School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rosemead High School	1964519-1937481	2/15/2023	3/1/2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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.

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.

Vision of Site Council

The purpose of Rosemead High School's School Site Council is to support the needs of our at-risk students. The goal is to improve academic achievement while closing the achievement gap. This

is achieved by building relationships with students and families and understanding the connections of current and potential programs to academic success. This is accomplished through a continual process of evaluating, adopting, and funding those programs. School Description (2019-20) Rosemead High 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 Union High School District. Rosemead High seeks to establish itself as a school that emphasizes student-centered learning in a technology-rich environment. The campus has 76 classrooms and a full-time certificated staff of 75 who provide support for approximately 1,693 students. Most teachers either hold advanced degrees or are in the process of obtaining graduate degrees, reflecting a continuous commitment to professional improvement. 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-five classroom teachers, five counselors, one Welfare and Attendance Coordinator, librarian, resource teacher, one Comprehensive Student Support Coordinator, one Parent Liaison one Career Center Counselor, sixty-eight classified staff members and four administrators. Approximately fifteen percent (264) of the student population in 2019-2020 have been designated as English Language Learners. Twenty-two percent (22%) of currently enrolled students (381) report English as their primary language, while fifty-eight percent (58%) are considered FEP/RFEP students (1032 total students). Currently, there are twenty-five (25) languages spoken on campus. The school has approximately seventy-nine percent (81%) of its students receiving Free/Reduced Price lunches. As a School-wide Title I school, all students qualify for Title I services. Approximately twelve percent (18%) of the student population is receiving Special Education services and over seventy-eight percent (78%) of all students come from backgrounds where the language spoken at home is one other than English. As a Schoolwide Title I school, all students qualify for Title I services. The McKinney-Vento Homeless Education funding provides federal funds for students who live in the Rosemead High School area. The Title 1 program funds are used to help qualifying students by providing students with necessary instructional supplies and additional services when attendance/behavior is a result of homelessness.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The responsibilities of the School Site Council shall include:
a. Development and recommendation of a School Improvement Plan, including a budget, which is consistent with the goals and objectives and long-range charter plan of the El Monte Union School District.
b. Review with the principal, teachers, other personnel, and pupils the implementation of the School Improvement Plan and assess periodically the effectiveness of the program.
c. Yearly review of the School Improvement Plan and Budget and, if needed, make modifications to reflect changing needs and/or priorities.
d. Act as a liaison between school and community, and provide leadership, motivation and communication to the staff, students, and community regarding the activities and progress of the School Improvement Program.
e. Carry out all other duties and responsibilities assigned to it in the Education Code of the State of California and the El Monte Union High School District Board of Education policies.

ACRONYMS::

ALD - Academic Language Development
AVID-Advancement Via Individual Determination
CAASPP - California Assessment of Student Performance and Progress
CCC - Community Classroom Collaborative / Common Core Curriculum??
CCSS - Common Core State Standards
CDE - California Department of Education
CELDT - California English Language Development Test (now ELPAC)
CFBA - Common Formative Benchmark Assessments
CTE - Career Technical Education Pathway
CSSC- Comprehensive Student Support Coordinator
CWA - Child Welfare & Attendance
DASS - Dashboard Alternative School Status
EL - English Learner
ELA - English Language Arts
ELAC - English Learner Advisory Committee
ELD - English Language Development
ELPAC - English Language Proficiency Assessments for California
ELPI - English Learners making progress towards English Proficiency
EPC - Essential Program Components
ESEA - Elementary and Secondary Education Act
ESSA - Every Student Succeeds Act
FEP - Fluent English Proficient
LCAP - Local Control and Accountability Plan
LCFF - Local Control Funding Formula
LTEL- Long Term English Learners
MI - Math Inventory
PREP - (tutoring program)
RFEP - Reclassified Fluent English Proficient
RI - Reading Inventory (HMH Read 180)
SBAC - Smarter Balanced Assessment Consortium
SDAIE - Specially Designed Academic Instruction in English
SIOP - Sheltered Instruction Observation Protocol (used with ELD)
SPSA - School Plan for Student Achievement
SSC - School Site Council
TOSA - Teacher on Special Assignment
WASC - Western Association of Schools and Colleges

Table of Contents

SPSA Title Page 1
Purpose and Description 1
Table of Contents 4
School and Student Performance Data 5
Student Enrollment 5
CAASPP Results 8
ELPAC Results 12
Student Population 15
Overall Performance 17
Academic Performance 19
Academic Engagement 25
Conditions & Climate 28
Goals, Strategies, & Proposed Expenditures 30
Goal 1 30
Goal 2 41
Goal 3 49
Budget Summary 57
Budget Summary 57
Other Federal, State, and Local Funds 57
School Site Council Membership 58
Recommendations and Assurances 59

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.11%	0.1%	0.06%	2	2	1
African American	0.72%	0.5%	0.47%	13	9	8
Asian	45.35%	44.2%	42.72%	819	790	728
Filipino	1.22%	1.2%	1.47%	22	21	25
Hispanic/Latino	50.78%	51.7%	53.46%	917	924	911
Pacific Islander	0%	%	%	0		
White	1.83%	1.6%	1.41%	33	28	24
Multiple/No Response	0%	0.3%	0.35%	0	5	6
			Total Enrollment	1,806	1,787	1704

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten			
Grade 1			
Grade 2			
Grade3			
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8			
Grade 9	411	390	398
Grade 10	439	415	382
Grade 11	440	419	403
Grade 12	516	563	521
Total Enrollment	1,806	1,787	1,704

Conclusions based on this data:

1. Data indicates a slight declining trend in enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	299	283	305	16.6%	15.80%	17.9%
Fluent English Proficient (FEP)	1,110	1,081	959	61.5%	60.50%	56.3%
Reclassified Fluent English Proficient (RFEP)	89	40		26.6%	2.20%	

Conclusions based on this data:

1. Data indicates a slight increase in the number of English Learner enrollments.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	394	407	394	383	0	379	383	0	379	97.2	0.0	96.2
All Grades	394	407	394	383	0	379	383	0	379	97.2	0.0	96.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2636.		2663.	41.51		47.76	31.07		27.44	13.32		13.72	14.10		11.08
All Grades	N/A	N/A	N/A	41.51		47.76	31.07		27.44	13.32		13.72	14.10		11.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	35.51		38.89	44.91		49.47	19.58		11.64
All Grades	35.51		38.89	44.91		49.47	19.58		11.64

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	56.02		54.76	33.51		34.66	10.47		10.58
All Grades	56.02		54.76	33.51		34.66	10.47		10.58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	31.33		16.14	56.40		75.66	12.27		8.20
All Grades	31.33		16.14	56.40		75.66	12.27		8.20

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	47.78		40.90	38.64		51.45	13.58		7.65
All Grades	47.78		40.90	38.64		51.45	13.58		7.65

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP ELA overall achievement scores indicate a slight increase in the percent of students exceeding standards and a slight decrease in the percent of students meeting standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	394	407	394	382	0	379	382	0	379	97	0.0	96.2
All Grades	394	407	394	382	0	379	382	0	379	97	0.0	96.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	2613.		2610.	25.13		25.86	21.73		20.58	24.08		18.47	29.06		35.09
All Grades	N/A	N/A	N/A	25.13		25.86	21.73		20.58	24.08		18.47	29.06		35.09

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	32.72		30.87	29.32		36.68	37.96		32.45
All Grades	32.72		30.87	29.32		36.68	37.96		32.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	28.01		28.23	48.17		54.35	23.82		17.41
All Grades	28.01		28.23	48.17		54.35	23.82		17.41

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 11	30.89		23.22	47.91		58.31	21.20		18.47
All Grades	30.89		23.22	47.91		58.31	21.20		18.47

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. CAASPP Math data indicates the percent of students meeting or exceeding standards stayed relatively the same.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1494.9	1499.2	1534.9	1478.9	1492.2	1521.6	1510.4	1505.7	1547.7	62	48	82
10	1510.9	1511.9	1534.5	1512.8	1504.3	1515.6	1508.5	1518.9	1552.8	58	55	46
11	1510.6	1489.8	1537.1	1491.0	1470.0	1529.4	1529.6	1509.1	1544.4	50	47	42
12	1296.4	1277.8	1518.3	1285.8	1273.9	1496.9	1306.8	1281.6	1539.2	83	100	53
All Grades										253	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	11.29	6.25	10.98	27.42	27.08	34.15	24.19	35.42	36.59	37.10	31.25	18.29	62	48	82
10	25.86	12.73	13.04	22.41	27.27	34.78	20.69	34.55	28.26	31.03	25.45	23.91	58	55	46
11	10.00	6.38	7.14	22.00	25.53	35.71	30.00	29.79	38.10	38.00	38.30	19.05	50	47	42
12	1.20	4.00	3.77	13.25	10.00	39.62	15.66	12.00	18.87	69.88	74.00	37.74	83	100	53
All Grades	11.07	6.80	8.97	20.55	20.00	35.87	21.74	24.80	30.94	46.64	48.40	24.22	253	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	19.35	18.75	19.51	24.19	31.25	37.80	19.35	29.17	23.17	37.10	20.83	19.51	62	48	82
10	37.93	27.27	17.39	18.97	29.09	47.83	10.34	21.82	17.39	32.76	21.82	17.39	58	55	46
11	12.00	12.77	26.19	36.00	25.53	33.33	14.00	27.66	21.43	38.00	34.04	19.05	50	47	42
12	2.41	10.00	7.55	19.28	10.00	43.40	6.02	7.00	11.32	72.29	73.00	37.74	83	100	53
All Grades	16.60	16.00	17.49	23.72	21.20	40.36	11.86	18.40	18.83	47.83	44.40	23.32	253	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	6.45	2.08	3.66	19.35	20.83	26.83	32.26	31.25	39.02	41.94	45.83	30.49	62	48	82
10	6.90	5.45	6.52	24.14	27.27	36.96	37.93	29.09	28.26	31.03	38.18	28.26	58	55	46
11	2.00	6.38	2.38	20.00	12.77	16.67	36.00	29.79	40.48	42.00	51.06	40.48	50	47	42
12	1.20	3.00	1.89	10.84	4.00	16.98	14.46	17.00	39.62	73.49	76.00	41.51	83	100	53
All Grades	3.95	4.00	3.59	17.79	14.00	24.66	28.46	24.80	37.22	49.80	57.20	34.53	253	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	1.61	10.42	7.32	54.84	66.67	73.17	43.55	22.92	19.51	62	48	82
10	15.52	9.09	4.35	51.72	63.64	73.91	32.76	27.27	21.74	58	55	46
11	0.00	8.51	2.38	52.00	44.68	64.29	48.00	46.81	33.33	50	47	42
12	0.00	0.00	7.84	18.07	21.00	52.94	75.90	79.00	39.22	78	100	51
All Grades	3.95	5.60	5.88	41.50	43.60	66.97	52.57	50.80	27.15	248	250	221

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	43.55	47.92	45.12	22.58	22.92	29.27	33.87	29.17	25.61	62	48	82
10	55.17	49.09	45.65	15.52	27.27	34.78	27.59	23.64	19.57	57	55	46
11	48.00	40.43	50.00	22.00	23.40	35.71	30.00	36.17	14.29	50	47	42
12	19.28	19.00	32.08	9.64	9.00	35.85	69.88	72.00	32.08	82	100	53
All Grades	39.13	35.20	43.05	16.60	18.40	33.18	43.48	46.40	23.77	251	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	9.68	14.58	13.41	41.94	35.42	46.34	48.39	50.00	40.24	62	48	82
10	17.24	16.36	15.22	44.83	36.36	50.00	37.93	47.27	34.78	58	55	46
11	0.00	8.51	9.52	40.00	29.79	33.33	60.00	61.70	57.14	50	47	42
12	2.41	4.00	3.77	20.48	17.00	49.06	77.11	79.00	47.17	83	100	53
All Grades	7.11	9.60	10.76	35.18	27.20	45.29	57.71	63.20	43.95	253	250	223

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
9	4.84	0.00	0.00	69.35	68.75	82.93	25.81	31.25	17.07	62	48	82
10	5.17	0.00	2.17	68.97	74.55	73.91	20.69	25.45	23.91	55	55	46
11	8.00	8.51	4.76	64.00	65.96	78.57	28.00	25.53	16.67	50	47	42
12	3.61	3.00	10.00	22.89	24.00	68.00	66.27	73.00	22.00	77	100	50
All Grades	5.14	2.80	3.64	52.96	51.60	76.82	38.34	45.60	19.55	244	250	220

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Overall language achievement for ELPAC in ALL grades who scored at a level 4 increased slightly and ALL grades who scored a level 3 increased significantly.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,704	**80.7**	**17.9**	**0.2**
Total Number of Students enrolled in Rosemead High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	305	17.9
Foster Youth	3	0.2
Homeless	99	5.8
Socioeconomically Disadvantaged	1,375	80.7
Students with Disabilities	321	18.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	0.5
American Indian	1	0.1
Asian	728	42.7
Filipino	25	1.5
Hispanic	911	53.5
Two or More Races	6	0.4
Pacific Islander		
White	24	1.4

Conclusions based on this data:

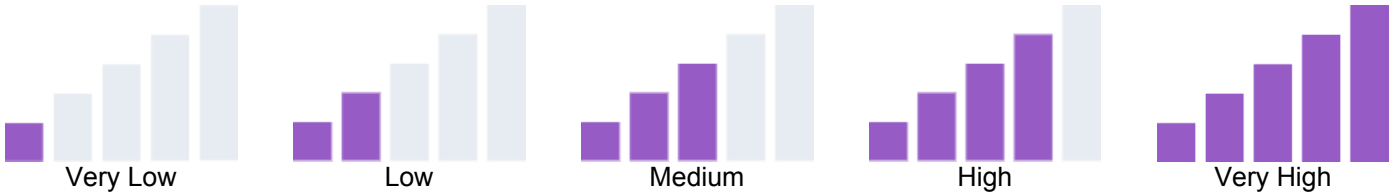
1. The data indicates the majority of students are socioeconomically disadvantaged and are eligible for free or reduced priced meals, or have parents who did not receive a high school diploma.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	**Graduation Rate** Medium	**Suspension Rate** Low
Mathematics Medium		
English Learner Progress Medium		
College/Career Not Reported in 2022		

Conclusions based on this data:

1. Academic performance for students in ELA is very high. Suspension rate is low.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

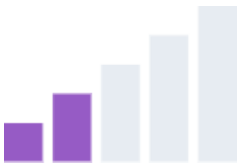
This section provides number of student groups in each level.

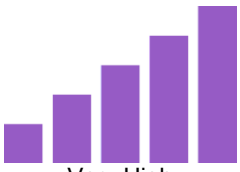
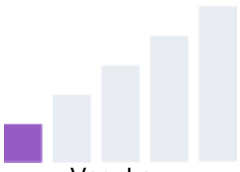
2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
1	1	0	1	2

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
Very High	Low	
84.7 points above standard	9.8 points below standard	
371 Students	79 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	Very High	Very Low
20.5 points above standard	79.8 points above standard	122.0 points below standard
23 Students	311 Students	48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	Very High 130.6 points above standard 178 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
High 40.7 points above standard 177 Students			No Performance Level 44.2 points below standard 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
100.8 points below standard 31 Students	49.0 points above standard 48 Students	47.9 points above standard 84 Students

Conclusions based on this data:

1. Academic performance in ELA for all students and socioeconomically disadvantaged students is very high.
2. Academic performance in ELA for our Asian and Hispanic subgroups is very high.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

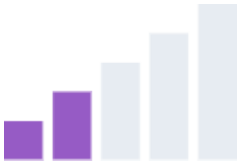
2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	2	1	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	
15.2 points below standard	81.3 points below standard	
371 Students	79 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very Low
91.9 points below standard	23.0 points below standard	190.9 points below standard
23 Students	311 Students	48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 4 Students	No Performance Level 1 Student	Very High 61.6 points above standard 178 Students	No Performance Level 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 91.6 points below standard 177 Students			No Performance Level 74.9 points below standard 11 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
160.3 points below standard 31 Students	30.2 points below standard 48 Students	60.4 points below standard 84 Students

Conclusions based on this data:

1. Academic Performance in Mathematics for ALL students is medium but is only 15.2 points below standard.
2. Academic Performance in Mathematics for the Asian subgroup is very high.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
47.2 making progress towards English language proficiency
Number of EL Students: 180 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.2%	35.6%	0.0%	47.2%

Conclusions based on this data:

1. English Learner Progress is medium and 47.2% of English Learners are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High
0	2	1	2	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
89.9% graduated	79.5% graduated	Less than 11 Students
426 Students	122 Students	2 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	High	Low
97.1% graduated	90.8% graduated	73.1% graduated
35 Students	371 Students	67 Students

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		High	No Performance Level
Less than 11 Students		94% graduated	Less than 11 Students
2 Students		199 Students	9 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
86.2% graduated	Less than 11 Students		Less than 11 Students
210 Students	1 Student		4 Students

Conclusions based on this data:

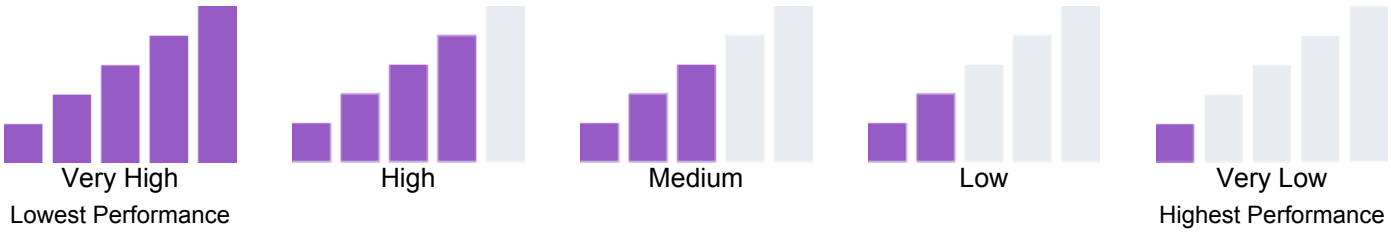
1. Graduation rate for all students is about 90%.
2. Graduation rate for the Homeless subgroup is very high at 97.1%.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	4	1	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Medium	No Performance Level
1.4% suspended at least one day	2.3% suspended at least one day	Less than 11 Students
1772 Students	345 Students	7 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	Medium	Low
3.9% suspended at least one day	1.6% suspended at least one day	1.5% suspended at least one day
103 Students	1416 Students	343 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very Low	No Performance Level
Less than 11 Students	Less than 11 Students	0.4% suspended at least one day	0% suspended at least one day
9 Students	1 Student	739 Students	28 Students

Hispanic	Two or More Races	Pacific Islander	White
Medium	No Performance Level		No Performance Level
2.1% suspended at least one day	Less than 11 Students		4% suspended at least one day
963 Students	7 Students		25 Students

Conclusions based on this data:

1. Suspension rate for all students is low at 1.4%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts: Literacy and Writing

LEA/LCAP Goal

GOAL 2: All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.
GOAL 3: Student achievement will increase in Literacy, English Language Arts and Mathematics, for all students, including English learners and Students with Disabilities, as measured through the identified metrics.
GOAL 5: Increase pupil engagement and provide a safe school climate.

Goal 1

Goal: Hispanic/Latinx Student Achievement Improvement (HSA)
GOAL OBJECTIVE
The number of Hispanic/Latinx students meeting or exceeding standards as measured by California Assessment of Student Performance and Progress (CAASPP) and Smarter Balanced Assessment Consortium (SBAC) English/Language Arts (ELA) and Math tests, or similar tests, will increase school-wide in comparison to Asian students for 2022-23, while improving achievement for both groups of students. Moreover, the gaps in College and Career Readiness and Suspension Rates, both reported on the school's Dashboard, a system of accountability from California Department of Education (CDE) which charts various measures for educational success per school, will decrease.

Identified Need

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.
In reviewing data, we identified the achievement gaps of our significant subgroups especially in the areas of literacy, writing and mathematics. The gaps are evident among subgroups with our Asian students outscoring the other four significant subgroups in Eleventh grade assessments.
We need to continue to monitor comprehensive data team systems that will increase student performance on state, and local assessments in all areas. Student performance on SBAC Interim Assessments need to show growth.
English Learners need to improve by at least one level on the ELPAC test each year so that they achieve proficiency on state exams and meet the district's criteria for reclassification.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide CAASPP ELA	ELA 2021-22 75.20%	78%
Asian CAASPP ELA	ELA 2021-22 88.47%	90%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic/Latinx CAASPP ELA	ELA 2021-22 61.67%	64%
Asian Economically Disadvantaged CAASPP ELA	ELA 2021-22 89.36%	92%
Hispanic/Latinx Economically Disadvantaged CAASPP ELA	ELA 2021-22 59.87%	62%
Asian Not Economically Disadvantaged CAASPP ELA	ELA 2021-22 85.37%	88%
Hispanic/Latinx Not Economically Disadvantaged CAASPP ELA	ELA 2021-22 71.42%	74%
College/Career Readiness School-wide Asian Hispanic/Latinx	2018-19 57% 2018-19 79.70% 2018-19 33%	59% 82% 35%
Suspension Rate School-wide Asian Hispanic/Latinx	2021-22 1.4% 2021-22 0.4% 2021-22 2.1%	1.1% 0.3% 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including our significant subgroups:
Asian
Hispanic/Latino
Socioeconomic Disadvantaged

English Learner
Students with Disabilities

Strategy/Activity

Actions
HSA 1: Intervention and Remediation
Tasks
1. Follow the EMUHSD Systems of Opportunity to ensure appropriate class placement of all students.
2. Monitor students in all classes with RI-Reading Inventory.
3. Monitor all students' achievements in core classes.
4. Begin to implement/monitor integration of Designated-ELD (D-ELD) and Specially Designed Academic Instruction in English (SDAIE) strategies.

Measures
1. Master Schedule -Class rosters with RI and data reports
2. RI 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
1. Administration, Guidance Counselors
2. English Learner Teacher on Special Assignment (EL TOSA), English 1 Intensive Teachers
3. Administration, Guidance Counselors, Comprehensive Student Support Coordinator (CSSC), Content Specialists
4. Administration, EL TOSA, Instructional Coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2339.04	Title I Part A: Allocation 4000-4999: Books And Supplies Technology/Computer Software
62,845.00	Title II, Part A 1000-1999: Certificated Personnel Salaries Content Specialists
2478.15	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures HMH Hosting Service
66,437.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries English 1 Intensive 3 Sections

181,341.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA
871,779.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors
171,542.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach
4,380.30	Title I Part A: Allocation 4000-4999: Books And Supplies Computer Software/Related Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including our significant subgroups: Asian
Hispanic/Latinx
Socioeconomic Disadvantaged
English Learner
Students with Disabilities

Strategy/Activity

HSA 2: Instructional Strategies and Supplemental Support Materials
Tasks
1. Implement student-centered and differentiated instructional strategies in all classrooms utilizing D-ELD and SDAIE strategies to meet the needs of all students.
2. Implement student-centered and differentiated instructional strategies using strategies developed by English Learner (EL) Teacher on Special Assignment (TOSA), and Instructional Coach to meet the needs of all students.
3. Provide supplemental materials including but not limited to library resources, to support at-risk students.
4. Provide supplemental instructional materials and supplies that support implementation of differentiated instruction (D-ELD and SDAIE posters/other resources). Include professional development in D-ELD and SDAIE strategies.
5. Maintain computer labs, with program and operating system upgrades, as well as hardware upgrades and replacements. Chromebook upgrades and maintenance.

Measures
1. Classroom Walk Throughs with debrief and next steps for follow up
2. Reading Inventory, Assessment platform data for Common Unit Assessments and library check out reports
3. Purchase orders, requisitions and inventory reports
4. Purchase orders, requisitions and inventory reports, professional development agendas, sign-in sheets, PD calendar
5. Technology order requisitions, software update logs.

People Assigned

1. Administration, Content Specialists, Course Leads, Instructional Coach, EL TOSA, Teachers
2. Administration, Content Specialists, Course Leads, Instructional Coach, EL TOSA, Library Staff
3. Administration, Library Staff, Categorical Programs Assistant
4. Administration, Content Specialists, Course Leads, Instructional Coach, EL TOSA, Teachers
5. Administration, Computer Technician

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation English 1 Intensive -Previously Identified in Plan
5,000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Books & Other Reference Supplemental Instructional Materials
7,673.54	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Supplemental Materials
2,943.80	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies
1,533.33	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Instructional Supplemental Materials Newsela
0.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach-Previously Identified in Plan

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including our significant subgroups:
Asian
Hispanic/Latinx
Socioeconomic Disadvantaged
English Learner
Students with Disabilities

Strategy/Activity

HSA 3: Support Classes and Services

Tasks
1. Provide intervention courses including 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. English 1 Intensive Lab, ALD (lower) + Lab.
2. Provide instructional support through paraprofessionals in intervention classrooms and collaboration classes.
3. Provide classroom access to the Learning Center 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.'
6. Online and Personalized Learning (OPL) enrollment.

Measures
1. Master Schedule, class rosters
2. Paraprofessional assignment and schedule
3. Learning Center schedule/sign in sheets
4. AVID class rosters and AVID student data
5. Teacher student rosters, attendance reports
6. OPL student enrollment rosters

People Assigned
1. Administration, Intervention Teachers, EL TOSA, Categorical Programs Assistant
2. Administration, Paraprofessionals, Special Education Teachers, Intervention Teachers
3. Administration, Paraprofessionals, Special Education Teachers, Community Liaison
4. Administration, AVID Coordinator, AVID Site Team Members, CCC & Support Services,
5. Administration, Summer Bridge Teachers, CWA, CSSC, Community Liaison, Mentors
6. Administration, Guidance Counselors

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
99,769.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries AVID
10,518.56	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Summer Bridge
43,015.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant
0.00	Title I Part A: Allocation

	English 1 Intensive Teachers-Previously Identified in Plan
4,505.00	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Supplemental Instructional Materials
2,145.85	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Field Trips-Transportation
1,670.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Field Trips
2,274.34	Title I Part A: Allocation 4000-4999: Books And Supplies Other Instructional Resource
98,674.00	S & C 1000-1999: Certificated Personnel Salaries CWA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including our significant subgroups:
Asian
Hispanic/Latinx
Socioeconomic Disadvantaged
English Learner
Students with Disabilities

Strategy/Activity

HSA 4: Professional Development
Tasks
1. Professional development for instructional strategies to all teachers to promote differentiated instruction techniques.
2. Professional development to all teachers to promote Cultural and Ethnic Awareness so as to establish a better foundation to teach Rosemead High School's diverse student body.
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
School Plan for Student Achievement (SPSA) Page 35 of 59 Rosemead High School
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
1. Administration, Instructional Coach, Content Specialists, Course Leads, Categorical Assistant
2. Administration, Instructional Coaches, Content Specialists, Department Chairs
3. Department Chairs, Content Specialists, Course Leads
4. Instructional Coach, Categorical Assistant
5. Teachers, Instructional Coach, Department Chairs, Content Specialists, Course Leads

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
71.49	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies
13,119.00	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development
13,067.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads
0.00	Title I Part A: Allocation Content Specialist- Previously Identified in Plan
0.00	Title I Part A: Allocation Categorical Programs Assistant-Previously Identified in Plan
10.03	Title I Part A: Allocation 4000-4999: Books And Supplies Technology Supplies
7,000.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents and Guardians

Strategy/Activity

HSA 5: Services for Students, Parents and the Community
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 BlackBoard and Synergy to ensure the communication between school and parent is open and promotes students' academic success. Newsletter, Coffee with the Administrator Team, and Social Media Communication.

Measures
1. Meeting and workshop agendas, sign-in sheets, minutes and attendance records
2. Workshop evaluations and sign in sheets
3. Synergy and Blackboard

People Assigned
1. Administration, EL TOSA, Community Liaison, RHS Communications Team, Support Staff, AVID Coordinator, Comprehensive Student Support Coordinator
2. Administration, Categorical Assistant, Community Liaison
3. Administration, Categorical Assistant, Community Liaison, RHS Communications Team

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
258.92	Title I Part A: Allocation Postage - Parent Involvement
385.00	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Parent Participation - PrintShop
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant- Previously Identified in Plan
254.98	Title I Part A: Allocation Parent Participation Programs

43,860.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Liaison

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

HSA 6: Monitor Programs, Funding, and Resources
Tasks
1. Monitor grades, ELPAC results for students enrolled in Reading Advancement, English 1 Instensive, 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 RI 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. Work with students to monitor A-G completion and graduation requirements.

Measures
1. Student performance data for each intervention class
2. Monitor AVID student data
3. RI, Assessment platform data and analysis
4. Collaboration meeting agendas and sign in sheets
5. McKinney Vento budget, logs and referrals
6. TES reports

People Assigned
1. Administration, Intervention Teachers, AVID Coordinator, Guidance Counselors, EL TOSA
2. Administration, AVID Coordinator, AVID Site Team Members, Counselors, EL TOSA
3. Administration, Intervention Teachers, EL TOSA,
4. Administration, EL TOSA, Categorical Assistant
5.Administration, Categorical Programs Assistant, Child Welfare and Attendance Coordinator, Guidance Counselors
6. Guidance Counselors, College and Career Coordinator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation

	AVID-Previously Identified in Plan
0.00	Title I Part A: Allocation English 1 Intensive-Previously Identified in Plan
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant- Previously Identified in Plan
159,696.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CCC
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors- Previously Identified in Plan
22,144.67	Title I Part A: Allocation 4000-4999: Books And Supplies Upgrade Labs

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development

LEA/LCAP Goal

GOAL 2: All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.
GOAL 3: Student achievement will increase in Literacy, English Language Arts and Mathematics, for all students, including English learners and Students with Disabilities, as measured through the identified metrics.
GOAL 5: Increase pupil engagement and provide a safe school climate.

Goal 2

Goal: English Learners: Achievement, Proficiency, and Intervention

GOAL OBJECTIVE

1. English Learners will meet the Title III Accountability performance targets. The percentage of English Learners meeting ELPI will increase from 47.2% to 60%.

Identified Need

ISSUE STATEMENT
From our Western Association of Schools and Colleges (WASC) accreditation 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.
For example, there are significant gaps in achievement between English Learners and the rest of the student body of Rosemead HS as shown in CAASPP and SBAC ELA and Math scores below. Our percentage of English Learners making progress towards English proficiency in 2021-22 was only 47.2%. The percentage of English Learners making progress towards English proficiency is known as the English Learner Progress Indicator (ELPI).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	47.2%	60%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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 D-ELD and SDAIE 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.
4. Review syllabi and identify curricula that are effective for students.

Measures

1. Meeting agenda and minutes from ELD/ALD site and district meetings.
2. ELD CFBA benchmark exams and Classroom Walk Throughs
3. Instructional Paraeducator schedule
4. Teacher Syllabi and Student Grade Reports

People Assigned

1. Administration, EL TOSA, ELD/ALD Teachers, Instructional Coach
2. Administration, EL TOSA, ELD/ALD Teachers, Instructional Coach
3. Administration, Paraeducators, Content Tutors
4. ELD/ALD Teachers, EL TOSA, Instructional Coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation English 1 Intensive Intervention-Previously Identified in Plan
0.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA-Previously Identified in plan

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

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 D-ELD and SDAIE 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
1. Administration, Paraprofessionals, Content Tutors, ALD/ELD Teachers, EL TOSA, Categorical Programs Assistant
2. Administration, Paraprofessionals, Content Tutors, ALD/ELD Teachers, EL TOSA, Categorical Programs Assistant
3. Administration, Paraprofessionals, Content Tutors, ALD/ELD Teachers, EL TOSA, Categorical Programs Assistant

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80,000.00	LCFF - Supplemental Instructional Supplemental Materials
0.00	Title I Part A: Allocation Categorical Programs Assistant - Previously Identified in Plan
0.00	SC/EL EL TOSA- Previously identified in plan

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Extended Support Services (ELD 3)

Tasks

1. Provide classroom access to the Learning Center 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. Learning Center calendar/schedule and sign in sheets
2. ELPAC and student grades

People Assigned

1. Administration, Categorical Program Assistant, PREP Staff
2. Administration, Categorical Program Assistant, Intervention Program Staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Other Instructional Resources-Previously Identified in Plan
0.00	Title I Part A: Allocation Categorical Programs Assistant-Previously Identified in Plan
0.00	Title I Part A: Allocation Instructional Materials-Previously Identified in Plan
0.00	Title I Part A: Allocation English 1 Intensive-Previously Identified in Plan

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 D-ELD and SDAIE 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 Assessment Platform data, Instructional Coach calendar, sign in sheets, walk throughs
3. Professional development calendar, sign in sheets and agendas

People Assigned
1. Administration, Instructional Coach, EL TOSA, Teachers, Curriculum Committee
2. Administration, Instructional Coach, EL TOSA, Teachers, Curriculum Committee
3. Department Chair, Course Lead, EL TOSA, Instructional Coach, Teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I Part A: Allocation Professional Development
0.00	Title I Part A: Allocation Intervention Teachers- English 1 Intensive- Previously Identified in Plan

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Parents and Guardians

Strategy/Activity

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 Teacher Student Association (PTSA), 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 ELPAC 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, Synergy and Blackboard.
4. Provide communication with parents via mail, telephone and school website in English, Spanish, Vietnamese and Chinese as needed with support from district interpreters and translated materials.
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. Translation requests/invoices

People Assigned
1. Administration, Categorical Programs Assistant, Guidance Counselors, Community Liaison, College and Career Coordinators, Career Center Staff
2. Administration, EL TOSA, Categorical Programs Assistant
3. Administration, EL TOSA, Categorical Programs Assistant, Community Liaison
4. Administration, EL TOSA, Categorical Programs Assistant, Community Liaison, Guidance Counselors
5. Guidance Counselors
6. Administration, Categorical Programs Assistant

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation

	Categorical Programs Assistant-Previously Identified in Plan
0.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA-Previously Identified in plan
0.00	Title I Part A: Allocation Parent Education Programs-Previously Identified in Plan
0.00	Title I Part A: Allocation Community Liaison-Previously Identified in Plan
0.00	Title I Part A: Allocation CCC & Support Services- Previously Identified in Plan

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitor Programs, Materials, and Funding (ELD 6)

Tasks

1. Conduct and monitor the results of the annual administration of ELPAC.
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 ELPAC reports
2. Data analysis of ELPAC and Reading Inventory results
3. CALPADS
4. Budget reports and equipment inventory records

People Assigned
1. Administration, EL TOSA, Categorical Programs Assistant, Language Assessment Assistant
2. Administration, EL TOSA, Categorical Programs Assistant, Language Assessment Assistant
3. Administration, EL TOSA, Categorical Programs Assistant, Language Assessment Assistant
4. Administration, EL TOSA, Categorical Programs Assistant, Language Assessment Assistant

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Categorical Programs Assistant- Previously Identified in Plan

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Mathematics

LEA/LCAP Goal

GOAL 2: All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.
GOAL 3: Student achievement will increase in Literacy, English Language Arts and Mathematics, for all students, including English learners and Students with Disabilities, as measured through the identified metrics.
GOAL 5: Increase pupil engagement and provide a safe school climate.

Goal 3

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.

Identified Need

There is low academic performance in mathematics across subgroups of students at Rosemead High School. Furthermore, there is a gap between ELA and Math achievement among all significant subgroups of students, as shown in CAASPP scores for ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide CAASPP Math	2021-22 46.44%	48%
Asian CAASPP Math	2021-22 70.88%	72%
Hispanic/Latinx CAASPP Math	2021-22 22.22%	24%
Asian Economically Disadvantaged CAASPP Math	2021-22 70.92%	69%
Hispanic/Latinx Economically Disadvantaged CAASPP Math	2021-22 20.39%	24%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Asian Not Economically Disadvantaged CAASPP Math	2021-22 70.73%	90%
Hispanic/Latinx Not Economically Disadvantaged CAASPP Math	2021-22 32.14%	30%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including our significant subgroups:
Asian
Hispanic/Latino
Socioeconomic Disadvantaged
English Learner
Students with Disabilities

Strategy/Activity

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.
6. Provide support to math lab courses.

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
6. Master Schedule

People Assigned

1. Administration, Math Content Specialist
2. Math Content Specialists, Math Course Leads
3. Administration, Math Content Specialists, Math Course Leads, Math Teachers
4. Administration, Math Content Specialists, Math Course Leads, Instructional Coach
5. Administration, Math Content Specialists, Math Course Leads, Instructional Coach, Math Teachers
6. Administration, Math Content Specialists, Math Course Leads, Instructional Coach, Math Teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Content Specialist- Previously Identified in Plan
1,046.00	Title I Part A: Allocation Professional Development
0.00	Title II 2000-2999: Classified Personnel Salaries Course Leads-Previously Identified in plan

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including all of our significant subgroups: Asian; Hispanic/Latinx; Socioeconomic Disadvantaged; English Learner; Students with Disabilities.

Strategy/Activity

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 and Math Content Specialist for intervention strategies in all core areas.

Measures

1. Classroom Walk Throughs observation forms, CAASPP Math Results

2. Instructional coach, calendar, agendas and sign in sheets

People Assigned

1. Math Content Specialists, Math Course Leads, Math Teachers, Instructional Coach
2. Administration, Math Content Specialists, Math Course Leads, Math Teachers, Instructional Coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads-Previously Identified in plan
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialists-Previously Identified in Plan

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students at Rosemead High School including all of our significant subgroups: Asian; Hispanic/Latinx; Socioeconomic Disadvantaged; English Learner; Students with Disabilities.

Strategy/Activity

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

1. Administration, Math Content Specialists, Math Course Leads, Intervention Teachers
2. Administration, Intervention Teachers, Instructional Coach

3. Administration, Summer Bridge Teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Instructional Materials-Previously Identified in Plan
0.00	Title I Part A: Allocation Transportation - Summer Bridge- Previously Identified in Plan
0.00	Title I Part A: Allocation Summer Bridge-Previously Identified in Plan
0.00	Title I Part A: Allocation Summer Bridge Field Trips-Previously Identified in Plan
0.00	Title II Course Leads-Previously Identified in plan

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Tutoring, Mentoring and Extra Support (Math 4)
Tasks
1. Provide and promote - via announcements, email blasts, and teacher reminders - extended tutoring hours (PREP) that offer added support to students including our significant subgroups.
2. Implement content area tutors.
3. Provide programs outside of the regular school day such as the PREP program to support students with math homework and tutoring.

Measures

1. Attendance sign in sheets for after-school programs
2. CAASPP results data
3. Mentor lists, and logs

People Assigned

1. Administration, PREP Program Site Director, Mentors
2. Administration, Content Area Tutors
3. Administration, PREP Program Site Director, Mentors

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation AVID Academic Mentoring-Previously Identified in Plan

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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. Create interdisciplinary teams that meet regularly to monitor student progress, and share best practices among Math, Science, English, and Social Science. As this goal is math-centered, the team can look at ways to integrate math into the other content areas.

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

1. Administration, Math Content Specialist, Math Course Leads, Math Teachers
2. Administration, Math Content Specialist, Math Course Leads, Math Teachers, Instructional Coach

3. Administration, Core Area Content Specialists, Core Area Course Leads, Core Area Teachers, Instructional Coach

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Professional Development-Previously Identified in Plan
0.00	Title II Course Leads-Previously Identified in plan
0.00	Title I Part A: Allocation Content Specialists- Previously Identified in Plan

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Monitor Programs and Funding (Math 6)
Tasks

1. Review all student data from common site formative assessments.
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 CFBA benchmark results
2. Course lead agendas and minutes

People Assigned

1. Administration, Math Content Specialists, Math Course Leads
2. Administration, Math Content Specialists, Math Course Leads

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I Part A: Allocation Content Specialists-Previously Identified in Plan

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,984,777.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Allocation	$505,529.00
Title II	$13,067.00

Subtotal of additional federal funds included for this school: $518,596.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF - Supplemental	$80,000.00
S & C	$1,141,995.00
SC/EL	$181,341.00
Title II, Part A	$62,845.00

Subtotal of state or local funds included for this school: $1,466,181.00

Total of federal, state, and/or local funds for this school: $1,984,777.00

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:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Janine Salanitro	Principal
Don Quick	Classroom Teacher
Sylvia Kwon	Parent or Community Member
Victoria Brown	Classroom Teacher
Jon Vreeken	Classroom Teacher
Kent Chen	Secondary Student
Jeniffer Callie Gregory	Classroom Teacher
Erika Ly	Secondary Student
Alice Sar	Secondary Student
Loanne Cheng	Other School Staff
Elida Castellanos	Parent or Community Member
Reina Munoz	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 2/15/23.

Attested:

Principal, Janine Salanitro on

SSC Chairperson, Janine Salanitro on