for using these strategies.

A5. Resources Criterion

The Principal develops the budget and works with the site bookkeeper to maintain the budget and communicate with the district. The SPSA and site discretionary budget are developed in the SSC based on student achievement data from the previous year. The site LCAP budget is created with the principal, lead teachers and SSC. The school provides training for coaches and club advisors to set up and manage financial transactions. The training focuses on avoiding mishandling of funds. Accountability is assured through signed contracts with coaches and advisors. Bookkeepers are given training annually. Policies for acquiring and maintaining adequate instructional material is accomplished by departments and approved by the leadership team. Funds for materials come from Measure BB and LCAP. The district uses Microsoft 365 and students have Microsoft 365 accounts. There is a district IT position that supports the use of technology for students and staff. The Williams Act is posted in all classrooms and all students have textbooks, which are distributed by the librarian.

Resource decisions are made in staff committees. The budget is discussed with lead teachers and the SSC. Resource allocation is discussed in both department meetings and PLCs. The WASC self-study stated that all expenditures are aligned with Mission, Vision, SLOs, LCAP and SPSA. In discussions with staff, lead teachers, and administration at both the site and district level, it was stated that expenditures are chosen with particular thought given to the achievement of all students, with a particular emphasis on equity in representation within learning materials. Further expenditures are made to programs such as Mesa Men mentorship, which further promotes achievement for all students, and demonstrates a commitment to PRIDE. The self-study document itself could be more specific about how expenditures are further aligned to mission, vision, and student learning outcomes. Additionally, the self-study is based on data and with the school vision in mind that five departments have adopted a new curriculum this year.

Mesa's facilities are well maintained and monitored for cleanliness and safety to allow for a productive learning environment. The site administration oversees facilities and meets with district personnel. Quarterly, the custodial and maintenance personnel complete a safety inspection checklist. AEDs and defibrillators are stationed throughout the campus, are checked twice a year, and are clearly marked. There is a nursing facility that is always staffed. The district uses the Raptor system to check in visitors and screen for sex offenders, alerts staff for custody violations. This system reports visitors to the district.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Multiple opportunities for parental and community engagement in school governance.
- Excellent communication through multiple platforms to parents and community.
- Well maintained facilities provide a strong sense of security on campus and online.
- District created DSLI positions: trained teachers providing data to their PLCs.
- Access to a variety of professional development opportunities.
- 100% of faculty on Canvas as a Learning Management System. Easier for students and parents.
- New vision statement with deep buy in from faculty and is well connected to the PRIDE SLOs
 - We Are: MESA
- Strong internalization of the PRIDE SLOs
- Very vocal commitment to equity from staff to site leadership to district leadership - evident in resource allocation

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Post-COVID19, PLCs should return to previous levels of organization and accountability by producing clearer agendas and written action items with each meeting.
- Mission and Vision are worded broadly and vaguely (despite deep internalization in staff).
- The SLOs are difficult to quantify. The addition of school-wide SMART goals would make evaluation of instruction easier.
- Channels of communication could be streamlined
- Stakeholders, especially students, could be made more aware of how they can take part in school governance.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Strengths:

- Staff and parent reports of engagement in governance--department meetings, Coffee with the Principal, School Site Council, Leadership Team meetings, positive comments from parents about engagement.
- Communication--multiple platforms for communication to the community, positive statements from parents on being well-informed, parents also felt that there may be too many platforms..
- Facilities--structured maintenance checks throughout the year, safety posters throughout school, equipment maintained regularly.
- DSLI position is described as a highly effective process to use data for school improvement by teachers, site and district administrators. It is temporarily on hiatus but is expected to return after the pandemic.

Areas of Growth:

- Teachers and site administration expressed that with an increase in available data the PLCs could be more effective to improve instruction and fill in the gaps of learning.
- Observations revealed very few PLCs with agendas and note taking leading to clear next step

action items communicated to all members. Some meetings appeared to be informal advice sessions. Teachers expressed that this lack of formality is due to a suggestion from the district office that the teachers concentrate on successful remote learning.

- Conversations with parents and students revealing that they were not aware how they could participate in school governance.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

Students at Mesa are offered a wide variety of courses and instructional programs that conform with the relevant state and national curricular standards. The courses prepare Mesa student's for college and career as well as graduation standards. The school and district provide professional development opportunities that include researched based strategies that support the academic standards. Mesa has implemented an important structure for professional learning through the creation of their PLC's and has structured their bell schedule to allow time for the teams to meet and align their curriculum with educational research and standards. Both the school and district have allocated resources and time to provide professional development opportunities for staff. The Math and English departments have adopted new instructional materials to better align with CCSS, while the Science department is in the process of implementing the Next Generation Science Standards (NGSS). The World Language department uses the National Standards for World Languages and some classes are taught using a method called Organic World Language (OWL), which provides students with a 100% immersion experience. The school's CTE and career educational programs are aligned to the California CTE standards and framework.

Mesa has academic and college and career readiness standards for each subject area, course, and program that meet or exceed graduation requirements. Students are placed into courses that help them meet graduation requirements as well as the admissions requirements for college admission. The academic progress of students is tracked by teachers and counselors based on a variety of indicators. Although the A-G completion rate is in the range of 60-61%, the school offers students multiple methods to recover credit for courses when they receive a grade below a "C" through summer school, APEX online courses, or by repeating the class during the regular school day. Mesa offers 26 AP courses as well as the AP Capstone program and dual enrollment courses with the local junior college.

The instructional program generally aligns with the schoolwide learner outcomes (SLO), although the SLO's are broadly undefined and difficult to measure. Mesa and district staff have created multiple pathways with interconnected coursework to help students reach the learner outcomes and support those pathways through professional development.

Mesa offers a number of career technical options for students at the school including CTE three-course pathways in Hospitality, Tourism, and Recreation, Arts, Media, and Entertainment, Information and Communication Technologies, and Health Science and Medical Technology. Other CTE courses include Engineering 1, 2, and 4, Our Sustainable Earth, TV Digital, Advanced TV Digital, Graphic Design 1 and 2, and Video Game Design as well as NJROTC. The school has developed several methods of integrating these career technical programs with the academic program including interdisciplinary grade level projects. The Mesa Showcase introduces students to the career programs that the school offers as well as highlighting student achievement in these programs. Nevertheless, the school should continue to work toward the development of other common instructional strategies and consider the possibility of cohorting some academic courses with career programs to allow students to view academic subjects through the lens of a career pathway.

B2. Equity and Access to Curriculum Criterion

Students at Mesa have equal access to the school's instructional program, although this access is limited by individual motivation and achievement. Students are provided with guidance by the school staff to help them develop a personal learning plan and are prepared for the pursuit of their individual goals. Students

meet with their counselors at least twice a year to review their academic schedule as well as personal and career goals. Career options are explored in history classrooms through the California College Guidance Initiative (CCGI). Mesa provides a variety of opportunities for students to further explore potential career options such as the College and Career Kick Off and Senior Career Expo. Students are also encouraged to develop personal goals and interests through grade level interdisciplinary projects building towards the Senior Culminating Project. Mesa's instructional program and seven period schedule provide numerous career courses and CTE pathways that enable students to further explore those goals and areas of interest. The school promotes a robust AVID program with a dedicated counselor, who provides support for approximately 20% of the student body, 98% of whom are accepted into 4 year college/universities, while the Advanced Placement (AP) Capstone program and 26 AP course offerings provide opportunities for college preparation.

Murrieta Mesa High School and the Murrieta Valley Unified School District have invested in classroom technology and online platforms to increase access to instructional resources for students and teachers as well as improving communication with families. The students and staff at Mesa have access to technology that is intended to foster the development of 21st Century skills. Classrooms at Mesa are supplied with wireless internet and modern audio visual equipment. The school has purchased 47 chromebook carts in addition to 5 classroom computer labs with additional computers available in the school Library. Mesa students and staff also have access to district provided email accounts and a variety of online platforms including Microsoft Office 365, Excel, Microsoft Teams, PowerPoint, Sway, Adobe Spark, CCGI Website, Canvas, and ebooks through SORA. All Mesa students also have access to the online credit recovery program (APEX).

Mesa engages parents and students to collaborate with school staff in developing and monitoring personal learning plans that led to college, career, or other educational goals. Students and parents interact regularly with their teachers, counselors, and administrators through Canvas LMS, emails, phone calls, conferences, the Communication Dialer system, blended learning programs online, and the AERIES student information system. The school informs families of school events and opportunities through the school website, the student newspaper, and the monthly Ramblings newsletter. Parents, students, and staff collaborate to develop Section 504 Plans, IEP and ITPs, and plan academic interventions through SSTs. The SSC is composed of parents, students, and staff oversees the academic progress of all students through the development of the School Plan for Student Achievement (SPSA).

Mesa implements multiple strategies and programs to facilitate the transition of students to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. Mesa has a guidance model which follows a progressive four-year college and career development plan beginning in the ninth grade. This process includes grade-level career interest and skills surveys, work values assessments, counselor-guided interpretations, occupation exploration, resource investigation, and selection of post-secondary training and education which match each student's individual results. Mesa students participate in the College and Career Kick Off and Senior Career Expo and begin using their California College Guidance Initiative (CCGI) account during their freshman year and continue to update their accounts through graduation. In addition to hosting over 40 scheduled college visits each year, Mesa invites Mt. San Jacinto College counselors to the campus weekly each spring to facilitate college planning and collaborates with the school to provide after school workshops for students and parents. Mesa also provides opportunities for dual or concurrent college enrollment for students. The school's CTE Pathways provide technical training with ties to post-secondary options for continuing education in trade and vocational schools, as well as community and four- year colleges.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- District calendar and school schedule has built in dedicated PLC and professional development time.
- Stakeholder involvement is solicited when the district adopts new curricular material.
- The school and district provides a variety of curricular material and technological platforms to assist students and teachers access to the curriculum.

- Strong guidance model for college and career planning including grade level interdisciplinary projects building towards the Senior Culminating Project.
- Large number of career technical options for students.
- Rigorous college preparatory program.
- School commitment to the development of academic and organizational skill building.

Key issues for Standards-Based Student Learning: Curriculum:

- Continue to improve curricular and instructional alignment including sequencing, pacing, assessment, and grading practices across subject areas and departments.
- Continue to develop common instructional strategies to increase student engagement and access to the curriculum.
- Continue to refine interdisciplinary articulation through thematic connections.
- Continue to plan for transition to Next Generation Science Standards and consider implications for course sequencing and curricular procurement.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Strengths:

- Late start Mondays to accommodate PLCs and dedicated professional development day.
- CTE pathways including Hospitality, Tourism, and Recreation, Arts, Media, and Entertainment, Information and Communication Technologies, and Health Science and Medical Technology.
- Other CTE courses include Engineering 1, 2, and 4, Our Sustainable Earth, TV Digital, Advanced TV Digital, Graphic Design 1 and 2, and Video Game Design.
- AP Capstone Program and access to 26 AP courses with a dedicated counselor.
- AVID program with dedicated counselor.

Areas of Growth:

- The SLOs are difficult to measure. A more measurable goal would make evaluation of instruction easier.
- Mesa is at the beginning stages of implementing a newer curriculum across five departments, and as a result, the area of common assessments is emerging as each department develops its implementation strategies.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Student Involvement in Challenging and Relevant Learning Criterion

The visiting team observed Mesa offering students challenging learning experiences through the courses offered at Mesa that are aligned with Common Core State and NGSS Standards and meet A-G Requirements. In order to ensure all students are engaged in challenging and relevant learning, the Mesa staff implements various methods of instruction. The rigorous instruction provided by Mesa teachers involves creating opportunities for students to demonstrate their learning. Students with 504s and disabilities serviced with IEPs are provided the opportunity to be challenged in the general education setting with accommodations, modifications, and instructional aides as needed.

To evaluate student work, Mesa staff use either traditional grading practices or standards-based grading. Students are involved in the process through peer editing and project based learning opportunities. Rubrics are utilized to assist students' understanding of how they will be evaluated and allows students to know how the work they are completing is connected to the standards.

Mesa is a National AVID demonstration school that offers AP/Dual Enrollment programs available to students. WICOR Strategies are utilized across all curricular areas as teachers implement the state and national standards into their curriculum. Each student develops a Senior Culminating Project (SCP) throughout their four years culminating in their senior exit interview. The SCP involves problem solving, goals, public speaking, and appropriate media use. During a student's time at Mesa they will take ICT Computer Career Classes- research as a freshman, complete a Career Research Project as a sophomore, demonstrate effective writing and thinking skills in their junior reflective task, and create and participate in a formal presentation as a senior.

There are many great programs and concepts used at Mesa, but there is minimal mention of how the students know how they will be evaluated throughout the description/narrative. The use of daily agendas allows students to understand what is expected for the day. Course syllabus' are used to outline important aspects of the class. PLC's are a work in progress.

C2. Student Engagement through a Variety of Strategies and Resources Criterion

The mission, vision, and school learning outcomes are used to develop rigorous instruction and learning opportunities for all students. Mesa offers a variety of programs through passionate, enthusiastic staff members. Many club and extra-curricular activities are available for all students to allow students to be connected to the school. To aid student success, the staff participates in PLCs to analyze data, lesson plan, and collaborate with team members. The staff holds all students accountable to high expectations.

At Mesa, teachers serve as facilitators of learning and collaborate with colleagues to meet the needs of students. During the class observations, many real-world connections were made by the teaching staff in regards to the material being taught. To increase creative and critical thinking, writing strategies and focused note taking are used by many departments. Direct instruction/lecture and assigned readings are generally accompanied by note-taking in various forms often employing graphic organizers and other aids. The practice may be in the form of independent tasks, pair work, collaborative group activities, and project-based lessons.

Technology is embedded throughout instruction with the addition of the Canvas Learning Management System. Students use a variety of media in their courses including: Microsoft 365, presentation systems, doc cameras, computer carts, Adobe Suite, Final Cut Pro. Teachers implement instructional technology in all curricular areas to assist students' application of learning. Strategies used by staff to improve depth of knowledge are: project based learning, universal design for learning, formative and summative assessments, focused notes, and AVID Tutorials.

To prepare Mesa for life after high school, career preparedness and real-world experiences are included in the instruction. In the CTE program, students can choose a college and career pathway as well as take advantage of the dual enrollment college course offerings. During the College Career Kick-Off Day (October), students have an opportunity to: receive information on the FAFSA, take the ASVAB, learn about the Job Corps and Work Force, take the PSAT, and attend college and career related workshops.

AVID offers real-life opportunities to create a resume, research colleges/careers, learn to write letters, prepare for interviews, and attend college field trips. The TPP works with community businesses such as Kohl's, Marshall's, Mulligan's Family Fun Center, Maxx's Pizza to provide students with special needs work experience. The Naval JROTC (NJROTC) participates in community service events.

Students are able to think, reason, and problem-solve with varying degrees of proficiency. The typical student is able to provide basic analysis of a problem and a rudimentary solution to that problem. It is less common, however, to find student responses that are indicative of higher-level thinking and

problem-solving skills. Student work samples indicate that there is an emphasis on making connections to the real world in all subject areas

Students demonstrate a modest ability to organize, access, and apply knowledge. They have the academic skills they need and are able to gain knowledge readily. Mesa students are provided with many educational study trips that allow them opportunities to see how others apply knowledge to real life, especially in the field of science.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Mesa offers/utilizes many great programs/courses/opportunities to prepare students for post-secondary and career opportunities.
- Mesa is an AVID school that implements WICOR throughout all courses
- Mesa curriculum is standards based

Growth Areas for Continuous Improvement for Learning and Teaching:

- Utilize formative data, checks for understanding, and exit tickets to drive instruction (re-teach topics/lessons based on the data)
- The Visiting Committee recommends a return to PLC's prior to Covid-19.
- Departments organize pacing guides to determine essential standards for each course.
- Provide more opportunities for students to inquire, research, and then apply new knowledge and skills at higher cognitive levels.
- Continue to be mindful of lesson differentiation and employ these strategies to challenge higher-level students while simultaneously supporting students who require additional support.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Strengths:

- Mesa offers many programs to support the needs of all students (EL, SPED, AP, CTE)
- Mesa is recognized as an AVID National Demonstration School
- The visiting committee observed standard based instruction occurring in all areas across the campus
- Academic planning is completed to assist each student as they prepare for life after high school.
- Many lessons that were observed throughout the visit were direct instruction

Areas of growth:

- PLC's are affected due to curriculum adoption and distance learning and do not appear as structured as typical. The Visiting team recommends revisiting this area during regular instruction.
- Throughout the visiting committees' classroom observations it was noted that very few authentic checks for understanding occurred.
- Create opportunities for broader stakeholder input
- Utilize DSLI position to gather/analyze data.
- Similar courses that were taught by different teachers didn't have same level of rigor/content presented to students

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**D1. Using Assessment to Analyze and Report Student Progress Criterion**

Mesa utilizes different methods to look at student data and to analyze that data in order to provide better instruction and implement support for the students. There are specific data categories that are managed by administrators and the Counseling department, such as those for English Learners, Special Education, Advanced Placement, Interventions, and Attendance/Discipline. In addition, data sharing takes place through a number of different venues that include admin meetings, lead teacher meetings, site council meetings, staff meetings, department meetings, WASC Focus Groups, PLCs, and through the DSLI staff. District wide common assessments are in place so that teachers can develop common lessons and ideas around those assessments, which include the Scholastic Reading Inventory (RI), IABs, and districtwide performance tasks. PLCs collaborate and focus on understanding the results, creating common formative assessments and review lessons that will support the students in future instruction. PLCs also look at grades and projects in order to measure how successful students are.

A significant number of Mesa staff members were not familiar with the SPSA or the CA Dashboard data. The discussions in the PLCs do not appear to focus on the type of data that is tied to the school budget and district/state funding, although some departments such as English did so. Department and PLC discussions currently focus on common assessments and district assessments, but more needs to be done to evaluate CA Dashboard results in order to drive student achievement up in ways that are measured by the state of California. This would benefit Mesa's desire to create a positive testing culture by creating awareness schoolwide of the importance of the CAASPP and CAST exams that juniors take during the Spring.

The district is moving towards Standards-Based Grading, and Mesa is encouraging its teachers to pilot the program. PD is offered to the departments around Standards-Based Grading, and experts are brought in to speak on the topic. The district provides four collaborative days a year in order to enhance the efforts for this type of grading. Mesa is still at the beginning stages of determining the impact and effectiveness of the data collection processes, so no conclusions can be made as of yet. Teachers are not forced to participate in this new grading policy. The ARIES gradebook system that Mesa utilizes allows for this type of grading to be implemented. Traditional grading practices are still being used on site, but departments and PLCs are examining those grading practices in order to determine the effectiveness of both.

Teachers are determining performance levels through the use of PLC discussions and disaggregation of data. Standards-based testing via CAASPP IABs and district-wide tests are used to measure progress of student understanding and achievement. Teachers can decide to reteach and re-evaluate student comprehension levels based on the results and conclusions made from the PLCs, PRIDE periods, and tutoring efforts.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Mesa utilizes a number of different ways to analyze student achievement of the standards and schoolwide learner outcomes. These assessments range from formative and summative assessments, group collaboration and disaggregation of data, common curriculum and the use of PLC time to analyze and discuss results and standards of practice. Formative assessment was not always common in the classrooms or in discussion with focus groups. Checking for Understanding strategies need to be incorporated into the daily classroom. The use of reteaching was not always evident, but is something that should be done more frequently, such as on shortened Mondays when time to teach new lessons is not always available. Although there are a number of ways of assessing student data that Mesa utilizes,

there is need for further professional development on creating valid and reliable assessments, including efforts toward development of a positive testing culture. The district has provided a plethora of tools/resources for the teachers to access, but there is not enough significant training and PD to help prepare the teachers to utilize those tools/resources. Mesa teachers are trying to streamline and embed district-level assessments into instruction, and they emphasize that relevant testing is important, but in less frequency. Testing will be more meaningful to the students if there are fewer tests and the results are analyzed and reflected upon in greater depth.

PLCs are a large focus for the staff at Mesa. The PLCs complete cycles of inquiry to support student growth by meeting on a weekly basis to develop a goal and plan of action, implement the plans, collect summative assessment data and then analyze that data. Once the PLC has done that, they can revise their goals/plans for the classroom, and decide to reteach or move on to the next topic. Certain teachers have been to formalized PLC training, which they use to help onboard the rest of the staff. During the PLCs, each department provides and follows its own agenda. The Special Ed department teachers join their content area PLCs twice a month for collaboration. The main purpose for the PLCs is to gather and analyze student data, which is supported by the efforts of the DSLI teachers, who pull data and reports for the departments and coach the teachers on how to improve that data. They also work with teachers to implement best teaching strategies.

The goal at Mesa is for students to understand the academic expectations and the importance of PRIDE, and how both pertain to life beyond high school. Mesa wants students to see the connection between what they do in school and what they will do after high school. The staff at Mesa strives to have an open dialogue with students so that the students are comfortable enough to express when they are not seeing the connections. A few of the ways that Mesa reinforces these connections are through PRIDE and a - g posters in every classroom, two annual counselor meetings for each student, and the senior culminating project.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Allocation of time and PD resources to support the PLC process
- Creation and implementation of data, standards, learning, and instructional specialist positions (DSLI)
- PRIDE Period as an Intervention strategy to support all achievement levels of students
- Standards-based grading pilot and accompanying professional development
- Positive behavioral supports and interventions

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Increase Professional Development on the numerous district-provided resources, data interpretation, and return to levels of structure and accountability for the PLCs that were in place prior to COVID19.
- Development of a positive testing culture around CAASPP and CAST (such as exists for AP)
- Broader staff knowledge of CA Dashboard metrics and how to enhance student achievement
- Focus on reteaching concepts based on data analysis of assessments
- Expand on staff's knowledge and implementation of formative assessment and how it can be used
- Track college attendance rate, especially attending 4-year college attendance, looking for increasing college attendance.

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Strengths:

- Tutoring offered before school, after school, during lunch, and during Extended Library Hours
- PRIDE period is well-revered by all stakeholders and is a great way to allow for learning tailored to students' individual needs
- DSLI position saves teachers time and enhances their teaching abilities through coaching, mentoring and teaching support
- Opportunity for teachers to pilot the standards-based grading system before having to switch over to it on a mandatory basis
- Numerous resources and tools available provided by the school and district to support teaching efforts

Areas of growth:

- Professional Development opportunities are not always provided by the school and district to support the resources and tools that are available for the suite of new software that has been adopted.
- Students who are struggling with academics are not always individually targeted to attend tutoring and intervention opportunities
- District personnel mentioned that more funding should be designated to the sites in order to support more PD opportunities
- During Distance Learning, PLCs meet on a weekly basis, but the focus is not always clear or specific; it is not apparent that all PLCs follow an agenda, record minutes, or plan to revisit items at future meetings. This has been suggested by the District Office to allow teachers to respond to remote learning. Teachers express that the PLCs will get more structured after remote learning is over.
- During Focus Group with parents, parents mentioned that some students are falling through the cracks if they are not intrinsically motivated to seek out programs for themselves, or if they are unsure of future plans

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

The passionate and caring staff at Mesa encourages partnership with parents, guardians, and the community, including non-English speaking parents, as well as parents of Special Education students. They utilize numerous communication platforms (via email, phone calls, texts, Aeries, Canvas, and social media), hold monthly parent meetings, encourage parent participation in advisory councils, and hold a plethora of outreach events throughout the school year. In addition, the College and Career Center provides services to families and students that can help them get involved with the community, attend college visits and get into contact with different branches of the military.

There are many opportunities for the community, parents, and students to be involved at Mesa. Many active clubs and sports are supported by parents and community members. The overall consensus of the parent community is that Mesa is a welcoming, friendly place where teachers and staff strive to make all of the students feel connected and included. The school provides a number of ways that students and parents can get involved, and the Principal does an excellent job of listening to parent concerns and making change when it benefits the needs of the students.

E2. School Culture and Environment Criterion

Mesa implements a number of safety protocols in order to ensure and maintain a safe campus where security staff are regularly patrolling the whole school building. All of Mesa's safety policies are outlined in the Site Safety Plan that is updated annually. Grade level assemblies are conducted annually by

administrators to review school rules and safety expectations, and rules are also outlined in the RamsTracks student/parent handbook. Custodians work both day and night shifts in order to keep the campus clean, as well as clean up after school/sporting events. In addition, Mesa provides training and resources to both students and staff in order to support mental health for all stakeholders.

Mesa prides itself on the ability to infuse the tenets of their school motto, PRIDE (Purpose, Responsibility, Integrity, Duty, and Excellence), into everyday life. Alumni regularly return to share how they continue living out their lives by following the PRIDE motto. Care and concern for students at Mesa is a high priority. The school provides many supports and resources for their students (as noted previously), but also includes suicide prevention efforts embedded in the health curriculum and freshman mandatory training, school counselors, and a fulltime Mental Health specialist. However, for a school with as many students as Mesa, additional social-emotional counseling support should be provided to accommodate all students if necessary. Mesa holds high academic expectations for all of their students. To support such a level of achievement, the school offers numerous programs and academic pathways that provide rigorous coursework and allow students to meet those expectations, such as CTE pathways, AP/Dual Enrollment/elective classes, and the Link Crew mentorship program. Mesa also accommodates students who are not successful in all of their coursework by providing numerous intervention programs and support on campus, such as the PRIDE period, before and after school tutoring, lunch time tutoring, and extended library hours. There are a number of positive behavior strategies that Mesa implements in order to encourage student learning through a supportive and caring environment, such as student privileges, clubs, and restorative justice practices.

The goal for the staff at Mesa is to continuously improve upon and build relationships to ensure a culture of trust. The process of maintaining the culture of PRIDE has been continuous and remains a key focus and priority for the school. As a result of the updated SLO's and vision of the school, the staff need to be reenergized in their commitments to these aspects of the school culture. In addition, the school's mission statement needs to be measurable. Mesa implements a number of different strategies to enhance the culture and camaraderie of the school, including student events, staff collaboration, recognition and involvement for all stakeholders, and constant communication about the different events happening on and off campus.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

At Mesa, all students are provided with an equal opportunity to access classes, resources and support systems. Students at Mesa access schoolwide support through their assigned counselors who meet with all students twice a year to make sure they are on track and placed in the correct classes. Additionally, students from all demographics are allowed to take AP and Dual Enrollment classes and Special Education students have first priority access to course selection. Credentialed teachers, as well as NHS and CSF tutors, provide tutoring hours before school, during lunch, and after school. Every fall a College and Career Kick Off takes place. During this event, Sophomores take the PSAT for free during the school day and students can take the ASVAB and fill out FAFSA forms.

Mesa provides numerous opportunities for intervention for its students who struggle with academics, based on their individual needs. All stakeholders are involved in the intervention process in order to determine what practices will be most beneficial to fit the students' needs. Students are assigned to a designated counselor and teachers submit referrals to counseling recommending intervention support. Students may be recommended to meet with an SST. Numerous support classes are offered on campus such as, Resource Specialist Program (RSP), Special Day Class (SDC), Severely Handicapped Program, and Behavior Classes. Extended Library Hours are available to help support all students.

Parent Portal for AERIES is available so parents can help monitor and track student progress. Teachers send communications home via text, email, and grade notifications. Grade reports are provided to families at the 6 and 12 week marks of the semester. Students with D-F grades are contacted by

counselors to hear about their credit recovery options. Freshman Academic Seminar classes are provided to freshmen who struggled in middle school; these students are also supported by Link Crew mentors. Whether it be the counseling staff, admin, teachers, tutors or peers, there is always someone on campus who is available to work with and support the Mesa student body. Administrators and security greet students at the gate when they arrive and when they leave each day. Counselors provide personal support to students and make referrals to resources such as the school psychologist or the Mental Health Specialist (MFT). Teachers make referrals to the counseling department on behalf of the students. Numerous referral services are available to all students on campus ranging from physical and mental health to the student club NAMI (National Alliance on Mental Illness). Mesa employs a full-time registered nurse (RN) and health technician on campus each day. With over 90 clubs and co-curriculars, in addition to athletics, there is no shortage of activities that students can choose from. In addition, most of the co-curricular activities link to the school learner outcomes and academic standards by offering students opportunities to demonstrate the tenets of PRIDE.

The multi-tiered support system includes: SST Support, Parent meetings, PRIDE period, Saturday PRIDE, Before and After School tutoring, AVID Tutoring, and Extended Library Hours. The Special Education department provides numerous services, and placement and supports to students with disabilities. Special Education students have access to occupational, physical, and vision therapy. Adaptive Physical Education is offered on-site to those who qualify through their IEP. Assistive Technology, Mental Health, Speech/Language services, and Deaf/Hard of Hearing programs are also available to assist with IEP accommodations.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth (if any):

- Strong dedication to the tenets of PRIDE, behavioral expectations, and follow through to include restorative justice practices
- Highly involved and proud student body
- Many programs, clubs and events on campus promote and celebrate diversity, heritage and ethnicity
- Active parental involvement and high level of communication between school and home
- High level of community involvement includes connections with local businesses, sponsorship for sports programs, volunteers for College and Career Kick Off Event, and largest Special Olympics School Games in Riverside County
- Multitude of social emotional and behavioral supports available to all students
- Numerous academic supports and intervention programs in place for all students who are in need
- Well-maintained and safe school grounds

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Allow for all student stakeholders to provide input to the decision making process at Mesa, not just those who are represented by clubs or sports groups
- Re-energize school wide commitment to PRIDE and communicate updated vision and SLOs to all students, staff, and parents.
- Continue to assess and analyze measurable results of academic and behavioral interventions in order to determine what is successful and what is not
- Increase participation for students in College and Career Kick Off and parent participation in Back to School Night/Showcase Night
- Target parents/guardians for better attendance to informational nights provided by Mesa/MVUSD

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Strengths:

- Throughout our entire visit and meetings, it became extremely clear that the culture of Mesa is thriving.
- Focus groups and meetings reiterated the PRIDE that all staff share at Mesa.
- All stakeholders echo the same feelings of support, inclusion and belonging
- Mesa is very “student-centered” with all members of the staff and parent community coming together to support the students in any way possible
- Mesa provides numerous CTE Pathways, a range of different classes, extracurricular opportunities and many ways for students to get involved on campus that there is literally something to meet the needs of every student
- High tolerance on campus exhibited by students for other students from different cultures
- “Mesa Men” is a great program aimed at closing the achievement gap for some of Mesa’s students who are suffering from academic, attendance and behavior problems

Areas of growth:

- Tenets of PRIDE can be incorporated into the daily life of Mesa on a larger scale, with staff reflecting the meaning of the acronym just as much as the students
- Academic interventions are offered on campus, but not all students are taking advantage of them
- Many messages to parents get lost in the plethora of communication that is offered, causing some important messages about events and parent meetings to get overlooked or ignored

Chapter IV: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Areas of Strength

1. Strong dedication to the tenets of PRIDE, behavioral expectations, and follow through to include restorative justice practices
2. Strong guidance model for college and career planning including grade level interdisciplinary projects building towards the Senior Culminating Project.
3. District created DSLI positions: trained teachers providing data to their PLCs.
4. New vision statement with deep buy in from faculty and is well connected to the PRIDE SLOs.
5. Strong internalization of the PRIDE SLOs.
6. PRIDE Period as an Intervention strategy to support all achievement levels of students.
7. AVID demonstration school.
8. Very vocal commitment to equity from staff to site leadership to district leadership - evident in resource allocation

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school’s identified growth areas for continuous improvement that are outlined in the schoolwide action plan. These are summarized below:

1. Who: AP over Assessment, Counselors.
What: Establish a school wide process for gathering and disaggregating both behavioral and academic data (with support of DSLIs) to get actionable data in the hands of departments, PLCs, and administration. Work to streamline the identification process so that staff is aware of students with special considerations.

Why: Identify areas of strengths and areas of growth, aware of students needing support, increase student achievement, drive reteaching methodology.

When: Ongoing; virtual learning in progress.

2. Who: All APs,

What: Collectively work to improve the instructional practices, data analysis, testing culture, and testing procedures to increase school wide assessment results on the CAASPP.

Why: Increase achievement and reteaching strategies.

When: Ongoing.

3. Who: All APs and Principal in their departments.

What: Develop a plan and timeline for curricular and instructional practices to include sequencing, pacing, assessment, and grading practices across subject areas and departments (paying special attention as our English and math departments adopt and implement new curriculum).

Why: Increase all students' achievement.

When: 2020-2021 then ongoing monitoring.

4. Who: All APs with PRIDE committee

What: Develop a plan to re-energize school wide commitment to PRIDE and communicate our updated vision and SLOs to all students, staff, and parents.

Why: Staff understands PRIDE but students and parents are not as familiar with it.

When: 2020-2021 more communication to students and parents.

5. Who: AP over Counseling, ICT teachers and School Counselors.

What: Collaboratively refine their efforts to support students on their path to College and Career Readiness.

Why: To ensure all students have a plan for their future and know how to access it.

When: 2020-21 and ongoing

How: Freshman 4-Year Plan and Project, Junior Reflective Essay, Senior Culminating Project

6. Who: AP over Assessment and Student Support, Principal, Counselor, Teacher, Classified.
What: Continue to grow a mentorship program for at-risk male students, initially focusing on 9th grade, using on campus advisors, counseling, creating a support system for families, and encouraging academic/behavioral/attendance success. They would be the first school to provide this resource in the district.

Why: Goal to increase academic, personal and social success of at-risk male students.

When: 2019-20 program began as a club, needs to continue to grow; 2020-21 established as a class by district with a dedicated teacher. Quantitative and qualitative data to monitor student success in the program.

7. Who: Principal.

What: Expand teacher led tutoring opportunities for student learning to include both before and after school. In addition, expand after school library hours to accommodate student access to technology in a safe learning environment. Collect data about student attendance.

Why: Increase student achievement and provide supports for struggling students.

When: 2019-20 began extended library hours.

8. Who: AP over Counseling.

What: Increase social emotional supports for students based on data and

current trends/needs.

Why: Data shows that students need assistance with social/emotional issues.

When: 2019-20 added licensed Social Worker four days a week. Allowed school counselors and the school psychologist to serve their original purpose. Home visits. Ongoing.

In addition, the visiting committee has identified additional growth areas that need to be addressed:

1. Expand understanding of formative assessment and how to gather classwide data that is authentic and actionable and implement reteaching form using formative assessment data.
2. Increase Professional Development on the numerous district-provided resources, data interpretation, and return to levels of structure and accountability for the PLCs that were in place prior to COVID19.
3. Quantify the SLOs. The addition of school-wide SMART goals would make evaluation of instruction more meaningful.
4. Inform stakeholders, especially students, of opportunities where they can take part in school governance.
5. Increase participation of parents and students in the self-study process.
6. Track college attendance rate, especially attending 4-year college attendance, looking for increasing college attendance.

Chapter V: Ongoing School Improvement

Brief summary of the schoolwide action plan:

Mesa would like to establish a school wide process for gathering and disaggregating both behavioral and academic data (with support of DSLIs) to get actionable data in the hands of departments, PLCs, and administration; work to streamline the identification process so that staff is aware of students with special considerations; using instructional practices, data analysis, and testing culture, Mesa would like to impact the CAASPP scores in both math and ELA. The departments would like to align curriculum and instruction, especially in Math and English. Mesa would like to continue to develop the incredible sense of belonging and belief in students' abilities through the commitment to PRIDE. They want to support students in attaining College and Career Readiness. They continue to focus on at-risk male students to develop academic, behavioral and attendance success. They want to expand tutoring hours and increase social emotional supports for students.

Ongoing School Improvement

The Action Plan that Mesa developed is comprehensive and on target for their areas of growth. These areas are achievement for all students through examining data, using formative assessments and checks for understanding, and examining results of common assessments. The Visiting Committee would like to see a better understanding of formative assessment and how to gather classwide data that is authentic and actionable. By expanding understanding of checks for understanding and formative assessment not only in department and PLC meetings, but immediately in every classroom to ensure that misconceptions are addressed more quickly and do not become cemented into habit. The action plan steps will enhance student learning and monitor student social/emotional wellness. As new curriculum has been adopted, the positive student impact remains to be seen, but should be monitored, especially for growth in math.

The action plan is "user friendly" and is feasible with existing resources, assuming the resources hold steady after the pandemic. Most of the structures like PLCs, Leadership and department meetings, and mentorship programs for at-risk men are in place, so no new resources are required. The resources that are needed would be to return the DSLI position so that faculty can get data for PLCs.

The staff and school community are very committed to school improvement. All stakeholders are very proud of their school and would like to see efforts made to continue the betterment of Mesa.

The LCAP goals include Student Achievement, Prevention/Intervention/Acceleration, Professional Development, and Engagement. The Action plan covers most areas of the LCAP.

The recommendations of the Visiting Committee include Professional Development in formative assessment and gathering data within the classroom. Although staff claim that many options for PD are offered through the district, efforts to improve formative assessment, PLC focus and data analysis need to be made.

The existing factors that support school improvement are the PLCs, the School Site Council, PTSA, and the Leadership team. Stakeholder input from all students needs to be represented in school improvement efforts, as only a small portion of students currently have a voice.

Despite the overall strength of the academic program at the school and the commitment of the staff to the model of continuous improvement, it is critical for school leadership to be vigilant for complacency in a setting in which most adults seem to be very comfortable. School leadership may wish to create further analytic structures to monitor this factor. This could also result in goals being met rather than remaining at the same achievement levels.

With the administration and faculty monitoring the school wide action plan, there will be a positive result. PLCs, Leadership and department groups are set up to monitor progress. If these groups each take on parts of the school wide action plan in each meeting, the monitoring will be a natural part of the school's functioning.