

The Single Plan for Student Achievement

School: Rosemont High School
CDS Code: 34-67439-0101972
District: Sacramento City Unified School District
Principal: Elizabeth Vigil
Revision Date: 12/31/14

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
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Sacramento, CA 95827
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The District Governing Board approved this revision of the SPSA on 2/13/15.

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

Academic Performance Index (API) 3-Year Average

	2013 Growth	Non Weighted	Weighted
Schoolwide	726	733	733
African American	643		
American Indian			
Asian	799		
Filipino	771		
Hispanic	698		
Pacific Islander	732		
White	769		
Socioecon Disadvantaged	709		
English Learners	632		
Students w/ Disabilities	487		

*Produced in absence of a 2014 API Growth Report during California's Assessment Transition

2014 Adequate Yearly Progress Report (AYP) PI Year: 5

Percent Proficient	ELA	Math	PI
Schoolwide	44.4	54.8	
African American	26.4	34	
PIAmerican Indian	--	--	
Asian	64	84	
Filipino	--	--	
Hispanic	39.4	44.4	
Pacific Islander	--	--	
White	54.9	66.7	
Socioecon Disadvantaged	39.7	52.1	
English Learners	23.2	38.6	

Students w/ Disabilities	4.5	15.9	
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Notes: AYP only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	4	11	13	36	12	33	3	8	4	11	36
10	8	21	10	26	12	32	6	16	2	5	38
11	6	22	8	30	6	22	3	11	4	15	27
12	12	32	9	24	9	24	4	11	4	11	38
Total	30	22	40	29	39	28	16	12	14	10	139

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

Title III	2011 - 2012				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	56%	20.1%	45.1%	78.0%	78.2%
# Annual Testers	159	159	159	159	159
% w/ Prior-Year Data	95.6%			95.6%	95.6%
# in Cohort	152	42	130		
# Met AMAO	110	11	91	279	289
% Met AMAO	72.4%	26.2%	70.0%	51.0	58.0

Title III	2012 - 2013				
	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	57.5%	21.4%	47.0%	89.0%	89.1%
# Annual Testers	113	113	113	113	113
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	113	32	93		
# Met AMAO	89	10	67	249	252
% Met AMAO	78.8%	31.3%	72.0%	47.0	53.0

Title III	2013 - 2014				
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	AMAO 1 – Annual Growth	AMAO 2 – Attaining English Proficiency		AMAO 3 – Proficient or Advanced on STAR/CAHSEE	
		Less than 5 years	5 Years or More	ELA	Math
Targets	59.0%	22.8%	49.0%	100%	100%
# Annual Testers	110	110	110	110	110
% w/ Prior-Year Data	100.0%			100.0%	100.0%
# in Cohort	110	23	97		
# Met AMAO	61	--	48	262	283
% Met AMAO	55.5%	--	49.5%	43.0	54.0

*In 2014, AYP was only reported for high schools based on 2014 CAHSEE, CAPA, and cohort graduation rate.

School and Student Performance Data

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster		
College and Career Readiness	API	Maintain: ALL, EL, SES until API is revised	726		632		709			
	Common Core Implementation (E/M/ELD/Sci)	# increase: staff trained								
	*12 th grade cohort who graduate	% increase: Schwide to 90% and maintain, EL 3%, SES 2%, 1%	90.20%							
	AP (or IB) Course Taking	% increase students enrolled in AP/IB, schwide								
		% increase scores 3+ (AP) 1%; % increase IB Diplomas	47.9%							
	*On-track to be career and college ready (A-G completion, EAP exemption)	% increase: A-G completion 5% each year	27.00%							
		% increase in exemptions: ELA (3%, 2%)	1%		0%		0%			
		% increase in exemptions: Math (2%, 3%)	-4%		*		-12%			
		% increase in SAT college ready benchmarks								
	*ACT/SAT	% increase in ACT college ready benchmarks	17.9%		0.0%		11.6%			
GATE	% increase in participation: 3% each year									
Linked Learning Pathways	# increase students participating (1038, 916)									
Engagement	Chronic Absenteeism	% decrease: .05% each year (Schwide, EL, SES, Foster)		11.60%						
	*Staff attendance	% of instructional school days present								
	Student attendance	% increase: Schwide, EL, SES .05% each year, Foster 1% each year	94.77%							

Guide to Success			13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide	EL		SES		Foster			
	High School Cohort & Middle School Drop Out	% decrease: Cohort, EL, SES by .05%; MS maintain <1%	0.80%							
	Parent Resource Centers/Information Areas	# increase from 47 to 56, 62, 71 schools								
	Parent/Teacher Home Visits	# increase by 200, 100, 100								
	Academic Parent Teacher Teams	# increase from 13 to 15, 16, 17 schools								
	Active school PTA/PTOs	% increase in schools with active groups from 75% to 77, 78, and 79%								
	California Healthy Kids Survey	% increase in students reporting positive school climate factors ES and MS 1%, 2%, 3%.								
	Expulsions	% maintenance: MS and HS <0.1%								
	*Suspension Rate	*Suspension rate per 100 students # decrease (in & out of school): variable # of days by Elem, K-8, middle, HS	9.2							
Transformation	Title III AMAOs	% Meeting or exceeding AMAOs 1-3								
	EL Reclassification	% increase in RFEP rate (1% each year)			14.2%					
	API	Maintain: ALL, EL, SES until API is revised	726		632		709			
Basic Services	Sufficiency of Textbooks	Maintain sufficiency								
	Teacher Misalignment	% decrease (.25% each year)								
	Facilities Maintenance	% meeting FIT inspection (100% each year) FTE increase: Custodians (by 21.5, maintain at 86.5)								

Guide to Success		13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15	13-14 Base	14-15
Metric	Distracted Targets (14-15, 15-16, 16-17)	Schoolwide		EL		SES		Foster	
	FTE increase: Plant Manager (by 11, maintain at 71)								

Notes: CAASPP ELA and Math Performance Data not available until 2015; GTS measures to be finalized for inclusion: SEL Student Guide to Success (Graduation Profile), Student Portfolios, and Transformation “growth” calculations. Please check back for data updates. Also, please check the appendices, as some schools provide additional information.

For Schools in Program Improvement:

What are the specific issues that caused the school to be identified in Program Improvement?

Faculty may have lacked a focus for targeted instruction, a system for effectively monitoring student progress and a systematic plan for addressing student needs.

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.

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.

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.

2015-16 Allocations of Funds

Allocations of Funds

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I Part A: Allocation	170,465	2.00
LCFF LEP	28,724	0.00
LCFF F/R	218,508	0.00

Planned Improvements in Student Performance

School Goal #1

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.
SCHOOL GOAL #1:
Improve communication with all stakeholders to increase student achievement and enhance a college-going culture.
Data Used to Form this Goal:
1. 2010 WASC review findings as well as student, parent and staff feedback 2. Grades, 2013 STAR and other achievement data 3. Staff, parent and community feedback
Findings from the Analysis of this Data:
1. There is a need for 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.
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: How does this goal address the school's program improvement issues?
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 Sub 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	Postage	Title I Part A: Allocation	1,172	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					Sign-in sheets for all collaborative structures. Staff and parent surveys and anecdotal feedback from the entire school community
Increase frequency of timely teacher communication in response to attendance, behavior and student achievement issues	Administration, teachers and support staff					Infinite Campus contact logs, parent surveys and anecdotal feedback
Adhere to regular staff meetings schedules for staff meeting, academy leads, office staff, management.	Administration					Meeting agendas/sign-in sheets
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	Provide food for parent nights	LCFF LEP	300		
		Duplicating for Parent Nights	Title I Part A: Allocation	2,328		
		Child Sitter	Title I Part A: Allocation	228		
Provide PTSA with parent engagement training	Principal	Conference Fees	Title I Part A: Allocation	1,500		
Improve communication/outreach with EL families to support engagement.	Principal	Hire 3-hour Community Liaison	LCFF LEP	10,305		

Planned Improvements in Student Performance

School Goal #2

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.
SCHOOL GOAL #2:
Create, implement, and monitor a set of procedures, practices, and shared expectations to facilitate access to quality, Common Core-aligned instruction for all students.
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:
<ol style="list-style-type: none">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), CAHSEE, PSAT and other achievement data results, and grades
Parent Engagement Activities Related to this Goal:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
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 Sub 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.	Principal, AP of Curriculum and Instruction, district coaches	Release Days for English teachers, including special education English teachers	Title I Part A: Allocation	5,821	All	achievement data, grades, student work
		Release Days for Math Teachers, including special education math teachers	Title I Part A: Allocation	5,821		
Provide time (release days and/or after-school) for grade-level content teams, including Special Education teachers, to create Common Core-aligned units of study.	Principal, Site Instructional Coordinator, department leads and district coaches	Release time for collaborative planning	Title I Part A: Allocation	5,821	All	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					classroom observations, achievement data, student work, behavior and attendance data, grades
Provide on-going staff development and instructional supplies 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.	Principal, Site Instructional Coordinator and Department leads	Instructional Supplies, including technology	Title I Part A: Allocation	28,674		classroom observations, achievement data, student work, behavior and attendance data, grades
			LCFF F/R	3,797		
			LCFF LEP	1,661		
Provide additional instructional staff to reduce class size and promote success for all students	Principal	2.8 FTE	LCFF F/R	214,711		classroom observations, achievement data, student work, behavior and attendance data, grades
		.2 FTS	LCFF LEP	16,458		

Actions to be Taken to Reach This Goal	Person(s) Responsible	Proposed Expenditure(s)			Success Criteria/Monitoring
		Item or Action Funded	Funding Source	Amount	
Provide Site Instructional Coordinator to support quality instruction in every classroom	Principal	1.0 Instructional Coordinator	Title I Part A: Allocation	119,098	classroom observations, achievement data, student work, behavior and attendance data, grades
Lease 2 Carts of MacBooks to provide interventions for ELA and Maath					

Planned Improvements in Student Performance

School Goal #3

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.
SCHOOL GOAL #3:
Maintain and improve a campus climate and culture that is conducive to supporting high academic achievement for all students.
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 promote school pride and build community among staff and students.
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:
For Schools in Program Improvement: How does this goal address the school's program improvement issues?
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	
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				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				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				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				Daily campus observations, community feedback, surveys

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
LCFF F/R	218,508.00
LCFF LEP	28,724.00
Title I Part A: Allocation	170,463.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,833.00
Goal 2	401,862.00

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				
Lourdes Perez					X
Brlan Knowles					X
Edith Garcia					X
Andrew Maloof				X	
Mike Hancock				X	
Wendy Bloyed				X	
Matt Naumann		X			
Carole Magnusson		X			
Domingo Zungri		X			
Eric Oberlies		X			
Irene Hainsworth			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:

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)**:

X 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

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

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 11/16/2011.

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 2016

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?

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

Continuing it with the following modifications:

Elizabeth Vigil

Typed Name of School Principal

Elizabeth Vigil

Signature of School Principal

1/27/15

Date

Matt Naumann

Typed Name of SSC Chairperson

Matt Naumann

Signature of SSC Chairperson

1-28-15

Date

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

- | | | |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee | 

Signature |
| <input type="checkbox"/> | Special Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee | _____
Signature |
| <input type="checkbox"/> | District/School Liaison Team for schools in Program Improvement | _____
Signature |
| <input type="checkbox"/> | Compensatory Education Advisory Committee | _____
Signature |
| <input type="checkbox"/> | Departmental Advisory Committee (secondary) | _____
Signature |
| <input type="checkbox"/> | Other committees established by the school or district (list): | _____
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.
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