



Rosemead High

9063 East Mission Dr.
Rosemead, CA 91770-4411

Plan Period: -

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EXECUTIVE SUMMARY

About This School

An Executive Summary of the school containing the Mission Statement, summary of school site demographics and unique characteristics as well as highlights of the school site's unique academic characteristics and accomplishments.

Areas of Analysis

This section provides a summary of key indicators of student achievement including an analysis of student performance data, instructional programs, curriculum, and staff development.

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

School goals are based upon an analysis and synthesis of verifiable state data, local measures of student achievement, and the effectiveness of current instructional programs, curriculum, and staff development.

WASC

Achievement Gap

English Language Development

English Learners: Achievement, Proficiency, and Intervention

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

The mission of Rosemead High School is to prepare students to live productively and creatively in a diverse society. We will empower students to take positive control of their own lives and develop a positive self-image. We will promote physical well-being and self-discipline in a safe environment. We will foster an appreciation of individuals of all cultures and beliefs. We will encourage life-long intellectual growth and sensitivity towards the arts. We will produce educated, responsible citizens who will become contributing members of our democratic and global society.

Rosemead High School first developed its six Expected School-Wide Learning Results during the 1995/96 school year as part of its Focus on Learning process. Since then, the ESLRs have been discussed and revised by staff, students, parents and community members on a yearly basis. The following ESLRs represent the most recent update and reflect an ongoing determination to create measurable outcomes for student learning.

Graduates of Rosemead High School are:

Academic Achievers who:

- Complete state mandated tests that demonstrate mastery of core subject content
- Demonstrate the ability to function independently and responsibly to achieve personal and academic goals
- Demonstrate achievement in reading, writing and mathematics
- Complete subject and skill specific tests and/or projects which are a part of the EMUHSD graduation requirements to demonstrate mastery of skills in all subject matter
- Achieve an understanding of the value of life-long learning

Responsible Citizens who:

- Demonstrate an awareness and comprehension of their roles as citizens in school community, nation and world
- Demonstrate, while working collaboratively, a respect for the rights of others who hold opposing views
- Demonstrate respect for and tolerance of cultural, sexual, physical, and religious diversity through classroom and co-curricular activities
- Understand the importance of the arts in society
- Participate in community service

Effective Communicators who:

- Read, listen, speak and respond actively and critically
- Exhibit the ability to clearly transfer ideas, information, needs and processes into verbal and/or written form

Complex Thinkers who:

- Use higher order thinking skills to access, analyze and interpret information and solve problems
- Use creative thinking to solve new problems
- Use information learned in new situation
- Evaluate processes, products and performances

Proficient Technology Users who:

- Utilize technology to enhance learning
- Demonstrate competency in the use of computers and applications

Healthy Individuals who:

- Establish, practice and support appropriate hygiene, proper nutrition and physical fitness
- Avoid high-risk activities that affect their health

Rosemead High School celebrated its 70th anniversary in October 2019. The school is located near the center of the sprawling, [picturesque San Gabriel Valley](#) and is one of five comprehensive high schools in the El Monte

Rosemead High

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Union High School District. Rosemead High prides itself as a school that emphasizes student-centered learning in a technology-rich environment. The campus has 74 classrooms and a full-time certificated staff of 81 who provide support for approximately 1,640 students. Most teachers either hold advanced degrees or are in the process of obtaining graduate degrees, reflecting a continuous commitment to professional improvement.

Rosemead High School, located 13 miles northeast of Los Angeles in the San Gabriel Valley, is situated in a culturally diverse, bedroom community and serves students from low to middle-class socioeconomic families with a median income of \$41,964 according to the 2011 census. The census also showed that in 10 years time, the Asian population had risen to 25.02 percent of Rosemead city's 53,764 residents while the Hispanic population fell to 33.8 percent, and the white population slightly increased from 20.18 percent to 21.1 percent.

Currently, Rosemead High School has five elementary and two middle feeder schools. As one of five comprehensive high schools in the El Monte Union High School District, it serves students from the cities of Rosemead, Temple City, San Gabriel, El Monte and South El Monte. The stakeholders of Rosemead High School are committed to providing the best possible educational and leadership opportunities for both students and staff. The staff includes seventy-six classroom teachers, five counselors, one Welfare and Attendance Coordinator, one Career Center Counselor, one librarian, one part-time nurse (40%), sixty classified staff members and four administrators.

Approximately 16% (299) of the student population are designated as English Language Learners. Twenty percent (370) of currently enrolled students report English as their primary language, while sixty-three percent (1158) are considered FEP/RFEP students. Currently, there are twenty-five languages spoken on campus. The school has approximately 85% of its students receiving Free/Reduced Price lunches. As a Schoolwide Title I school, all students qualify for Title I services. Forty-one percent (761) of RHS parents are high school graduates while 34% do not have an education beyond the high school level. Data analysis shows yearly decreases in student population over the last two years. However, data indicates a small bump in growth. Approximately 15% (272) of the student population is receiving Special Education services and almost 80% of all students come from backgrounds where the language spoken at home is other than English.

Rosemead High School identifies and recruits eligible families for the migrant program to provide academic and instructional support. Some of the services provided are, but not limited to: Summer Bridge Program for incoming freshmen, academic mentoring, tutoring, college awareness, motivational/inspirational counseling and yearly dental screenings. There are 23 students who qualify for the services of the Los Angeles County Migrant Education Program. These students qualify if in the past three years their family has had to move to seek employment in agriculture, fishing or forestry. Parents also receive information about programs and agencies in the community.

The California Education Code requires 64,800 minutes per year for each grade level of classroom instruction. There are 2 minimum days for finals at the end of each semester for a total of 4 minimum days per year. These days allow teachers more time to grade final exams, compute final semester grades and complete end-of-semester attendance paperwork. There is also a late-start schedule which facilitates collaborative and department time during the school day. These meetings occur on Monday mornings approximately eighteen times a year or twice a month.



AREAS OF ANALYSIS

Analyze Student Performance

Student Performance



Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

1. The core curriculum areas of English, Social Science, Science, and Math have realigned their curriculum to more accurately address the Common Core Standards. This has been facilitated through the work of the Content Area Specialists. The District and categorical funding have provided a Content Area Specialist in the core areas of English, Math, Science and Social Science. The teachers meet regularly to collaborate and to facilitate the alignment of curriculum to content and performance standards. The English department has developed "Readers" which support the standards.

Availability of standards-based instructional materials appropriate to all student groups

2. Rosemead High School offers students updated textbooks, which are aligned to the California State content standards. Recently, textbooks have been ordered for many subject areas to ensure that each individual student has a copy of the core text. Over the last several years, Rosemead High School has progressively updated textbooks and instructional materials. Updated textbooks have been purchased for all English grade levels, including English Language Development, and Science departments which more closely align to state standards. For the 2016-2017 school year teachers district wide agreed to use Integrated Math text and curriculum to better meet the needs of addressing Common Core State Standards.

Alignment of staff development to standards, assessed student performance and professional needs

3. Through staff collaboration meetings on-site, at the Professional Development Center, and participation in off-site conferences and workshops, Rosemead High School staff members keep up to date on the latest educational trends and teaching methodologies. Teachers, support staff and administrators participate in professional staff development throughout the year, most of which is aimed at directly improving instructional delivery to students. During 2016-2017 RHS has implemented, through the support of an instructional coach, the Sheltered Instruction Observation Protocol. Teachers are provided a model classroom where instructional strategies and lessons are introduced and modeled by the instructional coach. One component of the SIOP instructional strategies is to provide all staff with the opportunity to observe other colleagues on how to link staff development training to classroom practice. Classroom Walk Throughs are being implemented school wide to continually evaluate our level of rigor in the classroom and to develop and modify our instructional practices. This authentic form of self study is specifically designed to promote an environment where continuous improvement is the norm. Several years ago, the El Monte Union High School District undertook a major project to ensure that courses at its high schools (including RHS) meet and teach the California Content Standards. Four teachers representing the core academic areas of English, Mathematics, Science, and Social Science serve as content specialists on district committees to work on the alignment of curriculum to standards, creating benchmarks (CFBAs), and write pacing plans. The content specialists have one class period dedicated to specialist tasks. Several workshop have been provided to support the new math curriculum.

Services provided by the regular program to enable under-performing students to meet standard

4. El Monte Union High School District provides academic interventions to students to enable them to meet the content and performance standards. Services include classes and tutoring sessions for students relative to Integrated Math. The district also provides assistance to Rosemead via the Educational Services staff that provides professional preparation opportunities to faculty and staff that reflect the most current information related to excellent teaching and optimum learning. In addition, the district works with the teaching staff and administration to pass on information and guidelines related to state and federal programs.

Services provided by categorical funds to enable under-performing students to meet standards

5. Other interventions at Rosemead High School, which help increase student achievement, are provided through categorical funds are Advancement Via Individual Determination (AVID), English 1 Intensive, Academic Language Development(ALD) and Academic Mentoring. These classes are provided during the school day. Advanced EL and recently reclassified RFEP-8/EL students are being targeted to take full advantage of study hall and academic tutoring to increase student achievement. Additionally, support for incoming struggling 9th grade students is offered through a Summer Bridge program. An additional Integrated Math 1 Lab course for Math has been created.



Use of the state and local assessments to modify instruction and improve student achievement

6. Rosemead High School is looking at our strengths and our weaknesses related to our use of state and local assessments in order to modify instruction and improve student achievement. The core departments use EADMS to analyze benchmark exam results, revise the benchmark exams and modify instructional strategies and practices. EADMS is used to scan student test sheets and provide data for individual student results as well as group reports. Teachers review this data to modify instruction on a short and long term basis. The instructional coach, content specialists and course leads analyze and evaluate state and local assessments to work directly with all teachers to modify instructional practices in order to increase student achievement.

Number and percentage of teachers in academic areas experiencing low student performance

7. 2015-2016 D/F rates by core department showed, English 22%, Math 37%, Science 19%, and Social Science 14%. Through the implementation of SIOP and its 8 cycles, teachers will be better equipped to address the multiple learning modalities of the RHS student body. These teachers are receiving professional development in the area of student motivation as well as teaching to address multiple learning modalities. Through meetings with Content Area Specialist and Course Leads, teachers analyze their students' performance data during late start professional development meetings, identify problem areas and plan for addressing those needs by modifying classroom instruction.

Family, school, district and community resources available to assist these students

8. Rosemead High School uses many community agencies and the district provides many services that assist our students. Some of these are Sophomore, Junior, and Senior Counseling, Foothill Family Health Services, Independent Counseling agencies, mailings to parents regarding D and Fail grades, Parent Teacher Student Association (PTSA) meetings, English Learner Advisory Committee and Title I meetings. Our local community services include the LA County Sheriff, the Asian Pacific Family Center and the El Monte Community Resource Center.

School, district and community barriers to improvements in student achievement

9. The school was built for 1600 students; our current enrollment is approximately 1,640 students. At the district level there is a commitment to ensure that classroom teachers become highly qualified as defined in the Every Student Succeeds Act of 2015. At the community level, there are a high number of families at a low socio-economic level often resulting in the academic achievement of students from these homes being adversely effected by the social and economic strain their families face.

Limitations of the current program to enable under performing student to meet standards

10. Rosemead High School currently face the limitations listed below due to funding restrictions:

- School-wide mentoring/tutoring for all subject areas
- Smaller class size for all core subjects
- Instructional aide support for all intervention classes



Analyze Instructional Programs

Instructional Programs



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

WASC

Achievement Gap

Continue to develop, implement and evaluate all school programs to close the achievement gap between significant subgroups in the areas of literacy, writing and mathematics.

1. Percentage of all eleventh grade students scoring ready for college on the EAP English test will increase from 48.2% to 53.2% by the end of 2016-2017.
2. The percent of eleventh grade students achieving an "Exceeded or Met Standards" will rise from 72% to 74% in ELA and from 42% to 45% in Math.

English Language Development

English Learners: Achievement, Proficiency, and Intervention

Our 2017 expected gains for EL students taking ELPAC to increase from 50% to 66.3% in AMAO 1, from 15.2% to 37% (less than 5 years) & from 46% to 57% (5 years or more) on AMAO 2. In order to meet the district reclassification criteria, EL students will score Early Advanced and Advanced and meet the additional re-classification criteria including a minimum 2.0 in English for two semesters.

The number of English Learners who are reclassified will increase by 9% of EL enrollment 2017-2018.



PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

WASC

Goal: Achievement Gap

ISSUE STATEMENT

Self-study findings indicate a need to continue to develop, implement and monitor programs to address the needs of all students in the areas of literacy, writing and mathematics.

GOAL OBJECTIVE

Continue to develop, implement and evaluate all school programs to close the achievement gap between significant subgroups in the areas of literacy, writing and mathematics.

1. Percentage of all eleventh grade students scoring ready for college on the EAP English test will increase from 48.2% to 53.2% by the end of 2016-2017.
2. The percent of eleventh grade students achieving an "Exceeded or Met Standards" will rise from 72% to 74% in ELA and from 42% to 45% in Math.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All students at Rosemead High School including our significant subgroups:

Asian
Hispanic/Latino
Socioeconomic Disadvantaged
English Learner
Students with Disabilities



PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Students in all subgroups will meet the following performance gains:

1. CAASPP

- School-wide

ELA 2015-2016 from 72% to 74%

Math 2015-2016 from 43% to 45%

- Asian subgroup

ELA 2015-2016 from 85% to 86%

Math 2015-2016 from 67% to 68%

- Hispanic/Latino

ELA 2015-2016 from 58% to 61%

Math 2015-2016 from 17% to 21%

- Socioeconomic Disadvantaged

ELA 2015-2016 from 69% to 72%

Math 2015-2016 from 40% to 42%

- English Learners

ELA 2015-2016 from 18% to 21%

Math 2015-2016 from 28% to 31%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

- Math/SRI pre and post tests, CFBA benchmark exams.
- Monitor student D/F reports, counselor follow up with the students
- Monthly district, faculty, curriculum, School Site Council, ELAC meetings, and department meeting minutes.

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

- ELA and math assessment results, SRI scores, Benchmark results.
- Monthly district, faculty, curriculum, School Site Council, ELAC meetings, and department meeting minutes.

Strategies

Reading and Writing

There is a need to continue to improve and expand the existing Literacy Program to increase student achievement of the Common Core State Standards. To address low performing students in reading and writing, both the Sheltered Instruction Observation Protocol (SIOP) and Layered Curriculum will continue to be implemented within every classroom.

Actions

Intervention and Remediation (R&W 1)

Tasks

1. Follow the EMUHSD Systems of Opportunity to ensure appropriate class placement of all students.
2. Monitor students in all classes with SRI-Scholastic Reading Inventory.
3. Monitor all student's achievement in core classes.
4. Implement/monitor integration of SIOP strategies.



Measures

1. Master Schedule
-Class rosters with SRI and Illuminate reports
2. SRI and SMI reports for all collaboration class students
3. D and F rates for all grading periods
4. Professional development sign in sheets, Walk-through observation forms

People Assigned

Department Chairpersons
Content Specialists
Instructional Coach
Assistant Principal of Student Services
Assistant Principal of Instruction
Principal
Curriculum Committee
Action Plan Council-committee of teachers responsible for WASC accreditation
District Teacher on Special Assignment

Start Date - End Date

Instructional Strategies and Supplemental Support Material (R&W 2)

Tasks

1. Implement student centered and differentiated instructional strategies in all classrooms utilizing SIOP to meet the needs of all students.
2. Provide supplemental materials including but not limited to library resources, to support at-risk students.
3. Provide supplemental instructional materials and supplies that support implementation of differentiated instruction (SIOP posters/other resources).
4. Maintain computer labs, with program and operating system upgrades, as well as hardware upgrades and replacements.

Measures

1. Classroom Walk Throughs with debrief and next steps for follow up
2. Scholastic Reading Inventory, Illuminate data for CFBA benchmarks and library check out reports
3. Purchase orders, requisitions and inventory reports
4. Purchase orders, requisitions, and inventory reports

People Assigned

Principal
Assistant Principal of Instruction
Assistant Principal of Student Services
Action Plan Council
Instructional Coach
Categorical Programs Assistant

Start Date - End Date



Support Classes and Services (R&W 3)

Tasks

1. Provide intervention courses including Reading Advancement, English 1 Intensive, Academic Language Development and Integrated Math 1 Lab to provide support of the content standards for at-risk students, English Learners and Students with Disabilities.
2. Provide instructional support through paraprofessionals in intervention classrooms and collaboration classes.
3. Provide classroom access to the Resource Center Lab for all students to ensure specialized support programs to reinforce content standards.
4. Provide AVID program for support of students academic success and college readiness.
5. Provide a Summer Bridge Program to at-risk incoming 9th grade students to support a successful transition to high school.

Measures

1. Master Schedule class rosters
2. Paraprofessional assignment and schedule
3. Resource Lab computer lab schedule/sign in sheets
4. AVID class rosters and AVID student data
5. Teacher student rosters, attendance reports

People Assigned

- Paraprofessional(s)
- Intervention teachers
- Categorical Programs Assistant
- Assistant Principal of Student Services
- Assistant Principal of Instruction
- Action Plan Council
- AVID Coordinator
- Mentors
- Summer Bridge Teachers

Start Date - End Date



Funding Source	Description	Cost
EIA-LEP	Instructional Materials	\$0.00
EIA-LEP	Other Instructional Resources	\$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Intervention	\$0.00
EIA-LEP	Computer Software/Related Expenses	\$0.00
Title I, Part A	Other Instructional Resources	\$0.00
Title I, Part A	Instructional Materials	\$0.00
Title I, Part A	Field Trips - Summer Bridge	\$0.00
Title I, Part A	Transportation - Summer Bridge	\$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Summer Bridge	\$0.00
Title I, Part A	Computer Software/Related Expenses	\$0.00
Title I, Part A	Classified w/Fringe & Health Benefits - FT Inst. Aide	\$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Academic Mentoring	\$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Intervention	\$0.00
Title III, Part A	Classified w/Fringe & Health Benefits- FT Inst. Aide	\$0.00

Professional Development (R&W 4)

Tasks

1. Professional development for instructional strategies to all teachers to promote differentiated instruction through SIOP.
2. Provide collaboration time for all teachers to share best practices and plan for incorporation of instructional strategies with the curriculum.
3. Department chairs, Content Specialist and Course Leads will continue to attend district meetings facilitate collaboration and dissemination of information within the school departments.
4. Provide professional development to develop engagement strategies and support scaffolding the curriculum to meet all students needs.
5. Departments will provide follow through and additional support on lesson planning, instruction delivery, best practices and data reflection.

Measures

1. Department chair and course lead meeting agendas and minutes
2. Classroom Walk Throughs debrief results and next steps
3. Collaboration meeting agendas and sign in sheets
4. Professional development workshop sign in sheets
5. Professional development calendar, sign in sheets, agendas



People Assigned

Teachers
 Instructional Coach
 Categorical Programs Assistant
 Assistant Principal of Instruction
 Curriculum Committee
 Action Plan Council

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Certificated w/Fringe & Health Benefits- Inst. Coach	\$0.00
Title I, Part A	Professional Development	\$0.00
Title I, Part A	Office Supplies - Other Instructional Materials (SIOP Room)	\$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - Content Specialist	\$0.00
Title II, Part A	Professional Development	\$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - Course Leads	\$0.00

Services for Students, Parents and the Community (R&W 5)

Tasks

1. Provide a variety of opportunities for parents to participate in school programs: English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent-Teacher-Student Association (PTSA), Back-to-School Night, Open House, Parent Involvement Academy, AVID Parent Night and various parent informational meetings and workshops.
2. With the support of the Categorical Programs Assistant and the Community Liaison, provide extended education and informational support workshops for parents.
3. Provide communication to parents, in their primary language, with services like InTouch and Schoolloop to ensure the communication between school and parent is open and promotes students' academic success.

Measures

1. Meeting and workshop agendas, sign-in sheets, minutes and attendance records
2. Workshop evaluations and sign in sheets
3. InTouch and Schoolloop statistics



People Assigned

Support Staff
 Categorical Program Assistant
 District Teacher on Special Assignment
 Assistant Principal of Instruction
 Assistant Principal of Student Services
 AVID Coordinator
 Librarian
 Community Liaison

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Classified w/Fringe & Health Benefits - ELAC Support	\$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - ELAC Support	\$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Translation Support	\$0.00
EIA-LEP	Other Supplies	\$0.00
Title I, Part A	Postage - Parent Involvement	\$0.00

Monitor Programs, Funding, and Resources (R&W 6)

Tasks

1. Monitor grades, ELPAC results for students enrolled in Reading Advancement, English 1 Intensive, Academic Language Development (ALD) and AVID.
2. Monitor AVID freshman enrollment over multiple years, to evaluate the retention rates for the program.
3. Review all data from ELPAC and SRI reports and analyze the results to assist with closing the achievement gap between all significant sub-groups.
4. Review and evaluate parent meetings and activities.
5. Provide/monitor necessary instructional supplies and other services when attendance/behavior is a result of homelessness through set aside funds based on referrals.
6. Maintain equipment inventory records.



Measures

1. Student performance data for each intervention class
2. Monitor AVID student data
3. SRI, Illuminate data and analysis
4. Sign-in sheets, agenda, minutes, attendance records and parent survey/needs assessment
5. McKinney Vento budget, logs and referrals
6. Equipment inventory records and checklists

People Assigned

Intervention Teachers
Core Department Chairs
Assistant Principal of Instruction
Coordinator of Welfare/Attendance
Guidance Department Counselors
AVID Coordinator
Categorical Programs Assistant
School Site Council
Action Plan Council
English Learner Advisory Committee

Start Date - End Date

Mathematics

A comprehensive Mathematics Program is emerging that will increase student achievement of the Common Core State Standards (CCSS). Our findings indicate a need to strengthen our Mathematics Program to address low academic performance for all students. Achievement gaps are evident between the highest performing subgroup (Asian) and the Hispanic, Socioeconomically disadvantaged, English Learner, and Students with Disabilities.

Actions

Content Standards Specialist (Math 1)

Tasks

1. Continue district-wide Content Specialist meetings in math.
2. Create and revise benchmarks and materials aligned to math state standards.
3. Continue data teams with course specific classes, e.g. Integrated Math 1.
4. Provide professional development activities that are aligned to content standards.
5. Utilize support of the site instructional coach.



Measures

1. Meeting agendas and minutes
2. Academic core course outlines available in the Instruction Office, as well as Content Specialist minutes
3. Agenda and minutes from data teams
4. Professional Development sign in sheets and agendas
5. Site instructional coach calendar, agendas and sign in sheets

People Assigned

- Math Content Specialist
- Math Course Leads
- Math Teachers
- Instructional Coach
- Assistant Principal of Student Services
- Assistant Principal of Instruction
- Principal

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Certificated w/Fringe & Health Benefits - Inst. Coach	\$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - Content Specialist	\$0.00

Instructional Strategies (Math 2)

Tasks

1. Implement instructional strategies to scaffold lessons and provide for students' mathematical skill development.
2. Enlist support of the site instructional coach for intervention strategies in all core areas.

Measures

1. Classroom Walk Throughs observation forms
2. Instructional coach calendar, agendas and sign in sheets



People Assigned

Math teachers
 Math Course Leads
 Math Content Specialist
 Assistant Principal of Instruction
 Instructional Coach

Start Date - End Date

Funding Source	Description	Cost
Title I, Part A	Other Instructional Resources	\$0.00
Title I, Part A	Computer Software/Related Expenses	\$0.00
Title I, Part A	Instructional Materials	\$0.00

Support Classes and Services (Math 3)

Tasks

1. Monitor all student performance in Integrated Math 1 Labs.
2. Learning Center is available to all students, at risk students, English Learners and Students with Disabilities, for extra support with math concepts and skills.
3. Provide a Summer Bridge Program to at-risk incoming 9th grade students to support a successful transition to high school.

Measures

1. Student grades
2. Learning Center sign in sheets
3. Class rosters and attendance reports

People Assigned

Intervention teachers
 Assistant Principal of Student Services
 Assistant Principal of Instruction
 Instructional Coach
 Summer Bridge teachers
 Math Content Specialists
 Math Course Leads

Start Date - End Date



Funding Source	Description	Cost
EIA-LEP	Other Instructional Resources	\$0.00
EIA-LEP	Instructional Materials	\$0.00
EIA-LEP	Computer Software/Related Expenses	\$0.00
Title I, Part A	Field Trips- Summer Bridge	\$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Summer Bridge	\$0.00
Title I, Part A	Instructional Materials	\$0.00
Title I, Part A	Transportation - Summer Bridge	\$0.00

Tutoring, Mentoring and Extra Support (Math 4)

Tasks

1. Provide extended Study Hall and tutoring hours that offer added support to students including our significant subgroups.
2. Implement CAHSEE mentor program for students, teachers working with small groups of students to identify and address skills needed to pass CAHSEE exam.
3. Provide programs outside of the regular school day such as the PREP program to support students with math homework and tutoring.
4. Implement USA Test Prep Program to provide students with additional support with CAHSEE preparation and test taking strategies.

Measures

1. Attendance sign in sheets for after-school programs
2. CAHSEE results data
3. Mentor lists, and logs
3. Student grade reports, PREP student sign in sheets
4. Program, CAHSEE performance reports

People Assigned

Assistant Principal of Instruction
Principal
PREP Program Site Director
Mentors

Start Date - End Date



Funding Source	Description	Cost
EIA-LEP	Instructional Materials	\$0.00
EIA-LEP	Other Instructional Resources	\$0.00
EIA-LEP	Computer Software/Related Expenses	\$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits- Academic Mentoring	\$0.00

Professional Development (Math 5)

Tasks

1. Continue course leads/teacher collaboration to aid in implementation and evaluation of the math programs established.
2. Continue math content specialist meetings to collaborate and address Professional Development needs to strengthen instruction through collaboration with the instructional coach.
3. Math department will provide follow through and additional support on lesson planning, instruction delivery, best practices and data reflection.

Measures

1. Content Specialist and course lead reports
2. Department and collaboration meeting minutes/instructional coach calendar and sign in sheets
3. Professional development calendar, sign in sheets, and agendas

People Assigned

- Math Teachers
- Math Content Specialist
- Action Plan Council
- Instructional Coach
- Assistant Principal of Instruction

Start Date - End Date

Funding Source	Description	Cost
Title I, Part A	Professional Development	\$0.00
Title II, Part A	Professional Development	\$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - Course Leads	\$0.00

Monitor Programs and Funding (Math 6)

Tasks

1. Review all student data from CFBA's.
2. Analyze data results to identify target areas for instructional focus needed to narrow/close the achievement gap between the significant sub-groups.



Measures

1. Data analysis of CAHSEE/CFBA benchmark results
2. Course lead agendas and minutes

People Assigned

Assistant Principal of Instruction
Math Content Specialists

Start Date - End Date



English Language Development

Goal: English Learners: Achievement, Proficiency, and Intervention

ISSUE STATEMENT

From our WASC self-study, findings indicate a need to further develop, implement, and monitor structured instructional programs that provide for the specific academic needs of English Learners to promote their academic achievement.

GOAL OBJECTIVE

Our 2017 expected gains for EL students taking ELPAC to increase from 50% to 66.3% in AMAO 1, from 15.2% to 37% (less than 5 years) & from 46% to 57%(5 years or more) on AMAO 2. In order to meet the district reclassification criteria, EL students will score Early Advanced and Advanced and meet the additional re-classification criteria including a minimum 2.0 in English for two semesters.

The number of English Learners who are reclassified will increase by 9% of EL enrollment 2017-2018.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

EL students (1-4) and RFEP8/EL students enrolled in:
English Language Development courses (1-3)
English 1 Intensive
Academic Language Development
English 1-4
ERWC

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Our 2017 expected gains for EL students taking ELPAC to increase from 50% to 66.3% in AMAO 1, from 15.2% to 37% (less than 5 years) & from 46% to 57%(5 years or more) on AMAO 2. In order to meet the district reclassification criteria, EL students will score Early Advanced and Advanced and meet the additional re-classification criteria including a minimum 2.0 in English for two semesters.

The number of English Learners who are reclassified will increase by 9% of EL enrollment 2017-2018.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

ELPAC exam
CFBA/benchmark exams
Monitor student D/F reports

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

AYP Report
Title III Accountability Report



Strategies

Instructional Support for English Learner Students

The instructional programs for English Learners are designed to address the specific learning needs and language proficiency levels. Courses, curriculum, class placement, professional development for teachers, and utilization of instructional strategies for EL students are all to support the students' acquisition of the English language and expedite their reclassification process. Programs in place support all levels of English Learners including those dually identified as Student with Disabilities.

Actions

ELD and ALD Course Curriculum (ELD 1)

Tasks

1. Continue ELD/ALD site and district meetings to evaluate student data and implement changes in instructional strategies to ensure student achievement.
2. Monitor/review implementation of instructional strategies, such as SIOP in the ELD and ALD curriculum that support the content standards.
3. Provide instructional aide support to assist in core/intervention classes, to support the success of EL students.

Measures

1. ELD meeting agendas and minutes
2. ELD CFBA benchmark exams and Classroom Walk Throughs
3. Instructional Paraeducator schedule

People Assigned

- ELD/ALD Teachers
- Instructional Coach
- Paraeducator
- Assistant Principal of Student Services
- Assistant Principal of Instruction
- Principal
- Content Tutors

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Professional Development	\$0.00
EIA-LEP	Classified w/Fringe & Health Benefits - FT Inst. Aide	\$0.00
EIA-LEP	Conference/Travel - Professional Development	\$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Intervention	\$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Intervention	\$0.00



Supplemental Instructional Materials (ELD 2)

Tasks

1. Provide supplemental instructional materials and paraprofessionals to support the implementation of the state approved ELD curriculum.
2. Provide supplemental materials to support the integration of SIOP strategies across the curriculum to support English Learners' access to standards-based curriculum in both ELD and ALD courses.
3. Provide supplemental materials for intervention programs designated specifically to support English Learners.

Measures

1. ELPAC, student grades and benchmark results
2. Classroom Walk Through debrief and next steps
3. Master schedule, requisitions and budgets

People Assigned

Content Tutors
 ALD/ELD teachers
 Paraprofessional
 Categorical Programs Assistant
 Assistant Principal of Student Services
 Assistant Principal of Instruction
 Principal

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Classified w/Fringe & Health Benefits - CPA	\$0.00
EIA-LEP	Instructional Materials	\$0.00
Title III, Part A	Books/Other Reference Materials	\$0.00
Title III, Part A	Instructional Materials	\$0.00

Extended Support Services (ELD 3)

Tasks

1. Provide classroom access to the Resource Center computer lab for use of software and supplemental programs to support ELD/ALD classes and other support classes.
2. Provide targeted tutoring/mentoring for at-risk English Learners through extended hours.



Measures

1. Resource Center calendar/schedule and sign in sheets
2. ELPAC and student grades

People Assigned

Intervention program staff
 Categorical Program Assisstant
 Action Plan Council
 PREP Staff

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Instructional Materials	\$0.00
EIA-LEP	Computer Software/Related Expenses	\$0.00
EIA-LEP	Other Instructional Resources	\$0.00
Title I, Part A	Other Instructional Resources	\$0.00
Title I, Part A	Computer Software/Related Expenses	\$0.00
Title I, Part A	Instructional Materials	\$0.00
Title III, Part A	Instructional Materials	\$0.00
Title III, Part A	Other Instructional Resources	\$0.00
Title III, Part A	Computer Software/Related Expenses	\$0.00

Professional Development (ELD 4)

Tasks

1. District/site professional development for teachers to address language proficiency levels and academic needs of EL students enrolled in support classes.
2. Provide professional development for scaffolding and SIOP strategies specifically intended to support language acquisition and academic language development for Long Term English Learners.
3. Department will provide follow through and additional support on lesson planning, instruction delivery, best practices and data reflection.

Measures

1. Professional Development sign in sheets, department meeting agendas, ELPAC annual results
2. Analysis of Illuminate data, Instructional Coach calendar, sign in sheets, walk throughs
3. Professional development calendar, sign in sheets and agendas



People Assigned

ELD/ALD teachers
 Intervention Teachers
 Instructional Coach
 Curriculum Committee
 Action Plan Council

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Conference/Travel -Professional Development	\$0.00
EIA-LEP	Professional Development	\$0.00
Title I, Part A	Professional Development	\$0.00
Title II, Part A	Professional Development	\$0.00

Parent Involvement (ELD 5)

Tasks

1. Provide a broad range of activities to encourage parental support and participation in collaboration with site support staff. These activities may include but are not limited: Back-to-School Night, Open House, English Learner Parent Advisory Committee meetings, School Site Council, Sophomore/Junior/Senior Counseling, Academic Information Meetings, 8th Grade Parent Orientation Program, Parent Involvement Academy, Title 1 School-wide meeting and Financial Aid workshops through the Guidance Department/Career Center Technician. The parent will have an increased sense of pride in the school and the community by being informed through these meetings.
2. Plan, organize, and conduct English Learner Advisory Committee meetings to seek input from English learner parents regarding programs for EL students.
3. Provide information about student's CELDT results, reclassification criteria, parent trainings and involvement activities to parents through parent workshops supported by the Categorical Programs Assistant and the Community Liaison. Parent are also provided information via mail-outs, phone calls, Schoolloop and InTouch.
4. Provide communication with parents via mail, telephone and school website in English, Spanish, Vietnamese and Chinese as needed with support from the Resource Center staff.
5. Counselors will meet with all English Learners and their parent/guardian to review the re-classification criteria and academic progress.
6. Retain the services for translation of documents for parents.



Measures

1. Participation and attendance on committees, meetings, and at various activities.
2. Invitation letters, agendas, sign-in sheets, minutes and translations from meetings and trainings.
3. Parent need assessment surveys, InTouch, and Schoolloop statistics
4. Postage requisitions, phone logs, translator hour log/documents translated
5. Counselors records/ appointment schedules
6. Translator hour log/documents translated

People Assigned

Categorical Programs Assistant
 Teacher on Special Assignment
 Assistant Principal of Instruction
 Principal
 Counselors
 Community Liaison

Start Date - End Date

Funding Source	Description	Cost
Title I, Part A	Contracted Services - Blackboard Connect	\$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - TOSA	\$0.00

Monitor Programs, Materials, and Funding (ELD 6)

Tasks

1. Conduct and monitor the results of the annual administration of CELDT.
2. Monitor student achievement for reclassified students for two consecutive years to ensure student progress and proficiency.
3. Maintain English Learner language student files.
4. Monitor the purchase of instructional materials and equipment.

Measures

1. Annual CELDT reports
2. Data analysis of CAHSEE/CELDT/SRI/benchmark results
3. CALPADS
4. Budget reports and equipment inventory records

People Assigned

Categorical Programs Assistant
 Language Assessment Assistant
 Principal



Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Classified w/Fringe & Health Benefits - CELDT Support	\$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - CELDT Support	\$0.00
EIA-LEP	Classified w/Fringe & Health Benefits - LAA	\$0.00
EIA-LEP	Postage - CELDT Annual Notices	\$0.00



CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under 'Other') may be allocated to the school in accordance with district policy.

Federal Funding Sources	Amount
Title I, Part A	
Title II, Part A	
Title III, Part A	

State Funding Sources	Amount
EIA-LEP	

**SCHOOL SITE COUNCIL MEMBERS**

Name	Represents	Contact Info	Reviewed Plan Date
Sharon Dinh	Student	626-286-3141	
Qui Dang Nguyen	Parent/Chair	626-286-3141	
Gia Tran Le	Parent	626-286-3141	
Edwin Medina	Teacher	626-286-3141	
Annette Weiderholt	Teacher	626-286-3141	
Brian Bristol	Principal	626-258-5400	
Christine Sandoval	Teacher	626-286-3141	
vacancy	Teacher		
Kristina Nguyen	Student	626-286-3141	
Gigi Andrews	Other	626-286-3141	
Chinh Pham	Parent	626-286-3141	
Jennifer Ly	Student	626-286-3141	



ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

**Approval
Date**

Assurances

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon 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.

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

English Learner Advisory Committee

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Brian Bristol		
Typed Name of School Principal	Signature of School Principal	Date
Chin Pham		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date