

The Single Plan for Student Achievement

REDONDO UNION HIGH SCHOOL

Home of the Scholars and Athletes

Redondo Beach Unified School District

2017-18

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The School Site Council approved this revision of the School Plan on:

➤ January 23, 2018

The District Governing Board approved this revision of the School Plan on:

➤ March 27, 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 school principal.

Planned Improvements in Student Performance

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: A. Conditions of Learning; B. Student Outcomes; and C. Engagement. The three LCAP areas center on seven main priorities at the school site: 1. Implementation of Common Core State Standards (CCSS); 2. Course access; 3. Student achievement; 4. Other student outcomes; 5. Parent involvement; 6. Student engagement; and 7. School climate. The SSC has considered and analyzed the specific school actions through the three LCAP areas listed below. 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.

A. CONDITIONS OF LEARNING

1) IMPLEMENTATION OF COMMON CORE STATE STANDARDS (CCSS) and Next Generation Science Standards (NGSS)

Identified School Need: *What is the goal?*

- Continue in implementation rollout for Next Generation Science Standards (NGSS) through professional development, course lessons, and assessments
- Create and utilize quarterly common benchmark assessments & data to identify the critical learners, determine effective teaching strategies, and determine critical areas for follow up
- Provide professional development aligned to the state standards and to the 4Cs of 21st Century Learning

Data: *What data was used to identify the school need and form the goal?* Benchmark data by department (Illuminate Student Data Management System and/or student work); SBAC assessment data

Identified Metrics: *How will the school evaluate progress?* By evaluating student work and assessments quarterly, either with Illuminate data and/or other forms of assessments that measure common skills, such as the 4Cs.

School Actions:	Date(s):	Estimated Expenditures:	Funding Source:
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<ul style="list-style-type: none"> Align department benchmark assessments Create & utilize common grading scales & practices by course/department Create & utilize common rubrics in ELA Implement ELD strategies in college prep courses Increase the number of evidence-based lessons and assessments Utilize the CMAST program as a tool for increasing student engagement, accountability, and reflection of student learning and academic progress in math. Utilize a variety of disaggregated data to determine student mastery and modify instructional practices 	<p>Aug 2017 – June 2018</p>	<p>\$46,500 – copying of instructional materials and instructional resources</p>	<p>Base grant</p>
<ul style="list-style-type: none"> Student incentives for CAASP Testing 	<p>April and May 2018</p>	<p>\$2,000 Logo pencils, opportunity drawings</p>	<p>ASB-STAR Account</p>
<ul style="list-style-type: none"> Math and Science department teacher representatives (5-6 teachers in each department) will attend conferences that will highlight Common Core standards (math) and Next Generation Science Standards (science), resources, tools, technology, and instructional activities and practices. Teachers will share findings, resources, and new ideas with department. 	<p>November 2017 (Math & Science) & March 2018 (Science)</p>	<p>\$24,000 Conference fees (PLTW, STEM, CA Math Council, National Science Teachers Assoc.) substitutes, hotel, flight</p>	<p>Base grant</p>
<ul style="list-style-type: none"> Utilize faculty meeting time for school-wide professional development, with a focus on the importance of student engagement, collaboration, analysis of student data, and inquiry-based or project-based learning, as a means to transition to common core. 	<p>September 2017 – May 2018</p>	<p>\$2000 – instructional copies, resources, reference books, release time for planning</p>	<p>Base grant</p>
<ul style="list-style-type: none"> Departments will collaborate, research, analyze student data, create and modify curriculum in order to implement common core state standards 	<p>August 2017 – June 2018</p>	<p>\$97,000 – Department materials, supplies, resources & technology to support student instruction</p>	<p>Base grant (Math, Science, English, PE, Social Science, World Language & Culture, Special Education, Visual & Performing Arts, Career Tech Ed.)</p>

<ul style="list-style-type: none"> Implement BrightBytes survey and use data to improve professional development and make programmatic decisions with regard to developing the 4C's and enhancing digital citizenship 	August 2017 – June 2018	\$2500 – Professional development for Instructional technology	Base Grant
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2) COURSE ACCESS

Identified School Need: *What is the goal?*

- Continue to provide a college-going culture, where students graduate college-eligible (A-G completion) and college-ready
 - Increase the number of students eligible to attend a 4-year university upon graduation (A-G completion rate)
 - Increase the number of minority males who complete the A-G requirements
 - Decrease the number of students who are credit deficient by 11th grade

A-G Eligible (%)	Overall	Boys	Girls	Caucasian		Latino Hispanic		Asian		African-American	
				M	F	M	F	M	F	M	F
2013	62	55.5	67.3	61.2	68.3	38.4	59.4	77.4	89.3	42.9	57.1
2014	64.3	58	70.8	58.9	73.8	39	60.7	83.7	86.8	38.1	58.3
2015	61.6	59.4	64.1	67.5	66.7	43.8	53.8	65.9	82.2	37.5	62.9
2016	73.0	67.0	79.0	71.6	83.7	62.5	73.9	79.1	92.4	48.4	64.8
2017											

- Continue to increase student enrollment in AP courses and maintain a minimum pass rate of 80% on the Advanced Placement exams

RUHS	2011	2012	2013	2014	2015	2016	2017
Total Enrollment	2,332	2,354	2,378	2,467	2,525	2,650	2821
# of AP Students	640	677	701	751	769	764	786
% of School	27%	28%	29%	30%	30%	29%	28%
# of Exams	1,355	1,372	1,319	1,372	1,378	1,410	1438
# of Scores 3+	500	561	556	621	623	624	1195
% of 3+	78.1%	82.9%	79.3%	83%	81%	81.7%	83.1%

- Increase the number of EL and special education students who successfully complete the A-G requirements by passing the college prep core classes for which they are enrolled (particularly in Science & math - Biology, Geoscience, Chemistry, Algebra, Geometry, and Algebra 2)

Data: What data was used to identify the school need and form the goal? Master schedule data (# of student requests); AP Potential data (disaggregate); A-G completion data by department

Identified Metrics: How will the school evaluate progress? We will review our AP pass rate data annually, master schedule enrollment data annually, and A-G completion data by grade-level each semester

School Actions:	Date(s):	Estimated Expenditures:	Funding Source:
<ul style="list-style-type: none"> Offer college preparatory practice exams to students in grades 9-11 (PRA and PSAT) 	October 2017	\$10,000 – cost of exams	RBEF
<ul style="list-style-type: none"> The science and CTE departments will continue to explore adding STEM/PLTW courses as a part of the STEM pathway sequence (Engineering and Biomed) by attending PLTW conferences and trainings Conduct quarterly STEM Advisory Committee meetings; bridge partnerships with local industry and professionals (internships, mentors, field trips) 	January 2018 and Summer 2018	\$6,000 – substitutes for info session meetings & summer trainings expenses	Grant funding from Chevron and Perkins (\$6,000)
<ul style="list-style-type: none"> RUHS will participate Teen Court, Mock Trials, Model U.N. and Sacramento Safari in order to expose students to careers in the legal & judicial systems, as well as give students an active voice in determining appropriate consequences for actual misdemeanor crimes 	November 2017 – April 2018	\$5000 – competition fees, transportation, hotel, flight, program materials	Base grant
<ul style="list-style-type: none"> Offer an English Language Learner support class for EL students who score 1 or 2 on the CELDT exam 	Aug 2017 – June 2018	\$19,000 – 0.2 FTE	General Fund

<ul style="list-style-type: none"> Inform and recruit students into career pathway courses at the middle schools, so they can develop a 4-year plan accordingly 	February 2018	\$1000 – materials, videos created, advertising	Base grant
<ul style="list-style-type: none"> Promote and support advanced placement courses. Encourage students to stretch reasonably and try an AP course (based on AP Potential data) 	February 2018 – May 2018	\$5000 – AP exam proctoring fees, table rental, instructional materials & supplies	Base grant

B. STUDENT OUTCOMES

3) STUDENT ACHIEVEMENT

Identified School Need: *What is the goal?*

- Continue to increase performance in math and English on CAASPP, overall and for all subgroups:

	2015		2016		2017	
	English	Math	English	Math	English	Math
Standard Exceeded	39 %	20 %	33 %	21 %	32.05 %	21.30 %
Standard Met	38 %	28 %	31 %	26 %	36.52 %	32.10 %
Standard Nearly Met	17 %	22 %	20 %	24 %	18.64 %	23.61 %
Standard Not Met	7 %	30 %	16 %	29 %	12.79 %	22.99 %

- Continue to increase English Language Learner performance and academic achievement
 - Increase redesignation rate (14-15: 11%, 15-16: 24%, 16-17 15%)
 - Improve student CELDT scores
- Maintain an overall average student GPA of 3.0 and above
 - Data in tables is from S2 of 2016-2017

Grade	Male	Female	Overall
9	3.06	3.35	3.20
10	2.80	3.20	2.99
11	2.96	3.27	3.12
12	2.88	3.37	3.13
All Grades	2.93	3.30	3.11

GPA Weighted	Number	Percent
Below 1.0	22	1%
1.0 - 1.49	40	1%
1.5 - 1.99	112	4%
2.0 - 2.49	320	12%
2.5 - 2.99	511	19%
3.0 - 3.49	704	26%
3.5 - 3.99	634	23%
4.0 and above	405	15%
TOTAL	2748	

level 1 & 2 EL students who are struggling.			
<ul style="list-style-type: none"> All departments will analyze quarterly grade distribution reports, in order to collaborate on how to support struggling students, as well as spark conversations regarding instructional practices and student engagement All teachers will analyze department and individual student summative assessment data on a quarterly basis, in order to adequately recognize students who may need additional support and/or attention, as well as discuss trends and potential need to revise course pacing guides, assessments, and instructional strategies 	Quarterly		

4) OTHER STUDENT OUTCOMES

Identified School Need: <i>What is the goal?</i>			
<ul style="list-style-type: none"> Increase (or sustain over 95%) our Average Daily Attendance (ADA) – (95.2% in 2014-2015; 94.58% in 2015-2016, 95.84% in 2016-2017) Maintain and/or increase our Physical Fitness Test (PFT) pass rate (5 out of 6 exams) – (87% in 2014; 88% in 2015; 84.6% for 2016, 89% for 2017) Increase the number of seniors who obtain a Seal of Biliteracy award for successfully demonstrating proficiency in two or more languages (65 students in 2014; 71 students in 2015; 114 students in 2016; ___students in 2017) 			
Data: <i>What data was used to identify the school need and form the goal?</i> ADA reports, PFT Data, SARB referrals, Seal of Biliteracy application			
Identified Metrics: <i>How will the school evaluate progress?</i> We will see an increase in the data: PFT, ADA, Seal of Biliteracy			

School Actions:	Date(s):	Estimated Expenditures:	Funding Source:
<ul style="list-style-type: none"> Positive incentives for students with outstanding attendance (3 or fewer absences) and no tardies (i.e. weekly incentive drawing per grade with gift cards as prizes) Continue to utilize the RUHS call out system to inform parents of daily student period absences & excessive absences and/or tardies Conduct attendance intervention meetings, SSTs and/or SART meetings initiated by RUHS counselors, and admin for students with excessive absences, truanancies, or tardies 	Nov 2017 – June 2018	\$2000 for gift cards given to two students per grade level on a weekly basis \$2500 materials, supplies, postage	ASB account Base grant

<ul style="list-style-type: none"> PE staff will continue to review Physical Fitness Test data to determine what is contributing to the increasing pass rate, and ways to continue improving our pass rate. The department will refine current curriculum (Fitness for Life) and determine equipment and supply needs to support performance growth goal. PE staff will review and practice components of the Physical Fitness test months before the test is given in order to increase the number of students mastering a minimum of 5/6 fitness standards, specifically in the area of aerobic capacity. 	October 2017-February 2018	\$4000 – PE equipment & supplies	Base grant
<ul style="list-style-type: none"> Continue to promote the Seal of Biliteracy opportunity to all students. 	February 2018	\$1500 for graduation medals and luncheon	Base grant
<ul style="list-style-type: none"> Continue to meet regularly with our School Wellness Council and Beach Cities Health District, as we complete the <i>Healthy Schools Inventory Worksheet</i>, in order to develop our school wellness plan and inform parents and students of our school wellness goals Earn a bronze status with the Alliance for a Healthier Generation, sponsored by the Bill Clinton Foundation 	October 2017-April 2018	\$500 – materials and supplies for meetings	Base grant

C. ENGAGEMENT

5) PARENT INVOLVEMENT

Identified School Need: *What is the goal?*

- Increase parent support, awareness, communication, and participation in school sponsored workshops for our at-risk student population
- Increase opportunities for parental involvement in School Advisory committees & board approved Booster organizations, such as STEM, CTE, Teen Court, Band, Drama, etc.
- Continue to increase PTSA membership and involvement

2015-16 - 1433 Members

2016-17 - 1928 Members

2017-18 - 2081 Members

- Increase parent involvement at school workshops and outreach programs: Back to School Night, College Financial Aide presentations, Sea Hawk Talk, etc.
- Increase parent participation in the RBEF drive

2014- 8%; 2015- 8%; 2016 – 9% and \$40K, 2017 – 9.4% and \$72K

Data: *What data was used to identify the school need and form the goal?* Parent sign-in sheets at school meetings, workshops; PTSA membership data; RBEF donation % of family participation

Identified Metrics: *How will the school evaluate progress?* Increased parent attendance and participation in school meetings, workshops, and events

School Actions:	Date(s):	Estimated Expenditures:	Funding Source:
<ul style="list-style-type: none"> • Hold STEM Advisory committee meetings quarterly and continue to invite parents who work in our local industries (Boeing, Northrup Grumman, Raytheon, UCLA Medical Center, BCHD, etc.) • Host a STEM Career Day with parent volunteers who have STEM careers 	<p>Quarterly</p> <p>Spring 2018</p>	<p>\$500 – materials and supplies</p>	<p>Base grant</p>
<ul style="list-style-type: none"> • Continue to send weekly PTSA e-newsletters and Parentlink emails to keep parents informed about workshop and meeting information, as well as advertise ways parents can be involved at RUHS, and volunteer opportunities on campus • Promote the benefits of PTSA membership by showing how funding supports students: <ul style="list-style-type: none"> ○ Senior scholarships ○ Buses for field trips (only source of funding for buses) ○ Academic Letter & Student Recognition Awards Nights • Promote activities and events for parents using pictures, student and parent quotes, emails, phones calls, e-flyers, marquee (updated 	<p>Sept 2017 – June 2018</p>	<p>\$500 – materials and supplies</p>	<p>Base Grant</p>

weekly), school website (updated weekly), and Infinite Campus communication notices			
<ul style="list-style-type: none"> Demonstrate the value of RBEF participation: <ul style="list-style-type: none"> Show pictures of RBEF teacher grant awards and the positive impact on students (e-books, science lab technology, extracurricular excursions that support curriculum and CCSS, music instruments, etc.), and all other enhanced materials and services the school does not have funding for 	Throughout year	N/A	N/A

6) STUDENT ENGAGEMENT

Identified School Need: *What is the goal?*

- Increase student participation in extracurricular school activities and athletics
- Increase engagement of the Associated Student Body (ASB) with all students through Classroom Connections, House of Reps, and club sign-ups
- Continue Student Leadership Team (SLT) meetings with initiatives

Data: *What data was used to identify the school need and form the goal?* California Healthy Kids Survey (CHKS), ASB participation data, Club sign up lists

Identified Metrics: *How will the school evaluate progress?* CHKS results (annually), No-Go list quarterly, Club sign up lists, school average GPA (by grade level), discipline reports (suspensions should decrease), Attendance reports (increased ADA), completion of SLT goals

School Actions:	Date(s):	Estimated Expenditures:	Funding Source:
<ul style="list-style-type: none"> Implement monthly House of Representatives meetings (hosted by ASB), where each class has a representative that attends meetings to receive pertinent information about school activities and issues and give input to ASB about student concerns, interests, and requests ASB will begin Classroom Connection, where they visit classes during SSR on a biweekly basis to speak directly to students about upcoming events and ways to get involved on campus Our Student Intervention Counselor will reach out to students on the No-Go list, and provide additional support through goal-setting, counseling, and consistent encouragement to get involved in something on campus with follow up meetings IPASS students will participate in an athletic mentorship program, where Independent Living Skills (ILS) students join in a sport's 	<p>Oct 2017 – June 2018</p> <p>Oct 2017 – June 2018</p> <p>Oct 2017 – June 2018</p> <p>Fall, Winter, Spring Athletic Seasons</p>	<p>\$20,000 – meeting and event materials & supplies</p>	<p>ASB \$20,000</p>

<p>workout, drills, and scrimmage each season</p> <ul style="list-style-type: none"> • Provide purpose workshops for identified students, in collaboration with the Beach Cities Health District • Conduct a Career Day for junior and senior students, so they may learn interview skills as they begin seeking employment opportunities (sponsored by PIE) • Partner with the Chamber of Commerce and coordinate a Leader for a Day program for senior students interested in business education • Continue to add and refine a variety of clubs and programs, so there is <i>something for everyone</i> at RUHS: <ul style="list-style-type: none"> ○ Law pathway – participate in Teen Court, Mock Trials, the Constitutional Rights Foundation’s Appellate court program, and PTSA’s Sacramento Safari ○ STEM – increase student participation in Science Olympiad, Science Bowl, and local industry competitions 	<p>Nov 2017 – May 2018</p> <p>May 2018</p> <p>April 2018</p> <p>Sept 2016 – June 2017</p>		
<ul style="list-style-type: none"> • Continue our Link Crew program and increase the number of outreach events between freshman and their Link leader (i.e. tutorials, lunch on the lawn) • ASB will host two Club Sign up days – one each semester • ASB will host intramural sports competitions during lunch 	<p>Aug 2017 – May 2018</p> <p>Semester Quarterly</p>	<p>\$4000 – summer training, materials & supplies</p> <p>\$500 - supplies</p> <p>\$250 - prizes</p>	<p>ASB</p> <p>ASB</p> <p>ASB</p>
<ul style="list-style-type: none"> • Student athletes will host a Field Day for incoming 5th and 8th graders, in order to promote the joy and benefits of participating in a sport while attending RUHS 	<p>March 2018</p>	<p>\$15,000 – transportation, shirts, water, coach release time</p>	<p>RBEF & Donations (\$10,000)</p>
<ul style="list-style-type: none"> • Support student athletes and encourage more student to participate in athletics • Promote and support extracurricular activities and programs (i.e. Aca Dec, Journalism, Science Olympiad) 	<p>August 2017 – June 2018</p>	<p>\$18,000 – athletic equipment, materials, supplies, transportation, uniforms, etc.</p> <p>\$12,000 – transportation, conferences, trainings, competitions, materials</p>	<p>Base grant</p> <p>Base grant</p>
<ul style="list-style-type: none"> • Support students in the Health and Attendance office 	<p>August 2017 – June 2018</p>	<p>\$2200 – office & medical supplies</p>	<p>Base grant</p>

7) SCHOOL CLIMATE

Identified School Need: *What is the goal?*

- Implement Challenge Success Year 1: Baseline data and modest initiatives
- Decrease the number of suspensions
- Increase the number of students who utilize Sprigeo appropriately and responsibly
- Increase the number of students who have “Outstanding Attendance” (3 or fewer absences) each semester

Data: *What data was used to identify the school need and form the goal?* Discipline reports, Sprigeo reports, monthly attendance reports, California Healthy Kids Survey CHKS, Challenge Success Survey (pre and post)

Identified Metrics: *How will the school evaluate progress?* Suspension data (monthly), Sprigeo reports (false vs valid), improved ADA rate, improved Challenge success survey data

School Actions:	Date(s):	Estimated Expenditures:	Funding Source:
<ul style="list-style-type: none"> • Funding for Challenge Success program development and implementation 	Aug 2017 – June 2018	\$4000 \$20,000	Base grant TUPE grant
<ul style="list-style-type: none"> • Form Student Leadership team to discuss and resolve school climate concerns with innovative practices 	Nov 2017 – June 2018	\$500	Base Grant
<ul style="list-style-type: none"> • Maintain our Sprigeo account • Respond to Sprigeo reports immediately • When appropriate, share Sprigeo reports and outcomes to staff and students as a means for a deterrent • Increase student awareness of the effects of bullying and how they can take appropriate action against bullying through our Sprigeo anonymous tip line • Increase parent awareness of how they can take appropriate action against bullying through email communication 	Aug 2017 – June 2018	\$800 for Sprigeo account	RBPD donation
<ul style="list-style-type: none"> • Conduct a weekly drawing with students who have Outstanding Attendance (3 or less absences) 	Weekly	\$2000 for gift cards given to two students per grade level on a	ASB

		weekly basis	
<ul style="list-style-type: none"> Continue to acknowledge both students (nominated by staff) and staff (nominated by students) weekly with our Sea Hawk of the Week announcements and award 	Weekly	\$1000 for gift cards to the Sea Hawks of the week	ASB
<ul style="list-style-type: none"> Continue our Link Crew program and outreach to freshman students 	Aug 2017 – May 2018	\$4000	ASB
<ul style="list-style-type: none"> Promote positive student engagement and achievement to all staff through monthly <i>Day in the Life</i> emails that depict creative classroom activities, school events, and positive daily occurrences on campus, so all staff are aware of the great things that are happening on campus Our admin team will continue to address students every Friday with a weekly message that promotes and reminds students of our RU Ingredients for success 	Quarterly Biweekly	N/A	N/A
<ul style="list-style-type: none"> Improve the system of parent-teacher communication in the form of both emails and regular grade input into Infinite Campus Post ppt presentations of parent presentations online for parents who are unable to attend, and as a resource for both parents and students 	Biweekly	N/A	N/A
<ul style="list-style-type: none"> Support students who utilize the library and its resources 	August 2017 – June 2018	\$4000 – library supplies and resources	Base grant
<ul style="list-style-type: none"> Organize field trips for a variety of academic and extracurricular experiences 	Sept 2017 – June 2018	\$4,500	Base grant

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant (School Block Acct.) <i>Purpose: To provide flexibility in the use of state and local funds by LEAs and schools.</i>	\$261,032.00
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Supplemental Grant <i>Purpose: To provide a supplemental grant equal to 20% of the adjusted LCFF Base Grant for targeted disadvantaged students.</i>	\$156,000.00
Total amount of state categorical funds allocated to this school	\$417,032.00

Federal Programs (if applicable)	Allocation
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <i>Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency.</i>	\$ N/A

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; other school personnel; parents of students attending the school; and, in secondary schools, students selected by students attending the school. The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jan 23, 2018 Mr. Jens Brandt	X				
Jeff Watts, Josh Friedrich, Victoria Vasquez		X			
Alison Carrell, Eric Hong, Madison Laster, Sergio Godinez, Reese Bradley, Hannah Nemeth					X
Tiffany Straight, Jonathan Erickson			X		
Rachel Nemeth, Tu Le, Kathy Bebe, James Selth, Lucia Johnson				X	
Joy Scarcliff			X		
Carl Dreizler				X	
Numbers of members of each category	1	3	3	6	5

Recommendations and Assurances

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

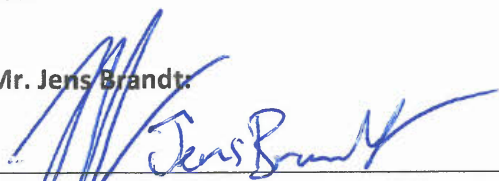
- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student 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):**

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other **(list)** School Wellness Council

- 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 LEA 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:

Attested:


Mr. Jens Brandt:



 Signature of school principal:

Date:

SSC chairperson:



 Signature of SSC chairperson:
 Rachel Nemeth

Date:

11/23/18
