



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 27th, 2025	June 24,2025

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

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Root Cause Analysis.....	5
Resource Inequities	5
Input from Educational Partners	5
School and Student Performance Data	6
Student Enrollment.....	6
Student Population.....	8
Overall Performance	9
Academic Performance	10
Academic Engagement	21
Conditions & Climate.....	26
Goals, Strategies, & Proposed Expenditures.....	29
SPSA/Goal 1	29
SPSA/Goal 2	38
SPSA/Goal 3	47
Centralized Services for Planned Improvements in Student Performance	55
Budget Summary	57
Budget Summary	57
Other Federal, State, and Local Funds	57
Budgeted Funds and Expenditures in this Plan	58
Funds Budgeted to the School by Funding Source.....	58
Expenditures by Funding Source	58
Expenditures by Budget Reference	58
Expenditures by Budget Reference and Funding Source	58
Expenditures by Goal.....	59
School Site Council Membership	60
Recommendations and Assurances	61
Instructions.....	62
Instructions: Linked Table of Contents.....	62
Purpose and Description.....	63
Educational Partner Involvement	63
Resource Inequities	63
Goals, Strategies, Expenditures, & Annual Review	64

Annual Review	65
Budget Summary	66
Appendix A: Plan Requirements	68
Appendix B:	71
Appendix C: Select State and Federal Programs	73

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 2025-2026 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 Enrollment by Subgroup						
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

Student 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	7	4.5%	12.0%	5.11%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
881	53.9%	12.1%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	12.1%
Foster Youth	2	0.2%
Homeless	35	4%
Socioeconomically Disadvantaged	475	53.9%
Students with Disabilities	141	16%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	4.2%
American Indian	5	0.6%
Asian	32	3.6%
Filipino	14	1.6%
Hispanic	350	39.7%
Two or More Races	47	5.3%
Pacific Islander	6	0.7%
White	390	44.3%

School and Student Performance Data

Overall Performance







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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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	Graduation Rate  Yellow	Suspension Rate  Yellow
Mathematics  Red		
English Learner Progress  Yellow		
College/Career  Yellow		

School and Student Performance Data

Academic Performance English Language Arts

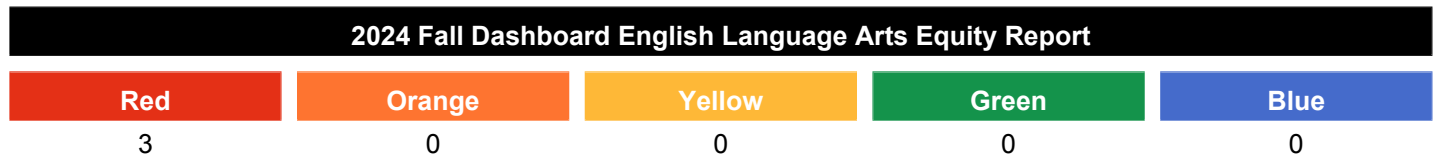
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>67.2 points below standard</div> <div>Declined 43.4 points</div> <div>213 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>138.5 points below standard</div> <div>Declined 17.8 points</div> <div>31 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>71.3 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>78.7 points below standard</div> <div>Declined 40.2 points</div> <div>132 Students</div>

Students with Disabilities  No Performance Color 146.2 points below standard Declined 54.1 points 39 Students	African American  No Performance Color 118.5 points below standard 11 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 87.4 points below standard Declined 43.2 points 88 Students
Two or More Races  No Performance Color 42.3 points below standard Declined 38.7 points 15 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Red 51.0 points below standard Declined 32.2 points 85 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.

Student performance in English Language Arts continues to fall significantly below grade-level standards. The 2024 Dashboard indicates that students overall are scoring 67.2 points below standard, with key subgroups such as socioeconomically disadvantaged students (-78.7), Hispanic students (-87.4), and English Learners (-138.5) facing greater academic barriers.

In English Language Arts (ELA), the overall student performance is 67.2 points below standard. In contrast, English Learners are scoring 138.5 points below standard—more than double the overall deficit. Hispanic students are 87.4 points below, and socioeconomically disadvantaged students are 78.7 points below standard, both significantly underperforming compared to the schoolwide average.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The overall ELA scores declined by 43.4 points from the previous year. These results point to a need for deeper analysis of classroom instruction, literacy strategies, and curriculum implementation.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

The school must strengthen its professional development in literacy pedagogy, focus on vertical alignment across grade levels, and provide consistent access to high-quality instructional materials. Monitoring of D/F rates, formative

assessment results, and student engagement indicators will help ensure that interventions are equitably reaching students most in need of support.

Provide schoolwide professional development in evidence-based literacy practices.

Strengthen Tier 1 instruction with cross-grade literacy alignment.

Monitor D/F data and use it to identify students for intervention classes or academic support.

Integrate more writing and reading comprehension strategies across content areas.

School and Student Performance Data

Academic Performance Mathematics

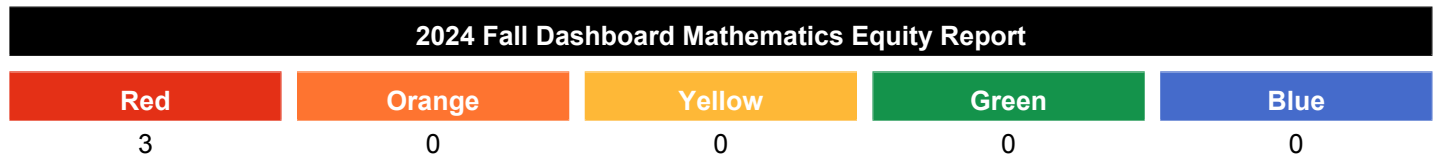
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>145.1 points below standard</div> <div>Declined 29.4 points</div> <div>218 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>171.1 points below standard</div> <div>Increased 10.2 points</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>10 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>182.6 points below standard</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>149.9 points below standard</div> <div>Declined 24.1 points</div> <div>135 Students</div>

Students with Disabilities  No Performance Color 213.2 points below standard Declined 52.1 points 39 Students	African American  No Performance Color 158.1 points below standard 11 Students	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 7 Students	Filipino  No Performance Color Less than 11 Students 3 Students	Hispanic  Red 178.6 points below standard Declined 51.0 points 89 Students
Two or More Races  No Performance Color 99.6 points below standard Increased 45.6 points 15 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Red 121.9 points below standard Declined 19.2 points 89 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 Verde High School's mathematics performance on the 2024 California School Dashboard reveals significant challenges across all student groups. The overall student population scored 145.1 points below the standard, with socioeconomically disadvantaged students at -149.9 and English Learners at -171.1. Although English Learners showed a slight gain (+10.2 points), the overall trend remains concerning, particularly for students with disabilities (-213.2) and Hispanic students (-178.6). As compared to the overall student performance is 145.1 points below standard. Again, English Learners are further behind, scoring 171.1 points below standard. Students with disabilities show the widest gap at 213.2 points below standard—nearly 70 points below the schoolwide average. Hispanic students and socioeconomically disadvantaged students also fall well behind at 178.6 and 149.9 points below standard, respectively.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

These gaps suggest a pressing need to evaluate the effectiveness of current instructional practices and mathematics interventions. Additional data collection is needed on classroom-level practices, formative assessment use, student enrollment in support courses, and engagement in tutoring or targeted math interventions.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Improving alignment between course rigor and CAASPP expectations, along with increasing student access to scaffolded learning supports, are essential next steps.

Implement targeted Math interventions during the school day and after school.

Increase the use of formative assessments to inform instruction.

Provide professional development in differentiated math instruction and scaffolded supports.

Expand access to math support courses, including co-taught and push-in models for ELs and SWD.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
35.7% making progress.	36.4% making progress.
Number Students: 84 Students	Number Students: 44 Students

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.

2024 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
17.9%	46.4%	0%	35.7%

Lowest Performing Group:

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

English Learners at Mesa Verde High School are among the lowest-performing student groups, as shown by multiple indicators on the California School Dashboard and internal assessments. ELs are scoring 138.5 points below standard in ELA and 171.1 points below standard in Math. Reclassification rates remain low at 5.11%, and only 35.7% of students demonstrated progress on the ELPAC.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Data reflects systemic challenges in both instruction and support structures. While supplemental programs such as EL Achieve and a dedicated EL Teacher are in place, the school must closely evaluate the quality and intensity of ELD instruction, accessibility of academic interventions, and the extent to which EL students are engaged in the broader school community.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Increased collaboration with families, culturally responsive practices, and stronger progress-monitoring systems are necessary to close these achievement gaps. School wide implementation of ELD teaching strategies will be a professional development focus for the 25-26 school year.

Implement and monitor Designated and Integrated ELD instruction across all classrooms.

Use ELPAC and local language assessments to guide ELD grouping and support.

Provide additional training for all staff on language development strategies and culturally responsive instruction.

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School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

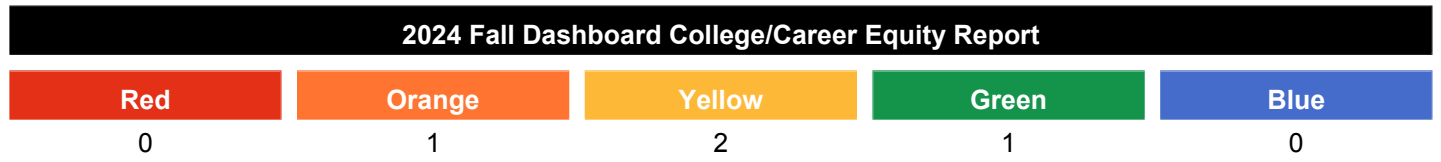
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>33.3 Prepared</div> <div>Increased 6.8</div> <div>204 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>2.8 Prepared</div> <div>Declined 16</div> <div>36 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>6.3 Prepared</div> <div>0</div> <div>16 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>27.3 Prepared</div> <div>Increased 5.1</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>28 Prepared</div> <div>Increased 5.1</div> <div>164 Students</div>

Students with Disabilities  Orange 9.4 Prepared Increased 4.7 32 Students	African American  No Performance Color Less than 11 Students 0 7 Students	American Indian  No Performance Color Less than 11 Students 0 1 Student
Asian  No Performance Color Less than 11 Students 0 9 Students	Filipino  No Performance Color Less than 11 Students 0 3 Students	Hispanic  Yellow 29.8 Prepared Increased 8 84 Students
Two or More Races  No Performance Color Less than 11 Students 0 8 Students	Pacific Islander  No Performance Color Less than 11 Students 0 2 Students	White  Green 35.6 Prepared Increased 11.7 90 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 Verde High School's College and Career Indicator data shows that only 33.3% of students are classified as “Prepared,” with significant disparities among student groups. English Learners are especially underprepared, with just 2.8% meeting the “Prepared” standard—a 16-point decline from the previous year. Socioeconomically disadvantaged students (28%) and students with disabilities (9.4%) also trail the schoolwide average. While White students perform above the overall average (35.6%), other subgroups like Homeless (27.3%) and Hispanic students (29.8%) remain below benchmark.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Gaps suggest that many students—particularly from underserved populations—are not gaining access/information to or completing the coursework and experiences necessary for post-secondary success. There were many opportunities and information given out to students about the varied coursework opportunities through EOS and CTE information presentations. Still, there is a lack of students choosing to sign-up for this course work.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

There is a need to improve the monitoring and support systems around A-G completion, CTE pathway engagement, AP course participation, and dual enrollment access. Additional supports such as academic counseling, college advisement, and exposure to multiple career pathways must be expanded, especially for ELs, SWD, and first-generation college students. Strengthening early intervention, increasing equitable access to rigorous coursework, and

building a stronger college-going culture are essential for raising college and career readiness across all student groups.

Expand student access to A-G coursework, AP courses, and dual enrollment opportunities.

Strengthen CTE pathways and ensure equitable enrollment for underrepresented groups.

Provide college/career counseling and implement a 4-year planning tool for all students.

Increase parent engagement through college nights and FAFSA/financial aid workshops.

EL bootcamp over the Summer to help familiarize students with organization, study tips, and course pathways available to them.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Maintain Attendance ICT to track and support students with chronic absenteeism.

Conduct targeted home visits and use a tiered attendance intervention model.

Collaborate with student support services to address mental health, transportation, and family needs.

Partner with families through frequent check-ins and personalized attendance improvement plans.

School and Student Performance Data

Academic Engagement Graduation Rate

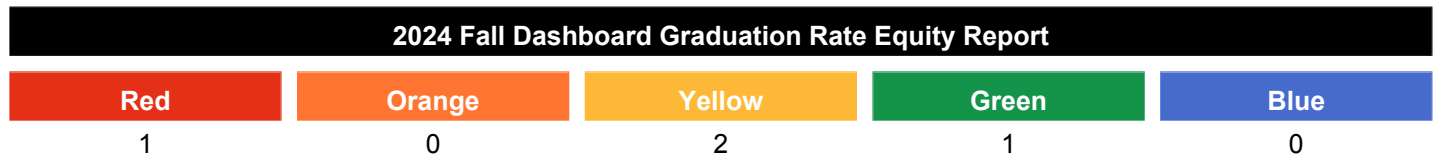
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>85.5% graduated</div> <div>Maintained 0.6%</div> <div>207 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>73% graduated</div> <div>Declined 14.5%</div> <div>37 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>87.5% graduated</div> <div>16 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>69.6% graduated</div> <div>Declined 2.7%</div> <div>23 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>83.1% graduated</div> <div>Maintained 0.2%</div> <div>166 Students</div>

Students with Disabilities  Red 52.9% graduated Declined 16.8% 34 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Green 86.9% graduated Increased 1.4% 84 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Yellow 84.9% graduated Maintained 0.9% 93 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 Verde's graduation rate stands at 85.5%, maintaining from the previous year, yet notable disparities persist. Graduation rates for English Learners dropped significantly to 73%, and Homeless students declined to 69.6%. Students with disabilities had the lowest graduation rate at 52.9%, placing them in the red performance level on the Dashboard. In contrast, Hispanic students graduated at a higher-than-average rate (86.9%), and White students at 84.9%.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Trends highlight equity gaps in student access to credit recovery, academic advising, and long-term graduation planning. While programs such as APEX and mentoring through IYT and UCAN have provided support, further expansion and tracking of these programs are needed.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Proactive interventions beginning in the 9th grade, stronger academic counseling, and monitoring systems for at-risk students are critical to improving overall graduation rates and ensuring that all student groups graduate within a four-year timeframe.

Expand credit recovery programs such as APEX and increase counselor check-ins with off-track students.

Use data to identify at-risk students early and provide mentoring and academic coaching.

Provide targeted academic support and monitor students' progress toward graduation each semester.

School and Student Performance Data

Conditions & Climate Suspension Rate

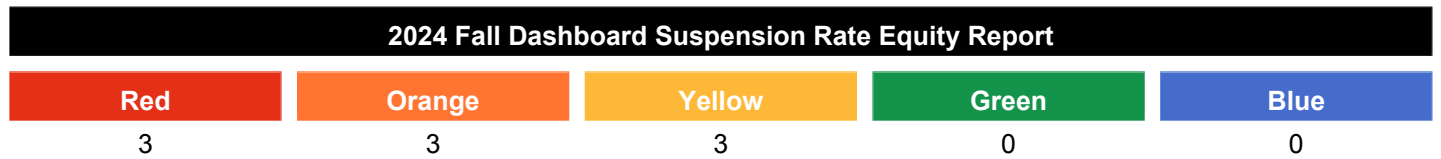
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>12.9% suspended at least one day</div> <div>Declined 2.9%</div> <div>980 Students</div>	<div>English Learners</div> <div> Red</div> <div>14.9% suspended at least one day</div> <div>Increased 3.5%</div> <div>134 Students</div>	<div>Long-Term English Learners</div> <div> Red</div> <div>24.1% suspended at least one day</div> <div>Increased 9.8%</div> <div>54 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div> Orange</div> <div>22.2% suspended at least one day</div> <div>Declined 5.4%</div> <div>54 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>14.7% suspended at least one day</div> <div>Declined 1.9%</div> <div>600 Students</div>

Students with Disabilities  Yellow 15.2% suspended at least one day Declined 3.5% 164 Students	African American  Orange 18.6% suspended at least one day Declined 14.7% 43 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color 2.4% suspended at least one day Increased 2.4% 42 Students	Filipino  No Performance Color 13.3% suspended at least one day Increased 5.6% 15 Students	Hispanic  Red 15.9% suspended at least one day Increased 1% 384 Students
Two or More Races  Yellow 8% suspended at least one day Declined 7.4% 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Yellow 10.8% suspended at least one day Declined 4.7% 435 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 Verde High School's suspension rate is high at 12.9% overall, with disproportionate impact on key subgroups. English Learners experienced a 14.9% suspension rate (up 3.5%), and Long-Term English Learners were suspended at a rate of 24.1% (up 9.8%). African American students (18.6%) and Homeless students (22.2%) also face elevated suspension levels.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Despite a schoolwide decrease in suspensions since the previous year, these figures underscore the need for more equitable and restorative disciplinary approaches. Current efforts such as school climate training, SEL programming, and additional campus supervision have helped stabilize behavior incidents but require further development.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Mesa Verde must continue to implement alternatives to suspension, including restorative practices, culturally responsive discipline, and behavior support systems. Increasing staff training in positive behavior interventions and collecting qualitative data through student voice circles can also improve school climate and reduce exclusionary discipline practices.

Continue restorative practices and listening circles for staff and students.

Implement behavior intervention plans and positive behavior supports schoolwide.

Increase SEL instruction and staff use of de-escalation strategies.

Monitor suspension data for disproportionality and address patterns through equity-focused coaching.

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: 2024-25

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?

2023-2024 CAASPP Scores-
ELA Overall Performance: 67.2 points below standard (declined 43.4 points) Lowest Performing Student Groups:
English Learners (ELs): 138.5 points below standard
Hispanic students: 87.4 points below standard
Socioeconomically Disadvantaged (SED): 78.7 points below standard
Students with Disabilities (SWD): Not specified in the snippet, but typically among lowest-performing

Math-Overall Performance: 145.1 points below standard. Lowest Performing Student Groups:
English Learners (ELs): 171.1 points below standard

Students with Disabilities (SWD): 213.2 points below standard
Hispanic students: 178.6 points below standard
Socioeconomically Disadvantaged (SED): 149.9 points below standard

EL-Only 35.7% of EL students made progress on the ELPAC
46.4% maintained, and 17.9% regressed
Reclassification Rate: Only 5.11%

College and Career Readiness Standards:

Overall Student Performance

33.3% of all students are classified as "Prepared".

English Learners (ELs)

2.8% Prepared

Long-Term English Learners (LTELs): 6.3% Prepared.

Students with Disabilities (SWD)

9.4% Prepared

Socioeconomically Disadvantaged (SED) Students

28% Prepared

Hispanic Students

29.8% Prepared

White Students

35.6% Prepared

Homeless Youth

27.3% Prepared

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

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. This is an ongoing work in progress.

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 This has not been the case so we are no longer going to use EL Achieve as supplemental EL curriculum.

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)

The use of EL Achieve as supplemental EL curriculum has not been effective due to it's limitations in being conducive to high school age students.
Continued teacher release time and professional development conferences to continue to focus on student achievement

2025-26

Identified Need

Strengthen Tier 1 instruction with targeted literacy and numeracy strategies.
Provide Tier 2 academic interventions for underperforming students.
Increase use of formative assessment to guide instruction.
Expand tutoring, co-teaching, and scaffolded support models in ELA and Math subjects.
Enhance quality and consistency of Designated and Integrated ELD instruction.
Provide targeted support and progress monitoring for Long-Term English Learners.
Increase professional development for teachers in effective language development strategies.
Expand access to A-G, AP, CTE, and dual enrollment options, especially for underrepresented subgroups.
Strengthen academic counseling, 4-year planning, and college guidance services.
Provide targeted college and career readiness interventions for ELs, SWD, and first-generation students.
Increase student and family exposure to post-secondary pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	67.2 points below standard	+3 scale score points
	English Learners	138.5 points below standard	
	Foster Youth		
	Homeless	71.3 points below standard	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	78.7 points below standard 146.2 points below standard 118.5 points below standard 87.4 points below standard 42.3 points below standard 51.0 points below standard	
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic	145.1 points below standard 171.1 points below standard 182.6 points below standard 149.9 points below standard 213.2 points below standard 158.1 points below standard 178.6 points below standard	+3 scale score points

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Two or More Races	99.6 points below standard	
	Pacific Islander		
	White	121.9 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	35.7%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.11%		11%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students	33.3 Prepared	+2%
	English Learners	2.8 Prepared	
	Homeless	27.3 Prepared	
	Socioeconomically Disadvantaged	28 Prepared	
	Students with Disabilities	9.4 Prepared	
	Hispanic	29.8 Prepared	
	White	35.6 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	All Students English Learners X Low-Income Students Foster Youth	Title I Part A Site Allocation	27,000 11,780	2025-2026 School Year

	resources, supplies, and technology to supplement and support student achievement and enrichment	X Lowest Performing Hispanic & White	4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.2	College and Career Tech to expand access to A-G, AP, CTE, and dual enrollment options, especially for underrepresented subgroups. Provide targeted college and career readiness interventions for ELs, SWD, and first-generation students. Increase student and family exposure to post-secondary pathways.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities			2025-26 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. Enhance quality and consistency of Designated and Integrated ELD instruction. Through schoolwide integrated profession development	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 Cell Tower (High School ONLY)	15,000 10,500	2025-26 School year
1.4	Provide funding for supplementary support to our EL students for classroom supplies, books, technology to support student learning and	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	2025-26 School year

	academic achievement.				
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	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2,000	2025-26 school year
1.6	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,	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic & White	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2,500	2025-26 school year

	ideas, beliefs, and values that are significantly under represented and marginalized as a supplement to the English and Social Science core curriculum.				
1.7	Summer EL bootcamp. Provide a learning opportunity to EL students in the course work offerings, test taking strategies, 4 year planning, organization, time management and the supports that are available to them. .	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	2025-26 School year
1.8		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: 2024-25

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 improvement to 92.4% overall.
EOS reports on AP participation showed an increase in AP and Dual enrollment course registrations.
Graduation rate stands at 85.5%, maintaining from the previous year, yet notable disparities persist. Graduation rates for English Learners dropped significantly to 73%, and Homeless students declined to 69.6%. Students with disabilities had the lowest graduation rate at 52.9%, placing them in the red performance level on the Dashboard. In contrast, Hispanic students graduated at a higher-than-average rate (86.9%), and White students at 84.9%..
0.95% Dropout rate for 23-24 school year.

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

Before the start of the 24-25 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).

Strengthen tiered attendance interventions including early warning systems, outreach, and personalized attendance plans.

Increase family engagement, particularly with non-English-speaking families, to support attendance messaging and accountability.

2025-26

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.

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. Expand and promote CTE pathways that connect to industry certifications and local labor market demand.

Provide equitable course placement and guidance for ELs and SWD to reduce tracking into non-college-prep classes.
 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 2024-25	Expected Outcome 2025-26
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	91.7%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	6.9%	-3%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<div> <div>All Students</div> <div>85.5% graduated</div> </div> <div> <div>English Learners</div> <div>73% graduated</div> </div> <div> <div>Foster Youth</div> <div></div> </div> <div> <div>Homeless</div> <div>69.6% graduated</div> </div> <div> <div>Socioeconomically Disadvantaged</div> <div>83.1% graduated</div> </div> <div> <div>Students with Disabilities</div> <div>52.9% graduated</div> </div> <div> <div>African American</div> <div></div> </div> <div> <div>American Indian</div> <div></div> </div> <div> <div>Asian</div> <div></div> </div> <div> <div>Filipino</div> <div></div> </div> <div> <div>Hispanic</div> <div>86.9% graduated</div> </div> <div> <div>Two or More Races</div> <div></div> </div> <div> <div>Pacific Islander</div> <div></div> </div> <div> <div>White</div> <div>84.9% graduated</div> </div>	+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 encourage good attendance and grades by grading terms. Emphasis will be on our EL, Low SES, Foster youth, students of	<div>All Students</div> <div>X English Learners</div> <div>X Low-Income Students</div> <div>X Foster Youth</div> <div>X Lowest Performing Special Education</div>	<div>LCFF</div> <div>Supplemental Site Allocation</div> <div>5000-5999: Services And Other Operating Expenditures</div>	5000	25-26 School year

	color and Special educations students.				
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 TBD	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	44,892.00 20,810.15	25-26 School Year
2.3	8-hour School Community Intervention Assistant (SCIA). Provide services for all students. Services will include, but are not limited to: Liaison between student, parents,	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	39,275.00 34,128.00	25-26 School Year

	and school staff. Classroom push-ins. Run 1-1 and/or group academic, attendance, SEL interventions. Community resource networking. PC 38892		3000-3999: Employee Benefits		
2.4	Funding for academic 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	15,000	25-26 School Year
2.5	Full time Attendance ICT to closely monitor and communicate with families of chronically absent students. PC 38861	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	40,909.61 37,122.11	25-26 School Year

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	Other		25-26 School Year
2.7	(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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		25-26 School Year

	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	15,859.13 30,000	25-26 School Year
2.9	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	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	10,000	25-26 School Year

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: 2024-25

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 rates overall and by sub-groups.
Attendance of our various parent informative evenings, athletic and production events.
School climate survey administered to parents, students and staff in January 2024
LCAP listening circles with various student groups to gauge student need.
EL listening circles with EL students to gage student need. ELAC meetings and needs assessments.
Student feedback from our 9th grade sessions with, "point break"

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

12.9% of all students were suspended at least once during the reporting period. This reflects a slight decrease from previous years.

English Learners (ELs) face a suspension rate of 14.9%, which is higher than the schoolwide average of 12.9%. Long-Term English Learners (LTELs) have a suspension rate of 24.1%, the highest among all student groups. African American students also experience a significantly elevated suspension rate of 18.6%. Homeless students face a suspension rate of 22.2%. Students with Disabilities (SWD) is not detailed in the available data, they are historically a high-risk group for suspensions and warrant close monitoring.

In the school year 23-24 we changed how we approached our some of our parent enragement nights. Back to school/Title I parent information night and open enrollment night in the Fall were combined. This has been 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 has been 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 well attended.

This is the 2nd year of the formation of our PTSA. We have struggled to get parents, teachers, and students involved. Since we mostly had Athletic groups active in PTSA we have disbanded PTSA and move to an Athletic Booster organization. All fundraising at this time has been trough Athletic teams.

School climate results; Data was not collected from any 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.

Students with a Voice (SWAV) have been a significant group on our campus and have had many outreach activities to bridge the connections with Staff and Students. They have done several listening sessions with the Student body that have provided valuable insight as to student perception of campus life as a whole.

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 that continues to be ongoing Expanding multilingual communication strategies (texts, calls, translated materials).

Ongoing work or our Equity club, BSU, ASB and SWAV groups to increase student voice and choice. The completion of the new stadium in the Fall of 2023 has allowed us to create game day traditions that have created a sense of pride and community that will live on. Revamping of our Student Government class and Link crew have been a priority in the 23-24 school year and still continues.

All student leaders (ASB, Yearbook, Athletes, and Link crew leaders) are undergoing Leadership training through EVOLE.

We added a 3rd campus monitor to help address safety and supervision.

Partnership with Playmakers. A non-profit organization that focuses on character building and creating inclusive environments. Our student Athletes mentor kids with disabilities through various sports like flag football and basketball. This happens throughout the year on Saturdays.

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 partnership with the Playmakers organization.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	12.9% suspended at least one day	-0.3%
	English Learners	14.9% suspended at least one day	
	Foster Youth		
	Homeless	22.2% suspended at least one day	
	Socioeconomically Disadvantaged	14.7% suspended at least one day	
	Students with Disabilities	15.2% suspended at least one day	
	African American	18.6% suspended at least one day	
	American Indian		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Asian	2.4% suspended at least one day	
	Filipino	13.3% suspended at least one day	
	Hispanic	15.9% suspended at least one day	
	Two or More Races	8% suspended at least one day	
	Pacific Islander		
	White	10.8% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	55.8%		55.8%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	44.2%		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), Link crew, and Yearbook	All Students X English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	5,000	25-26 School year

	members to help promote and support student connectiveness, school culture and climate.	Lowest Performing	5000-5999: Services And 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		25-26 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	500	25-26 School year
3.4	Provide funding to connect with our EL families through	All Students X English Learners X Low-Income Students X Foster Youth	LCFF Supplemental Site Allocation	1,500	25-26 School year

	Counseling and ELAC monthly meetings to increase connectiveness and access between the community and the school	Lowest Performing	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	5,520	25-26 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	10,000	25-26 School year
3.7	Provide funding to the link crew for supplies and other operating expenses	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	2,000	25-26 School year

	necessary to address specific needs of 9th grade subgroups and link leaders.		4000-4999: Books And Supplies		
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		25-26 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		25-26 School year

3.10	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 mentorship, HS graduation and college readiness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			25-26 School year
3.11	Facilities Use fees for the Playmakers organization to continue their outreach work with our students and children with disabilities in the community.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures		25-26 School Year

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:

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.	08/2025 - 06/2026	Bilingual Instructional Assistant - Spanish	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide explicit English Language Instruction for Emerging Bilinguals	08/2025- 06/2026	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.	08/2025- 06/2026	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.	8/2025-06/2026	.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)	

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$401,296.00

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$93,280.00
Title I Part A Parent Involvement	\$5,520.00
Title I Part A Site Allocation	\$302,496.00

Subtotal of state or local funds included for this school: \$401,296.00

Total of federal, state, and/or local funds for this school: \$401,296.00

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	93,280	0.00
Title I Part A Site Allocation	302,496	0.00
Title I Part A Parent Involvement	5,520	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	93,280.00
Title I Part A Parent Involvement	5,520.00
Title I Part A Site Allocation	302,496.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	125,076.61
3000-3999: Employee Benefits	92,060.26
4000-4999: Books And Supplies	104,159.13
5000-5999: Services And Other Operating Expenditures	77,500.00
5800: Professional/Consulting Services And Operating Expenditures	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	55,780.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	37,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	5,520.00

2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	125,076.61
3000-3999: Employee Benefits	Title I Part A Site Allocation	92,060.26
4000-4999: Books And Supplies	Title I Part A Site Allocation	42,859.13
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	2,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,780.00
Goal 2	292,996.00
Goal 3	24,520.00

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
Marina Yeremuk	Classroom Teacher
Colleen Vargas	Classroom Teacher
Laura Troppmann	Classroom Teacher
Darik Belton	Other School Staff
Tony Brache	Parent or Community Member
Jennifer Ray	Parent or Community Member
HD	Secondary Student
NB	Secondary Student
MM	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
	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 27, 2025.

Attested:

	Principal, Jennifer Petersen on May 27, 2025
	SSC Chairperson, Colleen Vargas on May 27, 2025

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 **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-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/guidanceusesinvestment.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/guidanceusesinvestment.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: LCFF Supplemental Site Allocation

\$93,280.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Summer EL bootcamp. Provide a learning opportunity to EL students in the course work offerings, test taking strategies, 4 year planning, organization, time management and the supports that are available to them. .	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$11,780.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$10,500.00	Connected School Communities	
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	
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	
	4000-4999: Books And Supplies	\$30,000.00	Healthy Environments for Social-Emotional Growth	

Mesa Verde High School

Provide training for Leadership (ASB), Link crew, and Yearbook 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 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	\$500.00	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
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	\$10,000.00	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

LCFF Supplemental Site Allocation Total Expenditures: \$93,280.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$5,520.00 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	\$5,520.00	Engaging Academic Programs	

Mesa Verde High School

Title I Part A Parent Involvement Total Expenditures: \$5,520.00

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

Funding Source: Title I Part A Site Allocation

\$302,496.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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. Provide funding for supplementary support for classroom resources, supplies, and technology to supplement and support student achievement and enrichment	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	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. Enhance quality and consistency of Designated and Integrated ELD instruction. Through schoolwide integrated profession development	4000-4999: Books And Supplies	\$27,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$15,000.00	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 TBD	2000-2999: Classified Personnel Salaries	\$44,892.00	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	\$39,275.00	Healthy Environments for Social-Emotional Growth
Funding for academic 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	\$15,000.00	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	\$40,909.61	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	\$15,859.13	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	\$10,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$20,810.15	Healthy Environments for Social-Emotional Growth

Mesa Verde High School

	3000-3999: Employee Benefits	\$34,128.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$37,122.11	Healthy Environments for Social-Emotional Growth
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

Title I Part A Site Allocation Total Expenditures: \$318,362.00

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

Mesa Verde High School Total Expenditures: \$417,162.00