

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mira Loma High School	34-67447-3435930	May 21st, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

Mira Loma met the criteria for ATSI for the following indicators and/or student groups:

- EL - English Language Arts, English learner progress, Suspension rate
- HM - Homeless - Suspension rate
- SWD - Students with Disabilities - Suspension rate

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

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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

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Mira Loma's annual comprehensive needs assessment includes presenting data to staff and faculty at our March staff meeting. At the meeting we had some discussion and shared findings. Staff completed a google form to collect input on our needs for the 2024-25 school year. The school site council also looked at our school data, and brainstormed ways to support students that are struggling. Site council completed the survey and we developed some action items to address our ATSI status and student groups that are struggling to make academic progress. Also, Principal Clete Purinton holds a monthly Principal and Parent meeting. At the February meeting, the Principal shared data with parents and got input from them on how to best meet the needs of our students for 2024-25. Finally, the site leadership team and department chairs reviewed the data and gave recommendations on how to improve outcomes for our EL, HM, and SWD.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.77%	0.66%	0.74%	13	11	12
African American	7.32%	6.91%	6.86%	123	116	112
Asian	25.48%	26.4%	24.02%	428	443	392
Filipino	2.50%	2.15%	2.14%	42	36	35
Hispanic/Latino	21.43%	22.59%	22.55%	360	379	368
Pacific Islander	1.31%	1.01%	1.41%	22	17	23
White	34.70%	33.43%	34.87%	583	561	569
Multiple/No Response	6.43%	6.85%	7.41%	108	115	121
	Total Enrollment			1680	1678	1632

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	422	422	415
Grade 10	481	428	393
Grade 11	404	449	407
Grade 12	373	379	417
Total Enrollment	1,680	1,678	1,632

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	344	383	353	17.00%	20.5%	21.6%
Fluent English Proficient (FEP)	521	503	468	33.40%	31.0%	28.7%
Reclassified Fluent English Proficient (RFEP)				3.7%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1678	57.3	22.8	0.3
Total Number of Students enrolled in Mira Loma High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	383	22.8
Foster Youth	5	0.3
Homeless	90	5.4
Socioeconomically Disadvantaged	962	57.3
Students with Disabilities	148	8.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	116	6.9
American Indian	11	0.7
Asian	443	26.4
Filipino	36	2.1
Hispanic	379	22.6
Two or More Races	115	6.9
Pacific Islander	17	1
White	561	33.4

School and Student Performance Data

Overall Performance








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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our WASC goals are aligned to support improvement in these areas.

School and Student Performance Data

Academic Performance English Language Arts

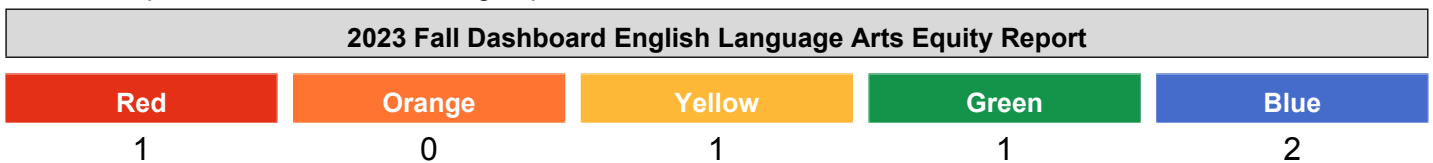
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 55.7 points above standard Increased Significantly +23.8 points 377 Students	English Learners Red 101 points below standard Decreased -8.9 points 89 Students	Foster Youth No Performance Color 0 Students
Homeless 71.8 points below standard 18 Students	Socioeconomically Disadvantaged Yellow 8.5 points below standard Increased Significantly +34.7 points 213 Students	Students with Disabilities 90.8 points below standard Increased Significantly +59.3 points 26 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
21.4 points above standard Increased Significantly +65.8 points 24 Students	Less than 11 Students 3 Students	 Green 64.2 points above standard Decreased -13.3 points 109 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 51 points above standard Increased Significantly +99.9 points 77 Students	99.4 points above standard Increased Significantly +24.6 points 28 Students	Less than 11 Students 8 Students	 Blue 46.1 points above standard Increased Significantly +29.2 points 122 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
151.9 points below standard Decreased Significantly -24.2 points 58 Students	5.8 points below standard Decreased Significantly -49.9 points 31 Students	105.8 points above standard Increased Significantly +53.3 points 182 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall data for all students is showing a significant increase of 23.8 equating to 55.7 points about standard. Our lowest performing student groups are English learners who scores 101 points below standard and this was a decrease of 8.9 points from the previous year.

At the end of semester 1, 31.3% of our students had 1 or more F's on their semester 1 grades. 31.3% of our SWD had 1 or more F's. In comparison, 54% of our EL students had 1 or more F's.

Seeing a significant increase with our African American ELA scores needs further study to see if there is a link to our IYT program, UCAN, GEMS, and SAYS. This is good news, but there is still room for much more growth. Other possible things that may have contributed to an increase in ELA scores on the CAASPP for all students and our African American students is our focus on providing with subs so teachers teaching the same subjects have time to develop pacing guides, grading practices, assessments, and reflect on results to improve teaching and learning.

Exploring the concept of a smaller learning community for our EL students to help them make progress on English language acquisition and academic progress in core classes. We need even more BIA's to support EL students in their core classes. Our faculty is supporting the concept of an academic intervention class to help provide academic support, skill building and reduce our suspension rate by providing academic support for our struggling learners.

School and Student Performance Data

Academic Performance Mathematics

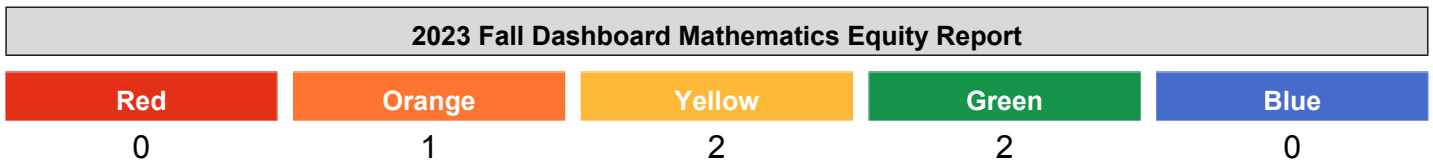
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 19.4 points below standard Increased Significantly +24.9 points 377 Students	English Learners Orange 168.4 points below standard Increased +5.7 points 89 Students	Foster Youth No Performance Color 0 Students
Homeless 154.2 points below standard 18 Students	Socioeconomically Disadvantaged Yellow 101.1 points below standard Increased Significantly +39.5 points 213 Students	Students with Disabilities 164.5 points below standard Increased Significantly +56.2 points 26 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
78.3 points below standard Increased Significantly +82.2 points 24 Students	Less than 11 Students 3 Students	 Green 13.6 points above standard Decreased Significantly - 16.1 points 109 Students	Less than 11 Students 8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.6 points below standard Increased Significantly +74.6 points 77 Students	19.8 points above standard Increased Significantly +53 points 28 Students	Less than 11 Students 8 Students	 Green 14.5 points below standard Increased Significantly +48.4 points 122 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
219.3 points below standard Decreased -7.9 points 58 Students	73.3 points below standard Decreased Significantly -46.6 points 31 Students	31 points above standard Increased Significantly +44.7 points 182 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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Our students overall still struggle significantly with math. Overall, there was a 24.9 increase in Math CAASPP scores. While most student groups improved on the 2023, our English Learners, Students with Disabilities, and our Homeless are struggling the most with math. EL - 168.4 points below standard, SWD - 164.5 points below standard, Homeless - 154 points below standard.

Our IM 1 pass rate is 57.8% compared to the district rate of 56.7%. However, our Students with Disabilities pass rate is 77.8%, compared to the district pass rate of 51.4%. (This is based on more in-depth look at where students are failing.)

There is significant need for credit recovery and intervention in the IM series of classes. While our students are struggling in math, there has been improvement in outcomes. Overall, our students improved by 24.9 points on the 2023 CAASPP in math. Our African American students improved by 82.2 points and our Hispanic students improved 71.6 points. Students with Disabilities increased by 48.4 points. Our EL students continue to struggle more than other sub groups. Our current English Learners dropped by 7.9 points and our reclassified English Learners decreased by 46.6 points.

Our IM 1 pass rate is 57.8% compared to the district rate of 56.7%. However, our Students with Disabilities pass rate is 77.8%, compared to the district pass rate of 51.4%. (This is based on more in-depth look at where students are failing.)

We are continuing to provide resources for teachers to collaborate and create common assessments in IM 1 and IM 2 classes. We are also including teacher training and supplemental resources for teachers to help students that need additional support in the IM series.

We are continuing to provide resources for teachers to collaborate and create common assessments in IM 1 and IM 2 classes. We are also including teacher training and supplemental resources for teachers to help students that need additional support in the IM series. Also, we've used additional general staffing to reduce class sizes in IM 1 to 28 or fewer students. We plan to continue to staff IM 1 classes the same in 2024-25. We are exploring a smaller learning community for our newcomer EL students to help them get more individual support in math and in English language acquisition.

School and Student Performance Data

Academic Performance English Learner Progress

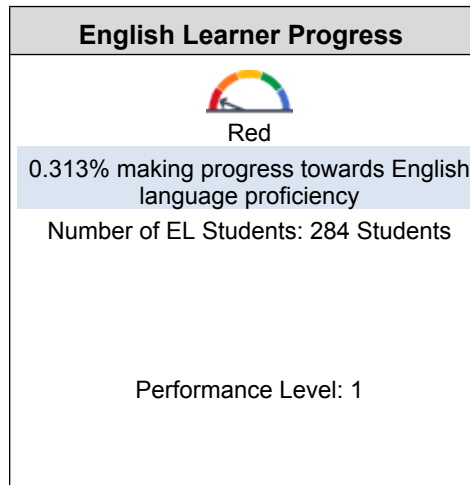
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
58	136	6	83

Lowest Performing Group:

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

Since we've returned from COVID, we have been looking closely at our EL students progress and we are very concerned for our EL students. Only 31% of our EL students made progress toward English proficiency. That is an 8% drop from 2022-23. We are close to 20% below state average in English learner progress. At the end of semester 1, 31.3% of our students had 1 or more F's on their semester 1 grades. 31.3% of our SWD had 1 or more F's also, In comparison, 54% of our EL students had 1 or more F's.

There is a need for instructional help in the classrooms. There is a need to provide training for effective EL strategies for core teachers.

The idea of an Academy or smaller learning community is being explored because we've gathered feedback from students and staff that there is a need for more support to be provided for our EL students.

We need to continue to train teachers on best practices for working with EL students, and how to most efficiently use a BIA in the classroom.

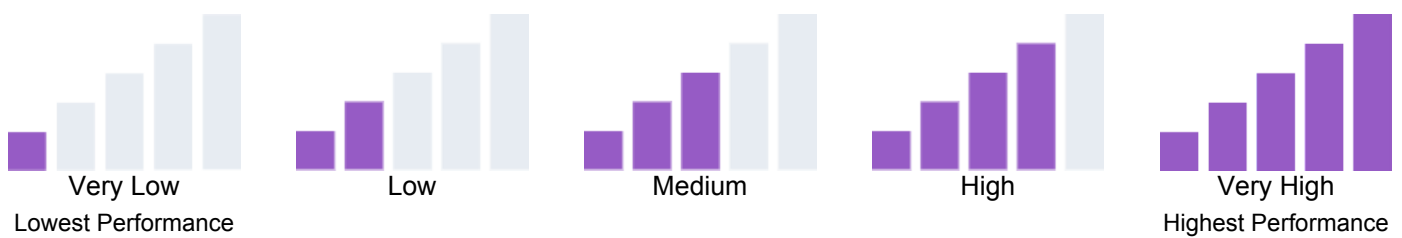
School and Student Performance Data

Academic Performance College/Career Report

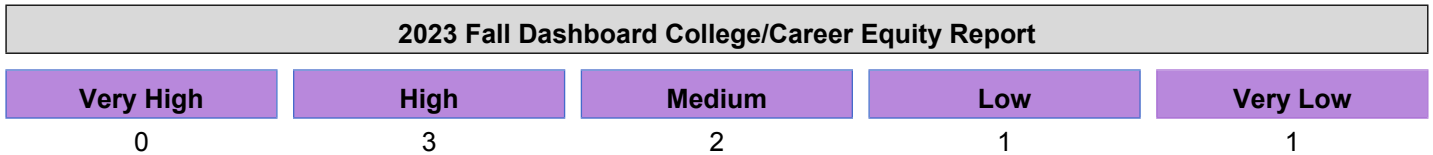
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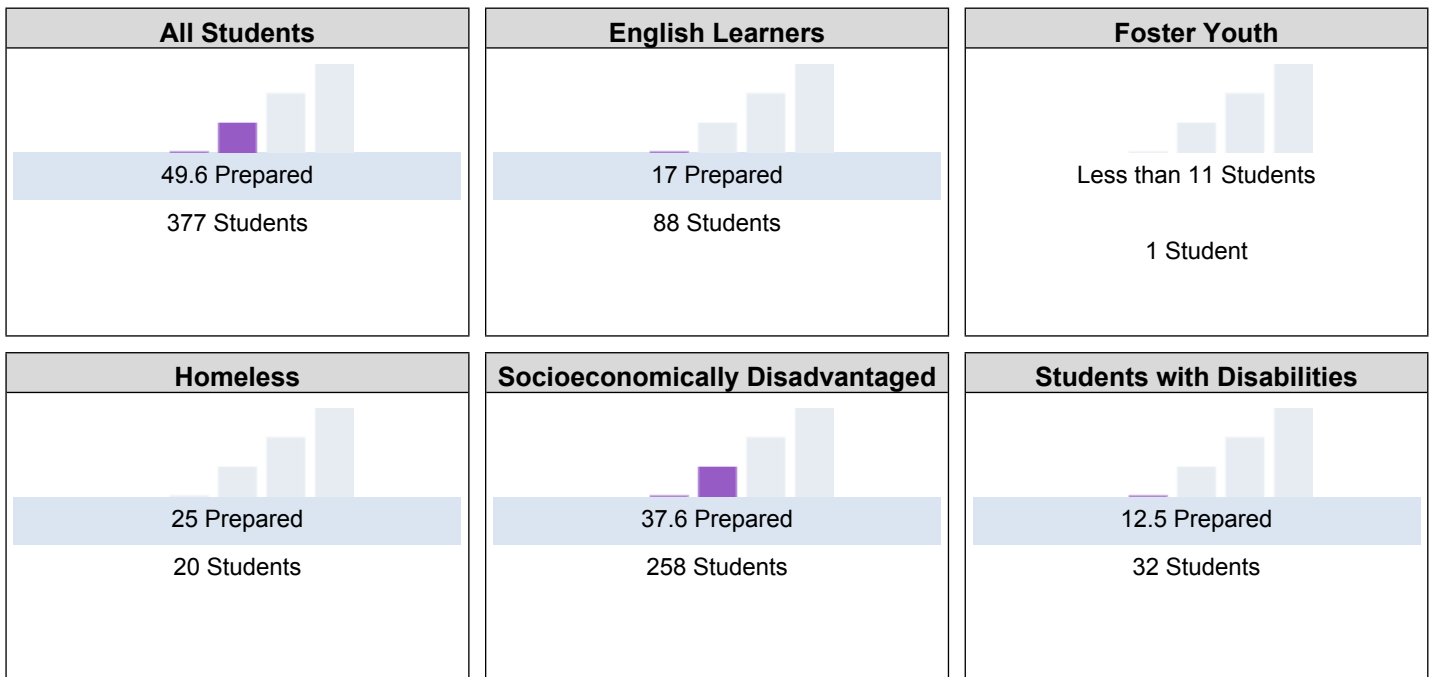


This section provides number of student groups in each level.

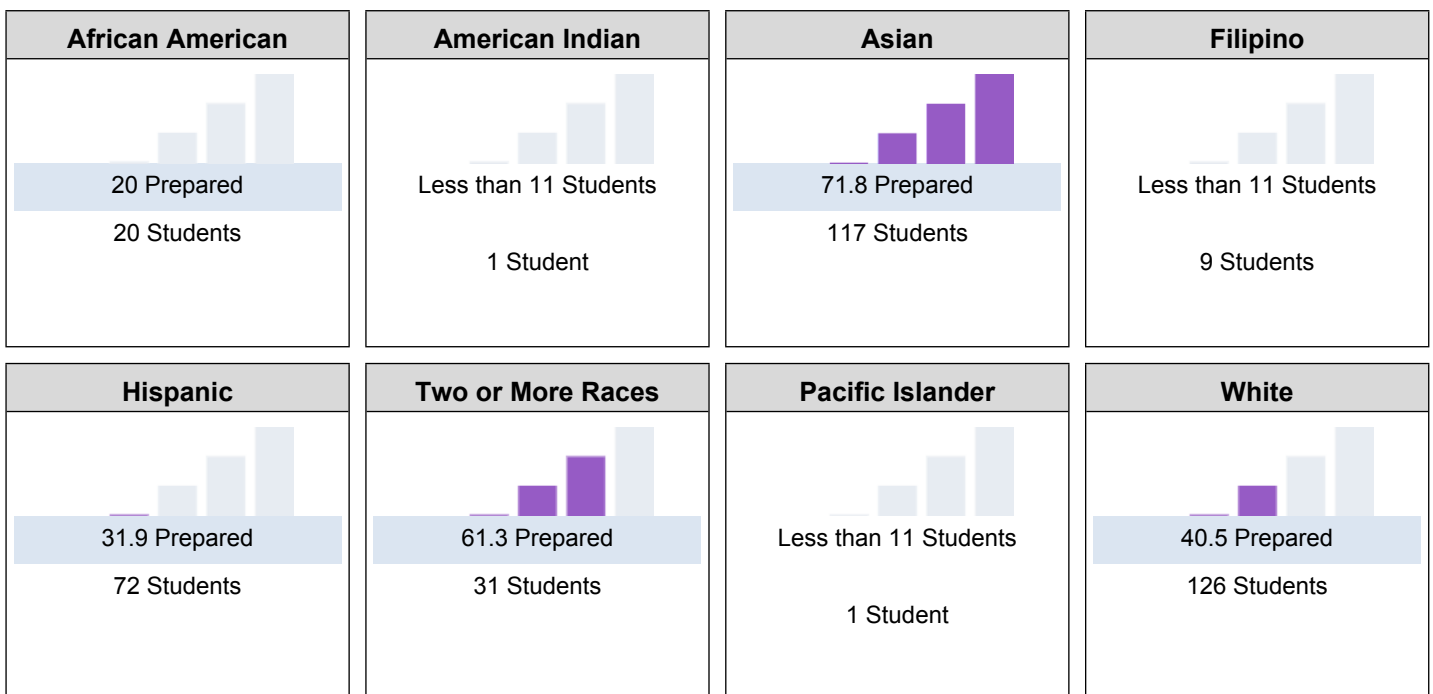


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

49.6 of all students were prepared for College and Career whereas our lowest performing students groups of English learners, students with disabilities, and Hispanic students were low. There is a need to have our college and career technician identify the percentage of students not prepared and analyze what is needed most for a better outcome.

We believe that math is one of the stumbling blocks so we need to offer supports for credit recovery and intervention with math. We are also seeing a high rate of 9th and 10th graders struggling in multiple classes and therefore having to do summer school and credit recovery in order to meet high school graduation requirements. As long as we are concerned about making up credits for graduation, we aren't going to see an increase in students graduating college and career ready.

We are using additional FTE's in math, English, Biology, and World Language to lower class sizes so that teachers can provide more individual support in core classes that have higher rates of D/F/I's. Teacher training on strategies to support English learners in core classes and supplemental resources for teachers to differentiate instruction.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

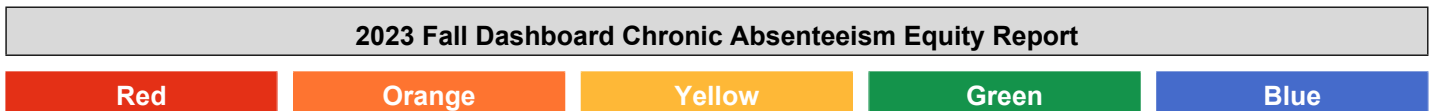
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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The student groups with the highest rate of chronic absenteeism is American Indian 30%, Hispanic 29%, Black/African American 28%, white 20%.

We met with students struggling with truancy and found that many just were not calling in their absences. We provided bus passes to students that needed it. We also scheduled habitual truancy conferences with students that were trending chronic or nearly chronic.

We have an ICT that is focused on attendance improvement. We hired a SCIA to focus on supporting a case load of students that need attendance and academic intervention. We also hired a School Community worker that is focused on removing barriers for our EL and homeless students.

School and Student Performance Data

Academic Engagement Graduation Rate

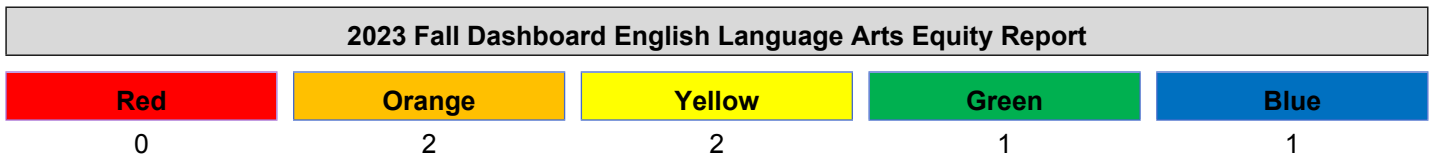
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Orange 87.2% graduated Decreased -3.2 382 Students	English Learners Yellow 80.4% graduated Maintained -0.5 92 Students	Foster Youth Less than 11 Students 1 Student
Homeless 71.4% graduated Decreased Significantly -10.9 21 Students	Socioeconomically Disadvantaged Orange 84.4% graduated Decreased -2.6 263 Students	Students with Disabilities Green 87.5% graduated Increased Significantly 7.5 32 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p align="center">70% graduated</p> <p align="center">Decreased Significantly - 16.4</p> <p align="center">20 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Blue</p> <p align="center">95.8% graduated</p> <p align="center">Increased Significantly 5.2</p> <p align="center">119 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">9 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">90.4% graduated</p> <p align="center">Maintained 0.1</p> <p align="center">73 Students</p>	<p align="center">96.8% graduated</p> <p align="center">Increased Significantly 7.3</p> <p align="center">31 Students</p>	<p align="center">Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">77.3% graduated</p> <p align="center">Decreased Significantly - 12.7</p> <p align="center">128 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

87.2% of all students graduated from high school which was a decrease from the previous school year. A decline across the board in our graduation rate (even prior to the increased graduation requirements) points to an immediate need for more opportunities for credit recovery and intervention for students.

Training and time needs to be given to teachers to learn how to support our EL students in core classes. At the end of semester 1, 31.3% of our students had 1 or more F's on their semester 1 grades. 31.3% of our SWD had 1 or more F's also, In comparison, 54% of our EL students had 1 or more F's. We see our growing EL student population as our most urgent need in terms of providing academic and SEL support.

We are offering more sections of credit recovery to address the increase in our D/F/I rate since returning from COVID. We've added a 5th counselor, and a School Community Worker to focus on intervention. We are also going to be looking to do trainings on how to support EL students in core classes.

School and Student Performance Data

Conditions & Climate Suspension Rate

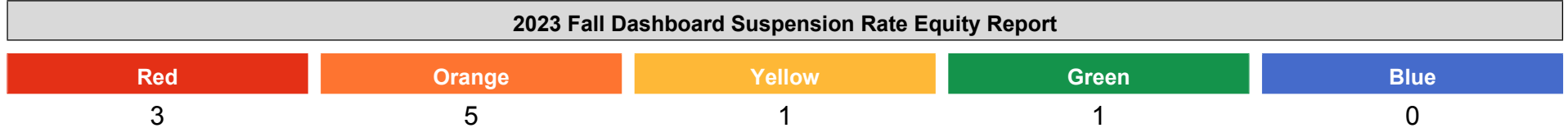
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Orange

8.1% suspended at least one day

Maintained -0.1
 1817 Students

English Learners


 Red


11.8% suspended at least one day

Increased 1
 440 Students

Foster Youth

Less than 11 Students
 9 Students


Homeless


 Red

18.3% suspended at least one day

Maintained -0.2
 109 Students


Socioeconomically Disadvantaged


 Orange

10.9% suspended at least one day

Declined -1.5
 1138 Students







Students with Disabilities


 Red

17.7% suspended at least one day

Increased 1.4
 164 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 23% suspended at least one day Declined -0.3 135 Students	8.3% suspended at least one day Increased 2.5 12 Students	 Orange 6.7% suspended at least one day Increased 1.1 461 Students	 Orange 5% suspended at least one day Increased 2.7 40 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8% suspended at least one day Declined -0.7 411 Students	 Green 5.9% suspended at least one day Declined -5.8 119 Students	13.6% suspended at least one day Increased 1.1 22 Students	 Orange 6.3% suspended at least one day Increased 0.3 617 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Because African American students are suspended at a high rate than any other racial group, there is a need to continue to look at cultural bias in our class discipline. However, most of our subgroups declined in data for suspension rates, including our African American students. The groups that increased in 2023 were EL, SWD, and Pacific Islander.

Staff should continue learning and implementing our restorative practices in the classroom. Programs such as IYT and GEMS have helped improve academic outcomes for our African American students, however our suspension rate continues to be at a higher rate than any other racial group. We are struggling to help students avoid verbal and physical altercations on campus. Using conflict mediation and restorative practices as helped at times, but there is a need for expanding the implementation of restorative practices in the classroom.

We are going to implement an academic/behavioral intervention class in the 2024-25 school year as an intervention that is intended to reduce suspension rates and provide academic and SEL support for students struggling academically and behaviorally. We are piloting a program called Navigation 360. The program gives teachers a research-proven way to meet the academic and social-emotional needs of students. The program will be focused on keeping students in the classroom, preventing learning loss and reducing our suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

At the end of semester 1, 31.3% of our students had 1 or more F's on their semester 1 grades. 31.3% of our SWD had 1 or more F's also, In comparison, 54% of our EL students had 1 or more F's.

We've monitored student grades at each progress report. We've met with students by grade level that had a D/F or Incomplete. We followed up their large group meeting with a conference with the student and parent. We've held individual conferences for students failing 1 or 2 classes and offered resources and support. We've also checked attendance on a regular basis and held meetings with students and families regarding truancy.

We've looked at our EL iReady scores, ELPAC results, and CAASPP results to identify student groups and individual students that are not making progress.

On the 2023 CAASPP in ELA, overall students scored 55.7 points above average. An increase of 23.8 points from 2022. Our EL students scored 101 points below standard and declined 8.9 points from 2022. Of those EL students, Current English learners scored 151.9 points below standard and declined 24.2 points. Recently reclassified English Learners scored 5.8 points below standard but declined by 49.9 points. Students speaking English only score 105.8 points above standard and increased by 53.3 points.

On the 2023 CAASPP in Math, overall students scored 19.4 points below standard, but increased by 24.9 from 2022. In comparison, our EL students scored 168.4 points below standard, which was a 5.7 point increase from 2022. Of those EL students, current English learners scored 219.3 points below standard. Recently reclassified students scored 73.3 points below standard, a decline of 46.6 points. Those speaking English only score 44.7 points below standard, which was an increase of 44.7 points from 2022.

On the 2023 ELPAC, 31.3% of EL students made progress towards English language proficiency, which was a 9.8% decline from 2022. The state average is 48.7%, so we need to focus heavily on our EL students progress toward language proficiency.

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

We've seen improvement with students when we meet with them individually and develop a plan for improvement. Tracking grades by grading period is helpful to know who is struggling, but it is not a proactive approach. We've realized that we need to develop a list of students that are on our intervention list very early into the school year, including using middle school grades as a predictor. As students demonstrate that they passing classes and making progress, they can be removed from our intervention list. Our larger group meetings have not been as successful in reaching students that are struggling academically.

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

We plan to develop an intervention list that includes incoming 9th graders that failed Math and English in 8th grade. Also, we need to develop some benchmark assessments for our EL students to have more frequent data to evaluate their English language progress. We are also going to provide training for teachers on effective EL strategies for core classes.

2023-24

Identified Need

While overall students are above average on the ELA state assessment (CAASPP), English learners, homeless, and students with disabilities are far below standard. Those same groups are struggling even more in Math on the Math State assessment (CAASPP).

Our EL students dropped 8 points on the ELPAC measuring English language progress. Only 31% of our students made progress toward English language proficiency. Our goal was to increase by 3 points in 23-24. We are providing teacher training on EL strategies in core classes to help support our EL students making more academic and language acquisition progress.

While our overall percentage of students graduating college and career ready is 49.6%, we have several groups that are graduating with much lower rates of being considered prepared for college and career when they graduate based on the state College and Career indicators. Only 17% of our EL students, 20% of our African American, 12.5% of our Students with disabilities, and 25% of our homeless are graduating college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	55.7 points above standard	+3 scale score points
	English Learners	101 points below standard	
	Foster Youth		
	Homeless	71.8 points below standard	
	Socioeconomically Disadvantaged	8.5 points below standard	
	Students with Disabilities	90.8 points below standard	
	African American	21.4 points above standard	
	American Indian		
	Asian	64.2 points above standard	
	Filipino		
	Hispanic	51 points above standard	
	Two or More Races	99.4 points above standard	
Pacific Islander			

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	46.1 points above standard	
Math State Assessment: Change in scale score	All Students	19.4 points below standard	+3 scale score points
	English Learners	168.4 points below standard	
	Foster Youth		
	Homeless	154.2 points below standard	
	Socioeconomically Disadvantaged	101.1 points below standard	
	Students with Disabilities	164.5 points below standard	
	African American	78.3 points below standard	
	American Indian		
	Asian	13.6 points above standard	
	Filipino		
	Hispanic	71.6 points below standard	
	Two or More Races	19.8 points above standard	
	Pacific Islander		
White	14.5 points below standard		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.313%		+2%
English Learner Reclassification:	8.26%		+2%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of English language learners who are reclassified to Fluent English Proficient			
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students	49.6 Prepared	+2%
	English Learners	17 Prepared	
	Homeless	25 Prepared	
	Socioeconomically Disadvantaged	37.6 Prepared	
	Students with Disabilities	12.5 Prepared	
	African American	20 Prepared	
	Asian	71.8 Prepared	
	Hispanic	31.9 Prepared	
	Two or More Races	61.3 Prepared	
	White	40.5 Prepared	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Professional Develop/ Teacher Training	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	30,000	2024 - 25 School year

1.2	Supplemental learning hardware, software and class supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	40,552	2024 - 25 School year
1.3	Vice Principal (Lauren Hay)	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	167,200	2024-25 school year
1.4	Scholarship for AP/IB Testing	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	2024-25 school year

1.5	Academic Intervention - before/after school	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	16,000	2024 - 25 school year
1.6	International Rescue Committee	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	25,000	2024 - 25 school year
1.7	Intervention Teacher (0.4 Marcy Alexander) PC 38888	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	49,324 16,641	2024-25 school year

1.8	Curriculum alignment - Subs/learning teams (English 1, IM 1, Biology).	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	20,000	2024-25 school year
1.9	Intervention Teacher (0.2 Sara Garzona) PC 24360	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	15,660 6,054	2024-25 school year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Q student information system, EOS Survey, Counseling planning (naviance course planner). Graduation rate is also a key data point.

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

Attendance Plan. Our attendance rate has improved in 2023-24. Attendance has improved compared to 2022-23, however our rate has dropped in the 2nd semester with our chronic absenteeism increasing to 26%.

Our graduation rate dropped in 2022-23 by 3%. Many students in the class of 2023 were impacted by COVID and were not able to make up enough credits that were lost during distance learning. The groups that had the lowest graduation rate were our Homeless

and our African American students. There needs to be more targeted intervention for those groups. Those groups also have a higher suspension rate.

On the 2023 CAASPP in ELA, overall students scored 55.7 points above average. An increase of 23.8 points from 2022. Our EL students scored 101 points below standard and declined 8.9 points from 2022. Of those EL students, Current English learners scored 151.9 points below standard and declined 24.2 points. Recently reclassified English Learners scored 5.8 points below standard but declined by 49.9 points. Students speaking English only score 105.8 points above standard and increased by 53.3 points.

On the 2023 CAASPP in Math, overall students scored 19.4 points below standard, but increased by 24.9 from 2022. In comparison, our EL students scored 168.4 points below standard, which was a 5.7 point increase from 2022. Of those EL students, current English learners scored 219.3 points below standard. Recently reclassified students scored 73.3 points below standard, a decline of 46.6 points. Those speaking English only score 44.7 points below standard, which was an increase of 44.7 points from 2022.

On the 2023 ELPAC, 31.3% of EL students made progress towards English language proficiency, which was a 9.8% decline from 2022. The state average is 48.7%, so we need to focus heavily on our EL students progress toward language proficiency.

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

We are going to add an intervention class and pilot a program called Navigation 360 to provide academic and SEL support as well as provide an alternative to suspension.

2023-24

Identified Need

There is a need to improve our chronic absenteeism, graduation rate, and percentage of students graduating college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged	N/A

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.23%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	10.60%	-2%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 87.2% graduated English Learners 80.4% graduated Foster Youth Homeless 71.4% graduated Socioeconomically Disadvantaged 84.4% graduated Students with Disabilities 87.5% graduated African American 70% graduated American Indian Asian 95.8% graduated Filipino	+1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 90.4% graduated Two or More Races 96.8% graduated Pacific Islander White 77.3% graduated	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	EOS/IB tutoring and student support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6500	2024-25 school year
2.2	Counselor - Academic supports for students needing intervention PC 36542, 1.0 FTE	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	103000 36824	2024-25 school year

2.3	Scholarships for academic competitions	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	3,000	2024-25 school year
2.4	College Tours/Field Trips	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	35,000	2024-25 school year
2.5	Supplemental Class supplies for low SES	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	8,500	2024-25 school year
2.6	Intervention Teacher (1.2 FTE)	All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	107380 44828	2024-25 school year

	- Navigation 360 class) PC 38887	X Foster Youth X Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.7	Academic coaching - Teacher advisors preparing students for academic competitions	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	28,200	2024-25 school year
2.8	ICT - Attendance and Grade improvement - 0.375 FTE (Allison Addiego) PC 39115	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	13,040 14,958	2024-25 school year

2.9	ICT - Attendance and Grade improvement - 0.375 FTE (Jenny Mannerino) PC 38903 PC 34205	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	13,104 18,035	2024-25 school year
2.10	ICT - Spanish Speaking in attendance - 0.125 FTE (Michelle Baydaline) PC 37382	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	4691 3560	2024-25 school year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Attendance data, SJUSD District Climate Survey, ELAC feedback, Suspension rate, intervention committee, listening sessions, community partnerships, and data from Unified Insights.

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

Mira Loma's overall suspension rate dropped slightly from 8.2% in 2022-23 to 8.1% in 2023-24. In 2022-23, African American students were suspended at a rate of 23.3%. English learners at 10.8%, homeless at 18.6%, and SWD at 16.3%. In 2023-24, African American students were suspended at 23%, English learners went up to 11.8%, an increase of 1%. Homeless maintained at 18.3% and SWD increased by 1.4% to 17.7%. Our suspension rate came down for incidents related to fighting, engaging in a hostile environment, use of force, etc. Our suspension rate increased for sexual harassment related incidents/issues on campus.

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

In the 2024-25 school year, we will be implementing a Re-direct class in an effort to do more intervention and alternatives to home suspension. We believe that this will allow us to work with students on developing skills that will help them to be more engaged and improve learning.

2023-24

Identified Need

Our clear need is to focus on reducing our suspension rate for our African American, English learners, homeless, and Students with Disabilities. The Intervention class will be a way to help students develop skills, improve behavior, and stay on track in their core academic classes. We've also added many support staff positions. We have a School Community Intervention Assistant, a School Community Worker, Intervention Counselor, a SCOE mental health therapist, and our partnerships with IYT, UCAN, GEMS, SAYS, International Rescue Committee, and Sacramento Youth Organization to support our traditionally underserved students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	8.1% suspended at least one day
	English Learners	11.8% suspended at least one day
	Foster Youth	
	Homeless	18.3% suspended at least one day
	Socioeconomically Disadvantaged	10.9% suspended at least one day
	Students with Disabilities	17.7% suspended at least one day
	African American	23% suspended at least one day
	American Indian	8.3% suspended at least one day
	Asian	6.7% suspended at least one day
	Filipino	5% suspended at least one day
	Hispanic	8% suspended at least one day
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Two or More Races 5.9% suspended at least one day Pacific Islander 13.6% suspended at least one day White 6.3% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.22%	-0.1%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	72.1%	74.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	76.0%	78.0%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	+10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Community Partnerships- IYT, GEMS, UCAN, SAYS.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And	15,000	2024-25 school year

			Operating Expenditures		
3.2	Parent Liaison	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	11,928	2024-25 school year
3.3	Supplemental Interpretation	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	5,000	2024-25 school year
3.4	School Community Intervention Assistant PC 38876	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	33962 25430	2024-25 school year

			Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.5	School Community Worker (Clarissa Alva) PC 39177	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Homeless and Students with Disabilities	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	28032 22925	2024-25 school year

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Instruction

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
Reduce EL, 9th, 10th grade D/F/I rate by 5% by 2027.	2024 - 2027				
Increase the number of EL students making progress toward English Language proficiency by 10% by 2027.	2024 - 2027				
Increase student percentage of "College and Career Ready" graduates by 5% by 2027.	2024 - 2027				

SCHOOL GOAL #2:
Building Community and improving Relationships

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
Improve school culture and sense of belonging by 10% to promote a culture of inclusion for all students, staff, and families as measured by the SJUSD district climate survey.	2024 - 2027				
Maximize the effectiveness of community partnerships by establishing a shared vision, identifying shared goals, and data to increase the student sense of belonging and remove	2024 - 2027				

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
barriers to academic achievement.					

SCHOOL GOAL #3:
Mental Health/Student Support

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
Reduce the number of incidents of classroom disruptions, fighting/mutual combat, and harassment/hostile environment suspension rates by 5% by 2027.	2024 - 2027				

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	\$807,128.00
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	\$974,328.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$167,200.00
Title I Part A Parent Involvement	\$11,928.00
Title I Part A Site Allocation	\$795,200.00

Subtotal of state or local funds included for this school: \$974,328.00

Total of federal, state, and/or local funds for this school: \$974,328.00

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	167,200	0.00
Title I Part A Site Allocation	795,200	0.00
Cell Tower (High School ONLY)	22,650	22,650.00
Title I Part A Parent Involvement	11,928	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	167,200.00
Title I Part A Parent Involvement	11,928.00
Title I Part A Site Allocation	795,200.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	513,264.00
2000-2999: Classified Personnel Salaries	109,757.00
3000-3999: Employee Benefits	189,255.00
4000-4999: Books And Supplies	52,052.00
5000-5999: Services And Other Operating Expenditures	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	70,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	167,200.00

2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	11,928.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	346,064.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	97,829.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	189,255.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	52,052.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	40,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	70,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	391,431.00
Goal 2	440,620.00
Goal 3	142,277.00

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
Rochelle Jacks	Classroom Teacher
Maria Contreras	Classroom Teacher
Chad Posner	Classroom Teacher
Eric Bolus	Parent or Community Member
Clarissa Alva	Parent or Community Member
Esther Njuguna	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 5/21/2024.

Attested:

ON FILE

Principal, Clete Purinton on 5/21/2024

ON FILE

SSC Chairperson, Claire Contreras on 5/21/2024

Budget By Expenditures

Mira Loma High School

Funding Source: LCFF Supplemental Site Allocation **\$167,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Vice Principal (Lauren Hay)	1000-1999: Certificated Personnel Salaries	\$167,200.00	Engaging Academic Programs	
LCFF Supplemental Site Allocation Total Expenditures:		\$167,200.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Funding Source: Title I Part A Parent Involvement **\$11,928.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison	2000-2999: Classified Personnel Salaries	\$11,928.00	Engaging Academic Programs	
Title I Part A Parent Involvement Total Expenditures:		\$11,928.00		
Title I Part A Parent Involvement Allocation Balance:		\$0.00		

Funding Source: Title I Part A Site Allocation **\$795,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental Interpretation	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs	
School Community Intervention Assistant PC 38876	2000-2999: Classified Personnel Salaries	\$33,962.00	Engaging Academic Programs	

Mira Loma High School

School Community Worker (Clarissa Alva) PC 39177	2000-2999: Classified Personnel Salaries	\$28,032.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$25,430.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$22,925.00	Engaging Academic Programs
Professional Develop/ Teacher Training	5800: Professional/Consulting Services And Operating Expenditures	\$30,000.00	Engaging Academic Programs
Supplemental learning hardware, software and class supplies	4000-4999: Books And Supplies	\$40,552.00	Engaging Academic Programs
Scholarship for AP/IB Testing	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs
Academic Intervention -before/after school	1000-1999: Certificated Personnel Salaries	\$16,000.00	Engaging Academic Programs
International Rescue Committee	5800: Professional/Consulting Services And Operating Expenditures	\$25,000.00	Engaging Academic Programs
Intervention Teacher (0.4 Marcy Alexander) PC 38888	1000-1999: Certificated Personnel Salaries	\$49,324.00	Engaging Academic Programs
Curriculum alignment - Subs/learning teams (English 1, IM 1, Biology).	1000-1999: Certificated Personnel Salaries	\$20,000.00	Engaging Academic Programs
Intervention Teacher (0.2 Sara Garzona) PC 24360	1000-1999: Certificated Personnel Salaries	\$15,660.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$16,641.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$6,054.00	Engaging Academic Programs

Mira Loma High School

EOS/IB tutoring and student support	1000-1999: Certificated Personnel Salaries	\$6,500.00	Healthy Environments for Social-Emotional Growth
Counselor - Academic supports for students needing intervention PC 36542, 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$103,000.00	Healthy Environments for Social-Emotional Growth
Scholarships for academic competitions	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth
College Tours/Field Trips	5000-5999: Services And Other Operating Expenditures	\$35,000.00	Healthy Environments for Social-Emotional Growth
Supplemental Class supplies for low SES	4000-4999: Books And Supplies	\$8,500.00	Healthy Environments for Social-Emotional Growth
Intervention Teacher (1.2 FTE - Navigation 360 class) PC 38887	1000-1999: Certificated Personnel Salaries	\$107,380.00	Healthy Environments for Social-Emotional Growth
Academic coaching - Teacher advisors preparing students for academic competitions	1000-1999: Certificated Personnel Salaries	\$28,200.00	Healthy Environments for Social-Emotional Growth
ICT - Attendance and Grade improvement - 0.375 FTE (Allison Addiego) PC 39115	2000-2999: Classified Personnel Salaries	\$13,040.00	Healthy Environments for Social-Emotional Growth
ICT - Attendance and Grade improvement - 0.375 FTE (Jenny Mannerino) PC 38903 PC 34205	2000-2999: Classified Personnel Salaries	\$13,104.00	Healthy Environments for Social-Emotional Growth
ICT - Spanish Speaking in attendance - 0.125 FTE (Michelle Baydaline) PC 37382	2000-2999: Classified Personnel Salaries	\$4,691.00	Healthy Environments for Social-Emotional Growth

Mira Loma High School

	3000-3999: Employee Benefits	\$36,824.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$44,828.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$14,958.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$18,035.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$3,560.00	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

Title I Part A Site Allocation Total Expenditures: \$795,200.00

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

Mira Loma High School Total Expenditures: \$974,328.00