

The Single Plan for Student Achievement 2017-18

School: Rosemont High School
CDS Code: 34-67439-0101972
District: Sacramento City Unified School District
Principal: Elizabeth Vigil
Revision Date:

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:

Contact Person: Elizabeth Vigil
Position: Principal
Phone Number: (916) 395-5130
Address: 9594 Kiefer Blvd.
Sacramento, CA 95827
E-mail Address: elizabeth-vigil@scusd.edu



The District Governing Board approved this revision of the SPSA on August 3, 2017.

Sacramento City Unified School District

School Description and Mission Statement (most recent year)

Rosemont High School provides every student with an education that is rigorous and structured. All students thrive in a challenging and supportive academic environment, and graduates are prepared to meet the demands of college and career without the need for remediation. Regardless of the path chosen, Rosemont graduates are capable, and resourceful citizens who give back to the community.

Our mission is to place students at the center of our work and build a world-class high school that boasts a safe, inclusive, positive environment and rigorous academic programs that support college and career readiness. The Rosemont staff commits to communicating, modeling and reinforcing high standards for behavior every day, including an emphasis on the development of social and emotional skills that our students need for college and 21st century careers. Our students will have the opportunity to pursue their interests in all courses of study, including a variety of focused learning pathways that connect academic preparation with real-world application. Through the expanded use of digital technology in our classrooms, students will learn valuable technological competencies and create and share content to demonstrate learning. Rounding out the experience at Rosemont will be a rich selection of extra-curricular activities including after-school tutoring, clubs, sports and competitive academic teams. We encourage all students to participate in as many activities as they can! The more they're involved, the more they will feel connected to their school.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	317	283	306	273	305	270	96.5	97.2
All Grades	317	283	306	273	305	270	96.5	97.2

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2565.2	2566.6	12	14	31	31	36	27	22	27
All Grades	N/A	N/A	12	14	31	31	36	27	22	27

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	22	51	51	27	26
All Grades	22	22	51	51	27	26

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	23	23	46	48	32	29
All Grades	23	23	46	48	32	29

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	14	13	64	65	22	22
All Grades	14	13	64	65	22	22

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	21	25	59	53	20	22
All Grades	21	25	59	53	20	22

Conclusions based on this data:

1. There is a need to support effective communication skills all classes to push more students into % Above Standard.
2. Although a higher % of students are scoring in % Above Standard in Research/Inquiry, there is a need to improve students' ability to conduct effective investigation and to analyze and present information.
3. These skills should be supported in all content areas.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	317	282	307	269	307	265	96.8	96.1
All Grades	317	282	307	269	307	265	96.8	96.1

* 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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2552.6	2550.0	8	7	17	16	25	30	50	47
All Grades	N/A	N/A	8	7	17	16	25	30	50	47

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	19	16	29	31	52	53
All Grades	19	16	29	31	52	53

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	9	54	54	38	38
All Grades	7	9	54	54	38	38

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	8	11	57	55	35	33
All Grades	8	11	57	55	35	33

Conclusions based on this data:

1. Approximately 50% of students are not meeting standard in applying math concepts and need additional support
2. The smallest percentage of students above standard is in problem solving and modeling/data analysis.
3. Math support should be tailored to the specific needs of students.

School and Student Performance Data

2016 Accountability Progress Reporting

Met All Components	Met English Language Arts/Literacy	Met Mathematics	Met Attendance Rate	Met Graduation Rate	PI Status

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	8	6		45	38		20	19		6	15		22	21	
10	11	17		28	22		44	22		8	3		8	36	
11	21	14		36	24		30	38		6	14		6	10	
12	29	15		23	23		32	38		6	15		10	8	
Total	16	11		34	30		30	25		7	11		13	22	

School and Student Performance Data

Title III accountability is a series of Annual Measureable Achievement Objectives (AMAO) that LEAs in receipt of Title III funds must meet each year for their EL populations. AMAO 1 measures the percentage of ELs making annual progress on CELDT, based on their previous CELDT performance level. AMAO 2 measures the percentage of ELs who have attained the English proficient level on the CELDT. Targets must be met for two EL cohorts: students in English language instruction educational programs for less than five years (Cohort 1); and students in English language instruction educational programs for five years or more (Cohort 2). AMAO 3 is based on ELA and Math AYP Participation and Performance targets for the EL subgroup.

Title III

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	110	125	100
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	110	125	100
Number Met	61	80	49
Percent Met	55.5%	64.0%	49.0%
NCLB Target	59.0	60.5	62.0%
Met Target	No	Yes	No

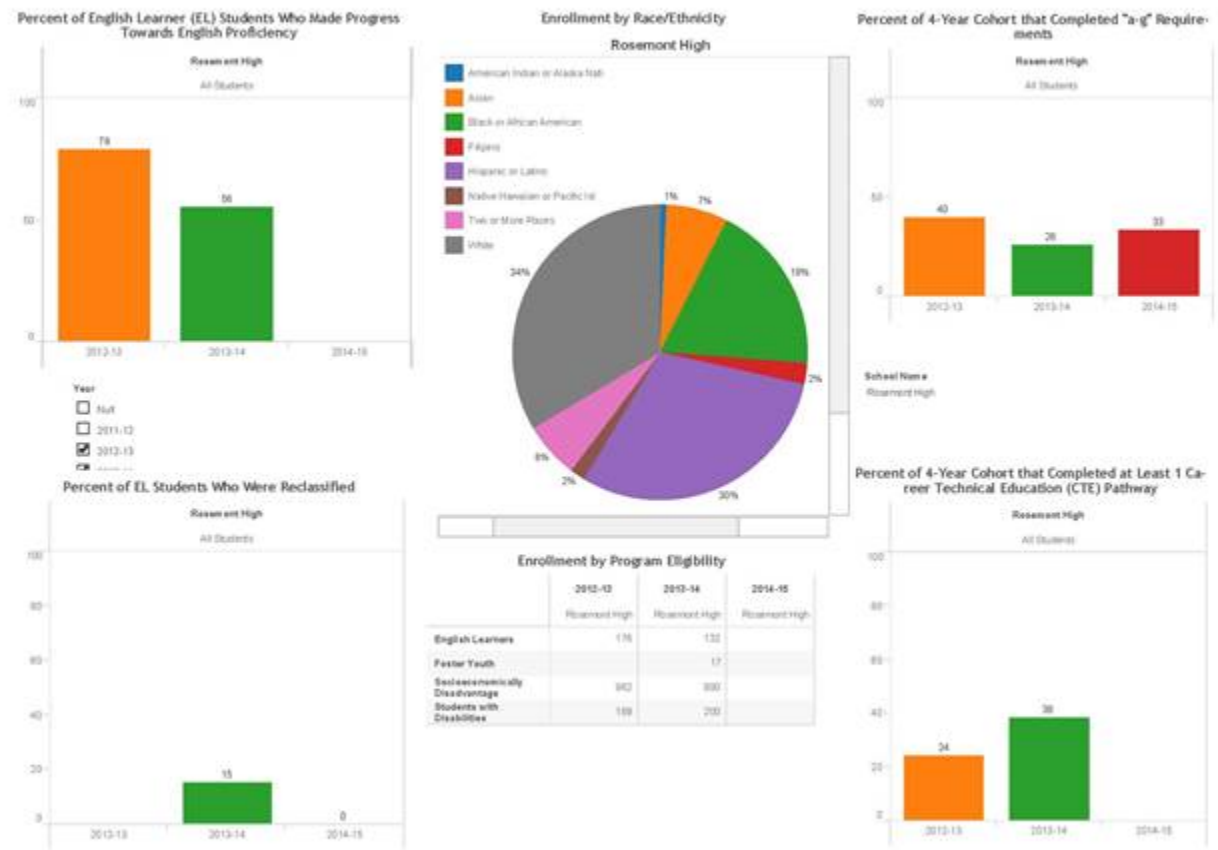
AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	23	97	34	106	36	75
Number Met	--	48	7	59	2	34
Percent Met	--	49.5%	20.6%	55.7%	5.6%	45.3%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	No	Yes	No	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	No	--	
Mathematics			
Met Participation Rate	Yes	--	
Met Percent Proficient or Above	Yes	--	

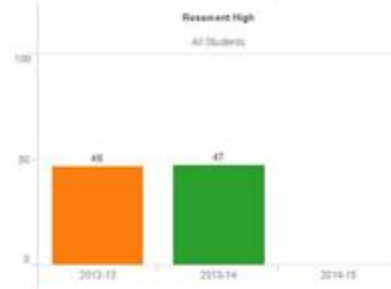
School and Student Performance Data

LCFF State Priorities Snapshot

Local Control Funding Formula (LCFF) State Priorities Snapshot
Sacramento City Unified School District



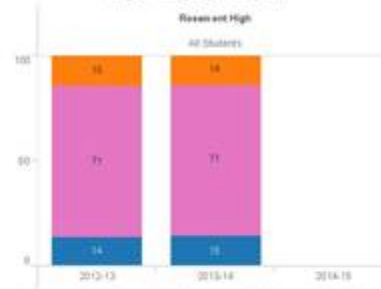
Percent of Students Who Passed an Advanced Placement (AP) Exam with a Score of 3 or Higher



Grades 10-12 Enrollment and Percent of Students Who Took at Least 1 AP Exam

Name	All Students		
	2013-14	2014-15	2015-16
Rossmont High	12	3	

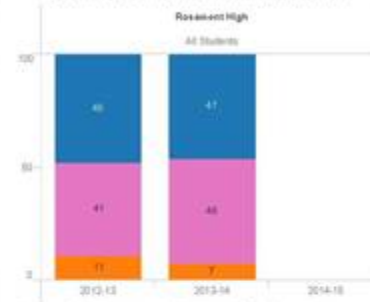
Early Assessment Program (EAP) College Readiness Results for English-Language Arts (ELA)



Grade 11 Enrollment and Percent of Students Who Took the EAP ELA

Name	All Students		
	2013-14	2014-15	2015-16
Rossmont High	10	73	

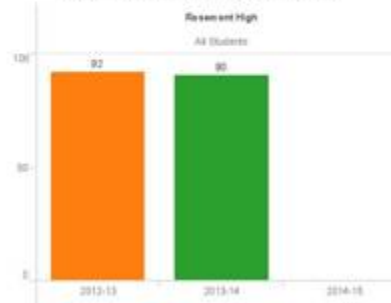
EAP College Readiness Results for Mathematics



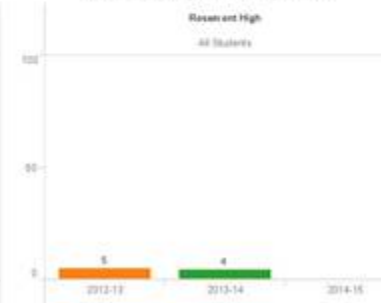
Grade 11 Enrollment and Percent of Students Who Took the EAP Math

Name	All Students		
	2013-14	2014-15	2015-16
Rossmont High	40	40	

4-Year Cohort High School Graduation Rate



4-Year Cohort High School Dropout Rate

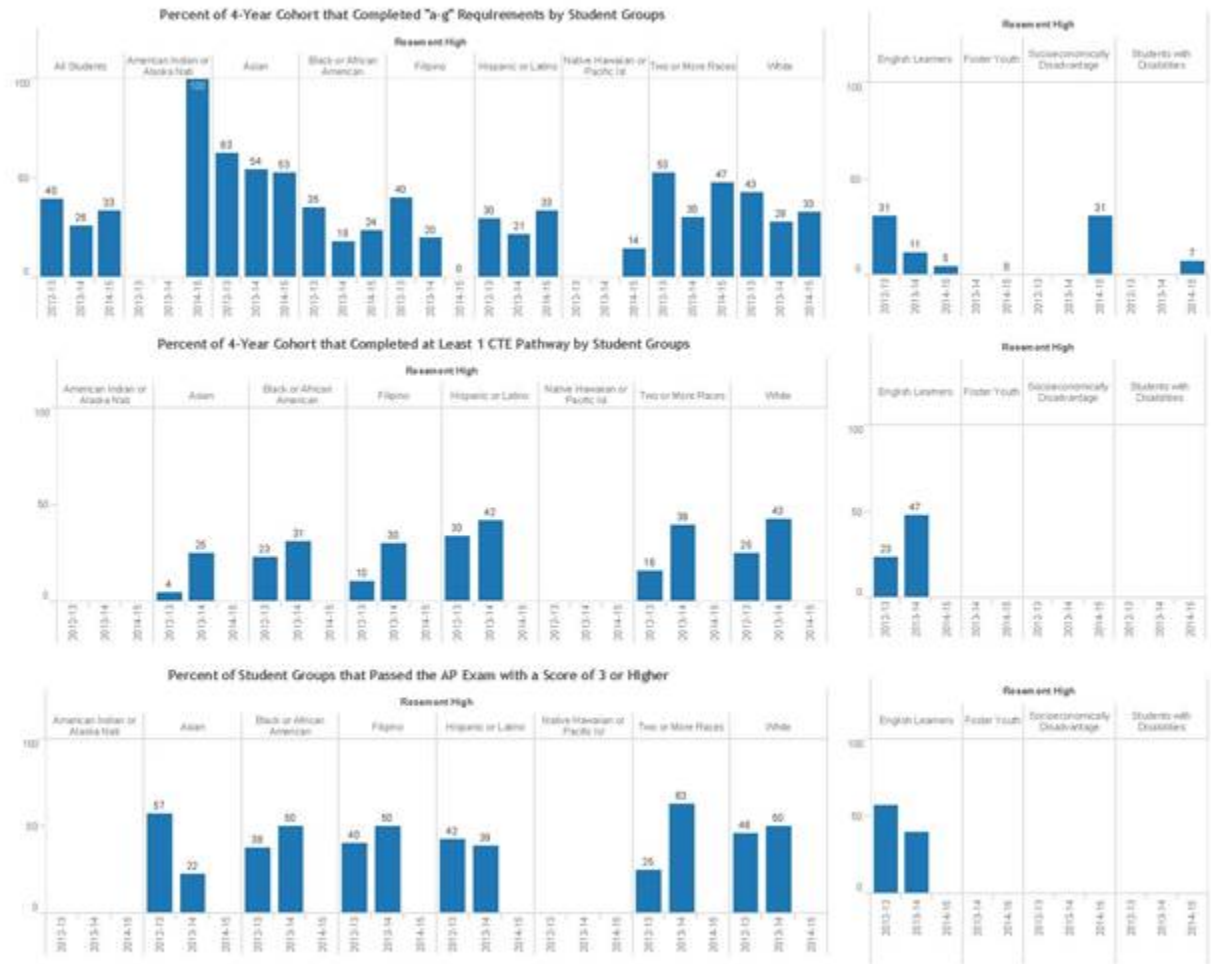


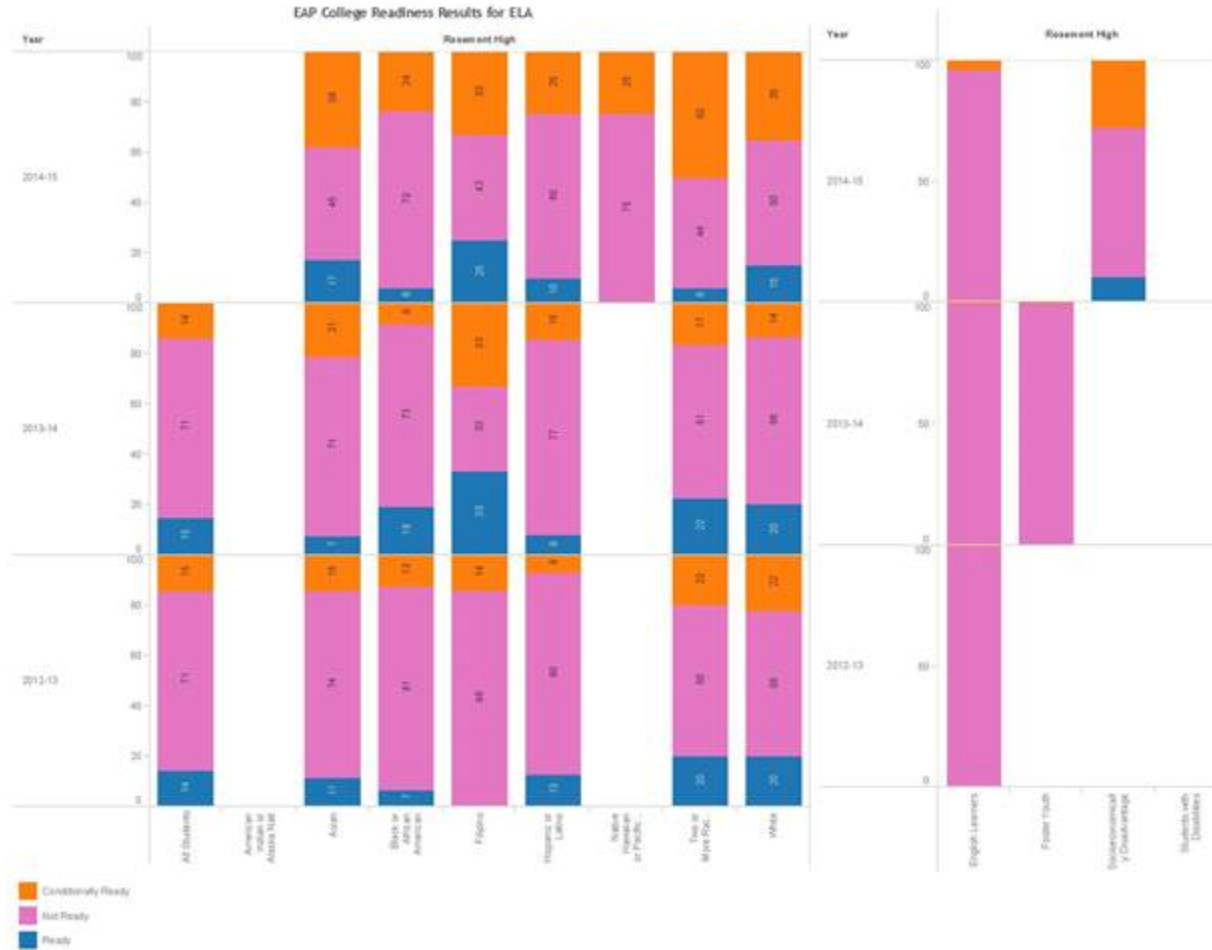
Number and Percent of Students Expelled

	All Students		
	2013-14	2014-15	2015-16
Rossmont High	2 10.0%	0 0.0%	0 0.0%

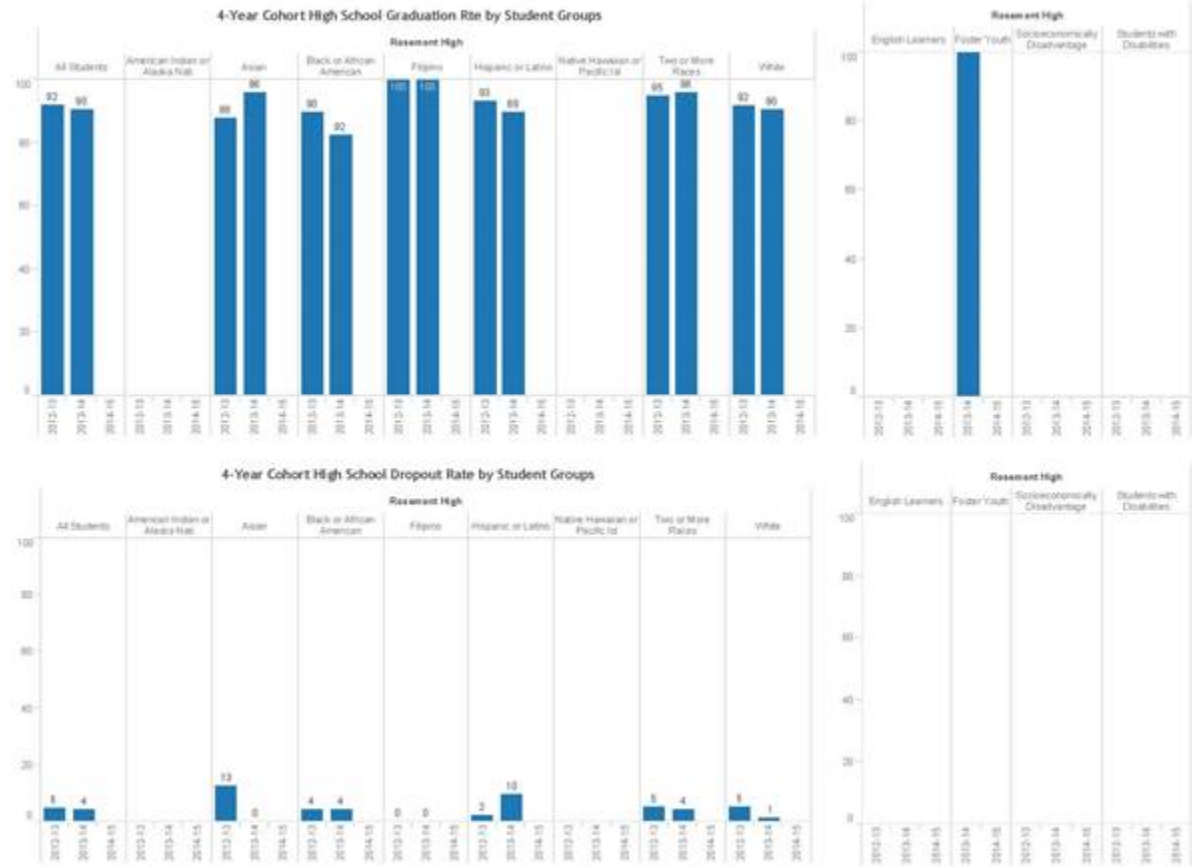
Number and Percent of Students Suspended

	All Students		
	2013-14	2014-15	2015-16
Rossmont High	198 12.8	138 9.2	228 15.0









District LCAP Goals and Actions

Goal 1: Increase percent of students who are on track to graduate college and career ready.
Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
Action 1.4: Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English learners make expected progress in attaining English and in academic achievement.
Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Action 2.1: Students will be provided cleaner, better maintained learning environments.
Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)
Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications, including translation/interpretation services.

LEA Plan Performance Goals

- 1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.**
- 2. All limited-English –proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading /language arts and mathematics.**
- 3. All students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- 5. All students will graduate from high school.**

2017-18 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A	\$165,781	0.00
LCFF S/C	\$277,296	0.00

Planned Improvements in Student Performance

School Goal #1

SCHOOL GOAL #1:
Create, implement, and monitor a set of procedures, practices and shared expectations to facilitate communication between all shareholders, improve the level of organization, and prepare students for success.
District/LCAP GOAL:
Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.
Action 3.2: Stakeholders will receive improved district and site communications including translation/interpretation services.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
1. 2013 WASC review findings, 2016 WASC Mid-cycle review findings/recommendations as well as student, parent and staff feedback 2. Grades, CAASPP and other achievement data 3. Staff, parent and community feedback
Findings from the Analysis of this Data:
1. There is a need to continue systematic and timely communication with families about student progress, school news and school events. 2. There is a need to more effectively "market" Rosemont to the surrounding neighborhoods in order to generate interest in the school and increase enrollment. 3. There is a need to continue to find ways to better support the academic achievement of all students, with a focus on our English Learners.
How the School will Evaluate the Progress of this Goal:
Common Assessments, student work (including writing), CAHSEE, PSAT and other achievement data and grades
Parent Engagement Activities Related to this Goal:
Teachers and counselors will communicate regularly with families about progress. SSTs and other parent conferences will facilitate the identification of issues relating to achievement and provide a forum for aligning interventions with student needs. We will offer a variety of parent information nights to support school-home communication and provide opportunities for families to engage in the education process. We will also continue to conduct home visits to engage parents in the process.
For Schools in Program Improvement, please indicate year 1 2 3 4 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).

In order to support achievement for all students, communication and collaboration between school and home is critical.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Create and implement a school and community communication system that includes parent letters, weekly staff bulletin, daily announcements and weekly messages that correspond to a website calendar update and school website. Include press releases to distribute to PTSA, Rosemont Community Association and College Glen Community Association.	Administration, teachers, support staff	Communication Costs	Title I Part A	4,988	<u>X</u> All	Staff and parent surveys, attendance at school events (sign-in sheets)
Extend outreach, providing opportunities for input from stakeholder groups via surveys, meetings and email communication.	Administrators will monitor and provide guidelines				<u>X</u> All	Sign-in sheets for all collaborative structures. Staff and parent surveys and anecdotal feedback from the entire school community
Continue to monitor frequency of timely teacher communication in response to attendance, behavior and student achievement issues	Administration, teachers and support staff				<u>X</u> All	Infinite Campus contact logs, parent surveys and anecdotal feedback
Offer a variety of workshops/parent nights focused on college and other post-secondary opportunities for students (Cash for College, Money Management, Freshmen, Sophomore, Junior and Senior Nights)	Principal/Counselors				<u>X</u> All	Meeting agendas/sign-in sheets
Staff will be encouraged to document communication with families in Infinite Campus	Administration				<u>X</u> All	
Administration will provide staff with detailed information about expectations and other critical school information.	Administration				<u>X</u> All	

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Administrators will conduct classroom walkthroughs on a weekly basis (15 teachers per week, with a total of 60 teachers per month)	Administration				<input checked="" type="checkbox"/> All	

Planned Improvements in Student Performance

School Goal #2

SCHOOL GOAL #2:
Improve upon the implementation of common assessments and establish a protocol for the analysis of student data to inform instruction and promote student academic growth that will: 1. Allow teachers to assess how and why students are failing to make adequate progress in specified areas; 2. Strategize how to address the weaknesses in instruction that give rise to the gaps in learning; 3. Use best practices to improve student academic performance.
District/LCAP GOAL:
Action 1.1: Provide standards aligned curriculum assessments and high quality instruction to prepare students to graduate college and career ready.
Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.
Action 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Common Assessments, student work (including writing), CAHSEE, PSAT and other achievement data results, and grades
Findings from the Analysis of this Data:
1. There is a need to increase the number of students achieving grade-level proficiency in core academic classes and support literacy across the curriculum. 2. There is a need to increase the number of students who successfully complete baseline math coursework (Math 1) in preparation for Math 2 and Math 3. 3. There is a need for grade-level content teachers to collaboratively plan instruction.
How the School will Evaluate the Progress of this Goal:
Common Assessments, student work (including writing), PSAT and other achievement data results, and grades
Parent Engagement Activities Related to this Goal:
Parent Surveys, Weekly communication and communication through school website, Parent Information Nights around data
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
Building consistency from classroom to classroom, including high expectations for student achievement and fidelity to Common Core standards, will help to bridge the achievement gap.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Establish and give pre/post content-specific common assessments. Provide teachers with time to collaborate (release days and/or after-school) around the examination and analysis of student work, and the creation of Common Core-aligned units of study.	Principal, AP of Curriculum and Instruction, District Coaches	Release Days for English teachers, including special education English teachers	LCFF S/C	4,000	<u>X</u> All	achievement data, grades, student work
		Release Days for Math Teachers, including special education math teachers	LCFF S/C	4,000		
					<u>X</u> Low Income	achievement data, grades, student work
Create, implement, and monitor a set of procedures, practices, and shared expectations to facilitate access to quality instruction for all students, including a focus on literacy across content areas.	Principal, Site Instructional Coordinator, Department Leads and District Coaches				<u>X</u> All	classroom observations, achievement data, student work, behavior and attendance data, grades
Provide instructional supplies such as paper, miscellaneous teaching supplies, laptop and other technology, and supplemental texts, to support identified areas of need, including the use of integration of technology to enhance learning. Continue a focus on the support of academic conversations among students in all classrooms. LCFF will be used for costs for Graduation to support a college-going culture.	Principal, Site Instructional Coordinator and Department Leads	Instructional Supplies	Title I Part A	16,578	<u>X</u> All	classroom observations, achievement data, student work, behavior and attendance data, grades
		Copier Rental	Title I Part A	3,576		
		Copier Rental	LCFF S/C	10,000		
		Instructional Supplies	LCFF S/C	48,304		
Provide additional instructional staff to reduce class size and promote success for all students	Principal	2.6 FTE	LCFF S/C	210,992	<u>X</u> Low Income	classroom observations, achievement data, student work, behavior and attendance data, grades

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Provide Site Instructional Coordinator to support quality instruction in every classroom	Principal	1.0 Instructional Coordinator	Title I Part A	140,639		classroom observations, achievement data, student work, behavior and attendance data, grades
Increase and Standardize administration walkthroughs, including a routine for follow-up conferences.	Administration				<input checked="" type="checkbox"/> All	classroom observations, achievement data, student work, behavior and attendance data, grades
Provide Teacher Training in new Illuminate Student Data System	Administration and District				<input checked="" type="checkbox"/> All	classroom observations, achievement data, student work, behavior and attendance data, grades
Provide Instructional Coaches in ELA and Math	Administration and District				<input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> English Learner	classroom observations, achievement data, student work, behavior and attendance data, grades
					<input checked="" type="checkbox"/> All	

Planned Improvements in Student Performance

School Goal #3

SCHOOL GOAL #3:
Implement and monitor the school-wide student intervention system, with special emphasis on regular progress-monitoring and consistent evaluation of interventions' effectiveness.
District/LCAP GOAL:
Action 2.1: Students will be provided cleaner better maintained learning environments.
Action 2.2: All schools will become safer more culturally competent environments where students learn social and emotional skills and receive additional supports to increase their engagement in learning.
LEA Plan Goal Alignment
1. All students will reach high standards, at a minimum attaining proficient or better in reading and mathematics.
Data Used to Form this Goal:
Behavior, attendance and achievement data and school community feedback
Findings from the Analysis of this Data:
There is a need to reduce behavior referrals and suspensions. There is a need to ensure that all faculty and support staff maintain and improve authentic caring and supportive relationships with all students. There is a need to focus on intervention for EL students There is a need to support improved achievement in Math I and Math II
How the School will Evaluate the Progress of this Goal:
Monitor behavior, attendance, achievement survey and anecdotal data. Also monitor student, staff and community attendance at school events.
Parent Engagement Activities Related to this Goal:
Parent Survey, Data review with PTSA, SSC and ELAC Committees
For Schools in Program Improvement, please indicate year 1 2 3 4 X 5
For years 3, 4, or 5, describe the action(s) that most impact your Corrective Action (year 3) or Restructuring Plan (Years 4 or 5).
A safe, positive, nurturing learning environment is the foundation for supporting student achievement for all students. Faculty and support staff must know how to create and maintain meaningful, authentic relationships with students. Students must also learn social and emotional competencies that translate into life-long skills for success. Classrooms which are well-functioning "communities" support student achievement and promote engagement for ALL students.

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)				Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	Target Student Group	
Provide staff development around academic conversations, which supports social and emotional competencies including relationship-building, self-awareness and self-monitoring behaviors.	Administration, faculty and support staff				<u>X</u> All	classroom observations, achievement data, student work, behavior and attendance data, grades
Develop expertise as a staff in Social Emotional Learning so faculty can better support positive, caring relationships between staff and students.	Administration, faculty and support staff				<u>X</u> All	classroom observations, achievement data, student work, behavior and attendance data, grades
Provide frequent opportunities for fostering school pride and supporting a positive school environment. Includes rallies, dances, lunch activities, Blue Zoo sports cheering section, student recognition programs such as Students-of-the-Month, Golden Wolverine Awards and end-of-the-year awards. Also, increase student recognition through weekly student and staff bulletins, school website and Messenger calls home.	Student Activities, Administration, faculty and support staff				<u>X</u> All	Reduction in behavior referrals, suspensions, anecdotal data, surveys
Continue to work with Plant Manager and Custodial staff to maintain clean, orderly campus.	Administration, Campus Maintenance				<u>X</u> All	Daily campus observations, community feedback, surveys
Continue the annual reclassification process	Assistant Principal and EL Coordinator				<u>X</u> English Learner	

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF S/C	277,296.00
Title I Part A	165,781.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,988.00
Goal 2	438,089.00

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
Elizabeth Vigil	X				
Steven Jones					
Irene Hainsworth			X		
Jasmine Fontana					X
Evan Delgado					X
Rhianna Holland					X
Emma Foell					
Matt Naumann		X			
Ruth Cave-Sosa		X			
Daniel Atkinson		X			
Vera Holland				X	
Amber Cosby				X	

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:

X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

X 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.

X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

X 5. 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.

X 6. 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.

X 7. This SPSA was adopted by the SSC at a public meeting on 3/28/17.

Attested:

Elizabeth Vigil

Typed Name of School Principal

Signature of School Principal

Date

Matt Naumann

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Annual Evaluation – REQUIRED Spring 2018

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

A focus on SEL and also academic discourse. Student engagement in most classrooms has increased, and there has been a significant decrease in the number of behavior referrals.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

X Continuing it with the following modifications:

Continue professional development around both academic discourse and SEL. Continue explicit instruction in SEL in 9th grade CGI/Geography classes.

Rosemont High School
Parent Involvement Policy

Building Capacity for Involvement

- Families will be invited to a summer orientation to inform parents and students of the programs and opportunities available to students and parents' rights to be involved
- Parents will be invited to parent education nights throughout the year where they will learn about test data, grade-level curriculum and strategies for supporting student achievement.
- Throughout the school year, the school will provide on-going feedback to parents regarding academic achievement and involve parents in decisions relating to the education of their children.
- Parents will be provided with a copy of the Rosemont High School Parent Compact, which an outline of responsibilities to ensure student success. A copy of the compact is attached.
- Parent conferences and parents education nights will be scheduled to provide parents with information regarding curriculum and student achievement
- School will utilize website (Rosemonthighschool.com), monthly newsletter, parent letters and Infinite Campus Messenger phone calls to provide detailed information about school events, student achievement data and parent participation opportunities.
- Parents will be encouraged to participate in school governance committees such as School Site Council and ELAC
- The school will coordinate a variety of activities which encourage family participation such as Back-to-School Night, Essence of Rosemont and parent education nights.
- The school will educate teachers and support staff about the value of parent contributions and how to work with parents as equal partners.

Accessibility

- The school provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory or homeless students. This includes providing information and school reports in a form and language that parents can understand.

Rosemont High School
Parent/Student/School Compact

In order for students to be successful here at Rosemont High School, we know that parents must be involved. We have developed a compact that outlines the expectations and opportunities for parent engagement.

The Parent/Guardian agrees...

1. To insure regular school attendance by the student.
2. To share with the counselor and/or teachers information which might affect the student's performance.
3. To participate in developing remedial plans for the student.
4. To follow up at home on agreed upon plans for remediation.
5. To accept joint responsibility with the school's student handbook with the student at the beginning of the school year.
6. To participate in school conferences that deal with the student's behavior and academic progress.
7. To attend school events such as Back to School Night and Essence of Rosemont.
8. Whenever possible, to support student achievement through the use of suggested strategies provided by the school:
 - Keep in contact with your child's teachers – via email or by phone
 - Talk to your child every day about what they're learning in each of their classes. Ask him/her to EXPLAIN what they've learned.
 - Provide a SET TIME each day for homework/study
 - Include at least 20 minutes of independent reading. Then ask your child questions about what they've read. Include questions that begin with "Why?" "How" and "What would have been different if...?" to make them think at high levels.
 - Encourage your child to participate in clubs/teams and other extra-curricular activities

The Student agrees...

1. To attend school regularly and be on time to school and each class
2. To come to school each day prepared with materials and a positive attitude toward learning.
3. To complete all class and homework assignments.
4. To participate in any extended learning opportunities that will ensure academic success.
5. To conform to school and classroom rules and respect all persons and property.
6. To hold high expectations for work, achievement and behavior.

The School agrees...

1. To hold the welfare of each student as the single most important priority of the school program.
2. To communicate up to-date information about student attendance, grades and behavior.
3. To ensure a safe learning environment that allows teachers to deliver a quality instructional program.
4. To follow the district courses of study, including standards-based learning objectives
5. To design curriculum to meet these objectives
6. To regularly evaluate whether students are meeting set objectives and communicate with parents.
7. To assist in developing a work plan to remediate any deficiencies and to work with the student and parent/guardian toward work plan accomplishment.
8. To communicate and cooperate with other school staff in the total school process.

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:

- X 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- X 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.
- X 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

Signature

Mr. Rick Core-Son

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

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

Signature

X 4. *For Title I funded schools only* The SSC reviewed the Parent Involvement Policy and Compact, and the documents are attached.

X 5. 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.

X 6. 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.

X 7. This SPSA was adopted by the SSC at a public meeting on 3/28/17.

Attested:

Elizabeth Vigil

Typed Name of School Principal

Signature of School Principal

Date

3/28/17

Matt Naumann

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

3-28-17