School Year: **2025-26**

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 20, 2025	June 24,2025

Purpose and Plan Summary

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

X Schoolwide Program

X 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 faculty meeting. At the meeting, we had some discussion and shared findings. Staff completed a google form at to collect input on our needs for the 2025-26 school year. The School Site Council also looked at our school data, particularly in regards to funding partnerships and funding academic resources for students, and brainstormed ways to support students that are struggling. In our April 2025 meeting, School Site Council completed approved action items to fund the funding of academic resources for student groups that are struggling to make academic progress. In addition, Principal, Kaden Bahner, participates in monthly PTO and IB Parent Organization Meetings, providing updates and soliciting input from parents regarding strategies to improve academic programs, clubs, and academic enrichment opportunities for all students. At our April 2025 Faculty meeting, our Students 4 Change Group presented the results of their Spring of 2025 student survey, which increase student voice and feedback regarding student perspective as how to best meet the needs of our students for the 2025-26 school year. Finally, the site Leadership Team and Department Chairs reviewed student achievement data during our Thursday Staff Collaboration time in March of 2025 and gave recommendations on how to improve outcomes for our English Learners and Students With Disabilities, leading to the developing stages of our English Learner Newcomer Academy to support students, which will begin in the fall of 2025..

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)			12	3.7%		2.62%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,632	**57.4%**	**21.6%**	**0.2%**
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	353	21.6%
Foster Youth	4	0.2%
Homeless	77	4.7%
Socioeconomically Disadvantaged	936	57.4%
Students with Disabilities	134	8.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	112	6.9%
American Indian	12	0.7%
Asian	392	24%
Filipino	35	2.1%
Hispanic	368	22.5%
Two or More Races	121	7.4%
Pacific Islander	23	1.4%
White	569	34.9%

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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
29.0 points above standard	131.4 points below standard	111.9 points below standard
Declined 26.7 points	Declined 30.3 points	Increased 28.6 points
347 Students	82 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	33.9 points below standard	23.6 points below standard
1 Student	Increased 37.9 points	Declined 15.1 points
	19 Students	193 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
76.7 points below standard	32.8 points below standard	Less than 11 Students
Increased 14.1 points	Declined 54.2 points	6 Students
24 Students	25 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Yellow
29.9 points above standard	100.2 points above standard	20.2 points above standard
Declined 34.3 points	14 Students	Declined 30.8 points
95 Students		80 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
87.2 points above standard	Less than 11 Students	28.0 points above standard
Declined 12.2 points	4 Students	Declined 18.2 points
17 Students		109 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.

All students scored 29 points above standard, which was a decrease from the previous year.
Our lowest performing student group is English learners, who scored 131.4 points below standard, which was a decrease of 30.3 points from the previous year.

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

Seeing a significant decrease in our English Learner ELA performance scores needs further study to see how we can best utilize resources from our IYT program, UCAN, GEMS, and SAYS. There is still room for much more growth, and our programs can serve as significant resources to assist our students in developing access to academic resources and tutoring. Other possible factors to explore as resources are our efforts to align collaboration in the form of Professional Learning Communities for all departments and course-alike teachers in hopes that all students, and our English Learner students, benefit from staff continuing their work to develop common pacing guides, grading practices, and assessments, while reflecting on results regularly to improve teaching and learning.

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

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 has led to the development of the first English Learner Newcomer Academy in Mira Loma High School's history, which will launch in the fall of 2025. The Newcomer Academy

will include an increase in BIA's to support EL students in their core classes, along with built-in performance indicator metrics to measure student performance throughout their enrollment in the Newcomer Academy. Our faculty is excited about the development of the academy to provide a slower-paced curriculum and increased instructional support with greater access to aligned resources.
Our goal is to provide increased academic support for our most struggling learners.

School and Student Performance Data

Academic Performance
Mathematics

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

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

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	3	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
35.0 points below standard	188.6 points below standard	189.2 points below standard
Declined 15.6 points	Declined 20.1 points	Declined 8.7 points
348 Students	87 Students	23 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	124.4 points below standard	94.0 points below standard
1 Student	Increased 29.8 points	Increased 7.1 points
	19 Students	196 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
165.5 points below standard	120.7 points below standard	Less than 11 Students
Maintained 1.0 points	Declined 42.4 points	6 Students
24 Students	25 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
1.3 points below standard	48.1 points above standard	74.1 points below standard
Declined 14.9 points	14 Students	Maintained 2.5 points
96 Students		80 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
35.2 points below standard	Less than 11 Students	34.0 points below standard
Declined 55.1 points	4 Students	Declined 19.6 points
17 Students		112 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.

All students scored 35 points below standard.
Our lowest performing student group is English learners, who scored 188.6 points below standard, which was a decrease of 20.1 points from the previous year.

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

Seeing a significant decrease in our English Learner Math performance scores needs further study to see how we can best utilize resources from our IYT program, UCAN, GEMS, and SAYS. There is still room for much more growth, and our programs can serve as significant resources to assist our students in developing access to academic resources and tutoring. Other possible factors to explore as resources are our efforts to align collaboration in the form of Professional Learning Communities for all departments and course-alike teachers in hopes that all students, and our English Learner students, benefit from staff continuing their work to develop common pacing guides, grading practices, and assessments, while reflecting on results regularly to improve teaching and learning.

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

Exploring the concept of a smaller learning community for our EL students to help them make progress on Math and English language acquisition and academic progress in core classes has led to the development of the first English Learner Newcomer Academy in Mira Loma High School's history, which will launch in the fall of 2025. The Newcomer

Academy will include an increase in BIA's to support EL students in their core classes, along with built-in performance indicator metrics to measure student performance throughout their enrollment in the Newcomer Academy. Our faculty is excited about the development of the academy to provide a slower-paced curriculum and increased instructional support with greater access to aligned resources.
Our goal is to provide increased academic support for our most struggling learners.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Red	Red
25.1% making progress.	29.6% making progress.
Number Students: 307 Students	Number Students: 98 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
24.8%	49.5%	2.9%	21.8%

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 seen exponential growth in the number of EL students attending Mira Loma High School. We have been looking closely at our EL students' progress and we are very concerned for our EL students. Only 25.1% of our EL students made progress toward English proficiency, and 29.6% of our Long-Term EL students. Together, both of these groups combined account for approximately one-fourth of our entire student population.

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

Seeing a significant decrease in our English Learner ELA and Math performance scores, our EL students clearly need more support. Though conversations about a potential EL Newcomer Academy had been taking place for multiple years, the lack of development for the academy and support for slower-paced, sheltered courses led to a further decrease in the performance of our EL students. The continued trend of a decrease in EL student performance, combined with a steady increase in EL student enrollment, raised concerns amongst many staff, particularly in core subject courses, as to identify how to best serve are EL students in need of the most support.

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

Exploring the concept of a smaller learning community for our EL students to help them make progress on Math and English language acquisition and academic progress in core classes has led to the development of the first English Learner Newcomer Academy in Mira Loma High School's history, which will launch in the fall of 2025. The Newcomer Academy will include an increase in BIA's to support EL students in their core classes, along with built-in performance indicator metrics to measure student performance throughout their enrollment in the Newcomer Academy. Our faculty is excited about the development of the academy to provide a slower-paced curriculum and increased instructional support with greater access to aligned resources.
Our goal is to provide increased academic support for our most struggling learners.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low

Lowest Performance

Low

Medium

High

Very High

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	2	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
50.4 Prepared	14.9 Prepared	23.1 Prepared
Maintained 0.8	Declined 2.2	Maintained 1.3
415 Students	94 Students	26 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Less than 11 Students 0	6.3 Prepared	37.3 Prepared
2 Students	Declined 18.8	Maintained 0.3
	32 Students	287 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
7.1 Prepared	25.8 Prepared	Less than 11 Students 0
Declined 5.4	Increased 5.8	2 Students
28 Students	31 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Green
63.3 Prepared	Less than 11 Students 0	39.3 Prepared
Declined 8.5	10 Students	Increased 7.3
109 Students		84 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
53.1 Prepared	Less than 11 Students 0	50.4 Prepared
Declined 8.2	6 Students	Increased 9.9
32 Students		141 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.

50.4% 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.
14.9% of English learners were College and Career Prepared which was a 2.2% decline from the previous year.
7.1% of Students with Disabilities were College and Career Prepared which was a 5.4% decline from the previous year.
39.3% of Hispanic students were College and Career Prepared which was a 7.3% increase from the previous year.
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.

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

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.

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

In addition to the English Learner Newcomer Academy, 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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

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

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

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.

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

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

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

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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	4	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Green	No Performance Color
88.9% graduated	82.8% graduated	100% graduated
Increased 1.7%	Increased 2.4%	Increased 8.7%
422 Students	99 Students	26 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	75.8% graduated	87.4% graduated
2 Students	Increased 4.3%	Increased 3%
	33 Students	294 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
50% graduated	77.4% graduated	Fewer than 11 students - data not displayed for privacy
Declined 37.5%	Increased 7.4%	2 Students
28 Students	31 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Green
94.6% graduated	Fewer than 11 students - data not displayed for privacy	91.7% graduated
Declined 1.2%	10 Students	Increased 1.3%
111 Students		84 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Green
87.5% graduated	Fewer than 11 students - data not displayed for privacy	84.1% graduated
Declined 9.3%	7 Students	Increased 6.8%
32 Students		145 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.

88.9% of all students graduated from high school, which was a 1.7% increase from the previous school year.
The recent increase in our graduation indicates that our efforts to provide more opportunities for credit recovery and intervention for students are making a difference, though continued work is needed to maintain our progress with regards to graduation rate.
Our lowest performing student group was those students who identify as Two or More Races.
87.5% of Students who identify as Two or More Races graduated which was a decrease of 9.3% from the previous school year.

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

In addition to the development of our English Learner Newcomer Academy, adequate training and time needs to be provided to teachers to learn how to support our EL students in core classes. With 82.8% of English Learners graduating in 2024, a slight increase of 2.4% from the previous year, we see our growing EL student population as our most urgent need in terms of providing academic and SEL support.

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

In addition to the EL Newcomer Academy, we are offering more sections of credit recovery to address the increase in our D/F/I rate campus wide. We've have maintained a 5th counselor, a School Community Worker, and a School

Community Intervention Specialist (SCIS) to focus on intervention. We are also going to be working in collaboration with District EL Intervention Staff to increase trainings for all staff on how to best support EL students in classes.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	6	2	0	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	Yellow
8.4% suspended at least one day	13.7% suspended at least one day	9.4% suspended at least one day
Increased 0.4%	Increased 1.9%	Declined 2.1%
1800 Students	453 Students	117 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - data not displayed for privacy	24.1% suspended at least one day	10.5% suspended at least one day
9 Students	Increased 5.7%	Declined 0.4%
	137 Students	1163 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
11.8% suspended at least one day	18.8% suspended at least one day	8.3% suspended at least one day
Declined 5.9%	Declined 4.2%	Maintained 0%
161 Students	133 Students	12 Students

Asian	Filipino	Hispanic
Orange	Blue	Orange
7.3% suspended at least one day	0% suspended at least one day	9% suspended at least one day
Increased 0.6%	Declined 5%	Increased 1%
423 Students	36 Students	420 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
6.3% suspended at least one day	8.3% suspended at least one day	7.5% suspended at least one day
Increased 0.4%	Declined 5.3%	Increased 1.2%
127 Students	24 Students	625 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 higher 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. With an overall 0.4% campus-wide increase in suspension rate for 2024, there was a need for additional support staff and resources to build-positive relationships with students and identifying alernative means of corrections when discipline incidents occur. The groups that increased in 2024 were English Learners, Homeless, Asian, Hispanic, and White.

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

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.

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

The addition of our School Community Intervention Specialist (SCIS) will add additional intervention support in 2025, along with the funding of a third, full-time campus monitor to ensure campus safety and prompt response to de-escalate conflicts that arise between students. We are going to continue the implementation of an academic intervention class

for the 2025-26 school year as an intervention that is intended to reduce suspension rates and provide academic and SEL support for students struggling academically and behaviorally. The curriculum used in the class will be aligned with academic needs and behavior interventions for students. 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: 2024-25

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

ANALYSIS

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

During the 2024-25 school year, we've monitored student grades at each progress report. We've met with students by grade level that had a D/F or Incomplete, and at staff collaboration, teachers have analyzed D/F grade data by department, course, and teacher. We followed up the large group student meeting with a conference with the student and the 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 2024 CAASPP in ELA, overall students scored 55.7 points above average. An increase of 23.8 points from 2023. Our EL students scored 101 points below standard and declined 8.9 points from 2023. 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 2024 CAASPP in Math, overall students scored 19.4 points below standard, but increased by 24.9 from 2023. In comparison, our EL students scored 168.4 points below standard, which was a 5.7 point increase from 2023. 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 2024 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.

2025-26

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 towards English language proficiency. Our goal was to increase by 3 points in 2024-25. We are providing teacher training on EL strategies in core classes to help support our EL students making more academic and language acquisition progress. In addition, we will be adding an English Learner (EL) Newcomer Academy Pilot in the fall of 2025-26.

While our overall percentage of students graduating college and career reading 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 students, 12.5% of our Students with Disabilities, and 25% of our Homeless students are graduating college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	29.0 points above standard	+3 scale score points
	English Learners	131.4 points below standard	
	Foster Youth		
	Homeless	33.9 points below standard	
	Socioeconomically Disadvantaged	23.6 points below standard	
	Students with Disabilities	76.7 points below standard	
	African American	32.8 points below standard	
	American Indian		
	Asian	29.9 points above standard	
	Filipino	100.2 points above standard	
	Hispanic	20.2 points above standard	
	Two or More Races	87.2 points above standard	
	Pacific Islander		
	White	28.0 points above standard	
Math State Assessment: Change in scale score	All Students	35.0 points below standard	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	English Learners: 188.6 points below standard Foster Youth: Homeless: 124.4 points below standard Socioeconomically Disadvantaged: 94.0 points below standard Students with Disabilities: 165.5 points below standard African American: 120.7 points below standard American Indian: Asian: 1.3 points below standard Filipino: 48.1 points above standard Hispanic: 74.1 points below standard Two or More Races: 35.2 points below standard Pacific Islander: White: 34.0 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	25.1%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	2.62%	+2%
College and Career Indicator:	All Students: 50.4 Prepared English Learners: 14.9 Prepared	+2%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Percentage of students placed in the “Prepared” level by the state’s college and career indicator	Homeless 6.3 Prepared Socioeconomically Disadvantaged 37.3 Prepared Students with Disabilities 7.1 Prepared African American 25.8 Prepared Asian 63.3 Prepared Hispanic 39.3 Prepared Two or More Races 53.1 Prepared White 50.4 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 X Lowest Performing Long Term English Learners	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	10,000	2025 - 26 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	54,658 2,000	2025 - 26 School year

			4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.3	Vice Principal (New Hire)	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	2025-26 school year
1.4	Scholarship for AP/IB Testing	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	2025-26 school year

1.5	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	10,000	2025 - 26 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	2025 - 26 school year
1.7	Intervention Teacher (0.4 Marcy Alexander) PC 38888 PC 38887	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	50,400 18,680	2025-26 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	2,000	2025-26 school year
1.9	Intervention Teacher (0.2 Sarah Ochoa) 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	25,950.00 13,577.91	2025-26 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: 2024-25

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

ANALYSIS

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

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 2024-25. Attendance has improved compared to 2023-24, however our rate has dropped in the 2nd semester with our chronic absenteeism slightly increasing.

Our graduation rate increased in 2023-24 by 1.7%, following a drop 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. Based on the increase in the 2023-24 graduation rate, it is likely that the interventions and resources have gained positive momentum in overcoming the

learning deficits that resulted as an impact of COVID. The groups that had the lowest graduation rate in 2022-2023 were our Homeless and our African American students. The graduation rate for both groups increased in 2023-24, with African American students increasing by 7.4%, and Homeless students increasing by 4.3%. Though improvements have been made, we are in need of more targeted intervention for those groups. Those groups also have a higher suspension rate.

On the 2024 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 2024 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 2024 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 continue an Academic Intervention class and recently adopted curriculum to provide academic and SEL support, as well as to provide alternative means of correction to suspension.

2025-26

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 2024-25	Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless	N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.4%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	6.5%	-2%
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students 88.9% graduated English Learners 82.8% graduated Foster Youth Homeless 75.8% graduated Socioeconomically Disadvantaged 87.4% graduated Students with Disabilities 50% graduated African American 77.4% graduated American Indian	+1%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	Asian 94.6% graduated Filipino Hispanic 91.7% graduated Two or More Races 87.5% graduated Pacific Islander White 84.1% 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 suppport	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025-26 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	118,080 41,691	2025-26 school year

2.3	Scholarships for academic competitions	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	2025-26 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	33,814.29	2025-26 school year
2.5	Supplemental Class supplies for academic need of low SES students.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,000	2025-26 school year
2.6	Intervention Teacher (1.0 FTE	All Students X English Learners			2025-26 school year

	- Academic Intervention class) PC 38887	X Low-Income Students X Foster Youth X Lowest Performing			
2.7	Academic coaching - Teacher advisors preparing students for academic competitions	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4,520	2025-26 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	14,375 16,057	2025-26 school year
2.9	ICT - Attendance - 0.375 FTE (Jenny Mannerino) PC 38903	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified	14,446 19,450	2025-26 school year

	PC 34205		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
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	4,960 3,712	2025-26 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: 2024-25

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

ANALYSIS

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

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. Spanning from 2022-2024, African American students have been suspended at an average 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. This is a high-focus area of attention for us at Mira Loma High School in 2025-26.

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

In the 2025-26 school year, we will be continuing to implement a Re-direct and Academic Intervention class in an effort to provide 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.

2025-26

Identified Need

Our clear need is to focus on reducing our suspension rate for our African American, Hispanic, Asian, English learners, Homeless, and Students with Disabilities. The academic 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 Specialist (SCIS), a School Community Worker, an 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. In addition, we have partnered with our Students 4 Change group on campus during the 2024-25 school year to identify and increase awareness surrounding campus-wide behavior expectations. Through these efforts, Students 4 Change developed "THINK" posters, which the displayed and presented in all classes throughout campus during the spring of 2025 semester. The THINK acronym identified the values: T - Is it True? H - Is it Helpful? I - Is it Inspiring N - Is it Necessary K - Is it Kind?. This has helped to increase a sense of belonging and unification at Mira Loma High School in 2024-25, work that we look forward to continuing in 2025-26.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	8.4% suspended at least one day	-0.3%
	English Learners	13.7% suspended at least one day	
	Foster Youth		
	Homeless	24.1% suspended at least one day	
	Socioeconomically Disadvantaged	10.5% suspended at least one day	
	Students with Disabilities	11.8% suspended at least one day	
	African American	18.8% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	American Indian: 8.3% suspended at least one day Asian: 7.3% suspended at least one day Filipino: 0% suspended at least one day Hispanic: 9% suspended at least one day Two or More Races: 6.3% suspended at least one day Pacific Islander: 8.3% suspended at least one day White: 7.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	59.8%	74.0%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.2%	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).	5%	+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.	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing Homeless	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	16,000	2025-26 school year
3.2	Liaison for Parent Involvement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	10,860	2025-26 school year
3.3	Supplemental Interpretation	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,000	2025-26 school year

3.4	School Community Intervention Specialist (SCIS) PC 39913	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	50,828.18 33,023.62	2025-26 school year
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	30,865 35,860	2025-26 school year
3.6	Supplemental safety around campus to improve the sense of feeling safe on campus.	All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025-26 school year

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$843,008.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental Site Allocation	$182,720.00
Title I Part A Parent Involvement	$10,860.00
Title I Part A Site Allocation	$649,428.00

Subtotal of state or local funds included for this school: $843,008.00

Total of federal, state, and/or local funds for this school: $843,008.00

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	182,720	0.00
Title I Part A Site Allocation	649,428	0.00
Title I Part A Parent Involvement	10,860	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	182,720.00
Title I Part A Parent Involvement	10,860.00
Title I Part A Site Allocation	649,428.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	378,150.00
2000-2999: Classified Personnel Salaries	118,474.18
3000-3999: Employee Benefits	182,051.53
4000-4999: Books And Supplies	73,518.00
5000-5999: Services And Other Operating Expenditures	39,814.29
5800: Professional/Consulting Services And Operating Expenditures	51,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	171,720.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	3,000.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	6,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	10,860.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	206,430.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	115,474.18
3000-3999: Employee Benefits	Title I Part A Site Allocation	182,051.53
4000-4999: Books And Supplies	Title I Part A Site Allocation	60,658.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	33,814.29
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	51,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	384,465.91
Goal 2	278,105.29
Goal 3	180,436.80

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
Sara Garzona	Classroom Teacher
Rochelle Jacks	Classroom Teacher
Maria Contreras	Classroom Teacher
Chad Posner	Classroom Teacher
Kenny Nguyen	Parent or Community Member
Clarissa Alva	Parent or Community Member
Esther Njuguna	Parent or Community Member
Lisa Flores	Other School Staff
Kaden Bahner	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.

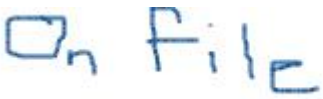
Recommendations and Assurances

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
	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 5/20/2025.

Attested:

	Principal, Kaden Bahner on 5/20/2025
	SSC Chairperson, Georgia Klostrakis on 5/20/2025

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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: LCFF Supplemental Site Allocation **$182,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Vice Principal (New Hire)	1000-1999: Certificated Personnel Salaries	$167,200.00	Engaging Academic Programs	
Scholarship for AP/IB Testing	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs	
Academic coaching - Teacher advisors preparing students for academic competitions	1000-1999: Certificated Personnel Salaries	$4,520.00	Healthy Environments for Social-Emotional Growth	
Scholarships for academic competitions	5000-5999: Services And Other Operating Expenditures	$1,000.00	Healthy Environments for Social-Emotional Growth	
Supplemental Interpretation	2000-2999: Classified Personnel Salaries	$3,000.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$182,720.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00

Funding Source: Title I Part A Parent Involvement **$10,860.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Liaison for Parent Involvement	4000-4999: Books And Supplies	$10,860.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$10,860.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$649,428.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School Community Intervention Specialist (SCIS) PC 39913	2000-2999: Classified Personnel Salaries	$50,828.18	Engaging Academic Programs	
School Community Worker (Clarissa Alva) PC 39177	2000-2999: Classified Personnel Salaries	$30,865.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$33,023.62	Engaging Academic Programs	
	3000-3999: Employee Benefits	$35,860.00	Engaging Academic Programs	
College Tours/Field Trips	5000-5999: Services And Other Operating Expenditures	$33,814.29	Healthy Environments for Social-Emotional Growth	
Supplemental Class supplies for academic need of low SES students.	4000-4999: Books And Supplies	$6,000.00	Healthy Environments for Social-Emotional Growth	
Professional Develop/ Teacher Training	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Engaging Academic Programs	
Supplemental learning hardware, software and class supplies	4000-4999: Books And Supplies	$54,658.00	Engaging Academic Programs	
ICT - Attendance and Grade improvement - 0.375 FTE (Allison Addiego) PC 39115	2000-2999: Classified Personnel Salaries	$14,375.00	Healthy Environments for Social-Emotional Growth	

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ICT - Attendance - 0.375 FTE (Jenny Mannerino) PC 38903 PC 34205	2000-2999: Classified Personnel Salaries	$14,446.00	Healthy Environments for Social-Emotional Growth
ICT - Spanish Speaking in attendance - 0.125 FTE (Michelle Baydaline) PC 37382	2000-2999: Classified Personnel Salaries	$4,960.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$41,691.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$16,057.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$19,450.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	$3,712.00	Healthy Environments for Social-Emotional Growth
Community Partnerships- IYT, GEMS, UCAN, SAYS.	5800: Professional/Consulting Services And Operating Expenditures	$16,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$18,680.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$13,577.91	Engaging Academic Programs
Counselor - Academic supports for students needing intervention PC 36542, 1.0 FTE	1000-1999: Certificated Personnel Salaries	$118,080.00	Healthy Environments for Social-Emotional Growth
Academic Intervention -before/after school	1000-1999: Certificated Personnel Salaries	$10,000.00	Engaging Academic Programs

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International Rescue Committee	5800: Professional/Consulting Services And Operating Expenditures	$25,000.00	Engaging Academic Programs
Intervention Teacher (0.4 Marcy Alexander) PC 38888 PC 38887	1000-1999: Certificated Personnel Salaries	$50,400.00	Engaging Academic Programs
Curriculum alignment - Subs/learning teams (English 1, IM 1, Biology).	1000-1999: Certificated Personnel Salaries	$2,000.00	Engaging Academic Programs
Intervention Teacher (0.2 Sarah Ochoa) PC 24360	1000-1999: Certificated Personnel Salaries	$25,950.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures:	$649,428.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Mira Loma High School Total Expenditures:	$843,008.00