

School Year: 2021-22



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	08/10/21	September 28, 2021

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 2021-2022 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: 2020-21

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

ANALYSIS

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

It was challenging to implement strategies/activities during distance learning and hybrid learning during the 2020-2021 school year. Mesa Verde focused on connecting with families through a case management initiative with all office classified staff who were assigned families to work with throughout the year. While we don't have significant data to demonstrate effectiveness and while we know our academic outcomes declined during the 2020-2021 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.

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

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.

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 also exploring creating a new Booster or PTA organization to increase parent involvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- 1) ELO Funds - Intervention Teacher and FLEX period support
- 2) FLEX Period Stipend for all SJTA members
- 3) Motivational Guest Speakers
- 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

2020-21

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 2020-21

Expected Outcome 2021-22

Student/Parent/Staff Survey

This data is from the 19-20 survey as the 20-21 survey had low participation:

"School climate is positive, nurturing and caring": Parents and staff who agree with the statement amount to 66.9% and 80.7% respectively, while students who agree with the statement only amount to 36%.

"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 49.2% and 34.4% respectively, while parents and teachers have a significantly higher percentage in both cases.

"Our school sets high standards for academic performance for all students": 61.4% of the staff agree with this statement.

"Students feel safe at this school before and after school": 73.9% of our families and 54.9% of our students agree with this statement.

"This school is a safe place for all students": Parents 72%; 54.9% Students; 69.2% Staff (agree with this statement).

"Our school is a safe place for all staff": 50% of the staff agree with this statement

In all cases we would like to see significant growth (10% or more) in student, staff, and family feedback in each area.

With the improved data, MVHS expects to see a higher percentage of our student and parent population participate in the survey.

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Communication Logs	-N/A-	<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>
Student/Parent Participation	-N/A-	<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>
Student Leaders/Student Voice	-N/A-	<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 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>

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		Re-implement Student Senate as part of our Student Voice initiative.
EOS Survey and AP Participation	-N/A-	Increased participation in EOS survey and more interest in our AP programs. This will be measured by increased survey participation and AP Enrollment.

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 and staff. Themes will be student/teacher driven with the purpose of improving student/teacher relationships.	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Team	LCFF Supplemental Site Allocation	2000	Monthly
1.2	Provide funding to host family presentations/information nights to review prior school climate survey data and to	All Students X English Learners X Low-Income Students X Foster Youth X Other Students of color and Special Education	Principal and Support Staff	LCFF Supplemental Site Allocation	1080	School year 2021-22

	<p>stress the importance of families and students taking part in the survey.</p> <p>Emphasis will be on our EL, Low SES, Foster Youth, Students of Color, and Special Education families.</p>					
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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	LCFF Supplemental Site Allocation	57896	School year 2021-22

	one-on-one and/or group counseling, home visits, attendance intervention, community resource networking, works with staff members regarding students in need of supports.					
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	LCFF Supplemental Site Allocation	10000	School year 2021-22

1.5	Provide entire school with 2021 Tee-Shirts (staff and students) to promote positive "ALL IN" school culture and re-connect all stakeholders to MVHS as we return from Distance Learning and Hybrid Learning.	All Students English Learners Low-Income Students Foster Youth Other		Cell Tower (High School ONLY)	6000	School year 2021-2022
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: 2020-21

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

ANALYSIS

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

During the 2020-2021 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 during both distance learning and hybrid instruction. 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.

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

As a result of distance learning and hybrid learning during the 2020-2021 school year many expenditures were halted and/or cancelled.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2020-21

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 2020-21	Expected Outcome 2021-22
Attendance Data	---	Increase or maintain from 2019-2020
Parent/Staff/Student Survey Results	<p>"School climate is positive, nurturing and caring": Parents and staff who agree with the statement amount to 66.9% and 80.7% respectively, while students who agree with the statement only amount to 36%.</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 49.2% and 34.4% respectively, while parents and teachers have a significantly higher percentage in both cases.</p> <p>"Our school sets high standards for academic performance for all students": 61.4% of the staff agree with this statement.</p> <p>"Students feel safe at this school before and after school": 73.9% of our families and 54.9% of our students agree with this statement.</p> <p>"This school is a safe place for all students": Parents 72%; 54.9% Students; 69.2% Parents (agree with this statement).</p> <p>"Our school is a safe place for all staff": 50% 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> <p>With the improved data, MVHS expects to see a higher percentage of our student and parent population participate in the survey.</p>

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Behavior Data	<p>Student Contacts and Student Involvements in Discipline - 15/16 Student Visits - 1753 18/19 Student Visits - 5143</p> <p>15/16 Student Involvements - 3033 18/19 Student Involvements - 1312</p> <p>Suspension Rate: 14/15 - 38.6% 18/19 - 18.9%</p> <p>Suspension Rate by Subgroup: African American 14/15 - 75.7% 18/19 - 32.7%</p> <p>Hispanic/Latino 14/15 - 26.7% 18/19 - 19.1%</p> <p>Students with Disabilities 14/15 - 65.9% 18/19 - 27.6%</p> <p>LowSES 14/15 - 48.9% 18/19 - 22.3%</p>	<p>Significant growth can be seen by our movement on the California Department of Education 5 X 5 grid. Over the past 5-years we have significantly reduced our suspension rate, so further reductions would be expected.</p> <p>Another sign of growth could be measured by the perception from staff members and students. In many cases the perception is: suspensions are down because the school is simply not suspending kids. The reality is, we must all see changes in behaviors, not just the numbers.</p> <p>*Due to distance learning since March 12, 2020 our discipline numbers will not be representative of a traditional school year as discipline is virtually non-existent in the current learning model.</p>
Communication Logs	-N/A-	<p>An increase in our overall communication with our families will be monitored in both Visits ("Q") and an ongoing "Caseload" communication logging system in Google Sheets. Providing an ongoing record with specific students and families, we hope, will show evidence of improved</p>

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

		connectedness with our students and families.
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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 performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. .50 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only)	42,756	School year 2021-22

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 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</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth X Other Students of color</p>	Principal and FACE Management	Other	28,403.20	School year 2021-22
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	families as part of this work.					
2.3	<p>Provide access to social and emotional learning during our FLEX time. Potential topics to be addressed include:</p> <p>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</p>	All Students English Learners Low-Income Students Foster Youth Other	Counseling Team		0	School year 2021-22

2.4	Provide funding for Restorative Practice Training for staff and students.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation	8800	Fall 2021
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 Foster Youth Other	Principal	Cell Tower (High School ONLY)	1,000	School year 2021-22

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: 2020-21

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

ANALYSIS

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

It should be noted that during the 2019/2020 school year, LCAP Goal 1 included similar language as the 2020/2021 LCAP goal 3

During the 2019/2020 school year MVHS successfully implemented the employment of an EL teacher and an APEX teacher. As a result, students had daily access to services that supported their overall academic growth. Within our academic goals from the 2019/2020 school year Mesa struggled to secure a peer tutoring program to support EL students.

During the 2019/2020 school year MVHS staff went through an intensive 2-day PLC training with Solution Tree. While the training was effective and productive, the unfortunate COVID-19 situation had a significant impact on the potential growth for effective PLC's to grow.

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

Money once intended for school day SAT program was quickly shifted after the school closure. As a result of the school closure we recognized that students were struggling. To capture credits we shifted this money to fund teachers to lead students through APEX (credit recovery program). As a result, over 50 students were able to capture additional credits during distance learning. Additionally, MVHS had money set aside to operate a school-based tutoring center. In the beginning of the year we were unable to find teachers to secure proper supervision to operate the tutoring center. As a result, we repurposed the money during the school closure to support the increased need for APEX.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

2020-21

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 2020-21	Expected Outcome 2021-22
SBAC Math	17% ((Standard Exceeded or Standard Met)	27% (Standard Exceeded or Standard Met)
SBAC ELA	44% (Standard Exceeded or Standard Met)	52% (Standard Exceeded or Standard Met)
A-G Completion Rates	Approximately 38%	Approximately 45%
Graduation Rate	'18-'19 is still pending, however '17-'18 was 88.3%	Approximately 91%
D,F,I Rate	With the addition of FLEX during this school year, we saw a fraction of reduction with our D,F,I rate (0.4%).	5% reduction in the D,F, I rate
AP Results	30% of the AP students scored a 3 or higher	50% of the students will score a 3 or higher

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).	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central	57,618	School year 2021-22

	.54 FTE ELD Teacher					
3.2	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.	All Students English Learners Low-Income Students Foster Youth X Other All Seniors and senior families	Principal	Cell Tower (High School ONLY)	12,000	School year 2021-22
3.3	To prepare for the return to in-person instruction and to support the many new staff members (and continuing staff members) we will provide funding to improve instructional technology and	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY)	15589	School year 2021-22

	furniture and equipment in our classrooms to provide students with state-of-the-art classrooms.					
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)	42,493	School year 2021-22
3.5	Supplemental support for IM 1 Support and IM 1	All Students English Learners Low-Income Students Foster Youth X Other 9th grade students in IM 1	Principal	LCFF Supplemental Centralized Services (District Only)	35,449	School year 2021-22
3.6	1.0 FTE Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services	139,399	School year 2021-22

				(District Only)		
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: 2020-21

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

ANALYSIS

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

Strategies were implemented to the best of our ability considering the majority of the year was conducted over Zoom.

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

Intended implementation was impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes will be made.

2020-21

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 2020-21	Expected Outcome 2021-22
College Career Indicator - Percent Prepared	27.5% prepared	37.5% prepared
A-G Requirements Met	38%	45%
Completion of Career Technical Educational (CTE) Pathways	Dance - 4 Theatre - 8 Public Safety - 9	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
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</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)	152,932	Year Round

	<p>college and are from groups traditionally 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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Counseling</p>		0	<p>School year 2021-22</p>

	families to improve, recover credit, 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 2021-22

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$613,415.20

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)	\$34,589.00
LCFF Supplemental Centralized Services (District Only)	\$413,029.00
LCFF Supplemental English Learner Central	\$57,618.00
LCFF Supplemental Site Allocation	\$79,776.00
Other	\$28,403.20

Subtotal of state or local funds included for this school: \$613,415.20

Total of federal, state, and/or local funds for this school: \$613,415.20

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	0.00
LCFF Supplemental English Learner Central	57618	0.00
LCFF Supplemental Centralized Services (District Only)	413,029	0.00
Other	28,403.20	0.00
Cell Tower (High School ONLY)	34,589	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Cell Tower (High School ONLY)	34,589.00
LCFF Supplemental Centralized Services (District Only)	413,029.00
LCFF Supplemental English Learner Central	57,618.00
LCFF Supplemental Site Allocation	79,776.00
Other	28,403.20

Expenditures by Budget Reference

Budget Reference	Amount
	591,826.20

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	Cell Tower (High School ONLY)	21,589.00

	Cell Tower (High School ONLY)	13,000.00
	LCFF Supplemental Centralized Services (District Only)	413,029.00
	LCFF Supplemental English Learner Central	57,618.00
	LCFF Supplemental Site Allocation	79,776.00
	Other	28,403.20

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,976.00
Goal 2	80,959.20
Goal 3	302,548.00
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
Colin Bross	Principal
Christina Gerry	Classroom Teacher
Kelly Sullivan	Classroom Teacher
Shana Pitts	Classroom Teacher
Christa Green	Other School Staff
Susan Kuhney	Parent or Community Member
Marti Ries	Parent or Community Member
Jacqueline Shields	Parent or Community Member
Kaylee McAllister	Secondary Student
Elijah Jackson	Secondary Student
Mia Bench	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 08/10/21.

Attested:



Principal, Colin Bross on 08/10/21



SSC Chairperson, Colin Bross on 08/10/21

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mesa Verde High School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide access to social and emotional learning during our FLEX time. Potential topics to be addressed include: 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		\$0.00	Healthy Environments for Social-Emotional Growth	
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 entire school with 2021 Tee-Shirts (staff and students) to promote positive "ALL IN" school culture and re-connect all stakeholders to MVHS as we return from Distance Learning and Hybrid Learning.		\$6,000.00	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.	\$12,000.00	Engaging Academic Programs
To prepare for the return to in-person instruction and to support the many new staff members (and continuing staff members) we will provide funding to improve instructional technology and furniture and equipment in our classrooms to provide students with state-of-the-art classrooms.	\$15,589.00	Engaging Academic Programs
Provide funding to support students who are in need of financial assistance to support donation/lab fees.	\$1,000.00	Healthy Environments for Social-Emotional Growth

Cell Tower (High School ONLY) Total Expenditures: \$34,589.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

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.		\$42,493.00	Engaging Academic Programs	
Credit Recovery .34 FTE Teacher Supplemental support for IM 1 Support and IM 1		\$35,449.00	Engaging Academic Programs	
1.0 FTE Counselor		\$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.

\$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.

\$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 \$57,618.00 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). .54 FTE ELD Teacher	\$57,618.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures:	\$57,618.00
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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 for Restorative Practice Training for staff and students.		\$8,800.00	Healthy Environments for Social-Emotional Growth	
Provide funding to have monthly celebrations with students and staff. Themes will be student/teacher driven with the purpose of improving student/teacher relationships.		\$2,000.00	Connected School Communities	
Provide funding to host family presentations/information nights to review prior school climate survey data and to stress the importance of families and students taking part in the survey.		\$1,080.00	Connected School Communities	
Emphasis will be on our EL, Low SES, Foster Youth, Students of Color, and Special Education families.				

Mesa Verde High School

8-Hour School/Community Assistant.

\$57,896.00 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.

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.

\$10,000.00 Connected School Communities

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.

\$28,403.20 Healthy
Environments for
Social-Emotional
Growth

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.

Other Total Expenditures: \$28,403.20

Other Allocation Balance: \$0.00

Mesa Verde High School Total Expenditures: \$613,415.20