

School Year: **2023-24**



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, 2023	August 8, 2023

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)

Schoolwide Program

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.

Mesa has been identified as an ATSI school with the identified subgroups being, Black or African Americans, Hispanics, Homeless, Socio-Economically Disadvantaged, Student with Disabilities, and Two or More Races. All these subgroups land in the very high category on the dashboard for suspension rates ranging from 13-22.8%. Hispanic and SED subgroups fall into the very low category in ELA at 55 points below standard. SWD are 102 point below standard in ELA. Hispanic and SED are 180 points below standard in Math. SWD are 220 points below standard in Math

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Mesa Verde continues to work towards creating a school that is among the best in the area who serves student academic, social and emotional, and college and career needs. Using a thorough look at state academic and culture/climate data and our site and district-level data, the following can be determined:

Mesa Verde Demographics (2019-2020 thru 2021-2022):

Over the past 3-years Mesa Verde population of students has held steady between 870-900 students.. Our Hispanic/Latino student population has stayed steady at around 37%-39%. Our White population has also remained steady from 45% to 49%. We have also seen an increase of over 6% with our Two or More Races group, while our African American population has increase by approximately 3%. Over the past 3-years Mesa Verde has averaged approximately 61% of our student body whom are socioeconomically disadvantaged. Our English Learners (EL) population in 2022-23 represented 8% of our school population while our students with disabilities represented 21.45%. Foster Youth, Homeless, and our Migrant Education population represented 4.7% of our population. Mesa Verde has entered Title I status as of the 2023-2024 school year based on income verification forms with 61% Low SES..

Mesa Verde State Assessment Data:

Using the CASSPP 2 year comparison, Mesa Verde experienced decrease in Math. From 2020 to 2022, MVHS saw a 2.18% decrease in the number of students "at/exceeding" standard. Decreases are also evident with our Low Income, Reclassified, and Students with Disabilities. With this said, MVHS continues to work on improving our State testing results as over 50% of our students are not meeting standard.

Using the CASSPP 2-year comparison, Mesa Verde experienced slight decrease in English. From 2020 to 2022, MVHS saw a 2.91% decrease in the number of students "at/exceeding" standard. Slight growth was evident with our Hispanic, students (3.36%). Slight decrease with students with disabilities, and Socioeconomic disadvantaged (2.66%, 1.84%). Significant decrease with our White students at 10.93%.

Below is an analysis of our Dashboard Grids from 2022:

Mesa Verde saw decreases in the grid for both ELA and Math. In both cases, Mesa Verde is in the very low category for all sub groups, We also showed growth in our graduation rate, with an increase by 3.5%. . Areas for growth continue to be our Suspension rate and College and Career Readiness, both of which showed decreases on the Dashboard Grid.

Mesa has been identified as an ATSI school with the identified subgroups being, AA, HI, HOM, SED, SWD, and TOM. All these subgroups land in the very high category on the dashboard for suspension rates ranging from 13-22.8%. Hispanic and SED subgroups fall into the very low category in ELA at 55 points below standard. SWD are 102 point below standard in ELA. Hispanic and SED are 180 points below standard in Math. SWD are 220 points below standard in Math

School Climate Survey Results:

Caring Relationships - It is concerning that no data from our students was gathered during the 2022-2023 school year. Data was collected from 27 parents and 30 staff members who took the survey, therefore the results do not reflect a significant portion of our population.. With that said, we need to ensure that all voices are heard moving forward.

Overall, the numbers remained flat with no significant differences. It can be determined, however, that our teacher perception and parent perception differ with the parents overall perception at 54.6% and the teacher's rated at 74.17%. Over the past 2-years our teacher perception has improved significantly while parents have decreased.

School Culture - Mesa has worked hard to improve student voice and inclusion. We have done a variety of student voice circles to gather input from students about culture, safety, and their classroom experiences. In 2021-2022 school year we created an Equity club and that club has continued it's work in the 2022-23 school year. With the completion of the new stadium in the Fall of 2023, the sense of belonging will grow. 49% of parents and 69% of teachers feel they have a sense of belonging to the Mesa school community as a whole.

Safety - Safety is always a top priority, and there has been a significant improvement in staff's feelings and a decrease in parent's feeling about safety in the 2 year comparisons. The implementation of a new tardy policy and software system has decreased our tardies by 72% from the 21-22 school year.

Mesa Verde Site-Based Academic Outcomes:

We saw a significant increase in the number of D,F, and I's in the Spring of 2020. We suspect that the school closure was the primary reason for the increase in numbers (over a 3% increase). This again presented itself during the 2020-2021 school year as we continued in distance learning and the hybrid model for the duration of the year. During Term 2, MVHS saw a 37% DFI rate and again in Term 4, MVHS saw at 32% DFI rate. D, F, and I rates declined in 2021-2022. In term 2 an 11% decrease to 26%. In term 4 a 4% decrease to 32%. This may be attributed to our first full year of in-person instruction coming back from the pandemic.

Our A-G completion rate is heavily influenced by our AVID program (100% of our AVID students complete the A-G requirements). Our A-G completion rate has increased the past 3-years at from 30% to 48%.

AP Testing

Over the past 2-years the number of students enrolled in AP courses has decreased from 67 in 2021 to 47 in 2022. With the decrease in AP students, the number of exams taken has also decreased significantly (107 in 2021 and 63 in 2022). Last year (2021), despite the decrease in participation in AP Mesa Verde High School saw an increase in the percentage of students scoring a 3 or higher up by 3%.

We saw significant growth or positive results in the following AP results:

Spanish Language and Culture continue to produce strong results and this year every student that participated in the exam scored a 3 or higher (8 students)

Statistics showed 3 of the 7 students scoring a 4 on the exam

World History: Modern had its 2nd year and 6 of the 11 students scored a 3 or higher.

Behavior Data Outcomes:

Mesa has seen a alarming high suspension rate in the 2021-2022 school year. Overall rate of 323%. AA-66.67%, Hisp-27.27%, SWD-42.36%, and SES-30.58%. This increased rate could be contributed to the return of full time school after the pandemic due to and increase of SEL behaviors. As a result of this suspension rate Mesa was placed in ATSI for these subgroups.

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

As Mesa Verde High School continues their work towards improving the overall climate and culture as well as their academic prowess, the following areas for growth were identified through the root cause analysis:

1. Increasing overall student engagement - Surveys show that our students do not feel as connected to MVHS as we'd like. We see significant differences in our parent and teacher perception when compared to our students voice. To ensure school connectedness, we must focus on student voice, empowerment, and inclusiveness to provide students with the ability to have a stronger sense of connection.
2. School Wide Safety - While many believe Mesa Verde is generally a safe place for students and staff, our data suggests that we can improve. Like many schools, we need to uncover ways for students to feel connected and safe at school, while also creating an environment where our staff and families share a positive perspective of school safety.
3. While we have seen a slide in growth since the '18/19 school year in both Math and English CAASPP scores, we must work towards academic excellence by a more concentrated focus on using our data to drive instruction and provide focused supports . This endeavor must not only fall on the shoulders of the Math and English departments and we must find ways to strengthen our current support structures school wide to help the entire system.
4. Continue building our intervention and supports, both academically and social emotionally. Additionally, to address student and staff safety, we must continue to strengthen our behavior interventions and discipline practices.
5. While we have many students participating in AP testing, it will be important to build stronger supports for our students to ensure improved AP results. We have seen an decrease in the number of participating students, however our results have not significantly improved and must continue to be a focus. We must also continue working on providing access to rigorous curriculum for all. In addition, students that are taking AP classes are not all taking the exams. Surveying of students in those classes are siting financial reasons for not taking the exams.
6. We must included funding to support our students as we continue seeking ways to provide more students with the opportunity to be academically successful and college and career ready after high school.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

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 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. Our suspension rate and behavior incidents have significantly increased in the 2021-2023 school year. Moving forward, we need to continue 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 throughout the past 3 years . In addition, students taking the AP class are not taking the test. We need to dive deeper as to why they are not taking the test. Additional funding may be needed to support the purchasing of tests for those who need it.

Mesa Verde has entered into Title I status for the 2023-2024 school year. This additional funding will go a long way in helping address areas of inequities.

Input from Educational Partners

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 2023-2024 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 School Community Intervention Specialist. The addition of a software program and new tardy policy has yielded some of the necessary results to suggest we are being successful in creating a safer environment. 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 the parents and student do not feel it is improving fast enough. 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 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 Spanish BIA to support our EL population. We lost our Spanish 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.

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.46%	0.23%	5	4	2
African American	4.4%	5.49%	4.84%	37	48	43
Asian	2.6%	2.63%	2.7%	22	23	24
Filipino	1.1%	1.26%	1.46%	9	11	13
Hispanic/Latino	38.3%	37.19%	39.41%	320	325	350
Pacific Islander	0.6%	0.57%	0.56%	5	5	5
White	45.8%	45.65%	44.14%	382	399	392
Multiple/No Response	6.4%	6.75%	6.64%	53	59	59
	Total Enrollment			835	874	888

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	248	263	247
Grade 10	205	237	245
Grade 11	189	206	216
Grade 12	193	168	180
Total Enrollment	835	874	888

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	44	58	94	5.30%	6.6%	10.6%
Fluent English Proficient (FEP)	214	207	195	25.60%	23.7%	22.0%
Reclassified Fluent English Proficient (RFEP)	2			4.5%		

Conclusions based on this data:

1.



**Spring 2023
District Climate Survey Results by School**

Mesa Verde

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	27	51.85%	2	50.00%	30	66.67%
B) There are students and staff on campus who listen to students when they have something to say.	27	62.96%	2	50.00%	30	83.33%
C) There is an adult from the school who checks on how students are doing.	27	48.15%	2	0.00%	30	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	27	55.56%	2	0.00%	30	46.67%
E) Staff feels supported to do their job well in meeting the needs of all students.					30	56.67%
F) Staff feels part of an effective team.					30	56.67%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	26	61.54%			30	93.33%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	27	55.56%			30	60.00%
C) The school offers families opportunities to be involved in school and classroom activities.	27	59.26%			30	60.00%
D) The school keeps families well-informed about school activities.	27	66.67%			30	70.00%
E) The staff at our school listens to family concerns about issues.	27	48.15%			30	73.33%
F) The staff at school are helpful and welcoming when families come to school or call.	27	70.37%			30	76.67%
G) The school and families are partners in promoting positive behavior for my student.	27	66.67%			29	58.62%
H) Families who speak a language other than English receive general information about our school in their home language.	27	88.89%			30	70.00%
I) Staff receive information about upcoming events and important information about the school.					30	73.33%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	27	62.96%	2	0.00%	30	56.67%
B) Important school decisions reflect diverse input.	27	59.26%	2	0.00%	29	55.17%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	27	51.85%				
D) The principal and staff listen to concerns of other staff members about issues.					30	56.67%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					29	68.97%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					29	72.41%
G) Our school uses data from this survey to inform site decision making.					29	51.72%
H) Staff voice matters in decision making.					29	48.28%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	27	62.96%	2	0.00%	30	73.33%
B) Concerns about student safety are addressed in a timely manner at my school.	27	48.15%	2	0.00%	30	70.00%
C) My school is a safe place for all students.	27	51.85%	1	0.00%	30	70.00%
D) My school is a safe place for all staff.					29	65.52%
E) Students know what staff member to go to if they have a safety concern.	27	62.96%	2	100.00%	29	86.21%
F) Students know school safety protocols.	27	59.26%	2	100.00%	30	60.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	27	55.56%	2	50.00%	30	60.00%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	27	51.85%	2	0.00%	30	83.33%
B) Adults at my school treat students respectfully.	27	40.74%	2	0.00%	30	73.33%
C) Students are respectful to each other at school.	27	33.33%	2	0.00%	30	50.00%
D) Students have opportunities to socialize with other students often at school.	27	70.37%	2	50.00%	30	80.00%
E) Students have an adult on campus they trust.	27	62.96%	2	100.00%	30	90.00%
F) Students trust other students at school.	26	53.85%	2	50.00%	30	76.67%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	26	38.46%	2	0.00%	29	55.17%
H) School staff reflects student diversity.	26	42.31%	2	0.00%	29	48.28%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	27	62.96%	2	0.00%	30	70.00%
B) Questions and concerns about schoolwork are addressed.	27	51.85%	2	50.00%	30	80.00%
C) Student grades reflect their knowledge of the material.	27	62.96%	2	50.00%	30	56.67%
D) Adults at my school believe all students can be successful.	26	65.38%	2	0.00%	30	73.33%
E) Students feel comfortable and unjudged to ask their teacher for help.	27	48.15%	2	0.00%	30	83.33%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	27	66.67%	2	50.00%	30	83.33%
G) Teachers at my school go out of their way to help all students.	27	37.04%	2	0.00%	30	70.00%
H) Students receive timely and regular feedback on their learning.	27	40.74%	2	50.00%	30	93.33%
I) Staff at my school provides resources or ideas that help families support their students at home.	27	40.74%			30	76.67%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	26	57.69%	2	0.00%	30	53.33%
B) School recognizes and celebrates the academic success of all students.	27	51.85%	2	0.00%	30	66.67%
C) Adults on campus motivate students to do their best.	26	57.69%	2	50.00%	30	73.33%
D) School provides additional academic support when students are struggling.	26	42.31%	2	0.00%	30	83.33%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	27	66.67%	2	50.00%	30	46.67%
B) Students have access to classes and activities that meet their interests and talents.	26	57.69%	2	0.00%	30	63.33%
C) Students understand how to complete their schoolwork.	27	70.37%	2	0.00%	30	70.00%
D) Students complete assignments on time.	27	55.56%	2	50.00%	30	36.67%
E) Students are motivated to do their schoolwork.	27	55.56%	2	50.00%	30	36.67%

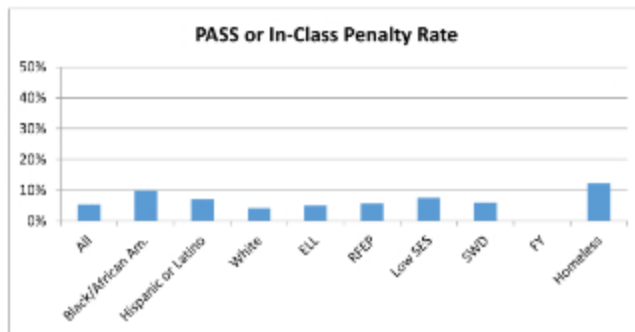
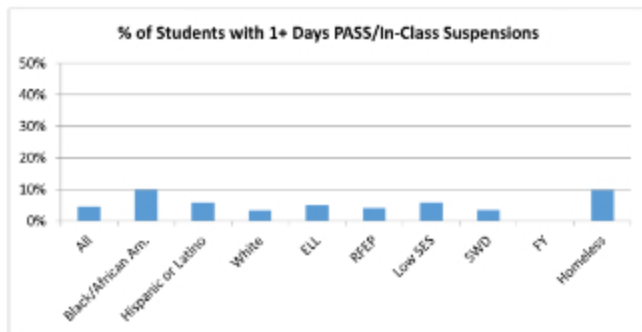
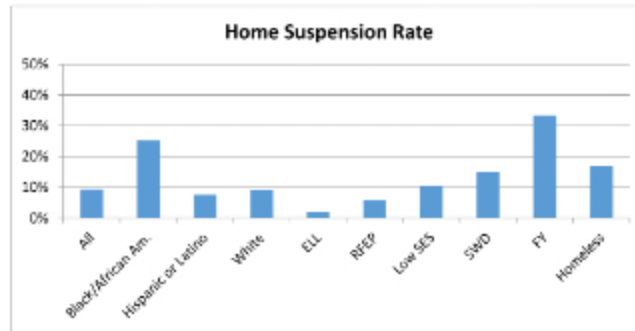
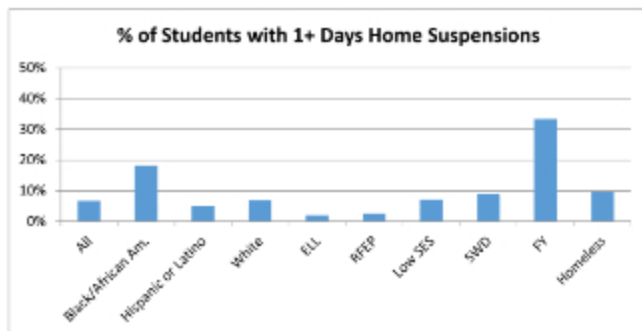
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	27	51.85%	2	50.00%	29	79.31%
B) Students and families know what classes they will have to take and pass to graduate from high school.	27	70.37%	2	50.00%	29	75.86%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	27	70.37%	2	100.00%	29	65.52%
D) School offers college and career programs.	26	57.69%	2	50.00%	29	82.76%
E) Students participate in programs to learn about different jobs, careers, and colleges.	27	33.33%	2	50.00%	29	72.41%
F) Students are prepared for the next step of their educational experience.	27	44.44%	2	50.00%	29	58.62%
G) Staff are optimistic about the future of their career in San Juan Unified.					29	68.97%
H) There are equitable opportunities for advancement in the district.					29	58.62%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Customer Satisfaction						
A) I would recommend my school to other families.	27	59.26%	2	50.00%	30	63.33%
B) San Juan Unified School District is a district that I would recommend to other families.	27	62.96%	2	0.00%	30	63.33%

Mesa Verde High School 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	937	62	6.62%	190	87	9.28%	43	4.59%	51	5.44%
Black/African Am.	71	13	18.31%	51	18	25.35%	7	9.86%	7	9.86%
Hispanic or Latino	364	18	4.95%	52	28	7.69%	21	5.77%	26	7.14%
White	439	30	6.83%	82	40	9.11%	15	3.42%	18	4.10%
ELL	99	2	2.02%	2	2	2.02%	5	5.05%	5	5.05%
RFEP	196	5	2.55%	19	11	5.61%	8	4.08%	11	5.61%
Low SES	426	30	7.04%	90	45	10.56%	25	5.87%	32	7.51%
SWD	201	18	8.96%	61	30	14.93%	7	3.48%	12	5.97%
FY	3	1	33.33%	2	1	33.33%	0	0.00%	0	0.00%
Homeless	41	4	9.76%	10	7	17.07%	4	9.76%	5	12.20%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Conclusions based on this data:

1.

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: 2022-23

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 during the 2021-2022 school year. Work continues with an intervention team composed of administration, Counselors, Community resource interventionalist, and attendance personnel. We don't have significant data to demonstrate effectiveness and while we know our academic outcomes declined during the 2022-2023 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.. With these services, MVHS has observed a clear pipeline for successful communication with our families and student population. This individual is a trusted adult on campus and have propelled our progress to connect families to Mesa Verde High School. In concert with this position,, 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, AP tests 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. The use of an intern Counselor to work with small groups of students who were not being academically successful. For the 23-24 school year, we would like to fund this position through our title funds.

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

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. In the of 23-24 we plan to combine some events like out back to school night with our parent engagement and open enrollment night to create more a buzz on 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 created a new Booster or PTA organization to increase parent involvement.

The opening of our new stadium complex will help to bring our community to campus and create a more connected school atmosphere.

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

- 1) ELO Funds - Intervention Teacher and after school programs
- 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
- 6) Suspension rates

2022-23

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. Additional ICT to track and communicate with families about school attendance.
- 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
- 11) SAYS after school program

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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, 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. Additional staff in hiring an Intervention Counselor to work with students who are struggling academically.</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 Fall 2024. 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 and create more leaders on campus.</p>	<p>Implemented and on-going</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>During Student Senate, students will discuss current school concerns and celebrate what's going well.</p> <p>Student Leaders/Voice - Listening circles to be held every term to gather feedback from students around various topics and come up with effective supports.</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. Funding for students who financially could not afford to take AP tests.</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 and staff. Themes will be student/teacher driven with the purpose of	X All Students English Learners Low-Income Students Foster Youth Other	Principal and Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2023-24

	<p>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>					
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 4000-4999: Books And Supplies	2000	School year 2023-24
1.3	<p>8-Hour School/Community Intervention specialist.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>45,939.00 29,936.00</p>	School year 2023-2024

	<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>			Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.4	Provide funding for guest speakers,	X All Students English Learners Low-Income Students	Principal/Club Advisors	Cell Tower (High	10000	School year 2023-24

	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.	Foster Youth X Other Student-organized group leaders		School ONLY) 5800: Professional/Consulting Services And Operating Expenditures		
1.5	Provide funding and supplies for student intermural program aimed at increasing school connectiveness and providing a safe environment for students and staff engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Teacher Lead	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3220	School year 2023-2024
1.6	Provide funding to connect with our EL families	All Students X English Learners X Low-Income Students	Admin/Counselor	LCFF Supplement	1500	School Year 2023-2024

	through Counseling and ELAC monthly meetings to connectiveness and access between the community and the school. Approved at 12/14/22 Site Counsel meeting	Foster Youth Other		tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.7	8-hour School Community Intervention Assistant.. 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,	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	44,592.00 34,443.00	School year 2023-24

	home visits, attendance intervention, community resource networking, works with staff members regarding students in need of supports.					
1.8	<p>SAY's afterschool program 2 days a week.</p> <p>The Sacramento Area Youth Speaks (SAYS) Youth Poet Laureate Program provides a platform that promotes youth voice, civic engagement, political literacy and community building. Through this endeavor, we aim to push the literary arts and</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal/Counselors	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,000	School year 2023-24

	poetry aesthetic to include young people's voices, ideas, beliefs and their values that are significantly under-represented and marginalized.					
1.9	Funding to buy class shirts to promote class and school spirit.	X All Students English Learners Low-Income Students Foster Youth Other	Student Activities director/class advisors	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School year 2023-24
1.10	Full-time attendance ICT.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	37,580 31,537	School year-2023-24

				3000-3999: Employee Benefits		
1.11	Provide funding to send new activities director and others that oversee activities to the CADA conference to learn new ways to create positive school climate.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	3,000	School year 2023-24
1.12	Provide funding for resources and staffing needed to hold meetings for parents regarding our Title I status and information	X All Students English Learners Low-Income Students Foster Youth Other	Principal/Counselors	Title I Part A Parent Involvement 4000-4999: Books And Supplies	6,888	School year 2023-2024
1.13		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: 2022-23

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 2022-2023 school year MVHS committed to actively improve the overall climate and culture campus-wide through fostering respectful, collaborative, and reflective relationships. The implementation of a new tardy policy and addition of scan manger to support the policy has made marked difference on campus safety. MVHS has seen a reduction of tadys from 22-23 by 70%. As we continue to have this ongoing goal, MVHS employs an 8-hour school and community worker. 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 and the addition of a Counseling intern who focused on students that were not being successful academically.

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

Suspension rates are down to 13% from 20% the prior year. Tardy rates are down 70%. 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 our norms for the next school 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. Adding SCIA and Intervention Counselor that will be funded through title I funds.

2022-23

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 2022-23	Expected Outcome 2023-24
Attendance Data	91%	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>	In all cases we would like to see significant growth (10% or more) in student, staff, and family feedback in each area.
Behavior Data	<p>Student Contacts and Student Involvements in Discipline - 18/19 Student Visits - 5143 21/22</p> <p>18/19 Student Involvements - 1312 21/22 Student Involvements- 1881</p> <p>Suspension Rate: 18/19 - 18.9% 21/22- 20.45%</p>	<p>Suspension rates are down from pandemic rate. .</p> <p>Lower suspension rates in all subgroups even further.</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	22-23 Fall 9.28% Suspension Rate by Subgroup: African American 18/19 - 32.7% 21/22-32.35% 22/23 25.35% Hispanic/Latino 18/19 - 19.1% 21/22=18.29% 22/23-7.69% Students with Disabilities 18/19 - 27.6% 21/22-25.85% 22/23-14.93% LowSES 18/19 - 22.3% 21/22-24.24% 22/23-10.56%	

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	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only)	42,756	School year 2023-24

	<p>students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.</p> <p>Targeted services under the framework of MTSS. .50 FTE</p>			1000-1999: Certificated Personnel Salaries		
2.2	<p>Provide funding to create a TLC room for students to go to for de-escalation and re-set to be able to return to class.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	2,000	School year 2023-24
2.3	<p>Part time MTSS counselor on site for 2-3 days a week</p> <p>Grief and Loss</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other Tier 2 Tier 3 students - ATSI subgroups</p>	MTSS-District	<p>LCFF Supplemental Centralized Services (District Only)</p>		School year 2023-24

	<p>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>			1000-1999: Certificated Personnel Salaries		
2.4	<p>Implement Link crew to address specific needs of 9th grade subgroups. PD, release time, student training for all activities. .</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal	<p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemen</p>	1500	School Year 2023-24

				tal Site Allocation 4000-4999: Books And Supplies		
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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: 2022-23

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?

2022 CAASPP scores will be our baseline going forward from the pandemic.
ELA-33.71% Met or exceeded standards. AA-27.27%, Hisp-28.36%, SWD-11.63%, Low SES-30.20
Math-7.82% Met or exceeded standards . AA-0%, Hisp-1.45%, SWD-0%, Low SES-5.08%

2022-2023-D/F/ rates

#D's-Term 1-408, Term 2-575, Term 3-362 #F's- Term 1-348, Term 2-572, Term 3-317

Work began on developing PLC's in Fall of 2019. Due to pandemic work stopped on this. We will revisit in Fall of 2023. Department chairs and Leadership team members to attend Summer conference to bring back PD to the rest of the staff.

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.

Hiring of a College and Career Tech in the Fall 22-23.

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

Good turnouts for our parent information nights.

We have some success in implemented vertical articulation. This is still a work in progress.

Addition of an intervention teacher that "case managed 2 groups of targeted students was successful in block 1. Out of the 20 students in the intervention class 9 of them did not have an F in any class.

With the 2nd year being back on campus full-time, teacher have increased rigor and expectations for students. Student engagement is low and apathy is high. We have not yet turned the corner from pre-pandemic success rates.

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

Hiring of a full time Counselor to monitor academic struggling students.

Teacher release time to work on curriculum and common assessment alignment.

Professional development for PLC group work.

2022-23

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) Recommitment to Equal Opportunity Schools to increase our participation in both AP Courses and the AP Exams.

4) Teacher professional development in creating common assessments, increasing student engagement and academic rigor.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
A-G Completion Rates	Approximately 36.3%	Approximately 48%
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). .66 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 2023-24
3.2	Provide funding for a comprehensive graduation celebration. As	All Students English Learners Low-Income Students Foster Youth	Principal	Cell Tower (High School ONLY)	10,000	School year 2023-24

	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.	X Other All Seniors and senior families		4000-4999: Books And Supplies		
3.3	Provide funding for classroom resources, supplies and technology to support student engagement and enrichment.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	30,980	School year 2023-24
3.4	1.0 Full time Counselor to work with academically challenged students and EL population. Emphasis on	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	93,906.00 39,431.00	School year 2023-24

	small group intervention and executive function support.			Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.5	Provide funding for teacher professional development to develop common assessments, increase student engagement and increase academic rigor	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	11,589 24,000	School year 2023-2024
3.6	Provide funding to our EL students for classroom supplies, books, and technology to	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2023-24

	support student learning					
3.7	Provide funding to support students who are in need of financial assistance to support donation/lab fees., AP exams	All Students English Learners X Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,000	School Year 2023-24
3.8	Provide funding to supplement course curriculum with supplies, equipment, technology and other materials as needed to support academic rigor	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20,020 20,000	
3.9	Supplemental support for students not meeting	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services	42,493	School year 2023-24

	graduation requirements. Credit Recovery .34 FTE Teacher			(District Only) 1000-1999: Certificated Personnel Salaries		
3.10	Supplemental intervention support for students in IM.	All Students English Learners Low-Income Students Foster Youth X Other 9th grade students in IM 1	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	35,449	School year 2023-24
3.11	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 2023-24

3.12		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: 2022-23

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. Budget Cents and a College Fair. All incoming 8th graders and existing 10 grade students have 4 year plans for high school. All 11th grade students had resume work shops with the CCT. Cash for College event was attended by over half of our 12th grade class. CTE fair held at lunch to promote pathways. Mesa offered 5 dual enrollment classes with ARC which gives students opportunities to earn College credit.

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.

2022-23

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 2022-23	Expected Outcome 2023-24
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
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</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other Diverse group of students that AVID serves. Hispanic, SWD, and Low income</p>	Principal	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	152,932	Year Round for School Year 2023-24

	<p>students who will be the first in their families to attend 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</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Counseling</p>		<p>0</p>	<p>School year 2023-24</p>

	proper steps are taken by the students and their 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 2023-24
4.4	Funding for field trips to explore college and career pathways	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5,866	School Year 2023-24
4.5	UCAN- The United College Action Network, Inc.	X All Students English Learners Low-Income Students Foster Youth	Principal	Title I Part A Site Allocation	5,000	School Year 2023-24

	(U-CAN) is a 501c(3) nonprofit corporation that provides leadership services and college preparation assistance to students desiring to enroll in four-year postsecondary colleges, with a focus on admissions to Nation's over 100 Historically Black Colleges and Universities (HBCUs).	Other		5800: Professional/Consulting Services And Operating Expenditures		
4.6	IYT Improve Your Tomorrow (IYT) was founded in 2013 with the mission to increase the number of young men of color (YMOC)	All Students English Learners Low-Income Students Foster Youth X Other Tier 2 and 3 students- ATSI subgroups	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating	5,000	School Year 2023-24

to attend and graduate from colleges and universities.

Expenditures

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
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		startcollapse			

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 Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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endcollapse					

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	\$1,025,419.00

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 (\$)
------------------	-----------------

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	\$66,463.00
LCFF Supplemental Site Allocation	\$91,200.00
Title I Part A Parent Involvement	\$6,888.00
Title I Part A Site Allocation	\$413,250.00

Subtotal of state or local funds included for this school: \$1,025,419.00

Total of federal, state, and/or local funds for this school: \$1,025,419.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	91,200	0.00
LCFF Supplemental English Learner Central	66,463.00	0.00
LCFF Supplemental Centralized Services (District Only)	413,029.00	0.00
Other	0	0.00
Cell Tower (High School ONLY)	34,589.00	0.00
Title I Part A Site Allocation	413,250	0.00
Title I Part A Parent Involvement	6,888	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	66,463.00
LCFF Supplemental Site Allocation	91,200.00
Title I Part A Parent Involvement	6,888.00
Title I Part A Site Allocation	413,250.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	573,398.00
2000-2999: Classified Personnel Salaries	128,111.00
3000-3999: Employee Benefits	135,347.00
4000-4999: Books And Supplies	65,128.00
5000-5999: Services And Other Operating Expenditures	98,435.00

5800: Professional/Consulting Services And Operating Expenditures

25,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	10,000.00
5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	14,589.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	10,000.00
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
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	28,220.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	57,980.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	6,888.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	93,906.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	128,111.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	135,347.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	20,020.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	25,866.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	267,635.00
Goal 2	46,256.00
Goal 3	542,730.00

Goal 4

168,798.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 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
Teresa Jay	Parent or Community Member
Election in August of 2023	Parent or Community Member
12th grade student	Secondary Student
12th grade student	Secondary Student
12th grade 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

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, 2023.

Attested:

Jennifer Petersen

Principal, Jennifer Petersen on 05/24/2023

Colleen Vargas

SSC Chairperson, Colleen Vargas on 05/24/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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

Authority Cited: 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 (Educational Partner 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 (Educational Partner 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: 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	\$10,000.00	Connected School Communities	
Provide funding for teacher professional development to develop common assessments, increase student engagement and increase academic rigor	5000-5999: Services And Other Operating Expenditures	\$11,589.00	Engaging Academic Programs	
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	
Provide funding to send new activities director and others that oversee activities to the CADA conference to learn new ways to create positive school climate.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Connected School Communities	

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
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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 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 intervention support for students in IM.

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

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

Mesa Verde High School

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
Ensure all English Learners receive Designated and Integrated English Language Development daily (ELD). .66 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$66,463.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures: \$66,463.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$91,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for classroom resources, supplies and technology to support student engagement and enrichment.	5000-5999: Services And Other Operating Expenditures	\$30,980.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	\$24,000.00	Engaging Academic Programs	
Provide funding to create a TLC room for students to go to for de-escalation and re-set to be able to return to class.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	
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	\$1,500.00	Healthy Environments for Social-Emotional Growth	

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.	4000-4999: Books And Supplies	\$2,000.00	Connected School Communities
Emphasis will be on our EL, Low SES, Foster Youth, Students of Color, and Special Education families.			
Provide funding to our EL students for classroom supplies, books, and technology to support student learning	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Provide funding to support students who are in need of financial assistance to support donation/lab fees., AP exams	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs
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	\$3,220.00	Connected School Communities
Provide funding to connect with our EL families through Counseling and ELAC monthly meetings to connectiveness and access between the community and the school. Approved at 12/14/22 Site Counsel meeting	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Connected School Communities

Mesa Verde High School

SAY's afterschool program 2 days a week.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Connected School Communities
The Sacramento Area Youth Speaks (SAYS) Youth Poet Laureate Program provides a platform that promotes youth voice, civic engagement, political literacy and community building. Through this endeavor, we aim to push the literary arts and poetry aesthetic to include young people's voices, ideas, beliefs and their values that are significantly under-represented and marginalized.			
Funding to buy class shirts to promote class and school spirit.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$91,200.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$6,888.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for resources and staffing needed to hold meetings for parents regarding our Title I status and information	4000-4999: Books And Supplies	\$6,888.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$6,888.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$413,250.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Funding for field trips to explore college and career pathways	5000-5999: Services And Other Operating Expenditures	\$5,866.00	Clear Pathways to Bright Futures	

Mesa Verde High School

UCAN- The United College Action Network, Inc. (U -CAN) is a 501c(3) nonprofit corporation that provides leadership services and college preparation assistance to students desiring to enroll in four-year postsecondary colleges, with a focus on admissions to Nation's over 100 Historically Black Colleges and Universities (HBCUs).	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Clear Pathways to Bright Futures
IYT Improve Your Tomorrow (IYT) was founded in 2013 with the mission to increase the number of young men of color (YMOC) to attend and graduate from colleges and universities.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Clear Pathways to Bright Futures
	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Engaging Academic Programs
1.0 Full time Counselor to work with academically challenged students and EL population. Emphasis on small group intervention and executive function support.	1000-1999: Certificated Personnel Salaries	\$93,906.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$39,431.00	Engaging Academic Programs
Full-time attendance ICT.	2000-2999: Classified Personnel Salaries	\$37,580.00	Connected School Communities
	3000-3999: Employee Benefits	\$29,936.00	Connected School Communities
	3000-3999: Employee Benefits	\$34,443.00	Connected School Communities
	3000-3999: Employee Benefits	\$31,537.00	Connected School Communities

Mesa Verde High School

8-hour School Community Intervention Assistant..	2000-2999: Classified Personnel Salaries	\$44,592.00	Connected School Communities
<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>			
Provide funding to supplement course curriculum with supplies, equipment, technology and other materials as needed to support academic rigor	4000-4999: Books And Supplies	\$20,020.00	Engaging Academic Programs
8-Hour School/Community Intervention specialist.	2000-2999: Classified Personnel Salaries	\$45,939.00	Connected School Communities
<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>			

Title I Part A Site Allocation Total Expenditures: \$413,250.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Mesa Verde High School Total Expenditures: \$1,025,419.00