



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
Mira Loma High School	34-67447-3435930	April 20, 2021	September 28, 2021

Purpose and Plan Summary

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

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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

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

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

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

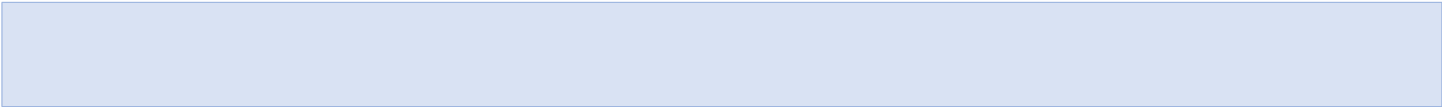


Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Stakeholder Involvement	3
Resource Inequities	4
Goals, Strategies, & Proposed Expenditures.....	5
SPSA/Goal 1	5
SPSA/Goal 2.....	9
SPSA/Goal 3.....	13
SPSA/Goal 4	18
Budget Summary	21
Budget Summary	21
Other Federal, State, and Local Funds	21
Budgeted Funds and Expenditures in this Plan.....	22
Funds Budgeted to the School by Funding Source.....	22
Expenditures by Funding Source	22
Expenditures by Budget Reference	22
Expenditures by Budget Reference and Funding Source	22
Expenditures by Goal.....	23
School Site Council Membership	24
Recommendations and Assurances	25
Appendix A: Plan Requirements	26
Appendix B:.....	29
Appendix C: Select State and Federal Programs	31

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Site Council meets monthly on the 3rd Tuesday of the month when school is in session. At these meetings the principal brings forward financial requests from the staff related to the WASC goals. Additionally, the principal brings forward requests from parents who have had the opportunity to review school data at the monthly Principal and Parent meetings, and the requests from the school English Learners Advisory Committee. The site council reviews data as presented in the WASC plan, and on the CA Dashboard, or data requested by site council members which can be gathered. The site council meetings are open to the public to advocate for their proposals, discussion is held and a vote is taken for the annual budget. The principal is responsible for writing the annual review and update based on the information from the site council.

Resource Inequities

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

The site council has targeted academic program support for students to have increased achievement. Support includes translators at events, BIA's in the classroom, scholarship for IB tests and supplies for elective classes and PE.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 1

For every student to have a trusted adult with whom they connect. This connection is vital for student success.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the pandemic and distance learning, connecting students to the school community was extremely difficult during the 2020-21 school year. Our IYT group continued to meet with their students academically and socially, and saw success with their efforts. Our academic teams continued to meet and compete virtually. These efforts helped students to feel connected to the school.

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

Because our expenses in technology were not as high as anticipated, we were able to hire a BIA to work directly with students.

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

We will continue to budget for the BIA, and we believe that this position helps connect students and families to the school through their understanding of language and culture. Through other funding sources we will be adding an additional counselor for the 21-22 school year.

2020-21

Identified Need

Improved grades and attendance through a sense of belonging for students in our struggling demographics. Families to feel welcome to come to our school wide events.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
attendance	Baseline attendance 94%.	We anticipate that with an additional counselor to track attendance and at risk students, our attendance percentage will improve. Goal: Improve attendance rate by 2%.
SJUSD survey - student section	baseline	As we plan for a full return to in person learning, we anticipate that students will feel more connected to the school.
SJUSD survey - Parents section	baseline	increase or maintain

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	IYT program contribution	All Students English Learners Low-Income Students Foster Youth	Rudy Regalado	LCFF Supplemental Site Allocation	5000.00	June 2022

		X Other Young men of color		5800: Professiona I/Consulting Services And Operating Expenditur es		
1.2	BIA for Dari/Pashto	All Students X English Learners Low-Income Students Foster Youth Other	Lauren Hay	LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries	33,000.00	June 2022
1.3	Translators at school wide events	All Students X English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries	1,300.00	June 2022

1.4	Extra hour Spanish speaking attendance clerk	All Students X English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5000.00	June 2022
1.5	Curriculum alignment - Subs for IM1, Eng, Bio, and WH to create common assessments, compare data, next steps.	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation	12,800.00	June 2022
1.6	EOS tutoring and support	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation	4,748.00	June 2022

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

To provide equal opportunities for students to successfully participate in school life at Mira Loma, and for students to enjoy all facets of student life "which involve dynamic activities in a collaborative, compassionate, and safe learning community." (Quote from the Mira Loma Mission Statement.)

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

In the fall of 2019 we had a counselor working on school attendance and we saw growth in our attendance rate. This counselor was provided through the district MTSS funds which were cut to the high school so we did not have this position in 20 - 21.

The purchase of basic school supplies to have on hand for student use did not appear to be necessary. Despite being advertised, these supplies did not get used, so we will not make these purchases in the future.

The field trips and activities that we had set aside funding for scholarship did not happen due to the Pandemic closing schools in the spring. This funding went unused.

We did have many low income students that had a need for PE clothes, and these were given to students free of charge. In this way, students can feel on par with their peers. Hopefully this results in students feeling connected to the school.

A small number of Walkie-talkies and security cameras were purchased and installed and will improve the safety of the staff and students on campus.

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

Implementation did not happen on many of these goals due to school closing in March of 20 and remaining in distance learning for much of 20 - 21 school year.

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

The sudden closing of school in March of 2020 left many of our programs and activities unfinished. Money will not be set aside for these kinds of activities until there is a full opening of schools.

2020-21

Identified Need

With distance learning and social distancing protocols, there is not the need for activity scholarship this year. Instead we will be directing money toward academic tutoring to help students who are struggling in the Zoom learning environment. We will continue to make improvements to safety and security on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
SJUSD Winter survey	N/A	increase or maintain
Number of students testing in IB receiving scholarship	N/A	We expect the number of students with need for financial aid for testing to increase.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	safety expenses - campus improvement	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	17,536.00	June 2022
2.2	scholarship for the IB testing program	All Students English Learners X Low-Income Students Foster Youth Other	Rochelle Jacks	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,000.00	March 2022
2.3	Academic tutoring options - Peer tutoring supervision	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation	10,500	June 2022

				1000-1999: Certificated Personnel Salaries		
2.4	Academic Intervention- Boot camp at the end of semester 1.	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemen tal Site Allocation	8,000.00	June 2022
2.5	Scholarship for activities, tickets, dances, games, etc.	All Students English Learners X Low-Income Students X Foster Youth Other	Clete Purinton	LCFF Supplemen tal Site Allocation	300.00	June 2022
2.6		All Students English Learners Low-Income Students Foster Youth Other				
2.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

To provide teachers with needed software or other class or program needs to implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Our English, Math, World History and Science teachers had release time in 19 - 20 to begin the work of aligning curriculum for students assessments. The goal to have common assessment did not happen due to the school closure, and inability to continue these meetings.

The software purchased for student use (iXL and NewsELA) were helpful in working to remediate course work for students working below grade level.

The library books for increased EL usage of the library did not happen in the 19 - 20 school year as the books ordered arrived after the shut down of school for distance learning. Additionally, the chrome cart ordered for our EL students did not arrive prior to the shut down.

Art supplies were purchased, and many of our low SES students are able to fully participate in the visual art classes as a result of these programs being fully funded.

Our Intermediate Clerk typist who works for the academic programs helped to identify students needing testing scholarship for IB, and helped with the Equal Opportunity Schools effort to recruit under represented students into IB. The program has continued to add students to IB that had not participated in the MYP feeder program.

Because of the shut down, data was not collected with the International studies program for 19 - 20, but the program continues to be funded and the coordinator continued to work on curriculum improvements and changes.

Our tutoring programs shifted to distance learning model in 20 - 21.

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

Many of the goals set last year could not be measured due to the shut down of schools and the lack of evidence or data collected. In many cases, the expenditures did not take place either.

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

Changes for the 20 - 21 school year are that all actions/service are items that can be done in a distance learning model. CAASPP baselines from 18 - 19 will carryover, as will the expected outcomes. (although with the learning loss from distance learning, these may be very ambitious goals.

2020-21

Identified Need

1. Decrease the achievement gap in English and math and increase scores overall
2. Increase the percentage of students that graduate college and/or career ready
3. Decrease the suspension rate especially for the African American and low SES students.
4. Show growth with our EL students

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
CAASPP percentage of students at or exceeding standards in math CAASPP percentage of students at or exceeding standards in English	Overall for math 44% AA 18% Hispanic 20% Low SES 19% Overall for English 60% AA 38% Hispanic 45% Low SES 37%	Overall 45% AA 20% Hispanic 22% Low SES 23% Overall 61% AA 40% Hispanic 47% Low SES 41%
Dashboard College and Career Equity Report	Overall 54%	Overall 60%
Dashboard suspension data	Overall 7.3% AA 19.8% Low SES 10.8% Sp Ed 17.3%	Overall 6.5% AA 17% Low SES 9.0% Sp Ed 15%
ELPAC results	L1 36% L2 32% L3 23% L4 8%	L1 20% L2 32% L3 39% L4 20%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Learning hardware, software and class supplies requested by teachers	All Students X English Learners X Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	16,000.00	School year 2021-22
3.2	Learning hardware and class supplies requested by teachers	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Cell Tower (High School ONLY)	10,847.00	School year 2021-22

				4000-4999: Books And Supplies		
3.3	Utilize centrally funded resources to provide additional staff to improve outcomes for English learners.	All Students X English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental English Learner Central	260,516	School year 2021-22
3.4	Utilize centrally funded resources to provide additional staff to improve outcomes for all student groups.	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Centralized Services (District Only)	246,373	School year 2021-22
3.5	Trips to Universities	X All Students English Learners Low-Income Students Foster Youth Other	Michelle Magana	LCFF Supplemental Site Allocation	4000.00	School year 2021-22

3.6	PE clothes and class supplies for Low SES	All Students English Learners X Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation	1,200.00	School year 2021-22
3.7		All Students English Learners Low-Income Students Foster Youth Other				
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

To "educate each student through rigorous, high quality programs", we are dedicated to supporting the International Studies Program which is a small cohort of students who are recruited and choose to sign up for this humanities based program to receive extra support and monitoring to be college and career ready when they graduate.

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The IS program was fully implemented in the 20 - 21 school year, however, due to distance learning, the monitoring and support of all program students was difficult.

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

NA

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

This goal remains the same

2020-21

Identified Need

Students to be college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Dashboard - college and career ready		An increase from the 2019 school year.
A-G Requirements Met		An increase from the 2019 school year.
Graduation rate		This will not impact our graduation rate.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	IS Coordinator	All Students English Learners X Low-Income Students Foster Youth Other	James Abbott	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	27,000	school year 22 - 22

4.2	ICT hour	All Students English Learners X Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 2000- 2999: Classified Personnel Salaries	5,400.00	school year 21 - 22
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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	\$674,520.00

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 (\$)
Cell Tower (High School ONLY)	\$28,383.00
LCFF Supplemental Centralized Services (District Only)	\$246,373.00
LCFF Supplemental English Learner Central	\$260,516.00
LCFF Supplemental Site Allocation	\$139,248.00

Subtotal of state or local funds included for this school: \$674,520.00

Total of federal, state, and/or local funds for this school: \$674,520.00

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	139,248	0.00
LCFF Supplemental English Learner Central	260,516	0.00
LCFF Supplemental Centralized Services (District Only)	246,373	0.00
Cell Tower (High School ONLY)	28,383	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	28,383.00
LCFF Supplemental Centralized Services (District Only)	246,373.00
LCFF Supplemental English Learner Central	260,516.00
LCFF Supplemental Site Allocation	139,248.00

Expenditures by Budget Reference

Budget Reference	Amount
	281,616.00
1000-1999: Certificated Personnel Salaries	37,500.00
2000-2999: Classified Personnel Salaries	44,700.00
4000-4999: Books And Supplies	26,847.00
5000-5999: Services And Other Operating Expenditures	17,536.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	10,847.00

5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	17,536.00
	LCFF Supplemental Centralized Services (District Only)	246,373.00
	LCFF Supplemental English Learner Central	260,516.00
	LCFF Supplemental Site Allocation	9,948.00
	LCFF Supplemental Site Allocation	21,100.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	37,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	44,700.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,848.00
Goal 2	41,336.00
Goal 3	538,936.00
Goal 4	32,400.00

School Site Council Membership

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

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

Name of Members	Role
Reem Saleem	Secondary Student
Adrian Li	Secondary Student
Abby Pearson	Secondary Student
Marcy Alexander	Classroom Teacher
Scott Martinez	Classroom Teacher
Shannon Haynes	Classroom Teacher
Chad Posner	Classroom Teacher
Clete Purinton	Principal
Nourredine Nasserine	Parent or Community Member
Kerri Stewart	Parent or Community Member
Tanya Ax	Parent or Community Member
Heather Bodden	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

On file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/20/2021.

Attested:

ON FILE

Principal, Clete Purinton on 4/20/21

ON FILE

SSC Chairperson, Abby Pearson on 4/20/21

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mira Loma High School

Funding Source: Cell Tower (High School ONLY) \$28,383.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
safety expenses - campus improvement	5000-5999: Services And Other Operating Expenditures	\$17,536.00	Healthy Environments for Social-Emotional Growth	
Learning hardware and class supplies requested by teachers	4000-4999: Books And Supplies	\$10,847.00	Engaging Academic Programs	

Cell Tower (High School ONLY) Total Expenditures: \$28,383.00

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

Funding Source: LCFF Supplemental Centralized Services (District Only) \$246,373.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize centrally funded resources to provide additional staff to improve outcomes for all student groups.		\$246,373.00	Engaging Academic Programs	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$246,373.00

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

Funding Source: LCFF Supplemental English Learner Central \$260,516.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Mira Loma High School

Utilize centrally funded resources to provide additional staff to improve outcomes for English learners. \$260,516.00 Engaging Academic Programs

LCFF Supplemental English Learner Central Total Expenditures: \$260,516.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$139,248.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Trips to Universities		\$4,000.00	Engaging Academic Programs	
PE clothes and class supplies for Low SES		\$1,200.00	Engaging Academic Programs	
IS Coordinator	1000-1999: Certificated Personnel Salaries	\$27,000.00	Clear Pathways to Bright Futures	
ICT hour	2000-2999: Classified Personnel Salaries	\$5,400.00	Clear Pathways to Bright Futures	
scholarship for the IB testing program	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth	
Academic Intervention- Boot camp at the end of semester 1.		\$8,000.00	Healthy Environments for Social-Emotional Growth	
Scholarship for activities, tickets, dances, games, etc.		\$300.00	Healthy Environments for Social-Emotional Growth	
	1000-1999: Certificated Personnel Salaries	\$10,500.00	Healthy Environments for Social-Emotional Growth	

Mira Loma High School

Learning hardware, software and class supplies requested by teachers	4000-4999: Books And Supplies	\$16,000.00	Engaging Academic Programs
IYT program contribution	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Engaging Academic Programs
BIA for Dari/Pashto	2000-2999: Classified Personnel Salaries	\$33,000.00	Engaging Academic Programs
Translators at school wide events	2000-2999: Classified Personnel Salaries	\$1,300.00	Engaging Academic Programs
Extra hour Spanish speaking attendance clerk	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs
Curriculum alignment - Subs for IM1, Eng, Bio, and WH to create common assessments, compare data, next steps.		\$12,800.00	Engaging Academic Programs
EOS tutoring and support		\$4,748.00	Engaging Academic Programs
LCFF Supplemental Site Allocation Total Expenditures:		\$139,248.00	
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00	
Mira Loma High School Total Expenditures:		\$674,520.00	