

School Year: 2020-21



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	10/10/20	November 17, 2020

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional

outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Root Cause Analysis 5
 - Resource Inequities 6
- Stakeholder Involvement 7
- Resource Inequities 7
- Goals, Strategies, & Proposed Expenditures..... 8
 - SPSA/Goal 1 8
 - SPSA/Goal 2 11
 - SPSA/Goal 3 16
 - SPSA/Goal 4 21
- Budget Summary 23
 - Budget Summary 23
 - Other Federal, State, and Local Funds 23
- Budgeted Funds and Expenditures in this Plan 24
 - Funds Budgeted to the School by Funding Source..... 24
 - Expenditures by Funding Source 24
 - Expenditures by Budget Reference 24
 - Expenditures by Budget Reference and Funding Source 24
 - Expenditures by Goal 25
- School Site Council Membership 26
- Recommendations and Assurances 27

Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on:
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate: 94%

Synchronous learning weekly percentage rate:

Asynchronous engagement - weekly assignment completion rate:

Learning loss - to be determined.

Target groups: English Language Learners.

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

Analysis prior to COVID 19 Pandemic

Enrollment - Significant findings 50% of our students are non native speakers, and slightly over 20% are still learners.

According to the CA Dashboard in 17 - 18, 53% of our students were low SES.

By ethnicity the largest three groups are white, Asian and Hispanic. By ethnicity the smallest four groups are American Indian, Pacific Islander, two or more races, and African American.

CAASPP - Significant findings

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

Math - percentage of students at or exceeding standards has dropped 13% in five years to 44%. Students who are low income, AA or Hispanic are at approximately half that with 20 %, and special education is even lower.

ELPAC - The percentage of students scoring at level 1 or 2 has gone up and is approximately 69% of our total EL population.

College and Career Equity Report

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

Graduation Rate

The overall graduation rate increased by 2% in 2018 to 94%. However students with disabilities is significantly lower at 76%. (Possibly due to two sections of ILS students in our program.) The African American group was the only group to have a declining graduation rate.

Suspension Rate

The rate of suspension on the CA Dashboard in 2018 was 7.3%. All disaggregated groups on the dashboard (EL, FY, Homeless, Low SES, and special education) have higher suspension rates. By ethnicity the African American group has a significantly higher rate of suspension at 19.8% although their suspension rate did decline from the 2017 school year.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Orange	Orange	Yellow	Yellow	Yellow
English Learners	None	Orange	Orange	Red	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	Red	None	None	None	None
Socioeconomically Disadvantaged	None	Red	Orange	Orange	Red	Red
Students with Disabilities	None	Orange	Red	Red	None	None
African American	None	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Orange	Yellow	Yellow	Green	Green
Filipino	None	Orange	None	None	None	None
Hispanic	None	Orange	Orange	Green	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	Orange	Yellow	Yellow	Yellow
Two or More Races	None	Yellow	None	None	None	None

Root Cause Analysis

What did your root causes analysis reveal?

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

Seeing that our African American students are suspended at a higher rate than their peers, our staff chose to select the following three trainings for equity. Understanding Culture we Serve, creating an Inclusive Environment and the Trauma of Racism.

Based on the academic performance indicators as shown above, the Mira Loma staff chose the following goals for their most recent WASC mid-term self study.

1. Instruction
 - a. Formative and summative assessment
 - b. Differentiated Instruction

- c. best practices
- d. course alignment

2. Relationships

- a. Decrease program isolation
- b. Create common expectation for staff and students that promote respect and professionalism
- c. Continue refining protocols for chronic absenteeism and excessive tardies
- d. Continue intervention work
- e. restorative practices
- f. expand and refine friendship days and other student activities
- g. focus on mental health and safety

Communication

- a. common technology platforms
- b. common syllabi
- c. increased communication with EL community
- d. safety protocols

Resource Inequities

What resource inequities did you discover?

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

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

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

	18 - 19	19 - 20
Printing and copies	23.03%	15.6%
Department budgets/classroom supplies	11.12%	13.15%
Equipment for classrooms and students	11.99%	25.42%
Office supplies and toner	6.22%	2.91%
Office equipment	1.94%	0.71%
Office software	.27%	0.38%
Mailing and advertising	2.70%	2.57%
Hospitality	1.44%	2.18%
Guest speakers	1.20%	0
Custodial	.34%	0.36%
Security	2.86%	3.03%
Personnel costs	22.15%	13.58%
Capital Improvements	1.08 %	12.10%
Athletics	9.15%	9.44%

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

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

18 - 19 19 - 20

Direct class supplies/academic needs	26.78%	40%
Student needs /Social-Emotional Support	10.53%	0
Teacher Training	5.64%	10%
Personnel Costs	48.99%	50%

Based on the lack of data regarding the success of the Passport program with our at-risk population, and the change in the graduation requirements, it was decided by the site council in January of 2020 to no longer support the coordinator release period for this program. This will free up \$30,000 of personnel costs to be spend on direct student support.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

The site council has targeted academic program support for students to have increased achievement. This year that includes the International Studies program, and tutoring programs. Additionally site council finds that students need support for clothing for PE, supplies for classes, and translated materials for EL. More resources could be used for translators, instructional assistants, social-emotional counseling, and supplies for elective classes and athletics that are reach for low-income families.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 1

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

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
attendance GPA	See school data on IYT GPA tracking	
SJUSD - student section		
SJUSD survey - Parents section		
ELPAC		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	IYT program contribution	All Students English Learners Low-Income Students Foster Youth X Other Young men of color	Louis Braga	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5000.00	June 2021
1.2	BIA for Dari/Pashto	All Students X English Learners Low-Income Students Foster Youth Other	Clete Purinton	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	33,000.00	June 2021
1.3	Translators at school wide events	All Students X English Learners Low-Income Students Foster Youth	Lynne Tracy	LCFF Supplemental Site Allocation	300.00	June 2021

		Other		2000-2999: Classified Personnel Salaries		
1.4	Extra hour Spanish speaking attendance clerk	All Students X English Learners Low-Income Students Foster Youth Other	Lynne Tracy	LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries	3600.00	June 2021
1.5	Welcome back ML items	All Students English Learners X Low-Income Students Foster Youth Other	counselors	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	2847.00	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

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

Implementation did not happen on many of these goals due to school closing in March.

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

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

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
SJUSD Winter survey		
Number of students testing in IB receiving scholarship		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	safety expenses - campus improvement	X All Students English Learners Low-Income Students Foster Youth Other	Lynne Tracy	Cell Tower (High School ONLY) 5000-5999: Services And Other Operating Expenditures	17,536.00	June 2021
2.2	scholarship for the IB testing program	All Students English Learners X Low-Income Students Foster Youth Other	Rochelle Jacks	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5,000.00	March 2021
2.3	Academic tutoring options - SCOE, FEV, Peer tutoring supervision	X All Students English Learners Low-Income Students Foster Youth Other	Lynne Tracy	LCFF Supplemental Site Allocation 5000-5999: Services And Other	1150.46 8500 12,500.00	June 2021

				Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
2.4	Spring intervention to meet the academic and social-emotional needs when students return to campus	All Students X English Learners X Low-Income Students X Foster Youth Other	site council	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8524.54	June 2021
2.5		All Students English Learners Low-Income Students				

		Foster Youth Other				
2.6		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

For a third year in a row data for the Passport program did not show academic gains or social-emotional connection to the school, so this program has been cut from a 4 year cohort model to a one year freshman intervention course.

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

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

Our Intermediate Clerk typist who works for the academic programs helped to identify students needing testing scholarship in the 19 - 20 school year for IB, and helped with the Equal Opportunity Schools effort to recruit under represented students into IB. We grew the program by 23 students enrolling in IB who had not been in the MYP feeder program.

Because of the shut down, data was not collected with the International studies program for 19 - 20, but the program is funded for this year and the coordinator has shifted to pulling data that can be looked at even with distance learning.

Our tutoring programs stopped in March 2020 when the schools closed. However, like many other programs, we have adapted our tutoring for the distance learning reality in 20-21.

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

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

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

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

2020-21

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
CAASPP percentage of students at or exceeding standards in math CAASPP percentage of students at or exceeding standards in English	Overall for math 44% AA 18% Hispanic 20% Low SES 19% Overall for English 60% AA 38% Hispanic 45% Low SES 37%	Overall 45% AA 20% Hispanic 22% Low SES 23% Overall 61% AA 40% Hispanic 47% Low SES 41%
Dashboard College and Career Equity Report	Overall 54%	Overall 60%
Dashboard suspension data	Overall 7.3% AA 19.8% Low SES 10.8% Sp Ed 17.3%	Overall 6.5% AA 17% Low SES 9.0% Sp Ed 15%
ELPAC results	L1 36% L2 32% L3 23% L4 8%	L1 20% L2 32% L3 39% L4 20%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Learning software and class supplies requested by teachers	All Students X English Learners X Low-Income Students Foster Youth Other	Site administrator	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	30,000.00	School year 2020-21
3.2	Learning hardware and class supplies requested by teachers	X All Students English Learners Low-Income Students Foster Youth Other	Site administrator	Cell Tower (High School ONLY)	8,000.00	School year 2020-21

				4000-4999: Books And Supplies		
3.3	ICT to support academic program coordinators	X All Students X English Learners X Low-Income Students Foster Youth Other	Site administrator	LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries	5365.00	School year 2020-21
3.4	Utilize centrally funded resources to provide additional staff to improve outcomes for English learners.	All Students X English Learners Low-Income Students Foster Youth Other	Site administrator	LCFF Supplemen tal English Learner Central	260,516	School year 2020-21
3.5	Utilize centrally funded resources to provide additional staff to improve outcomes for	X All Students English Learners Low-Income Students Foster Youth Other	Site administrator	LCFF Supplemen tal Centralized Services (District Only)	246373	School year 2020-21

	all student groups.					
3.6		All Students English Learners Low-Income Students Foster Youth Other				
3.7		All Students English Learners Low-Income Students Foster Youth Other				
3.8		All Students English Learners Low-Income Students Foster Youth Other				
3.9		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

2020-21

Identified Need

Students to be college and career ready.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Dashboard - college and career ready		
A-G Requirements Met		
Graduation rate		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	IS Coordinator	All Students English Learners X Low-Income Students Foster Youth Other	James Abbott	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	26,308	annually by June

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$674,520.00

Other Federal, State, and Local Funds

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

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

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

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

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

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

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

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

Expenditures by Budget Reference

Budget Reference	Amount
	260,516.00
1000-1999: Certificated Personnel Salaries	34,808.00
2000-2999: Classified Personnel Salaries	42,265.00
4000-4999: Books And Supplies	49,371.54
5000-5999: Services And Other Operating Expenditures	18,686.46
5800: Professional/Consulting Services And Operating Expenditures	22,500.00

Expenditures by Budget Reference and Funding Source

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

5000-5999: Services And Other Operating Expenditures	Cell Tower (High School ONLY)	17,536.00
	LCFF Supplemental Centralized Services (District Only)	246,373.00
	LCFF Supplemental English Learner Central	260,516.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	34,808.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	42,265.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	38,524.54
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,150.46
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	22,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	44,747.00
Goal 2	53,211.00
Goal 3	550,254.00
Goal 4	26,308.00

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/24/19.

Attested:

ON FILE

Principal, Lynne Tracy on 10/29/20

ON FILE

SSC Chairperson, Abby Pearson on 10/29/20

San Juan Quarter Grades Q1 F20

As of 2020-11-06 09:59:09 Pacific Standard Time/PST • Generated by Louis Braga

Filtered By

Show: All accounts

Primary Educational Institution equals Mira Loma High School

Contact Record Type equals Standard

Type equals Quarter Grade,Cumulative GPA Update

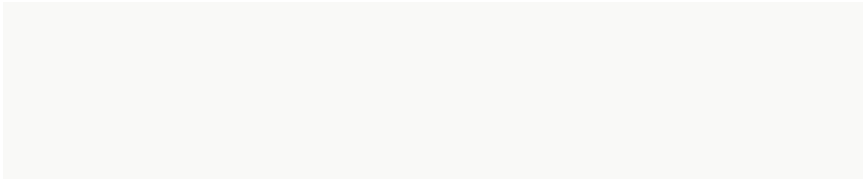
Date equals 10/30/2020

Date equals 6/30/2020

School Name equals ,Mira Loma High School

	Type →	Quarter Grade
Primary Educational Institution ↑	Full Name ↑	Largest GPA
Mira Loma High School	Ahawney Kelly	0.83
	Aidan Brydie	2.5
	Alex Garcia	0.5
	Anthony Perez	0.2
	Caleb Hunter	3.75
	Cale Madsen	1.33
	Charlie Elliot-Wynn	0
	Cyrus Santiago Shelton	2.67
	D'Airos Oliver	0
	Damian Troy Nava	3.67
	Darnell King	1.4
	Deangelo Larsen	0.25
	Dehaan Mitchell	1.67
	Derek Rea	1.17
	Donovan Rea	0.67
	Ekemini Hatcher	3.33
	Erik Lopez	3
	Eugenio Pizana	0.5
	Freddy Estrada	2.83
	Gabriel Castillo Messing	2
	Ignancio Hernandez	0.67
	James Hart	3.17
	Jazari Porter	0.17
	Joseff Daeniel Violeta Bihag	2.33
	Josue Fuentes	2.4
	Juan Pablo Negrete	3.25
	Junior Williams	1.25
	Kateo Dunning	1.2

Keishawn Davis	0.67
Kevin Pham	4
Keviyon Madison	1.5
Khoran Aleio McChristian	1.67
Landyn Farell Bloodsaw	0.5
Larry McNally	1
Logan Charles Manley	1
Manuel Ballejos	2.5
Mohaimen Abualturshi	3.33
Omani Leon'tae Williams	0.2
Patrick Topor	3.5
Phu Duong	3.67
Ricardo Munoz jr	1.83
tofelogo Taylor Sogelau	0.2
Trevonte Bonner	1.83



Change in GPA	Cumulative GPA Update	
	Largest GPA	Change in GPA
	2.17	-1.34
	2.17	0.33
	0	0.5
	0	0.2
	2.97	0.78
	0	1.33
	1	-1
	0	2.67
	0	0
	0	3.67
	2.97	-1.57
	1.97	-1.72
	2.11	-0.44
	1.94	-0.77
	0.83	-0.16
	3.17	0.16
	2.61	0.39
	1.83	-1.33
	2.83	0
	0	2
	0	0.67
	3.44	-0.27
	1.28	-1.11
	0	2.33
	2.03	0.37
	2.39	0.86
	2.53	-1.28
	2.07	-0.87

	0	0.67
	3.33	0.67
	1	0.5
	0	1.67
	0	0.5
	1.31	-0.31
	0	1
	2.9	-0.4
	2.84	0.49
	0	0.2
	3.43	0.07
	3.96	-0.29
	0	1.83
	0	0.2
	1	0.83

Budget By Expenditures

Mira Loma High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Welcome back ML items	4000-4999: Books And Supplies	\$2,847.00	Engaging Academic Programs	
safety expenses - campus improvement	5000-5999: Services And Other Operating Expenditures	\$17,536.00	Healthy Environments for Social-Emotional Growth	
Learning hardware and class supplies requested by teachers	4000-4999: Books And Supplies	\$8,000.00	Engaging Academic Programs	

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

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

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

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

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

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

Mira Loma High School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize centrally funded resources to provide additional staff to improve outcomes for English learners.		\$260,516.00	Engaging Academic Programs	

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

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
IS Coordinator	1000-1999: Certificated Personnel Salaries	\$26,308.00	Clear Pathways to Bright Futures	
ICT to support academic program coordinators	2000-2999: Classified Personnel Salaries	\$5,365.00	Engaging Academic Programs	
IYT program contribution	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Engaging Academic Programs	
BIA for Dari/Pashto	2000-2999: Classified Personnel Salaries	\$33,000.00	Engaging Academic Programs	
Translators at school wide events	2000-2999: Classified Personnel Salaries	\$300.00	Engaging Academic Programs	
Extra hour Spanish speaking attendance clerk	2000-2999: Classified Personnel Salaries	\$3,600.00	Engaging Academic Programs	
scholarship for the IB testing program	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Healthy Environments for Social-Emotional Growth	

Mira Loma High School

Academic tutoring options - SCOE, FEV, Peer tutoring supervision	5000-5999: Services And Other Operating Expenditures	\$1,150.46	Healthy Environments for Social-Emotional Growth
Spring intervention to meet the academic and social-emotional needs when students return to campus	4000-4999: Books And Supplies	\$8,524.54	Healthy Environments for Social-Emotional Growth
	1000-1999: Certificated Personnel Salaries	\$8,500.00	Healthy Environments for Social-Emotional Growth
	5800: Professional/Consulting Services And Operating Expenditures	\$12,500.00	Healthy Environments for Social-Emotional Growth
Learning software and class supplies requested by teachers	4000-4999: Books And Supplies	\$30,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$139,248.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mira Loma High School Total Expenditures: \$674,520.00