School Year: **2024-25**

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	05/22/24	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Mesa Verde High School met the criteria for ATSI for the following indicators and/or student groups:
Suspension rates- African American and Homeless

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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 2024-2025 School Plan for Student Achievement was developed in consultation with Teachers, Parents, School Leadership and Students. School Site Council, comprised of Staff, Parents, and Students meet in the Spring to review the Comprehensive Needs Assessment and the initial draft of the SPSA. The Leadership Team, ELAC coordinator and Department chairs provide input through our monthly meetings. Students are members of the School Site Council and provide a valuable voice in our Monthly meetings. Throughout the year these Stakeholders work to implement and continuously review progress in conjunction with our WASC action plan and Equity goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.46%	0.23%	0.57%	4	2	5
African American	5.49%	4.84%	4.20%	48	43	37
Asian	2.63%	2.7%	3.63%	23	24	32
Filipino	1.26%	1.46%	1.59%	11	13	14
Hispanic/Latino	37.19%	39.41%	39.73%	325	350	350
Pacific Islander	0.57%	0.56%	0.68%	5	5	6
White	45.65%	44.14%	44.27%	399	392	390
Multiple/No Response	6.75%	6.64%	5.33%	59	59	47
Total Enrollment				874	888	881

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	263	247	209
Grade 10	237	245	227
Grade 11	206	216	241
Grade 12	168	180	204
Total Enrollment	874	888	881

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	58	94	107	5.30%	6.6%	12.1%
Fluent English Proficient (FEP)	207	195	188	25.60%	23.7%	21.3%
Reclassified Fluent English Proficient (RFEP)	7	7		4.5%	12.0%	

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
888	**60.2**	**10.6**	**0.2**
Total Number of Students enrolled in Mesa Verde High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	94	10.6
Foster Youth	2	0.2
Homeless	54	6.1
Socioeconomically Disadvantaged	535	60.2
Students with Disabilities	158	17.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	43	4.8
American Indian	2	0.2
Asian	24	2.7
Filipino	13	1.5
Hispanic	350	39.4
Two or More Races	59	6.6
Pacific Islander	5	0.6
White	392	44.1

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Orange	**Suspension Rate** Red
Mathematics Orange	**Chronic Absenteeism** No Performance Color	
English Learner Progress Red		
College/Career Low		

Conclusions based on this data:

1.

School and Student Performance Data
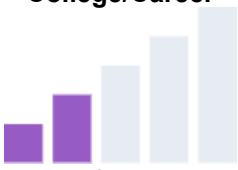
Academic Performance
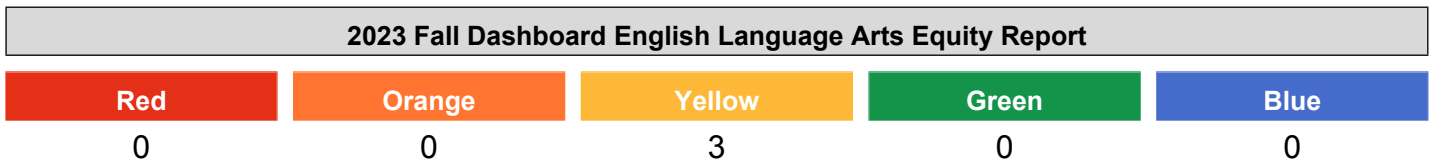## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	120.7 points below standard	Less than 11 Students
23.8 points below standard	Decreased Significantly -38.6 points	
Increased Significantly +20.3 points		0 Students
187 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	92.2 points below standard
	38.5 points below standard	Increased +11 points
10 Students	Increased Significantly +17.3 points	23 Students
	124 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	1 Student	5 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	3.5 points below standard	Less than 11 Students	Yellow
44.2 points below standard	Increased Significantly +21.5 points	2 Students	18.8 points below standard
Increased +11.8 points	11 Students		Increased Significantly +22.9 points
76 Students			82 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
145.2 points below standard	Less than 11 Students	9.4 points below standard
13 Students	10 Students	Increased Significantly +37.3 points
		122 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Increased data in all major categories (All students, Low SES, White, Hispanic).A significant decrease in data in our English Learner category. Although Mesa has made some significant increases, we are still significantly "below standard" as a school.

While our numbers are relatively small, our Homeless and EL populations is a point of concern as their ELA data decreased. We didn't have adequate supports in place to address some of our Student needs. We purchased E.L.Achieve for 23-24 school year. We also hired a Counselor who is bi-lingual in Spanish to work specifically with our EL students and parents

While our numbers are relatively small, our Hispanic population should be celebrated as we saw a significant increase in their ELA data but still the are still "below standard". In the 2023-2024 we have added and Counselor who specifically works with our El population. We have purchased EL Achieve as a supplement to our EL Curriculum and iPad's that students can check out and use in class to help translate core curriculum. We added a Spanish speaking BIA to assist students in Core classes. We also offer after school tutoring with peer tutors who speak Spanish. We purchased 36 iPad's for EL students to check out to help with translation in the core classrooms.   We plan on continuing these services to our EL students into the 24-25 school year. SAYS has been working with some of the English teachers to emphasize and supplement academic literacy.

School and Student Performance Data
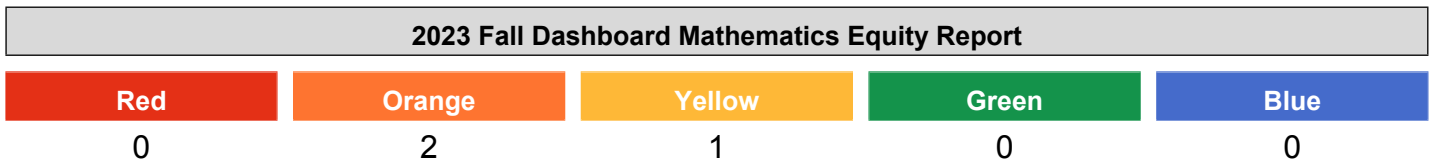
Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	181.3 points below standard	Less than 11 Students
115.7 points below standard	Increased Significantly +25.1 points	
Increased Significantly +51.9 points		0 Students
184 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	161.1 points below standard
	125.8 points below standard	Increased Significantly +63.5 points
10 Students	Increased Significantly +58.1 points	23 Students
	121 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students	Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	1 Student	5 Students	3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	145.2 points below standard	Less than 11 Students	Yellow
127.6 points below standard	Increased +9.9 points	2 Students	102.7 points below standard
Increased Significantly +50.2 points	11 Students		Increased Significantly +59 points
75 Students			81 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
196.3 points below standard	Less than 11 Students	102.8 points below standard
13 Students	10 Students	Increased Significantly +68.3 points
		119 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

While our mathematics scores have improved in all of our major categories, we are still seeing numbers that fall "below standard". We should celebrate our successes, but also understand there is still work to be done. All students scored 115.7 points below standard what was an significant increase from the previous year. Out lowest performing students groups are Socioeconomically Disadvantaged and Hispanic students. Our Socioeconomically Disadvantaged students scored 125.8 points below standard which was a significant increase and our Hispanic students 127.6 points below standard which was also a significant increase.

Mesa has received additional funding to add support classes and decrease class sizes in IM!. We offered 2 sections of IM1 support to our lower performing students to bridge the gap in their learning before attempting IM1. We have also increased supports in many of our Math classes by adding Instruction Aides and Co-teaching with our Special education teachers. Our SPED population saw increase of 63 points which is a significant increase from the previous year but still well below standard.

Continue with IA and Co-teaching support in our lower level Math courses. Addition of 2 AVID/IM1 flips at the 9th grade level to provide additional supports to 70 9th grade students. Continuation of funding IM1support classes. Funding for Teachers of IM1, Math Modeling and IM2 for Collaboration time to create common curriculum and assessments. Adoption of new text books starting in the 2023-2024 school year. Sent the entire Math department to a professional learning conference in 23-24 to further their education in the latest teaching strategies and instructional

practice. Purchased Kuta software and teachers paying teachers curriculum for supplemental supports. We also hired a Spanish BIA to help support language learners in our Math courses.

School and Student Performance Data

Academic Performance
## English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
0.31% making progress towards English language proficiency
Number of EL Students: 71 Students
Performance Level: 1
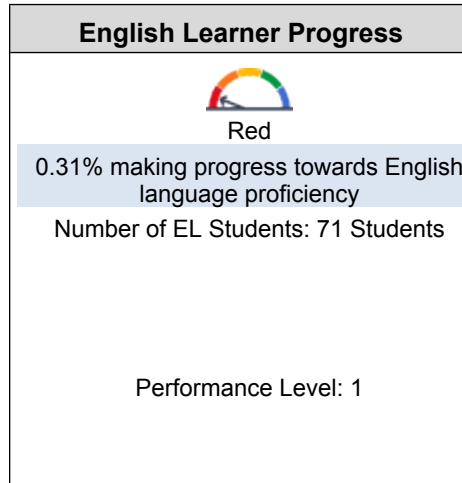
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26	23	3	19

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

We must continue working on strategies and supports that will help move students into higher ELPI levels. Providing extra supports within our built-in ELD classes could prove successful.
We had 26 students that decreased one level, 23 that maintained a level of 1, 2L, 2H, 3L, or 3H and 3 that maintained Level 4.

We had a new EL teacher who had never taught these classes before. We didn't have the supplemental support that they needed for the vastly varied English levels within the classes.

Purchased EL Achieve curriculum for our EL program. Purchased 36 iPads for EL students to check out to help with translation in core classes. Hired a Counselor who directly works with our EL students and Parents to address academic needs and supports. Counselors have a once of Month meeting with Hispanic Parents (Coffee with Counselors) in Spanish to go over transcripts, A-G, Career and graduation information. Quarterly ELAC meetings and a needs assessment that is presented to Site Council on a yearly basis. Additional section of books in our Library in various reading level and languages for students to check out. After school peer tutoring in different languages. These are all items that we have put in place for the 23-24 school year that we will continue into the 24-25 school year.
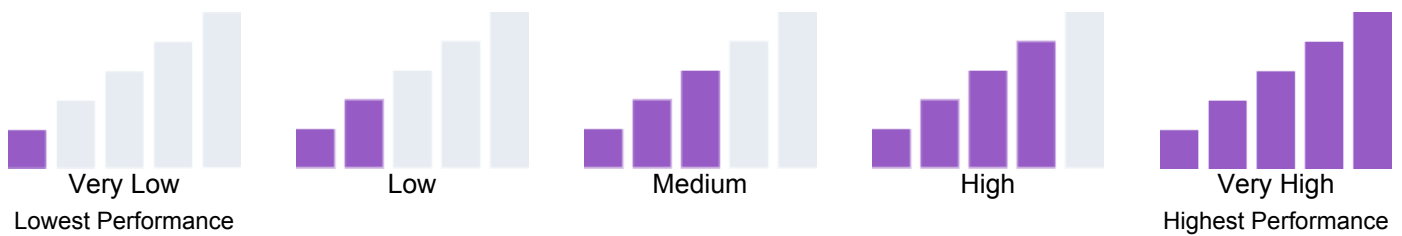
School and Student Performance Data

Academic Performance
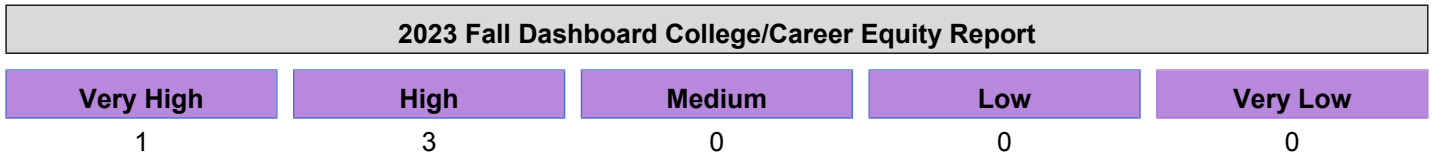## College/Career Report

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Very Low	Low	Medium	High	Very High

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

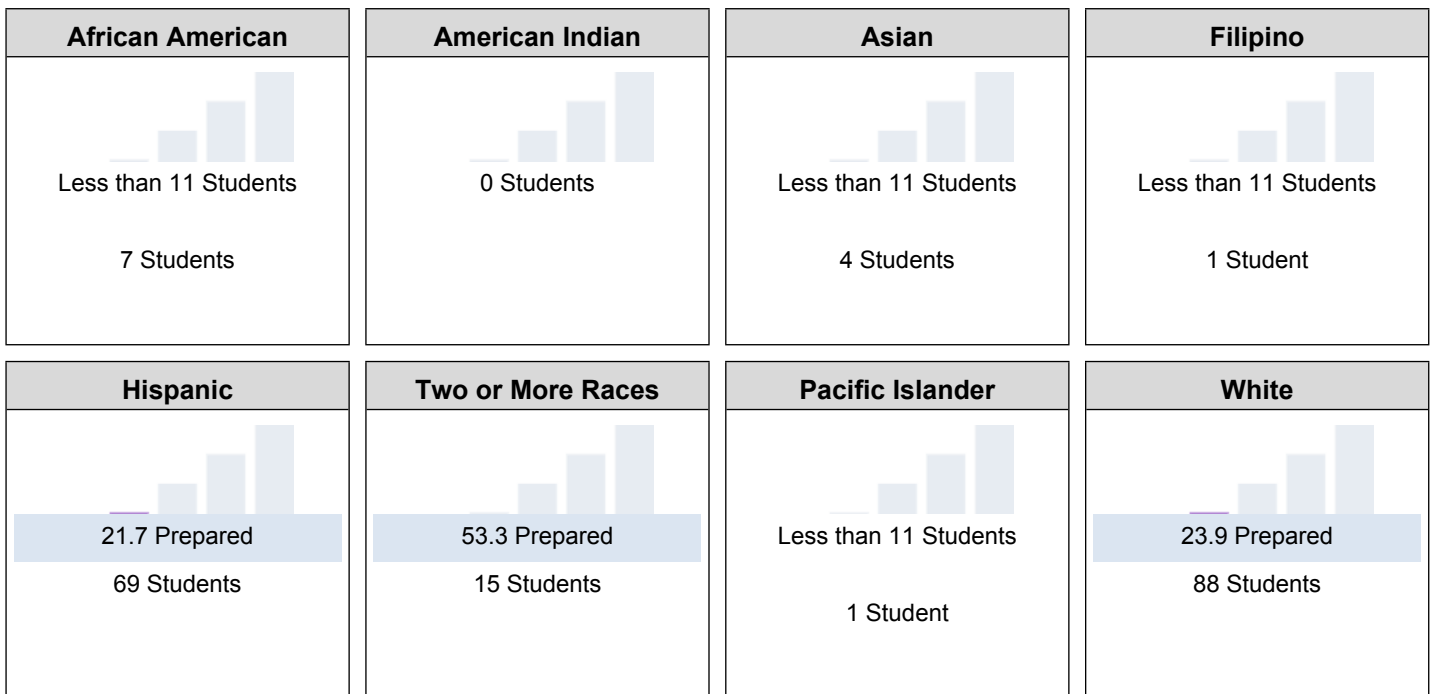| 2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	3	0	0	0

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students

26.5 Prepared

185 Students

English Learners

18.8 Prepared

16 Students

Foster Youth

Less than 11 Students

3 Students

Homeless

22.2 Prepared

18 Students

Socioeconomically Disadvantaged

22.9 Prepared

144 Students

Students with Disabilities

4.7 Prepared

43 Students
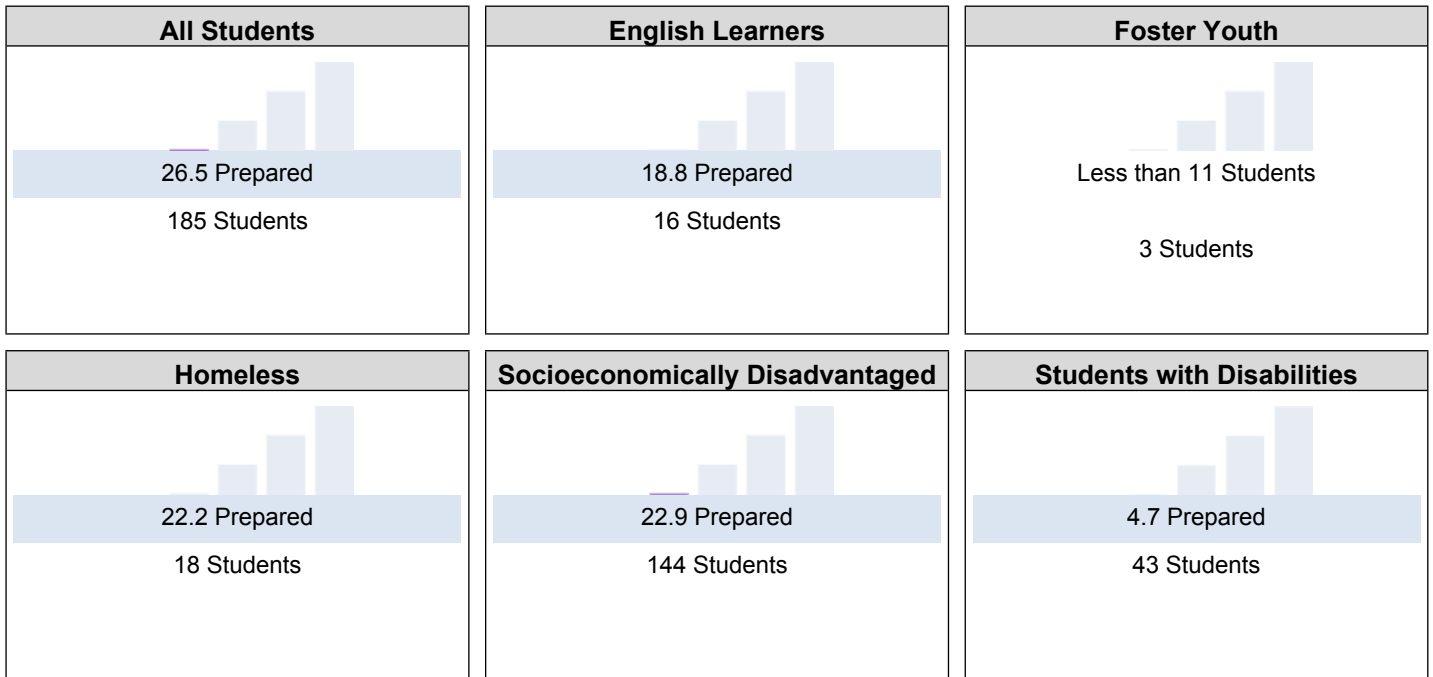
2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American

Less than 11 Students

7 Students

American Indian

0 Students

Asian

Less than 11 Students

4 Students

Filipino

Less than 11 Students

1 Student

Hispanic

21.7 Prepared

69 Students

Two or More Races

53.3 Prepared

15 Students

Pacific Islander

Less than 11 Students

1 Student

White

23.9 Prepared

88 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Mesa scored in the low category on the dashboard indicators for College and Career readiness for All students (26.5 prepared.) Our lowest performing student group is Students with Disabilities with 4.7 students prepared.

It is hard to compare data for this category as the 22-23 data was the first year collecting this data after the suspension of CAASPP because of COVID. In addition, the San Juan Unified school district school board reduced graduation

credit requirements from 280 for graduation to the State minimum of 130 +10. This significantly altered our A-G completion rates.

Continue to implement Sacramento Area Youth Speaks (SAYS), youth poet Lauriat program. We feel this program assists in our College and Career pathway for students.

School and Student Performance Data

Academic Engagement
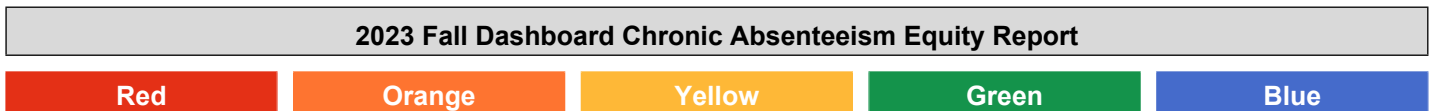## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	1	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	87.5% graduated	Less than 11 Students
84.9% graduated	Decreased Significantly -12.5	
Decreased -5		3 Students
185 Students	16 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
72.2% graduated	Orange	Orange
Decreased Significantly -16	83.3% graduated	69.8% graduated
	Decreased Significantly -10.2	Decreased Significantly -5.9
18 Students	144 Students	43 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 85.5% graduated Decreased Significantly - 11.2 69 Students	86.7% graduated 15 Students	Less than 11 Students 1 Student	Green 84.1% graduated Increased 1.2 88 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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84.9% of all students graduated which was a decrease from the previous school year. Our students with disabilities are graduating at a significantly lower rate than the rest of our student body by 15%.

We see a decrease in the graduation rates for the class of 2023. This class were 9th graders when COVID hit and we went into lock down. The learning loss from distance learning was significant for this class in particular. This is especially true for our marginalized sub groups, i.e.. SPED, Hispanic, and SD students who struggled to receive the supports needed during the pandemic.

Additional MTSS Counseling services, EL dedicated Counselor, Improve your Tomorrow, SAYS, and UCAN have been added in the 23-24 school year and will continue into 24-25 school year. Counselors meeting with students frequently to talk about academic success, graduation requirements and making 4 year plans with students. SPED Case managers working in collaboration with the Counseling team to ensure proper placement of classes for college and CTE. Addition of IA supports and Co-teaching in core academic classrooms for differentiation and support for our student with disabilities. .

School and Student Performance Data

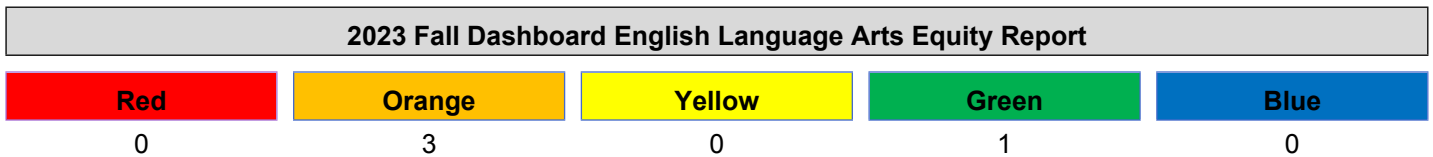## Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	2	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Red

15.8% suspended at least one day

Increased 1.1

969 Students

English Learners

Red

11.4% suspended at least one day

Increased 5.9

114 Students

Foster Youth

Less than 11 Students

5 Students

Homeless

Red

27.6% suspended at least one day

Increased 11.7

58 Students

Socioeconomically Disadvantaged

Orange

16.6% suspended at least one day

Declined -0.6

632 Students

Students with Disabilities

Yellow

18.8% suspended at least one day

Declined Significantly -3.1

176 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**

African American

Red

33.3% suspended at least one day

Increased 10.5

51 Students

American Indian

Less than 11 Students

3 Students

Asian

0% suspended at least one day

Declined -4.2

25 Students

Filipino

7.7% suspended at least one day

Declined -6.6

13 Students

Hispanic

Red

14.9% suspended at least one day

Increased 1.4

375 Students

Two or More Races

Orange

15.4% suspended at least one day

Declined -5.5

65 Students

Pacific Islander

Less than 11 Students

5 Students

White

Red

15.5% suspended at least one day

Increased 1.2

432 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Mesa has seen a decline in suspension rate for a few subgroups but overall we have seen a slight increase. 15.8% of all students were suspended at least one day.

Mesa Verde has invested both time and money into resources to address behavioral issues. With that said, we need to continue working on appropriate and effective alternatives to suspension. We are ATSI for suspension rates in the following subgroups: AA, Hispanic, EL, homeless, and white students. 11.4% of our English learners were suspended at least one day. 27.6% of our Homeless students were suspended at least one day. 33.3% of our African American students were suspended at least one day. 14.9% of our Hispanic students were suspended at least one day. 15.5.% of our white students were suspended at least one day.

We have decreased the amount of out of school suspensions by the addition of On-site suspension. These numbers still contribute to our overall suspension numbers but at least we are keeping students in school for education purposes and instruction.

Weekly intervention team meetings where we discuss High flyer behavior amongst specific students and troubleshoot support needed for each student. As part of then intervention team we work closely with our Counselors, MTSS Counselors, McKinney Vento representatives to manage our caseloads. SCIS and SCIA have caseloads and work with students on conflict management and conduct restorative circles when needed.. Improve your tomorrow program works with 50 of our students in a mentorship program for boys of color. MTSS and ERMS Counseling supports to help specific students with anger management issues.

Continued training of our SCIS and SCIA to conduct conflict resolution meetings with students before situations escalate to students being suspended will be on-going. Hiring of a 3rd campus monitor to be eyes and ears to support student safety and be eyes and ears of situations that may be brewing on campus so that we can intervene early.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

2022-2023 CAASPP Scores-
ELA -37% to 44% met or exceeded standards. AA-41% to 48%, Hisp-41% to 48%, SWD-20% to 39%,
Math   AA-18% to 15%, Hisp-18% to 15% SWD-12% to 8%,

22-23 vs. 23-24 D/F Rates
#D's-term 1-408 vs. 450, Term 2-575 vs.406 , Term 3 362 vs 359   #F's term 1-348 vs 344, term 2- 362 vs. 342, term 3 572 vs 384

Increase of students taking an AP course in the 2023-24 from 193 to 293

ELPAC; 2021-22 52% scoring a 3 or better. 2022-2023 scoring 3 or better 43% decrease of 9%

College/Career Readiness-hard to analyze as our standards for graduation have been modified over the last 2years. All Seniors completed a FAFSA form.

Our schoolwide professional development has been centered around different types of PLC groupings within departments and self selected groups who are working on goals to increase student engagement and achievement

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

Incoming 9th grade student and parent orientation before the 1st day of school in 23-24. Academic and behavior expectations reviewed during this time. It was well attended.
We are still working on vertical articulation of building on standards with core departments. Release time was given to teachers to align curriculum and create common assessments.

Intervention articulation with our Middle school feeders. We used this articulation to place students who needed extra support for academics and SEL.

Efforts to increase engagement in class have slowly started to show in our decreased D/F rates.

Purchasing of supplemental curriculum in our EL classes with EL Achieve will hopefully show an improvement in our ELPAC and CAASPP scores for 23-24

Our college/Career tech is now in place and has been working hard with students to expose them to various different pathways for beyond High school opportunities.

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

Based on EL progress there is a need to keep our intervention/EL dedicated Counselor..
Continued teacher release time and professional development conferences to continue to focus on student achievement

2023-24
Identified Need

Continued professional development for Core teachers in using technology in working with our English learners so they can better access the curriculum. Purchasing of EL Achieve bridge for level 2.
Continued push-in to Core classes by SPED teachers and Instructional Aids to help modify and facilitate core curriculum to students.

Continued professional development for teachers in creating common assessments and units of study to increase student engagement and academic rigor.

Full-time Counselor dedicated for intervention and EL students.

Continued partnership with IYT and SAYs for academic mentorship for our boys of color.

Continued partnership with UCAN to help provide guidance for students to attend college.

Continue to promote after school academic tutoring to students who need support.

Teacher professional development on the use of technology programs that specifically support EL students in core general education classes.

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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	23.8 points below standard	+3 scale score points
	English Learners	120.7 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	38.5 points below standard	
	Students with Disabilities	92.2 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	44.2 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	3.5 points below standard	
	Pacific Islander		
	White	18.8 points below standard	
Math State Assessment: Change in scale score	All Students	115.7 points below standard	+3 scale score points
	English Learners	181.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	125.8 points below standard	
	Students with Disabilities	161.1 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	127.6 points below standard	
	Two or More Races	145.2 points below standard	
	Pacific Islander		
	White	102.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.31%		+2%
English Learner Reclassification:	9.65%		11%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of English language learners who are reclassified to Fluent English Proficient			
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students	26.5 Prepared	+2%
	English Learners	18.8 Prepared	
	Homeless	22.2 Prepared	
	Socioeconomically Disadvantaged	22.9 Prepared	
	Students with Disabilities	4.7 Prepared	
	Hispanic	21.7 Prepared	
	Two or More Races	53.3 Prepared	
	White	23.9 Prepared	

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide funding for supplementary support for classroom resources, supplies, and technology to supplement and support student achievement and enrichment	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	7,500 18,000	2024-2025 School Year

1.2	Provide funding for a Full time Counselor to work with academically challenged students with an emphasis on our EL students and students who do not qualify for other support services. Small group intervention and executive function support. PC TBD	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	77770 35546	2024-25 School year
1.3	Provide funding for teacher professional development, conferences, and/or release time to enhance learning strategies, collaboration on creating cross-curricular and interdisciplinary assessment to increase student engagement and increase academic rigor.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000 4,420 2,350	2024-25 School year

			Cell Tower (High School ONLY)		
1.4	Provide funding for supplementary support to our EL students for classroom supplies, books, technology to support student learning and academic achievement.	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	2024-25 School year
1.5	Provide funding to support students who are in need of financial assistance for AP testing, donation/lab fees, PE clothes, or other financial assistance needed to promote student involvement in school centered programs and events.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000 2,000	2024-25 school year
1.6	Sacramento Area Youth Speaks (SAYS), youth poet Lauriat program.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/	2,500	2024-25 school year

	Provides a platform that promotes youth voice, civic engagement. political literacy and community building. Through this, they aim to push the literary Arts and poetry aesthetic to included young people's voices, ideas, beliefs, and values that are significantly under represented and marginalized as a supplement to the English and Social Science core curriculum.		Consulting Services And Operating Expenditures		
1.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Monthly attendance rates show an increase of over 2% from 2022-2023 attendance rated.
EOS reports on AP participation for the 23-24 school year showed an increase of approximately 30 more students in minority subgroups enrolling in AP classes in comparison to the 22-23 school year.
Graduation rate percentage showed a decrease in percentage in all subgroup categories with the exception of white students that showed a slight increase.
Student sign-ups for course offerings is the main driver of the creation of the master schedule and what is offered to students for class offerings.
Term grades and F rates have improved and dropped in term 2 and 3 from 2022-2023 to 2023-2024 by 63.4%.
Dual enrollment class registration continues to be offered to all students.
Academic tutoring attendance

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

Before the start of the 23-24 school year, the Mesa Verde School Community Intervention Specialist (SCIS) and a additional School Community Assistant (SCIA) who conducted home visits to all current and incoming Mesa students who were chronically absent or who had attendance issues to welcome them to Mesa and offer supports and services to the families if needed. The SCIS and SCIA provide additional supports to improving school connectiveness to our students and community through constant communication to families, students and the community at large. Their work with our feeder middle schools has been a valuable asset in creating connections for incoming Mesa students. They also act another trusted adult on campus and case manage academic and SEL interventions to help keep students in class on track for graduation.
In the 23-24 school year we added a full time attendance ICT who closely monitors attendance and communicates with families. Attendance is up overall in the 2023-2024 school year from 90% to 92.4%.
The addition of improve your tomorrow (IYT) has shown to be very effective for the 50 students that are involved in the program. The program focuses on mentorship for academic achievement and college preparedness. The Sacramento Area Youth Speaks (SAYS) and UCAN programs work with students to keep them connected with school and creating goals for themselves for high school and beyond.

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

The personnel and programs that we have put in place for the 2023-2024 school year have all shown to have had positive effects on our targeted groups. Further analysis of their effectiveness will not be available until data comes out in the Fall of 2024.

2023-24
Identified Need

Continued funding of SCIS and SCIA positions as they have positively impacted student attendance and achievement.
Continued funding of full-time attendance ICT.
Continued funding of IYT and UCAN as their services provide mentorship and academic support towards high school graduation and post secondary advancement.
Continued monitoring of student progress in weekly intervention meetings.
Continued funding of EL/Intervention Counselor to monitor and support under performing students and keep them on track for graduation.
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.

Provide academic tutoring for all students to utilized when needed
Continue to provide support to students in goal setting and mapping of pathways for high school, College and beyond through supports provided by our full time College and Career Tech.
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.
Continue improving our college-going culture both inside and outside of our AVID program
Continue credit recovery program through APEX to allow students who failed required academic courses for graduation to recover those credits during the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	N/A
Attendance: Percentage of the school year attended for students in TK-12	90.95%	92%
High School Dropout Rate:	8.10%	-3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 84.9% graduated English Learners 87.5% graduated Foster Youth Homeless 72.2% graduated Socioeconomically Disadvantaged 83.3% graduated Students with Disabilities 69.8% graduated African American American Indian Asian Filipino Hispanic 85.5% graduated Two or More Races 86.7% graduated Pacific Islander White 84.1% graduated	+1%

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide funding to have student celebrations to	All Students X English Learners X Low-Income Students	LCFF Supplemental	5000	24-25 School year

	encourage good attendance and grades by grading terms. Emphasis will be on our EL, Low SES, Foster youth, students of color and Special educations students.	X Foster Youth X Lowest Performing Special Eduacation	Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.2	8-hour School Community Intervention Specialist (SCIS). Provide services for all students. Services will include, but are not limited to: Liaison between student, parents, and school staff. Classroom push-ins. Run 1-1 and/or group academic, attendance, SEL interventions. Community resource networking. PC 38228	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	46329 38366	24-25 School Year
2.3	8-hour School Community Intervention	All Students English Learners Low-Income Students	Title I Part A Site Allocation	35584 15030	24-25 School Year

	Assistant (SCIA). Provide services for all students. Services will include, but are not limited to: Liaison between student, parents, and school staff. Classroom push-ins. Run 1-1 and/or group academic, attendance, SEL interventions. Community resource networking. PC 38892	Foster Youth Lowest Performing	2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.4	Funding for Field trips to supplement and enhance student opportunities to a explore broad course of study and course work	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8,648	24-25 School Year
2.5	Full time Attendance ICT to closely monitor and communicate with families of	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified	37531

34650 | 24-25 School Year |

	chronically absent students. PC 38861		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		

2.6	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. Mentoring of 50 students for HS graduation and college reediness.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,000	24-25 School Year

2.7	(U-CAN) is a 501c(3) nonprofit corporation that provides leadership services and college preparation assistance to	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5,000	24-25 School Year

	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).				
2.8	Provide funding for supplementary support for classroom resources, supplies, and technology to supplement and support student achievement and enrichment	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	11,000 30,000	24-25 School Year
2.9	Provide funding for teacher professional development, conferences, and/or release time to enhance learning strategies,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8,546	24-25 School Year

	collaboration on creating cross-curricular and interdisciplinary assessment to increase student engagement and increase academic rigor.				
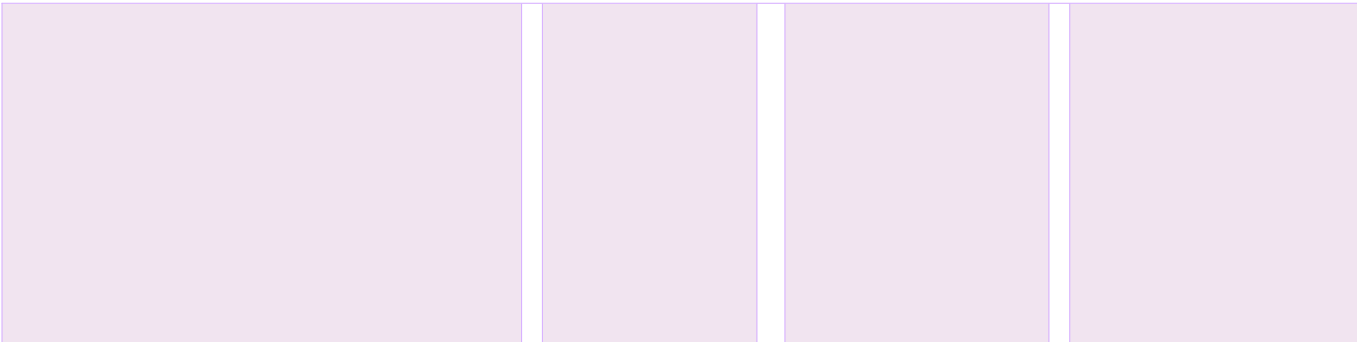
Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Suspension rate percentage on going through out the year.
Tardy and attendance data on going throughout the year.
Attendance of our various parent informative evenings, athletic and production events.
School climate survey administered to parents, students and staff in January 2023
LCAP listening circles with various student groups to gauge student need.
EL listening circles with EL students to gage student need.
Second year of our PTSA.
Student feedback from our 9th grade sessions with, "point break"

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

Suspension rates in all except one of our ATSI subgroups have shown decline in the 23-24 school year after block 1. AA 12.85% decrease. HISP- 1,92% decrease. WH-4.28% decrease. HM-1% decrease EL-4.94% increase. With an overall rate of 5.63% which is a decrease of 3.65% decrease school wide from 22-23.
The implementation of a new tardy policy in the 22-23 school year is and continues to be very successful policy. From the start of the policy in 22-23 we have seen a decrease in tardy students by 42.5%.
In the school year 23-24 we changed how we approached our some of our parent enragement nights. Back to school night and open enrollment night in the Fall were combined. This was successful increasing the amount of families that came and engaged in out academic programs. Incoming Freshman orientation was combined on the same night with our incoming parent information night. This was very successful and we received great feedback from our parents and students. Coffee with Counselors has been ongoing since 22-23 school year and primarily focuses on our Spanish speaking families. Our Counselors hold monthly meetings with a group of 20-25 parents in Spanish to go over a lot of pertinent school information and are conducting a book study with the group. Quarterly ELAC meetings with our EL families have been sporadically attended.
This is the 2nd year of the formation of our PTSA. We have struggled to get parents, teachers, and students involved. All fundraising at this time has been trough Athletic teams. Without parents to step in and step up for the 24-25 school year this organization may be dissolved.
School climate results; Data was collected from 39 parents, 26 students, and 26 staff members. This is not a significant portion of our population for any category so it is difficult to reflect on overall responses. We need to continue to find ways to encourage all of our stakeholders to provide input and feedback when given the opportunity going forward.

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

Mesa has worked hard to improve student and parent 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 2023-24 school year. With the completion of the new stadium in the Fall of 2023, we are looking forward to creating traditions at Mesa that will live on for many years to come. Revamping of our Student Government class and Link crew have been a priority in the 23-24 school year and will continue in 24-25. We added a 3rd campus monitor to help address safety and supervision.

2023-24
Identified Need

1) MVHS must continue to focus funding to improve parent and student connectedness.
2) Increased student voice from all stakeholders while focusing on underrepresented families.
3) Utilize our classified staff to create positive relationships with families and students.

4) Consistent communication with our families.
5) Continue our EOS survey to connect students with a caring adult and utilize our Equity team to lead that charge.
6) Market, highlight, and engage more students, parents, and staff in the SJUSD climate survey.
7) Market, highlight, and engage more students, parents, and staff to participate in ongoing events, rallies, and productions on campus.
7) Provide students with more opportunities to engage in conversations with adults on campus
8) Provide students with leadership opportunities. Link crew and ASB Leadership training
9) Provide opportunities for students and staff to work together on topics around Equity and school climate improvement.
10) Outside speakers to engage students and staff in courageous conversations
11)Continue to fund the intermural program for lunch time activities to continue to provide opportunities for students to be involved in school activities
12)Continued funding of IYT to provide SEL guidance and mentorship.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	15.8% suspended at least one day	-0.3%
	English Learners	11.4% suspended at least one day	
	Foster Youth		
	Homeless	27.6% suspended at least one day	
	Socioeconomically Disadvantaged	16.6% suspended at least one day	
	Students with Disabilities	18.8% suspended at least one day	
	African American	33.3% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino	7.7% suspended at least one day	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Hispanic	14.9% suspended at least one day	
	Two or More Races	15.4% suspended at least one day	
	Pacific Islander		
	White	15.5% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.21%		-0.3%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	25%		55.8%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	41.7%		44.2%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	1%		2%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide training for Leadership (ASB) and Link crew members to help promote and support student	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And	5,000	24-25 School year

			Other Operating Expenditures		
3.2	Provide funding for guest speakers, assemblies, and other opportunities for student voice and opportunity in creating a collaborative school culture.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5800: Professional/ Consulting Services And Operating Expenditures	7,000	24-25 School year
3.3	Provide funding and supplies for student intermural program aimed to increasing school connectiveness and providing a safe environment for student and staff engagement.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	24-25 School year
3.4	Provide funding to connect with our EL families through Counseling and ELAC monthly	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation	1,500	24-25 School year

	meetings to increase connectiveness and access between the community and the school		4000-4999: Books And Supplies		
3.5	Provide funding for resources and staffing needed to hold meetings for parents.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	6,096	24-25 School year
3.6	Provide funding for professional learning opportunities that are related to increasing positive school connectiveness, culture and climate inside and outside of the classroom.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	7,000	24-25 School year
3.7	Provide funding to the link crew for supplies and other operating expenses necessary to address specific	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	24-25 School year

	needs of 9th grade subgroups and link leaders.				
3.8	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. It also serves a community celebration event.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	7,000	24-25 School year
3.9	Provide funding for supplies, materials and services that help promote a school wide inclusive and connectiveness environment.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	13,650	24-25 School year
3.10	IYT Improve Your Tomorrow(IYT)	X All Students English Learners			24-25 School year

	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. Mentoring of 50 students for mentorship, HS graduation and college readiness.	Low-Income Students Foster Youth Lowest Performing			

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.

<u>Centralized Services</u>

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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
Provide primary language support to core content classes other than English Language Development.	08/2024 - 06/2025	Bilingual Instructional Assistant - Spanish	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide explicit English Language Instruction for Emerging Bilinguals	08/2024- 06/2025	English Language Development Teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Provide guidance in dual enrollment, College and Career pathways for students.	08/2024- 06/2025	College and Career Tech	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

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
Provide opportunities for students to make up course work to earn credits towards graduation.	8/2024-06/2025	.34 FTE teacher	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Provide and maintain safety and security to our campus.	08/2024-06/2025	Campus Monitors	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide guidance and social emotional support for all students.	08/2024-06/2025	MTSS Counselor	1000-1999: Certificated Personnel Salaries	Other	

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	$387,096.00
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	$503,016.00

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 ($)
Cell Tower (High School ONLY)	$30,000.00
LCFF Supplemental Site Allocation	$85,920.00
Title I Part A Parent Involvement	$6,096.00
Title I Part A Site Allocation	$381,000.00

Subtotal of state or local funds included for this school: $503,016.00

Total of federal, state, and/or local funds for this school: $503,016.00

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	85,920	0.00
Other	0	0.00
Cell Tower (High School ONLY)	30,000	0.00
Title I Part A Site Allocation	381,000	0.00
Title I Part A Parent Involvement	6,096	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	30,000.00
LCFF Supplemental Site Allocation	85,920.00
Title I Part A Parent Involvement	6,096.00
Title I Part A Site Allocation	381,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	77,770.00
2000-2999: Classified Personnel Salaries	119,444.00
3000-3999: Employee Benefits	123,592.00
4000-4999: Books And Supplies	89,096.00
5000-5999: Services And Other Operating Expenditures	71,264.00
5800: Professional/Consulting Services And Operating Expenditures	19,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount

	Cell Tower (High School ONLY)	2,350.00
5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	20,650.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	7,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	64,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	21,420.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	6,096.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	77,770.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	119,444.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	123,592.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	18,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	29,194.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	12,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	172,086.00
Goal 2	280,684.00
Goal 3	50,246.00

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
Darik Belton	Other School Staff
Teressa Jay	Parent or Community Member
Jennifer Ray	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
on file	English Learner Advisory Committee

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 22nd, 2024.

Attested:

[signature]	Principal, Jennifer Petersen on May 22nd, 2024
[signature]	SSC Chairperson, Colleen Vargas on May 22nd, 2024

Budget By Expenditures

Mesa Verde High School

Funding Source: Cell Tower (High School ONLY)   **$30,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		$2,350.00	Connected School Communities	
Provide funding for guest speakers, assemblies, and other opportunities for student voice and opportunity in creating a collaborative school culture.	5800: Professional/Consulting Services And Operating Expenditures	$7,000.00	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. It also serves a community celebration event.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Engaging Academic Programs	
Provide funding for supplies, materials and services that help promote a school wide inclusive and connectiveness environment.	5000-5999: Services And Other Operating Expenditures	$13,650.00	Engaging Academic Programs	

Cell Tower (High School ONLY) Total Expenditures: $30,000.00

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

Funding Source: LCFF Supplemental Site Allocation   **$85,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding and supplies for student intermural program aimed to increasing school connectiveness and providing a safe environment for student and staff engagement.	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	

Provide funding to connect with our EL families through Counseling and ELAC monthly meetings to increase connectiveness and access between the community and the school	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$30,000.00	Healthy Environments for Social-Emotional Growth
Provide training for Leadership (ASB) and Link crew members to help promote and support student connectiveness, school culture and climate.	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academic Programs
Provide funding for professional learning opportunities that are related to increasing positive school connectiveness, culture and climate inside and outside of the classroom.	5000-5999: Services And Other Operating Expenditures	$7,000.00	Engaging Academic Programs
Provide funding to the link crew for supplies and other operating expenses necessary to address specific needs of 9th grade subgroups and link leaders.	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
Provide funding to have student celebrations to encourage good attendance and grades by grading terms. Emphasis will be on our EL, Low SES, Foster youth, students of color and Special educations students.	5000-5999: Services And Other Operating Expenditures	$5,000.00	Healthy Environments for Social-Emotional Growth
Provide funding for supplementary support to our EL students for classroom supplies, books, technology to support student learning and academic achievement.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities
	4000-4999: Books And Supplies	$18,000.00	Connected School Communities
	5000-5999: Services And Other Operating Expenditures	$4,420.00	Connected School Communities
	4000-4999: Books And Supplies	$2,000.00	Connected School Communities

Mesa Verde High School

LCFF Supplemental Site Allocation Total Expenditures:	$85,920.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement $6,096.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide funding for resources and staffing needed to hold meetings for parents.	4000-4999: Books And Supplies	$6,096.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$6,096.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation $381,000.00 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	
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	

	3000-3999: Employee Benefits	$35,546.00	Connected School Communities
Provide funding to support students who are in need of financial assistance for AP testing, donation/lab fees, PE clothes, or other financial assistance needed to promote student involvement in school centered programs and events.	5000-5999: Services And Other Operating Expenditures	$2,000.00	Connected School Communities
Sacramento Area Youth Speaks (SAYS), youth poet Lauriat program. Provides a platform that promotes youth voice, civic engagement. political literacy and community building. Through this, they aim to push the literary Arts and poetry aesthetic to included young people's voices, ideas, beliefs, and values that are significantly under represented and marginalized as a supplement to the English and Social Science core curriculum.	5800: Professional/Consulting Services And Operating Expenditures	$2,500.00	Connected School Communities
Provide funding for supplementary support for classroom resources, supplies, and technology to supplement and support student achievement and enrichment	4000-4999: Books And Supplies	$7,500.00	Connected School Communities
Provide funding for a Full time Counselor to work with academically challenged students with an emphasis on our EL students and students who do not qualify for other support services. Small group intervention and executive function support. PC TBD	1000-1999: Certificated Personnel Salaries	$77,770.00	Connected School Communities
Provide funding for teacher professional development, conferences, and/or release time to enhance learning strategies, collaboration on creating cross-curricular and interdisciplinary assessment to increase student engagement and increase academic rigor.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities

Mesa Verde High School

8-hour School Community Intervention Specialist (SCIS). Provide services for all students. Services will include, but are not limited to: Liaison between student, parents, and school staff. Classroom push-ins. Run 1-1 and/or group academic, attendance, SEL interventions. Community resource networking. PC 38228	2000-2999: Classified Personnel Salaries	$46,329.00	Healthy Environments for Social-Emotional Growth
8-hour School Community Intervention Assistant (SCIA). Provide services for all students. Services will include, but are not limited to: Liaison between student, parents, and school staff. Classroom push-ins. Run 1-1 and/or group academic, attendance, SEL interventions. Community resource networking. PC 38892	2000-2999: Classified Personnel Salaries	$35,584.00	Healthy Environments for Social-Emotional Growth
Funding for Field trips to supplement and enhance student opportunities to a explore broad course of study and course work	5000-5999: Services And Other Operating Expenditures	$8,648.00	Healthy Environments for Social-Emotional Growth
Full time Attendance ICT to closely monitor and communicate with families of chronically absent students. PC 38861	2000-2999: Classified Personnel Salaries	$37,531.00	Healthy Environments for Social-Emotional Growth
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. Mentoring of 50 students for HS graduation and college reediness.	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	Healthy Environments for Social-Emotional Growth
(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	Healthy Environments for Social-Emotional Growth

Provide funding for supplementary support for classroom resources, supplies, and technology to supplement and support student achievement and enrichment	4000-4999: Books And Supplies	$11,000.00	Healthy Environments for Social-Emotional Growth
Provide funding for teacher professional development, conferences, and/or release time to enhance learning strategies, collaboration on creating cross-curricular and interdisciplinary assessment to increase student engagement and increase academic rigor.	5000-5999: Services And Other Operating Expenditures	$8,546.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$38,366.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$15,030.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$34,650.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures: $396,866.00

Title I Part A Site Allocation Allocation Balance: $0.00

Mesa Verde High School Total Expenditures: $518,882.00