



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	June 5, 2026	June 23, 2026

Purpose and Plan Summary

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

☒ Schoolwide Program

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).

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 2026-27 school year. The School Site Council also looked at our school data, particularly in regards to funding partnerships and funding academic resources for students, funding additional support staff, and brainstormed ways to support students that are struggling. In our April 2026 meeting, School Site Council completed approved action items to fund additional support staff and 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 and May 2026 faculty meetings, our Students 4 Change Group presented the results of their spring of 2026 student survey, which increase student voice and feedback regarding student perspective as how to best meet the needs of our students for the 2026-27 school year, including recommendations for campus bathroom safety. Finally, the Site Leadership Team and Department Chairs reviewed student achievement data during our monthly meetings and Thursday Staff Collaboration during the spring of 2026 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, MYP for All, and Schedule Change strategic initiative cohorts to support students and staff, which will continue in the fall of 2026.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.74%	0.36%	0.06%	12	6	1
African American	6.86%	6.40%	6.43%	112	106	108
Asian	24.02%	25.98%	28.23%	392	430	474
Filipino	2.14%	2.05%	1.19%	35	34	20
Hispanic/Latino	22.55%	22.54%	21.20%	368	373	356
Pacific Islander	1.41%	1.39%	1.37%	23	23	23
White	34.87%	34.38%	33.77%	569	569	567
Multiple/No Response	7.41%	6.89%	7.68%	121	114	129
Total Enrollment				1632	1655	1679

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	415		474
Grade 10	393		447
Grade 11	407		378
Grade 12	417		380
Total Enrollment	1,632		1,679

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	353	455	474	22.8%	21.6%	28.2%
Fluent English Proficient (FEP)	468	466	513	30.0%	28.7%	30.6%
Reclassified Fluent English Proficient (RFEP)	12				2.62%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1655	63.3%	27.5%	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	455	27.5%
Foster Youth	4	0.2%
Homeless	112	6.8%
Socioeconomically Disadvantaged	1048	63.3%
Students with Disabilities	141	8.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	106	6.4%
American Indian	6	0.4%
Asian	430	26%
Filipino	34	2.1%
Hispanic	373	22.5%
Two or More Races	114	6.9%
Pacific Islander	23	1.4%
White	569	34.4%

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

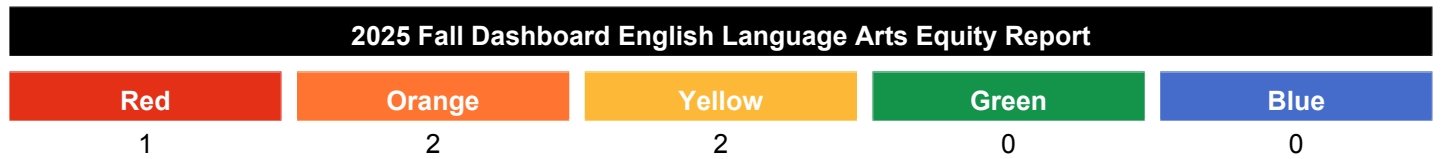
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 10.9 points above standard Declined 18.1 points 343 Students	English Learners  Red 131.9 points below standard Maintained -0.5 points 98 Students	Long-Term English Learners  No Performance Color 144.9 points below standard Declined 33 points 26 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 106.5 points below standard Declined 72.5 points 22 Students	Socioeconomically Disadvantaged  Orange 31.9 points below standard Declined 8.3 points 220 Students

Students with Disabilities  No Performance Color 66.2 points below standard Increased 10.5 points 30 Students	African American  No Performance Color 40.4 points below standard Declined 7.6 points 23 Students	American Indian  No Performance Color 0 Students
Asian  Orange 31.5 points below standard Declined 61.4 points 82 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 6.9 points above standard Declined 13.3 points 82 Students
Two or More Races  No Performance Color 73.7 points above standard Declined 13.5 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 27.6 points above standard Maintained -0.4 points 110 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 10.9 points above standard, which was a decrease from the previous year. Our lowest performing student group is English learners, who scored 131.9 points below standard, which was a decrease of -0.5 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 discussions about the potential development of the first English Learner Newcomer Academy in Mira Loma High School's history, which will likely continue to be explored as a strategic initiative in the fall of 2026. A potential Newcomer Academy could 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 continuing the discussion 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

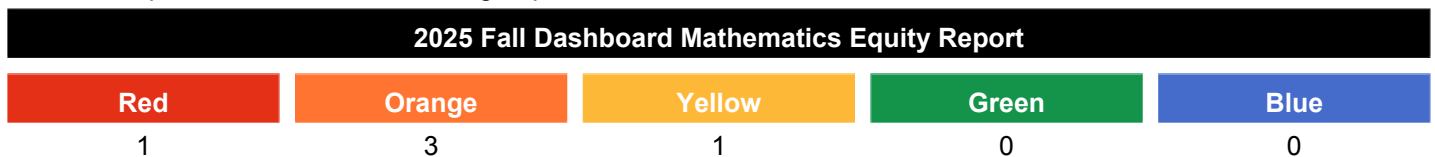
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 59.7 points below standard Declined 24.7 points 347 Students	English Learners  Red 195.4 points below standard Declined 6.8 points 105 Students	Long-Term English Learners  No Performance Color 199.8 points below standard Declined 10.6 points 26 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 193.1 points below standard Declined 68.7 points 23 Students	Socioeconomically Disadvantaged  Orange 113 points below standard Declined 19 points 225 Students

Students with Disabilities  No Performance Color 141.4 points below standard Increased 24.1 points 30 Students	African American  No Performance Color 137 points below standard Declined 16.3 points 23 Students	American Indian  No Performance Color 0 Students
Asian  Orange 74.9 points below standard Declined 73.6 points 84 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Orange 91.1 points below standard Declined 17 points 82 Students
Two or More Races  No Performance Color 3.3 points below standard Increased 31.9 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow 41.1 points below standard Declined 7.1 points 114 Students

Lowest Performing Student Groups:

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

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All students scored 59.7 points below standard. Our lowest performing student group is English learners, who scored 195.4 points below standard, which was a decrease of 6.8 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 discussions about the potential development of the first English Learner Newcomer Academy in Mira Loma High School's history. The development of a Newcomer Academy could 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 Science

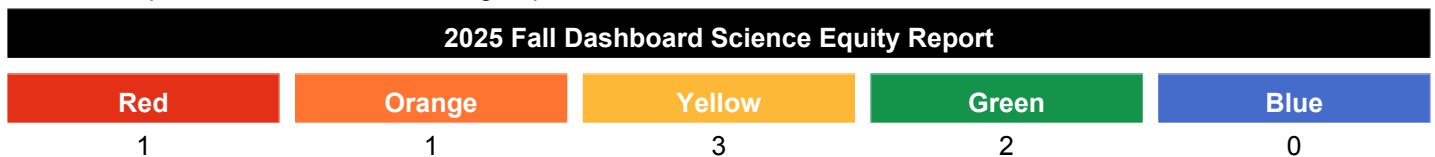
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Yellow 54.3 science points Declined 6 points 375 Students	English Learners  Red 33 science points Maintained -0.2 points 116 Students	Long-Term English Learners  No Performance Color 29.4 science points Declined 2.6 points 26 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 36.7 science points Declined 10.2 points 26 Students	Socioeconomically Disadvantaged  Yellow 46.5 science points Declined 4.8 points 247 Students

Students with Disabilities  Orange 38.9 science points Declined 9.7 points 34 Students	African American  No Performance Color 44.2 science points Declined 2.2 points 28 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 49.6 science points Declined 13.7 points 92 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Hispanic  Yellow 53.2 science points Declined 3 points 85 Students
Two or More Races  Green 65.2 science points Declined 4.9 points 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	White  Green 56.7 science points Declined 3 points 122 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 54.3 points below standard. Our lowest performing student group is English learners, who scored 33 points below standard, which was a slight decrease of -0.2 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 Science 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 Science language acquisition and academic progress in core classes has led to discussions about the potential development of the first English Learner Newcomer Academy in Mira Loma High School's history. The development of a Newcomer Academy could 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 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 Yellow
40.8 making progress.	44.5 making progress.
Number Students: 346 Students	Number Students: 110 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.

2025 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
14%	45.3%	0.6%	40.1%

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. Overall 40.8% of our EL students made progress toward English proficiency, an increase of 15.7% from 2025. In addition, 44.5% of our Long-Term EL students made progress toward English proficiency, an increase of 14.9% from 2025. 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?

Although there has been a significant increase in our English Learner progress, additional effort is needed to support our EL students in ELA, Math, and Science. Based upon our 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?

Continuing to exploring the concept of a smaller learning community for our EL students to help them make progress on Math, English, and Science language acquisition and academic progress in core classes has led to discussions about the potential development of the first English Learner Newcomer Academy in Mira Loma High School's history; discussions which will likely continue in the fall of 2026. The development of a Newcomer Academy could 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

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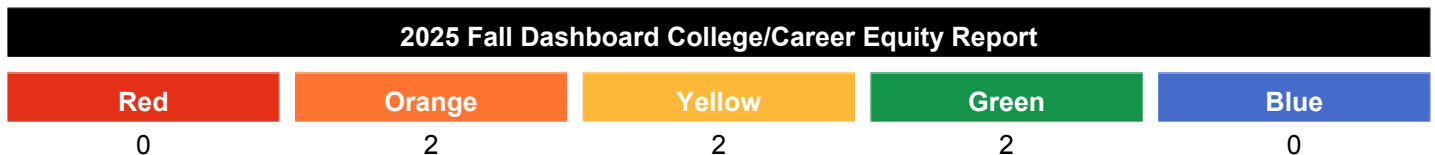
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Yellow Prepared 48.8% Maintained -1.6% 402 Students	English Learners Orange Prepared 16.2% Maintained 1.3% 111 Students	Long-Term English Learners No Performance Color Prepared 12.5% Declined 10.6% 32 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless Yellow Prepared 22.5% Increased 16.3% 40 Students	Socioeconomically Disadvantaged Green Prepared 42.4% Increased 5.1% 321 Students

Students with Disabilities  No Performance Color Prepared 14.3% Increased 7.1% 28 Students	African American  No Performance Color Prepared 35.7% Increased 9.9% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Orange Prepared 53.4% Declined 9.9% 116 Students	Filipino  No Performance Color Prepared 73.3% 15 Students	Hispanic  Green Prepared 44.8% Increased 5.5% 87 Students
Two or More Races  No Performance Color Prepared 41.2% Declined 11.9% 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Yellow Prepared 50.8% Maintained 0.4% 130 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 prepared group were Long-Term English Learners. 12.5% of Long Term English Learners were College and Career Prepared which was a 10.6% decline from the previous year. 14.3% of Students with Disabilities were College and Career Prepared which was a 7.1% increase from the previous year. 44.8% of Hispanic students were College and Career Prepared which was a 5.5% increase from the previous year. There is an ongoing need to have our college and career technician continue identify the percentage of students not prepared and analyze what is needed most for a better outcome; however, significant increases have occurred for groups who were previously underprepared.

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 having strategic discussions about a potential 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. We are also exploring options for teacher training on strategies to support English learners in core classes and supplemental resources for teachers to differentiate instruction.

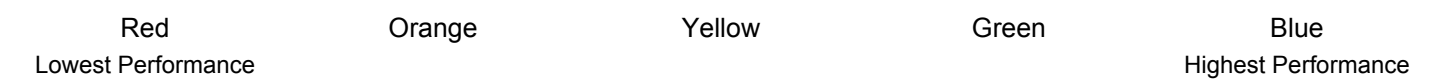
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:

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

Potential causes:

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

We continue to meet 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 School Community Intervention Specialist (SCIA) to focus on supporting a case load of students that need attendance and academic intervention. We also hired a School Community worker that is focused on removing barriers for our EL and homeless students.

School and Student Performance Data

Academic Engagement Graduation Rate

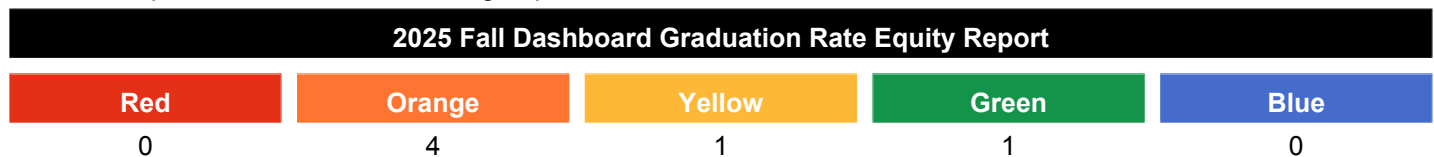
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 87.5% graduated Declined 1.4% 408 Students	 Orange 77.8% graduated Declined 5.1% 117 Students	 No Performance Color 87.9% graduated Declined 12.1% 33 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Orange 75% graduated Maintained -0.8% 40 Students	 Yellow 86.5% graduated Maintained -0.9% 327 Students

Students with Disabilities  No Performance Color 67.9% graduated Increased 17.9% 28 Students	African American  No Performance Color 78.6% graduated Increased 1.2% 28 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Asian  Orange 87.1% graduated Declined 7.5% 116 Students	Filipino  No Performance Color 100% graduated 15 Students	Hispanic  Orange 89.7% graduated Declined 2% 87 Students
Two or More Races  No Performance Color 88.2% graduated Maintained 0.7% 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	White  Green 87.5% graduated Increased 3.4% 136 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.

87.5% of all students graduated from high school, which was a 1.4% decrease from the previous school year. The recent decrease in our graduation indicates that more effort is needed to provide more opportunities for credit recovery and intervention for students. Continued work is needed to increase our progress with regards to graduation rate. Our lowest performing student group was those students who identify as Long-Term English Learners at 87.9%, declining 12.1% from the previous year.

Potential causes:

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

In addition to discussions about the potential development of an 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 67.9% of Students with Disabilities graduating, a significant increase of 17.9% from the previous year, we see our Students with Disabilities benefiting from our inclusive learning environment. With a growing population of students, we see our English Learners 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 potential of an English Learner 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 continue

working in collaboration with District English Learner 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

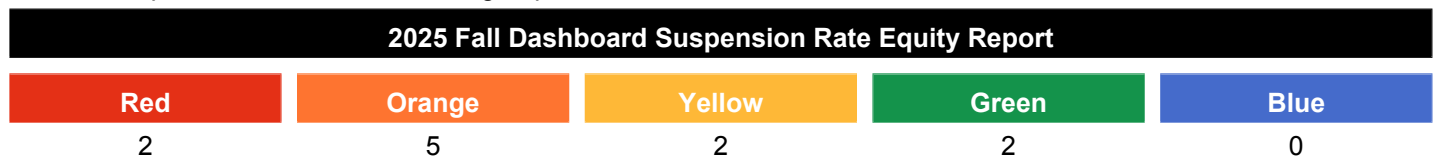
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 7.6% suspended at least one day Declined 0.9% 1796 Students	English Learners  Orange 12% suspended at least one day Declined 1.6% 540 Students	Long-Term English Learners  Red 15.2% suspended at least one day Increased 5.8% 138 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless  Orange 16.8% suspended at least one day Declined 7.3% 143 Students	Socioeconomically Disadvantaged  Yellow 9.2% suspended at least one day Declined 1.3% 1247 Students

Students with Disabilities  Orange 11.4% suspended at least one day Declined 0.4% 167 Students	African American  Orange 14.5% suspended at least one day Declined 4.3% 124 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  Green 5.1% suspended at least one day Declined 2.2% 470 Students	Filipino  Orange 2.9% suspended at least one day Increased 2.9% 34 Students	Hispanic  Red 10.4% suspended at least one day Increased 1.3% 396 Students
Two or More Races  Green 4.6% suspended at least one day Declined 1.7% 130 Students	Pacific Islander  No Performance Color 11.5% suspended at least one day Increased 3.2% 26 Students	White  Yellow 7% suspended at least one day Declined 0.5% 610 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 Long-Term English Learners, African American students, and Hispanic students are suspended at a higher rate than any other racial groups, there is a need to continue to look at cultural bias in our discipline procedures. While most of our subgroups declined in data for suspension rates, our Long-Term English Learner rates increased the most significantly at 5.8%. With an overall 0.9% campus-wide decrease in suspension rate from the previous year, additional support staff and resources to build-positive relationships with students and identifying alternative means of corrections when discipline incidents occur clearly benefited students and led to an overall decrease in our school suspension rate.

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 added additional intervention support in 2025-26 school year, 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 continued 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. Utilizing our School Community Intervention Specialist and School Community Worker, we are looking at strategies to redefine the structure and schedule of our intervention class for the 2026-27 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 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: 2025-26

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 2025-26 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.

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. Overall, 40.8% of our students made progress towards English language proficiency, a 0.2% increase from the previous year. We are planning to provide teacher training on EL strategies in core classes to help support our EL students making more academic and language acquisition progress in 2026-27. In addition, we will continue our strategic conversations in the fall of 2026 about potentially adding an English Learner (EL) Newcomer Academy in future years.

While our overall percentage of students graduating college and career reading is 48.8%, we have several groups that are graduating with much lower rates of being considered prepared for college and career when they graduate. More work is needed to identify supports and resources for our Long-Term English Learners, and English Learners in general, when it comes to identifying strategies to increase graduation rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	10.9 points above standard	+3 scale score points
	English Learners	131.9 points below standard	
	Foster Youth		
	Homeless	106.5 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Socioeconomically Disadvantaged	31.9 points below standard	
	Students with Disabilities	66.2 points below standard	
	African American	40.4 points below standard	
	American Indian		
	Asian	31.5 points below standard	
	Filipino		
	Hispanic	6.9 points above standard	
	Two or More Races	73.7 points above standard	
	Pacific Islander		
	White	27.6 points above standard	
Math State Assessment: Change in scale score	All Students	59.7 points below standard	+3 scale score points
	English Learners	195.4 points below standard	
	Foster Youth		
	Homeless	193.1 points below standard	
	Socioeconomically Disadvantaged	113 points below standard	
	Students with Disabilities	141.4 points below standard	
	African American	137 points below standard	
	American Indian		
	Asian	74.9 points below standard	
	Filipino		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Hispanic	91.1 points below standard	
	Two or More Races	3.3 points below standard	
	Pacific Islander		
	White	41.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	40.8		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	2.62%		+2%
College and Career Indicator: Percentage of students placed in the "Prepared" level by the state's college and career indicator	All Students	Prepared 48.8%	+2%
	English Learners	Prepared 16.2%	
	Homeless	Prepared 22.5%	
	Socioeconomically Disadvantaged	Prepared 42.4%	
	Students with Disabilities	Prepared 14.3%	
	African American	Prepared 35.7%	
	Asian	Prepared 53.4%	
	Filipino	Prepared 73.3%	
	Hispanic	Prepared 44.8%	
	Two or More Races	Prepared 41.2%	
	White	Prepared 50.8%	

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 development focused on data-driven research-based instructional strategies, student engagement, social-emotional, and academic rigor. Attend workshops, conferences, provide release time to collaborate in the development of effective instructional practices for engaging low-performing students. WASC Goal #1 - PD.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	School Year 2026-2027
1.2	Learning Supplies, Software and other needs (LCFF) to	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	119,806 64,120 20,698	School Year 2026-2027

	promote student engagement Instructional supplies, software and technology to supplement core instruction (Title I). Culturally relevant current text and materials, library and media technology to support instruction and address student need. WASC Goal #2.		Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
1.3	Provide scholarships for AP/IB Testing to eligible students (low-income, foster, English learners).	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,000	School Year 2026-2027
1.4	Supplemental curriculum materials,	X All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	5,000 12,000	School Year 2026-2027

	tutoring, and academic intervention to enhance core curriculum to differentiate for students' academic needs and increase Integrated Math 1 completion rates. Intervention, push in/pull out, out-of-school time tutoring to support struggling students to complete required courses and graduate.	X Foster Youth X Lowest Performing LTEL	4000-4999: Books And Supplies Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3,000	
1.5	Utilize community partners to increase students' connectedness to school and provide academic support utilizing primary language and lived experience.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	25,000	School Year 2026-2027

1.6	Utilize .4 Intervention teachers to accelerate student learning to meet grade level standards, reduce D and F rates and increase A-G eligibility, and increased rates of course completion.	X All Students English Learners X 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	53,112 20,859	School Year 2026-2027
1.7	Provide supplemental curriculum to enhance, support, and increase language acquisition and access to core content for English learners. And to also increase Integrated Math 1 completion rates. Provide collaboration time and extra assignments or substitute teachers, in order to create	X All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Long-term English learners	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	12,000 1,000	School Year 2026-2027

	benchmark assessments to assess language acquisition and mastery of core content. Also to target schedule planning aligned to student needs and efforts to increase graduation rate and maximize student support.				
1.8	Utilize .2 Intervention teacher to accelerate student learning to meet grade level standards.	X All Students X English Learners X 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	26,556 10,429	School Year 2026-2027

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: 2025-26

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 2025-26. Attendance has improved compared to 2024-25, however our rate has dropped in the 2nd semester with our chronic absenteeism slightly increasing.

Our graduation rate decrease slightly in 2025, particularly with a decrease in our Long-Term English Learners. Many students in the class of 2025 were impacted by COVID and were not able to make up enough credits that were lost during distance learning. Based on the slight decrease in the 2024-25 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; however, we have Long-Term English Learners who are still trying to build essential academic and linguistic skills to achieve academic proficiency levels necessary to graduate.

Mira Loma High School will continue to strengthen systems of belonging, engagement, and relationship-building to improve persistence and connectedness among historically underserved student groups. Students experiencing homelessness, foster youth, and students with disabilities often benefit from consistent adult mentorship and wraparound support services. Mira Loma High School will look to expand partnerships with community agencies, mental health providers, and family support organizations to address non-academic barriers that contribute to absenteeism and disengagement. For English Learners and African American students specifically, Mira Loma will look to increase culturally responsive instructional practices, affinity-based student support programs, and family engagement opportunities that can foster stronger school connectedness and academic confidence.

Mira Loma High School will build upon existing strengths demonstrated by relatively high graduation rates among Hispanic students (89.7%), students identifying as Two or More Races (88.2%), White students (87.5%), and Filipino students (100%). By analyzing successful practices already occurring within high-performing programs and student groups, school leaders will work to identify scalable strategies that promote student achievement and persistence. Establishing measurable graduation rate goals for each subgroup, reviewing progress quarterly, and maintaining transparent communication with staff and families will help create collective accountability across the school community. Through consistent monitoring, targeted interventions, and a strong focus on equity and student relationships Mira Loma will look to increase our overall graduation rate in future school years.

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 2025-26	Expected Outcome 2026-27
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 2025-26	Expected Outcome 2026-27
	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 87.5% graduated English Learners 77.8% graduated Foster Youth Homeless 75% graduated Socioeconomically Disadvantaged 86.5% graduated Students with Disabilities 67.9% graduated African American 78.6% graduated American Indian	+1%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Asian 87.1% graduated Filipino 100% graduated Hispanic 89.7% graduated Two or More Races 88.2% graduated Pacific Islander White 87.5% 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 - provide funds to offer tutoring and support to encourage a diverse groups of students to participate and succeed in IB courses.	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1,000 1,000	2026-27 School Year
2.2	Counselor - Academic supports for	X All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	134,780 52,647	2026-27 School Year

	students needing intervention PC 36542, 1.0 FTE	Foster Youth Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.3	Provide scholarships to low-income students participating in academic competitions, academic supplies, and increase access for all students to campus events (tickets).	X All Students English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000 5,000	2026-27 School Year
2.4	Provide opportunities for all students, and particularly low-income students, to experience real world learning	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other	35,000 5,000	2026-27 School Year

	and exposure to college and career options through academic field trips.		Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures		
2.5	Provide supplemental class supplies to help support students who do not have access to necessary supplies. An emphasis on helping students gain access to resources that will help increase graduation rates and Integrated Math 1 completion rates.	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,000	2026-27 School Year
2.6	Academic Coaches and extra assignments, aligned to help increase student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	22,000	2026-27 School Year

	achievement and academic support. (Title I Compliant)		Personnel Salaries		
2.7	Provide extra hours for clerical support around attendance and programs to support student success. PC#39115	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	15,539 15,625	2026-27 School Year
2.8	Provide extra hours for clerical support around attendance and programs to support student success. PC#38903 PC#34204	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	20,719 20,707	2026-27 School Year

			3000-3999: Employee Benefits		
2.9	Provide extra hours for Spanish speaking clerical support around attendance and programs to support student success. PC#37382	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	15,538 13,254	2026-27 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: 2025-26

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)

Based on our overall suspension rate of 7.6%, Mira Loma High School has maintained a relatively moderate level of exclusionary discipline compared to what is often seen in comprehensive high school settings. This indicates that, for the majority of our students, schoolwide systems of behavior management, supervision, and classroom expectations are functioning at a reasonably effective level. The data also suggests that many students are successfully navigating school expectations without repeated disciplinary removal from instruction, which is an important foundation for academic engagement and graduation outcomes.

Suspension Rate data highlights a likely gap in culturally responsive and trauma-informed systems that address root causes of behavior. Strengthening consistency in expectations, intervention protocols, and restorative responses appears necessary to reduce these gaps and improve overall equity in discipline outcomes at Mira Loma High School.

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

Mira Loma High School will continue to focus on strengthening proactive behavioral supports and restorative practices to reduce suspension rates during the 2026-27 school year, particularly among student groups with disproportionately high rates of exclusionary discipline. Data indicates elevated suspension rates among Homeless students (16.8%), African American students (14.5%), English Learners (12%), Pacific Islander students (11.5%), and Students with Disabilities (11.4%), suggesting a need for targeted intervention and relationship-centered support systems. School leaders and support staff will continue expanding Multi-Tiered System of Supports (MTSS) structures that emphasize early identification of behavioral concerns, restorative conferencing, social-emotional learning, and alternatives to suspension. Increasing the use of restorative circles, behavioral reflection protocols, and conflict mediation can help students remain connected to school while addressing behavioral concerns constructively.

2025-26

Identified Need

Mira Loma High School will continue to utilize ongoing data analysis and accountability structures to monitor discipline trends throughout the school year. While the overall suspension rate for All Students (7.6%) demonstrates areas of strength, subgroup disparities indicate opportunities for more equitable outcomes. School leadership teams should review suspension data regularly by student subgroup, offense category, location, and repeat incidents to identify patterns and implement timely interventions. In addition, highlighting and replicating successful practices among student groups with lower suspension rates, such as Filipino students (2.9%), Asian students (5.1%), and students identifying as Two or More Races (4.6%), will provide insight into effective engagement and support strategies already occurring on campus.

To provide academic, behavior, and social emotional support for students, Mira Loma will continue to fund a 1.0 FTE School Community Intervention Specialist, and additionally in 2026-27, the Mira Loma School Site Council voted to increase our School Community Workers FTE to 1.0, 8 hours per day, 5 days per week.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	7.6% suspended at least one day	-0.3%
	English Learners	12% suspended at least one day	
	Foster Youth		

Metric/Indicator

Baseline 2025-26

Expected Outcome 2026-27

	Homeless	16.8% suspended at least one day	
	Socioeconomically Disadvantaged	9.2% suspended at least one day	
	Students with Disabilities	11.4% suspended at least one day	
	African American	14.5% suspended at least one day	
	American Indian		
	Asian	5.1% suspended at least one day	
	Filipino	2.9% suspended at least one day	
	Hispanic	10.4% suspended at least one day	
	Two or More Races	4.6% suspended at least one day	
	Pacific Islander	11.5% suspended at least one day	
	White	7% 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	Utilize Community Partners to increase parent and community engagement and strengthen the home/school connections.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	16,000	School Year 2026-2027
3.2	Provide funding for interpretation when necessary to communicate and engage with families with a home language other than English. Provide printed and translated home communications in all languages, promote school events, materials	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,000	School Year 2026-2027

	to encourage parent involvement.				
3.3	Use Title I funds to provide for School Community Intervention Specialist to act as a support and bridge between families and students, promote attendance, and intervention.	X All Students X English Learners X 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	53,419 40,081	School Year 2026-2027
3.4	Use Title I funds to provide for School Community Workers to act as a support and bridge between families and students, promote attendance and intervention.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	66,144 45,112	School Year 2026-2027
3.5	Utilize strategies and resources to increase parent Involvement and	X All Students English Learners X Low-Income Students Foster Youth	Title I Part A Parent Involvement	8,860 2,000	School Year 2026-2027

	community engagement and strengthen the home/school connections.	Lowest Performing	4000-4999: Books And Supplies Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries		
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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				

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	186,080	0.00
Title I Part A Site Allocation	793,065	0.00
Title I Part A Parent Involvement	10,860	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	186,080.00
Title I Part A Parent Involvement	10,860.00
Title I Part A Site Allocation	793,065.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	261,448.00
2000-2999: Classified Personnel Salaries	180,359.00
3000-3999: Employee Benefits	218,714.00
4000-4999: Books And Supplies	164,364.00
5000-5999: Services And Other Operating Expenditures	124,120.00
5800: Professional/Consulting Services And Operating Expenditures	41,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	55,796.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	49,586.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,698.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	15,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	41,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	8,860.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	260,448.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	122,563.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	169,128.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	131,806.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	109,120.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	388,580.00
Goal 2	366,809.00
Goal 3	234,616.00

School Site Council Membership

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

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

Name of Members	Role
Student 12th Grade	Secondary Student
Student 11th Grade	Secondary Student
Student 10th 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
James Rae	Parent or Community Member
Mary Beth Barber	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

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 6/5/2026.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for Kaden Bahner, and the bottom signature is for Chad Posner. Both signatures are written in a cursive, stylized manner.

Principal, Kaden Bahner on 6/5/2026

SSC Chairperson, Chad Posner on 6/5/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Mira Loma High School

Funding Source: LCFF Supplemental Site Allocation

\$186,080.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize community partners to increase students' connectedness to school and provide academic support utilizing primary language and lived experience.	5800: Professional/Consulting Services And Operating Expenditures	\$25,000.00	Engaging Academic Programs	
Provide scholarships for AP/IB Testing to eligible students (low-income, foster, English learners).	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$20,698.00	Engaging Academic Programs	
EOS/IB Tutoring - provide funds to offer tutoring and support to encourage a diverse groups of students to participate and succeed in IB courses.	1000-1999: Certificated Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Provide scholarships to low-income students participating in academic competitions, academic supplies, and increase access for all students to campus events (tickets).	4000-4999: Books And Supplies	\$3,000.00	Healthy Environments for Social-Emotional Growth	
Provide extra hours for clerical support around attendance and programs to support student success.	2000-2999: Classified Personnel Salaries	\$15,539.00	Healthy Environments for Social-Emotional Growth	
PC#39115				
Provide extra hours for clerical support around attendance and programs to support student success.	2000-2999: Classified Personnel Salaries	\$20,719.00	Healthy Environments for Social-Emotional Growth	
PC#38903				
PC#34204				
Provide extra hours for Spanish speaking clerical support around attendance and programs to support student success.	2000-2999: Classified Personnel Salaries	\$15,538.00	Healthy Environments for Social-Emotional Growth	
PC#37382				

Mira Loma High School

	2000-2999: Classified Personnel Salaries	\$1,000.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$15,625.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$20,707.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$13,254.00	Healthy Environments for Social-Emotional Growth
Utilize Community Partners to increase parent and community engagement and strengthen the home/school connections.	5800: Professional/Consulting Services And Operating Expenditures	\$16,000.00	Engaging Academic Programs
Provide funding for interpretation when necessary to communicate and engage with families with a home language other than English.	2000-2999: Classified Personnel Salaries	\$3,000.00	Engaging Academic Programs
Provide printed and translated home communications in all languages, promote school events, materials to encourage parent involvement.			

Mira Loma High School

LCFF Supplemental Site Allocation Total Expenditures: \$186,080.00

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
Utilize strategies and resources to increase parent Involvement and community engagement and strengthen the home/school connections.	4000-4999: Books And Supplies	\$8,860.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$2,000.00	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 \$793,065.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Use Title I funds to provide for School Community Intervention Specialist to act as a support and bridge between families and students, promote attendance, and intervention.	3000-3999: Employee Benefits	\$40,081.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$45,112.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	\$53,419.00	Engaging Academic Programs	

Mira Loma High School

Use Title I funds to provide for School Community Workers to act as a support and bridge between families and students, promote attendance and intervention.	2000-2999: Classified Personnel Salaries	\$66,144.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$52,647.00	Healthy Environments for Social-Emotional Growth
Provide opportunities for all students, and particularly low-income students, to experience real world learning and exposure to college and career options through academic field trips.	5000-5999: Services And Other Operating Expenditures	\$35,000.00	Healthy Environments for Social-Emotional Growth
Provide supplemental class supplies to help support students who do not have access to necessary supplies. An emphasis on helping students gain access to resources that will help increase graduation rates and Integrated Math 1 completion rates.	4000-4999: Books And Supplies	\$6,000.00	Healthy Environments for Social-Emotional Growth
Academic Coaches and extra assignments, aligned to help increase student achievement and academic support. (Title I Compliant)	1000-1999: Certificated Personnel Salaries	\$22,000.00	Healthy Environments for Social-Emotional Growth
Counselor - Academic supports for students needing intervention PC 36542, 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$134,780.00	Healthy Environments for Social-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$3,000.00	Engaging Academic Programs
Supplemental curriculum materials, tutoring, and academic intervention to enhance core curriculum to differentiate for students' academic needs and increase Integrated Math 1 completion rates.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
Intervention, push in/pull out, out-of-school time tutoring to support struggling students to complete required courses and graduate.			

Mira Loma High School

Professional development focused on data-driven research-based instructional strategies, student engagement, social-emotional, and academic rigor. Attend workshops, conferences, provide release time to collaborate in the development of effective instructional practices for engaging low-performing students. WASC Goal #1 - PD.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs
Learning Supplies, Software and other needs (LCFF) to promote student engagement Instructional supplies, software and technology to supplement core instruction (Title I). Culturally relevant current text and materials, library and media technology to support instruction and address student need. WASC Goal #2.	4000-4999: Books And Supplies	\$119,806.00	Engaging Academic Programs
Utilize .4 Intervention teachers to accelerate student learning to meet grade level standards, reduce D and F rates and increase A-G eligibility, and increased rates of course completion.	1000-1999: Certificated Personnel Salaries	\$53,112.00	Engaging Academic Programs

Mira Loma High School

Provide supplemental curriculum to enhance, support, and increase language acquisition and access to core content for English learners. And to also increase Integrated Math 1 completion rates.

1000-1999: Certificated
Personnel Salaries

\$12,000.00 Engaging Academic
Programs

Provide collaboration time and extra assignments or substitute teachers, in order to create benchmark assessments to assess language acquisition and mastery of core content.

Also to target schedule planning aligned to student needs and efforts to increase graduation rate and maximize student support.

Utilize .2 Intervention teacher to accelerate student learning to meet grade level standards.

1000-1999: Certificated
Personnel Salaries

\$26,556.00 Engaging Academic
Programs

5000-5999: Services And
Other Operating
Expenditures

\$64,120.00 Engaging Academic
Programs

1000-1999: Certificated
Personnel Salaries

\$12,000.00 Engaging Academic
Programs

3000-3999: Employee
Benefits

\$20,859.00 Engaging Academic
Programs

4000-4999: Books And
Supplies

\$1,000.00 Engaging Academic
Programs

3000-3999: Employee
Benefits

\$10,429.00 Engaging Academic
Programs

Title I Part A Site Allocation Total Expenditures: \$793,065.00

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

Mira Loma High School Total Expenditures: \$990,005.00