

# The Single Plan for Student Achievement

**School:** Mira Costa High School  
**CDS Code:** 19-75333-1935808  
**District:** Manhattan Beach Unified School District  
**Principal:** Ben Dale, Ed.D.  
**Revision Date:** October 30, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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**The District Governing Board approved this revision of the SPSA on December 9, 2015.**

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## School Vision and Mission

### Mira Costa High School's Vision and Mission Statements

#### Vision Statement

Mira Costa is a community of learners where each member has the opportunity to achieve academic, creative, personal, and social excellence.

#### Mission Statement

The Mira Costa school community strives to maximize the unique potential of each student, to cultivate the skills essential for lifelong learning, and to nurture responsible citizenship. Our tradition of excellence provides a positive learning environment, which includes:

- A wide range of curricular and co-curricular opportunities;
- Clear expectations for academic achievement and responsible behavior;
- Respect for people, property and ideas;
- Programs that develop the skills of communication, teamwork, problem solving, technology, and information management; and
- Dedicated and supportive staff, parents, and community partners who focus on "students first."

## School Profile

Opened in 1950, Mira Costa High School is a high achieving comprehensive public high school, nationally recognized for academic excellence, serving 2,570 students in grades 9 through 12. Mira Costa offers a spectacular academic opportunity for all students. Mira Costa is accredited by the Western Association of Schools and Colleges for a six-year term through Spring 2021.

Mira Costa offers a college preparatory education to the students of the Manhattan Beach, Hermosa Beach, and Redondo Beach communities. These communities are mostly middle to upper income suburban towns located southwest of metropolitan Los Angeles. As the only high school in Manhattan Beach, the school enjoys a close communal partnership with civic and business leaders. The community of Manhattan Beach values the high school as a rich source of social capital.

Mira Costa High School has 208 total staff, including 124 certificated staff members, and 80 full or part-time classified staff. The teacher to student ratio is 29 to 1. The school athletic program employs 151 coaches for 35 varsity and lower level programs.

With the Implementation of Common Core Assessments, Mira Costa was one of few California high schools to have achieved 98 percent participation rate on the 2017 California Assessment of Student Performance and Progress (CAASPP). Just over 82 percent of Mira Costa 11th graders demonstrated proficiency in English-Language Arts and just over 71 percent demonstrated proficiency in Math on the CAASPP exam.

Students wishing to challenge themselves have the opportunity to do so through 24 Advanced Placement courses in a variety of subjects. Additionally, 13 Honors and Accelerated courses offer a challenging curriculum in courses not connected to AP Testing. Mira Costa offers advanced-level courses in English, science, and mathematics. Last year 1051 students took 2090 Advanced Placement exams in 30 subjects with an 83% pass rate.

Mira Costa High School focuses on excellence and is ranked and respected across the United States. Students may participate in any of 35 varsity sports and approximately 50 lower level teams. The sports offered range from football, basketball, volleyball, and baseball, to lacrosse, badminton, surf, and water polo. Mira Costa boasts 65% of the student body participating in one or more sports each year.

Mira Costa takes pride in a rich co-curricular program. The Model U.N. program has been awarded the distinction of National Champion. The Journalism (La Vista) and Media Arts programs are both nationally distinguished. Performing Arts (drama, choir, band, and orchestra) are state and nationally recognized for their excellence. Each program challenges students to perform at a collegiate to professional level.

Mira Costa fosters a college-bound atmosphere. Over 93% of graduates report entering institutions of higher learning after high school. College and Career planning are important components of a Mira Costa education. Our partnership with the Manhattan

Beach Education Foundation allows us to continue to offer a four-year sequential program for all students. Students plan four-year programs, explore career options through a career guidance survey and track college preparation. This focus on post-secondary education results in many college opportunities for our graduates. Mira Costa graduates are admitted to colleges and universities across the country, including all University of California campuses, Stanford and USC, Ivy League schools such as Princeton, Harvard, Brown, and Cornell, as well as renowned schools of music, dramatic arts and musical theater.

High college entrance exam pass rates contribute to the university-bound culture. Last year on the SAT, Mira Costa students achieved an average score of 625 in reading, 627 in math, and 625 in writing; the average ACT composite score was 27.7.

Mira Costa is the beneficiary of enormous community generosity via the Manhattan Beach Education Foundation (MBEF), providing in excess of \$2,013,000 to support students through the funding of Guidance Counselors, College and Career Center Counselors, a teacher librarian, a science lab assistant, a Student Academic Support Counselor, extra period classes and electives, and additional teachers to lower class sizes. In addition, MBEF provided \$1,012,000 in district-wide grants for music, data evaluation and program assessment, innovation grants to teachers, Professional Development, STEM Curriculum implementation (Project Lead the Way), 21st Century Teaching and Writing Teachers on Special Assignment. The Mira Costa PTSA also funds on average \$245,000 in educational materials, technology, programs, and professional development each year. The Manhattan Beach Extra Foundation (MBX) is instrumental in the improvement of our athletic facilities for the 65% of students who participate in one of the 45 sports offered. Our partnership with MBEF and MBX becomes more critical as the state budget continues to deficit fund districts in California.

## Comprehensive Needs Assessment Components

### Evaluation and Impact of Previous Year's SPSA

**Directions:** Answer the questions below to determine whether the strategies, actions/tasks and expenditures written in the SPSA have increased students' achievement.

<p><b>Performance Goal #1: Improve student achievement through research based teaching and learning strategies</b> Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.</p>
<p>Yes, we instituted Office Hours last year giving teachers time to collaborate and students time to visit teachers to take make-up tests or have a concept explained. We also had instructional meeting before course selection to advise students on the amount of work required for AP classes.</p>
<p><b>Performance Goal #2: Promote a school culture that focuses on the "whole child" in an effort to develop balanced, culturally aware, responsible, ethical and accountable citizens.</b> Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.</p>
<p>Yes. Through the Social Emotional Wellness Committee we have been investigating sources of student stress and making suggestions to relieve it. We have provided students with assemblies through Black Scholars and Latino Scholars Union. We have capped our AP enrollment to 4 per year. We offer over 100 student generated clubs to appeal to many students' interests.</p>
<p><b>Performance Goal #3: Improve student achievement through research based teaching and learning strategies</b> Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.</p>
<p>Yes, student surveys, Technology TOSAs, and Administrator walk-throughs. Incorporating technology into teacher evaluations. Providing access to Technology TOSAs.</p>
<p><b>Performance Goal #4: Focus strategies to improve performance of students who will potentially score in the lower third of Common Core assessments</b> Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.</p>
<p>There are more Common Core strategies being used in most classes. Staff development and professional collaboration for teachers with UCI and each other. Office Hours schedule to permit collaboration with teachers and coaches and students.</p>
<p><b>Performance Goal #5: Improve student achievement by targeting students not meeting standards.</b> Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no,"</p>

identify the main barriers that prevented the school from meeting its goal.

Students identified and assisted in SAS program. Increasing accountability for frequent absences by students. SAS Counselors are members of Social Emotional Wellness committee and other community resource committees. Tutors in the SAS classes that are Honors students to help explain concepts and test taking strategies.

**Performance Goal #6:**

Did the school meet the School's Goal last year? If "yes," identify the strategies that contributed most to meeting the goal. If "no," identify the main barriers that prevented the school from meeting its goal.

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	636	609	577	595	576	533	578	576	505	93.6	94.6	92.4
All Grades	636	609	577	595	576	533	578	576	505	93.6	94.6	92.4

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2646.4	2673.4	2674.3	44	54.51	55.64	31	30.90	27.13	13	7.99	12.08	11	6.60	5.15
All Grades	N/A	N/A	N/A	44	54.51	55.64	31	30.90	27.13	13	7.99	12.08	11	6.60	5.15

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	49	56.08	58.81	39	36.46	34.26	12	7.47	6.93
All Grades	49	56.08	58.81	39	36.46	34.26	12	7.47	6.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	51	68.06	62.97	36	24.83	30.30	12	7.12	6.73
All Grades	51	68.06	62.97	36	24.83	30.30	12	7.12	6.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	37	45.83	42.97	52	48.26	53.66	11	5.90	3.37
All Grades	37	45.83	42.97	52	48.26	53.66	11	5.90	3.37

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	55	56.77	54.85	36	35.76	39.01	10	7.47	6.14
All Grades	55	56.77	54.85	36	35.76	39.01	10	7.47	6.14

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	636	609	577	596	574	530	581	574	501	93.7	94.3	91.9
All Grades	636	609	577	596	574	530	581	574	501	93.7	94.3	91.9

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2656.0	2661.2	2671.5	30	31.53	35.53	34	35.19	35.93	22	20.91	16.77	14	12.37	11.78
All Grades	N/A	N/A	N/A	30	31.53	35.53	34	35.19	35.93	22	20.91	16.77	14	12.37	11.78

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	44	49.83	53.89	38	33.97	29.34	17	16.20	16.77
All Grades	44	49.83	53.89	38	33.97	29.34	17	16.20	16.77

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	36	35.19	40.92	51	50.70	45.31	13	14.11	13.77
All Grades	36	35.19	40.92	51	50.70	45.31	13	14.11	13.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	40	38.15	40.72	50	51.05	50.10	10	10.80	9.18
All Grades	40	38.15	40.72	50	51.05	50.10	10	10.80	9.18



## Review of Performance

Mira Costa High School

Based on a review of performance on progress toward school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what progress from last year is the school most proud of and how does the school plan to maintain or build upon that success?

### GREATEST PROGRESS

The school is most proud of its graduation rates and college matriculation data. Graduation is 96% and college matriculation is 92% to four-year or two-year colleges. To continue this, the school will continue to encourage students to take rigorous courses and support our college and career center.

Based on a review of last year's school goals, state indicators and local performance indicators, local assessments, stakeholder input, or other information, what steps is the school planning to take to address the areas with the greatest need for improvement and any performance gaps?

### GREATEST NEED

Our greatest need is managing the stress on our students and assisting those who learn differently. The Social Emotional Wellness Committee has explored and continues to work on ways to decrease stress. A SPSA goal is to address the bottom 25% GPAs in our school.

# School and Student Performance Data

## ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 9	*	*	*	*
Grade 10	*	*	*	*
Grade 11	*	*	*	*
Grade 12	*	*	*	*
All Grades				14

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*							*
Grade 10	*	*	*	*			*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*	*	*	14

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9	*	*							*
Grade 10	*	*			*	*			*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*					*
All Grades	*	*	*	*	*	*	*	*	14

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 9			*	*					*
Grade 10	*	*	*	*			*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	14

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*	*	*			*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	14

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*	*	*			*
Grade 11	*	*			*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	14

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9	*	*					*
Grade 10	*	*	*	*	*	*	*
Grade 11			*	*	*	*	*
Grade 12	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	14

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 9			*	*			*
Grade 10	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*
Grade 12	*	*	*	*			*
All Grades	*	*	*	*	*	*	14

## **District LCAP Goals**

1. Improving student achievement through the implementation of research-based teaching and learning strategies.
2. Improve student achievement by targeting students not meeting standards.
3. Maximize safety and promote a school climate that engages and supports the needs of all students.
4. MBUSD will improve student achievement through high quality professional development for employees.
5. Students will maintain strong results in key indicators of student success.

## Planned Improvements in Student Performance

### School Goal #1

The school site council (SSC) understands the future analysis of the performance of all student groups in the school must be considered through the lens of the state priorities within the Local Control Accountability Plan (LCAP) under three main areas within the eight state priorities: A. Conditions of Learning [1. Basic (district office), 2. Implementation of Common Core State Standards (CCSS), and 7. Course access], B. Student Outcomes [4. Student achievement, and 8. Other student outcomes] and C. Engagement [3. Parent involvement; 5. Student engagement; and 6. School climate]. As a result, the SCC has adopted the following school goals, related actions, and expenditures to increase the performance of all student groups in meeting the newly implemented state standards.

<b>RELATED STATE PRIORITIES: Implementation of State Standards, Pupil Achievement, Course Access</b>	<b>Related District LCAP Goal:</b>
<b>LEA/LCAP GOAL:</b>	
Improving student achievement through the implementation of research-based teaching and learning strategies.	
<b>SCHOOL GOAL #1:</b>	
Continue addressing the individual academic needs of all students of all ability levels to use personalized learning strategies, with an increased focus on the all students.	
<b>Data: What student data indicated the school need?</b>	
<ol style="list-style-type: none"> <li>1. Grade disaggregation data each semester.</li> <li>2. AP Exam participation and results.</li> <li>3. Common assessment data.</li> <li>4. Enrollment in new courses that designated CP.</li> <li>5. Attendance in teacher's classes during Office Hours.</li> </ol>	
<b>Identified Metrics: How will the school measure and evaluate progress?</b>	
Grades and AP data indicate that more collaboration needs to occur to keep the middle student achieving and to keep students exploring AP classes and exams. We would like to try new pedagogy like flipped classrooms to investigate whether it affects student achievement. We would like to decrease stress on AP students by encouraging them to tailor AP classes to their interests.	
<b>Analysis of Progress</b>	
<ol style="list-style-type: none"> <li>1. Ed Council reviews the AP Exam data.</li> <li>2. Developing common assessments for college preparatory classes and utilizing those assessments to evaluate student progress.</li> </ol>	

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Continue to focus on student-centered instruction, stressing 21st	Aug 2018/ June 2019	All Staff				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Century skills: teaching and learning that extends beyond the classroom, critical thinking, collaboration, communication, creativity and character.						
2. Encourage vertical and horizontal teaming in development, communication, and implementation of cross-curricular instructional materials, lesson plans and/or units, including instruction in available technologies.	Aug 2018/ June 2019	All Staff				
3. Support department driven collaborative time. a. Encourage the development of formative assessments to insure student comprehension.	Aug 2018 / June 2019	All Staff				
4. Increase focus on the all students by developing and implementing strategies to support, encourage and engage these students. a. define the each cohort of students at Costa by stakeholders b. Develop and maintain consistency in rigor and value-added curriculum, instruction and assessment for students who are not at grade level. c. Encourage teachers to check for understanding by fully reviewing tests, papers and projects in class for the benefit of all students so they learn from their mistakes. d. Support experimentation and risk taking in classroom instruction, e.g., "flipping the classroom." e. Personalize school for the student	Aug 2018 / June 2019	All Staff				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>by creating clear pathways for graduation, college and career.</p> <p>f. Provide resources and encouragement for teachers to develop unique classes that challenge and engage the middle student, such as the 12th grade English Seminars.</p> <p>g. Increase public awareness of SCROC, Community College, military offerings.</p> <p>h. Encourage enrollment and interest in new class offerings.</p> <p>i. Professional development in implementation of personalized learning strategies in the classroom setting offering differentiated experiences within the same course setting.</p>						
5. Support student interests and curricular needs through the library program, data bases and collections.	Aug 2018 / June 2019	All Staff				
<p>6. Disseminate message to parents, advisors and entire school community that students should take AP classes in their primary area(s) of interest, not APs in every class.</p> <p>a) explore caps on how many AP classes can be taken during a student's high school career.</p> <p>b) explore how colleges see AP selections</p> <p>c) cap of 4APs per semester.</p>	Aug 2018 / June 2019	All Staff				
7. Employ strategies to increase student access to AP classes in their area of interest or strength.	Aug 2018 / June 2019	All Staff				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a. Evaluate the master schedule to maximize student enrollment and minimize conflicts with other advanced classes.</p> <p>b. Identify students who meet the prerequisites of AP coursework and invite them to an information meeting.</p> <p>c. Encourage realistic and balanced communication from staff when presenting the AP program and provide a comprehensive coursework syllabus to students to assist them in their selection of classes and time management planning of student scheduling.</p> <p>d. Develop teacher presentations and introduce AP classes and expectations so students can make informed choices.</p> <p>e. Communicate to students and parents earlier in the students' high school tenure the AP and Honors program and the advantages of exposure to AP curriculum.</p>						
<p>8. Promote effective teaching practices for new AP students who are not traditionally accustomed to taking AP classes.</p> <p>a. Each teacher should know the performance level of his/her students in the core content area most critical to success in his/her class.</p> <p>b. Teacher knowledge of student level should guide individualized and differentiated instruction.</p>	Aug 2018 / June 2019	All Staff				



School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>9. Encourage collaboration and consistency among teachers within each department to create a balance relative to pacing, homework loads, grading policies, and assessments. Classroom expectations by subject/section should have similar goals and outcomes with different instructors.</p> <p>a. create a culture where awareness is raised concerning a timely return of tests and assignments.</p> <p>b. homework policy where homework can't vary more than 15% in worth between classes in the same department.</p> <p>c. monitoring of the accountability of this policy will be tracked by administration.</p>	Aug 2018 / June 2019	All Staff				
<p>10. Engage more students in classes like Biotechnology, Project Lead the Way, CyberPatriot, Astrophysics, Forensic Science, AP Seminar, AP Research, leading to AP Capstone designation.</p> <p>CUT</p>	Nov 2017 / June 2018	Administration Guidance District Ed Services				
<p>11. Mandate all teachers to post grades in Aeries/Canvas in a timely manner to effectively communicate assignments, grades and progress to families so they can provide student support from home.</p> <p>a. monitoring of the accountability of this policy will be tracked by administration.</p>	Aug 2018 / June 2019	Administration				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
12. Create a comprehensive program to meet the needs of students with special circumstances. a. Find ways to expand the Cyber High program to allow students to complete requirements. b. Address the oversight of, and coordinate more effectively, the many alternative education programs including independent study, independent PE, home hospital, online learning, summer school and SoCal ROC (SCROC).	Aug 2018 / June 2019	Administration Guidance				

## Planned Improvements in Student Performance

### School Goal #2

The school site council (SSC) understands the future analysis of the performance of all student groups in the school must be considered through the lens of the state priorities within the Local Control Accountability Plan (LCAP) under three main areas within the eight state priorities: A. Conditions of Learning [1. Basic (district office), 2. Implementation of Common Core State Standards (CCSS), and 7. Course access], B. Student Outcomes [4. Student achievement, and 8. Other student outcomes] and C. Engagement [3. Parent involvement; 5. Student engagement; and 6. School climate]. As a result, the SCC has adopted the following school goals, related actions, and expenditures to increase the performance of all student groups in meeting the newly implemented state standards.

<b>RELATED STATE PRIORITIES: School Climate, Pupil Engagement, Course Access, Parent Involvement, Other Pupil Outcomes</b>	<b>Related District LCAP Goal:</b>
<b>LEA/LCAP GOAL:</b>	
MBUSD will address the needs of the "whole child" through excellence and accessibility in physical education, the arts, and career technical education.	
<b>SCHOOL GOAL #2:</b>	
Promote a school culture that focuses on educating and supporting the "whole student" in an effort to develop balanced, culturally aware, responsible, ethical and accountable citizens.	
<b>Data: What student data indicated the school need?</b>	
<ol style="list-style-type: none"> <li>1. California Healthy Kids Survey (CHKS)</li> <li>2. California Physical Fitness Testing (PFT)</li> <li>3. Social Emotional Wellness ?Survey (SEW)</li> </ol>	
<b>Identified Metrics: How will the school measure and evaluate progress?</b>	
Students are aware of healthy lifestyle choices but may not practice them. Students report being stressed by college application process and classes they feel they must take. Students need to feel more connected to their school and community.	
<b>Analysis of Progress</b>	
1. School Site Council	

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Support student wellness by promoting a healthy balance of academics, athletics, and extracurricular activities coupled with the benefits of proper diet, exercise, and sleep as an approach to reduce	Aug 2018/ June 2019	Leadership Team Administration MCHS Staff District Personnel BCHD/Vitality City				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
stress, as well as a means of building a foundation for overall social/emotional wellbeing.						
2. Conduct four-year planning meetings with parents and emphasize the importance of maintaining a balance in curriculum, encouraging judicious enrollment in AP classes as colleges do not require or expect APs in every subject.	Aug 2018/ June 2019	CCC Evening Counselor				
3. Employ varied strategies to continuously emphasize the need to live a healthy lifestyle. a. Use all forms of print and electronic media to communicate to students and parents. b. Use health class as a continued means to emphasize healthy eating and living habits. c. Counselors should encourage a “balanced” schedule of academic, AP, and non-academic classes in alignment with the students’ other on-campus and off campus activities. d. Encourage parents to advise their students to take appropriate course levels that balance their other activities and sign the time management worksheet. e. Encourage collaboration among teachers within each department to create a balance relative to pacing homework loads, grading policies and assessments. Classroom expectations by subject/section should have similar goals and outcomes with other instructors. f. Encourage staff to continuously	Aug 2018/ June 2019	Leadership Team Administration MCHS Staff District Personnel BCHD/Vitality City				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>model healthy living, stress management, and highlight staff accomplishments.</p> <p>g. Emphasize and highlight student clubs that promote healthy lifestyles.</p> <p>h. Encourage coaches and elective advisors to design their programs with their students' sustained academic success as a primary goal.</p> <p>i. A cap on AP classes set at 4 per semester for 2016-17 year.</p>						
4. Continue to evaluate the safety of the Costa campus for teachers, students and staff. In addition, provide support for teacher training for disaster recovery.	Aug 2018/ June 2019	Leadership Team Administration MBPD and MBFD District Personnel Safety Committee				
5. Develop a series of wellness presentations to be presented to students and their parents. The presentations will be delivered one at a time either at athletic or academic parent and student meetings/assemblies during the year/season.	Aug 2018--June 2019	Social, Emotional Wellness Committee Families Connected PBIS Beach Cities Health District				
6. Address the very real issue of student mental health particularly in 10th, 11th and 12th grades. Help teachers understand the current landscape created for high school students by the increasing competitiveness of college admissions. Provide stress management workshops and counseling education, on-going throughout the year.	August 2018-June 2019	Administration Guidance Counselors CCC Counselors Heart Program Social Emotional Wellness Committee Signs of Suicide				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Provide peer mentoring (big brother/sister) between juniors/seniors and freshman. Utilize honor societies like National Honor Society and California Scholarship Federation to achieve goal.	August 2018/June 2019	Administration NHS CSF Link Crew				
8. Explore more opportunities to engage Costa graduates to visit campus to discuss high school experiences and transition issues.	Aug 2018/June 2019	Administration CCC				
9. Continue to provide programs to prevent bullying, including cyber and digital bullying. Heart program.	Aug 2018/ June 2019	Administration Heart Program Positive Behavior Intervention Strategies (PBIS)				

## Planned Improvements in Student Performance

### School Goal #3

The school site council (SSC) understands the future analysis of the performance of all student groups in the school must be considered through the lens of the state priorities within the Local Control Accountability Plan (LCAP) under three main areas within the eight state priorities: A. Conditions of Learning [1. Basic (district office), 2. Implementation of Common Core State Standards (CCSS), and 7. Course access], B. Student Outcomes [4. Student achievement, and 8. Other student outcomes] and C. Engagement [3. Parent involvement; 5. Student engagement; and 6. School climate]. As a result, the SCC has adopted the following school goals, related actions, and expenditures to increase the performance of all student groups in meeting the newly implemented state standards.

<b>RELATED STATE PRIORITIES: Pupil Achievement, Pupil Engagement</b>	Related District LCAP Goal:
<b>LEA/LCAP GOAL:</b>	
Develop leadership and talent to build instructional capacity and replicate best practices.	
<b>SCHOOL GOAL #3:</b>	
Foster an environment that leads to a increased use of research based strategies learning strategies in the classroom.	
<b>Data: What student data indicated the school need?</b>	
<ol style="list-style-type: none"> <li>1. Administrators</li> <li>2. Teachers</li> <li>3. Parents</li> <li>4. Students</li> <li>5. MTSS</li> <li>6. PBIS</li> </ol>	
<b>Identified Metrics: How will the school measure and evaluate progress?</b>	
Some teachers are using various strategies for student engagement and some are not. Admin will be coaching strategies like grouping, student talk, and formative assessments. We would like to encourage more teachers to use engagement strategies in classroom instruction to promote effective learning. We would like to encourage experimentation in methodology for engagement.	
<b>Analysis of Progress</b>	
<ol style="list-style-type: none"> <li>1. Administrators classroom walk-through</li> <li>2. Student surveys</li> </ol>	

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Emphasize the student engagement vision through engaged leadership and modeling “being teacher leaders.”</p> <p>a. Include the vision in leadership practice.</p> <p>b. Incorporate the vision in goals, evaluations and teacher feedback.</p> <p>d. Communicate to school community progress of engagement implementation.</p>	Aug 2018 / June 2019	Administration Teachers Students				
<p>2. Continue staff development for all staff with regard to student engagement.</p> <p>a. Continue the use of staff development days for additional training on teaching strategies.</p> <p>b. Utilize Ed Council to discuss new strategies.</p> <p>c. Identify “master teachers” in instruction areas to assist other teachers.</p> <p>d. Explore outside opportunities for teachers to increase their skill set.</p> <p>e. Provide professional development on students' test data.</p>	Aug 2018 / June 2019	Administration Teachers Staff District Personnel				
<p>3. Encourage teachers to use research-based strategies and methodologies to increase student engagement. Encourage some teachers to go to conferences and professional development on student engagement.</p>	Aug 2018/2019	Administration Teachers Staff District Personnel Social Emotional Wellness Committee				





## Planned Improvements in Student Performance

### School Goal #4

The school site council (SSC) understands the future analysis of the performance of all student groups in the school must be considered through the lens of the state priorities within the Local Control Accountability Plan (LCAP) under three main areas within the eight state priorities: A. Conditions of Learning [1. Basic (district office), 2. Implementation of Common Core State Standards (CCSS), and 7. Course access], B. Student Outcomes [4. Student achievement, and 8. Other student outcomes] and C. Engagement [3. Parent involvement; 5. Student engagement; and 6. School climate]. As a result, the SCC has adopted the following school goals, related actions, and expenditures to increase the performance of all student groups in meeting the newly implemented state standards.

<b>RELATED STATE PRIORITIES: Implementation of State Standards, Pupil Achievement, Course Access</b>	<b>Related District LCAP Goal:</b>
<b>LEA/LCAP GOAL:</b>	
Improve student achievement by targeting students not meeting standards.	
<b>SCHOOL GOAL #4:</b>	
Focus strategies to improve performance of students who will potentially score in the lower third on performance tasks in Common Core classes.	
<b>Data: What student data indicated the school need?</b>	
<ol style="list-style-type: none"> <li>1. When available, data from Smarter Balanced Assessments.</li> <li>2. Transcript data from students in lower third of classroom performance.</li> <li>3. Tracking progress of students in Student Academic Success class.</li> <li>4. Reflections on student work using complex text, informational text and textual evidence in ELA and shifting focus, coherence, and rigor in math.</li> </ol>	
<b>Identified Metrics: How will the school measure and evaluate progress?</b>	
Collaboration between teachers and departments is needed to increase student performance in identified areas of weakness.	
<b>Analysis of Progress</b>	
<ol style="list-style-type: none"> <li>1. Grades and performance reports from Common Core classes.</li> <li>2. When available, data from the Smarter Balanced Assessment.</li> <li>3. Students will reflect Common Core skills to a higher degree on assignments and assessments.</li> </ol>	

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ol style="list-style-type: none"> <li>1. Identify the students who are in the lower third of performance.               <ol style="list-style-type: none"> <li>a. Gather information on their</li> </ol> </li> </ol>	Aug 2018 / June 2019	Leadership Team Administration				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>academic performance from Aeries Analytics.</p> <p>b. Determine whether these students have been identified for additional resources or academic support.</p> <p>c. Determine what supports are needed to increase achievement.</p> <p>d. Train teachers in Aeries Analytics.</p>						
<p>2. Identify weaknesses in specific subject areas</p> <p>a. Identify gaps in student understanding of content areas reflected on the ELA and math tests from the SBAC.</p> <p>b. Offer coaching for upcoming tests during Office Hours for those students that need review before the test by reviewing progress data and interviewing students by the middle of the semester. Review skills and subject matter that was taught earlier in the school year.</p>	Aug 2018 / June 2019	Leadership Team Administration Teachers				
<p>3. Staff Development and Professional Collaboration</p> <p>a. Working in departments to align curriculum to CCSS; Science is aligning with NGSS; English has aligned its curriculum; Math is doing a 3 year review of curriculum; Social Studies is focusing on writing in their discipline; VAPA is incorporating writing into production classes; Foreign Language is revising semester finals to reflect CCSS skills.</p> <p>b. Continue providing time for staff to collaborate to share best practices.</p>	Aug 2018 / June 2019	Leadership Team Administration				

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Emphasize effective classroom strategies for teachers to utilize with students to improve student success. a. Continue with professional development and collaboration time to allow teachers to implement new shifts such as close reading of complex text, evaluating informational texts, using textual evidence as proof of argument, responding to the shift in focus, coherence and rigor in math. b. Continue to evaluate student engagement in classes, access to honors classes, pacing and homework load, teaching loops, thematic connections, coaching, giving “wins”, higher level questioning, checking for understanding, formative and summative assessment, and technology.	Aug 2018 / June 2019	Leadership Team Administration				

## Planned Improvements in Student Performance

### School Goal #5

The school site council (SSC) understands the future analysis of the performance of all student groups in the school must be considered through the lens of the state priorities within the Local Control Accountability Plan (LCAP) under three main areas within the eight state priorities: A. Conditions of Learning [1. Basic (district office), 2. Implementation of Common Core State Standards (CCSS), and 7. Course access], B. Student Outcomes [4. Student achievement, and 8. Other student outcomes] and C. Engagement [3. Parent involvement; 5. Student engagement; and 6. School climate]. As a result, the SCC has adopted the following school goals, related actions, and expenditures to increase the performance of all student groups in meeting the newly implemented state standards.

<b>RELATED STATE PRIORITIES: Pupil Achievement, Other Pupil Outcomes, Parent Involvement</b>	Related District LCAP Goal:
<b>LEA/LCAP GOAL:</b>	
Improve student achievement by targeting students not meeting standards.	
<b>SCHOOL GOAL #5:</b>	
Continue to support, through Title I funds, the success of the SAS program as measured by improved grades and proficiency of Common Core State Standards, increased homework completion, improved attendance, and greater awareness and incorporation of growth mindset, sparks, and thriving indicators vital to student success.	
<b>Data: What student data indicated the school need?</b>	
<ol style="list-style-type: none"> <li>1. Transcripts</li> <li>2. Attendance Records</li> <li>3. SBAC scores and other assessments measuring academic performance.</li> </ol>	
<b>Identified Metrics: How will the school measure and evaluate progress?</b>	
There are approximately 25% of student body getting a D or F each semester. SAS students improve their self-perception of successful student behavior. Students should be encouraged to participate in SAS if needed.	
<b>Analysis of Progress</b>	
<ol style="list-style-type: none"> <li>1. SAS counselor reports.</li> <li>2. Pre and post transcript evaluations.</li> <li>3. Attendance records.</li> <li>4. Final examinations of core concepts.</li> <li>5. SBAC scores and other assessments measuring academic performance.</li> </ol>	

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1. Staff development and professional collaboration:</p> <p>a. Continue staff development and professional collaboration.</p> <p>b. Administration will meet with Department Heads to identify, support, and collect data on struggling students and determine criteria to identify students failing, or most at risk of failing, to meet the state's academic content standards.</p> <p>c. SAS Counselors will attend and be members of education/healthcare related professional community meetings and organizations.</p> <p>d. SAS Counselors will collaborate monthly with SAS teachers.</p> <p>e. SAS Teachers will have the opportunity to attend professional development conferences on topics related to struggling students and socio/emotional development.</p> <p>f. SAS counselors will analyze results from 6-week Purpose Series through Beach Cities Health District.</p>	Aug 2017 / June 2018	Leadership Team Administration Counselors SAS Teachers	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6,100
<p>2. Involvement of staff, parents and community (including interpretation of student assessment results to parents):</p> <p>a. SAS students have the opportunity to interact with tutors and the local community, such as Freedom4U to provide additional support.</p> <p>b. SAS Counselors will host meeting for parents of SAS students.</p> <p>c. SAS Counselors will share data regarding the effectiveness of the SAS program with MBUSD</p>	Aug 2017 / June 2018	Leadership Team Administration Counselors SAS Teachers Community Professionals Peer Tutors	SAS sections - certificated salaries & benefits  Student support services	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Targeted Assistance Program  Title I Part A: Targeted Assistance Program	145,098  4,480

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Community representatives. d. Through small class sizes, utilize evidence-based educational strategies to close the achievement gap and enable the students to meet the state's academic standards.						
3. Auxiliary services for students and parents: a. SoCal ROC available as an opportunity to enhance positive movement and interest in school. b. Parent Education evenings will be offered on varying topics. c. After school tutoring available in library monitored by certified teacher. d. Outside referral resources are provided to both students and parents.	Aug 2017 / June 2018	Leadership Team Administration Counselors SoCal ROC Community Professionals Peer Tutors				
4. Monitoring program implementation and results: a. Completion of S.M.A.R.T goals b. GPA pre and post comparisons c. Progress report comparisons d. Student self-reports e. Use Chromebooks to identify natural aptitudes and backward plan to meet career goals. f. Utilization of text and workbook curriculum "What I Wish I Knew When I was 18" g. Weekly group counseling with certified counselor or expert in the field.	Aug 2017 / June 2018	Leadership Team Administration Counselors Students				

## Planned Improvements in Student Performance

### School Goal #6

The school site council (SSC) understands the future analysis of the performance of all student groups in the school must be considered through the lens of the state priorities within the Local Control Accountability Plan (LCAP) under three main areas within the eight state priorities: A. Conditions of Learning [1. Basic (district office), 2. Implementation of Common Core State Standards (CCSS), and 7. Course access], B. Student Outcomes [4. Student achievement, and 8. Other student outcomes] and C. Engagement [3. Parent involvement; 5. Student engagement; and 6. School climate]. As a result, the SCC has adopted the following school goals, related actions, and expenditures to increase the performance of all student groups in meeting the newly implemented state standards.

<b>RELATED STATE PRIORITIES:</b>	Related District LCAP Goal:
<b>LEA/LCAP GOAL:</b>	
<b>SCHOOL GOAL #6:</b>	
<b>Data: What student data indicated the school need?</b>	
<b>Identified Metrics: How will the school measure and evaluate progress?</b>	
<b>Analysis of Progress</b>	

School Actions & Services: What actions and services will be implemented this school year to support the goals?	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



## Stakeholder Collaboration Timeline

Mira Costa High School 2017-2018

Event	Location	Date
Secondary MTC	MCHS	10/16/2017
School Site Council	MCHS	11/14/2017
Educational Council	MCHS	11/7/2017
School Board Representation	MCHS	10/17/2017
Social Emotional Wellness Committee	MCHS	11/17/2017

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Professional Development	\$22,195	22,195.00
Title I Part A: Targeted Assistance	\$199,751	50,173.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Title I Part A: Allocation	6,100.00
Title I Part A: Targeted Assistance Program	149,578.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	145,098.00
5800: Professional/Consulting Services And Operating	10,580.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5800: Professional/Consulting Services And	Title I Part A: Allocation	6,100.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Targeted Assistance Program	145,098.00
5800: Professional/Consulting Services And	Title I Part A: Targeted Assistance Program	4,480.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 5</b>	155,678.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ben Dale	X				
Deborah Hofreiter			X		
Linda Gesualdi		X			
Ellen Collins		X			
		X			
Carol Meeks			X		
Sandra Strassner-Weisberg				X	
John Dargan				X	
Suzanne Hadley				X	
Melinda Hayes				X	
Francesca Bennett					X
Emma Davis					X
John Darcy					X
Jen Fenton				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>7</b>	<b>4</b>

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

X Other committees established by the school or district (list):

Ed Council

Academic Department Chairpersons

District/School Liason Team for schools in Program Improvement

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on November 30, 2015.

Attested:

Ben Dale, Ed.D.

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Suzanne hadley

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date