

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mesa Verde High School	34-67447-3430048	May 24th, 2022	June 28th, 2022

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The MVHS 2022-2023 School Plan for Student Achievement was developed in consultation with teachers, parents, leadership and students. School Site Council, comprised of staff, parents and students meets in the Fall to review the Comprehensive Needs Assessment and the initial draft of the SPSA. The Leadership Team provides input through our monthly meetings as do Department Chairs. Students are members of the school site council as well and also provide voice during Site Council meetings. Throughout the year, MVHS will continue to work with Department Chairs, the Leadership Team, and the School Site Council to plan, implement, and review the annual SPSA, our Site WASC action plan, as well as our Equity Plan.

Leadership Team consists of elected SJTA members.
Department Chair members are elected SJTA members from each of the subjects as well as the AVID and Business Academy leads.

Resource Inequities

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

Over the years, MVHS has allocated resources to directly impact school wide safety and social emotional supports (behavior). This has been accomplished by providing appropriate funding for positions that are in place to have an impact on our areas of concern. We have placed resources (and accepted funding from other LCFF resources) that include a Parent Liaison and a School Community Intervention Specialist. With this said, we are not confident that School Wide Safety has yielded the necessary results to suggest we are being fully successful. Also, with our most recent budget cuts we have lost our School Social Worker which may provide additional challenges as we seek to address the social-emotional well-being of our students. While our suspension rate and behavior incidents have significantly declined, our survey results and some anecdotal data would suggest that staff and students do not believe behavior is changing at the same rate as the suspension rate. Moving forward, we will need to research more effective strategies to change behavior that takes a school-wide approach and included funding that will support this goal.

While we have been provided with additional FTE for Mathematics, this same support has not been assigned to MVHS for English (another area where improvement expectations exist). We need to take a deeper look at ways to support students with deficiencies in ELA. While math will be taking advantage of the new FTE and smaller class sizes, we must strategically fund appropriate supports to improve student learning in ELA as well.

With our Equal Opportunity Schools (EOS) initiative, MVHS has experienced a growth in the total number of students participating in AP coursework and taking the AP tests. While funds have been spent on teacher training (AP Institutions), we have not seen the expected growth in our overall AP performance and throughout the past year-and-a-half we have actually seen a decline in the AP Enrollment. We have begun our FLEX intervention and enrichment period, however we will need to explore a larger scale approach towards supporting our AP students moving forward.

Two years ago, MVHS was fortunate enough to have a BIA to support our EL population. We lost our BIA to another position in SJUSD and at the time we were unable to secure a replacement. Currently, we are witnessing an increased need for this position as we look to support our EL students during distance learning.

As Mesa continues our FLEX intervention/enrichment program, it will be essential to share funding to support the program to ensure the efficacy. Through ELO funds, MVHS has been able to secure an Intervention teacher who will have the essential job function of supporting our sitewide interventions. Through this process we may need to identify other areas of funding and support needed to support student learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

WASC Action Plan Goal #2: We must continue our focus on student social and emotional support systems to reduce discipline incidences and increase improved decision-making by students to positively impact our school culture.

WASC Action Plan Goal #5: We must increase communication between the counseling department and our students and parents regarding academic opportunities, and college and career planning for students who are not involved in AVID or the Business Academy.

WASC/Equity Goal #1: Mesa Verde High School will improve school culture and build collective capacity to have courageous conversations and interrupt both implicit and explicit racial inequities by focusing on ongoing equity training for both staff and students.

WASC/Equity Goal #2: Mesa Verde High School will improve school culture and build collective capacity to have courageous conversations and interrupt both implicit and explicit racial inequities by focusing on campus-wide activities/programs that promote courageous conversations.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

It was challenging to implement strategies/activities during the 2021-2022 school year. Work continues with an intervention team composed of administration, Counselors, Community resource interventionist, and attendance personnel. We don't have significant data to demonstrate effectiveness and while we know our academic outcomes declined during the 2021-2022 school year, we do know that students and families did feel comforted with this initiative as it provided a "go-to" staff member for any questions and/or concerns they had throughout the year. Most families also appreciated the regular check ins.

As part of our plans to improve connected school communities, MVHS employed an 8-hour school and community worker and was also provided services through the FACE department with our Family Ambassador. With both services, MVHS has observed a clear pipeline for successful communication with our families and student population. Both individuals are trusted adults on campus and have propelled our progress to connect families to Mesa Verde High School. In concert with these positions, MVHS continues holding weekly intervention and support meetings to discuss student and family concerns. This team consists of administration, counseling team, and our community workers. Along with the employment of these positions and our intervention and supports team the following strategies/activities were implemented:

- 1) Students who are financially unable to purchase Yearbooks, lab fees, and PE clothes were provided with the opportunity to receive these items at no cost. While hard to measure, we believe providing families with this service gave them a sense of belonging.
- 2) Targeted intervention/SEL supports throughout the year to provide strong foundational support for students and families.

What worked and didn't work? Why? (monitoring)

As a result of many of our normal "student/family" engagement activities being cancelled due to COVID restrictions, it was virtually impossible to connect with families outside of ZOOM. As a result, some of our planned items to engage students and families did not happen.

MVHS is optimistic that the upcoming year will look and feel different and as a result will lead to a more connected community. We did however get to hold an Open House event that brought about 200 families to campus.

As we look towards the new year MVHS will hire an Intervention Teacher to add to the team and support students and families and connect them to the MVHS community. We are creating a new Booster or PTA organization to increase parent involvement. This organization will be fully formed for the start of the 2022-2023 school year.

What modification(s) did you make based on the data? (evaluation)

- 1) ELO Funds - Intervention Teacher and FLEX period support
- 3) Motivational Guest Speakers, point break

- 4) Funds will be allocated for family events (Back to School, etc) to increase participation
- 5) Parent nights will be planned to provide families with voice with the purpose of increasing participation in our SJUSD survey

Metrics:

- 1) Grade Improvement (DFI List, GPA, Pass Rate)
- 2) Percentage Increase in participation of the Student/Staff/Parent Survey
- 3) Pre/Post Surveys measuring connectedness (outside of the Spring SJSUD survey)
- 4) Attendance improvement for students
- 5) Attendance/Engagement improvements for families

2021-22

Identified Need

- 1) MVHS must re-focus funding to improve parent and student connectedness.
- 2) Increased student voice from all stakeholders while focusing on underrepresented families.
- 3) Utilize our classified staff to create positive relationships with families and students.
- 4) Consistent communication with our families.
- 5) Continue our EOS survey to connect students with a caring adult and utilize an Equity team to lead that charge.
- 6) Market, highlight, and engage more students, parents, and staff in the SJUSD climate survey.
- 7) Provide students with more opportunities to engage in conversations with adults on campus
- 8) Provide students with leadership opportunities.
- 9) Provide opportunities for students and staff to work together on topics around Equity
- 10) Outside speakers to engage students and staff in courageous conversations

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Student/Parent/Staff Survey	<p>In all cases we would like to see significant growth (10% or more) in student, staff, and family feedback in each area.</p> <p>With the improved data, MVHS expects to see a higher percentage of our student and parent population participate in the survey.</p>	<p>participation rate of all stakeholder to increase by 10%</p>
Communication Logs	<p>Mesa Verde will increase our overall communication with our families (monitored in "Q". Through the use of our Intervention Teacher, FLEX, School Community, and other staff on campus we will provide an ongoing record with specific students and families that will show evidence of improved connectedness with our students and families.</p>	<p>Continue with intervention team meeting weekly. These meetings generate feedback from stakeholders for our most at-risk students.</p>
Student/Parent Participation	<p>Our goal when we return is to see a higher number of students and families taking part in parent meetings, athletics, and clubs. It will be important to build a culture of involvement at athletic events and other extracurricular activities (dance, drama, music). We hope to see growth in the overall attendance at all Mesa Verde events by creating an "ALL IN" culture (the them for our year).</p>	<p>New stadium to open in Spring 2023. Graduation to be held on-campus for first time in many years.</p>
Student Leaders/Student Voice	<p>Student voice - Student organizations will present to the staff month during staff meetings.</p> <p>MVHS will implement a refined Student Senate program to increase student voice</p>	<p>Implemented and on-going</p>

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	<p>and create more leaders on campus. During Student Senate, students will discuss current school concerns and celebrate what's going well.</p> <p>Student Leaders/Voice - Monthly student presentations during staff meetings. Students will share out club initiatives/projects and provide opinions and seek input from staff.</p> <p>Re-implement Student Senate as part of our Student Voice initiative.</p>	
EOS Survey and AP Participation	<p>The goal was to Increase participation in the EOS survey and garner more interest in our AP programs. This was to be measured by increased survey participation and AP Enrollment. Due to the pandemic we directed our focus on re-establishing relationships in the beginning of the school year, and our focus remained that as students struggled to adjust to our return to school.</p>	<p>Increased participation in EOS survey and more interest in our AP programs. This will be measured by increased survey participation and AP Enrollment</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide funding to have monthly celebrations with students	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Team	LCFF Supplemental Site Allocation	2000	School year 22-23

	<p>and staff. Themes will be student/teacher driven with the purpose of improving student/teacher relationships.</p> <p>Proposal accepted by Site Council on 10/13/21 and all funding has been granted to Student Activities.</p>			4000-4999: Books And Supplies		
1.2	<p>Provide funding to have student celebrations to encourage good attendance.</p> <p>Emphasis will be on our EL, Low SES, Foster Youth, Students of Color, and Special Education families.</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other Students of color and Special Education</p>	Principal and Support Staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1000	School year 2022-23

1.3	<p>8-Hour School/Community Assistant.</p> <p>Provide services for all students. Services will include, but are not limited to: Liaison between student, parents, and school staff, classroom observations (observing students, not teachers), run one-on-one and/or group counseling, home visits, attendance intervention, community resource networking, works with staff members regarding students in need of supports.</p> <p>At the 12/15/21 Site Council</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>	<p>35,804 25,568</p>	School year 2022-23
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	meeting the team approved this position for the 2022/2023 school year.					
1.4	Provide funding for guest speakers, assemblies, and other opportunities for student voice that will provide more opportunity for students and staff to collaborate to improve our school culture and support each other through courageous conversations.	X All Students English Learners Low-Income Students Foster Youth X Other Student-organized group leaders	Principal/Club Advisors	Cell Tower (High School ONLY) 5800: Professional/Consulting Services And Operating Expenditures	15000	School year 2022-23
1.5	Provide funding and supplies for student intermural program aimed at increasing school connectiveness	X All Students English Learners Low-Income Students Foster Youth Other	Teacher Lead	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2022-2023

	and providing a safe environment for students and staff engagement.					
1.6		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

WASC Action Plan Goal #2: We must continue our focus on student social and emotional support systems to reduce discipline incidences and increase improved decision-making by students to positively impact our school culture.

WASC/Equity Action Plan Goal #1: Mesa Verde High School will improve school culture and build collective capacity to have courageous conversations and interrupt both implicit and explicit racial inequities by focusing on ongoing equity training for both staff and students.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

During the 2021-2022 school year MVHS committed to actively improve the overall climate and culture campus-wide through fostering respectful, collaborative, and reflective relationships. However, as can be expected, this was extremely challenging due to the ongoing pandemic and COVID restrictions for gatherings. . As we continue to have this ongoing goal, MVHS employs an 8-hour school and community worker and provides services through the FACE department with our Family Ambassador. What we've seen with these positions is a clear pipeline for successful communication with our families and student population. These individuals are trusted adults on campus and have successfully connected families to our school. In concert with these positions, MVHS continued

to hold weekly intervention and support meetings to discuss student and family concerns. Counselors help support groups for Socio-emotional issues during FLEX time.

What worked and didn't work? Why? (monitoring)

Suspension rates are up to 20%. The pandemic had a huge effect on students social awareness and growth. Our 9th and 10th graders are well behind the social norms prior to the pandemic and it has had a negative impact on behaviors school wide.

What modification(s) did you make based on the data? (evaluation).

We will be adjusting our discipline policies and are norms for the next school year. Tardies and attendance have been a big issue this year. Communication of behavior expectations will begin right from the start of school and students will be held accountable based on a progressive discipline scale.

2021-22

Identified Need

- 1) MVHS must re-focus funding to support the growth of parent and student connectedness.
- 2) Provide adequate communication with families that are in the most need of social/emotional supports
- 3) Strengthen the intervention and supports process to identify and support our most at risk social/emotional students.
- 4) Increased student voice from all, however, we must focus on our underrepresented students.
- 5) Utilize our classified staff to create positive relationships with families and students.
- 6) Consistent communication with our families, especially during distance learning.
- 7) Continue with our EOS survey to connect students with a caring adult and utilize an Equity team to lead that charge.
- 8) Market, highlight, and engage more students, parents, and staff in the SJUSD climate survey.
- 9) Provide students with more opportunities to engage in conversations with adults on campus
- 10) Provide students with leadership opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Data	96%	Maintain or Increase
Parent/Staff/Student Survey Results	<p>"School climate is positive, nurturing and caring": Parents and staff who agree with the statement amount to 55.6% and 66.7% respectively, while students who agree with the statement only amount to 38.5%.</p> <p>"Student feels like a part of a school community" and "people are respectful to others at my school": Students who agree with both statements account for 46.2% and 69.4% respectively, while parents and teachers have a significantly higher percentage in both cases.</p> <p>"Overall safety of the school ": 53.% of our students and 70% of our parnts agree with this statement.</p> <p>"Our school is a safe place for all staff": 58% of the staff agree with this statement</p>	<p>In all cases we would like to see significant growth (10% or more) in student, staff, and family feedback in each area.</p>
Behavior Data	<p>Student Contacts and Student Involvements in Discipline - 18/19 Student Visits - 5143 21/22</p> <p>18/19 Student Involvements - 1312</p> <p>Suspension Rate: 18/19 - 18.9% 21/22 Fall 20.45%</p>	<p>Suspension rates are up prior to pandemic rate. .</p> <p>Lower suspension rates in all subgroups</p>

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	Suspension Rate by Subgroup: African American 18/19 - 32.7% 21/22-32.35% Hispanic/Latino 18/19 - 19.1% 21/22=18.29% Students with Disabilities 18/19 - 27.6% 21/22-25.85% LowSES 18/19 - 22.3% 21/22-24.24%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	42,756	School year 2022-23

	<p>performance, personal and social relations, and parent and family relations.</p> <p>Targeted services under the framework of MTSS. .50 FTE</p>					
2.2	<p>8-hour Parent/Family Support Ambassador.</p> <p>Increase on-time graduation rates for low income, homeless/foster youth, students with disabilities, and African-American students. The Ambassadors will work closely with school site staff to be a bridge between school staff, students and families to educate them</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other Students of color</p>	<p>Principal and FACE Management</p>	<p>Other 2000-2999: Classified Personnel Salaries</p>	28,403.20	<p>School year 2022-22\3</p>

	<p>on graduating on time, college or career ready, parenting strategies and to share district and community resources. The Ambassador will work with feeder middle school and K-8 families as part of this work.</p>					
2.3	<p>Part time MTSS counselor on site for 2-3 days a week</p> <p>Grief and Loss Healthy Relationships Managing stress Frustration and Living on your own Managing Anxiety Substance Use Self-Esteem Identity Decision Making</p>	<p>X All Students English Learners Low-Income Students Foster Youth X Other Tier 2 Tier 3 students</p>	MTSS-District		0	School year 2022-23

	Anger Management Mental Wellness Communication Skills Distance Learning Supports					
2.4	Implement Link crew to address specific needs of 9th grade subgroups. PD, release time, student training for all activities. .	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3000	School Year 2022-23
2.5	Provide funding to support students who are in need of financial assistance to support donation/lab fees.	All Students English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	School year 2022-23



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

WASC Action Plan Goal #1: We must develop systemic support for advanced placement students to ensure success in AP courses and improved exam pass rates.

WASC Action Plan Goal #3: We must develop systemic support for all students that focuses on math and English to ensure student success with new graduation requirements and improved CAASPP scores and increased graduation rates.

WASC Action Plan Goal #4: We must work collaboratively to develop and follow curriculum pacing guides, scope and sequence, assessments, and vertical articulation between departments and feeder schools.

WASC Action Plan Goal #5: We must increase communication between the counseling department and our students and parents regarding academic opportunities, and college and career planning for students who are not involved in AVID or the Business Academy.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We added 2 sections of IM1 support in the Fall block. IM1 will occur in Spring block 2022. Student pass rates to be looked rate the conclusion of Spring semester.

2022 CAASPP scores will be evaluated in Summer of 2022.

Work began on developing PLC's in Fall of 2019. Due to pandemic work stopped on this. We will revisit in Fall of 2022.

Vertical articulation is currently occurring between Mesa and Sylvan in our SPED departments.

Counseling department has been scheduling grade level student and parent nights to go over pertinent information for each grade level. This includes college and career planning.

What worked and didn't work? Why? (monitoring)

Good turnouts for our parent information nights.

We have not successfully implemented vertical articulation. This is still a work in progress.

Student pass rates to be looked rate the conclusion of Spring semester.TBD

2022 CAASPP scores will be evaluated in Summer of 2022. TBD

What modification(s) did you make based on the data? (evaluation)

TBD

2021-22

Identified Need

- 1) Additional supports to improve student outcomes after being in distance and hybrid learning.
- 2) Updated technology to support student learning and teacher efficacy.
- 3) With the lack of true fundraising opportunities through COVID, funds will be needed to support a graduation for the class of 2022.
- 4) Personnel to manage FLEX time to create a smooth and strong intervention and enrichment period.
- 5) Recommitment to Equal Opportunity Schools to increase our participation in both AP Courses and the AP Exams.
- 6) All staff commitments to FLEX time and supporting student

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
A-G Completion Rates	Approximately 36.3%	Approximately 45%
Graduation Rate	87.8%	Approximately 91%
School Climate Survey	160	300
AP Results/enrollment	15.1	20

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .50 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	66,463	School year 2022-23
3.2	Provide funding for a comprehensive graduation celebration. As the culminating event, graduation serves as a celebration for students who	All Students English Learners Low-Income Students Foster Youth X Other All Seniors and senior families	Principal	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	10,000	School year 2022-23

	have engaged in the coursework and accomplished the goal of being a high school graduate.					
3.3	Provide funding to our EL students for classroom supplies, books, and technology to support student learning	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,904	School Year 2022-23
3.4	Supplemental support for students not meeting graduation requirements. Credit Recovery .34 FTE Teacher	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	42,493	School year 2021-22
3.5	Supplemental support for IM	All Students English Learners	Principal	LCFF Supplemental	35,449	School year 2021-22

	1 Support and IM 1	Low-Income Students Foster Youth X Other 9th grade students in IM 1		tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.6	1.0 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	139,399	School year 2021-22
3.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

WASC Action Plan Goal #5: We must increase communication between the counseling department and our students and parents regarding academic opportunities, and college and career planning for students who are not involved in AVID or the Business Academy.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Counselors and support staff recorded all meetings with students in the Visit sections of Q. We also held parent and student nights to go over various pathways for students to follow after high school. Our business academy also took a field trip to a manufacturing plant to learn about post high school careers in the industry field. Virtual reality fair and a virtual College Fair.

What worked and didn't work? Why? (monitoring)

We have had limitations on the types of activities we could do this year because of COVID restrictions. Students are using Naviance in a variety of ways for 4 year planning and career education.

What modification(s) did you make based on the data? (evaluation)

No changes needed at this time.

2021-22

Identified Need

- 1) Provide workshops to assist students and parents in preparing for college and career.
- 2) Establish a core curriculum for all students to assist in being college/career ready.
- 3) Create a system for implementing A-G audits at each of the grade levels to increase awareness and completion of A-G and graduation requirements.
- 4) Work with other site and district staff to gather best practices and enhance supports for successful transition to college and careers.
- 5) Identify best practices and enhance supports for successful transition to college and careers.
- 6) Continue improving our college-going culture both inside and outside of our AVID program.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
College Career Indicator - Percent Prepared	27.5% prepared	37.5% prepared
A-G Requirements Met	38%	45%
Completion of Career Technical Educational (CTE) Pathways	Theatre - 8 Public Safety - 9 Business Academy	Theatre - 10 Public Safety - 11
Graduation Rate	90.5%	95%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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4.1	<p>AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. Over 120 students at MVHS take part in this 4-year program.</p> <p>AVID Mission: Our nation's schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other Diverse group of students that AVID serves</p>	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	152,932	Year Round
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	<p>underrepresented in higher education.</p> <p>AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success.</p> <p>Mesa Verde is funded centrally for 1.32 fte</p>					
4.2	<p>Counseling team will continue meeting with students that are struggling academically to ensure proper steps are taken by the students and their families to improve, recover credit,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Counseling</p>		0	<p>School year 2022-23</p>

	and appropriately prepare to meet their graduation requirements.					
4.3	Identify A-G seniors for College Application and FAFSA assistance.	X All Students English Learners Low-Income Students Foster Youth Other	Counseling		0	School year 2022-23

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$612,671.20

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00
Cell Tower (High School ONLY)	\$25,000.00
LCFF Supplemental Centralized Services (District Only)	\$413,029.00
LCFF Supplemental English Learner Central	\$66,463.00
LCFF Supplemental Site Allocation	\$79,776.00
Other	\$28,403.20

Subtotal of state or local funds included for this school: \$612,671.20

Total of federal, state, and/or local funds for this school: \$612,671.20

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	79,776.00	0.00
LCFF Supplemental English Learner Central	66,463.00	0.00
LCFF Supplemental Centralized Services (District Only)	413,029.00	0.00
Other	28,403.20	0.00
Cell Tower (High School ONLY)	34,589.00	9,589.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Cell Tower (High School ONLY)	25,000.00
LCFF Supplemental Centralized Services (District Only)	413,029.00
LCFF Supplemental English Learner Central	66,463.00
LCFF Supplemental Site Allocation	79,776.00
Other	28,403.20

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	480,492.00
2000-2999: Classified Personnel Salaries	64,207.20
3000-3999: Employee Benefits	25,568.00
4000-4999: Books And Supplies	23,404.00
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	413,029.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	66,463.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	35,804.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	25,568.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,404.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	Other	28,403.20

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	79,872.00
Goal 2	75,159.20
Goal 3	304,708.00
Goal 4	152,932.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 6 Secondary Students

Name of Members	Role
Jennifer Petersen	Principal
Noel Parker	Classroom Teacher
Colleen Vargas	Classroom Teacher
Laura Troppmann	Classroom Teacher
Christa Green	Other School Staff
	Parent or Community Member
Marti Ries	Parent or Community Member
	Parent or Community Member
Kaylee McAllister	Secondary Student
	Secondary Student
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

EMAIL APPROVED

English Learner Advisory Committee

EMAIL APPROVED

Other: Co-Chair, Christa Green

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 24th, 2022.

Attested:

on file

Principal, Jennifer Petersen on 05/24/2022

Col. Bross

SSC Chairperson, Colin Bross on 05/24/2022

Budget By Expenditures

Mesa Verde High School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Part time MTSS counselor on site for 2-3 days a week		\$0.00	Healthy Environments for Social-Emotional Growth	
Grief and Loss				
Healthy Relationships				
Managing stress				
Frustration and Living on your own				
Managing Anxiety				
Substance Use				
Self-Esteem				
Identity				
Decision Making				
Anger Management				
Mental Wellness				
Communication Skills				
Distance Learning Supports				
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

Funding Source: Cell Tower (High School ONLY) **\$34,589.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for guest speakers, assemblies, and other opportunities for student voice that will provide more opportunity for students and staff to collaborate to improve our school culture and support each other through courageous conversations.	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Connected School Communities	

Mesa Verde High School

Provide funding for a comprehensive graduation celebration. As the culminating event, graduation serves as a celebration for students who have engaged in the coursework and accomplished the goal of being a high school graduate.	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
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Cell Tower (High School ONLY) Total Expenditures: \$25,000.00

Cell Tower (High School ONLY) Allocation Balance: \$9,589.00

Funding Source: LCFF Supplemental Centralized Services (District Only) \$413,029.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental support for students not meeting graduation requirements.	1000-1999: Certificated Personnel Salaries	\$42,493.00	Engaging Academic Programs	
Credit Recovery .34 FTE Teacher Supplemental support for IM 1 Support and IM 1	1000-1999: Certificated Personnel Salaries	\$35,449.00	Engaging Academic Programs	
1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$139,399.00	Engaging Academic Programs	

Mesa Verde High School

AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. Over 120 students at MVHS take part in this 4-year program.

1000-1999: Certificated Personnel Salaries

\$152,932.00 Clear Pathways to Bright Futures

AVID Mission: Our nation's schools are full of students who possess a desire to go to college and the willingness to work hard, but many of them do not truly have the opportunity to be college-ready. These are often the students who will be the first in their families to attend college and are from groups traditionally underrepresented in higher education.

AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success.

Mesa Verde is funded centrally for 1.32 fte Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.

1000-1999: Certificated Personnel Salaries

\$42,756.00 Healthy Environments for Social-Emotional Growth

Targeted services under the framework of MTSS. .50 FTE

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$413,029.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central \$66,463.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mesa Verde High School

Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .50 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$66,463.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures:	\$66,463.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$79,776.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding to our EL students for classroom supplies, books, and technology to support student learning	4000-4999: Books And Supplies	\$10,904.00	Engaging Academic Programs	
Implement Link crew to address specific needs of 9th grade subgroups. PD, release time, student training for all activities. .	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Social-Emotional Growth	
Provide funding to support students who are in need of financial assistance to support donation/lab fees.	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Provide funding and supplies for student intermural program aimed at increasing school connectiveness and providing a safe environment for students and staff engagement.	4000-4999: Books And Supplies	\$500.00	Connected School Communities	
	3000-3999: Employee Benefits	\$25,568.00	Connected School Communities	

Mesa Verde High School

Provide funding to have monthly celebrations with students and staff. Themes will be student/teacher driven with the purpose of improving student/teacher relationships.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities
Proposal accepted by Site Council on 10/13/21 and all funding has been granted to Student Activities.			
Provide funding to have student celebrations to encourage good attendance.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Connected School Communities
Emphasis will be on our EL, Low SES, Foster Youth, Students of Color, and Special Education families.			
8-Hour School/Community Assistant.	2000-2999: Classified Personnel Salaries	\$35,804.00	Connected School Communities
Provide services for all students. Services will include, but are not limited to: Liaison between student, parents, and school staff, classroom observations (observing students, not teachers), run one-on-one and/or group counseling, home visits, attendance intervention, community resource networking, works with staff members regarding students in need of supports.			
At the 12/15/21 Site Council meeting the team approved this position for the 2022/2023 school year.			

LCFF Supplemental Site Allocation Total Expenditures: \$79,776.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$28,403.20 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mesa Verde High School

8-hour Parent/Family Support Ambassador.	2000-2999: Classified Personnel Salaries	\$28,403.20	Healthy Environments for Social-Emotional Growth
<p>Increase on-time graduation rates for low income, homeless/foster youth, students with disabilities, and African-American students. The Ambassadors will work closely with school site staff to be a bridge between school staff, students and families to educate them on graduating on time, college or career ready, parenting strategies and to share district and community resources. The Ambassador will work with feeder middle school and K-8 families as part of this work.</p>			

Other Total Expenditures: \$28,403.20

Other Allocation Balance: \$0.00

Mesa Verde High School Total Expenditures: \$612,671.20