

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mira Loma High School	34-67447-3435930	May 16, 2023	August 8, 2023

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. 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 curriculum, and supplemental materials.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Mira Loma High School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Homeless
4. Students with Disabilities
5. Two or More Races

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the challenges we've faced post-COVID and the dashboard data, our comprehensive needs assessment is focused in the following areas:

1. Improving our attendance rate.
2. Focus on building relationships with students and parents to support students and improve school culture.
3. Address high rates of failure in freshman and sophomore core classes.
4. Decrease suspension rates for Black/African American Students with Disabilities and English Learners.
5. Providing SEL and mental health support to remove barriers to learning.

Starting in 2023-24, Mira Loma High School will be a Title 1 school, with over 60% of our students considered socioeconomically disadvantaged.

Current data shows:
Attendance rate: 90.4%

Target groups: English Language Learners, AA, low SES, and students with Special Needs.

Based on the above data, staff recognizes that English learners are negatively impacted at a greater percentage than non English learners.

Enrollment - Significant findings 50% of our students are non native speakers, and over 22% are English learners. According to the CA Dashboard in 22-23, 53% of our students were low SES. However, we've become Title 1 for 2023-24 because close to 60% of our students are now low SES. By ethnicity the largest three groups are white, Asian and Hispanic. By ethnicity the smallest four groups are American Indian, Pacific Islander, two or more races, and African American.

CAASPP - Significant findings

ELA - percentage of students at or exceeding standards has dropped 5% in five years to 60%. Students who are low income or AA or Hispanic are approximately 20% lower with only 40% being at or above standard. Special Education and Homeless are even lower.

Math - percentage of students at or exceeding standards has dropped 13% in five years to 44%. Students who are English Learners, Hispanic and socioeconomically disadvantaged are at approximately half that with 20 %, and students with disabilities are even lower.

ELPAC - 41% of our English Learners are making progress towards English language proficiency in comparison to the state average of 50.3% The percentage of students scoring at level 1 or 2 has gone up and is approximately 69% of our total EL population.

College and Career Equity Report

Only 54% of all students measure as prepared on this indicator. Low SES and English Learners are a much lower percentage. Several ethnic groups are too small of a sample to report individually.

Graduation Rate

The overall graduation rate in 2021-22 was 91%. However students with disabilities is significantly lower at 76%. (Possibly due to two sections of ILS students in our program.) The African American group was the only group to have a declining graduation rate.

Suspension Rate

The rate of suspension on the CA Dashboard in 2022 was 8.2% The current suspension rate for 22-23 is down slightly to 7.8%. All disaggregated groups on the dashboard (EL, FY, Homeless, Low SES, and special education) have higher suspension rates. By ethnicity the African American group has a significantly higher rate of suspension at 20.8%.

Root Cause Analysis

What did your root causes analysis reveal?

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

Mira Loma is finishing the last year of our current WASC Cycle with the following goals. We've developed the following goals with our new action plan to align our SPSA with our district LCAP goals.

1. Instruction

- a. Reduce EL, 9th and 10th grade D/F/I rate by 5%.
- b. Increase the number of students making progress towards English language proficiency by 10%.
- c. Increase student percentage of College/Career Ready graduates by 5%.

2. Community/Relationships

- a. Promote a culture of inclusion for all Mira Loma students, staff, and families.
- b. Maximize community partnerships to help support mentorships and role models for students.

3. Mental Health/Student Support

- a. Reduce the number of incidents of classroom disruptions, fighting/mutual combat, and harassment/hostile environment suspension rates by 5% in the disaggregated student groups (AA, SWD, EL).

At Mira Loma, we've developed partnerships with IYT, GEMS, UCAN and SAYS to support our Black/African American students. We need to better utilize those partnerships to help get students more connected on our campus. We also need to dive deeper in the suspension rates of our AA, EL, students with disabilities to develop interventions prior to suspension and improve behavior. Revisiting our Restorative Practices and implement them more effectively.

Resource Inequities

What resource inequities did you discover?

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

Have resources been allocated to the areas identified in your Root Cause Analysis? If so, has there been enough? Where have school resources typically been allocated? Type your analysis here

The per pupil allocation (Board of Ed account) to the site in 2021-22, 2019 - 2020 & 2020-21 (unusual due to shut down) and 2018 - 19 (Board of Ed account) was spent in the following way

18 - 19	19 - 20	21-22	22-23		
Printing and copies		23.03%	15.6%	12.8%	21.2%
Department budgets/classroom supplies		11.12%	13.15%	11.07%	14.44%
Equipment for classrooms and students		11.99%	25.42%	1.96%	0%
Office supplies and toner		6.22%	2.91%	6.74%	5.1%
Office equipment		1.94%	0.71%	0%	0.81%
Office software		.27%	0.38%	3.55%	3.26%
Mailing and advertising		2.70%	2.57%	0.97%	0.92%
Hospitality		1.44%	2.18%	2.20%	1.02%
Guest speakers		1.20%	0	0	0
Custodial		.34%	0.36%	0	0.05%
Security		2.86%	3.03%	0	6.25%
Personnel costs		22.15%	13.58%	7.36%	
10.93%					
Capital Improvements		1.08 %	12.10%	2.39%	0.66%
Athletics		9.15%	9.44%	9.42%	8.63%
Trainings		0	0	4.57%	2.25%

The Board of Ed Account only partially covered the expenses for our WASC plans to move forward. (Personnel costs and guest speakers)

The LCFF for 2019 and 18 - 19 was used to support the plan and targeted students in the following way.

18 - 19	19 - 20	21-22	22-23		
Direct class supplies/academic needs		26.78%	40%	47.93%	
65.54%					
Student needs /Social-Emotional Support		10.53%	0	3.31%	5.11%
Teacher Training		5.64%	10%	0	0
Personnel Costs		48.99%	50%	28.86%	
20.36%					

In 2021-22, LCFF funds were used to purchase Character Strong curriculum to address SEL needs of students return to full in-person learning. For 2023-24, there is a need to train more teachers in IB so that we are using the effective researched based pedagogy throughout our campus.

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 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.

The Principal gathered feedback from parents at Principal and Parent meetings throughout the school year. The Principal reviewed school data and shared with the faculty in March as part of the Needs assessment and gathered feedback from staff on needs based on the data.

Resource Inequities

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

The site council has identified that more resources are needed to improve academic outcomes for EL, students with disabilities, and socioeconomically disadvantaged. Site Council approved targeted academic program support for students to have increased achievement. With Mira Loma becoming Title 1 school for 2023-24, site council identified the following personnel as important resources to support our most underserved populations: BIA's for Farsi/Dari, Russian/Ukrainian, and Spanish. The OSLA office agreed to support our site by paying for a BIA for Farsi/Dari, Spanish, and Russian/Ukrainian. We've identified that we will need an Intervention Counselor to build in support for academic and attendance improvement. Our program coordinators are given a release period to provide targeted academic intervention, so our site council recommended using Title 1 funds to provide 1 period for an intervention teacher to support an increase of enrollment into IB, our International Studies Coordinator to prepare students for college readiness. We identified that our Special Education teacher, Sarah Behlen would need a period to support students that are in co-taught and/or push-in general education setting courses. Another resources that was identified as need is an academic School Community Resource Assistant to focus on to Support tutoring, study sessions leading up to finals, translators at events, scholarship for IB tests and supplies for elective classes and PE. We also would like to have an intervention teacher that can push in or pull out students needing additional support in the freshman classes of Integrated Math 1, English 1, and Biology where we see our highest failure rates.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.77%	0.66%	5	13	11
African American	6.7%	7.32%	6.91%	116	123	116
Asian	25.2%	25.48%	26.4%	435	428	443
Filipino	2.4%	2.50%	2.15%	41	42	36
Hispanic/Latino	21.4%	21.43%	22.59%	369	360	379
Pacific Islander	1.0%	1.31%	1.01%	17	22	17
White	35.9%	34.70%	33.43%	620	583	561
Multiple/No Response	6.6%	6.43%	6.85%	114	108	115
	Total Enrollment			1,725	1680	1678

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	500	422	422
Grade 10	435	481	428
Grade 11	409	404	449
Grade 12	381	373	379
Total Enrollment	1,725	1,680	1,678

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	294	344	383	17.00%	20.5%	22.8%
Fluent English Proficient (FEP)	577	521	503	33.40%	31.0%	30.0%
Reclassified Fluent English Proficient (RFEP)	11			3.7%		

Conclusions based on this data:

1. In ELA Reading, _____% of students in grades 3-5/6/8 met or exceeded growth targets.
In ELA Reading, _____% of students in grades 3-5/6/8 were at or exceeding standards.
In ELA Reading, _____% of students in grades 7-8 met or exceeded growth targets.
In ELA Reading, _____% of students in grades 7-8 were at or exceeding standards.
In ELA Reading, _____% of students in grade 9 met or exceeded growth targets.
In ELA Reading, _____% of students in grade 9 were at or exceeding standards.

In Math, _____% of students in grades 3-5/6/8 met or exceeded growth targets.
In Math, _____% of students in grades 3-5/6/8 were at or exceeding standards.
In Math, _____% of students in grades 7-8 met or exceeded growth targets.
In Math, _____% of students in grades 7-8 were at or exceeding standards.
In Math, _____% of students in grade 9 met or exceeded growth targets.
In Math, _____% of students in grade 9 were at or exceeding standards.

Based on this data, (NOTE SUCCESSES and /or CHALLENGES)



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

Mira Loma

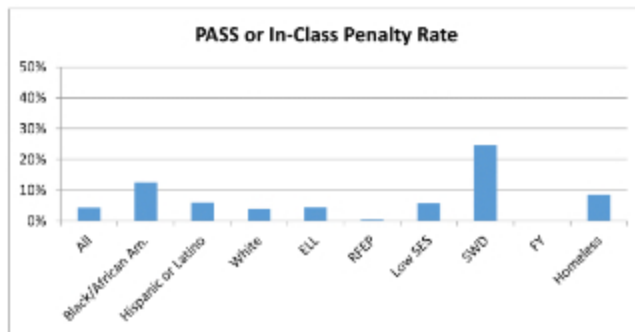
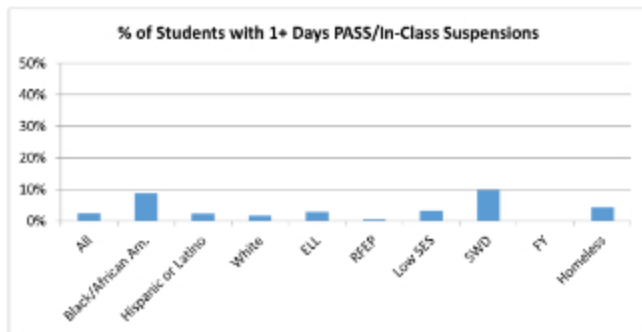
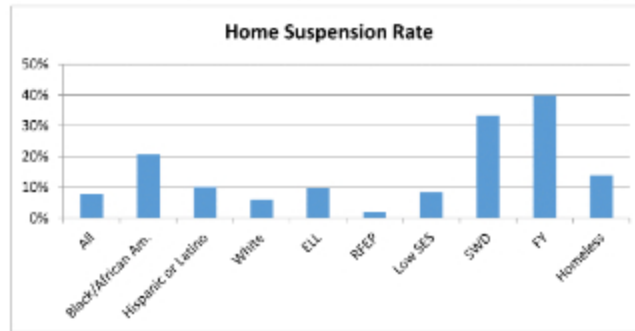
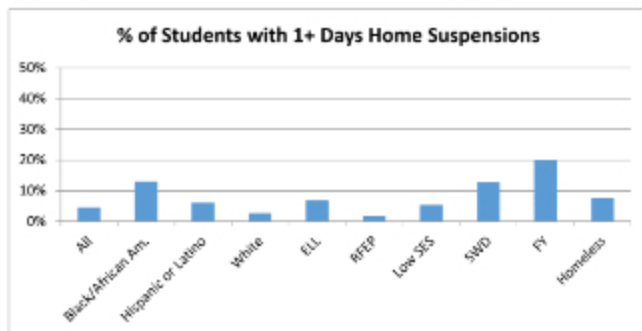
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	427	76.58%	1038	56.84%	56	96.43%
B) There are students and staff on campus who listen to students when they have something to say.	428	75.93%	1040	66.44%	56	96.43%
C) There is an adult from the school who checks on how students are doing.	426	51.17%	1038	44.03%	56	92.86%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	426	77.46%	1032	61.05%	56	71.43%
E) Staff feels supported to do their job well in meeting the needs of all students.					56	75.00%
F) Staff feels part of an effective team.					55	83.64%
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	427	69.56%			56	80.29%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	428	78.04%			56	55.36%
C) The school offers families opportunities to be involved in school and classroom activities.	427	64.17%			56	64.29%
D) The school keeps families well-informed about school activities.	426	80.52%			56	83.93%
E) The staff at our school listens to family concerns about issues.	423	62.88%			56	82.14%
F) The staff at school are helpful and welcoming when families come to school or call.	425	72.00%			56	94.64%
G) The school and families are partners in promoting positive behavior for my student.	422	76.54%			56	62.50%
H) Families who speak a language other than English receive general information about our school in their home language.	422	78.67%			56	78.57%
I) Staff receive information about upcoming events and important information about the school.					56	96.43%
School Decision Making						
A) School seeks input when making important decisions.	422	62.89%	1041	45.73%	55	89.69%
B) Important school decisions reflect diverse input.	419	53.94%	1031	40.06%	55	78.18%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	420	76.19%				
D) The principal and staff listen to concerns of other staff members about issues.					55	94.55%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					55	92.73%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					54	88.89%
G) Our school uses data from this survey to inform site decision making.					54	96.30%
H) Staff voice matters in decision making.					54	77.78%
Safety						
A) Concerns about student safety are taken seriously.	424	82.08%	1038	55.01%	55	92.73%
B) Concerns about student safety are addressed in a timely manner at my school.	423	72.34%	1037	53.81%	55	76.36%
C) My school is a safe place for all students.	422	67.30%	1034	50.29%	55	61.82%
D) My school is a safe place for all staff.					55	61.82%
E) Students know what staff member to go to if they have a safety concern.	422	69.19%	1033	57.12%	55	69.09%
F) Students know school safety protocols.	424	83.73%	1035	64.83%	55	52.73%
G) I feel safe sharing different viewpoints and perspectives at my school.	424	65.09%	1038	53.08%	55	78.18%
Sense of Belonging						
A) School staff respects student diversity.	422	74.88%	1032	67.83%	55	90.91%
B) Adults at my school treat students respectfully.	421	73.87%	1034	59.67%	55	81.82%
C) Students are respectful to each other at school.	422	57.35%	1038	27.75%	55	34.55%
D) Students have opportunities to socialize with other students often at school.	422	79.62%	1032	68.02%	55	92.73%
E) Students have an adult on campus they trust.	422	67.54%	1035	63.50%	54	77.78%
F) Students trust other students at school.	422	76.07%	1035	77.97%	55	45.45%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	421	71.97%	1031	59.65%	55	69.09%
H) School staff reflects student diversity.	418	65.79%	1029	50.05%	55	30.91%
Academic Progress						
A) Families and students understand how assignments and tests are graded.	423	73.05%	1030	73.88%	55	50.91%
B) Questions and concerns about schoolwork are addressed.	422	70.38%	1033	68.05%	55	81.82%
C) Student grades reflect their knowledge of the material.	423	69.27%	1028	47.18%	55	63.64%
D) Adults at my school believe all students can be successful.	422	77.01%	1029	69.19%	54	68.52%
E) Students feel comfortable and unjudged to ask their teacher for help.	420	63.81%	1033	50.24%	55	85.45%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	423	80.85%	1033	74.54%	55	87.27%
G) Teachers at my school go out of their way to help all students.	423	58.63%	1029	46.55%	55	81.82%
H) Students receive timely and regular feedback on their learning.	423	66.43%	1024	52.05%	55	85.45%
I) Staff at my school provides resources or ideas that help families support their students at home.	420	59.76%			55	61.82%
High Expectations						
A) Students are challenged academically at school.	421	76.72%	1028	66.34%	56	87.50%
B) School recognizes and celebrates the academic success of all students.	422	63.51%	1030	50.00%	56	76.79%
C) Adults on campus motivate students to do their best.	420	61.90%	1032	54.36%	56	87.50%
D) School provides additional academic support when students are struggling.	421	68.41%	1028	58.46%	56	89.29%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	423	70.69%	1029	53.84%	55	60.00%
B) Students have access to classes and activities that meet their interests and talents.	422	77.25%	1028	58.40%	56	50.00%
C) Students understand how to complete their schoolwork.	423	81.56%	1030	72.14%	56	75.00%
D) Students complete assignments on time.	421	72.92%	1028	52.33%	56	35.71%
E) Students are motivated to do their schoolwork.	420	67.62%	1029	36.54%	56	33.93%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	424	77.83%	1032	68.90%	56	91.07%
B) Students and families know what classes they will have to take and pass to graduate from high school.	424	77.59%	1031	79.24%	56	69.64%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	421	81.24%	1035	71.93%	56	85.71%
D) School offers college and career programs.	424	79.01%	1032	69.88%	56	94.64%
E) Students participate in programs to learn about different jobs, careers, and colleges.	419	53.70%	1026	38.01%	56	62.50%
F) Students are prepared for the next step of their educational experience.	423	71.87%	1027	53.20%	56	60.71%
G) Staff are optimistic about the future of their career in San Juan Unified.					56	71.43%
H) There are equitable opportunities for advancement in the district.					56	62.50%
Customer Satisfaction						
A) I would recommend my school to other families.	423	76.83%	1033	57.21%	56	92.86%
B) San Juan Unified School District is a district that I would recommend to other families.	424	79.25%	1034	56.19%	56	83.93%

Mira Loma High School 2022-2023 Suspension Data

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

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	1,744	79	4.53%	279	136	7.80%	41	2.35%	76	4.36%
Black/African Am.	160	21	13.13%	64	33	20.63%	14	8.75%	20	12.50%
Hispanic or Latino	397	24	6.05%	88	40	10.08%	9	2.27%	24	6.05%
White	637	17	2.67%	67	38	5.97%	11	1.73%	25	3.92%
ELL	380	26	6.84%	87	37	9.74%	11	2.89%	17	4.47%
RFEP	435	8	1.84%	24	9	2.07%	2	0.46%	2	0.46%
Low SES	824	45	5.46%	137	70	8.50%	26	3.16%	47	5.70%
SWD	174	22	12.64%	99	58	33.33%	17	9.77%	43	24.71%
FY	5	1	20.00%	4	2	40.00%	0	0.00%	0	0.00%
Homeless	93	7	7.53%	25	13	13.98%	4	4.30%	8	8.60%



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

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

Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that _____% of all students in grades K-2 were at or above grade level proficiency.

We found that _____% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that _____% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, (NOTE SUCCESSES and/or CHALLENGES)

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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

EOS survey, District climate survey, grade, attendance, and behavior data, and listening sessions with students.

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

Data collected reveals that students feel supported by staff. However, not all students feel connected or have a trusted adult. With the loss of the Passport program. We have fewer students in an academic program.

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

Site council approved purchasing Character strong curriculum that the PE department agreed to use to build community and focus on overall health and wellness in 9th and 10th grade. Mira Loma is adding the Career Pathway (CP) program of IB to increase access to rigorous curriculum and increase the percentage of our students that are graduating college and career ready.

2022-23

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 2022-23	Expected Outcome 2023-24
attendance	Baseline attendance 91%.	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 move on from the COVID pandemic, we anticipate that students will attend school more regularly and our attendance intervention work will be reestablished to support students and families by working to remove barriers, so students can attend more regularly.
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	Community Partnerships - IYT, GEMS, UCAN, SAYS.	All Students English Learners Low-Income Students Foster Youth X Other Young men of color	Peter Guererro	Title I Part A Site Allocation 5800: Professiona	15,000.00	School Year 2023-24

				I/Consulting Services And Operating Expenditures		
1.2	Curriculum alignment - Subs/learning teams- for IM 1 and other classes identified with high rates of failure to create common assessments, compare data, and develop RTI.	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,000.00	School Year 2023-24
1.3	EOS/IB tutoring and student support. Increasing access to IB.	X All Students English Learners Low-Income Students Foster Youth Other	Rochelle Jacks, Mark Uhler	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	4,834.00	School Year 2023-24

1.4	ICT - (Spanish speaking in attendance) 0.125 FTE (Michelle Baydaline)	All Students X English Learners Low-Income Students Foster Youth Other	Cristina Zepeda	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	8,073.00	School Year 2023-24
1.5	ICT - (Attendance improvement) 0.25 FTE (Jenny Mannerino)	X All Students English Learners Low-Income Students Foster Youth Other	Cristina Zepeda	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	16,146.00	School Year 2023-24
1.6	Character Strong Curriculum	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	700.00	School Year 2023-24
1.7	Parent Liason	All Students X English Learners X Low-Income Students X Foster Youth	Cristina Zepeda	Title I Part A Parent Involvement	12,688.00	School Year 2023-24

		Other		2000-2999: Classified Personnel Salaries		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

2022 District climate survey - Student - 47.5% school climate is caring and nurturing, 29.6% school provides opportunities for academic support when students are struggling, 50.8% concerns about safety are addressed appropriately, 49.1% school listens to student input when making important decisions.

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

Although there has been effort to provide academic support through tutoring program, students do not feel that there is much support provided by the school for students struggling academically.

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

We will need to increase access to tutoring in 2023-24 by providing tutoring before and after school with the change in start time to 8:30 am. We need to do a better job of advertise our tutoring program so that students feel more comfortable attending tutoring. We need to better utilize our peer tutors, and partnership with Sac State Pave tutors.

2022-23

Identified Need

We will continue to make improvements to safety and security on campus using cell tower funds. There is also a need to increase scholarship funds for IB/AP testing and events to remove barriers for students to have access to college prep courses and engaging school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SJUSD Winter/Spring 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.
Number of students attending tutoring	N/A	We expect the number of students attending tutoring 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
2.1	safety expenses - campus improvement	X All Students English Learners Low-Income Students Foster Youth Other	Mark Uhler	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	24,383.00	July 2024

2.2	scholarship for the AP/IB other testing programs	All Students English Learners X Low-Income Students Foster Youth Other	Rochelle Jacks/Jeannine Hall	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,000.00	March 2024
2.3	Counselor	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	116,631.00	August 2023
2.4	Academic Intervention-before/after school	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	16,000.00	June 2024

2.5	Scholarship for activities, tickets, dances, games, academic competitions, etc.	All Students English Learners X Low-Income Students X Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000.00	June 2024
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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

CAASPP data, IM 1 passing rate, A-G/CTE completers (college and career readiness), ELPAC results, and suspension rates.

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

There has been an increase in the percent of students passing IM 1. EL students are showing progress on the ELPAC. There has been an increase in students passing the ELPAC to be reclassified as English proficient. Suspension rates for African American students continues to be higher than other sub groups.

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

IYT has made a strong impact on our young men of color. Continue to invest in the IYT program and work closely to increase the number of students in IYT. In 2022-23, UCAN will begin mentoring our female students of color.

2022-23

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 2022-23	Expected Outcome 2023-24
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 8.2% AA 23.3% Low SES 10.8% EL 10.8% Sp Ed 16.3%	Overall 6.5% AA 17% Low SES 9.0% EL 8.0% Sp Ed 15%
ELPAC results	L1 36% L2 32% L3 23% L4 8%	L1 20% L2 32% L3 39% L4 20%
English Learner Progress toward reclassification	41% of our students are making progress toward reclassification.	Our goal is to increase the percentage of students making progress by 10% so that over 50% of our EL students are making progress toward being English proficient.

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	All Students X English Learners X Low-Income Students	Clete Purinton	Title I Part A Site Allocation	68,611.00 124,028.00	School year 2023-24

	class supplies requested by teachers	Foster Youth Other		4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.2	Technology/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) 4000-4999: Books And Supplies	0	School year 2023-24
3.3	Professional Development/Teacher trainings	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	40,000.00	School year 2023-24

3.4	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 1000-1999: Certificated Personnel Salaries	297,480	School year 2023-24
3.5	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) 1000-1999: Certificated Personnel Salaries	246,373	School year 2023-24
3.6	College tours/field trips	X All Students English Learners Low-Income Students Foster Youth Other	Jeannine Hall/Sara Garzona	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating	25,000.00 30,000.00	School year 2023-24

				Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.7	Class supplies for Low SES	All Students English Learners X Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8,832.00	School year 2023-24
3.8	Intervention Teacher 1.0 FTE	All Students X English Learners X Low-Income Students X Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	116,631.00	School year 2023-24

3.9	Intervention Teacher 1.0 FTE	All Students X English Learners Low-Income Students Foster Youth Other	Cristina Zepeda	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	116,631.00	School year 2023-24
3.10	School Community Intervention Assistant	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	69,937.00	School year 2023-24
3.11	Academic Coaching/Advising	X All Students English Learners Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	17,100.00	School year 2023-24
3.12		All Students English Learners Low-Income Students Foster Youth				

		Other				
3.13		All Students English Learners Low-Income Students Foster Youth Other				
3.14		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: 2022-23

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

ANALYSIS

What data did you use to monitor progress and how often?

College Readiness - GPA tracking, On-track for graduation, graduation rate, PSAT data, A-G/CTE completers, IM 1 completion rate, CAASPP data, ELPAC results.

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

The class of 2020-21 had a graduation rate of 92%, however, only 54% of our students graduated college and career ready (A-G & CTE completers).

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

The IS coordinator will be monitoring student progress closely to ensure there is an increase in the percentage of IS students meeting A-G. Mira Loma has begun the process of beginning the Career Pathway (CP) program of IB to increase access to IB courses and CTE completion. There is a plan to launch an Aviation Pathway in 2023-24.

2022-23

Identified Need

Students to be college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Dashboard - college and career ready	54%	An increase from the 2023 school year.
A-G Requirements Met	47%	An increase from the 2023 school year.
Graduation rate	91%	The new district graduation requirements start with the class of 2023. There is an anticipation that graduation rates will drop below 91% due to COVID, the current percentage of students on track for graduation and the challenge of all students having to complete IM 2, two years of language, and 3 years of science to graduate.

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	Intervention Teacher (0.2 FTE teacher)	All Students X English Learners X Low-Income Students X Foster Youth Other	Sara Garzona	Title I Part A Site Allocation 1000-1999:	26,414	school year 23 - 24

				Certificate d Personnel Salaries		
4.2	Intervention Teacher (0.4 FTE Teacher)	All Students X English Learners X Low-Income Students Foster Youth Other	Clete Purinton	Title I Part A Site Allocation 2000- 2999: Classified Personnel Salaries	52,828.00	school year 23- 24
4.3	Intervention Teacher (0.2 FTE) for push in or pull out to support academic success and prepare for college and or career.	All Students X English Learners X Low-Income Students Foster Youth X Other Students with Disabilities	Sarah Behlen	Title I Part A Site Allocation 1000- 1999: Certificate d Personnel Salaries	26,414	School year 2023-24

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,508,734.00

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)	\$24,383.00
LCFF Supplemental Centralized Services (District Only)	\$246,373.00
LCFF Supplemental English Learner Central	\$297,480.00
LCFF Supplemental Site Allocation	\$166,560.00
Title I Part A Parent Involvement	\$12,688.00
Title I Part A Site Allocation	\$761,250.00

Subtotal of state or local funds included for this school: \$1,508,734.00

Total of federal, state, and/or local funds for this school: \$1,508,734.00

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	166,560	0.00
LCFF Supplemental English Learner Central	297,480.00	0.00
LCFF Supplemental Centralized Services (District Only)	246,373.00	0.00
Title I Part A Site Allocation	761,250.00	0.00
Cell Tower (High School ONLY)	28,383.00	4,000.00
Title I Part A Parent Involvement	12,688.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	24,383.00
LCFF Supplemental Centralized Services (District Only)	246,373.00
LCFF Supplemental English Learner Central	297,480.00
LCFF Supplemental Site Allocation	166,560.00
Title I Part A Parent Involvement	12,688.00
Title I Part A Site Allocation	761,250.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,004,508.00
2000-2999: Classified Personnel Salaries	159,672.00
4000-4999: Books And Supplies	202,171.00
5000-5999: Services And Other Operating Expenditures	82,383.00
5800: Professional/Consulting Services And Operating Expenditures	60,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	0.00
5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	24,383.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	246,373.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	297,480.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	133,560.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	28,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	12,688.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	460,655.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	146,984.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	68,611.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	55,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,441.00
Goal 2	165,014.00
Goal 3	1,160,623.00
Goal 4	105,656.00

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
Student 12th Grade	Secondary Student
Student 12th Grade	Secondary Student
Student 11th Grade	Secondary Student
Marcy Alexander	Classroom Teacher
Josh Stinson	Classroom Teacher
Maria Contreras	Classroom Teacher
Chad Posner	Classroom Teacher
Eric Bolus	Parent or Community Member
Chad Hinton	Parent or Community Member
Anna Aguilar	Parent or Community Member
Lisa Flores	Other School Staff
Clete Purinton	Principal

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 05/16/2023.

Attested:

ON FILE

Principal, Clete Purinton on 5/16/2023

ON FILE

SSC Chairperson, Emma Pham-Tran on 5/16/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

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	\$24,383.00	Healthy Environments for Social-Emotional Growth	
Technology/Learning hardware and class supplies requested by teachers	4000-4999: Books And Supplies	\$0.00	Engaging Academic Programs	

Cell Tower (High School ONLY) Total Expenditures: \$24,383.00

Cell Tower (High School ONLY) Allocation Balance: \$4,000.00

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.	1000-1999: Certificated Personnel Salaries	\$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 \$297,480.00 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.	1000-1999: Certificated Personnel Salaries	\$297,480.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures:	\$297,480.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation **\$166,560.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$124,028.00	Engaging Academic Programs	
College tours/field trips	5000-5999: Services And Other Operating Expenditures	\$25,000.00	Engaging Academic Programs	
Class supplies for Low SES	4000-4999: Books And Supplies	\$8,832.00	Engaging Academic Programs	
Character Strong Curriculum	4000-4999: Books And Supplies	\$700.00	Engaging Academic Programs	
Scholarship for activities, tickets, dances, games, academic competitions,etc.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Social-Emotional Growth	
scholarship for the AP/IB other testing programs	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures:	\$166,560.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Mira Loma High School

Funding Source: Title I Part A Parent Involvement \$12,688.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liason	2000-2999: Classified Personnel Salaries	\$12,688.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$12,688.00

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

Funding Source: Title I Part A Site Allocation \$761,250.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Learning hardware, software and class supplies requested by teachers	4000-4999: Books And Supplies	\$68,611.00	Engaging Academic Programs	
Intervention Teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$116,631.00	Engaging Academic Programs	
Intervention Teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$116,631.00	Engaging Academic Programs	
School Community Intervention Assistant	2000-2999: Classified Personnel Salaries	\$69,937.00	Engaging Academic Programs	
Counselor	1000-1999: Certificated Personnel Salaries	\$116,631.00	Healthy Environments for Social-Emotional Growth	
Academic Intervention- before/after school	1000-1999: Certificated Personnel Salaries	\$16,000.00	Healthy Environments for Social-Emotional Growth	
Community Partnerships - IYT, GEMS, UCAN, SAYS.	5800: Professional/Consulting Services And Operating Expenditures	\$15,000.00	Engaging Academic Programs	

Mira Loma High School

Curriculum alignment - Subs/learning teams- for IM 1 and other classes identified with high rates of failure to create common assessments, compare data, and develop RTI.	1000-1999: Certificated Personnel Salaries	\$20,000.00	Engaging Academic Programs
EOS/IB tutoring and student support. Increasing access to IB.	1000-1999: Certificated Personnel Salaries	\$4,834.00	Engaging Academic Programs
ICT - (Spanish speaking in attendance) 0.125 FTE (Michelle Baydaline)	2000-2999: Classified Personnel Salaries	\$8,073.00	Engaging Academic Programs
ICT - (Attendance improvement) 0.25 FTE (Jenny Mannerino)	2000-2999: Classified Personnel Salaries	\$16,146.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$30,000.00	Engaging Academic Programs
Intervention Teacher (0.2 FTE teacher)	1000-1999: Certificated Personnel Salaries	\$26,414.00	Clear Pathways to Bright Futures
Intervention Teacher (0.4 FTE Teacher)	2000-2999: Classified Personnel Salaries	\$52,828.00	Clear Pathways to Bright Futures
Intervention Teacher (0.2 FTE) for push in or pull out to support academic success and prepare for college and or career.	1000-1999: Certificated Personnel Salaries	\$26,414.00	Clear Pathways to Bright Futures
Academic Coaching/Advising	1000-1999: Certificated Personnel Salaries	\$17,100.00	Engaging Academic Programs
Professional Development/Teacher trainings	5800: Professional/Consulting Services And Operating Expenditures	\$40,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$761,250.00

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

Mira Loma High School Total Expenditures: \$1,508,734.00