SOUTH EL MONTE HIGH SCHOOL
SELF-STUDY REPORT

1001 N. Durfee Avenue

South El Monte, CA 91733

El Monte Union High School District

November 14-16, 2016

ACS WASC/CDE Focus on Learning Accreditation Manual,

2016 Edition

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Preface

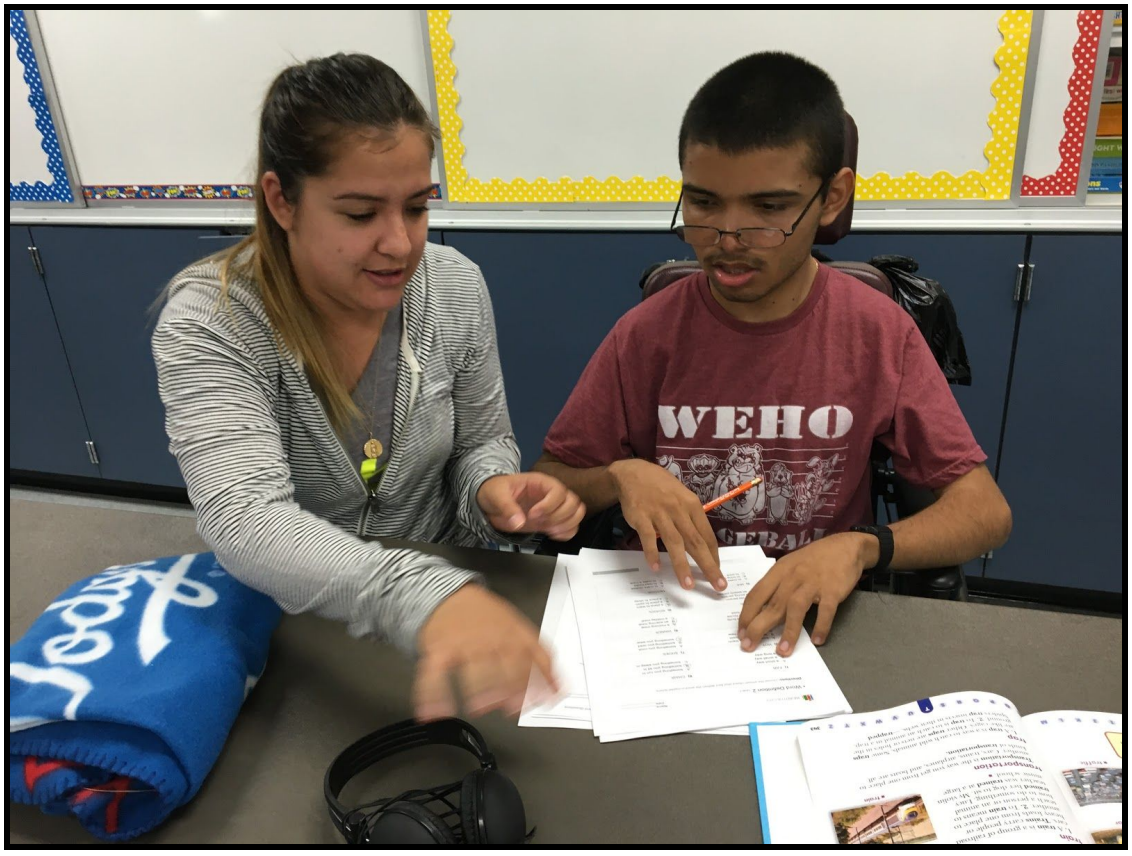
South El Monte High School, home of the Eagles, takes pride in a school culture built on active collaboration and student-centered innovation. Since its inception in 1992, the school has honored its commitment to its students and the community as a whole with an unwavering belief in the power of education. Proud of recent gains in many areas despite the challenges of ongoing and abrupt changes in administrative leadership at site and district levels, the faculty and staff of South El Monte High School, with support from students, parents, and other partners, have remained committed to a continual process of collaborative action and reflection. In preparation for the WASC visit, we have undertaken an honest assessment of our growth since our last visit, and enacted many changes we believe will have a long-term positive impact on the school's ability to prepare our students for success.

Central to these efforts has been a comprehensive reworking of our Vision and Mission Statements, as well as our Schoolwide Learner Outcomes. By aligning these more precisely with our Single Plan for Student Achievement and district LCAP goals, we have clarified for ourselves the importance of the work we all share: of preparing our students for success in the wide spectrum of their individual future endeavors. Throughout this revision process, the stakeholders reawakened their sense of shared purpose and revived South El Monte High School's tradition of risk-taking and innovation in the service of improved achievement for all students. Multiple groupings made this work relevant and assured that all voices had the chance to be heard. Leadership Teams, Departments, Focus Groups, Site Leadership and Site Council groups, and formal and informal collaborative groups all made the work of the self-study productive, meaningful, and enjoyable. This will ensure that the work we have begun during this WASC self-study will remain sustainable and fluid in the long term, even in the face of inevitable challenges. With new standards and assessments becoming solid practices and useful data, and new ways of envisioning the work we do daily in the service of long-term impact, South El Monte High School is poised to help each student discover and realize their individual success story.

CHAPTER I:

Student/Community Profile & Supporting Data & Findings

Chapter I: Student/Community Profile and Supporting Data and Findings



School Profile

South El Monte High School, now in its 24rd year, is the newest and smallest of the five comprehensive high schools in the El Monte Union High School District. The school draws students primarily from South El Monte, a city of 20,000 residents and a median income of $35,000. The City of South El Monte is located approximately ten miles northeast of downtown Los Angeles, near the intersection of the San Gabriel (605) and Pomona (60) Freeways at the southeast corner of the San Gabriel Valley. The school currently serves 1,386 students, 92.5 percent of whom are considered socio-economically disadvantaged. Spanish is the primary language for 71 percent of the enrolled students, with 19 percent having limited or no English proficiency. Students with disabilities comprise 11.54 percent of the overall student population. In spite of many challenges, students graduate from South El Monte High School at a rate well above 90 percent, higher than district and state averages. Our parents, 40 percent of whom did not graduate from high school, recognize the real value of education for their children and have high hopes for their success. The faculty and staff at South El Monte High School are committed to the education of our students, and to ensuring that they are given the academic and interpersonal skills and habits of mind to succeed in any area they enter.

After years of what felt like change for the sake of changing, South El Monte High School is now making changes based on the critical thinking practices we are teaching to our students. These mindful and collaborative changes are slowly having a positive effect, and it is expected that measurable outcomes will support the emerging general tone of guarded optimism. As one veteran teacher remarked during a recent focus group meeting, “This school is just learning to trust itself again.”

It seemed for a number of years that South El Monte High School might never again have a stable administrative team. Between 2011 and 2014, we had four different principals in as many years. Only one of these had any prior experience at the school. Near the end of these turbulent and destabilized times, our District Superintendent was dismissed by the Board and replaced only after a lengthy search process and an interim period of disorganization. South El Monte High School lost valued teachers and programs during this time and in many ways lost our sense of ourselves. Our tradition of student-centered experimentation, unsupported, unfunded, and lacking strong leadership, began to disintegrate. This was not helped by the educational culture of blame, denigration, and threatened punishment that used test scores to intimidate both students and professional educators. Now we are emerging from those tough times with a strong sense of pride in the fact that we never gave up on our students, and in fact gave extra of ourselves to make certain they got what they needed from us, even as it appeared that the system itself was floundering.

During the 2014-15 school year, the administration and faculty began to work together through a process of dialogue and collaboration based on the very critical thinking practices we were urging our students to use. Two major areas of focus were identified. The first was the need for a comprehensive way of ensuring that all our freshmen are taught the academic skills and habits of mind that will allow them to make the best use of their four years with us. Because our freshman come to us from five middle schools in three different districts, we saw a need to greet them during their first year with a course designed to introduce them to high school and begin to plan for the realities of life after graduation. As a result of this process and through a partnership with Pasadena City College, freshmen in the Life Design course can earn as many as 6 units of Community College elective credit, which we hope will help more of our students decide to continue with school beyond their high school graduation. The second need was to construct a master schedule based on student needs and wants rather than adult preferences and traditions. The transparent and collaborative process we adopted for this allowed everyone, especially students, to have a voice in what courses were offered. With these two large steps in the right direction, we were able to come together as a faculty in the challenging but important work of redefining for ourselves, with input from the entire school community, our Vision and Mission.

Vision

South El Monte High School:

A community where everyone thinks independently, works collaboratively, and lives responsibly.

Mission

Every student a success story.

Expected Schoolwide Learner Outcomes

South El Monte High School Students:

EMPOWERED To Think Independently, Using Reason, Research & Imagination

ADAPTABLE To Changing Technologies

GRACIOUS In Victory

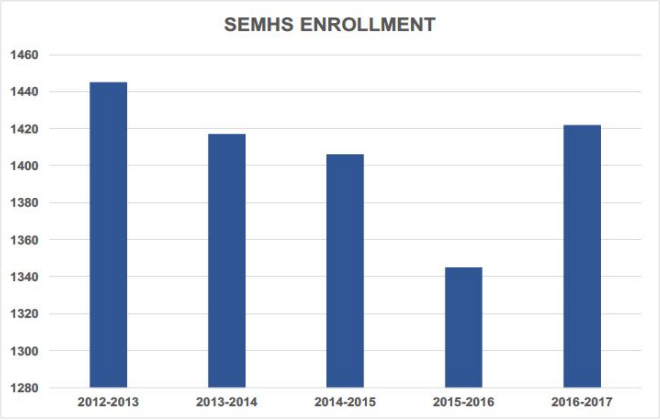
LITERATE In Communicating Clearly & Effectively

ETHICAL Citizens In Our Global Community

SMART, Resilient & Ready

TOTAL ENROLLMENT

Year	SEMHS Enrollment	EMUHSD Enrollment
2012-2013	1488	9812
2013-2014	1468	9573
2014-2015	1425	9388
2015-2016	1388	9115
2016-2017	1422	9089

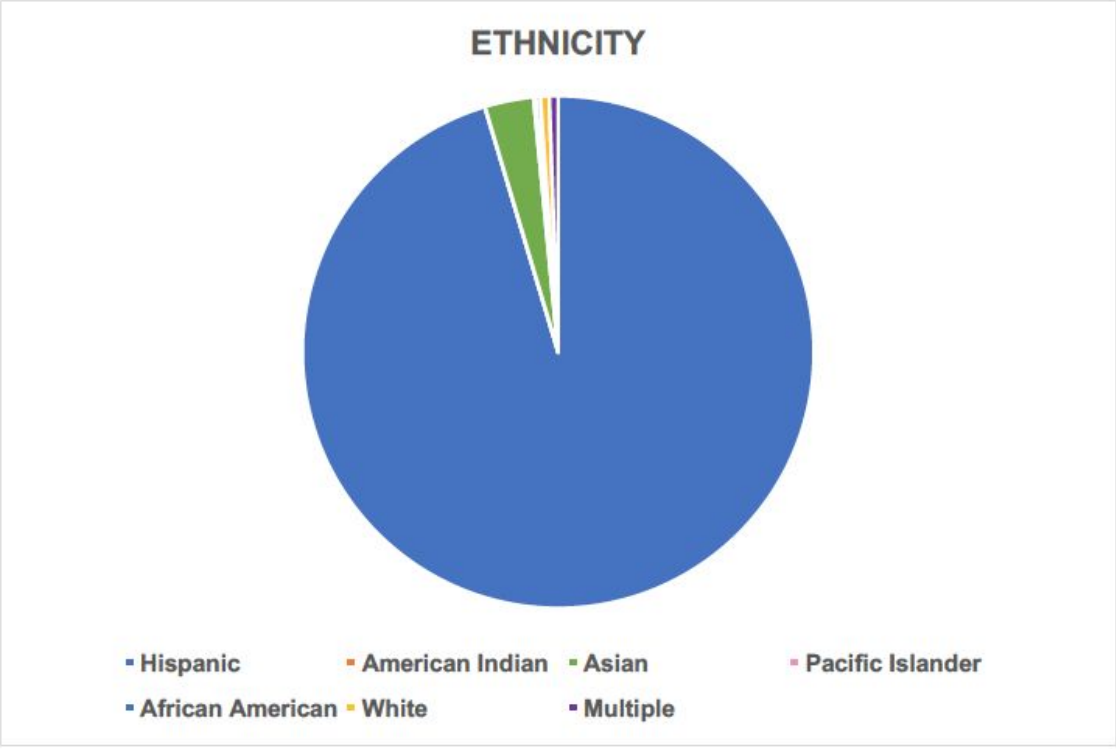


With the El Monte Union High School District entering a stage of declining enrollment, South El Monte High School has been developing new programs and courses to attract students residing in the district through Open Enrollment while marketing the school beyond the District boundaries in order to attract students from private schools and neighboring school districts.

ENROLLMENT BY SUBGROUP

Ethnicity

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Hispanic	94.81%	94.99%	95.66%	95.69%	95.36%
American Indian	0.07%	0.07%	0.07%	0.00%	0.00%
Asian	4.01%	4.23%	3.34%	2.97%	3.09%
Pacific Islander	0.07%	0.07%	0.00%	0.15%	0.14%
African American	0.00%	0.07%	0.21%	0.22%	0.28%
White	0.90%	0.35%	0.28%	0.45%	0.56%
Multiple	0.14%	0.21%	0.43%	0.52%	0.56%



South El Monte High School draws from a predominantly Hispanic community. No other ethnic group has been statistically significant in API/AYP data.

Socioeconomically Disadvantaged

Year	Number	Percent
2012-2013	1330	92.04%
2013-2014	1328	93.72%
2014-2015	1315	93.53%
2015-2016	1237	91.97%
2016-2017	XXX	XX.XX%

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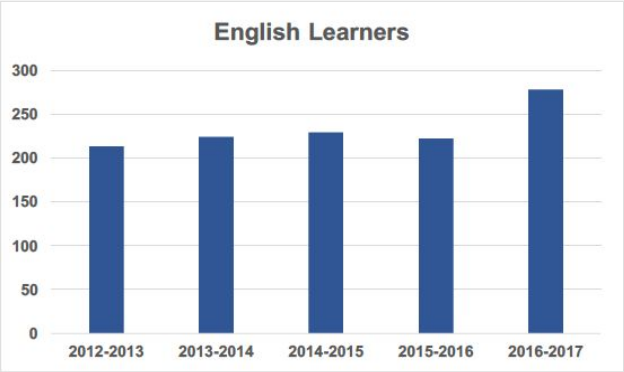
South El Monte High School continues to serve a largely socioeconomically disadvantaged student population. The percentage of students on free/reduced lunch has wavered little over the past five years.

English Language Learners

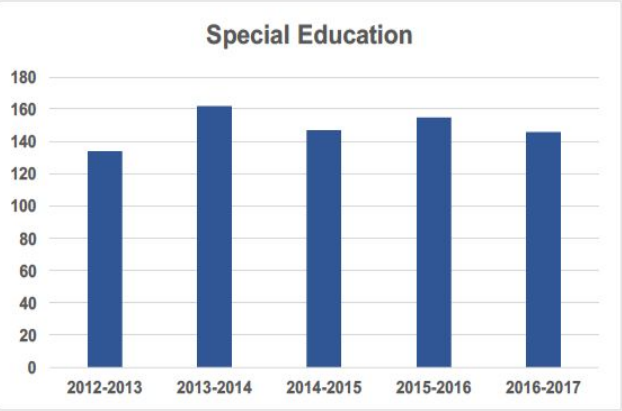
Year	Number	Percent
2012-2013	213	14.74%
2013-2014	224	15.81%
2014-2015	229	16.29%
2015-2016	222	16.51%
2016-2017	278	19.55%



The school serves a statistically significant number of English Learners, and this number is expected to increase over the next three years. South El Monte High School will now receive students in first- and second-year EL classifications.

Special Education

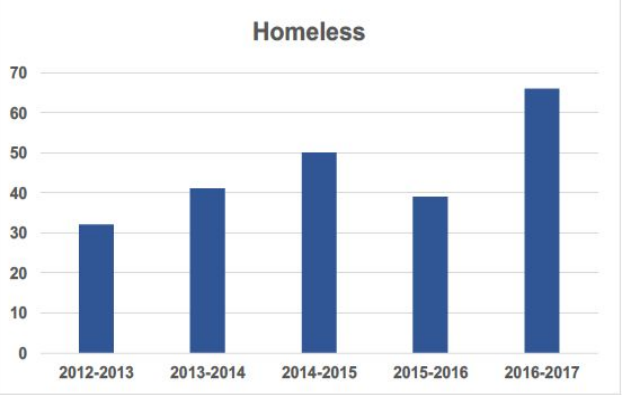
Year	Number	Percent
2012-2013	134	9.27%
2013-2014	162	11.43%
2014-2015	147	10.46%
2015-2016	155	11.52%
2016-2017	146	10.27%



South El Monte High School serves mild-moderate and moderate-severe students, many of whom are mainstreamed in a number of core classes as well as in their elective programs. The school also runs a special program for severely handicapped students which was formerly overseen by the County SELPA.

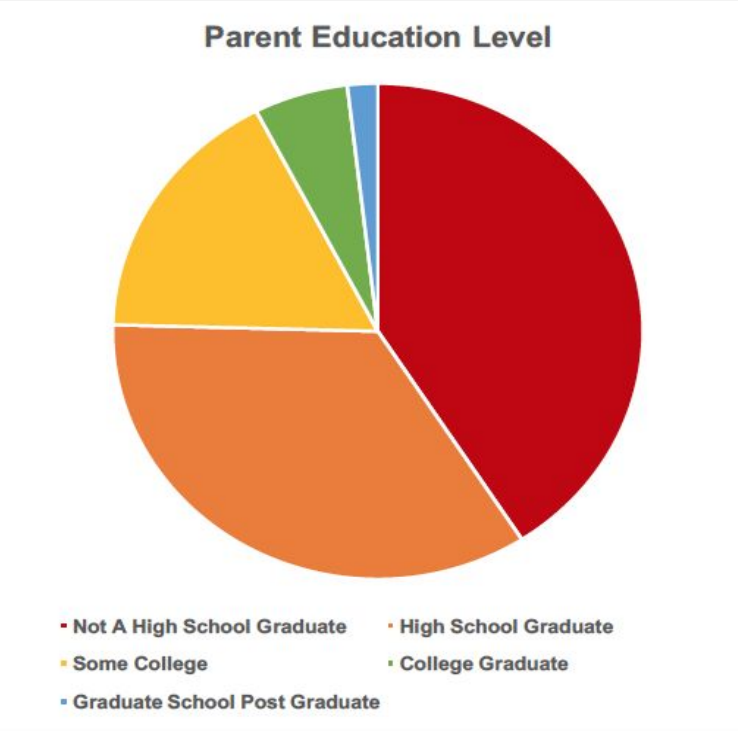
Homeless

Year	Number	Percent
2012-2013	32	2.21%
2013-2014	41	2.89%
2014-2015	50	3.56%
2015-2016	39	2.90%
2016-2017	66	4.64%



Parent Education Level

	2016-2017
Not A High School Graduate	40.58%
High School Graduate	34.32%
Some College	16.88%
College Graduate	5.70%
Graduate School Post Graduate	1.83%
Declined to State	0.70%



While nearly one-quarter of our parent community has completed at least some college or graduated with a bachelor's degree or higher, an overwhelming percentage of our parents have not completed high school or else did not enter college or university after graduation. This statistics helps our staff educate parents on post-secondary options for their students as well as focus on the process of attaining eligibility through A-G completion, completing the application process for selected schools, and earning financial aid through FAFSA workshops.

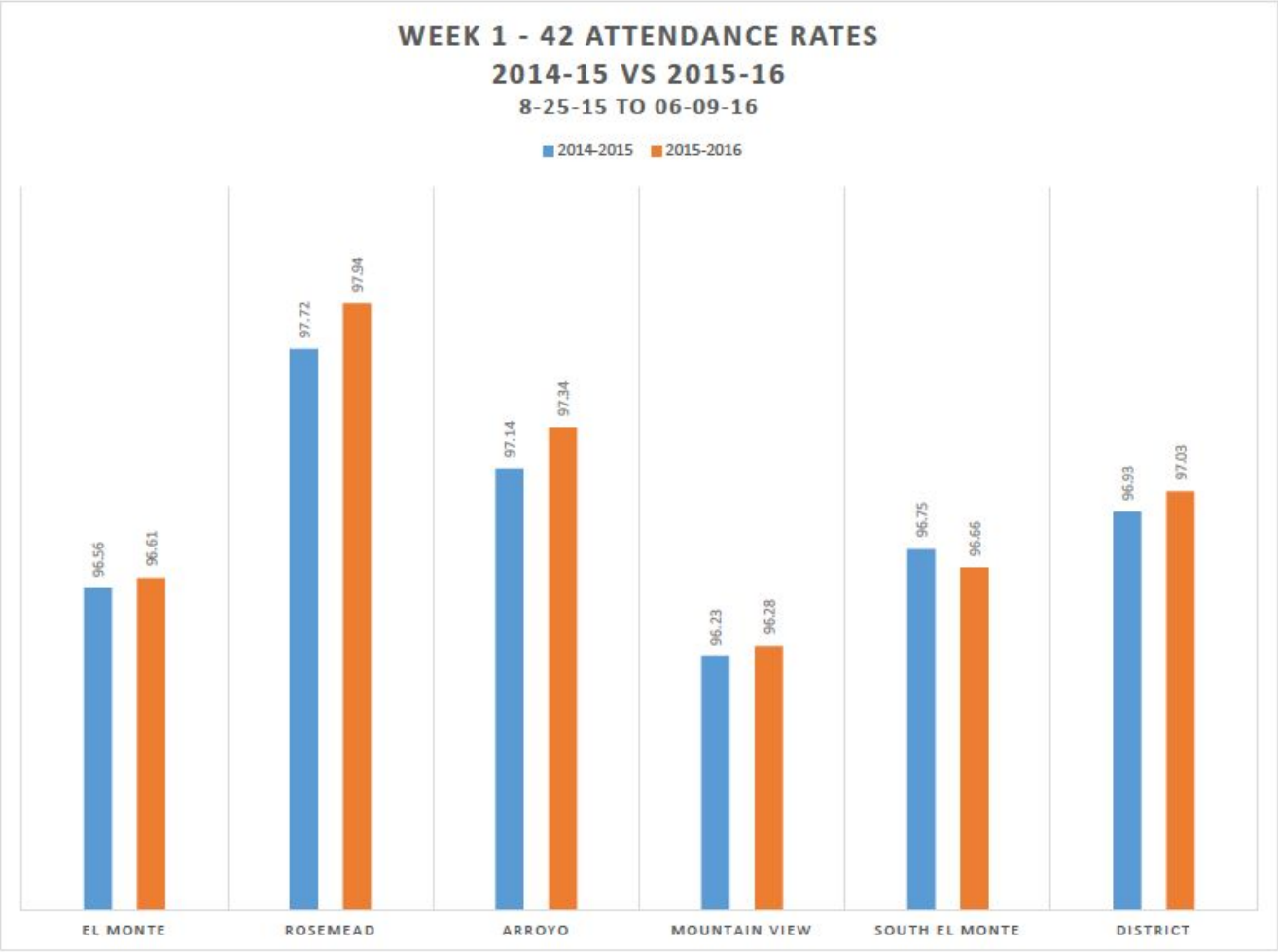
Average Class Size

	SEMHS	EMUHSD	County	State
2014-2015	24.8	23.0	24.8	24.3
2013-2014	23.4	22.4	25.2	24.9
2012-2013	22.5	22.8	25.3	25.0
2011-2012	21.9	20.8	23.0	23.6
2010-2011	28.5	18.8	24.3	24.2

Class size continues to be a topic of debate among teachers at South El Monte High School. All schools in the district are staffed at the same ratio, but over one-half of the students at SEMHS enroll in seven periods rather than six. Since full-time teachers are assigned five sections out of seven, the class sizes are higher at South El Monte High School than at other campuses with only six periods. In addition, the block schedule coupled with contract language ensuring a conference period daily for all teachers further solidifies the current class sizes. While there has

been a concerted effort to reach the district average, concerns over declining enrollment will likely result in further hiring freezes and staffing cuts, raising class sizes once more.

Attendance



Although South El Monte High School boasts a solid attendance rate above 96%, we were the only school that did not see improved attendance rates during the 2015-2016 academic year. Continued efforts are made through home visits from the Child Welfare Attendance Coordinator and the School Resource Officer to locate truant students and provide support for families. Positive incentives are used continually to promote daily attendance for all students.

Student Support Services

	2013-2014	2014-2015	2015-2016
Suspensions	65	52	58
Conflict Resolutions	67	51	87
Referrals to External Providers	71	26	36

With the elimination of zero-tolerance policies, a greater emphasis has been placed on early intervention through our guidance department along with our partners in the mental health community.

ACADEMIC PERFORMANCE

SEMHS Graduation Rate & UC/CSU Completion Rate

Year	Number Grads	UC/CSU	EMUHSD	County	State
2016	301*				
2015	294	50.7%	44.0%	46.6%	43.4%
2014	315	50.8%	44.3%	42.4%	41.9%
2013	338	54.4%	44.8%	39.2%	39.4%
2012	323	42.4%	41.0%	39.6%	38.3%

**As of June 9, 2016. Official data for 2016 graduates not yet official on Dataquest.*

EMUHSD Schools: UC/CSU Completion Rate

Year	SEMHS	EMHS	MVHS	AHS	RHS
2016					
2015	50.7%	44.3%	30.6%	50.5%	52.8%
2014	50.8%	45.2%	30.9%	48.2%	52.5%
2013	54.4%	42.9%	33.3%	46.4%	55.1%
2012	42.4%	41.9%	34.2%	45.4%	49.0%

Though we still do not have current official data available for the past year, South El Monte High School has continually outperformed most of the other schools in the district with 50%-plus A-G completion rate. Our two schools on the northern end of the district do very well in this area, but both schools have struggled to post the same success rate with their Latino students as with their Asian and White student populations.

Both El Monte High School and Mountain View High School serve similar populations to that of South El Monte, and though we are often compared with our fellow district sites, we strive to compete with similar schools beyond the district boundary lines.

CAASPP GROWTH: 2015 TO 2016

ELA (Grade 11)	AHS		EMHS		MVHS		RHS		SEMHS		District	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Standard Exceeded	23%	29%	15%	18%	17%	28%	32%	43%	11%	25%	19%	26%
Standard Met	39%	45%	35%	38%	40%	38%	39%	35%	32%	43%	35%	38%
Standard Nearly Met	20%	17%	32%	27%	30%	23%	19%	14%	28%	21%	25%	22%
Standard Not Met	16%	10%	18%	18%	11%	11%	8%	8%	28%	10%	19%	15%

Math (Grade 11)	AHS		EMHS		MVHS		RHS		SEMHS		District	
	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Standard Exceeded	8%	16%	10%	9%	4%	6%	18%	20%	4%	6%	8%	11%
Standard Met	18%	26%	19%	16%	11%	17%	23%	23%	12%	23%	16%	20%
Standard Nearly Met	35%	25%	33%	27%	27%	31%	24%	21%	36%	33%	29%	26%
Standard Not Met	38%	33%	39%	48%	56%	46%	34%	35%	46%	37%	45%	43%

South El Monte High School posted the greatest growth from 2015 to 2016 of any school in the El Monte Union High School District. Students who met or exceeded standards in English jumped from 43% to 68%, and those meeting or exceeding standards in mathematics rose from 16% to 29%. Our next goal is to surpass the EMUHSD District average through improved instructional effectiveness, continued performance task preparation in grades 9-11, and collaboration with our District colleagues who are achieving above the district average.

EAP

	2012	2013	2014	2015*	2016**
ENGLISH	368 Tested	332 Tested	296 Tested	285 Tested	99% Tested
Ready for College	13%	14%	16%	11%	25%
Ready for College - Conditional	18%	15%	12%	33%	44%
Not Ready	69%	71%	72%	57%	30%
MATH (Total)	152 Tested	148 Tested	139 Tested	307 Tested	99% Tested
Ready for College	16%	10%	9%	4%	6%
Ready for College - Conditional	63%	61%	38%	12%	24%
Not Ready	21%	29%	53%	84%	70%
MATH (Alg II)	90 tested	82 Tested	87 Tested		
Ready for College	14%	8%	2%		
Ready for College - Conditional	46%	41%	15%		
Not Ready	40%	51%	83%		
MATH (Summative)	62 Tested	66 Tested	52 Tested		
Ready for College	18%	14%	19%		
Ready for College - Conditional	82%	85%	77%		
Not Ready	0%	2%	4%		

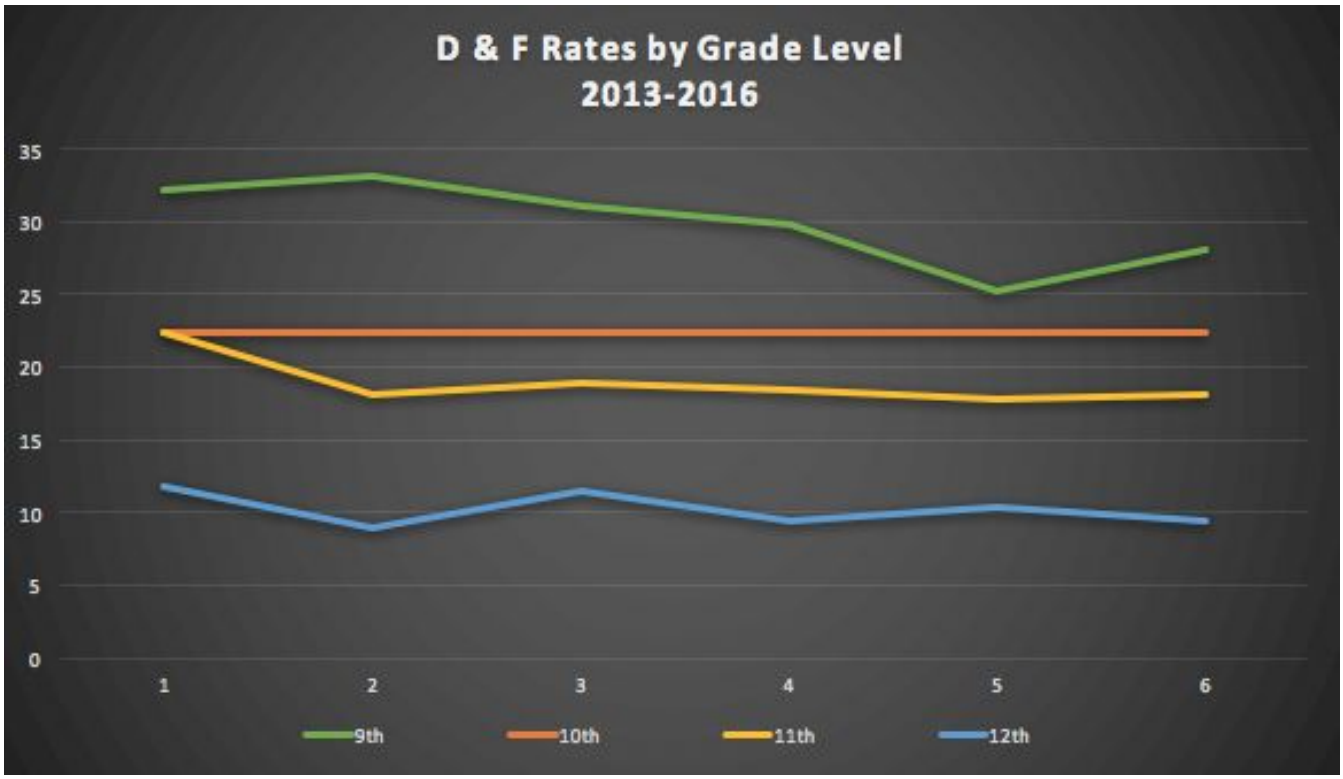
*based on 2015 CAASPP Results **2016 based on computer exam only; need performance task data

Grade Distributions By Grade Level

Although grading is often a subjective measure of student success, our entire district has struggled with high rates of D and F grades, particularly in mathematics, for students at all grade levels. We continue to work with our partner school districts to align curriculum and share both informal and formal data in order to combat this trend.

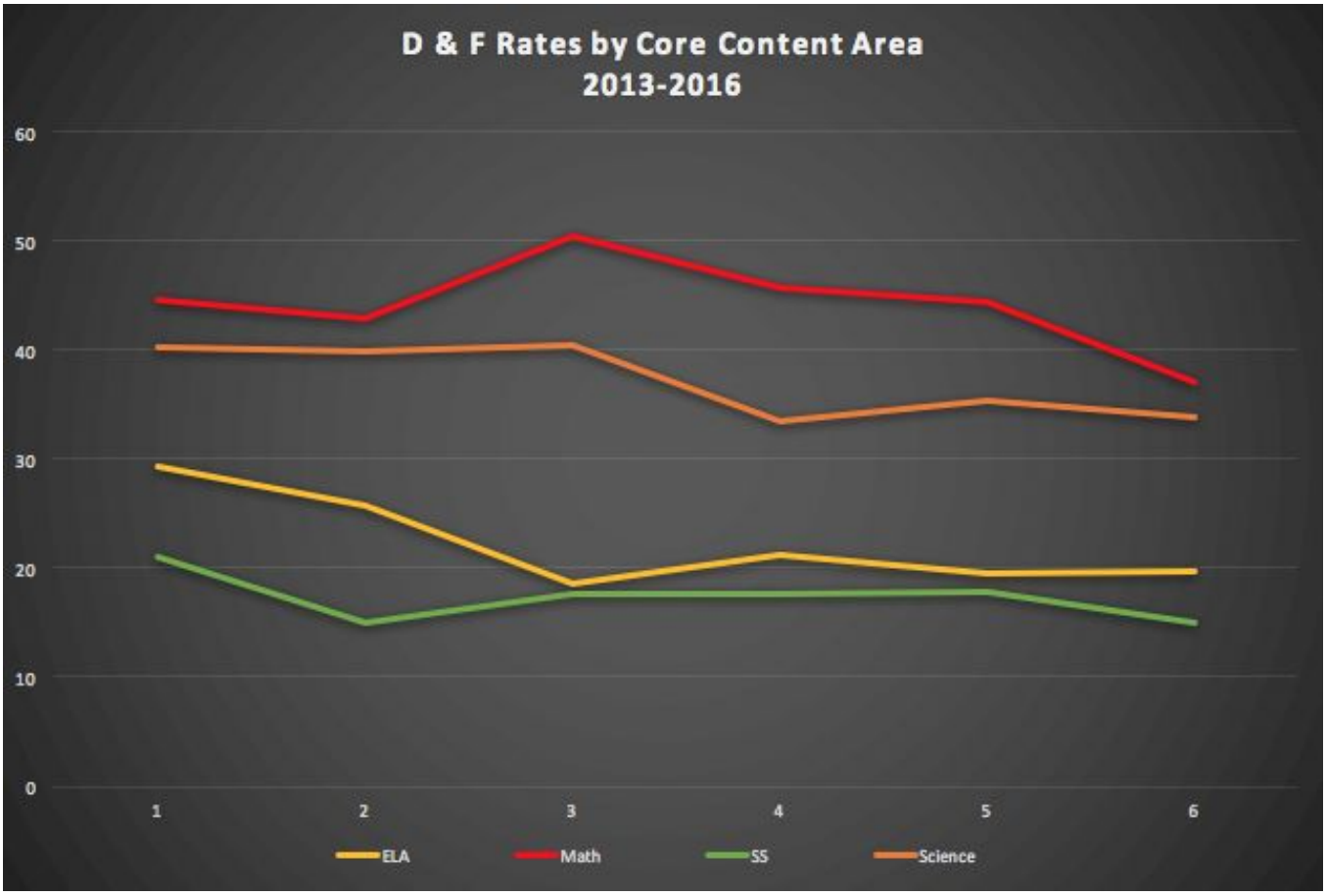
D/F grades have decreased slightly over three years, but our freshmen continue to post much lower grades than our juniors and seniors. The school's renewed emphasis on high school transition and a Freshman Focus program has helped, and the school's efforts to educate students and families about A-G completion goals has also had a positive effect on all grade levels.

All SEMHS Students	Percent D/F Grades	9th Grade D/F Grades	10th Grade D/F Grades	11th Grade D/F Grades	12th Grade D/F Grades
Spring 2016	19.49%	28.02%	21.13%	18.10%	9.40%
Fall 2015	19.07%	25.25%	21.38%	17.76%	10.39%
Spring 2015	20.70%	29.80%	20.18%	18.46%	9.40%
Fall 2014	21.63%	31.04%	21.19%	18.86%	11.52%
Spring 2014	21.19%	33.14%	19.98%	18.17%	8.93%
Fall 2013	22.97%	32.20%	22.29%	22.36%	11.74%



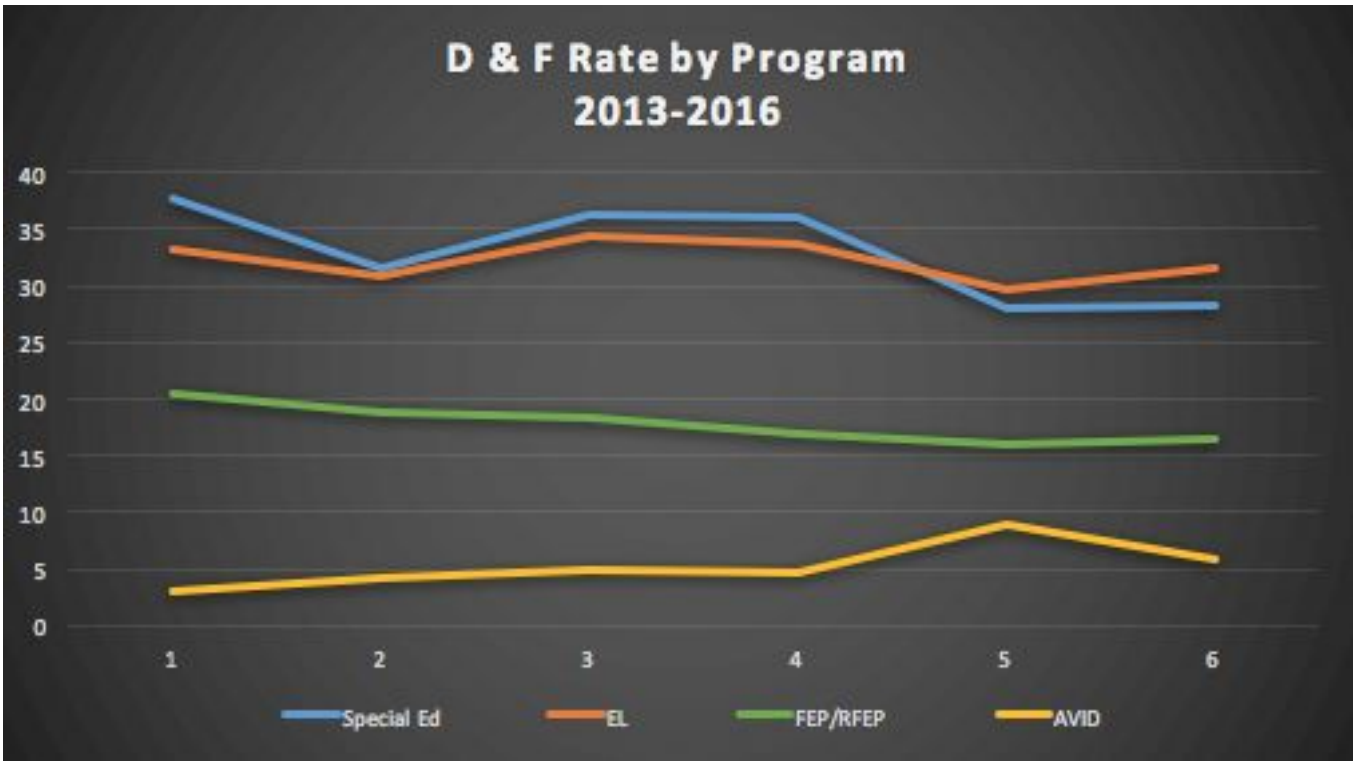
Grade Distributions By Core Content Area

All SEMHS Students	Percent D/F Grades	English D/F Grades	Mathematics D/F Grades	Social Science D/F Grades	Science D/F Grades
Spring 2016	19.49%	19.73%	37.08%	14.99%	33.94%
Fall 2015	19.07%	19.60%	44.46%	17.75%	35.35%
Spring 2015	20.70%	21.15%	45.72%	17.71%	33.50%
Fall 2014	21.63%	18.56%	50.42%	17.68%	40.55%
Spring 2014	21.19%	25.66%	42.94%	15.02%	39.94%
Fall 2013	22.97%	29.42%	44.56%	20.94%	40.25%



Grade Distributions By Program

All SEMHS Students	Percent D/F Grades	Special Ed D/F Grades	EL D/F Grades	FEP/RFEP D/F Grades	AVID D/F Grades
Spring 2016	19.49%	28.16%	31.59%	16.48%	5.92%
Fall 2015	19.07%	28.01%	29.61%	16.03%	8.82%
Spring 2015	20.70%	35.99%	33.57%	16.92%	4.60%
Fall 2014	21.63%	36.25%	34.34%	18.27%	4.92%
Spring 2014	21.19%	31.62%	30.83%	18.93%	4.17%
Fall 2013	22.97%	37.72%	33.14%	20.45%	2.99%



As is the case in most high schools, there is a marked achievement gap between our Special Needs students and our English Learners when it comes to academic achievement. English Learners do not enroll in ELD courses at South El Monte High School, and often their status as an English Learner is unknown unless a teacher specifically searches for the EL Learners in his or her classroom.

While our AVID students have outshined the general population, there is some debate regarding the admission process to this program. Previously, students who qualified for accelerated courses in their freshmen year were often accepted into the program by request of the parent and/or the partner school. Now that students are screened and selected using the AVID model more carefully, we expect some struggle in the first year students.

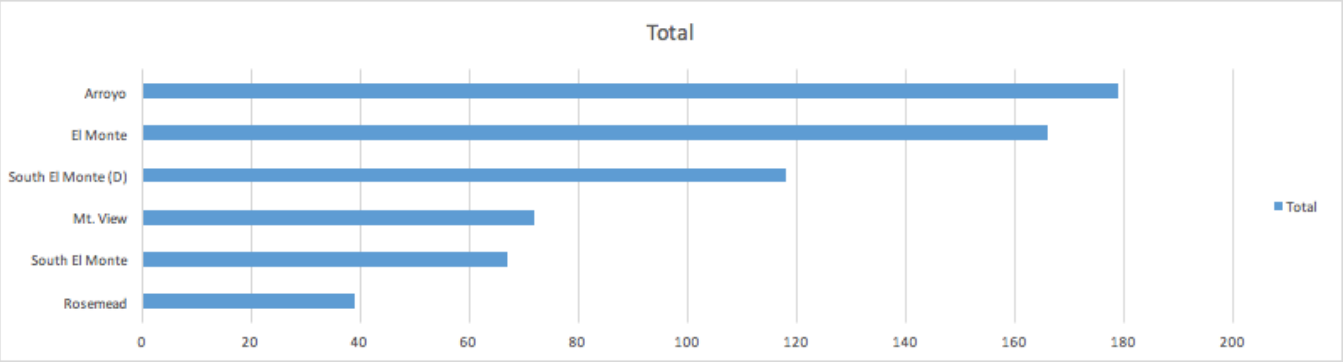
Credit Recovery

During the 2015-2016 academic year, EMUHSD implemented an online credit recovery program through which students could earn back missing credits and/or retrieve their a-g eligibility as all courses offered are a-g approved by the University of California.

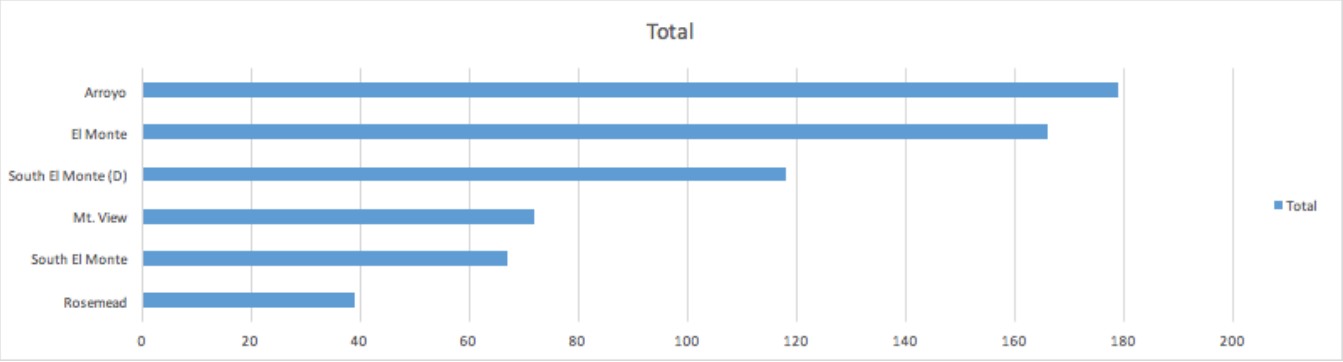
South El Monte High School continued to use the after-school model which had been used in prior years but also added three sections to the master schedule for students who needed to make up more than 10 units. As a result, 67 students earned back 176 courses through the after-school program (formerly known as Adult Lab) while another 118 passed their 179 courses through the daytime Credit Recovery course.

SEMHS boasted the greatest number of students earning back credits in EMUHSD (185). However the District Office has changed the program for the current academic year. The new system limits the use of the credit recovery lab to one afternoon per week and limits schools to one daytime credit recovery course. In addition, each counselor is allowed only 10 spots per six week period, and students who do not complete their course in six weeks are removed from the program. Further the program is overseen by a teacher on another campus who is only allowed to work on the administration of credit recovery for 50 minutes per day. Because of these changes, the SEMHS counseling department and administration is concerned that the rapid rate of credit recovery posted in 2016 may not be replicated in 2017.

Number of Courses Completed by School (EMUHSD)



Number of Students Completing Credit Recovery Coursework (EMUHSD



Advanced Placement

Student Enrollment:

AP Course	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
AP English Literature & Comp	51	64	54	55	54
AP English Language & Comp	81	65	58	57	70
AP Spanish Literature & Comp	32	21	29	20	23
AP Spanish Lang & Culture	58	57	72	58	56
AP Calculus AB	50	36	33	26	32
AP US History	52	15	16	33	59
AP World History/European*	22	28	39	72	69
AP Biology	19	14	11	12	N/A
AP Chemistry	29	8	N/A	12	28
AP Environmental Science	26	19	19	N/A	30
AP Government	33	34	28	N/A	N/A
AP Chinese Lang & Culture	2	6	6	N/A	N/A
AP Psychology	N/A	N/A	N/A	61	51
AP Statistics	N/A	N/A	N/A	52	45
AP Art History	N/A	N/A	N/A	25	18
AP Calculus BC	N/A	N/A	17	N/A	N/A
AP Macroeconomics	N/A	N/A	N/A	N/A	22
AP Studio Art: 2-D	N/A	N/A	N/A	N/A	11
AP Computer Sci Principles	N/A	N/A	N/A	N/A	29
Total AP Enrollment	455	367	382	483	597

**AP World History is being replaced by AP European History for 2016-2017*

The number of Advanced Placement courses has increased dramatically over the past five years. Teachers have pursued professional development in additional course subjects, marketed their course offering to students, and successfully enrolled a sufficient number of students to run the course. Some courses are offered in alternating years (e.g. AP Science Courses) in order to keep the numbers viable. Similarly the number of students enrolled in AP courses has increased by over 30% after a decline in 2013-2014.

Advanced Placement Exam Results (2014-2016)

El Monte Union High School District
Advanced Placement (AP) Program

2014-2016 Results - South El Monte High School

Art History						TOTAL (School)
AP Score	1	2	3	4	5	
						0
						0
2016	13	9	2	1	0	25

Eng Language & Composition						TOTAL (School)
AP Score	1	2	3	4	5	
2014	36	23	6	1	0	66
2015	20	32	3	2	0	57
2016	19	26	9	1	0	55

Eng Literature & Composition						TOTAL (School)
AP Score	1	2	3	4	5	
2014	16	31	15	1	0	63
2015	16	30	7	1	0	54
2016	25	25	3	0	0	53

Spanish Language & Culture						TOTAL (School)
AP Score	1	2	3	4	5	
2014	1	5	27	17	8	58
2015	1	5	20	36	10	72
2016	0	2	14	29	11	56

Spanish Literature & Culture						TOTAL (School)
AP Score	1	2	3	4	5	
2014	1	4	11	5	0	21
2015	3	12	11	3	0	29
2016	3	3	13	1	0	20

Calculus AB						TOTAL (School)
AP Score	1	2	3	4	5	
2014	7	7	11	9	5	39
2015	12	2	13	5	1	33
2016	8	3	6	6	2	25

Computer Science A						TOTAL (School)
AP Score	1	2	3	4	5	
						0
						0
2016	0	0	1	0	0	1

Statistics						TOTAL (School)
AP Score	1	2	3	4	5	
						0
						0
2016	36	7	3	2	1	49

Biology						TOTAL (School)
AP Score	1	2	3	4	5	
2014	1	7	4	2	0	14
2015	1	5	5	0	0	11
2016	2	7	1	2	0	12

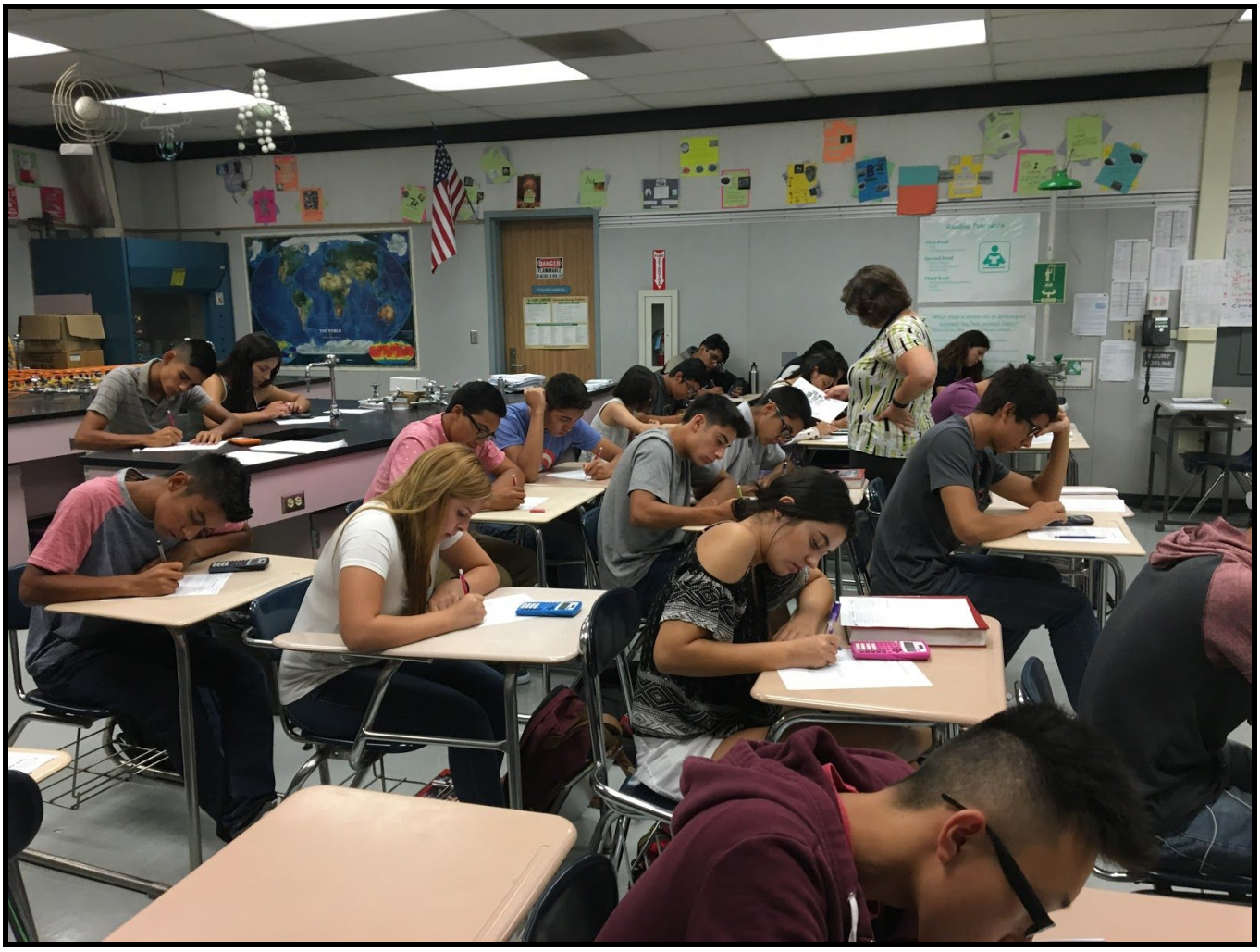
Chemistry						TOTAL (School)
AP Score	1	2	3	4	5	
2014	4	1	1	2	0	8
2015	0	0	0	0	0	0
2016	9	2	1	0	0	12

Psychology						TOTAL (School)
AP Score	1	2	3	4	5	
						0
2015	0	0	0	1	0	1
2016	50	1	3	1	0	55

U.S. History						TOTAL (School)
AP Score	1	2	3	4	5	
2014	10	4	1	0	0	15
2015	5	6	5	0	0	16
2016	19	9	5	0	0	33

World History						TOTAL (School)
AP Score	1	2	3	4	5	
2014	8	17	3	0	0	28
2015	15	18	4	0	0	37
2016	51	17	3	0	0	71

While the number of Advanced Placement course offerings as well as the number of students enrolling in AP courses continues to increase, the number of students earning scores of 3 or greater on the AP exams has all but stagnated. Both AP Art History and AP Statistics were new courses this year, and the instructors of these courses each attended subsequent professional development (AP Institutes) once again to deepen their understanding of the courses now that each has one year under their belts. Students in AP Spanish Language and AP Spanish Literature continue to perform well each year while the results in AP Calculus AB remain largely unchanged. There is growing concern about the need to address gaps in AP English Language and AP English Literature, particularly since students meet or exceed expectations in large numbers on the CAASPP but do not earn passing grades at the Advanced Placement level. Of greatest concern are AP Psychology (which now has its third instructor in two years), AP US History (which changed instructors last year), AP Chemistry, and AP Biology (neither of which reflects the retention of the high number of freshmen who enter SEMHS in accelerated biology).



In English, mathematics, science, and social science, there is a profound need for vertical teaming as well as increased articulation with feeder districts, so that students retain the right to enroll in advanced courses but are also well prepared to take on the rigor - particularly in critical thinking and writing - expected by the College Board.

Regardless of score reports, the staff at South El Monte High School strongly believes that students who are eager for the rigor of an AP course benefit greatly from the experience of taking the course. The school is committed to supporting prepared students throughout their upper-division coursework and to encouraging students to enroll in at least one AP class in a subject of their chosen strength, particularly for students in the AVID program.

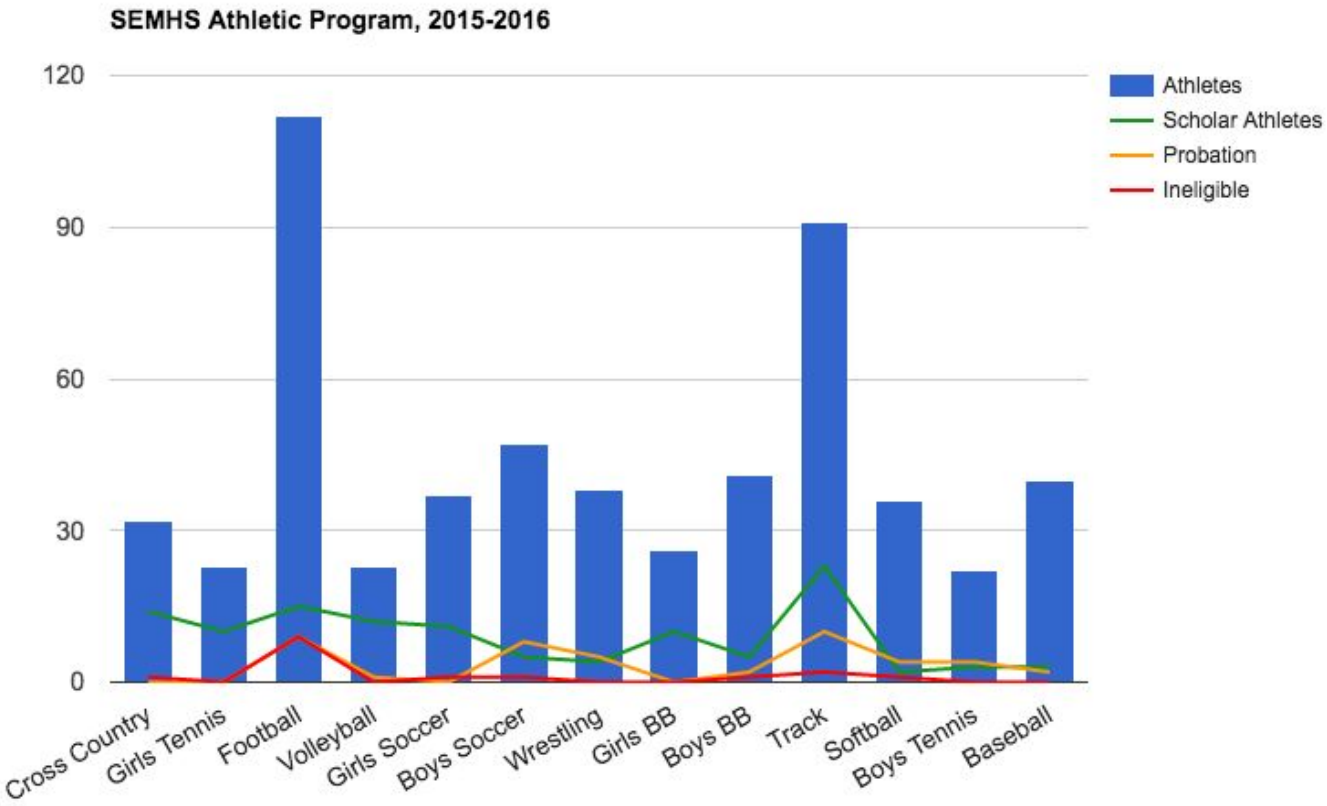
Athletic Participation Rate

South El Monte High School students participate in a wide variety of CIF-approved athletic teams. During the 2015-2016 season, the Eagles were represented by 568 athletes, 117 of whom earned the title of Scholar Athlete through their grade point averages. Fifteen students were ineligible to play while 45 were able to play on probation while they worked on their grades.

The San Gabriel Valley Tribune (June 16, 2016) ranked SEMHS the 6th most successful athletic department in the

San Gabriel Valley as recorded by total wins over the year. The list did not include victories in wrestling or tennis. With 102 recorded wins, South El Monte High School ranked first in the El Monte Union High School District.

Approximately 42% of the school population participates in the athletic program, and 20% of those students are scholar-athletes.



CHAPTER II:
Progress Report

Progress Report

Significant Developments

The 2013 WASC Interim Visit Committee noted that ”South El Monte High School has done a great job at adjusting to changes” and praised our commitment to collaborative and crucial conversations supported by effective professional development. We have continued to grow as a collaborative community focused on systemic improvement, and have been provided with many opportunities to prove repeatedly that we do indeed “have the organizational capacity and support to manage transition and changes.”

Since the Interim Visit in 2013, there have been significant changes to school and district leadership. The current Interim District Superintendent is the fourth person to occupy the position in two years, and there continues to be rapid and disruptive turnover in many district leadership positions. At South El Monte High School, the current principal is in her third year, having arrived in 2014 from another school district. One of the assistant principals is in her fifth year at the school. The remaining two assistant principals, one new to administration and the district, and one with significant previous experience at the school and in the district, have been at the school for less than one year.

There has also been considerable movement within the faculty and staff. Because these discontinuities in leadership have happened while the entire educational climate, from academic standards and assessment to the planning, funding, and oversight of school performance, has experienced such extreme shifts, staff at South El Monte High School have had to cope with varying levels of stress. A significant amount of energy has been lost to the noise and friction which inevitably accompany a school culture that has been destabilized repeatedly over many years. There is considerable resistance to changes that are perceived as imposed rather than developed collaboratively. However, the faculty and staff of South El Monte High School have drawn strength from our school's tradition of experimentation and risk-taking in response to student needs, and in many ways we are emerging as a stronger school.

In the spring of 2015, as a result of schoolwide collaborative conversations focused on addressing a high D/F rate and meeting the academic and social needs of our incoming freshmen, who come to us from five feeder schools in three different districts, the School Site Leadership Committee initiated the search for a course that would help incoming freshmen to envision and attain success for themselves in high school and beyond. For the 2015-16 school year, we partnered with Pasadena City College to offer a new course, Life Design in the 21st Century. This partnership has enabled South El Monte High School to offer four dual enrollment courses. Members of the SEMHS faculty receive training at Pasadena City College, and are approved as Adjunct Professors. As a result, students dually enrolled in any of these four courses (Life Design, Principles of Engineering, Aerospace Engineering, and Introduction to Engineering Design) earn both high school and Pasadena City College credit. This chance to earn transferable college units can be a strong motivator as students make decisions about where to go and what to do after graduation. In part because of the partnership with PCC, STEM education has grown quickly at SEMHS, with many teachers extending themselves to develop and teach courses in Project Lead the Way. New STEM courses have also been added in the areas of Lean Manufacturing, Graphic Design, Sports Medicine, Physics, Computer Science Principles (AP), and Statistics (P and AP). Thus collaborative efforts initially focused on reaching out to freshmen have assisted widespread growth in opportunities for all students, and more rich and rigorous class offerings.

New courses have been added in other academic areas to support student engagement, and to strengthen our a-g, AP, and elective choices. These new courses include: AP Art History, AP Studio Art, AP Psychology, AP Macroeconomics, Graphic Arts, Guitar, Speech, Literary Journalism, and Music Technology. Student response to these courses has been positive. This expansion of new offerings began at the same time as a critical shift in how the school creates its master schedule.

In January of 2015, partly in response to years of administrative secrecy and perceived unfairness, the School Site Leadership Committee decided to explore the benefits of a student-centered master schedule. After significant reflection and discussion, it was decided that the primary beneficiaries of such a change would be the students. We were able to agree that a master schedule reflects the core values of a school, and that a transparent and collaborative scheduling process based on student course selection would allow us to minimize scheduling conflicts, last-minute reassignments, and a weeks-long chaos that impeded learning at the opening of each school year. Teachers began to ask students what courses they might want to see offered, and in the ensuing conversations the culture of the school did begin to shift. There have been challenges, but the shift seems to be having a positive effect on the school as a whole.

Collaboration has been at the heart of these changes, and it is not an easy process, even for a school with a strong sense of adventure. The Life Design course and the student-centered Master Schedule, with its emphasis on transparency, came about as the direct results of ongoing critical conversations among faculty, staff, students, and

other stakeholders. Our ability as a school community to recognize areas for improvement, discuss possible approaches, and proceed with the knowledge that we will continue to refine our efforts based on the experience of our real actions is one of our true strengths. We have also worked collaboratively to revise and update our vision and mission statements, and student learning outcomes. These have allowed us the ability to maintain our focus on the needs of students during the often challenging work of authentic collaboration toward meaningful improvement.

Like many schools, South El Monte has seen a significant expansion in the technology made available to staff and students, and much of our recent professional and collaborative development has focused on the use of technology as a collaborative instructional tool. All classrooms have computers, document cameras, and projectors, and all that is needed to present 21st century lessons. One of our goals is to continue to expand our use of instructional technology in these classrooms. Now that we have the tools, the next step is to practice our use of these tools to reach students most effectively. We are in the process of making full use of Google resources, and expecting our students to do the same. The Instructional Coach, along with the Teacher Technology Leader, continues to provide teachers with training and other resources toward this goal. Last year, all students were provided with a gmail account, allowing them access to the full spectrum of Google services, including Google Drive. SEMHS has class sets of Chromebooks available within each department and we are expanding these as we continue to improve student access to technology.

Since the last full self-study in 2010, South El Monte High School has developed and maintained a SPSA/Action Plan that guides decisions at all levels. This plan has remained fluid in order to address more recent areas of need, but has remained focused on four specific areas for growth which encompass all 8 areas identified as critical in the 2010 report. The interim visit in 2013 recommended that we continue to work on the goals outlined in our Action Plan. This validation of our progress was accompanied by 3 new areas of concern, which have been incorporated into the Action Plan since then. In addition, work has recently been done to align the School's Action Plan with the district's LCAP goals.

From 2010 Full Self-Study:

Schoolwide Critical Areas for Follow-Up

1. Provide support to increase reading, writing, and mathematics skills.
   - Reading support included the establishment and maintenance of library sections dedicated to current high-interest titles and genres, SSR time in many classes, and some professional development focused on reading skills and related instructional practices.
   - Writing support was recognized quickly as central to the CCSS, and as such was the focus of many preliminary efforts during initial adoption of CCSS best practices. Efforts to implement schoolwide writing practices were largely unsuccessful, but there was considerable sharing of best practices within departments as each recognized the increased writing demands at the heart of the CCSS.
   - Mathematics support saw perhaps the most significant attention during this time, as the math department experimented with Hope Strategies, which allowed for targeted small group interventions for students who struggle to master foundational Algebra 1 skills. Math teachers were also able to collaborate at the end of the school year to achieve proper placement of students into classes the following year. As a result of these and other actions by the department, SEMHS saw increased enrollment in AP and Accelerated Math courses. Also a factor was the emergence of Project Lead the Way Engineering courses, which created a strong desire among students for deeper mathematical understanding and capability.

2. Strengthen post-secondary education program.
   - Working through the Rio Hondo Partnership with input from a district college and career coordinator and representatives from Rio Hondo College, the guidance counselors streamlined the delivery of information and support to an increasing number of college-bound students. From this collaborative partnership emerged a comprehensive sequence of support services which allowed students and parents access to and assistance with necessary steps on the path to college, beginning with TES workshops for freshmen and sophomores and continuing into junior and senior year with a variety of workshops and support partnerships. The foundational work accomplished by this partnership, because it was mindfully planned and carefully refined over time, has resulted in significant increases in A-G completion rates and the emergence of a verifiable college-going culture at SEMHS.

3. Strengthen the programs designed to meet the needs of different sub-groups on campus.
   - The district introduced a Collaborative Model which supported the mainstreaming of all students with disabilities (SWDs) into general education classrooms. It was hoped that collaboration between special and regular education teachers would assure the success of this plan. A Study Skills class was created to provide additional instructional assistance. The Edge curriculum was introduced for use by SWDs to strengthen language arts skills. A learning lab was established for SWDs requiring extra support during class time.
   - A variety of support courses were introduced to meet the needs of our English Language Learners, many focused on preparation for the CAHSEE and CELDT tests. In many cases these courses were not continued for more than one or two years, and thus had no chance at being strengthened or assessed for effectiveness. Increases in the number of EL students reclassified, from 34 in 2011 to 71 in 2013, were attributed to a number of factors, prominent among them the marked improvement of first-time instruction in core academic courses which resulted from the introduction of SIOP strategies.

4. Increase parental involvement opportunities.

- With the goal of building stronger relationships and improving communication between parents, teachers, and students the PTSA was established in 2012. In addition, many academic and support programs (AVID, AP classes, PLTW, ELAC, and Seek to Achieve) held events and parent nights designed to increase parent participation in the life of the school. As noted above, guidance counselors working with Rio Hondo College implemented regular and systemic parent workshops and informational meetings designed to foster the growth of a college-going culture.

5. Increase collaboration time amongst the staff to analyze data and implement best practices.
   - Starting with the 2010-2011 school year, staff voted to adopt a new collaborative bell schedule, which established weekly collaborative time on Mondays from 7:45- 8:34, and increased formal collaboration time by 16 minutes per month. This time is divided between whole-faculty and department meetings, with built in flexibility for other collaborative groupings.

6. Increase and monitor the consistency of rigor and relevance of instructional programs across the curriculum.
   - A 3-day SIOP (Sheltered Instruction Observation Protocol) training, conducted by Pearson, was attended by all faculty. This initiated schoolwide professional development designed to increase and monitor efforts in this area. An instructional coach position was established by the district to conduct cycle trainings offering specific strategies designed to increase comprehensible content for all students, especially those requiring significant differentiation to access rigorous material.

7. Work towards providing more rigorous academic content and demonstrate growth in preparing students for post-secondary education.
   - STEM courses, including PLTW Engineering, were introduced, as were more AP courses in math and science. ERWC, designed to prepare seniors for college-level English, was adopted as a new senior English course option. With increased SIOP strategies, most courses were able to explore increased levels of rigor in both skills and content.

8. Increase the technology in all classrooms.
   - The focus during this period was on equipping all classrooms with teacher computers, projectors, and document cameras to allow teachers to design and deliver lessons that utilize the most up-to-date technological methods. In addition, computer labs were added and updated, and EADMS allowed teachers to create tests and run data reports with some level of success and sophistication.

From the 2013 Mid-Cycle Visit:

The mid-cycle visiting committee found that SEMHS had addressed all of the 8 Critical Areas for Follow-Up identified during the 2010 Self-Study, but there remained work to be done in all identified areas. As a result of the mid-cycle visit, 5 new areas of concern were recommended, largely based on combinations of the previous 8 Critical Areas. In addition, 3 New Concerns were identified. The Mid-Cycle Visiting Committee Recommendations are listed below with details on how they are being addressed and what progress is being made. These are followed by a similar examination of the 3 identified areas of New Concern.

Recommendations:

1. Further develop reading, writing, and math skills with a focus on students with disabilities and English learners (Critical Areas 1 & 3).
    - Reading skills- The SEMHS Library, hub of a thriving if quiet reading culture on campus, maintains high-interest titles and hosts frequent book talks for classes using SSR. In the core courses, with the full adoption of CCSS and significant help from the instructional coach, reading has regained its central role in the learning process. Reading skills are approached as a key way in which to access course content, be it via primary source materials in Social Science courses,or ethical considerations in STEM fields. In ELA courses, critical and careful reading is at the heart of both Common Core-aligned performance tasks and rigorous literary analysis. Readings are no longer simply assigned, and the emphasis has shifted onto effective first-time instruction. Thus, teachers must ensure that students are successful in extracting meaning from assigned texts. Teachers have learned a wide variety of ways to make text more accessible to all students, including ELLs and SWDs. These include, but are by no means limited to, such sophisticated and recognized methods as reciprocal teaching, text annotation, descriptive outlining, Quote-Paraphrase-Response, and strategies to enhance multiple readings and rhetorical reading.

    - Writing skills- With the CCSS emphasis on evidence and justification as metacognitive tools, all classes have taken up the challenge of teaching writing, often in ways specific to their discipline and

its jargon. Math and science students write rationales delineating how they approached a particular problem and arrived at a solution, and students in some courses write proposals and summaries on a regular basis. Performance tasks developed by the English department take students through a full process of critical reading and thinking supported by written investigations and note-taking, before asking them to construct new knowledge in their essay writing. In VAPA electives students are required to write reflectively and in examination of the problem-solving that is intrinsic to creative pursuit. In short, the school has responded to the CCSS with relevant ways of expanding student writing practices. Freed from one-size-fits-all mandated programs, we have initiated a process of informed and collaborative autonomy, where writing is valued in different ways in all learning areas. The instructional coach has been instrumental in ensuring that these approaches are all rigorous and academically sound, and that teachers are supported in their continuing efforts to teach students to communicate effectively. Technology, specifically google platforms and chromebooks, and programs such as TurnItIn, has supported these efforts at improvement in writing without overwhelming teachers and students.

- Math skills- In 2013-14, math teachers district-wide voted to pursue an Integrated pathway rather than a traditional sequence of math courses. The primary rationale for this was that math teachers felt the Integrated pathway provides a better conceptual flow of math skills for preparing students for the mathematics portion of the CAASPP by the end of their junior year. All sites within the district, including South El Monte High school, piloted three different Integrated Math curriculums from 2013 to 2016, namely College Preparatory Math (CPM), Pearson Integrated Math, and Houghton Mifflin Integrated Math. During the spring of 2016, the majority of math teachers district-wide came to a consensus to adopt the Houghton Mifflin Harcourt Integrated Math curriculum This adoption will be in place for at least 7 years, which will provide not only consistency for both students and teachers, but also a clearer vision in terms of student achievement for our district's Integrated Math program. With this decision made, math teachers at SEMHS are working to integrate the CCSS, new curriculum, and 8 Mathematical Practices. The introduction of STEM and PLTW courses has created among students a strong interest in applied math combined with desire for high-level math instruction, and teachers have responded in a variety of ways, including the creation of new AP courses in Statistics, Macroeconomics, and Computer Science Principles.

2. Continue collaboration amongst faculty for data analysis and best practices within the classroom with a focus on students with disabilities and English learners (Critical Areas 5 & 3).
    - In March 2014, approximately half of the staff participated in the LTEL Shadowing training provided by Dr. Ivannia Soto from Whittier College. This process, and the subsequent conversations it inspired, helped all departments to understand the need for strategies that offer opportunities for students to speak in class using academic language. In order for this to happen, and building on existing cycles of instructional coaching, teachers were trained in a variety of strategies for improving classroom instruction for all students that involved a primary focus on speaking and listening. Many of these were quickly wrapped into existing classroom teaching practices. This provided a strong model for how we are can quickly and effectively conduct research and analyze data from our own site, then determine and adopt adapt authentic interventions.

    - In April of 2016, core content departments (Math, Science, Social Science, and English) participated in the BEAL (Building Educator Assessment Literacy) training from WestEd and SCALE. This training helped teachers to further develop their understanding of the Performance Task portion of the CAASPP. Departments collaboratively arrived at strategic decisions related to preparing students for the performance task portion of the Math and ELA sections of the CAASPP.

3. Develop and implement rigor and relevance of instructional programs across the curriculum with an emphasis on Critical Thinking, Writing, and SIOP strategies tied to Common Core for all students with a focus on students with disabilities and English learners (Critical Areas 6 & 3).
    - As a school, the commitment to effective first time instruction in the classroom is tied directly to to this goal. Teacher evaluations have shifted orientation to align with a more formative assessment

practice, and teachers are given significant time to work with the instructional coach to improve the overall effectiveness of their instruction. As a result, best practices have emerged and been sustained throughout the school. While it goes without saying that adding more AP classes demonstrates increased rigor for some students, the real mandate here is viewed as a challenge that must be met in all classrooms, by all teachers, for all students. As a result of the many strategies enumerated throughout this report, students are demonstrating higher levels of engagement with the school and their own learning. This can be seen quite clearly in the significant achievements on the recent CAASPP test, but also in unprecedented levels of student enthusiasm about STEM and VAPA electives. Unfortunately some of these gains may be negated by hiring decisions that continue to threaten such programs, especially in the arts.

- Now, having come to the end of significant ongoing curricular uncertainty, and inspired by strong student interest in the high-level applied work required by STEM courses, math teachers are implementing the eight mathematical practices from the CCSS (Make Sense of Problems and Persevere in Solving Them; Reason Abstractly and Quantitatively; Construct Viable Arguments; Critique the Reasoning of Others; Model with Mathematics; Use Appropriate Tools Strategically; Attend to Precision; Look for and Make Use of Structure; Look for and Express Regularity in Repeated Reasoning) in the service of an increasingly rigorous approach to very high statewide expectations for mastery.

4. Explore, promote, and facilitate post-secondary transitions for students who are not college bound (Critical Areas 2 & 7).

- Beginning in the freshman year (Life Design), SEMHS students explore the many options available to them as they plan for their futures. SEMHS is committed to providing all students with a college-preparatory (A-G) education, recognizing that the skills learned in such a rigorous course of study (clear and effective verbal and written communication, sophisticated critical reading and listening, numeracy, order of operations, breaking down large jobs into small tasks, time management, effective planning, and technological adaptability and patience) are those that will ensure success in nearly all life pursuits. Guidance Counselors, often in various collaborative partnerships with Rio Hondo and Pasadena City Colleges, work closely with students as they proceed through their four years with us to make certain that our kids understand the possibilities available to them, and the demands and expectations placed upon them, as they grow into adulthood. While still maintaining eligibility for University, students have many options to explore the world of work in various areas, including Sports Medicine, Lean Manufacturing (in partnership with local industry), ROP courses, Public Safety Academy, just to name a few. We have hosted college and career fairs, as well as visits from representatives from the armed services for our students who plan to serve the country in military service. Our yearly practice of photographing our graduating seniors with information about their next steps honors our graduates and supports younger students as they negotiate their own developing potentials and options.

5. Update the Schoolwide Action Plan.

- The School Site Leadership Council, made up of students, teachers, parents, and administrators, maintains the Schoolwide Action Plan as a living document. Recently, the Action Plan has been brought into alignment with the district LCAP. This ongoing work of unifying plans is tedious, but has contributed language and focus as we worked to update our own clear plans for our students, which comprise the Vision and Mission Statements and Student Learning Objectives.

New Concerns:

1. Analyze AP data and identify strengths and areas of need to improve teaching strategies and passage rate.
    - While the number of Advanced Placement course offerings as well as the number of students enrolling in AP courses continues to increase, the number of students earning scores of 3 or greater on the AP exams has all but stagnated. AP teachers in many disciplines, especially those teaching newly-offered courses, are attending AP professional development, including week-long AP Summer Institute. College Board reports and disaggregates plenty of data, and most teachers use that data to some extent to modify instruction for the following year. As one teacher wrote, "I do this as an individual, whereas ideally, a collective of AP instructors could meet to identify strengths and weakness of our AP program. Collectively, AP teachers could find ways to improve teaching strategies, passing rates and support for the AP program. To our detriment, we have not self organized nor has an administrator deemed it important enough to provide leadership." With gains in other measures, there is likely to be increased attention in this area, at either site or district levels. There is need for vertical teaming as well as increased articulation with feeder districts so that students retain the right to enroll in advanced courses but are also well prepared to take on the rigor, particularly in critical thinking and writing, expected by the College Board.

2. Continue to develop and increase the use of SIOP strategies within the classroom for all students with an emphasis on students with disabilities and English learners.
    - While actual SIOP has largely been abandoned by the district, the emphasis on instructional practices which improve first-time, in-class instruction for all learners, especially EL students including LTELs, and SWDs has continued. The work of the instructional coach, who collaborates continuously with a group of coaches from other schools in the district and works with departments and individual teachers, has extended the reach of effective instruction throughout the school site. Recent trainings have emphasized technologies that are being used by growing numbers of teachers, who report good results primarily in the area of relevance and engagement.

3. Teachers should increase collaboration between general and special education during the designated collaboration period.
    - IEP meetings remain the most likely area of targeted, effective collaboration between regular classroom teachers and their Special Education colleagues. This system, with its many legal intricacies, relies on an abundance of paperwork and follow-up. In many cases this is how information is shared about specific students. The foundation of the Special Education field is its focus on the particular needs of each individual student, which precludes effective participation in much of the general education collaborative conversation, and which must paint with a broader brush using data trends and other generalities. A significant portion of collaborative time is used to complete paperwork and electronic reports, which are shared with general education teachers. This time is also used to work with individual students, frequently to complete assessments required for these same reports. At this point it is clear that structural shifts are needed if we hope to work toward effective and systematic collaboration.

Ongoing Follow-up Process

Staff members participate in ongoing monitoring of the Single Plan for Student Achievement and progress toward annual goals. Data analysis, goal setting, and Action Plan revisions are embedded and ongoing processes at SEMHS. Department chairs meet with their departments at least once each month for vertical articulation and curricular planning. They review schoolwide summative data and progress on the action plan goals with a focus on achievement in their particular instructional area. Content Specialists meet with their course-specific teams at least once each month and create assessments, discuss class and individual student results, write unit plans, and share instructional strategies. Focus Groups, which are cross-curricular and inclusive of teachers and support staff, have met regularly throughout the review cycle, with greater frequency in the years preceding visits. This high level of collaboration contributes to an ongoing monitoring of student progress, which is in direct correlation with the SPSA goals. Over the last two years, building the master schedule early in the spring semester has provided a valuable time to reflect on the school's successes and areas of need, and to plan for the upcoming year. The conversations around the master schedule process, along with all other collaborative structures and groups, inform decisions on action plan revisions as well as resource allocation. School Site Council reviews the recommendations made for changes to the action plan and makes the final decision on revisions.

CHAPTER III:

Student/Community Profile - Overall Summary from Analysis of Profile Data and Progress

Chapter III: Student/Community Profile- Overall Summary from Analysis of Profile Data and Progress

South El Monte High School is committed to ongoing analysis of student success as determined by multiple forms of qualitative and quantitative data. Working in School Site Council, Site Leadership Council, Leadership, focus groups, and department and grade-level groups, staff members use data to determine the needs of the students as well as the professional development needs of the staff. Looking at multiple measures of student achievement data, along with demographic data, over time, the following trends have been noted:

- CAASPP scores have grown considerably over two years of testing, but have not surpassed the district average.
- AP enrollment and course offerings have increased, but scores in most subjects have remained low, with some exceptions.
- D/F rates have declined slightly overall, with rates in Math and Science significantly higher than other areas.
- SAT/PSAT scores are consistently lower than recommended ranges for admission to UC/CSU campuses.
- UC/CSU completion rates have declined slightly since 2013, after a period of slow growth.
- EAP results show that a significant percentage of students are not ready for college level work.
- CTE Pathways students are largely not completing the 3 year sequence; some pathways need capstone courses.
- Students with special needs and English learners still post an average of 10% more D/F grades than the total student population.
- Effective and efficient collaboration is still needed between general and special education teachers for RSP and SDC students.
- EL redesignation rates have improved, but too many students remain LTELs.

Based on the above observations from data analysis, we have identified the following critical learner needs and their attendant student learner outcomes:

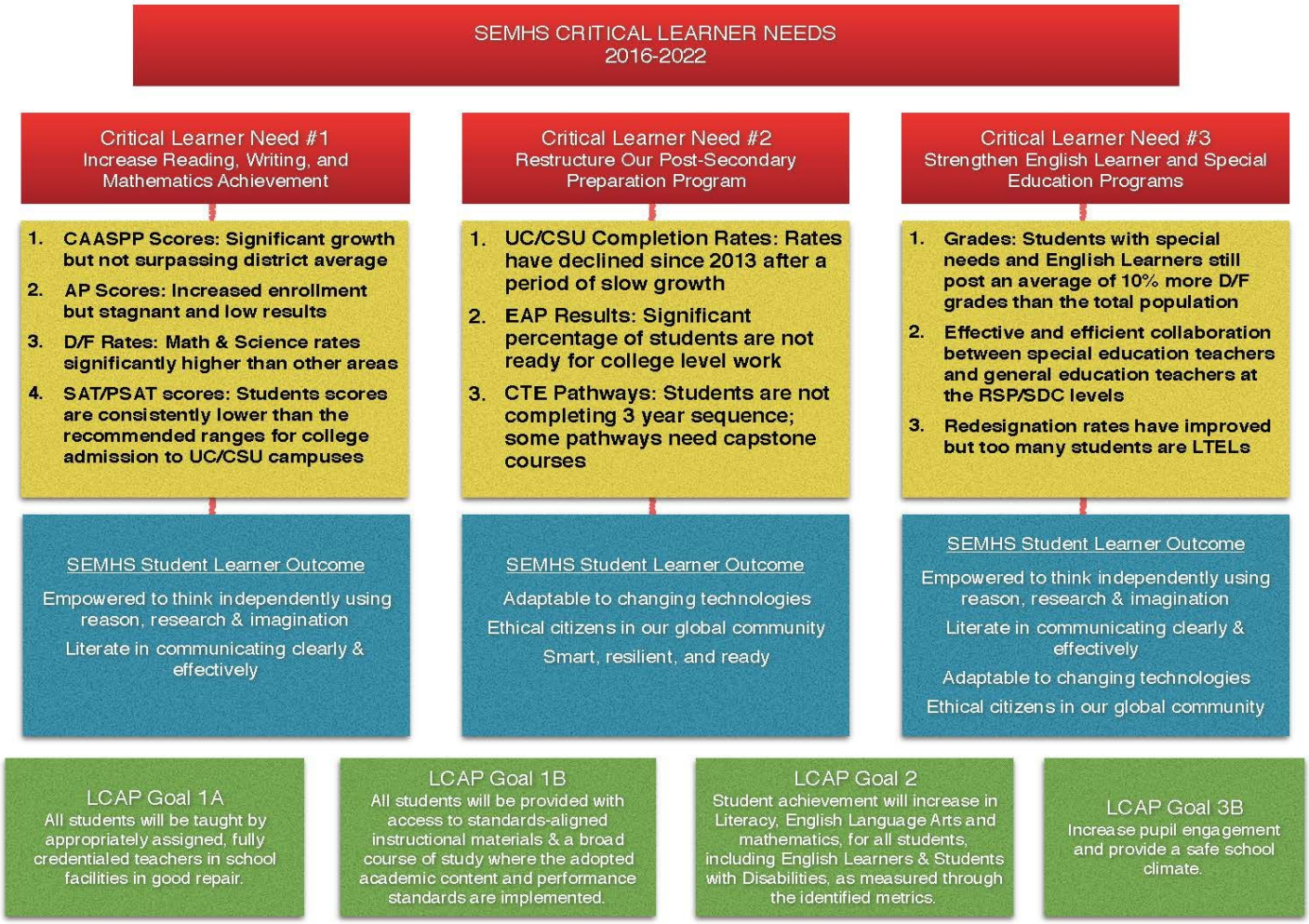
1. Increase reading, writing, and mathematics achievement as measured by grades, as well as formative and summative assessments, including site, state (CAASP), college entrance (AP,PSAT,ACT) and Advanced Placement test scores.
    - Student Learner Outcomes: Empowered to think independently using reason, research, and imagination. Literate in communicating clearly and effectively.
2. Restructure our post-secondary preparation program, simultaneously readying more students for success in college and the jobs of the future.
    - Student Learner Outcomes: Adaptable to changing technologies. Ethical citizens in our global community. Smart, resilient, and ready.
3. Strengthen English learner and special education programs to ensure that all students receive the full benefit of their educational time at our school.
    - Student Learner Outcomes: Empowered to think independently using reason, research, and

imagination. Literate in communicating clearly and effectively.Adaptable to changing technologies. Ethical citizens of our global community.

The following questions have been raised by analysis of the student performance, demographic, perception, and progress data:

- What are we doing to address the D/F rate? How will we know it is working?
- How might we increase academic rigor in AP courses while continuing to welcome all students?
- How can we continue to increase parent involvement?
- How are we preparing students for careers?
- How might we help students to become better, more interested and capable readers?
- How can we ensure that students learn and succeed in the integrated Math sequence?
- What are the barriers to A-G completion and college readiness?
- How are we supporting the Life Design goals in the three years subsequent to the freshman course?
- What kinds of math intervention can we provide?
- How can we improve PSAT, SAT, and ACT scores?
- How will we improve access to tutoring and other supports?
- How might we improve the effectiveness of first-time instruction in the classroom?
- What supports do we have in place for our growing population of homeless students?
- How can we provide special needs students with access to the core curriculum in the least restrictive environment?
- How will we improve communication between all stakeholders?
- How do we connect with the community in helping our students to become career ready?

The chart on the following page was created as a tool to allow all stakeholders to understand the connection between the Critical Learner Needs driving site decisions, the data that helps us to understand whether these needs are being met, the Student Learner Outcomes which support growth in these areas, and the district LCAP goals providing foundational support for meeting the critical needs of our learners:


SEMHS CRITICAL LEARNER NEEDS
2016-2022
Critical Learner Need #1
Increase Reading, Writing, and Mathematics Achievement
1. CAASPP Scores: Significant growth but not surpassing district average
2. AP Scores: Increased enrollment but stagnant and low results
3. D/F Rates: Math & Science rates significantly higher than other areas
4. SAT/PSAT scores: Students scores are consistently lower than the recommended ranges for college admission to UC/CSU campuses
SEMHS Student Learner Outcome
Empowered to think independently using reason, research & imagination
Literate in communicating clearly & effectively
Critical Learner Need #2
Restructure Our Post-Secondary Preparation Program
1. UC/CSU Completion Rates: Rates have declined since 2013 after a period of slow growth
2. EAP Results: Significant percentage of students are not ready for college level work
3. CTE Pathways: Students are not completing 3 year sequence; some pathways need capstone courses
SEMHS Student Learner Outcome
Adaptable to changing technologies
Ethical citizens in our global community
Smart, resilient, and ready
Critical Learner Need #3
Strengthen English Learner and Special Education Programs
1. Grades: Students with special needs and English Learners still post an average of 10% more D/F grades than the total population
2. Effective and efficient collaboration between special education teachers and general education teachers at the RSP/SDC levels
3. Redesignation rates have improved but too many students are LTELs
SEMHS Student Learner Outcome
Empowered to think independently using reason, research & imagination
Literate in communicating clearly & effectively
Adaptable to changing technologies
Ethical citizens in our global community
LCAP Goal 1A
All students will be taught by appropriately assigned, fully credentialed teachers in school facilities in good repair.
LCAP Goal 1B
All students will be provided with access to standards-aligned instructional materials & a broad course of study where the adopted academic content and performance standards are implemented.
LCAP Goal 2
Student achievement will increase in Literacy, English Language Arts and mathematics, for all students, including English Learners & Students with Disabilities, as measured through the identified metrics.
LCAP Goal 3B
Increase pupil engagement and provide a safe school climate.

CHAPTER IV:
Self-Study Findings

CHAPTER IV-A: Organization

Fred Bautista, Librarian

Willie Reyna, Spanish

Angelica Garcia Delgado, CWA

Beatriz Comparan, SRO

Chip Healy, Mathematics

Carlos Solorzano, Spanish

Jeff Morris, English

James Kidder, Social Science

Joanne L'Allemand, Science

Sonia Ayala, Athletic Director/PE

Juana Torres, Special Education

Delia Perez, Special Education

Diana Ceniceros, Principal's Secretary

Diane Martinez, Student Store

ACS WASC Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

Findings	Supporting Evidence
Vision: "Every student a success story" **Mission**: "A community where everyone thinks independently, works collaboratively, and lives responsibly" **Schoolwide Learner Outcomes:** **E**mpowered to think independently using research, reason and imagination **A**daptable to changing technologies **G**racious in victory **L**iterate in communicating clearly and effectively **E**thical citizens in our global community **S**mart, resilient and ready SEMHS updated its vision and mission statements and its Schoolwide Learner Outcomes this last year. The primary impetus here was to create statements that all stakeholders, especially students, could internalize and embrace. The school wanted to communicate its commitment to students more effectively, and also to align its statements with new Common Core and LCAP goals. Several core values informed staff members in the creation of these statements: the belief that all students can be successful if provided with the right support and encouragement; the idea that each student is important and unique and must be treated with respect and compassion; the belief that students must be able to read and think deeply in a variety of contexts and use research and imagination to solve problems and create new ideas; the value of developing a whole student whose social, emotional, and intellectual well-being is tantamount. These ideals are central to LCAP and Action Plan goals and other standards for 21st-Century learners.	Meeting minutes Results of the staff vote House of Representatives meetings minutes

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Findings	Supporting Evidence
Staff engaged in a powerful collaborative process to craft the school's vision, mission and schoolwide learner outcomes. This process involved meeting in small groups to craft initial statements, communicating through shared online documents, and synthesizing the many ideas and values that staff members wanted to incorporate. In developing these statements, we feel that we successfully captured the full range of thinking of our faculty, staff and administration. Although staff was fully engaged in these processes, the school could have done more to include input from students and parents in the initial development stage. At the same time, however, vision and mission statements were shared with students once they were crafted, and feedback was elicited from ASB and other groups. With regard to the schoolwide learner outcomes, a number of students had a hand in crafting the language and developing the concepts that were finally incorporated into the statement.	Email to parents/stakeholders Original ESLRs School visitation records Staff meeting minutes

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

Findings	Supporting Evidence
SEMHS has publicized the vision, mission and learner outcomes to parents and students via the school website, the online staff and student handbook, student agendas, classroom posters, and other school material. Now that we have finished developing these statements, the school is working on integrating these statements more fully into its daily operations. As a first step, staff has brainstormed a number of ideas: having students use the statements in a disciplinary context to reflect on their behavioral patterns and craft new behaviors; announcing statements and reflections about the statements on the PA system after the flag salute; and using the Student Learning Outcomes as reference points incorporated into lessons and discussions. The staff recognizes that the most important way to incorporate these statements into the fabric of our school is by integrating them into our pedagogy. What do students need to know in order to fulfill the vision, mission, and learner outcomes of the school? What must instruction look like? These are questions that faculty has entertained, and that the school will flesh out more fully as it strives to make the vision, mission, and learner outcomes more meaningful. Indeed, the staff believes that the school's vision, mission, and learner outcomes are powerful enough to serve as starting points in students' investigations of themselves. The vision statement, for example, might prompt freshmen in Life Design classes to imagine what their success	Student agendas Posters Faculty Meeting minutes

story will be in four or ten years. In English classes, students analyzing plot may ask if a character in a novel is a success story, and this could lead to a project to plot the successes, realizations, conflicts, and complications in their own life stories.

Finally, staff at SEMHS must evaluate whether the mission, vision, and learner outcomes are effectual. Do these statements fuel student progress in the classroom? Student self-reflection, survey data, and other qualitative and quantitative measurements will help us answer this, and will be developed in the forthcoming year.

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

Findings	Supporting Evidence
The El Monte Union High School District has clear policies and procedures regarding the duties of the governing board and district administration in relation to South El Monte High School staff. The board meets monthly and sometimes bi-monthly, and all meetings	Board Documents Website provides a list of board policies and ed code.

are attended by site administrators and, often, teacher representatives. Board policies, minutes of meetings, and district-wide goals are easily available and searchable on the district website. Because the district leadership has been, and remains, in a prolonged transitional phase, with frequent changes in district personnel, there is not much obvious nor cohesive communication between the district and school personnel as a whole. Staff is often unsure of how the district supports our programs, or reviews their effectiveness. Stakeholders in district committees often feel their input is not valued. Teachers feel that district decisions are often top-down, and that we don't have a say in determining the choices that the district makes. There has been a sense among school staff that the district's forward momentum has stalled. Perhaps the most disruptive aspect of these changes in leadership is that an overall vision for future growth and a unified sense of purpose for the district becomes muddied. New administrators to the district need time to learn their jobs, and institutional knowledge gets lost as administrators change. Values and priorities also shift. In order to mitigate the disruptive nature of such turnover, South El Monte High School can work further with the district and the board to strengthen a shared sense of vision and to build even more clarity into the procedures that govern how these various levels of administration interact with school staff.	Walkthrough forms LCAP Minutes

Understanding the Role of the Governing Board

Findings	Supporting Evidence
There is no clear understanding about what the role is due to many changes in the District administration as well as in the school board. During the past few years, job descriptions at the district level have been revised, often by individuals who subsequently left the district. Consequently, professional staff, including but not limited to teachers and site administrators, often feel confused about policies and direction. The board communicates its role and responsibilities and the roles and responsibilities of the professional staff primarily through district administration, who in turn rely on site administrators. As a result, there is often a degree of misunderstanding of these top-down decisions by the time they reach site staff and faculty. Board meetings are open to the public and translated into Spanish in real time. At least one administrator from SEMHS is always in attendance, and faculty from SEMHS often attend as well. These meetings serve as a two-way conduit for the sharing of ideas and strategies. Staff members from South El Monte High School have frequently shared information about specialized programs and overall school pedagogy with the board. Over the last several years, the board has heard a number of such presentations: the librarian,	Board Docs Personnel records

for example, has introduced the vision for South El Monte High School's library program, wherein the librarian serves as a co-teacher central to the school's mission to advance information literacy; counselors have explained the efforts and partnerships involved in building a college-going culture; an ERWC teacher has introduced that new course and presented data showing its success; teachers from the Project Lead the Way classes have presented student demonstrations from robotics units; and administrators and teachers have presented data which led to the focus on freshmen and development of the Life Design course.

Board members communicate at times with site personnel outside of the formal board meeting process. Some regularly attend events on campus, such as Back to School Night and Open House, often taking the time to visit classroom and speak with teachers and parents.

Governing Board and Stakeholder Involvement

Findings	Supporting Evidence
Parent representatives serve on the School Site Council and the district LCAP committee. These two committees allow parents to engage in crucial decision-making bodies that correlate and fund action plan goals. The School Site Council also oversees revision of the Single Plan for Student Achievement, which sets the direction for the school. Parents also engage in governance more indirectly, as informal advisors or as participants in surveys. The district has solicited information from parents through surveys in order to decide upon LCAP funding allocations, and various school staff--the counselors, the student support coordinator, and the AVID teachers--have also surveyed parents to establish special programming for parents to attend. One other avenue for parents to become involved in governance is through the PTSA, which has a strong presence in the culture of the school, and frequently serves as a place for parents to discuss and impact its overall direction. PTSA members visit the school frequently, hold a swap meet every Sunday, and fund various programs and scholarships at the school. Leaders in the PTSA learn about the school intimately, and then apply that knowledge to governance issues with which they may become involved. South El Monte believes that if parents stay informed about the school, they can more effectively help their children succeed and can assume governance roles more effectively. To further these ends, the school provides information to parents about school activities and governance opportunities through automated phone calls, website notices, and the district LCAP survey. Also, the school	InTouch School Loop Mail

employs a Categorical Programs Assistant, who works closely with the parents of English Learners to inform them of policies and available services. Through the Compensatory Education office on campus, a Community Liaison has worked with parents to support the educational program, and has hosted various parent seminars during and after school. The Comprehensive Student Support Services Coordinator at our school works closely with families whose children are at risk, offering classes on campus and connecting families to outside support systems.

Students engage in governance primarily through the ASB, House of Representatives, and by serving on the School Site Council.

Staff members partake in governance through representatives at site and district committees, and also through indirect channels, such as department, staff, and WASC meetings. The Site Leadership Committee meets twice each month and the School Site Council meets once a month to address various items related to school improvement. The Site Leadership Committee is made up of department heads, a counsellor, the instructional coach, and the librarian. The School Site Council has teacher, parent, and student representatives, as mandated by law. Several administrators also attend both committees.

Staff members also inform school and district decisions by participating on district-level committees. Content specialist from each core department attend district-wide content specialist meetings every Wednesday, and help to formulate benchmark assessments and pedagogical strategies to employ across schools. The school also regularly sends representatives to attend district committees, such as the ongoing LCAP committee and other ad-hoc committees that sometimes meet.

Board's Evaluation/Monitoring Procedures

Findings	Supporting Evidence
The district conducts several types of district walk-throughs in order to assess school programs. At least two times a year, district officials visit the school individually and meet with the site administration to discuss a variety of issues from instruction to facilities to athletics. Three times a year, teams of district observers and administrators from district schools visit the site in a more formal procedure. These teams visit classrooms on a regular basis, and use a checklist to assess whether teachers are using instructional strategies introduced during our 8-cycle professional development.	Walk-Through Form District Survey LCAP Minutes District Sub-committee Minutes (Evaluations, Instructional Minutes, SPED Task force, etc.)

The district also employs other methods to evaluate school programs. LCAP meetings are held monthly with representatives

from all school sites as well as parent representatives from the community; also, the district has conducted a number of surveys and several school visits to gather information about spending priorities.

Once a month, the district holds All Administrator meetings which include all site administrators, directors, and cabinet members to review programs and data in order to guide the direction of the district. Bimonthly Administrative Council meetings are held at the district with principals, directors, and cabinet members, and Instructional Leadership meetings are held with the same group along with each site's API to focus on instructional programs.

Although the practices mentioned above help to inform the district about school practices, South El Monte staff needs to work with district personnel further to develop more explicit monitoring and evaluation procedures for programs that are adopted by the school and district.

Complaint and Conflict Resolution Procedures

Findings	Supporting Evidence
The El Monte Union High School District has published protocols for the handling of complaints and conflict resolution procedures. Board policy outlines the use of the Uniform Complaint Procedure as required by California Education Code and state law. Stakeholders also have access to public meetings such as school site council, PTSA, and the EMUHSD Board of Trustees.	Board Policies UCP

A3. Leadership: Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs

Broad-Based and Collaborative

Findings	Supporting Evidence
The South El Monte High School faculty works continuously to improve instruction. As a rule of thumb, departments meet for fifty minutes three times per month, during which time they assess data, share best practices, and monitor the results of previous actions. Data that teachers analyze include state test scores, student grades, and student work. Content specialists from each school meet district-wide every Wednesday to analyze data and discuss best practices, and make decisions about district-wide tools such as benchmark assessments.	Collaboration Schedule Department meeting minutes Content Specialist Meeting Minutes SSC and Site Leadership Meetings

The content specialists serve as two-way ambassadors, informing the district and other schools about the specific needs of South El Monte High School students, and relaying district-wide curriculum decisions to the schools.

Over the course of the school year, departments can request pull-out time in order to work on more involved projects. Administrators have strongly supported these sessions. During the past several years, departments have used this pull-out procedure to work on incorporating CCSS into new and existing curricula.

The instructional coach and school librarian meet with department chairs and members of the staff to collaborate further on instructional strategies. During formal collaborative sessions, the instructional coach has introduced instructional strategies staff-wide, which staff members then work on integrating into their practice. Over the last few years, the instructional coach has conducted eight cycles of training, each cycle focusing on a different area of need. The instructional coach has also worked with department chairs to co-deliver subject-specific training as part of the regular Monday collaboration late-starts. Finally, the instructional coach works with individual teachers to develop new strategies and lessons. The school librarian has mostly worked on a one-on-one basis with teachers, serving as a co-teacher in all parts of the teaching process, from lesson design to implementation and assessment. The school librarian has also collaborated with departments on integrating research effectively into the curriculum.

School Site Council and Site Leadership teams meet to oversee collaboration and planning throughout the school year, and to assess whether the collaborative improvement process at our school is effective.

Single School Plan for Student Achievement Correlated to Student Learning

Findings	Supporting Evidence
SPSA is reviewed annually and adjustments are made to learner goals and expectations. Academic and career readiness standards are incorporated in the SPSA. Currently the district is creating a revised SPSA template and the School Site Council team will be making adjustments soon. LCAP is reviewed annually as well and all stakeholders are involved in inputting needs through surveys. The challenge is in matching SPSA and LCAP goals to classroom practices. South El Monte High School is doing a good job of clarifying and aligning these multiple goals.	Single Plan for Student Achievement Site Council Meeting minutes

Staff Actions/Accountability to Support Learning

Findings	Supporting Evidence
Departments meet and make decisions based on data, teacher	Site Leadership Meeting Minutes

observations, teacher recommendations and need. Department chairs then share to content specialist, principal, Site Leadership and School Site Council committees. In the past several years, departments have had more leeway in being able to make decisions about their curriculum and the kinds of testing that take place in the classroom, areas that had been more tightly controlled by district leaders up until recently. This has had a professionalizing effect on teachers, who have used this flexibility to create effective classroom structures for our student population and to innovate and problem solve. Currently, school staff and district officials are debating how much control local schools should have over such issues as assessment and grading, and school staff hopes that we can retain the power to make important decisions in these areas	Content Specialist Meeting Minutes

Internal Communication and Planning

Findings	Supporting Evidence
Internal communication happens in a variety of ways, from casual to formal. These include, but are not limited to, collegial conversations, emails, department and faculty meetings, and individual and small group meetings with site and district administrators. When conflicts arise, resolutions are set up between union reps, administration, and the involved parties. Our principal has an open door policy and staff is welcome to discuss issues with her at any time. With regard to planning, some staff input is garnered at site leadership, School Site Council, and monthly faculty meetings, but it would be advisable to find more ways to involve staff in the decision-making process more fully.	Schoolloop Google Accounts Monday Late Starts

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research

Indicators with Prompts

Qualifications and Preparation of Staff

Findings	Supporting Evidence
98% of teachers at South El Monte High School teach classes for which they are credentialed. Teachers currently assigned to teach courses outside of their credential are pursuing additional credentials so that they will be in compliance with state mandates. Teachers at South El Monte have a variety of professional development opportunities available to them. Summer professional development sessions allow teachers to meet before their classes begin. During these sessions, teachers plan new curriculum and learn new strategies. Ongoing professional development over the course of the year provides teachers with refined strategies and collaborative time to work with colleagues. Teachers who are teaching classes new to them often have the opportunity to attend offsite training sessions in order to acquaint themselves with the curriculum and specialized strategies to utilize. AP teachers, AVID teachers, teachers in Project Lead the Way, the librarian, and the teacher technology leader have availed themselves of these outside training sessions..	Human Resources Office Credential Review

Staff Assignment and Preparation

Findings	Supporting Evidence
South El Monte High School employs a student-first approach to building the master schedule. This approach was introduced two years ago, and represents a significant change to how classes are programmed and chosen. In the student-first approach, students signify what classes they would like to take, and those choices determine the courses offered and the number of sections for each course. Using this approach, some courses were eliminated from the school curriculum given lack of student interest, and other courses have been introduced or strengthened. In creating the school's master schedule, department chairs seek teacher preferences, and every effort is made at reasonable accomodation. Many factors are taken into account in determining who teaches what class, but the new method for constructing the master schedule requires that student needs come first Given the newness of the student-first approach, and the discomfort caused by major changes in course offerings, leaders at South El Monte High School recognize the need to communicate effectively with teachers who are taking on new assignments. The instructional coach is also available for teachers who are facing a new or unfamiliar assignment. After offering three daytime credit recovery sections during the 2015-2016 year, the District cut the program back to a maximum of one daytime section and a structured process of 6-week admission for one of the limited spots available. In addition, the after-school	Master Schedule Collaboration

credit recovery program has been reconfigured with additional requirements for teachers. The Staff is concerned that these changes could jeopardize the number of students able to gain access to Credit Recovery, a challenge which could negatively impact the school's graduation rate.

As a student-centered master schedule becomes established practice, we hope to continue to refine this process.

Defining and Understanding Practices/Relationships

Findings	Supporting Evidence
This year, leaders at South El Monte High School have created an extensive staff handbook which has been shared through Gmail and Google Drive to all stakeholders. This document promulgates important policies, processes, and responsibilities effectively, making it easier for staff to search for information about the school. The handbook includes organizational charts, disciplinary policies, and other such guides. Throughout the year, other important documents are shared with staff through Gmail and Google Drive. In addition, the school website features a teacher page, which links to frequently used applications and corresponding guides. A great deal of communication and school business is now conducted through the school Gmail system and Google Drive. Staff members use Google Drive to share, store, and collectively edit documents. Pacing guides, curricular policies, and other documents generated by staff are shared among department members or schoolwide, utilizing some of the same tools mentioned above. Monthly faculty meetings allow for more personalized communication, and allow staff members to work on and understand school-wide policies and endeavors.	Faculty Handbook Google docs Gmail

Support of Professional Development/Learning and Measurable Effect on Student Learning

Findings	Supporting Evidence
Departments have been given generous pull-out time for targeted professional development based on department-identified needs. These sessions are conducted by the instructional coach and department chairs working closely with department members, and have been the primary form of professional development for the last several years. In this way, our professional development efforts have been increasingly site-specific and effective, as demonstrated by our decreasing D/F rate, increasing CAASPP test scores, and increasing A-G completion and graduation rates.	Department records/PD agendas A-G completion rates CAASPP Results Graduation rates

In the past three years, the school has also completed an 8-cycle professional development system crafted by the instructional coach. Cycles focused on classroom management and culture, instructional technology usage, and a variety of evidence-based instructional strategies. These eight cycles of professional development have been informed by the SIOP methodology, and by other writing, reading, and small-group strategies. Finally, teachers have been able to pursue outside professional development to increase their comfort with new course offerings or expand their knowledge base in their content matter. Fiscal resources are readily available for these types of trainings.	

Supervision and Evaluation

Findings	Supporting Evidence
Leadership evaluates veteran teachers every other year and new teachers every year for their first three years. Under the current administration, observations have focused in greater detail on potential areas for teacher improvement, and have been seen by administrators as a powerful tool in encouraging professional development. This has caused discomfort among some teaching staff. In response, school leadership has used existing structures to help teachers find success. Teachers found to be working below standard in a preliminary observation are now asked to work with the instructional coach, and demonstrate growth in identified areas in follow-up observations before being officially evaluated.	Evaluation Form Instructional Coach calendar

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions and Their Impact

Findings	Supporting Evidence
SEMHS currently has a 1:3 computer-to-student ratio. The district wants to achieve a 1:1 computer-to-student ratio by 2018. Consequently, a large portion of the school's yearly budget has been devoted to building the technology infrastructure of the school. The school has also devoted considerable effort and resources to increasing the number of STEM and AP courses. Many of these courses require extensive investment, which in turn has led to a rich array of resources that students can utilize. For example, students in Project Lead the Way courses have access to a wide variety of high-quality technology specific to architecture, design, and production.	School purchased 12 new Chromebook carts for the 2015/16 school year. LCAP and Title I funding used for technology

A third priority area in resource allocation involves promoting college awareness and readiness among students. Seniors receive extensive support with college applications and FAFSA, and numerous classes--from Freshman Focus to AVID to ERWC--help to prepare our students effectively. 95% of our students receive fee waivers for AP testing. This year, the district has committed funds to college field trips, and SAT prep courses.

One area in which staff would like to see more investment is teacher staffing. For example, some core classes, such as Language Arts and Social Studies, have had 40 to 1 student-to-teacher ratios over the last several years; such numbers present logistical and classroom issues that put strains on students and teachers. For example, most computer labs on campus, and all the chrome cart units, cannot accommodate these numbers. Despite significant concern about class size at our school, the formula used to calculate staffing ratios has remained unchanged.

For the most part, resource allocation decisions take place at an administrative and district level, with input provided by teachers and other staff members through leadership committees, School Site Council, LCAP surveys, and on an individual basis as teachers meet independently with school and district administration. There is both faculty and parent representatives on the LCAP committee, which allows for further involvement in the decision-making process of the district. These stakeholders have ensured that funding priorities align with LCAP and SPSA goals, academic standards, learner outcomes and needs, and the vision and mission of the school.

Programs that have been unable to find funding through official school channels or have sought supplemental money have been helped in large measure by the school's PTSA and by outside grants. The PTSA has funded many clubs, sports programs, and school initiatives over the past several years with funds raised through a weekly swap meet. For example, the PTSA has provided money for new uniforms and equipment for a variety of athletic teams. It has also sponsored the Renaissance program when the revenue from an onsite billboard was swept to the district's general fund. Other initiatives the PTSA has sponsored include ASB Camp, Student of the Month Luncheons, and marketing materials such as customized tablecloths and pop-up tents for public events. Outside grants that the school has obtained in the last several years include the Laura Bush Foundation for America's Libraries grant and the California Partnership AMTELL grant to promote advanced manufacturing.

Practices

Findings	Supporting Evidence
The annual district budget is driven primarily by current costs, additional outside grant monies, and enrollment projections. The	Enrollment Projections and

amount of money received through enrollment determines the per-pupil spending and informs any adjustments to site budget allocations. Hiring practices and staffing allocations all stem from this projection. In recent years, the projections have been done in-house though the district is currently looking for an outside provider to give more accurate information as to the state of declining enrollment. The district's business department recently underwent an external audit of ongoing practices in an attempt to streamline the budget and purchasing processes. A final presentation was made to the Board of Trustees, and recommendations for follow up are now being implemented. The district's LCAP committee meets monthly to determine spending priorities for local control funding in accordance with state guidelines and district goals. ASB accounts as well as attendance offices are routinely audited and practices adjusted based on findings. The school has been fortunate to have few if any findings in recent audits.	Staffing Allocations LCAP Committee ASB Funds External Audits

Facilities

Findings	Supporting Evidence
SEMHS is relatively clean and well maintained. There are a sufficient number of classrooms, desks, and textbooks, as per the Williams Case Guidelines. We have a district nurse who is on campus several days a week, and a health office assistant who is on campus daily. The school provides physical exams for athletes. SEMHS has four Guidance counselors who handle conflict resolution and deal with student behavior. We also have six campus supervisors who monitor student safety and enforce school rules of conduct, and one School Resource Officer (SRO) supplied by the LA County Sheriff's Department. We maintain a closed campus and monitor all visitors on campus.	Master Schedule Williams Report HR Records Health Office Records HR Records Conflict Resolution Records Sheriff's Dept. Records Sign in sheets

Instructional Materials and Equipment

Findings	Supporting Evidence
The policies and procedures for acquiring and maintaining adequate instructional materials are effective. Although a prolonged statewide budget crisis meant that the school lost a number of cherished programs and had to prioritize its expenditures on only the most important items, the school has now begun to redress these budget	EMUHSD External Audit

shortfalls of the past.

Technology infrastructure has been an ongoing priority for funding, both at the district and school-site level. A new director of technology at the district level and a more cogent understanding of how technology interacts with pedagogy has provided the school with a strong vision for how to progress in this area.

Regardless of the budget situation, SEMHS has consistently ensured that teachers have adequate materials for their classes. Now that school budgets have improved, teacher requests for supplementary material are often honored, and more money has been spent to build up material for science labs and other specific course needs. Although all students have textbooks for every class they take, SEMHS does not have enough textbooks to have complete class sets of books, so that students can leave their books at home instead of having to bring them to school each day. However, the school is able to provide limited class sets, which allows teachers to conduct lessons even when students leave their books at home.

Another area that has benefited tremendously from improved budgets--one that exerts a major impact on students' academic abilities and reading and thinking skills--is the library. In the last several years, library funding has increased dramatically and has now become a stable part of LCAP funding. This allows for planning ahead when making budget decisions for the following year, and has made it possible for the librarian to purchase materials earlier in the budget cycle and thus respond more effectively to teacher and student needs. With an improved collection, students can access current, high-interest material more easily, and teachers and the librarian can work together more easily to find the right material to supplement and build lessons. The fiction section of the library has seen the most dramatic growth, providing students with current material for the independent and Sustained Silent Reading programs that a number of our teachers employ. The library has also purchased material to help advance the new Common-Core standards, although much more must be done before the collection contains updated material in all relevant subject areas. Consistent long-term funding will help the library reach the goals regarding collection size and quality described in the Model Recommendations for California School Libraries. This, in turn, will help the library fulfill its function as an academic and reading hub of the school.

Protocol for repairing and replacing technology is clear. In the past, teachers experienced long delays in receiving necessary equipment, and the chain of command on whom to ask for what was fuzzy. However, new systems and procedures have been implemented and technology issues seem to be resolved more quickly now. Leaders at South El Monte High School must assess whether these new systems are maintaining their effectiveness. This process will be aided by a new feature in South El Monte's maintenance and

technology request system that will allow staff members to leave feedback, thus allowing for more awareness of resource allocation issues that may be affecting staff.

Resource allocation systems at the district could be streamlined in order to make the process work better. In a recent external audit reported to the EMUHSD Board of Trustees, it was revealed that there are a number of inefficiencies in the Business Services Department which could be eliminated to make the acquisition of materials and equipment more timely and efficient.

Well-Qualified Staff

Findings	Supporting Evidence
Administrators make it a priority to honor department requests for time to meet in collaborative teams. Departments have utilized this system extensively as an authentic professional development opportunity to develop curriculum and introduce new practices. The collaborative structures embedded into the school schedule, and the ad-hoc collaborative time granted to departments, allow for ongoing professional development throughout the school year. Through these systems, SEMHS teachers find many opportunities to work with their peers, and to obtain informal professional help from colleagues when needed. An instructional coach and library media teacher also work with teachers across disciplines, and provide further assistance in instructional improvement. Both of these staff members work with content teachers in developing, implementing, and assessing lessons. The instructional coach plays a key role in implementing the formal professional development that takes place at the school, and also works extensively with new teachers and teachers undergoing evaluation. The librarian works as a co-teacher with various teachers on campus and, by collaborating with others on lesson design, lesson delivery, and student evaluation, helps to deliver innovative, content-rich lessons to the student body. Administrators and Department Chairs conduct interviews of qualified applicants for open teaching positions, using targeted and collaboratively written questions and a ranking matrix to ensure fairness and consensus.New teachers at South El Monte often find support through the instructional and collaborative structures and systems described above. Newly credentialed teachers are supported by site administration and an expert master teacher through the BTSA program. All newly hired teachers work with administration through the two years of probationary status before they are awarded tenure. In recent years, SEMHS has experienced significant teacher turnover, pointing to a possible weakness in nurturing and training new and veteran teachers alike. At the same time, strong informal	Music and culinary arts teachers left our campus and were not replaced. English, science and math teachers working on common core and performance tasks. BTSA

relationships exist at the school--especially within the collaborative structures that the school employs--that allow for new and veteran teachers to get significant help when encountering a problem.

One other issue that SEMHS has experienced is that resources have not been available to hire replacement elective teachers, after previous elective teachers have left the school. Some electives, such as cooking, which previously had five sections at the school, completely disappeared when the elective teacher left the school. SEMHS must think more deeply about how to maintain programs over time, and how to support programs sufficiently so that they maintain their integrity and lasting power.

Long-Range Planning

Findings	Supporting Evidence
Alignment of LCAP with site resource decisions occurs continually. As previously mentioned, this process takes place in leadership committees at the school and district level. Stakeholders have been able to participate through representatives and also school-wide surveys. In the key documents that govern the functioning of the school, LCAP goals are clearly aligned with school goals. This alignment informs funding decisions that the administration makes.	LCAP Survey LCAP Committee meeting agendas and minutes
More alignment between school and district needs to take place in order to quell the feeling among many staff members that the district does not really listen to staff concerns in making its decisions about resource allocation.	
One area of concern involves meeting the needs of low-income students. Teachers at SEMHS are troubled by the district's overall decision to allocate resources equally to all of the high schools in the district based on enrollment totals. SEMHS believes that it would be more appropriate to allocate resources based on the number of low-income students at each school, since the district is receiving extra money from the state specifically to address the needs of low-income students. Resource allocation based on the needs of low-income students would allow us to create more support programs for students who need those extra resources in order to succeed.	

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, Resources: Summary, Strengths, and Growth Needs

SEMHS has a strong vision and sense of mission. Although district leadership has been in flux over the past several years and many teachers feel that district decisions have reflected a lack of communication and understanding between school site and district personnel, there has nevertheless been progress within the school site in crafting structures and processes that allow staff members to report their needs and to become involved in leadership decisions. Teachers would like to feel they have the power to make important decisions about their curriculum and instruction.

Teachers feel that district decisions are often top-down and reflect a lack of communication between the district

and our school. Partly, this is a consequence of major personnel turnover at the district level. The district has collected input from teachers through surveys and specialized committees, but it is unclear how this information has informed district decisions. In the past six years, several programs have been adopted or discontinued by the district without much input from the school sites. Sometimes, district-level decision-making about school programs reflects a lack of long-term planning and has the appearance of micro-managing for the sake of report-building rather than open and transparent attempts at understanding before acting.

In spite of district-level obstacles, SEMHS has effectively focused on addressing critical learner needs. The school has created courses that provide a wide array of settings to apply math, English and critical thinking skills. School practices promote professionalism amongst the teaching staff, and this, in turn, has allowed staff to create effective instructional practices and innovate in response to instructional problems we encounter.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength

- Through a collaborative process, the school has created vision and mission statements and SLOs which capture our core ideals and promote the belief that all students can succeed.
- Structures exist that allow for staff members to communicate their needs to school and district administration.
- Collaborative practices and structures promote professionalism and allow teachers to make important decisions about their course work. Teachers have the ability, and the scheduled time, to reflect about their practice, and adjust their teaching based on a variety of data.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- The staff and site administration should continue to work towards effective reciprocal communication and collaboration with the district office, with the goal of improving instruction and services for all South El Monte High School students.
- The school should develop a system to assess the success of school programs and policies on a regular basis.
- The school should continue to pursue opportunities for teachers, parents and students to give meaningful input about the school's purpose and direction.

CHAPTER IV-B: Curriculum

Michelle Morales, English
Steve Wilke, English
Luz Valadez, Counselor
George Reyes, Career Guidance
Martin Torres, Mathematics
Maria Frias, Mathematics
Mark King, English
Erick Escamilla, Social Science
Irina Christodorescu, Science
Michael LeGaspe, Science
Ramon Lopez, Spanish
Maria Davila, Art
Gilbert Adame, Physical Education
Christopher Seymour, Sports Therapy
Jayne Alcala, Special Education
Liner Ramirez, Special Education
Elizabeth Hernandez, Clerk
Rita Childers, Library Assistant
Carlos Guevarra, Boys' Locker Room
Ray Castellanos, Custodian

ACS WASC Category B:
Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

Findings	Supporting Evidence
South El Monte High School has relied upon and utilized current research to provide a meaningful instructional program for students.The staff, school wide, has embraced the use of the ELA CCSS standards in core and non-core courses, particularly in the areas of critical reading, evidence based argumentation, and writing. SIOP and SDAIE strategies, introduced and supported through instructional coaching and professional development, make our rigorous and standards based curriculum an accessible reality for all students. All teachers, meeting weekly within their departments, have a hand in collaboratively creating common unit plans focusing on key ideas, terminology, and concepts that not only reflect the content material, but incorporate real-life applications.	LACOE trainings SIOP professional development Instructional Coaches Content Specialists Course Leads Common Curriculum Maps Late Starts SBAC Training Illuminate AVID Course Outlines Performance Tasks DBQs

Academic and College- and Career-Readiness Standards for Each Area

Findings	Supporting Evidence
Science is transitioning from the California Science Content Standards to the new Next Generation Science Standards while incorporating the ELA CCSS standards throughout their courses. Math has been using the CCSS Math standards for the last three years. Social Science adopted the ELA CCSS standards three years ago and is moving forward while waiting for the new Social Science standards. English started using the ELA CCSS standards four years ago. Visual and Performing Arts (VAPA) uses the ELA CCSS standards as well as the state VAPA standards. Career Tech uses ELA CCSS standards as well as the Perkins/CTE standards for their specific courses as designated by the state. SEMHS offers multiple AP courses with an open door policy. The AP student participation rate is 36%.The excellence of SEMHS' multiple AP course offerings is reflected in the district earning the College Board AP District of the year in 2014 and a silver medal in US News and World Report's Best High Schools National Ranking. Another significant change is all students are now on the A-G track through the eleventh grade. Science courses incorporate labs into their lab courses weekly or at least biweekly. Project Lead the Way (PLTW), added four years ago, utilizes labs and project based learning, including computer labs, drones, robotics, and 3D printers. In addition, PLTW and Life Design now offer concurrent enrollment for credit from Pasadena City College. South El Monte offers the A-G compliant credit recovery program during the school year, after school, and during summer school. The Life Design course utilizes an online component. This course is an A-G elective and gives students three units of college credit through PCC. The 2015-2016 school year was the first year for both of these courses. Originally, Life Design was envisioned as a year-long course; however at the end of the first year, while successful, it was determined at School Site Council to make the course one semester long to meld the curriculum of Life Design with the Tech Core classes so that freshmen will get exposure to college and career planning and career preparation. It should also be noted that after the first semester of Life Design the freshmen D/F rate decreased. The Life Design course is a good example of the effectiveness of our integration of outsourced curriculum.	Course curriculum maps District course outlines Class syllabi Master schedule Performance tasks DBQs Course common assessments AP class enrollment Credit Recovery course Life Design curriculum

Congruence

Findings	Supporting Evidence
At SEMHS, there is clear congruence between the actual concepts and skills taught and the standards. First, since the English department adopted the CCSS four years ago, there has been a concerted effort to integrate the standards with the English curriculum. This is clearly seen in the bi-yearly performance tasks at all levels, as well as the ever evolving curriculum maps, and the focus on freshmen in the 2015-2016 year. During this year each teacher took on at least one freshman English class section. This enabled the English teachers to collaborate on implementing the CCSS, revise the curriculum maps, decide on best practices, calibrate essay grading, and create common unit tests based on the CCSS. Each year the department will shift its focus to the next level. Next, in Math the congruence is clear as well. However, it is directed more from the district level by the five district content specialists, one from SEMHS, and the district math TOSA. These teachers collaborate on curriculum maps and district common assessments. Teachers at SEMHS note that this is more prescriptive than prior to the adoption of the CCSS. One notable success on our campus involves the math teachers choosing to sacrifice class size for student achievement. Students who earn a D/F first semester in Integrated Math 1, retake the course during second semester. One teacher chose to teach all of the retake classes, focusing on skills and slowing down the pace for student success. This approach has resulted in better grades and concept understanding with many students able to attain standards and success they previously could not. In Science, congruence with the standards is directed at the district level through the five district content specialists, one from SEMHS. Until the Next Generation standards are issued this will remain the case. In Social Science, congruence with the standards is directed at the district level through district-wide DBQs, aligned to the writing and nonfiction ELA CCSS. Teachers backward plan their curriculum based on the standards-aligned district assessments/DBQs. Art teachers establish learning objectives, add key vocabulary terms, then create pacing plans with lessons and activities aligned to the CA State VAPA Standards.	SBAC question stems Curriculum maps English PTs Master schedule Integrate Math 1 Retakes

Integration Among Disciplines

Findings	Supporting Evidence
At SEMHS there is a notable example of integration amongst disciplines; however, this remains a challenge for the remainder of the school. Project Lead the Way integrates content from the CTE, Math, and Science departments to foster student interest in Engineering. VAPA and ERWC both are involved with MOCA, Museum of Contemporary Art, on an ongoing basis. Life Design teachers were picked from various departments with the hope of cross-curricular collaboration; unfortunately, time has been an issue. Other departments would like to collaborate with each other but there is a lack of time and scheduling to do so. SEMHS understands that while the district is interested in co-curricular collaboration, the district provides little or no guidance, vision, or time for creation and implementation. As far as collaboration within departments is concerned, time remains an issue. Within the Monday Late-Start Collaboration time there is barely time to collaborate within departments, let alone outside. As of the 2015-2016 school year, CTE and VAPA had four district wide meetings scheduled, but there wasn't much time to collaborate and the meetings had not been planned well or publicized ahead of time. The English department has sent many department members to ERWC trainings at Cal Poly Pomona and Cal State LA over the last three years. During the 2015-2016 school year, the English department took two full days and several half days off to work together on curriculum, pacing maps, and common CAASPP style assessments. Math, once the outstanding example of departmental cooperation, has found collaborating as a department to be increasingly difficult. During the past two years, departmental collaboration time has been given over to other demands.	Life Design Curriculum PLTW Curriculum ERWC Curriculum MOCA /VAPA Curriculum CTE Curriculum Credit Recovery Website AVID Curriculum

Articulation and Follow-up Studies

Findings	Supporting Evidence
English, four years ago met with three feeder schools and had one visit to a feeder school. Four years and three principals ago, there were plans to continue outreach; however, with the change in administration this initiative came to end. The Math and Spanish departments work with feeder schools to properly place incoming 9th graders. PLTW holds a robotics, drones, and programming competition with feeder schools. Apart from this, there has been no departmental collaboration between SEMHS and our feeder schools. Guidance meets with feeder schools several times a year for pre-registration. As of the 2015-2016 school year, tour of the campus and a presentation on our programs is given to each feeder school. Also, future SEMHS parents were invited to the Open House in the Spring of 2016.	Placement tests for Math and English prior to 9th grade PCC Dual Enrollment agreements and syllabi PTLW and CTE syllabi

Multiple departments take students on field trips to universities and have speakers come in from various colleges.

Dual enrollment with PCC, Pasadena City College, is offered through Life Design and PLTW.

CTE and PLTW have multiple industry ties.

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Variety of Programs — Full Range of Choices

Findings	Supporting Evidence
SEMHS offers an effective process that allows all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. For example, all students meet with counselors at least twice a year to schedule classes and review student personal learning plans. At SEMHS, all students are A-G (except Special Ed/CBI certificate-of-completion students) and cannot drop off of the A-G track until their junior year. In addition to this, our AVID program is nationally recognized. New for the 2015-2016 school year, Life Design was brought in to teach freshmen decision making skills and make a 10 year plan in which they identify their educational and lifestyle desires and how to achieve them. While Life Design was originally implemented as a year long course, a decision was made to shorten it to a semester long course in order to ensure that students take Tech Core classes. Since we lost the Advisory period, responsibility for career/college planning has been moved to counselors and the career center. Students are offered a number of opportunities and exposures to colleges and career explorations, including PLTW guest speakers, alumni speakers, and field trips to colleges and industry. "Let's Go to College Day," first implemented in the 2014-2015 school year, is a day when the PSAT is given to all sophomores and many of the juniors. For students not participating in the PSAT, guest speakers and college and career planning activities are provided. Career-specific classes include: Health Careers class, Sports Therapy, CTE Pathways (ex. Graphic Design, Accounting, the PLTW and PSA sequences, etc.) These classes focus on preparing students for careers as they advance through the sequence of classes. Clubs that also focus on career and college prep include: PSA, FBLA, SeaPerch, Robotics, FHA-HERO, CSF, FPLA, Femineers, etc.	AVID Program Senior Survey AVID and Life Design program and data Master Schedule CAASSP scores PSAT scores AP scores Everybody Goes to College agendas ROP enrollment

Accessibility of All Students to Curriculum

Findings	Supporting Evidence
Students have access to a rigorous, relevant, and coherent curriculum across all programs, many of which include real world applications. All departments are implementing Common Core, with a focus on skills such as, critical thinking, communication, problem solving, and decision making. As a result, there is more writing across the curriculum in all areas of the school. Research based strategies such as SIOP, SDAIE, AVID, ERWC and other reading, writing, and vocabulary strategies are used throughout the school to help students access the curriculum. Since the last accreditation, SEMHS has significantly increased AP offerings, adding 6 new courses for a total of 15. New courses include Art History, Studio Art, Statistics, Chemistry, Psychology, and European History. A total of 36% of SEMHS' students take AP courses. As a result of SEMHS' AP program the district won the College Board AP District of the Year in 2014 for maintaining the AP exam passage rate while opening the door for more students than ever to take AP courses. Also, during the spring of 2016 SEMHS was given a silver medal rating by US News and World Report placing it in the top 11% of high schools in the nation. AP enrollment and passage played a significant part in this award as well. In addition to these successes, the AP program has faced challenges. For example, it has been difficult to raise student scores while providing more access because, due to district staffing ratios, class size has been large. Science has seen student enrollment in AP classes go down as the number of classes offered went up. For example, Honors Chemistry gives an extra GPA point so students have no incentive to take AP Chemistry. At SEMHS, AP students span the continuum from those who are academically prepared to those who are not prepared but willing to take on the challenge. Nevertheless, students come back expressing appreciation for the rigor in the AP classes they took.	Master Schedule Class enrollment data Course outlines, curriculum maps, and syllabi SIOP/Cycle trainings agendas AP enrollment data Graduation data Senior Survey

Student-Parent-Staff Collaboration

Findings	Supporting Evidence
At SEMHS, parents, students and staff collaborate to develop monitor and revise student personal learning plans as well as their college, career, and other educational goals. Students meet with counselors twice yearly to create and re-evaluate their personal learning plans. Each grade level has parent information nights that focus on student personal learning goals. These events include Incoming Freshmen Parent Night, Frosh/Soph Parent Night, the District College/Career Fair, and College Information Night for Parents. Parents, students and staff also collaborate in facilitating	Guidance schedule of meetings with students and parents Parent Nights Career/College Center schedule of events and meetings with students Schedule of meetings/field trips

student education goals through the annual Everybody Goes to College Day. Enhancing the students' knowledge about postsecondary options are multiple interactions with Pasadena City College, Rio Hondo Community College, Harvey Mudd Upward Bound, Cal Poly Pomona's EAP outreach. These help students with tutoring, placement tests, understanding EAP results, FAFSA and college application completion. For students planning on entering the military, the PSA organizes multiple interactions with the various branches of the services as well as students having the opportunity to take the ASVAB on campus prior to graduation.	with students and colleges Upward Bound/EAP data Various testing schedules

Post High School Transitions

Findings	Supporting Evidence
SEMHS strives to monitor the effectiveness of our college and career prep programs; however, much of our information is anecdotal. Specifically, we have attempted to have a better data sharing relationship with Rio Hondo Community College, as it is just down the street and many students continue their education there. Still, the sharing of data between Rio and SEMHS remains an area of growth. The same is true between SEMHS and other institutions of higher learning. One indication of the success of our programs is that on the 2016 CAASPP SEMHS students scored 69% at or exceeding standards in English with a 19% growth from the prior year, making SEMHS the most improved high school in Southern California. The CAASPP scores are important because they are now the EAP for the Cal State system and over 80 community colleges in California. As further proof of the success of our programs, all sophomores and many juniors take the PSAT, and all seniors complete their FAFSA and apply to at least one Cal State University. All twelfth grade students complete a personal statement in their English classes to promote their applying to a private college or UC. In their Government classes, seniors meet with the Career Guidance Coordinator to go over their checklists for graduation and post-secondary goals. As a result of these efforts, SEMHS had a 98% graduation rate for the 2015-2016 school year, and 85% of these seniors plan to attend either a two or four year college or university. 71% of these students graduated having met the UC/CSU requirements. These statistics are all the more impressive considering that only 8% of their parents have graduated from college. SEMHS' results show the hard work of teachers, students, parents, and all staff. Finally, an	Library Wall college acceptance pictures. Senior Survey CAASSP data Career/College center dates for college/FAFSA planning Graduation rate data

impressive sight is the west wall of the library which is literally covered with photographs of college and military bound seniors proudly showing off the schools and branches to which they have been accepted. This display from the guidance counselors helps foster a college going atmosphere. Students are excited to see themselves and their friends proudly displayed.

ACS WASC Category B. Standards-based Student Learning: Curriculum: Summary, Strengths, and Growth Needs

Most areas in Category B are being met by teachers, students, and staff at SEMHS. Where they are not, there has been, and continues to be, a concerted effort to understand and improve upon our shortcomings. Despite years of rapid-fire administration changes, drastic budget cuts affecting class size and offerings, repeated district insistence that class size does not matter, the unexplained blocking of a site-based effort to look into an intervention schedule, and needed time to recover from five years of program improvement and its subsequent negative ramifications, SEMHS' staff and students continue to succeed in spite of, not due to, district input. In fact, over the past five years the district has pressured SEMHS to conform to the other schools in the EMUHSD, especially regarding abandoning our block schedule. The district seems out of touch with the true needs and goals of the sites. This causes distrust and hurts morale, ultimately working against efforts to improve student success on a large scale.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- There has been a schoolwide effort to incorporate critical thinking, reading, and writing across all content areas.
- The math department has committed to an Integrated Math curriculum which will remain consistent for at least 7 years, allowing time for teachers to collaborate in creating effective assessments and instructional practices.
- Common Core State Standards are being incorporated schoolwide, with ELA standards a focus for support in elective courses.
- Curriculum is accessed through multiple research-based strategies and instructional approaches.
- Placement of students into AVID program has been updated to reflect stated AVID purpose and goals.
- Starting in 9th grade Life Design courses and continuing with a systemic approach developed by the Guidance Department, students are well-supported in their quest for information and advice for post-secondary success.
- Despite the loss or reduction of many beloved programs, new A-G courses, dual enrollment courses, and AP courses have expanded the curricular variety available to many students.
- Special Education teachers are aligning their curriculum with core courses, and in collaboration with core departments, to improve overall student access to CCSS-aligned curriculum.

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- Continue to develop curriculum, courses, and programs that best serve the needs of South El Monte High School students despite the small-minded, sameness-for-the-sake-of-sameness thinking on the part of the district powers-that-be which continues to exasperate staff and stymie growth, ultimately hampering student success.
- Continue to deepen and enhance the use of Common Core State Standards within the curriculum and build collaborative structures to explore methods to improve first-time instruction in all subjects.
- Find ways to keep class sizes as small as possible to help students better access the curriculum.
- Improve collaboration between special and general education teachers, especially in the area of English, with an emphasis on differentiation and effective support.
- Improve collaboration between content areas with support from the instructional coach.
- Monitor the academic growth of students in the AVID program, and that program’s impact on D/F rates overall in order to move towards the use of schoolwide AVID strategies.
- Improve articulation and communication with our feeder schools.

CHAPTER IV-C: Instruction

Kent Besocke, Instructional Coach
Lorena Burgess, Counselor
Maria Vera, Mathematics
Patty Rangel, English
Tom Griffith, Social Science
Ron McGinnis, Science
Kristina Puckett, Physical Education
Lourdes Creus, Special Education
Gidget Rosales, Health Office
David Fletcher, Custodian
Denise Estrada, Mathematics
Joanne Sallenbach, Special Education
Laura Cobian, English
Gilbert Velasquez, Social Science
Tim Clark, Science
David Morales, Music
Tam Ly Wong, Business
Alma Zarate, Guidance Clerk
Nancy Arellano, Receptionist

ACS WASC Category C:
Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

Findings	Supporting Evidence
At South El Monte High School, students are involved in a wide range of challenging and relevant work. Below are a few examples. Math students, for instance, are required to complete performance tasks in which they are asked multi-part questions that must be completed both collaboratively and individually. These performance tasks, as well as everyday assignments, require students not only to show their work but to explain and justify their answers. Math students work on homework assignments that include H.O.T. questions, and every nine weeks, students take a benchmark in which they again must justify their responses. As a part of their challenging and relevant work, PLTW students build robots and enter competitions, while the Femineers work on engineering projects in partnership with Cal Poly Pomona. Community Based Instruction (CBI) students practice math skills by going out in the community and identifying the values of coins and bills. Various websites are used to teach and reinforce math lessons, and to build student proficiency with technology. Also in CBI, students work on reading comprehension and writing. The Overdrive app is used with the local public library to project various books on screen for reading. In addition, CBI students learn basic science concepts by performing and observing science experiments. Physical Education students are evaluated every 6 weeks using benchmark tests, which evaluate each student's current fitness levels in muscular strength, endurance, and cardiovascular endurance (push ups, sit ups, and 1-mile run). These benchmark tests are used to monitor student progress in meeting the healthy fitness zone standards on the state Physical Fitness Test (PFT). Students also monitor their progress by using a PE-specific notebook that includes daily activity logs, graphs, and charts. In addition to this, students participate in writing activities to reflect on their progress by analyzing data in their PE notebook. In higher level foreign language classes, persuasive writing skills and academic language development are emphasized. The English department has developed research papers for all levels, as well as rigorous semester Performance Tasks that model	Performance Tasks Homework assignments, quizzes, chapter tests Notebooks, Journals, Activity logs Benchmark Exams PLTW and Femineer projects PE Benchmarks Student notebooks Debate justification form for active participation as well as presentation of concrete evidence Structured persuasive essay writing with a sound thesis (using C.P.R.), clear organization of ideas (topic sentence, evidence, commentary), as well as explanation of rationale and evidence provided. Scholastic.com Nearpod.com adaptedmind.com. Timeforkids.com Storybird.com overdrive app is used with the local public library to project various books on screen for reading.

the demands of the CAASPP.

Student Understanding of Learning Expectations

Findings	Supporting Evidence
At South El Monte High School, students engage regularly in high-level, standards-based writing, including both full-process and on-demand assignments. They also engage regularly in challenging grade-level appropriate reading (including literature, fiction, poetry, drama, nonfiction, and informational text). Students develop listening and speaking skills through a variety of in-class activities and daily routines. For example, listening & Speaking Standards forefronted in science classes/labs Starting with the 2015-2016 school year, the entire English department began using a site called Turnitin.com to grade essays. This site allows students to check their grammar and receive an originality report before submitting their essay. This helps to ensure adherence to standards of grammar and originality. Also, students are given rubrics for writing assignments that clearly outline performance expectations. Students are given a variety of reading assignments, within which teachers utilize an array of techniques to engage students in the reading, including reciprocal reading and reading/analyzing groups. The English department offers intervention classes for students who require additional support for their reading and writing skills, and provides students with clear placement rationales and growth targets. In all SEMHS courses, students receive a class syllabus that outlines the class objectives as well as performance and grading expectations. A daily agenda is also written on the board in all courses. Students are required to copy the assignments into their agendas in order to build organizational skills and help parents monitor students' progress toward assignment completion. In addition, parents and students are encouraged to communicate with teacher through SchoolLoop email and by phone. In Special Education, yearly IEP meetings are held to review progress and make necessary changes to each student's Individualized Education Plan. Support teachers review IEP goals with students regularly. In Foreign language classes, summative and formative evaluation of student learning takes place both formally and informally on a daily basis.	Course Syllabi and Agendas Writing Rubrics (Holistic Scoring) Posted learning and academic language objectives Research papers at all grade levels make increased expectations clear to students Performance Tasks (Grade level specific, tied thematically to course of study, essential question addressed through a variety sources.) ERWC modules Unit Tests Discussions based on lab results link expectations and results in science classes. Turnitin.com Support and gradual release of responsibility in reading. Foreign language teachers use culminating projects, unit tests, ticket-outs, Kahoot (review), one-on-one assessments, both verbal and written, to ensure mastery prior to assessing for advancement.

Differentiation of Instruction.

Findings	Supporting Evidence
Foreign language teachers make ample use of online resources to develop receptive and productive skills (listening, reading, writing, speaking) in the target language. In English classes, teachers use a variety of formative assessment tools and checks for understanding to allow for differentiated instruction and opportunities for learning via multiple means. Group presentations help students build confidence and develop oration skills, as well as skills in multi-platform presentation of information. The opportunity to choose an essay topic or research topic empowers the student and provides them with an assignment in which they are actually interested and invested. For those students with difficulty processing information from strictly auditory or written sources, videos and visual supplemental materials enhance their understanding and allow them access to information they may not otherwise fully comprehend.	Conjuguemos.com (verb drills, listening activities, reading comprehension), Study Spanish.com, Google Voice, Vocaroo, PowToons, Quia, Filmminute, Radio ambulante, BBC en español Formative Assessments 21st Century Learning Training Group presentations Multiple topics to choose from for essays, research projects, and presentations

Visual Thinking Strategy is used in art classes to allow students to construct and explain personal responses to projected fine art images, and provide evidence to bolster their claims and negotiate new ideas. Taking the students on a variety of field trips that expose them to different worlds of art, career, and culture not only open their minds but in many cases motivate them to pursue further exploration of possible careers in these areas.	Library research Student generated quizzes Media presentations: supplemental movies, intro cd roms that come with our Literature text, Youtube, art work, music, guest presenters, field trips to museums, college campuses, FBI, and Camp Pendleton. VTS image sets- MOCA Contemporary Art Start

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

Findings	Supporting Evidence
South El Monte High School works hard to keep its teachers current in research-based content and methodology. SEMHS faculty have been involved in site-based professional development Cycle Trainings since 2011. These trainings include, but are not limited to, SIOP and AVID strategies, and collection of interactive technology platforms and apps gathered and presented as 21st Century Learning. Teachers engage in the development of well-balanced and (chunked) lessons that incorporate both teacher- and student-centered tasks with integrated technologies, both interactive and presentational. Teachers seek out and share new strategies and ideas by attending conferences and workshops. In many cases resources and materials shared lead to increased participation in subsequent events and collaborative innovations. CTE teachers use a variety of hands-on activities and online simulations to engage students using real-life scenarios. Not only do the students see classroom concepts “come alive”, they can also make connections to current news and have a deeper understanding of the concepts.	Cycle Trainings: 1. Content & Language Objectives 2. Engagement & Pacing 3. Adaptation of Content 4. Vocabulary Development 5. Student Shadowing for LTELs 6. Classroom Culture for Independent Listening and Speaking 7. Text Mark-up for Independent Readers and Writers 8. Academic Language Functions 9. 21st Century Learning Haiku Link Flipped Classrooms TTL position

VTS

Conferences/ Workshops:
- AP Summer Institutes
- AVID
- CAS @ MOCA
- ERWC

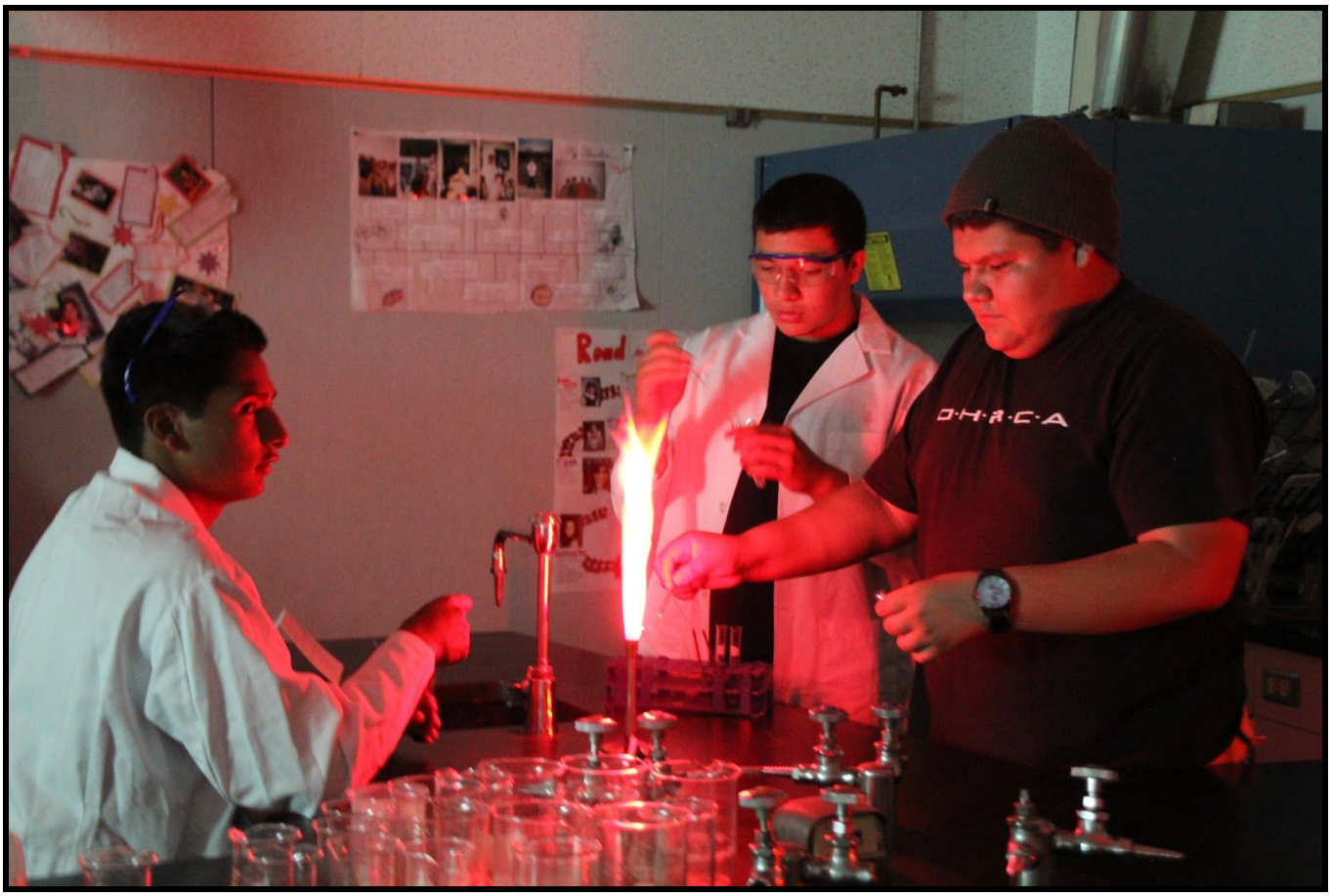
Online simulators

Teachers as Coaches

Findings	Supporting Evidence
Many teachers at SEMHS use some version of equitable question strategies, such as equity cards, randomizer apps, online seating charts, and popsicle sticks, in formative assessment and class discussions. Most Teachers move from extensive guided practice to independent practice, supported by ongoing formative evaluations and encouragement. Pair/Share and other cooperative learning group activities are used extensively to develop teamwork and communication skills alongside content learning. Science labs are both guided and independent. Teachers guide students through instructions and lab procedures and break down the lab into steps. Students then work in their lab group to complete their lab and report. Projects and project based learning (PBL) are a growing methodology at SEMHS. In some classes PBL methods are used as the primary method of instruction. All teachers use computers (SchoolLoop) to communicate expectations and results with students and parents. In addition, student progress at six-week intervals is available, along with behavior data, to all teachers who interact with that individual student. This allows for many adults to act in concert as well-informed and collaborative coaches. This technology assists the collaborative culture that has developed around the guidance department, wherein all adults are involved to the greatest extent possible in supporting struggling students.	Methods for equitable questioning Formative Assessment strategies Guided and Independent Strategies: Reciprocal Reading and Teaching Accounting- Financial Statement “freeze-screen” and stock market simulation Project Based Learning (PBL) in science, architecture, and PLTW classes. Graphic Design courses create designs for t-shirts, websites, etc. used by clubs and groups on campus. Buck Institute Lessons in social studies. Online Attendance Program Student of the Month Luncheons

Examination of Student Work

Findings	Supporting Evidence
SEMHS students are given multiple opportunities to apply knowledge and skills and to extend learning opportunities. They analyze and apply content knowledge; they synthesize information, data, opinion, and logic into arguments, explanations, and proposals. In many courses they create conceptual and thematic reinterpretations and extensions of what they have been taught. When students show evidence of thinking and doing for themselves they re-engage with previous learning in entirely new ways which usually center around some act of creation. This, of course, begins with students who are encouraged and unafraid to ask questions and dialogue with teachers and peers.	Awareness of Higher Order Thinking Skills in all subjects VAPA projects and performances Contest entries Student-generated questions, problems, prompts, and theses



Higher Level Thinking and Problem Solving Skills

Findings	Supporting Evidence
At SEMHS, students demonstrate higher level thinking and problem solving skills within a variety of instructional settings. During second semester in Physiology class, for example, students dissect cats with	Physiology lab Principles of Engineering

minimal teacher involvement beyond observation. Students run the whole lab, applying skills and demonstrating mastery of content they have learned in the abstract. Throughout SEMHS, in the interest of authentic and constructive learning, teachers create assessments, performance tasks, and assignments which require synthesis and analysis of curricular content, as well as application of skills and concepts. During 9th-grade and parent workshops, for example, students who have completed the Principles of Engineering course actually teach a lesson using 3D modeling techniques. This clearly shows the transfer of knowledge from capable peers to newcomers, who are themselves welcomed into the community of learners. Also, during performance tasks, students are required to collaborate and communicate. Teachers create videos for students so that they may have guided practice that can be used at the pace of the student. Teachers also work on cross-curricular lessons so that content covered in math classes can benefit the science classes and vice versa. For instance, Intermediate Math 1 covers conversions, rounding of decimals and Scientific Notation, all of which are needed to be successful in Science. Teachers, having been trained in the use of multimedia and technology in the classroom, are integrating the Computer Lab and chromebook carts into their lessons. This helps students familiarize themselves with the problem-solving skills required by the applied use of technology in real-world situations. In short, teachers move students to the “you do it” stages (“you do it together, now try it alone”) as often and as quickly as possible. This allows students to tap into the joy and pride of actual creation.	freshman and parent workshops AVID Socratic Seminars Do/What charts for task analysis Google Classroom *Prezi Online Presentation* software PowerPoint Foreign Language-judicious application of vocabulary, creation of dialogues given a series of parameters, debates, in-class discussions, justification with concrete evidence Music Technology Online Journalism

Technology

Findings	Supporting Evidence
Since the business world now revolves around technology, it is critical that students in business courses use various application software from the Microsoft Office Suite to complete assignments for different classes. Accounting students use the Quizlet website to review vocabulary and the Stock Market Game website to learn and apply investment concepts. In addition, students complete worksheets through Excel. Book publishers’ online tests help students review concepts and terms before formal assessments. English students use classroom chromebooks to word process papers and reports. They also use the *turnitin.com* online resource to check for originality as well as grammatical and spelling mistakes. *Prezi Online Presentation* software assists students in presenting projects. In addition to these, some English teachers use *Thinglink* to create	Microsoft Office Suite Google Docs and Classroom Schoolloop Website *Quizlet.com* Stock Market Game Website Virtual Business Simulations Book Publisher Online

interactive photography, maps, and posters. Finally, *Kahoot!*, a free game-based learning tool helps students evaluate terms and concepts. As for the Math department, graphing calculators such as the TI-84 are used in the classroom to graph equations. In addition, an online graphing calculator called *Desmos.com* is utilitized to enhance and support student learning. Additionally, students use Linear Scatter Plots to find the best fit for line problems. In Science classes, students produce research projects and papers. They use Microsoft Office Suite, including Powerpoint for presentations, Google Docs to create brochures and newsletters, and the Vernier Probe for graphing purposes. In addition, students team teach and share resources via Google Classroom and Google Docs on designated topics. Blogging also allows for student discussions on topics under examination. Moreover, students access Youtube and other online simulations to enrich and enhance the process of learning science concepts. Finally, traditional microscopes and thermometers are still being used. Social science classes use videos and *Youtube.com* to enhance learning. They also use *Kahoot!* for vocabulary review. In Foreign Language, teachers use a website called *conjuguemos.com* to help students with verb conjugations. The website *Spanish.com* is also frequented by students for help with verbs, reading comprehension, listening activities, notes for examples, as well as researching and writing papers. For summarizing findings, students use *Powtoon* software, while they employ *Microsoft Office* to type up essays and homework. Among other technology in use by the Foreign Language department is YouTube video for targeted language and document cameras for demonstration purposes.	*Kahoot!* Google Docs *Prezi Online Presentation* *Desmos.com* TI-84 Graphing Calculators Vernier Probe F.L.-*Conjuguemos.com* (verb drills, listening activities, reading comprehension), *Study Spanish.com*, *Google Voice, Vocaroo, Powtoon software, Quia, Filmminute, Radio ambulante*, BBC en español Cameras in yearbook and journalism classes

Variety of Materials

Findings	Supporting Evidence
Social science teachers use Document Based Questions to promote writing and comprehension literacy. The strategy is very beneficial in developing critical thinking and learning. Students examine a wide array of documents from a variety of primary sources, including political cartoons, illustrations, first person accounts, historical references, photographs, and film references. SEMHS teachers use video resources like *BrainPop*, an online video source that introduces complex concepts across curriculum in a visual learner-friendly environment. It supports accountability with a variety of quizzes and class discussion prompts. Teachers also	Teacher-created materials, graphic organizers and quizzes *Conjuguemos.com* *StudySpanish.com* GoogleVoice, *Vocaroo,PowToons,Quia Filmminute*

develop current event discussions that often translate into debate forums, both formal and informal.

Art teachers work with the Contemporary Art Start program at the Los Angeles Museum of Contemporary Art on a curriculum that uses the Visual Thinking Strategy, a sequence of research-based questions and paraphrase strategies shown to enhance and improve reasoned thinking and communication. Art teachers have shared VTS at site and district levels.

ERWC uses high-interest nonfiction texts, combined with sequenced activities supported by a wide variety of proven strategies, to improve student writing for success in college level courses, and to avoid the need for remediation upon entering college.

Many teachers take students out of the classroom for further enrichment on trips to museums and local universities.

In addition, teachers supplement instruction with film and video made available via DVD and streaming resources like YouTube. Teachers also use both computer labs and chromebook carts to develop lessons in which students write and conduct research, often with using multiple forms of media in their final product.

Every teacher now has a data projector and video document camera in their classroom to promote visual stimulation as they present content. The school wifi and bandwidth is also much improved and available to all teachers and students.

Students are presented with real world understanding elections and electoral process as they set up and host mock elections during the November election cycle.

Students also have opportunities to work the actual elections as poll-workers for the County of Los Angeles Election Board.

Radio ambulante

BBC en español

Library database for sources, articles, debatable topics, etc

Brainpop

Field trips

VTS

CAS @ MOCA

Turnitin.com

Real World Experiences

Findings	Supporting Evidence
Students interested in any area of public safety have the opportunity to join the Public Safety Academy starting in the 10th grade. Students can enroll in Criminal Justice, Criminal Law and Crime Scene. Students listen to guest speakers and attend field trips. Grade checks and mandatory tutoring are built into the program	CarDay, after school, Saturday classes available in many areas such as Law, medical, Business (ROP Class Schedule)
Project Lead The Way provides for career exploration in the field of	PLTW - job shadowing and internships by Engineering major

Engineering. Students are given the opportunity to complete job shadowing experiences and internships in the community. PLTW students complete a 4-Year Learning Plan where they keep track of their grades, extracurricular activities, job shadowing, and internships. PLTW models its program after the former Career Path Program

New this year is Mr. Rodriguez' LEAN Manufacturing class. At the conclusion of Introduction to Engineering Design, students will have the option to either continue in the sequence for PLTW or move into LEAN Manufacturing.

Seniors who will be attending Rio Hondo Community College have the opportunity to enroll in Counseling 101 offered at SEMHS by one of our own counselors. Students learn about transfer requirements, programs offered at RHC, and student services. The class is free for high school students. They received college credit and may receive high school elective credit.

Students in Accounting 1 who earn a B or better will receive 11 college credits at Mt. San Antonio College.

In all classes, students are exposed to skills and expectations that will prepare them with the "soft competencies" everyone needs for success in the world beyond high school. These include willingness to work with others and assume leadership roles when necessary, empathic awareness, listening, and the recognition that effective collaboration and the planning needed to sustain it depend on the work of many individuals with different levels of ability, done often in isolation and without recognition.

(contact: Mr. Solorzano and Stephanie Monzon-PLTW aide). These are opportunities are given at each grade level.

PCC Dual Enrollment

PLTW 4 YEAR PLAN

4 Year Plan
Resume
Job-shadowing
Internships
Scholarship search
Guest Speakers
Field trips

Career exploration in Advanced Manufacturing.

Internships with Lawrence Equipment.

Counseling 101

Transcripts

F.L.-When topics permit, teachers try to embed the ideas of college, careers, and success into our units (i.e. unit on immigration: "obstacles and triumphs").

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths and Growth Needs

South El Monte High School teachers are beginning to use a wide variety of instructional strategies to invite students to connect to the curriculum in each class, to differentiate and remediate instruction based on formative and summative assessment. Efforts at establishing some school-wide instructional practices have been well received overall, with core departments leading the way in developing instructional approaches based on the demands of the Common Core State Standards. Effective first-time in-class instruction remains a challenge, and there is clearly room for professional development, collaborative action and measured growth in this area. As we are challenged to implement measurably effective interventions and tutoring, along with extra test preparation and credit recovery systems, it would be wise for us to consider how we might seek ways to use our block schedule to its full potential advantage in order to maximize the learning that happens within the time and space dedicated to the regular instructional day.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- Teachers are making a notable effort to incorporate technology and multimedia instruction into the classroom in order to provide students with a differentiated and engaging learning experience.
- Teachers are adopting a myriad of instructional and learning strategies and techniques to facilitate student learning.
- Teachers are placing emphasis on student-centered instruction, which has been enhanced by increasing access to technology and exposure to effective pedagogical practices that promote collaboration and accountability among students.
- Intradepartmental collaboration has allowed for the exchange of ideas and resources, as well as the collaborative development of assessments, such as benchmarks and performance tasks, among teachers.

Category C: Standards-based Student Learning: Instruction: Areas for Growth

- Develop and implement consistency of high expectations and effective, challenging instruction across grade levels, courses, and departments.
- Ensure effective implementation of technology in the classroom by providing appropriate technical support, training, and professional development.
- Establish a system for collaborative interdepartmental sharing of best instructional practices with a focus on block schedule pacing.
- Interventions for struggling students are a major concern. Often these are seen as too little, too late. There is a need for professional development which focuses on effective first-time instruction supported by immediate formative instruction as a foundational strength in the block-scheduled classroom. This seems to be the best solution for the high D/F rate as well as lower than average scores on high-stakes state and national tests.

CHAPTER IV-D: Assessment & Accountability

Ismael Huerta, Mathematics
Barbara Cameron, Counselor
Javier Solorzano, Mathematics
Dolores Bravo, Science
Kerry Duse, Music
Nelson Rodriguez, Industrial Tech
Danny Reynoso, Special Education
Maria Adame, Career Office
Martha Heredia, Instructional Aide
Natasha Lelchuk, English
Manuel Rosales, English
Jin Roe, Mathematics
Danny Magana, English
Jose Torres, Spanish
Robert Burgess, Physical Education
Gary Goldberger, Public Safety Academy
Lorrie Briones, Special Education
Laura Lopez, Assistant
Steven Fletcher, Computer Tech
Adriana Castanon, Categorical Programs

Ryan Johnson, Social Science

ACS WASC Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Professionally Acceptable Assessment Process

Findings	Supporting Evidence
Teachers are provided with a D/F rate report which is also distributed to the school district's cabinet and site administrators. The purpose of the report is to help a teacher identify students who are struggling and to help them succeed. The next step will be for teachers in course-alike areas to compare results and work towards norming efforts in order to ensure consistency and fidelity. Students and families receive official progress reports mailed to the home every six weeks. Up-to-date grades can also be accessed via School Loop so families can have the best information available. Six week grades inform academic eligibility for students in extracurricular activities. Like most schools, SEMHS has access to test scores such as CAASPP, AP, and CELDT. Results of this data are used to provide the appropriate student support and to place students in courses that will adequately support their academic needs. EAP results from junior year are used to place students in specific college level courses like ERWC (English). These results are also used to monitor year-to-year progress by programs and improve vertical teaming efforts in the English department. Every freshman is assessed using the Scholastic Reading Inventory test (SRI). This test measures a student's reading level. Every teacher is scheduled to receive results and use these results for instructional purposes, but they are primarily used for placement into support courses and accelerated classes. These intervention classes (Freshman Intensive and Academic Language Development 2) were discontinued during the 2016-17 school year to lower class sizes overall and focus on differentiation in the regular core English 1P and 2P courses. Students are given PSAT results and encouraged to use the results in preparation for the actual SAT. The next step will be for the school to use PSAT and SAT results to inform core curriculum and instruction, and to create and refine preparation efforts and programs, particularly if these results become part of the school's overall accountability measures. Physical education teachers ask students to keep a detailed fitness portfolio. This allows students to monitor their progress. Teachers	D/F Rate Report Cards/Progress Schoolloop Test scores (CAHSEE, A.P., CELDT, Special Ed [WIAT and KTEA] EAP (11th grade results)-grade for college level courses 10th grade language classification Pre Sat results (reviewed by counselors) SRI (Scholastic reading inventory) P.E (fitness portfolios)-use to record times, reps, etc. IEPs, Triennial Benchmarks Performance Tasks Credit Recovery-weekly progress reports from data. SBAC interim assessment 10 year plan (Life Design) Perkins Report on CTE students after grad (Instruction office @ DO) Spanish Challenge Exam results

then use this data to assign grades and to evaluate their curriculum.

Traditional individual education plans (IEP) are used to identify student needs and to help an educational team devise the appropriate plan to help students succeed. Every three years a committee must convene to hold a Triennial meeting to determine if the current disability category is appropriate, and if special education services are still needed.

Multiple subject areas are using benchmarks and/or performance tasks. The purpose of these assessments is to gauge student learning and to provide students with a challenging academic task. The current district administration is moving towards districtwide assessments and benchmarks, but the site faculty is hesitant to do so without first having the autonomy to develop these assessments school wide and work on a site cycle of inquiry to improve results based on data.

SEMHS has been fortunate to provide a credit recovery course. Within this course teachers vigilantly monitor student progress. One of the ways in which this is accomplished is through weekly progress reports.

Some teachers have started using the Remind101 application and website to communicate academic related data with both students and parents. As similar apps are adopted and used schoolwide, the school culture will become more comfortable with regular information and data reports.

Teachers have access to CAASPP interim assessments to help prepare students for the format of the actual exam. Last year these assessments and practice tests were used to some extent with improved final results. The school will continue to help bolster student confidence and lower testing anxiety with these types of interim assessments.

A large number of freshmen at SEMHS are in a Life Design course. Within this course students complete an online profile which asks them to generate a 10 year plan. The website (my10yearplan.com) is part of the program's curriculum.

Spanish Challenge Exam is administered to incoming freshmen in the spring to determine appropriate (heritage speaker or non-heritage speaker) placement in Spanish classes.

CTE department keeps track of the students performance in the CTE classes. CTE classes have begun a process of industry certification. The department requires a C or better in order to qualify to the upper level classes.

PLTW classes keep a portfolio of student work to help them gauge academic progress, thus adding to the multiple measures that can determine student academic achievement.

Monitoring and Reporting Student Progress

Findings	Supporting Evidence
Progress reports are mailed home six times per year. This provides parents the opportunity to monitor their child's academic performance. Report cards are mailed home two times per year. This allows parents the opportunity to see if their child is progressing academically and if they are meeting the academic standards set forth by the state and SEMHS. Schoolloop is available for daily monitoring of attendance and grades. Parents, educators, and students can virtually access the information on this website anytime. The information within the website often triggers email communication from the home to the school and helps nurture a proactive environment for student support and intervention. IEP progress reports are sent home six times per year. This allows both parents and educators the opportunity to monitor a student's academic progress. IEP meetings are held once per year in order to monitor student academic progress. Results are shared with student, staff and parents. Students meet with guidance counselors to review progress towards completion of A-G courses. During this meeting, counselors provide students with a transcript evaluation. Open House and Back to School Night are each held once a year. During this time educators, parents and students have a chance to discuss academic related topics. CTE and PLTW students demonstrate labs for parents, and the science department hosts student-run laboratory demonstrations in each classroom.	Progress Reports Report Cards School Loop IEP Progress Reports IEP Meetings SPED Evaluations (initial, annual, tri) Open House Back to School Night Smart Goals Parent Conferences Student conferences. Pre Registration Progress Review Junior TES 10th Grade Parent Night Standardized Test Results District Benchmark FAFSA filing rate

Monitoring of Student Growth

Findings	Supporting Evidence
Like many schools in California, South El Monte High School is in transition, adapting to new common core standards and CAASPP testing and thus working on a new system to measure student growth in academic standards. The new accountability measures based on new common core and next generation standards has presented the school staff with an opportunity to redefine grading standards. Several teachers and one department entirely make use of the "no zero" theory forwarded by Douglas Reeves. Students who do not complete work or fail a test are assigned a 50%. Although 50-59% is still an F, students do not give up or lose hope (Hope Strategies)	Students and parents are informed of College entrance requirements at 8th grade orientation, (9th & 10th Grade Parent Night, Sophomore Counseling meetings. TES (Transcript Evaluation Services) meetings. Guidance Department Senior Checks

because their path to success is not as far as it might be with a traditional grading scale. Currently, there is no formalized system in place addressing career readiness standards districtwide. The district is looking more closely at completion of CTE pathways, and the school is continuing to develop courses which will provide a capstone experience so that students have a three year completion transcript. Senior exit surveys are used to gather data about a student's future plans. This allows educators to gauge if students plan on using the skills they obtained while at SEMHS to further their education or careers. AVID and Life Design grade checks are used to monitor student progress. These courses and instructors are able to provide additional support and counseling to struggling students informally, outside of the regular progress report at the 6 week mark. Throughout the self-study process, the school revamped its Schoolwide Learner Outcomes to reflect both what staff would like to see students achieve and what students believe they should aspire to during their high school years. These SLOs - which form the word EAGLES for memory purposes - are in every classroom and on the website. Faculty has started to refer to these revised goals in their lessons while counselors, administrators, and coaches have started referring to them with individual students.	Content Specialists meeting minutes

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Appropriate Assessment Strategies

Findings	Supporting Evidence
The district benchmarks for math include inputs from course teachers from all sites, and take place in week 12 and 18 of each semester. The final form of the assessment requires several editions involving many inputs from all sites. There are some adjustments needed since this is our first year with the curriculum, and there are pacing differences between school sites.	District email contains a record of inputs via emails between teachers and our district TOSA, who is in charge of creating the Benchmark.
Math assessment of student work now involves giving partial credit for supporting work. So, even if the final "answer" may be wrong, if the steps involved use the correct "path", then the answer is accepted with partial deduction/credit. All math assessments are standards driven. Assessments across departments are standards driven. There is a universal need for more assessments supported by holistic rubrics,	CTE departments are different from teacher to teacher and can be singletons. STEM stunts are rated from 1-9 in their online final Rubrics are used to ensure that standards are being mastered

so that students understand more fully what is expected of them to demonstrate mastery.	. .

Demonstration of Student Achievement

Findings	Supporting Evidence
Tests, quizzes, projects, presentations, benchmarks, final exams, homework, laboratory reports, performance tasks are used as formative and summative assessments.	To identify areas of strength and weakness in order to review, reteach, to collaborate and share best practices.
Teachers consistently edit and rewrite performance tasks and other assessments, in order to adjust to the learning needs of students. For example, foreign language collaboration includes articulation with lower level course and higher level course teachers to inform curriculum choices to reinforce and review necessary skills and prepare students for a complete Foreign Language sequence.	Monday from 7:45 to 8:30. This allows to have two department collaborations, one full faculty collaboration and usually one training each month.
Prior to CCSS, the math department met during collaboration to review benchmark results every three weeks. At this time, the results were used to share best practices, decide on objectives to be retaught and items for the next benchmark. It is likely that this practice will resume with new math curriculum now in place.	We have adopted new curriculum in math. Three books in three years. We plan to develop the current curriculum over the next five years.
Currently, Science is collaborating district wide with content specialists and Instructional Coaches to develop common formative and summative assessments aligned to Common Core, New Generation Science Standards, and the updated California Science Framework.	Prior to this year, English and social science teachers met to evaluate writing samples, and strategies to teach writing.
Prior to this year, Science administered district benchmark exams (4 per year, pretest and posttest) in chemistry, biology and physical science. The next steps will include using results of these assessments to adjust instruction and provide potential interventions.	Foreign Language department has participated in district-wide collaboration to align textbooks and pacing plan across district.

Student Feedback

Findings	Supporting Evidence
Students meet regularly with counselors and administrators, informally and formally, and report their victories and frustrations alike in each classroom. Formal feedback has been gathered by seniors each year in the senior survey as well as in their ERWC English course. Open door policies schoolwide allow students to drop in without an appointment in order to speak with a counselor or administrator about their challenges. Lunchtime offers the most conducive opportunity for communicating with students who might otherwise be hesitant to reveal their areas of weakness. Freshmen in particular are an area of focus for site administration and counselors in order to catch early struggles and provide support. The school's next steps include involving students in their own academic self-assessment, including student reflections and plans after high-stakes testing, and connecting student feedback to faculty professional development.	Open Door Policies ERWC Survey Senior Survey

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Schoolwide Assessment and Monitoring Process

Findings	Supporting Evidence
The district's Educational Services office is currently moving towards the development of district wide benchmarks. These assessments will be used to determine how effectively students are mastering state standards. We are uncertain how the data is used by the district and schools. Within the last six months, the district has adopted Illuminate to support data-driven instruction. Trainings are still ongoing, and the schoolwide use of the program is expected to occur within the year. Students and parents can monitor student progress online and with individual teachers. Job shadowing opportunities through the PLTW program. Local engineering firms provide real world job experience to students interested in gaining employment experience. Strong partnerships with local universities/colleges such Cal Poly Pomona, and Pasadena City College strengthen available opportunities for STEM-interested students. Focus has been placed on female involvement with these opportunities (e.g. Femineers program at Cal Poly Pomona). The school is now working with local industry to develop a certification process for students taking the Lean Manufacturing class.	District Benchmarks every 9 weeks Item analysis through Illuminate Pacing plans and edited versions. District-wide collaboration Illuminate, TOSA, Schoolloop, Content Specialists Parents can always contact counselors for student performance. Schoolloop.com Remind 101 PLTW develops job shadowing opportunities for students. PLTW develops partnerships with local universities and Army Corp of Engineers to provide students educational learning opportunities outside the classroom. Students will be tested at the conclusion of the class for industry certification.

Curriculum-Embedded Assessments

Findings	Supporting Evidence
Both English and mathematics departments make use of standardized assessments coming from both the adopted frameworks and textbooks as well as from high stakes testing preparation such as common assessments. There is still work to be done in the area of course assessment alignment and standardized grading practices within departments, but the school is continuing to align expectations each year.	Ongoing SIOP trainings and availability of on-site instructional coach Sharing of SBAC scores '15 school wide

Mathematics in particular relies on standardized assessments to ensure that students in one classroom who are moving forward in their course are just as prepared for the rigors of the next level as students in the next. District benchmarks gives important data to help support alignment, and the District's math TOSA works with the Director of Research and Curriculum to provide this information and next steps through course lead meetings.

As a school we had an opportunity receive 2015 SBAC scores and evaluate necessary changes for the following academic year in both English and mathematics.

Schoolwide Modifications Based on Assessment Results

Findings	Supporting Evidence
Perhaps the largest schoolwide change in response to qualitative and quantitative assessment is the implementation of Life Design in the 21st Century, a freshman level course designed to support and prepare students for a successful high school experience and the development of a 10 year plan. Faculty reported ongoing challenges with incoming freshmen as a result of varied levels of preparation among the six feeder schools and three feeder districts. Now in its second year of implementation, the course continues to teach students not enrolled in AVID or accelerated courses how to be successful high school students. The instructional coach has supported all staff in a series of instructional cycles (SIOP) in order to ultimately impact student learning. Through these cycles teachers were exposed to a variety of useful academic strategies which are monitored through administrative walk-throughs. This information has also informed the self-study and overall areas of growth for professional development. Advanced Placement teachers analyze annual results and make adjustments each year while attending the College Board's AP Institutes and workshops.	Freshman Focus: Life Design Instructional Coach Walk-Through Forms Increase in AP teachers attending College Board workshops and Institutes

Review and Evaluation Processes

Findings	Supporting Evidence
The most widespread example of this analysis and evaluation has taken place district wide in the math department, The mathematics department has undergone several changes to its curriculum over the past three years: from CPM to Pearson to Houghton Mifflin Harcourt. Now that the school is in its second year of the same program, the department is feeling more confident about the implementation of common assessments and use of data to drive students to higher academic gains. Similarly, the district has conducted a thorough review of CTE completion with the help of site counseling departments. Based on the evidence that few students complete 3 or 4 years of a CTE pathway, the school sites are charged with refining their course	Mathematics curriculum changes CTE Pathways School site council minutes Single Plan for Student Achievement

offerings and updating curriculum to meet 21st century standards. The addition of completer and capstone courses continues to occur at South El Monte High School.

School site council validates school wide programs and makes recommendations for areas of growth.

Integrity of the Assessment Process

Findings	Supporting Evidence
During the 2014-15 year, training for proctors was limited and done immediately before testing. Last year, the organization and training was much more extensive. Math and English teachers supported the proctoring process with the administrator, instructional coach, and technology teacher lead to ensure a smooth testing environment. For the upcoming administration, timelines will be shortened so that instructors are not pulled away from their classrooms for as long a period of time although the testing environment during the 2015-2016 year yielded far better results than the previous administration.	Affidavits Testing Calendar

ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability: Summary, Strengths and Growth Needs

While SEMHS saw considerable increases in CAASPP scores this year, we are still below the district average. There is a clear need to set our curricular and instructional sights on practices that will ensure that our students are able to show solid evidence of quality learning by any and all measures. A recent focus on D/F rate data inspired a few changes in accountability, but did not address in depth the relationship between curriculum, instruction, and assessment. A notable exception happens in math, where students failing a class Fall semester are entered into a repeat class, with a different teacher, the following Spring.

Rather than undertake an examination of the overall effectiveness of in-class student learning based on the CCSS or other available measures, our focus tends to fix on problems that can be addressed with external interventions. Credit recovery, largely successful last year, is likely to change yet again due to recent and tentative district decisions to limit access and resources. Such changes in systems from year to year preclude real data analysis, namely the assessing of what accounts for measurable changes over time. At times such moves are made despite data, or in spite of it. After school tutoring has not benefitted from any real analysis of accurate data. Many teachers offer tutoring during their own time, because funding for tutoring changes without reference to evidence. Saturday school, once structured to offer academic assistance to students serving detention hours, has seen cuts in staffing that have removed most if not all of its educational value.

SEMHS has increased access to tests such as the PSAT, SAT, and ACT, while moving to offer weekend and after-school test prep to students at no cost. While it is hoped that these efforts will have some effect, there is no plan in place to assess their impact on test scores, nor is there talk at this time of what practices during the school day could increase student readiness for these high-stakes tests.

Overall, SEMHS could benefit from action research training, which might help to empower teachers to authentically measure and monitor the effectiveness of changes to instruction and curriculum, and accurately and authentically discern effective interventions and assessments. There is no substitute for effective first-time instruction, and a renewed focus in this area may curb the need for greater interventions.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

- Every core academic department has some type of common assessment. These assessments allow for collaboration to take place between colleagues. Additionally, our site has access to score reports and strand break-downs for the many of the high stakes summative our students take.
- The staff has effectively worked towards implementing SIOP teaching and assessment strategies. These are common strategies that may be seen in multiple classrooms. Furthermore, our school has put forth a valiant effort when it comes to administering district mandated assessments.
- Site administration provides teachers with much-needed data reports, such as D/F rates. These reports have prompted many members of our faculty to have ongoing and active discussions regarding student performance and ways in which teachers may improve classroom practice, and, as a direct result, student learning.
- In general, our site has demonstrated that, while there are multiple types of assessments in place, only occasionally do they provide the necessary tools to gauge how our students are performing. These assessments range from summative benchmarks to everyday formative assessments and checks for understanding. Regardless of the format, our staff is conducting and using assessments, making sincere efforts to link their results with improvements and adjustments to classroom instruction.
- Students are being provided with vouchers and fee waivers for many tests, notably the PSAT, which is now taken by all sophomores.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Improve the systematic use of summative assessments to collect data to inform instructional and curricular decisions. Far too often, large scale assessment efforts at our site seem to be put together at the last minute and not well thought out. For instance, each freshman is given an SRI test. But there is very little information provided regarding why we are administering the test, what we're to do with the results, and how these results can help us in our efforts to increase instructional effectiveness in literacy.
- Align and design expectations, assessments, and accountability measures so we can show ourselves and our students how we are making progress toward our schoolwide mission, vision, and learner outcome goals.
- Identify and leverage external motivation for students who are taking tests so that they can understand and begin to internalize the importance of doing their personal best, for their own sake, on any test they take.
- Explore ways to incorporate community, school, family, and personal pride into an authentic process that sparks intrinsic motivation and leads to the realization of each student's success story.

CHAPTER IV-E: Support for Student Growth

Heidi Bjornsen, Science	Oscar Castillo, Mathematics
Cesar Castellanos, English	Joe Vu, Social Science
Sylvia Casillas, Business	Peter Korogianos, Physical Education
NEMO, Community Liaison	Dean Bunting, Special Education
Jeffrey Buckner-Rodas, Music	Violetta Heilemann, Counseling
Monica Reyes, ASB Clerk	Grace Galvan, Comprehensive Student Support

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Findings	Supporting Evidence
South El Monte High School is committed to our continued efforts to bridge communication from the school to the home and back again. Many of our parents find that the demands of their own jobs prevent them from participating regularly in the life of the school. The staff is therefore committed to finding and using a variety of ways to reach out to our parents in the hopes of involving them fully in the education of their children. The school is fortunate to have an active PTSA organization which runs a weekly swap meet as its ongoing fundraiser. The organization provides financial support in the form of scholarships, supplemental items for clubs and organizations on campus, and additional opportunities to attend tournaments and competitions. The school also has a Parent Center with a staff member (Community	PTSA Parent Center Community Liaison Parent Workshops Marquee Website Remind 101 Phone System

Liaison) who oversees programs and assists parents. Parents are welcome to use the computers in the center, to gain assistance in using School Loop for checking grades/attendance, and to gather with other parents when guest speakers provide workshops. Past workshops have covered topics such as “Preventing Drug Use in Teenagers,” “Signs of Anxiety and Depression,” and other socio-emotional topics. The school plans to expand these offering to include topics which will support parent efforts to support their students as they pursue college and career options after graduation.

The school website provides information regarding upcoming events, contact information for staff members, and daily announcements. The website is also a portal to access student attendance records and view grade updates. Parents and students find that the system is easy to use when seeking information and communicating with teachers, counselors, or administrators.

The school’s marquee highlights upcoming events and deadlines. Parents also may receive phone calls from the school’s automated system or through Remind 101 if they are subscribed to the service through a classroom teacher.

Parents have multiple opportunities to speak face-to-face with school staff members during scheduled parent nights (grade level, program-based, etc.). Parents also meet with counselors during 10th grade counseling sessions as well as during any other scheduled meetings to address opportunities and concerns.

ELAC meetings offer parents of English Learners opportunities to participate in the direction of the school and to give input in their native language of Spanish.

Parents elected to the School Site Council help drive the decisions of the academic plan, particularly with regard to priorities in categorical spending.

Translators are provided for all IEP meetings as well as for larger group meetings. The primary language of most of our parents is Spanish, and almost every clerical employee on campus speaks Spanish fluently. Our school psychologist, all three assistant principals, and three out of four counselors are fluent native speakers as well.

Facebook & Twitter

Parent Nights

10th Grade Counseling

ELAC Meetings

Site Council Meetings

Translators at IEP and Parent Meetings

Use of Community Resources

Findings	Supporting Evidence
South El Monte High School is fortunate to have a supportive network of community and business partners to support a variety of programs on campus. Dual Enrollment courses are offered through Pasadena City College	Dual Enrollment (PCC & Mt. San Antonio College) “Let’s Go To College!” Guest

in the Project Lead the Way elective program as well as in the Freshman Focus (Life Design) course. Students enrolled in Life Design, Aerospace Engineering, Principles of Engineering, and Introduction to Engineering Design all have the opportunity to earn transferable credits at Pasadena City College by successfully completing these high school courses. Teachers of these courses are hired as adjunct professors at the college.

Courses in the Business Department are also available for dual enrollment credit through Mt. San Antonio College.

"Let's Go To College!" is an annual event at the school which features guest speakers from local businesses, public service organizations, and colleges. While sophomore students take the PSAT exam, many juniors and seniors spend the day rotating through a guest speaker series based on their areas of interest. The focus of the day is on college and career opportunities, and our guest speakers provide valuable insights into the requirements of and obstacles to a student's chosen career.

Recently the school partnered with Pasadena City College and Long Beach City College to receive an AMTELL grant (Advanced Manufacturing & Engineering Linked Learning) through the California Career Pathways Trust. The grant aims to support academic programs which link students to high-growth sector jobs, specifically with our CTE and PLTW programs. The school is currently in Year 2 of this three year grant and has been able to afford high ticket equipment items to bolster engineering labs for students.

Our Project Lead the Way Program also benefits from multiple business partnerships. Lawrence Equipment, a manufacturing company in South El Monte, donates advanced equipment for engineering students and provides opportunities for internships to seniors. The company has also recently donated simulators for our Lean Manufacturing program in the Career Technical Education department. Lawrence provides additional professional development to our faculty members so that they are up to date in the applications of real-world manufacturing and product development.

Cardinal Finishes is another local company which works closely with PLTW to provide financial support and equipment. The company provided the school with the funding to send students to competitions in Robotics and Sea Perch, and it also co-hosts fundraising dinners to support the PLTW program.

Students in PLTW also visit a variety of businesses and government agencies in Southern California,

The school's Public Safety Academy works with local law enforcement and other public agencies to bring in guest speakers and conduct field trips. Representatives from the armed forces, local

Speakers Program

AMTELL Partnership with Long Beach City College

PLTW Business Partnerships

PLTW Field Trips

Public Safety Academy Field Trips & Guest Speakers

sheriffs, and police officers regularly work with students enrolled in these elective courses. The program also schedules onsite visits to local jails and police stations in order to gain exposure to the work environment.

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Findings	Supporting Evidence
South El Monte High School is predominantly a closed campus with limited opportunities for students to earn off-campus lunch privileges in their junior and senior years. One year ago the school began to require all 11th and 12th grade students to enroll in a six-period day. This requirement plus the improved quality of the cafeteria food has led to zero requests for lunch passes. Student agendas are distributed annually with updated school policies and resources for all. Policies covered include attendance, discipline, confiscated electronic devices, dress code, and conduct at school events. Teachers and staff also have access to these pages through the Staff Handbook, an electronic document available in the Google Drive and updated consistently. Security cameras now link directly to administration computers and district servers with additional updated cameras scheduled to be installed later this academic year. The schoolwide internet availability now allows students to log into the wireless system using their school's Gmail credentials so that thoughtful and constructive information may be accessed through the first steps of "bring your own device." SEMHS uses firewalls to block inappropriate content on both desktop/staff computers and on student devices. Incident reports are filed whenever a student is injured (usually during athletics or physical education as well as some Special Education classrooms) to memorialize the care given and name of the parent/guardian contacted. The school continues to post low numbers of suspensions each year as alternative means of correction are implemented. Student intervention is proactive through the Comprehensive Student Support Coordinator and the Child Welfare and Attendance Coordinator offices as well as through the entire Guidance department. SEMHS classrooms post Williams notifications, and the District's Title IX notice is posted on the website. Emergency procedures and plans come from the Assistant Principal	Closed Campus Student agendas Technology - new "Digital Citizenship" in the works Emergency Procedures Security Cameras Incident Reports Title IX and Williams Annual report on suspensions & expulsions Emergency Procedures Evacuation Plans Student Survey

of Instruction. This office plans and executes evacuation drills including “The Great Shakeout” each October. This office also plans and educates the school community regarding procedures for Active Shooters.

High Expectations/Concern for Students

Findings	Supporting Evidence
SEMHS, like other high schools in the EMUHSD, offers extensive opportunities for students to work in a quiet space with access to computers and the internet. These opportunities are provided during after school tutoring sessions throughout campus as well as through ongoing library extended hours (Monday through Thursday). Faculty members are paid to work in the library for supervision though many also provide subject tutoring at the same time. Each year our students and faculty advisors construct a memorial in the library in honor of El Dia de los Muertos. Students and staff members contribute photos of their loved ones who are deceased, and the memorial is decorated in the tradition of the holiday to honor the dead. SEMHS also has an active LGBTQ Pride Club which creates a safe space for students who identify as gay, lesbian, bisexual, transsexual, transgender, or queer as well as their friends outside the community. The club hosts movie events, facilitates discussions regarding the rights of LGBTQ youth, and oversees the annual “Day of Silence” event.	After School Tutoring Library Evening Hours Celebration of Cultural Heritage: Dia de los Muertos Pride Club

Atmosphere of Trust, Respect, and Professionalism

Findings	Supporting Evidence
SEMHS promotes respect and trust between its students, staff, and faculty. The trust and mutual respect between administration and staff has been reappearing over the past several years while the trust between students and staff continues to be strong in most areas. Administrators make themselves available for students, staff, and parents with an “open door” policy. Teachers are often available during lunch or after school for students regardless of whether or not they are earning an hourly compensation. Classified staff members are often sought out by students who need to talk to a caring adult. Students report in large numbers that they feel they have at least one adult on campus in whom they can confide. In order to promote a spirited but professional culture, our staff dresses professionally for work. Mondays are known as “College Day” around the campus, and many staff members wear shirts from their alma mater, shirts representing their own son/daughter’s college, or shirts they have received from alumni attending colleges and universities across the country. Some faculty members have also	Open door policy Professional dress, college days, spirit days 8th Grade Visitation Day Freshmen Orientation LCAP Staff Survey LCAP Student Survey

started “Bowtie Wednesdays” in order to promote a quirky professional dress. Staff members are encouraged to wear their South El Monte High School shirts on Fridays to promote an atmosphere of spirit and unity.

Last year SEMHS hosted its first “8th Grade Visitation Day” during which time incoming students would visit the school for a minimum day session. Students enjoyed a high school pep rally, enrolled in their freshman courses, saw a variety of performing arts groups, and participated in a full Club Rush event.

This event bookends with our August Freshman Orientation Event. This celebration is held at the end of the registration period and celebrates the incoming class while helping them understand everything from the school dress code to the identification of their class color.

Both staff and students were invited to complete an online survey regarding the EMUHSD LCAP. Participants were asked to prioritize spending items and give feedback on the initial plan. Many teachers felt that their requests to use LCAP funds to reduce class sizes were overlooked by the District. There is still a need to help students and parents understand how their needs can be articulated to the District for input and influence on the district plan.

E3. Personal and Academic Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

Findings	Supporting Evidence
South El Monte High School has services available to support student’s personal needs to an adequate extent that could be extended. Our school enjoys an ongoing partnership with several social-emotional support agencies such as Foothill Family Services. These organizations provide on-site counseling support for students through referrals during the SST or COST processes. Many of our referrals are the result of disciplinary conferences where other means of correction are preferable to suspension. The School Resource Officer also refers students to the VIDA program (Vital Intervention & Directional Alternatives) for behavioral intervention and support. COST (Coordination of Student Services Team) meetings are held	Partnerships with Foothill Family Service, Five Acres, Asian-Pacific Clinics, Spiritt Family Services, ENKI Mental Health & Research, VIDA School Resource Officer COST meetings with the CSSC Office Career Center Counselors Nurse/Health Center Free/Reduced Lunches available

semi-annually through the Comprehensive Student Support Coordinator. These meetings gather together the community resource agencies with SEMHS staff to align services and communicate updated needs. The Assistant Principal of Student Services oversees this process and supports the CSSC.	with need

Support and Intervention Strategies Used for Student Growth/Development

Findings	Supporting Evidence
Faculty members provide individualized tutoring in the core subject areas after school. Tutoring is also provided in the library during extended hours Monday through Thursday. Teachers use a variety of instructional strategies aimed at the variety of learning styles in their classrooms. In classrooms with larger numbers of Special Education students, the teacher works with the paraprofessional to help scaffold learning and provide support. The Instructional Coach continues to work with teachers individually to provide greater opportunities for personalized learning opportunities in the classroom. Student grades are kept updated on School Loop for consistent monitoring by students, parents, counselors and administrators. Progress reports are mailed home every six weeks. Eligibility reports are run regularly to monitor student achievement and eligibility for participation in extracurricular activities. Students at risk are monitored through a variety of systems including SST, COST, and counselor monitoring. Those students who are behind academically may enroll in credit recovery. Students who are at high risk of becoming a non-grad due to academics or discipline are referred to Fernando Ledesma Alternative School. Counseling and mental health services are available for students onsite, and referrals to partner agencies are also facilitated by the school. SEMHS continually adds to its courses in order to promote new approaches to learning and provide alternative instructional options. For example, the school encourages students to enroll in four years of math; therefore a statistics course was created and approved as an alternative to Precalculus for struggling students pursuing majors in Humanities or Social Science. Life Design for the 21st Century provides opportunities for students to develop a personalized ten year plan including post-secondary options that will enhance their career goals. Students who did not successfully complete a course may now enroll in a credit recovery program online. One option is to enroll in the	Tutoring and Library Schedule Lesson Design and Professional Development School Loop SST, COST, Referrals Additional Courses: Statistics, Life Design. Credit Recovery Adult School

course during the school day for access to the online program and the encouragement of a classroom teacher. A second option is to take the course independently outside of the school day with less frequent teacher engagement but with opportunities after school and on Saturdays to complete the program.

El Monte-Rosemead Adult School offers courses for students over the age of 18 in a variety of technical fields which lead to certificates of completion in a variety of vocational areas.

Support Services and Learning – Interventions and Student Learning

Findings	Supporting Evidence
Students and parents each have their own login credentials for SchoolLoop in order to check grades and attendance on a daily basis. In addition, SchoolLoop gives parents and students access to teacher, counselor, and administrator email addresses for ease of two-way communication. Six-week progress reports are also mailed to the home. Incoming freshmen who express an interest in the AVID program apply for consideration and are interviewed by an AVID teacher, the AVID counselor, and the AVID administrator. Students receive the benefit of regular AVID tutorials and college field trips in order to encourage first generation college enrollment. South El Monte HIgh School subscribes to the College Board Open Access philosophy which encourages students to pursue AP courses, particularly in their field of interest. The number of course offerings has grown significantly and now includes areas such as AP Psychology, AP Art History, AP Studio Art, AP Statistics, and AP Computer Science Principles to address a variety of academic interests on campus. All sophomores take the PSAT examination in October along with interested juniors and the freshmen who are enrolled in PLTW or AVID. Scores are used to identify gaps districtwide which may be addressed in SAT Preparation Classes (beginning January 2017) so that juniors can take the SAT in April. This is the first year that the SAT and the prep courses will be offered districtwide. Student with special needs are often enrolled in mainstream electives on campus. These courses give students the opportunity to be in the mainstream environment with their peers and expose them to enriching content.	School Loop AVID (Advancement Via Individual Determination) AP Classes PSAT, SAT Prep Special Education Collaboration

Equitable Support to Enable All Students Access to a Rigorous Curriculum

Findings	Supporting Evidence

The school maintains fidelity to the College Board's Open Access policy which encourages students from underrepresented backgrounds to enroll in AP courses. The school has been working towards increased vertical teaming efforts so that students feel supported enrolling in these challenging classes and are more successful on the AP exams. The Master Schedule is built collaboratively with the school leadership team in order to achieve zero conflicts for student requests. This allows students to enroll in multiple AP courses with minimal conflicts. Summer school offers have been primarily limited to remedial courses (those that have been failed once before) but the school does offer a limited number of courses for advancement. Incoming freshmen enroll in a math bridge program in order to prepare them for the rigor of Integrated Math 1 or 2. Students wishing to enroll in AP Macroeconomics or AP Government take the other college prep course over the summer to free up room in their schedules. Some students enroll in Precalculus over the summer in order to advance to AP Calculus during the school year. All freshmen and sophomores enroll in seven periods while some juniors and seniors also take advantage of the seven period day. The additional room in their schedule allows students to begin their foreign language requirement, to enroll in a first-year arts class, to log four continuous years of music, or to take a support class such as AVID or Life Design in the 21st Century. The school offers a number of vocational education (formerly known as ROP) courses after school to expose students to particular areas of interest (e.g. Criminal Justice, Medical Careers, Dental Assistant).	Pre-registration Process Master Schedule Build Summer School Offerings 7th Period Courses Vocational Education/ROP

Co-Curricular Activities

Findings	Supporting Evidence
Students at SEMHS are highly involved in the life of the high school through extracurricular activities and events. Student involvement in activities has a positive direct impact on both attendance and academic achievement. Freshmen are encouraged to commit to either an athletic team, a performing arts group, or a club during their first year at South El Monte High School. SEMHS was ranked #1 in the El Monte Union High School District last year for the greatest total number of wins at the varsity level. The school continues to encourage students to join the athletic program and promotes the 7th period Athletics course as an alternative	Eligibility requirements for participation in all areas Athletic team rosters Participation in Band, Choir, Drama Annual District Art Show Club Rush

avenue to satisfying the District's physical education requirement.

The school now devotes 13 sections to visual arts including Art 1, AP Studio Art, AP Art History, and Graphic Arts. In addition, the school offers 17 sections of music including Music Technology, Band, Guitar, and Vocal Music, as well as 3 sections of Drama.

The Visual Arts program participates in a district wide art show each year and plans field trips to local museums to encourage art appreciation along with the hands-on creation of drawings and paintings.

The Eagles Marching Band participates in multiple parade competitions where they have been very successful. They also provide spirited support at football and basketball games as a pep band. The concert band participates in festivals and tours to enhance their musical abilities, and the group performs several school concerts each year.

The vocal music program includes Chamber Singers, Aeolian Choir, A Capella Choir, and Glee. The groups perform several school concerts each year including one with the senior band. The Chamber Singers also compete in festivals where they are adjudicated by professional judges.

The beginning drama classes introduce students to monologues and scene work as well as stage makeup. Students in Advanced Drama typically produce two major productions each year. There are plans for a musical this year which will hold schoolwide auditions.

South El Monte High School has a number of official clubs on campus and continues to encourage student-driven club creation within the ASB. Some clubs are tied to the academic program (e.g. Robotics, Drama) while others stem from outside interests (Video Production, Frisbee, Feminist Club). Staff members serve as advisors for these groups and help facilitate fundraising efforts as necessary.

ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth: Summary, Strengths and Growth Needs

Although the school site continues to improve services and provide a clean, safe, and spirited environment for students, there is widespread concern over the district administration's decision-making process. Teacher and counselor input and questions are often dismissed. It is worth noting that the newest teacher in the focus group saw an "atmosphere of trust, respect, and professionalism" but felt that decisions were frequently out of the hands of those who know and run the school. These decisions have a direct impact on critical learner needs, specifically increasing our A-G completion rate and graduation rate, as well as the level of service we provide to students in the areas of reading, writing, and mathematics.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- The physical campus is clean and safe. Improvements are being made to the quad area to make it a usable space for students and for events. The number of seating areas continues to grow, and there is very little evidence of trash even after the two breaks in the day.
- There are a variety of opportunities for students to get involved in the life of the school whether through clubs, music, journalism, pathways, or athletics.
- The Master Scheduling process and subsequent registration weeks have been much smoother over the past two years. The schedule is created collaboratively through the department chairs and focuses on student selection and need. Courses continue to be revised or added in order to provide opportunities for rigor and Advanced Placement coursework in many subjects.
- Back-to-School Night is an established opportunity to provide information to families about the school and specific courses. Open House is now a showcase for departments and programs to demonstrate what students have learned using students to provide presentations and lessons.
- The PTSA organization continues to earn revenues through the weekly swap meet and provide supplemental funds to groups as well as to the school which are not covered in either the general funds or the LCAP plan.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- The school should continue to pursue efforts to turn Saturday School into an Intervention and Support program where teachers provide academic tutoring and opportunities for online credit recovery through the available labs. Since Saturday School recovers ADA for the District, the program would be self-funded.
- The administration should monitor library attendance rates with extended hours to determine the cost effectiveness of expanding this program.
- A continued focus on effective first-time instruction and consistent grading policies schoolwide will help foster a culture of support for all students.
- While PLTW and AVID programs hold parent information nights, there may be multiple opportunities for other parent information nights which would help a greater number of students through targeted topics which help support the academic areas of critical need and learner outcomes.

Prioritized Areas of Growth Needs from Categories A through E

- The school needs to continue promoting effective first-time instruction in every classroom. Professional development focused on lesson design for the block schedule, which includes multiple instructional strategies and consistent checks for understanding, are essential to first-time success for students, particularly in reading, writing, and mathematics. Departments need to use formative assessment strategies and the results of summative assessments to adjust instruction so that the staff, students, and parents become more comfortable using data to drive decision-making and course selections.

- The school needs to continue to emphasize its focus on student success and a college-going environment by refining our PSAT activities, offering SAT preparation courses prior to the administration in March, continuing to implement new AP courses, working on vertical teams for success on AP Exams, and increasing the number of students who meet A-G eligibility through effective first-time instruction.

- Schoolwide collaboration needs to be encouraged and nurtured, particularly between Special Education teachers and general education teachers. The collaboration period is a prime opportunity for the exploration of shared practices which will help all students in their academic courses. Academic departments need to focus on vertical teaming within the school (grade levels, courses, departments) as well as with feeder schools to help bridge the gap between middle school and 9th grade, with a particular focus on English Language Development.

- Although our parent community attends athletics and music events when their students are involved, there is a greater need to offer multiple opportunities for parents to participate collaboratively in the life and direction of the school. Parent meetings, special workshops, ongoing assistance through the Parent Center, and classroom visits are all currently used, but other specialized topics could be solicited from the parent community and promoted more effectively.

- The staff and site administration should continue to work towards effective reciprocal communication and collaboration with the district office with the goal of improving instruction and services for all South El Monte High School students.

CHAPTER V:
Schoolwide Action Plan

Chapter V: Schoolwide Plan/Single Plan for Student Achievement

While the current Single Plan for Student Achievement is being updated and refined to match the identified areas of growth, the school's SPSA is the most formal representation of South El Monte High School's targeted goals in alignment with the El Monte Union High School District's LCAP Plan.

Single Plan For Student Achievement

South El Monte High

1001 Durfee Ave.
South El Monte, CA 91733-4409

Plan Period: 7/1/2016 - 6/30/2017

Contact:
Amy Avina
Principal
626-258-5600
amy.avina@emuhsd.org

Single Plan For Student Achievement

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**
  - **Provide Support to Increase Reading, Writing and Mathematics Achievement**
  - **Restructure a Post-secondary Preparation Program**
  - **Strengthen English Learner and Special Education Programs**
  - **Increase Parental Involvement Opportunities**

Plan Budget

Committees

Approvals and Assurances

Single Plan For Student Achievement

ABOUT THIS SCHOOL

South El Monte High School is in its 23rd year. Although many students come from a population beset with the multiple, interrelated problems of low socioeconomic status and low expectations, most South El Monte High School students are maintaining a successful record in school.

The school is located in the suburban industrial community of South El Monte, California, which services students from the cities of South El Monte and El Monte. South El Monte High School is located approximately ten miles northeast of Los Angeles in the San Gabriel Valley. Students attending South El Monte High School are from low to middle socioeconomic class families with the median income of approximately $35,000.

South El Monte High School students fit the following profile:

Student Enrollment by Grade Level
Grade 9 346
Grade 10 358
Grade 11 336
Grade 12 319

Total Enrollment 1359

Demographic Information
African American
0.22%
American Indian
0.00%
Asian
3.02%
Hispanic or Latino
95.66%
White (Non Hispanic)
0.44%

Significant Subgroup Information:
Socioeconomically Disadvantaged
92.13%
English Learners
18.84%
Hispanic or Latino
95.66%

Other:
Students With Disabilities
11.55%

The school's Mission Statement is

Mission:
A community where everyone thinks independently, works collaboratively, and lives responsibly.

Single Plan For Student Achievement

South El Monte High School sets high expectations for all students to help them succeed with the goal of meeting graduation requirements and preparing them for post-secondary plans. The expectations begin with having students and their families realize how important daily and punctual attendance is to achieving their goal of academic success. In a continuous attempt to improve and maintain high attendance, various programs, such as recognition for perfect attendance, the 10 Plus Rule and School Attendance Review Board, are in place. Students are assigned after-school Learning Lab and Saturday School for being late to class or for truancies. An automatic phone dialer alerts parents when their child is late to school in the morning and when Saturday School is assigned.

The El Monte Union High School District has an open enrollment policy in which students within the district' attendance boundaries may choose to attend any non impacted school in the district. Although the school is situated on the southern-most section of the attendance boundaries, few students elect to attend other high schools in the district. We believe this is because of the quality and strength of the instructional programs, the strength of the Project Lead the Way program, the many student-support services, and the faculty and staff who are very dedicated to meeting the needs of students.

South El Monte High School has a reputation for having a safe campus. Seven part time campus security supervisors assist administrators, counselors, and staff in maintaining a school environment that is secure and safe for students. At least one administrator is present for all academic, athletic, and social functions that involve students after the school day.

Academically, students are offered a variety of programs including two academies (PLTW and Public Safety), AVID, and Honors AP/Accelerated programs. Students who have been identified as not meeting proficiency in English and/or mathematics are provided support through intervention classes. In addition to our support programs, South El Monte 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 2 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 implementation of the Single Plan for Student Achievement is the responsibility of all stakeholders at South El Monte High School. The School Site Council will monitor annually the progress of the SPSA throughout the 2015-2016 school year. The SPSA will be used as the blueprint to guide the planning of instruction, staff development, analyzing of data, and allocation of funds for the following school goals:

1. Provide Support to Increase Reading, Writing, and Mathematics Achievement
2. Restructure a Post-secondary Preparation Program
3. Strengthen English Leaner and Special Education Programs
4. Increase Parent Involvement.

In order to assure that progress is being made for all four goals, a monitoring system has been set in place. Throughout the school year, every department will be responsible for the school-wide components of the SPSA, whereas individual departments will be responsible for developing and analyzing action steps that relate to their specific area. In addition, the analysis of district benchmark exams & performance tasks will be the focal point in monitoring student progress in the core areas. Through the school site leadership committee, which includes administrators, subject area specialists, department heads, coordinators, and support staff, monthly meetings will be held to evaluate, discuss, analyze, and share critical information pertaining to the four SPSA goals.

The School Site Council will be the primary committee which will oversee the SPSA. The SSC will rely on

recommendations from School Site Leadership, English Learner Advisory Committee (ELAC) and other school-wide committees in order to assure that progress is being made.

Single Plan For Student Achievement

AREAS OF ANALYSIS

Analyze Student Performance

Student Performance

Conclusions from Student Performance Data Analysis

The new accountability measures indicate that South El Monte High School needs to make a positive adjustment to the new Common Core Accountability and Testing by preparing students more effectively for performance on the CAASPP. One key factor from last spring was that the testing was new and differed greatly from the traditional CST format, but the testing administration posed the greatest obstacle. This year's testing environment will keep teachers with their students, provide ample training and preparation for both adults and students, and be held in a space much more conducive to a quiet testing environment. Remedying these factors will help increase student success on the exams but will also help boost teacher confidence in preparing students for the tasks.

Conclusions from Parent, Teacher and Student Input

Parents named teacher efficacy as the number one obstacle to student achievement. Many parents believe that their students have some high quality teachers but feel that many teachers either do not like their jobs or do not like students and therefore do not make learning exciting for students.
Teachers overwhelmingly prioritized high class size as the obstacle to greater student achievement. While South El Monte High School has a higher class size average than the district due to the 7 period day, most teachers reported that they expect the district to provide additional staffing to run what they view as more opportunities for students to enroll in elective courses.
Students agreed largely with their parents that they do not feel that all teachers care about their students, though many report having at least 3 teachers they consider strong. Students also reported large class sizes in advanced placement courses as an impediment to success, though students enrolled in traditional courses did not.
Among the three groups, it is noteworthy that teachers believe they perform at high levels despite their crowded classrooms while parents and students largely disagreed with that claim.
As South El Monte High School continues to move through its WASC process, teacher attitudes towards student learning, student abilities, and student success will continue to be a focus of our self-study.

Single Plan For Student Achievement

Analyze Educational Practices

Educational Practices

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

Students at South El Monte High School receive curriculum, instruction and utilize materials that are appropriate to all student groups. All core and non-core classes support a rigorous and relevant curriculum and require that all students apply academic skills.

All core areas district-wide have adopted textbooks that are aligned to standards. All core areas are teaching to their respective model curriculum standards. Advanced Placement (AP) and Accelerated programs provide enrichment in a variety of core subjects. All students have access to AP courses through an entrance exam or teacher recommendation. Enrollment and AP class offerings has increased this year with the addition of AP Art History, AP Psychology, and AP Computer Science Principles (pilot). Next year's offering will also include AP Studio Art, AP Macroeconomics, and AP Government (a course which was not offered this year due to low interest).

The site is working with the district to provide teachers with release time to support alignment to Common Core. To ensure that curriculum is rigorous and meets state standards, district wide benchmarks & performance tasks aligned with state standards have been developed in most core areas. Moreover, all core subjects have created and are implementing pacing plans to assure standards based curriculum and instruction.

The A-G program helps students prepare for post secondary education. Students also have the opportunity to take SAT and ACT prep classes that prepare them for the actual tests. The Academic Decathlon enables interested students to further hone their academic talents.

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

Teachers and support staff continue to monitor materials to ensure that every student receives up-to-date materials and at appropriate reading and interest levels. South El Monte High School offers students updated textbooks which are aligned to the California State content standards, in core areas, (English, math, social science, science) the teachers have classroom sets of the textbooks, and students receive a copy of the text to use at home for the semester.

In addition, the school uses the latest technology and software as tools to enhance instruction and learning. In the library/media center, the staff has access to a resource collection of books and CDs. Currently, the school library has 24,200 volumes with a ratio of 16 books to pupil. The library subscribes to 23 magazine titles, Internet connection, and uses 8 online databases as the magazine index. There are eight computer laboratories with an average of 30 computers in each lab. Teachers supplement instruction with videos, technology and guest speakers.

Single Plan For Student Achievement

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

Staff development activities now focus primarily on instructional delivery and Tier I intervention. This focus will continue throughout the academic year.

Leadership and staff actively engage in an ongoing dialogue to address student needs through professional development. The leadership at SEMHS fosters a productive ambiance whereby the staff openly and critically analyzes data of student performance, and thus fine tunes and/or alter curriculum and instruction to correspond with the shifting needs of all students while meeting district, state, and national requisites. Leadership and staff address student needs through various channels including schoolwide staff development, departmental meetings, intra-district committees, county workshops, and statewide conferences.

Staff and leadership demonstrate their commitment to provide all students with the optimal learning environment by attending professional development tailored to meet the specific needs of numerous subgroups including Students with Disabilities, English Language Learners and Advanced Placement. Multiple funds have paid for substitutes and registration fees for teachers to attend these training sessions.

In order to develop a plan to support our English Learner population, EMUHSD began the implementation of the Sheltered Instruction Observation Protocol (SIOP) by hiring an instructional coach for each site. The primary role of the instructional coach is to assist teachers in lesson planning and instruction delivery that will lead to student achievement. The instructional coach works closely with the SIOP Model Committee to plan upcoming professional development.

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

At South El Monte High School, the staff is dedicated to helping students achieve their potential and strive for excellence. A seven-period, modified block schedule provides South El Monte High School students the opportunity to pursue a variety of courses that meet their academic, personal, and school-to-career goals. All students have personal learning plans that allow them to meet all academic standards and achieve the Expected Schoolwide Learning Results. Students, teachers, and counselors collaboratively develop these learning plans. Students understand that learning plans provide a flexible and responsive tool to enable them to plan, evaluate and reflect on their options and progress. Students revisit their plans and programs and modify them according to current interests, goals, and needs.

Each spring, the Assistant Principal of Student Services visits feeder schools to give an orientation to incoming freshman that address academics, class schedules, and co-curricular/extra-curricular programs. In addition, 8th grade students have additional opportunities to visit the campus through 8th Grade Orientations and other visits throughout the year.

Equal Access to Education: Course offerings at South El Monte High School are designed to give every student equal access to the entire program. A wide range of Accelerated, Honors and AP classes provides opportunities for high-achieving students. Academic Language Development courses support Long Term English Learner students who are in the process of acquiring English proficiency. English 1 Intensitve is offered for students reading below grade level. Special Education Collaborative Program supports RSP students mainstreamed in content area classes and provides a Study Skills class for additional assistance. Adaptive P.E. extends physical fitness opportunities to students who would otherwise not be able to take Physical Education.

Degree to Which Students are Prepared to Enter Workforce: South El Monte High School prepares students to enter the workforce through the curriculum that is enhanced by the ESLRs, instructional best practices, and professional development and collaboration.

Single Plan For Student Achievement

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

South El Monte High School has a clearly stated Mission that reflects the needs of our school population and the belief that all students can meet high academic standards. Our master schedule includes a wide variety of course offerings that reflect the needs and skill levels of a diverse population. We have also implemented a variety of courses to aid our at-risk population in their attainment of these high academic standards.

Incoming freshmen who have passed 8th grade proficiency tests, but are identified by their middle school teachers as lacking grade level skills, are placed in the Summer Bridge Program to improve their reading, writing, math and and study skills. SEMHS also offers English 1 Intensive and lab classes that utilize the Read 180, placement in which is determined by individual 8th and 9th grade assessment results. Other intervention classes offered through categorical funding include: Academic Language Development (ALD) and AVID. These classes are provided during the school day.

The Categorical Programs Office supports at-risk, English Learners, and Migrant students in achieving equal assess to the curriculum by providing monies for supplemental materials, professional development, support classes, instructional aides, CELDT testing, teacher training, assessment data, and parent leadership training and involvement in the school program.

The Categorical Programs Office oversees the implementation of state and federal budgets i.e. Title I and Title III. The services provided supplement the general program to the target population, including English Language Learners and students whose literacy and mathematical skills show deficiency. The monies provide reading materials, computers, software, instructional materials, audio/visual equipment, and staff training.

Instructional aides are placed in English I Intensive, ALD, intervention classes as well as the Categorical Programs computer labs. Their role in our schools program is to provide additional support for our English Language Learners and assists in their overall academic success.

All English Language Learners are tested annually in all four-language communicative domains using the California English Language Development Test (CELDT). Based on results, students are designated by language ability and scheduled into the appropriate English and support classes. Most students are tested in the summer and in the fall, but CELDT testing is administered throughout the year for "initial" students.

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

With guidance from the content area specialists and course leads, core departments meet by grade-level or subject-specific groups to select and analyze standards to be met, design or choose assessments through which students can demonstrate mastery of the standards and ESLRs, determine the required performance level, identify what students must know or be able to do in order to perform well on the assessment, provide all students with adequate opportunities to learn and practice the necessary skills or knowledge, and assess students and examine results to plan further instruction or individual support. This process has resulted in detailed, standards-aligned pacing plans for all classes in each of the content areas. Non-core areas have aligned their curricula with the National Standards and/or state frameworks and have produced detailed standards/frameworks-aligned pacing plans as well. Collaboration will continue in order to create performance tasks and technology based assessments that align to Common Core.

Single Plan For Student Achievement

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

South El Monte High School continues to produce a high number and percentage of D and F grades each grading period. The APSS, Principal, and two Assistant Superintendents worked with Pasadena City College to implement a Freshman Focus program which would provide support to struggling freshmen, the group with the greatest percentage of D and F grades. Students not enrolled in AVID or accelerated classes were enrolled in "Life Design in the 21st Century," a course taught by staff members in multiple disciplines with a focus on college and career planning and the skills necessary to meet their 10 year goals. From the entire teaching staff, volunteers will be sent to explore intervention models at a variety of high schools in Southern California. These groups came together to share their findings in February 2015 and make a recommendation to the staff, the Site Leadership, and the school administration. The certificated staff members may or may not choose to alter the bell schedule for 2016-17 depending upon the findings of these exploratory groups, and they may or may not determine a course of action to change the structure of the day in order to implement targeted, ongoing intervention for all students by the following academic year.

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

Parents are provided with a wide variety of opportunities to participate and assist their children. Parents can attend such activities as Back to School Night, Open House, 10th grade counseling, sporting events, and graduation activities. These activities provide parents the opportunity to meet administrators, teachers, counselors, and Categorical Programs staff. Parents can also participate in school committees including the English Learner Advisory committee and School Site Council. The school's new Community Liaison will serve an important role in parent communication and education and will hold trainings and conferences in the new Parent Center.

School, district and community barriers to improvements in student achievement

Many students who enter our district as 9th graders arrive with reading and math skills below grade level. To assist these students, the site offers intervention courses and support programs.

There is a low level of parent participation at parent events. SEMHS continues to work collaboratively to increase attendance at school and district activities.

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

The number of intervention courses and support programs offered is dependent of resources available. Intensive English and Lab address the literacy needs of some freshmen while a possible math intervention course might also be offered during the 2016-17 year. Students who fail Integrated Math 1 in the first semester are scheduled together second semester to repeat the first semester's content with strong positive results. Freshmen not receiving support in AVID or enrolled in honors-level classes are enrolled in "Life Design in the 21st Century," a course which earns them dual enrollment elective credit through Pasadena City College and supports freshmen through their academic, emotional, and organizational challenges.

Single Plan For Student Achievement

Analyze Instructional Programs

Instructional Programs

Conclusions from Analysis of Instructional Programs

With the cancellation of API and STAR measures, the Site Council, Site Leadership Team, and ELAC groups all focused on a-g completion rates, graduation rates, SBAC results, and redesignation rates. The overwhelming proportion of students at South El Monte High School are Hispanic/Latino and qualify as socioeconomically disadvantaged. The school believes strongly that demographics do not equal destiny, and to this end the school has maintained an open access policy for accelerated, honors, and advanced placement courses. The AVID program must continue to focus its efforts on recruiting and maintaining a student population which reflects the profile of the AVID student; in the past, the school's AVID program served students who were largely advanced and proficient entering high school. Ongoing support is needed for freshmen through Intensive English, spring mathematics sessions for Integrated Math 1, and Life Design courses. Teachers will be making the conscious choice to maintain a seven period day with higher class size averages or to vote for a six period day which would lower those sizes but reduce some programs for students.

Single Plan For Student Achievement

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

WASC

Provide Support to Increase Reading, Writing and Mathematics Achievement

The objective for this goal is to increase the percentage of juniors performing at "Standard Met" and "Standard Exceeded" in both ELA and Mathematics by 3% each year.

English Language Arts 2015
11% Standard Exceeded
35% Standard Met
29% Standard Nearly Met
28% Standard Not Met

Mathematics 2015
4% Standard Exceeded
12% Standard Met
37% Standard Nearly Met
47% Standard Not Met

Restructure a Post-secondary Preparation Program

The objective of this goal is to annually increase the number of students completing their A-G requirements, with a C or better, school-wide and in all subgroups upon graduation by 2% for 2016-2017.

Strengthen English Learner and Special Education Programs

The first objective of this goal is increase the number of reclassified English learners by 10 on an annual basis.

The second objective is to increase the number of Special Education students scoring proficient or standard met on Life Science CST, Alternative Testing, or CAASPP.

Increase Parental Involvement Opportunities

Increase the variety (including ethnic groups, language classification, academies, parents of student-athletes and performing arts) of parents who attend South El Monte High School's various parental involvement events.

Single Plan For Student Achievement

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

WASC

Goal: Provide Support to Increase Reading, Writing and Mathematics Achievement

ISSUE STATEMENT

Data indicates that instruction and curriculum is lacking in rigor and relevance. Further, students are not achieving their full potential in the area of reading, writing and mathematics.

GOAL OBJECTIVE

The objective for this goal is to increase the percentage of juniors performing at "Standard Met" and "Standard Exceeded" in both ELA and Mathematics by 3% each year.

English Language Arts 2015
11% Standard Exceeded
35% Standard Met
29% Standard Nearly Met
28% Standard Not Met

Mathematics 2015
4% Standard Exceeded
12% Standard Met
37% Standard Nearly Met
47% Standard Not Met

STUDENT GROUPS PARTICIPATING IN THIS GOAL

School-wide
Hispanic/Latino Subgroup
Socio-economically Disadvantaged Subgroup
English Learner Subgroup

Single Plan For Student Achievement

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

The percentage of students scoring "Standard Met" and "Standard Exceeded" will increase by 3%, school wide and in all subgroups, in both English and Mathematics based on May 2016 results.

Schoolwide:
ELA 46% to 49%
Math 16% to 19%

SED:
ELA 46% to 49%
Math 16% to 19%

Hispanic/Latino Subgroup:
ELA 43% to 46%
Math 16% to 19%

English Learner Subgroup:
English Learners are not meeting standards in either content area. The goal will be to increase English Learner performance to a minimum of 10% Meets Standards on the ELA and at least 5% in mathematics.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CAASPP Testing Results 2016

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CAASPP Testing Results 2016

Actions

Professional Development and Collaboration (R/W/M 1)

Tasks

1. Through workshops and conferences, as well as the purchase of supplemental instructional materials, resources, and supplies, teachers will modify curriculum and instruction with the purpose of increasing student achievement.

i. Professional development opportunities, including SIOP and Common Core, that target best practices in teaching reading, writing, mathematics, and higher order thinking skills will be accessible to the entire instructional staff.

2. Weekly collaboration will occur by department and one week out of each month will be allocated to staff meetings. The goals and objectives will include:

i. Reporting and sharing strategies, teaching materials and resources, including lab supplies, that promote reading, writing, mathematics, and higher order thinking skills that will support Common Core.

ii. Guidance counselors will promote and implement the three domains for student support: Academic, Career, and Social/ Emotional.

iii. Evaluation of the efficacy of instructional practices based on benchmark results and other assessments.

iv. Creation of performance tasks and technology based assessments that align to Common Core.

v. Development or sharing of lessons that are aligned to the content standards/Common Core.

3. All programs will promote student achievement in reading, writing, mathematics, and higher order thinking skills.

i. The shift to Common Core will strengthened literacy skills for each department including:

a) Integrated Math 1 students will use writing during error analysis problems to describe mistakes and corrections with the use of academic language.

b) The P.E. department will assign performance reflection paragraphs and incorporate Writing Across the Curriculum strategies with their students in order to assist students in building their writing skills.

ii. Teachers will promote an active, engaged reading culture among the student body through literacy strategies in order to increase reading achievement, vocabulary development and critical thinking.

iii. All teachers will infuse SIOP strategies to explicitly build academic literacy.

iv. The library media specialist and content teachers will collaborate before, during, and after library-based units so that high-level thinking takes place within a lesson.

Measures

1. Staff meetings; department and grade level meetings; administrative walk-throughs
2. 2015-2016 Bell Schedule contains built-in, weekly collaboration agendas
3. Agendas and lesson plans

People Assigned

1. Instructional Staff, API and Instructional Coach
2. APSS
3. Library media specialist and instructional staff

Start Date - End Date

7/1/2016 - 6/30/2017

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	Other Instructional Resources	$0.00
Title I, Part A	Instructional Materials	$0.00
Title I, Part A	Computer Software/Related Expenses	$0.00
Title II, Part A	Professional Development	$0.00

Increased Educational Opportunity (R/W/M 2)

Tasks

1. A system of mentoring, monitoring, and intervention to address the needs of struggling learners and thus increase student achievement will continue.

i. The Assistant Principal of Instruction will conduct meetings with intervention teachers to support implementation of best practices and monitor academic achievement.

ii. The Guidance Department will balance enrollment in Integrated Math 1 classes to facilitate implementation of instructional strategies and properly place students in math courses.

iii. A summer bridge program will assist 9th graders transition into high school. These students will be monitored and mentored throughout the school year.

2. Continue data driven assessment of student attainment of the standards in all content areas for the purpose of increasing student academic achievement.

i. Integrated Math 1, 2, and 3 teachers will utilize EADMS to disaggregate CFBAs.

ii. The English department, each grade level will administer and analyze data from CFBAs.

iii. The Social Science department interim assessments will be revised in order to more frequently assess student achievement of the content standards and alignment to Common Core.

Measures

1. Sign-in sheets of after-school mentoring/tutoring program; CAHSEE scores of students in this program.
2. Department meeting agendas and sign in sheets, interim assessments produced by the English and Social Science departments.

People Assigned

1. Instruction Office, Math Department,Guidance Office
2. All instructional staff from Math, English and Social Science departments.

Start Date - End Date

7/1/2016 - 6/30/2017

Funding Source	Description	Cost
EIA-LEP	Instructional Materials	$0.00
EIA-LEP	Other Instructional Resources	$0.00
EIA-LEP	Postage - CELDT Annual Results	$0.00
EIA-LEP	Computer Software/Related Expenses	$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Intervention	$0.00
Title I, Part A	Instructional Materials	$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	Office Supplies	$0.00
Title I, Part A	Computer Software/Related Expenses	$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Intervention	$0.00
Title I, Part A	Other Instructional Resources	$0.00
Title I, Part A	Transportation - Summer Bridge	$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - Content Specialist	$0.00
Title II, Part A	Certificated w/Fringe & Health Benefits - Course Leads	$0.00
Title III, Part A	Computer Software/Related Expenses	$0.00
Title III, Part A	Instructional Materials	$0.00
Title III, Part A	Other Instructional Resources	$0.00

Instructional Strategies and Practices (R/W/M 3)

Tasks

1. All staff members will work in concerted effort to assist students in meeting the standard on the ELA section of the CAASPP through a focused emphasis on informational text.

i. Members of the Categorical Programs office will work with the staff in order to assist students with achieving met or exceeds standards on the CAASPP. Additionally, Categorical Programs, and its associated programs, will provide technical support and funding as needed.

Measures

1. Lesson plans, student attendance rosters and teacher log-in time sheets.

People Assigned

1. Categorical Programs staff members, English and Math teachers

Start Date - End Date

7/1/2016 - 6/30/2017

Single Plan For Student Achievement

Funding Source	Description	Cost
EIA-LEP	Other Instructional Resources	$0.00
EIA-LEP	Computer Software/Related Expenses	$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Inst. Resources	$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Academic Mentoring	$0.00
EIA-LEP	Instructional Materials	$0.00
Title I, Part A	Classified w/Fringe & Health Benefits - Technology Support	$0.00
Title I, Part A	Classified w/Fringe & Health Benefits - CPA	$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Academic Mentoring	$0.00
Title I, Part A	Certificated w/Fringe & Health Benefits - Inst. Resources	$0.00
Title I, Part A	Computer Software/Related Expenses	$0.00
Title I, Part A	Other Instructional Resources	$0.00
Title I, Part A	Instructional Materials	$0.00
Title II, Part A	Classified w/Fringe & Health Benefits - Technology Support	$0.00
Title III, Part A	Other Instructional Services	$0.00
Title III, Part A	Classified w/Fringe & Health Benefits - PT Inst. Aides	$0.00
Title III, Part A	Classified w/Fringe & Health Benefits - FT Inst. Aides	$0.00
Title III, Part A	Instructional Materials	$0.00
Title III, Part A	Computer Software/Related Expenses	$0.00

Single Plan For Student Achievement

Goal: Restructure a Post-secondary Preparation Program

ISSUE STATEMENT

Based on local data, the number of students at South El Monte High School graduating with a competitive diploma is an area of concern. A restructured postsecondary preparation program will increase the percentage of students completing their A-G requirements and/or receiving career, vocational and college guidance. This restructuring will facilitate the transition from high school to the postsecondary world.

GOAL OBJECTIVE

The objective of this goal is to annually increase the number of students completing their A-G requirements, with a C or better, school-wide and in all subgroups upon graduation by 2% for 2016-2017.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

Hispanic
Socio-economically disadvantaged (SED)
English learners (EL)
All 12th graders

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

A-G Completion Rates
2013-2014: 50.8%
2014-2015: 50.7%

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

D and F rate in core areas

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

A-G completion rate of graduating seniors

Actions

Increased Educational Opportunity (PS Prep 1)

Tasks

1. Guidance Counselors will continuously monitor all students placed in A-G courses, in order to maintain their A-G status, assist others who are close to meeting and work intensely with those not meeting college eligibility to pursue a two-year college transfer program. Each grade will be brought into the Guidance Office twice per year using the 1802 Forms to plan classes and identify career objectives.

2. Folders will be issued to all 10th grade students during second semester to promoting the A-G requirements. The counselors will issue these folders, along with the student's unofficial transcripts, during the 10th grade and review the status of each student's progress toward fulfilling these requirements.

3. Guidance Counselors will attend conferences and workshops that provide increased opportunities for students in the area of college admissions, financial aide and early college credit.

Measures

1. A-G Category List from Guidance Office; AVID A-G completion list
2. Pull out students at random and view DAI entries
3. Board approval of Conference and Dissemination of information.

People Assigned

1. Assistant Principal, Student Services
2. Guidance Counselors
3. Career Counselor

Start Date - End Date

7/1/2016 - 6/30/2017

Instructional Strategies and Practices (PS Prep 2)

Tasks

1. All classroom teachers will post the A-G requirements in their classrooms. Teachers will review these requirements with their students. Further, all classroom teachers will promote the use of the student agendas as a tool for students to acquire strength in accountability and organization.

2. Every June, the math department will collaborate with the Guidance department during 9th through 12th grade counseling sessions, as scheduled throughout the school year to ensure proper placement in math courses.

3. Promote enrollment in Advanced Placement and Accelerated courses and monitor AP data. In order to stress the importance of AP and Accelerated courses, college and career advisement will occur for all students through the Guidance Department during counseling sessions and workshops in order to provide support for teachers and students.

4. The Guidance Department will increase the number of students who are eligible to receive credit for classes articulated with local community colleges.

Measures

1. A-G requirements poster example and sample student agendas
2. 9th, 10th, and 11th grade math placement lists from math department
3. Class lists for Honors/AP/ACC classes
4. List of students receiving credit for classes with community colleges from Career Technology Education department
5. Sample portfolios from Career Technology Education Department

People Assigned

1. All instructional staff
2. Math Department
3. Guidance Office
4. Guidance Department
5. Career Technology Education Deparment

Start Date - End Date

7/1/2016 - 6/30/2017

Single Plan For Student Achievement

Goal: Strengthen English Learner and Special Education Programs

ISSUE STATEMENT

Based on federal and state data, the English Learner and Special Education students are struggling to attain proficiency. The academic needs of these students must be directly addressed through specific instructional practices.

GOAL OBJECTIVE

The first objective of this goal is increase the number of reclassified English learners by 10 on an annual basis.

The second objective is to increase the number of Special Education students scoring proficient or standard met on Life Science CST, Alternative Testing, or CAASPP.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All English learners, grades 9-12
All Special Education students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

Number of Reclassified ELs:

2013-2014: 55
2014-2015: 26
2015-2016: 53

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CELDT scores
D and F rate in English and mathematics for ELs and SWDs

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Site AMAO percentages
CELDT results
Reclassification data
Semester progress in ELD, collaboration, and/or self-contained classes
CAASPP, CST Life Science, Alternative Assessment Data

Actions

Instructional Strategies and Practices (EL/SWD 1)

Tasks

1. The site will implement the District defined Collaborative Model for Special Education. Professional development will be provided for all teachers who are assigned to the Special Education Collaborative Model.

2. Enroll English Learners and Special Education students in rigorous mainstream classes.

3. Continue to monitor the fidelity and implementation of intervention courses/programs.

4. All teachers will provide cooperative learning opportunities in order to promote student communication in the target language by identifying ELs from class rosters, as well as to support the acquisition/reinforcement on English.

5. Maintain a Learning Center with computers and resources for all students, including Special Education and ELs, in order for students to receive added assistance and support with their course work.

6. Categorical Programs staff will conduct intial/annual CELDT, monitor annual results and maintain English Learner language files.

7. Ongoing SIOP training will take place in order to implement strategies that address the needs of English Learners.

Measures

1. Master schedule for collaborative model (Special Ed. and General Ed.)
2. A-G completion rate for ELs and SWDs.
3. Classroom visitation schedules and meeting agendas for intervention classes.
4. Examples of accommodated materials from Special Ed. department.
5. Copies of referrals to the Learning Center.
6. CELDT annual results, language folders
7. SIOP training agendas, sign in sheets

People Assigned

1. APSS and Special Education department
2. Guidance Counselors
3. API and resource teacher
4. Special Education department
5. All teachers
6. Language Assessment Aide, Categorical Programs Assistant
7. Administration, Instructional Coach
8. All staff, instructional coach

Start Date - End Date

7/1/2016 - 6/30/2017

Single Plan For Student Achievement

Funding Source	Description	Cost
EIA-LEP	Other Instructional Resources	$0.00
EIA-LEP	Classified w/Fringe & Health Benefits - CELDT Support	$0.00
EIA-LEP	Computer Software/Related Expenses	$0.00
EIA-LEP	Classified w/Fringe & Health Benefits - LAA	$0.00
EIA-LEP	Instructional Materials	$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - CELDT Support	$0.00
EIA-LEP	Certificated w/Fringe & Health Benefits - Inst. Coach	$0.00
Title I, Part A	Computer Software/Related Expenses	$0.00
Title I, Part A	Professional Development	$0.00
Title I, Part A	Instructional Materials	$0.00
Title I, Part A	Other Instructional Resources	$0.00
Title II, Part A	Professional Development	$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

Single Plan For Student Achievement

Goal: Increase Parental Involvement Opportunities

ISSUE STATEMENT

Using the rationale that parental involvement directly and positively impacts student achievement, parental involvement opportunities must be effective and accessible to all parents. In the last few years, South El Monte High School has had many of the same parents become members of the ELAC, SSC, Seek-to-Achieve Scholarship Committee and attend The School-wide Title I Meeting, Parent Day, Back to School Night and Open House. Outreach to parents who do not typically attend parent-related events is an action step our school must take.

GOAL OBJECTIVE

Increase the variety (including ethnic groups, language classification, academies, parents of student-athletes and performing arts) of parents who attend South El Monte High School's various parental involvement events.

STUDENT GROUPS PARTICIPATING IN THIS GOAL

All families and all students

PERFORMANCE GAINS EXPECTED FOR THESE STUDENT GROUPS

The number of parents participating in site workshops has increased from 117 in 2015 to 557 in 2016. Workshops have included some of the following topics:

Breaking the Cycle of Generational Parenting
Understanding Common Core Mathematics
Immigration Resources
Recognizing Anxiety and Depression in Your Teen
Effective Communication Techniques
Arts for Everyone

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

Attendance at events related to parental involvement

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Attendance Data for the following events:
School-wide Title I Meeting
Back to School Night
Open House
Parent Workshops on SEMHS Campus
SEMHS Parent Participation in EMUHSD Opportunities Off-Site

Actions

Involvement of Staff, Parents and Community (PI 1)

Tasks

1. The Guidance Department will hold the following parent sessions:
   -Freshman/ Sophomore College Night for parents
   -Transcript Evaluation Night for 11th grade parents
   -Cash for College Financial Aid Night for 12th grade parents
   -8th Grade parent orientation will be offered in the spring

2. Educational workshop/event/training (i.e. Parent Day, CAHSEE Parent Night and English Learner/Reclassification Night) will be provided, with support from the Categorical Programs Assistant and the Community Liaison, in order for parents to learn how they can assist with their child's academic success.

3. Parents will be provided with the opportunity to network.

4. Staff will utilize InTouch and Schoolloop as tools to provide information on grades, assessments and advertise interventions available for students.

5. The Categorical Programs Office and Principal will ensure that all English Learner Advisory Committee meetings are held in accordance with mandated compliance items.

6. District Categorical Programs Office and site administration will monitor, based on referral, expenditures with set aside funds for necessary instructional supplies and other services when attendance, behavior and academic performance is a result of homelessness.

Measures

1. Agendas of Parent Nights held by Guidance Office
2. Agendas of educational workshops held for parents
3. List of parental involvement opportunities
4. InTouch and SchoolLoop scripts and transcripts from teachers
5. ELAC agendas and minutes
6. Title 1 reports, referrals

People Assigned

1. Guidance department
2. Administration, Categorical Programs Assistant, Community Liaison
3. Administration and Categorical Programs Assistant
4. Instructional staff
5. Categorical Programs Assistant
6. District Categorical Programs Office staff and site administration

Start Date - End Date

7/1/2016 - 6/30/2017

Single Plan For Student Achievement

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

Single Plan For Student Achievement

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	

Single Plan For Student Achievement

SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Morris, Jeff	Teacher	626-258-5600	
James Kidder	Teacher	626-258-5600	
Victor Urbina	Parents	manuelurbina949@yahoo.com	
Ramirez, Aracely	Parent	626-258-5600	
Milca Benitez	Students	626-671-9258	
Galvan, Grace	Classified staff	626-258-5600	
Rayleen Garcia	Students	626-747-1310	
Maurilla Toral	Parents	626-454-3706	
Vacant	Teacher	626-258-5600	
Valerie Chavarin	Students	626-478-5635	
Amy Avina	Principal	626-258-5605	
Michael LeGaspe	Teacher	626-258-5600	

Single Plan For Student Achievement

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.	11/3/2015
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.	11/3/2015
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.	2/17/2016
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.	2/17/2016
The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:	
English Learner Advisory Committee	4/20/2016
Site Leadership	1/12/2016
State Compensatory Education Advisory Committee	2/9/2016
Approval	
The school plan was adopted by the council on:	2/17/2016
Public Notice Due Date:	6/17/2016
District Governing Board Review Due Date:	6/22/2016
School Site Plan Approved:	2/17/2016
Attested by School Principal:	2/17/2016
Attested by School Site Council Chairperson:	2/17/2016

Attested:

Amy Avina		
Typed Name of School Principal	Signature of School Principal	Date
Jeff Morris		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Appendix

Timeline of self-study process

Date(s)	Action	Personnel
Fall 2014	Self-Study Training through ACS-WASC	Principal
Fall 2014	Revisit Action Goals: Leadership Meetings	Site Leadership
Spring 2015	Identification of Site Coordinator, Focus Group Leaders	Principal & Admin Team
Fall 2015	Ongoing WASC Site Coordinator Meetings Begin	Site Coordinator, Principal
Fall 2015	Monthly Late Start WASC Meetings	Certificated Staff
Fall 2015	Clerical Meeting: WASC Process	Clerks
Fall 2015	Recreation of Mission & Vision	Site Coordinator, Staff
2015-2016	Late Start Meetings: WASC Focus Groups	Certificated Staff
Spring 2016	Final Drafts of Chapter 4 Sections Collected	Site Coordinator
Spring 2016	Final Draft Single Plan for Student Achievement Adopted by Board of Trustees	School Site Council, Board of Trustees
Fall 2016	Final Review of Critical Learner Needs, Areas of Growth	Certificated Staff
Fall 2016	Final Copy of Self Study Reviewed by Focus Groups	Certificated Staff, Clerical Staff
Fall 2016	Final Copy of Self Study Reviewed by Student Committee	ASB Students

Results of Districtwide LCAP Survey: Students

Survey questions were open-ended and summarized by topic below.

1. **In one sentence, please tell us what would make learning more exciting.**

Responses	Percentage of Respondents
Improved Teaching Strategies	**52%**
More Technology & Opportunities for Use	**13%**
Quality of Teachers	**11%**
More Field Trips	**11%**
Expanded Extra-Curricular Activities	**6%**
Expanded Elective Programs beyond CTE/ROP	**4%**
Expanded CTE & ROP Programs	**2%**
Reduced Class Sizes	**1%**

Other topics which came up at other EMUHSD sites but did not appear in SEMHS survey include improved curriculum, better facilities, incentives/rewards, nutrition, and textbooks.

2. **In one sentence, please tell us what the school can do, or provide, to support your success throughout you high school career.**

Responses	Percentage of Respondents
Provide Interventions (tutoring, teacher support)	**18%**
Expanded College/Career Counseling	**14%**
Reduced Class Sizes	**14%**
Keep CTE & ROP Programs	**9%**
Teacher Quality (caring, better, encouraging)	**7%**
Access to Technology Campuswide	**7%**

Topics with 1% or lower include more AP classes, SAT/AP preparation, improved food/nutrition, etc.). Other topics which came up at other EMUHSD sites but did not appear in SEMHS survey include arts funding, instructional materials, library hours, and science equipment.

Results of Districtwide LCAP Survey: Parents

Survey questions were open-ended and summarized by topic below.

1. **What does the school do to help with your child's learning?**

Responses	Percentage of Respondents
Provides Tutoring Support	**63%**
Offers Quality Teachers	**14%**
Offers AP and Accelerated Courses	**5%**
Offers Variety of Extra-Curricular Activities	**5%**
Provides Interventions (AVID, tutoring)	**3%**
Provides Counseling	**3%**
Gives Access to College Prep Programs	**3%**

Other topics which came up at other EMUHSD sites but did not appear in SEMHS survey include reduced class sizes, elective programs, instructional materials, safe climate, and home school communication.

2. **What support do you need to help your child's learning?**

Responses	Percentage of Respondents
Reduced class size	**24%**
Tutoring	**21%**
Access to Technology	**15%**
Home School Communication	**15%**
Increased Motivation	**15%**
Increased Parent Workshops	**1%**

Other topics which came up at other EMUHSD sites but did not appear in SEMHS survey include increased electives, increased extra-curricular activities, job skills/training, and improved teacher quality.

Results of School Climate Report Card (West Ed, April 2015)

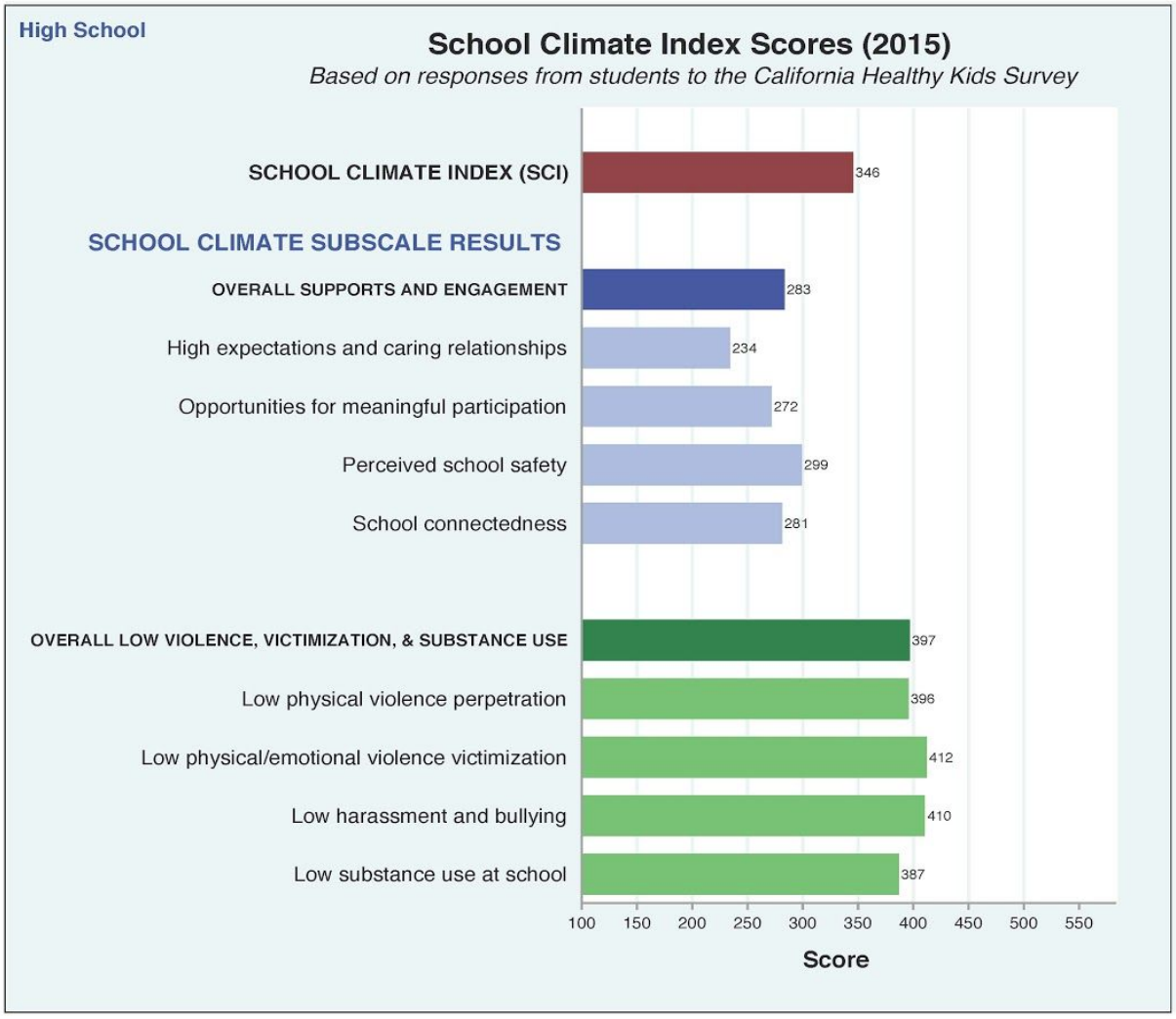
School Climate Report Card (High School)—Spring 2015

District: El Monte Union High
School: South El Monte High

Date Prepared: 8 Apr 2015
Response Rate: 61%

School Climate Index (SCI)

	Score	State Percentile	Similar Schools Percentile
School Climate Index	346[A]	85[B]	94[B]



[A]Scores range from approximately 100 to 500, with **high scores representing more positive school climates**; higher supports and engagement; and lower levels of violence, victimization, and substance use at school.

[B]**High percentile scores represent schools with more positive school climates.** A school's *State Percentile* compares that school to other high schools in the state. A school's *Similar Schools Percentile* compares that school to other high schools in the state with similar demographic characteristics.

School Climate Subscale Results

	SCI Scores		
	Score[A]	State Percentile[B]	Similar Schools Percentile[B]
Overall Supports and Engagement	**283**	**39**	**52**
High expectations and caring relationships	234	9	16
Opportunities for meaningful participation	272	30	44
Perceived school safety	299	54	78
School connectedness	281	36	46
Overall Low Violence, Victimization, and Substance Use	**397**	**97**	**99**
Low physical violence perpetration	396	97	99
Low physical/emotional violence victimization	412	98	99
Low harassment and bullying	410	98	99
Low substance use at school	387	95	99

Other Indicators

Selected Student-Reported Indicators

	School 2014-15	State 2011-13
Try hard on school work	77%	N/A
Truant more than a few times	4%	8%
Feel a part of the school	50%	52%
Safety at school	59%	63%
Harassed or bullied at school	27%	31%
Experienced chronic sadness/hopelessness	34%	32%

Selected Staff-Reported Indicators

	School 2014-15	State 2011-13
Nearly all/most students are motivated to learn	97%	60%
Truancy is moderate/severe problem	0%	25%
School is a supportive and inviting place for students to learn	100%	95%
School is a supportive and inviting place for staff to work	100%	83%
School is a safe place for students	100%	91%
Harassment/bullying is moderate/severe problem	0%	37%
School is welcoming to and facilitates parental involvement	100%	89%
School has clean and well-maintained facilities	100%	82%

Notes: I/D—Insufficient data.
N/A—Data were not collected.
N/D—No data.

CDS code: 19645191995661

What is the School Climate Index (SCI)?

The School Climate Index (SCI) provides a state normed, school-level description of several factors that are known to influence learning success in schools. The SCI is used to measure one of the seven state Safe and Supportive Schools outcome measures. Scores on the SCI are based on **student CHKS data**. SCI scores can range from 100 to 500, with higher scores representing more positive school climates. During the 2008-10 period, the average SCI score for all high schools in California was 300.

The SCI is calculated by computing the weighted average of two domains: (1) *Supports and Engagement* (50%); and (2) *Violence, Victimization, and Substance Use at School* (50%). The two domains are measured based on a statistical model applied to CHKS items. These two domains are themselves each measured by four subdomains, as listed below.

(1) Overall Supports and Engagement (50%)
- High expectations and caring relationships (6 items)
- Opportunities for meaningful participation (3 items)
- Perceived school safety (2 items)
- School connectedness (4 items)

(2) Overall Low Violence, Victimization, and Substance Use at School (50%)
- Low physical violence perpetration on school property (7 items)
- Low physical and emotional violence victimization at school (6 items)
- Low harassment and bullying at school (5 items)
- Low substance use at school (4 items)

Further information about the methodology used to construct the SCI can be obtained in *Construction of California's School Climate Index* (californias3.wested.org/about) or by contacting Tom Hanson at 562-799-5170 or thanson@WestEd.org.

State Percentile

The *State Percentile* shows what percentage of high schools had the same SCI score as, or a lower SCI score than, the school referenced on the report card. Percentiles range from 1 to 99. For example, a *State Percentile* of 25 means that 25 percent of high schools in the state had the same SCI score as, or a lower SCI score than, the score listed. Percentiles are based on the distribution of SCI scores across all comprehensive high schools that administered the CHKS in the 2008-09 or 2009-10 school years. High percentile scores represent schools with more positive school climates.

Similar Schools Percentile

The *Similar Schools Percentile* is the school rank relative to 100 other schools with similar demographic characteristics. For example, a *Similar Schools Percentile* of 70 means that 70 percent of high schools serving students with similar demographic characteristics had the same SCI score as, or a lower SCI score than, the school referenced on the report card. The SCI procedure for calculating similar schools percentiles was the same procedure used by CDE to calculate similar schools ranks for Academic Performance Index (API) scores—except for the SCI calculations, only high schools that administered the CHKS in the 2008-09 or 2009-10 school years were eligible to be in each school's comparison group.

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the normative SCI scores. These measures and their sources are described below.

Selected Student-Reported School Climate Measures (Student CHKS)

- Try hard on school work – "agree" or "strongly agree" that I try hard to make sure I am good at school work.
- Truant more than a few times – skipped or cut classes more than a few times in the past 12 months.
- Feel a part of the school – "agree" or "strongly agree" that I am a part of this school.
- Safety at school – feel "safe" or "very safe" when I am at school.
- Harassed or bullied at school – harassed or bullied on school property in past 12 months for any of the following reasons: (a) race, ethnicity, or national origin; (b) religion; (c) gender; (d) gay or lesbian or someone thought you were; (e) physical or mental disability; (f) other.
- Experienced chronic sadness/hopelessness – felt so sad or hopeless almost every day for two weeks or more during the past 12 months.

Selected Staff-Reported School Climate Measures (Staff CSCS)

- Nearly all/most students are motivated to learn – "nearly all" or "most" students at this school are motivated to learn.
- Truancy is moderate/severe problem – cutting classes or being truant is a "moderate" or "severe" problem at this school.
- School is a supportive and inviting place for students to learn – "agree" or "strongly agree" that this school is a supportive and inviting place for students to learn.
- School is a supportive and inviting place for staff to work – "agree" or "strongly agree" that this school is a supportive and inviting place for staff to work.
- School is a safe place for students – "agree" or "strongly agree" that this school is a safe place for students.
- Harassment/bullying is moderate/severe problem – "agree" or "strongly agree" that harassment and bullying among students is a "moderate" or "severe" problem at this school.
- School is welcoming to and facilitates parental involvement – "agree" or "strongly agree" that this school is welcoming to and facilitates parental involvement.
- School has clean and well-maintained facilities – "agree" or "strongly agree" that this school has clean and well-maintained facilities and property.

Master schedule

Revised 9/19/2016

			1	2	3	4	5	6	7
ENGLISH	DEPT. CHAIR MS. MICHELLE MORALES								
Castellanos, C	195	6195	AVID 1	Conference	236 Journalism 1	AVID 1	Conference	AVID 3	AVID 2
Cobian, L	233	6233	Conference	English 2	English 2	English 4	English 4	Conference	190 Credit Rec
Lelchuk, N	191	6191	Conference	Journalism 1	Yearbook 190	Conference	English 1	English 1	English 1
King, M	160	6160	English 2	Conference	Conference	English 2	English 1	English 4	English 2
Magana, D	235	6235	English 3	English 3	AP Engl Lang	AP Engl Lang	Conference	Conference	AVID 2
Morales, M	232	6232	Conference	English 2	ERWC	ERWC	Life Design	Conference	Conference
Morris, J	193	6193	English 3	English 2	Conference	English 3	English 3	English 3	Conference
Rangel, P	206	6206	Conference	Conference	English 2 Acc	Drama 1	English 2 Acc	English 2 Acc	Drama 1
Rosales, M	184	6184	Life Design	Conference	English 3	English 3	Conference	English 1 Acc	English 1 Acc
Wilke, S	196	6196	AP Engl Lit	English 1	AP Engl Lit	Conference	Conference	English 1	English 1
MATH	DEPT. CHAIR MR. JIN ROE								
Castillo, O	220	6220	AP Statistics	Statistics	Statistics	Conference	AP Statistics	Statistics	Conference
Estrada, D	162	6162	Integrated 3	Integrated 3	Integrated 1	Conference	Conference	Integrated 3	Integrated 1
Frias, M	163	6163	Integrated 1	Integrated 2	Integrated 2	Integrated 1	Conference	Conference	Integrated 1
Healy, C	203	6203	Integrated 1	Integrated 1	Conference	Integrated 2	Integrated 1	Integrated 1	Conference
Huerta, I	183	6183	Integrated 2	Integrated 2	Conference	Conference	Integrated 2	250 IED	250 IED
Roe, J	204	6204	Pre Calculus	Pre Calculus	Integrated 3	Conference	Integrated 3	Math CS	Conference
Solorzano, J	205	6205	250 POE	205 Integrated 3	Conference	250 POE	231 IED	Conference	250 Integrated 3
Torres, M	207	6207	Integrated 1	AP Calc AB	AP Comp Sci	Conference	Integrated 1	Integrated 1	Conference
Vera, M	202	6202	Integrated 1	Integrated 1	Conference	Integrated 2	Integrated 2	Integrated 2	Conference
SOCIAL SCI	DEPT. CHAIR MR. JIM KIDDER								
Escamilla, E	234	6234	Conference	US History	US History	World History	US History	Conference	World History
Griffith, T	209	6209	World History	US History	Conference	Conference	World History	World History	World History
Johnson, R	217	6217	Speech	Conference	AP Euro	AP Psych	AP Euro	AP Psych	Conference
Kidder, J	208	6208	Conference	Government	Government	Government	Government	Conference	Conference
Velasquez, G	230	6230	US History	Economics	Economics	Economics	Economics	Conference	Conference
Vu, J	218	6218	AP US History	AP US History	Conference	US History	AVID 4	AP MacroEconomic	Conference
SCIENCE	DEPT. CHAIR MS. DOLORES BRAVO								
Bjornsen, H	175	6175	Chemistry	Biology	Chemistry	250 Aerospace	Biology	Conference	Conference
Bravo, D	173	6173	Biology Acc	Conference	Biology Acc	Biology Acc	APES	Conference	Science CS
Christodoresc	172	6172	Conference	Conference	Physics	AP Chemistry	Physics	Physics	H Chemistry
Clark, T	171	6171	Physiology	Biology	Biology	Leadership	Physiology	Conference	Conference
L'Allemand, J	174	6174	Conference	Conference	Biology	Physical Sci	Physical Sci	Physical Sci	Physical Sci
LeGaspe, M	192	6192	Physical Sci	Physical Sci	Physical Sci	Conference	Conference	Biology	Biology
McGinnis, R	176	6176	Conference	Chemistry	Chemistry	H Chemistry	Chemistry	Conference	Chemistry
FOREIGN LAN	DEPT. CHAIR MR. WILLIE REYNA								
Jose Torres	168	6168	Conference	Conference	Spanish 1 X	Spanish 2	Spanish 2	AP Span Lang	AP Span Lang
Lopez, R	165	6165	Conference	Conference	Spanish 2X	Spanish 2X	AP Span Lit	Spanish 2X	Spanish 2X
Reyna, W	166	6266	Spanish 1X	Spanish 1 X	Spanish 2	Spanish 3	Conference	Spanish 3	Conference
Solorzano, C	167	6167	Conference	Conference	Spanish 1 X	Spanish 1	Spanish 1	Spanish 1	Spanish 1 X

			1	2	3	4	5	6	7
VAPA	DEPT. CHAIR MR. RICHARD HEILEMANN								
Buckner-Rodas	266	6266	266 A Cappela	Conference	266 Aeolian Chor	199 English 1	266 Adv Drama	266 Glee P	Conference
Davila, M	156	6156	Art 2/3	AP Studio Art	Art 1	Conference	Art 2	Art 1	Conference
Duse, K	161	6161	Piano	Piano	Conference	Conference	Piano	Piano	Piano
Heilemann, R	151	6151	Art 1	Art 1	AP Art History	ERWC	Conference	ERWC	VAPA Chair
Morales, D	262	6262	190 Music Tech	Guitar	Conference	Chamber Choir	190 Music Tech	Senior Band	Conference
PE	DEPT. CHAIR MS. SONIA AYALA								
Adame, G	GYM	6910	Conference	Conference	PE 9	Weight Training	Weight Training	Weight Training	Athletics
Ayala, S	GYM	6915	180 Biology	PE 9	Conference	PE 9	PE 9	Conference	Athletics/Dance
Burgess, R	194	6194	Health 12	Health 9	APE	Health 9	Conference	PE 10	Conference
Korogianos, P	GYM	6281	PE 10	PE 10	PE 9	PE 10	PE 10	Conference	Conference
Puckett, K	GYM	6912	PE 9	PE 9	APE	APE	Conference	PE 9	Conference
CTE/IT	DEPT. CHAIR MR. NELSON RODRIGUEZ								
Bahrenburg, K	252	6252	Graphic Arts 1	Conference	Graphic Arts	Graphic Arts	Graphic Arts	Graphic Arts	Conference
Casillas, S	187	6187	BTC	Business Info	Conference	Entrepen	BTC	Business Info	Conference
Rodriguez, N	253	6253	Conference	Architectural D	Architectural D	Intro Production	Lean Manufact	Intro Production	Conference
Wong, T	186	6186	Accounting 1/2	Life Design	International	Life Design	Conference	Entrepen	Conference
VOC ED									
Goldberger, G	229	6229	Admin Justice	Conference	Conference	Crime Scene	Criminal Law	Crime Scene	Criminal Law
Seymour, C	237	6237	Health Careers	Health Careers	Sports Therapy	Sports Therapy	Med Bill/Code	Sports Therapy	Conference
SPECIAL ED	DEPT. CHAIR MS. LORRI BRIONES								
Alcala, J	213	6213	Life Skills	Life Skills	Conference	Life Skills	Life Skills	Life Skills	Conference
Briones, L	211	6211	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills	Life Skills	Conference
Bunting, D	216	6216	Collaboration	SUB Algebra 1	Study Skills	SUB Algebra 1	SUB Algebra 1	Conference	Conference
Creus, L	214	6214	Life Skills	Life Skills	Life Skills	Conference	Life Skills	Life Skills	Conference
Ramirez, L	223	6223	Conference	SUB Phys Sci	SUB Phys Sci	Conference	Collaboration	SUB Biology	Study Skills
Reynoso, D	198	6198	SUB Wrld Hist	SUB US Hist	SUB Govt	Collaboboration	Conference	Study Skills	Conference
Sallenbach, J	222	6226	SUB English 3	Conference	Collaboration	Sub English 2	Study Skills	SUB English 1	Conference
Torres, J	212	6212	Life Skills	Life Skills	Life Skills	Conference	Life Skills	Life Skills	Conference
Perez	2155	6155	Study Skills		Conference		English 4		

Approved AP course list & UC a–g approved course list

UNIVERSITY OF CALIFORNIA A-G Course List

Printed on: 09-02-2016 04:31 PM

UC/CSU - Approved Course List

South El Monte High School

El Monte Union High School District

Location: South El Monte, CA

Website: semhs.schoolloop.com (http://semhs.schoolloop.com)

Course List Manager: Jorge Morales
Course List Manager Phone: (626) 258-5600 ext. 6825

College Board Code: 053404

School Governance: Public
School Type: Comprehensive High School
School Subtype(s): Site-Based/Traditional

School accredited through 2017

Course list for 2016-17

Updated as of Aug 31st, 2016

History / Social Science ("a") 2 years required

Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures and historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP European History *Adopted from: The College Board Advanced Placement Program*	EUROPEAN HISTORY AP FALL P	World History / Cultures / Historical Geography	AP	
AP United States History *Adopted from: The College Board Advanced Placement Program*	US HIST AP FALL P US HIST AP FALL P IS US HIST AP SPR P US HIST AP SPR P IS	U.S. History	AP	

U.S. GOVERNMENT	US GOVT FALL P IS US GOVT P US GOVT P CR US GOVT P HT US GOVT SPR P IS	Civics / American Government	Online
U.S. History	US HIST FALL P US HIST FALL P CR US HIST FALL P HT US HIST FALL P IS US HIST SPR P US HIST SPR P CR US HIST SPR P HT US HIST SPR P IS	U.S. History	
World History	WORLD HIS FALL P HT WORLD HIS SPR P HT WORLD HIST FALL OPP P WORLD HIST FALL P WORLD HIST FALL P CR WORLD HIST FALL P IS WORLD HIST SPR OPP P WORLD HIST SPR P WORLD HIST SPR P CR WORLD HIST SPR P IS	World History / Cultures / Historical Geography	

English ("b") 4 years required

Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP English Language and Composition *Adopted from: The College Board Advanced Placement Program*	EN LNG&COMP AP FAL P EN LNG&COMP AP SPR P	English	AP	

AP English Literature and Composition *Adopted from: The College Board Advanced Placement Program*	EN LIT&COMP AP FAL P EN LIT&COMP AP SPR P EN LIT&COMP AP SPR P HT EN LT&CMP AP FALL P IS EN LT&CMP AP SPR P IS	English	AP	
CSU Expository Reading and Writing *Adopted from: California State University (CSU) Early Assessment Program (EAP)*	CSU EXP RDG/WRTNG FALL P CSU EXP RDG/WRTNG SPR P ERWC P FALL HT ERWC P SPR HT	English		
English 1	ENG 1 FALL P ENG 1 FALL P CR ENG 1 FALL P IS ENG 1 P HT ENG 1 SPR P ENG 1 SPR P CR ENG 1 SPR P IS	English		Online
English 1 Accelerated	ENG 1 ACC FALL P ENG 1 ACC SPR P	English		
English 2	ENG 2 FALL P ENG 2 FALL P CR ENG 2 P HT ENG 2 SPR P ENG 2 SPR P CR ENG 2P FALL P IS ENG 2P SPR P IS	English		Online
English 2 Accelerated	ENG 2 ACC FALL HT P ENG 2 ACC FALL P ENG 2 ACC SPR HT P ENG 2 ACC SPR P	English		
English 3	ENG 3 FALL P ENG 3 FALL P CR ENG 3 FALL P IS ENG 3 P HT ENG 3 SPR P ENG 3 SPR P CR ENG 3 SPR P IS	English		Online

English 4	ENG 4 FALL P ENG 4 FALL P CR ENG 4 FALL P IS ENG 4 P HT ENG 4 SPR P ENG 4 SPR P CR ENG 4 SPR P IS	English	Online

Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Calculus AB *Adopted from: The College Board Advanced Placement Program*	CALC AB AP FALL P CALC AB AP FALL P HT CALC AB AP SPR P CALC AB AP SPR P HT	Calculus	AP	
AP Calculus BC *Adopted from: The College Board Advanced Placement Program*	CALC BC AP FALL P CALC BC AP SPR P	Calculus	AP	
AP Statistics *Adopted from: The College Board Advanced Placement Program*	STATS AP FALL P STATS AP SPR P	Statistics	AP	

Integrated Math 1	INTEGRTD MATH1 SPR P INTGRTD MATH 1 FALL HT P INTGRTD MATH 1 FALL P CR INTGRTD MATH 1 FALL P OPP INTGRTD MATH 1 SPR HT P INTGRTD MATH 1 SPR P CR INTGRTD MATH 1 SPR P OPP INTGRTD MATH1 FALL P	Mathematics I	Online
Integrated Math 2	INTGRTD MATH 2 FALL P INTGRTD MATH 2 FALL P CR INTGRTD MATH 2 SPR P INTGRTD MATH 2 SPR P CR	Mathematics II	Online
Integrated Math 3	INTGRTD MATH 3 FALL P INTGRTD MATH 3 FALL P CR INTGRTD MATH 3 SPR P INTGRTD MATH 3 SPR P CR	Mathematics III	Online
PreCalculus/Trigonometry	PRECALC/TRIG FALL HT P PRECALC/TRIG FALL P PRECALC/TRIG FALL P CR PRECALC/TRIG SPR P PRECALC/TRIG SPR P CR	Advanced Mathematics	Online
Statistics P	STATS FALL P STATS SPR P	Statistics	

Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary science course can meet one year of this requirement.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Chemistry *Adopted from: The College Board Advanced Placement Program*	CHEM AP FALL P CHEM AP SPR P	Chemistry	AP	
AP Environmental Science *Adopted from: The College Board Advanced Placement Program*	ENVIRN SCI FALL AP P ENVIRN SCI SPR AP P	Interdisciplinary Sciences	AP	
Biology 1	BIOLOGY 1 FALL P BIOLOGY 1 FALL P CR BIOLOGY 1 P HT BIOLOGY 1 SH P BIOLOGY 1 SPR P BIOLOGY 1 SPR P CR BIOLOGY FALL P IS BIOLOGY SPR P IS	Biology / Life Sciences		Online
Biology 1 Accelerated	BIOLOGY 1 ACC FALL P BIOLOGY 1 ACC SPR P	Biology / Life Sciences		
Chemistry 1	CHEM 1 FALL P CHEM 1 FALL P CR CHEM 1 P HT CHEM 1 SPR P CHEM 1 SPR P CR CHEMISTRY 1P FALL IS CHEMISTRY 1P SPR IS	Chemistry		
Chemistry 1 (H)	CHEM 1 HNRS FALL P CHEM 1 HNRS FALL P HT CHEM 1 HNRS SPR P CHEM HNRS P HT	Chemistry	Honors	

Physics 1	PHYSICS 1 FALL P PHYSICS 1 FALL P CR PHYSICS 1 SPR P PHYSICS 1 SPR P CR	Physics	Online
Physiology 1	PHYSIOLOGY 1 FALL P PHYSIOLOGY 1 SPR P PHYSIOLOGY 1P HT	Biology / Life Sciences	

Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
AP Spanish Language and Culture *Adopted from: The College Board Advanced Placement Program*	SPANISH LANG AP P SPANISH LNG AP P HT SPANISH LNG AP P IS	LOTE Level 4+	AP	
AP Spanish Literature and Culture *Adopted from: The College Board Advanced Placement Program*	SPANISH LIT AP P SPANISH LIT AP P HT	LOTE Level 4+	AP	
Spanish 1	SPANISH 1 P SPANISH 1 P IS	LOTE Level 1		
Spanish 1X	SPANISH 1X P SPANISH 1X P HT SPANISH 1X P IS	LOTE Level 1		
Spanish 2	SPANISH 2 P SPANISH 2 P FALL XI SPANISH 2 P HT SPANISH 2 P IS SPANISH 2 P SPR XI	LOTE Level 2		
Spanish 2X	SPANISH 2X P Spanish 2X P HT Spanish 2X P IS	LOTE Level 2		

Spanish 3	SPANISH 3 P SPANISH 3 P HT SPANISH 3 P IS	LOTE Level 3

Visual & Performing Arts ("f") 1 year required

One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts).

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
A Cappella Choir	A CAPPELLA P	Music		
Aeolian Choir	AEOLIAN CHOIR P	Music		
AP Art History *Adopted from: The College Board Advanced Placement Program*	Art History AP P	Visual Arts	AP	
AP Studio Art: 2-D Design *Adopted from: The College Board Advanced Placement Program*	STUDIO ART 2D DS AP P	Visual Arts	AP	
Architectural Design	ARCH DESGN P	Visual Arts		
Art 1	ART 1 P ART 1 P HT ART 1 SH P	Visual Arts		
Art 2	ART 2 P	Visual Arts		
Art 3	ART 3 P	Visual Arts		
Art 4	ART 4 P	Visual Arts		
Chamber Choir	CHAMBER CHOIR P	Music		
Chamber Jazz Ensemble	CHAMBER JAZZ ENSEMBLE P	Music		
Dance Prop Production	DANCE PROP PROD FALL P DANCE PROP PROD SPR P	Dance		

Drama 1	DRAMA 1 P	Theater
Drama 2	DRAMA 2 P	Theater
Drama 3	DRAMA 3 P	Theater
Drama 4	DRAMA 4 P	Theater
Glee	Glee P	Music
Graphic Arts 1	GRAPHIC ARTS 1 P	Visual Arts
Introduction to Design 1, 2 *Adopted from: Project Lead the Way (PLTW)*	INTRO TO DESIGN 1, 2 (PLTW) P	Visual Arts
Music Technology	Music Technology	Music
Piano 1	PIANO 1 P	Music
Senior Band	SENIOR BAND P	Music
Treble Choir	TREBLE CHOIR P	Music

College-Preparatory Elective ("g") 1 year required

One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.

Title	Transcript Abbreviation(s)	Discipline	Honors Type	Course Notes
Accounting 1P	Accounting 1 P	Interdisciplinary		
Aerospace Engineering *Adopted from: Project Lead the Way (PLTW)*	AEROSPACE ENG (PLTW) P	Interdisciplinary		
AP Computer Science Principles *Adopted from: The College Board Advanced Placement Program*	CMPTR SCI PRINC AP P	Mathematics - Computer Science	AP	
AP Macroeconomics *Adopted from: The College Board Advanced Placement Program*	ECONOMICS MACRO AP P	History / Social Science	AP	

AP Psychology *Adopted from: The College Board Advanced Placement Program*	PSYCHOLOGY AP P	History / Social Science	AP	
AVID 12 *Adopted from: AVID - Advancement Via Individual Determination*	AVID 4 P	Interdisciplinary		
Computer Science and Software Engineering *Adopted from: Project Lead the Way (PLTW)*	COMPUTER SCI & SOFTWARE ENG PLTW P	Mathematics - Computer Science		
Conceptual Physical Science 1P	CONCEPTUAL PHYSICAL SCI 1 FALL P CONCEPTUAL PHYSICAL SCI 1 SPR P	Laboratory Science – Physical Sciences		
Economics	ECONOMICS P ECONOMICS P AC ECONOMICS P CR ECONOMICS P HT ECONOMICS P IS	History / Social Science		Online
Entrepreneurship P	Entrepreneurship P	History / Social Science		
Ethnic Studies	ETHNIC_STUDIES_FALL_P ETHNIC_STUDIES_SPR_P	History / Social Science		
Examining Diversity through Media Study	EXAM_DIV_MEDIA_STUDY_FALL_P EXAM_DIV_STUDY_SPR_P	English		
International Business	INTERNATIONAL BUSINESS P	History / Social Science		
Introduction to Engineering Design *Adopted from: Project Lead the Way (PLTW)*	INTRO ENG DSN PLTW P	Interdisciplinary		
Journalism 1	JOURNALISM 1 P	English		

PHYSICAL SCIENCE	PHYISCAL SCI F P PHYSICAL SCI S P PHYSICAL SCIENCE 1 FALL P PHYSICAL SCIENCE 1 FALL P CR PHYSICAL SCIENCE 1 SPR P PHYSICAL SCIENCE 1 SPR P CR	Laboratory Science – Physical Sciences	Online
Principles of Engineering *Adopted from: Project Lead the Way (PLTW)*	PRCPLS OF ENG (PLTW) PRCPLS OF ENG (PLTW) P HT	Interdisciplinary	
Sports Therapy	SPORTS THERAPY FALL P SPORTS THERAPY SPR P	Laboratory Science – Biology / Life Sciences	

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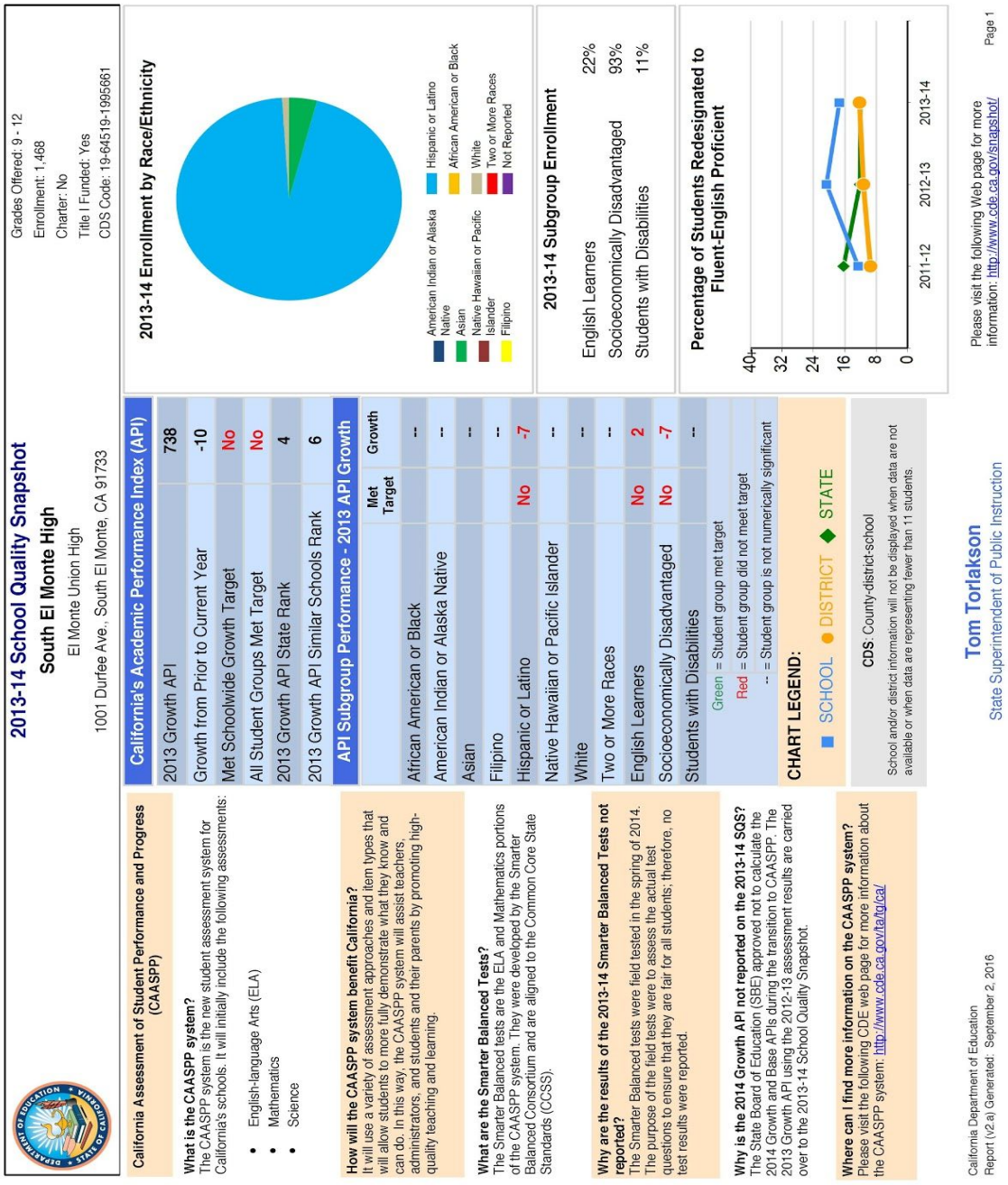
A-G Guide (http://www.ucop.edu/agguide/) | Contact Us (/agcourselist#/contact)

Timeline of Professional Development in EMUHSD

Steps Toward Building a Collaborative School Culture	
July 2011	SIOP training provided by Pearson. All teachers trained in the SIOP strategies in order to address English language learners, as well as all students.
February 2013	Common Core Training (Bridge to Common Core) for all teachers. Started looking at how all teachers contribute to student success. All teachers contribute to preparing students for ...
March 2014	LTEL Shadowing. Almost half of our staff, from across the curriculum, learned about LTEL shadowing and how to foster academic discussions.
September 2014	Academic Language Functions. First department-specific training led by instructional coach and department chair (collaborative co-facilitation) to promote Justification in the classroom.
April 2015	Google training for the entire staff. Begins the process of helping collaboration through technology.
September 2015	21st Century learning. All teachers trained in 21st Century learning tools. Department- specific trainings that were school-wide and district-wide. Haiku Link
April 2016	Building Educator Assessment Literacy training from WestEd and SCALE. A training designed to help teachers understand the Performance Task portion of the CAASPP. Math, Science, Social Science, and ELA were trained.

School Quality Snapshot (from cde.ca.gov)



2013-14 School Quality Snapshot

South El Monte High

El Monte Union High

1001 Durfee Ave., South El Monte, CA 91733

Grades Offered: 9 - 12
Enrollment: 1,468
Charter: No
Title I Funded: Yes
CDS Code: 19-64519-1995661

California Assessment of Student Performance and Progress (CAASPP)

What is the CAASPP system?
The CAASPP system is the new student assessment system for California's schools. It will initially include the following assessments:

- English-language Arts (ELA)
- Mathematics
- Science

How will the CAASPP system benefit California?
It will use a variety of assessment approaches and item types that will allow students to more fully demonstrate what they know and can do. In this way, the CAASPP system will assist teachers, administrators, and students and their parents by promoting high-quality teaching and learning.

What are the Smarter Balanced Tests?
The Smarter Balanced tests are the ELA and Mathematics portions of the CAASPP system. They were developed by the Smarter Balanced Consortium and are aligned to the Common Core State Standards (CCSS).

Why are the results of the 2013-14 Smarter Balanced Tests not reported?
The Smarter Balanced tests were field tested in the spring of 2014. The purpose of the field tests were to assess the actual test questions to ensure that they are fair for all students; therefore, no test results were reported.

Why is the 2014 Growth API not reported on the 2013-14 SQS?
The State Board of Education (SBE) approved not to calculate the 2014 Growth and Base APIs during the transition to CAASPP. The 2013 Growth API using the 2012-13 assessment results are carried over to the 2013-14 School Quality Snapshot.

Where can I find more information on the CAASPP system?
Please visit the following CDE web page for more information about the CAASPP system: http://www.cde.ca.gov/ta/tg/ca/

California's Academic Performance Index (API)

2013 Growth API	738
Growth from Prior to Current Year	-10
Met Schoolwide Growth Target	No
All Student Groups Met Target	No
2013 Growth API State Rank	4
2013 Growth API Similar Schools Rank	6

API Subgroup Performance - 2013 API Growth

	Met Target	Growth
African American or Black		--
American Indian or Alaska Native		--
Asian		--
Filipino		--
Hispanic or Latino	No	-7
Native Hawaiian or Pacific Islander		--
White		--
Two or More Races		--
English Learners	No	2
Socioeconomically Disadvantaged	No	-7
Students with Disabilities		--

Green = Student group met target
Red = Student group did not meet target
-- = Student group is not numerically significant

CHART LEGEND:
■ SCHOOL ● DISTRICT ◆ STATE

CDS: County-district-school

School and/or district information will not be displayed when data are not available or when data are representing fewer than 11 students.

2013-14 Enrollment by Race/Ethnicity

American Indian or Alaska Native
Asian
Native Hawaiian or Pacific Islander
Filipino
Hispanic or Latino
African American or Black
White
Two or More Races
Not Reported

2013-14 Subgroup Enrollment

English Learners	22%
Socioeconomically Disadvantaged	93%
Students with Disabilities	11%

Percentage of Students Redesignated to Fluent-English Proficient

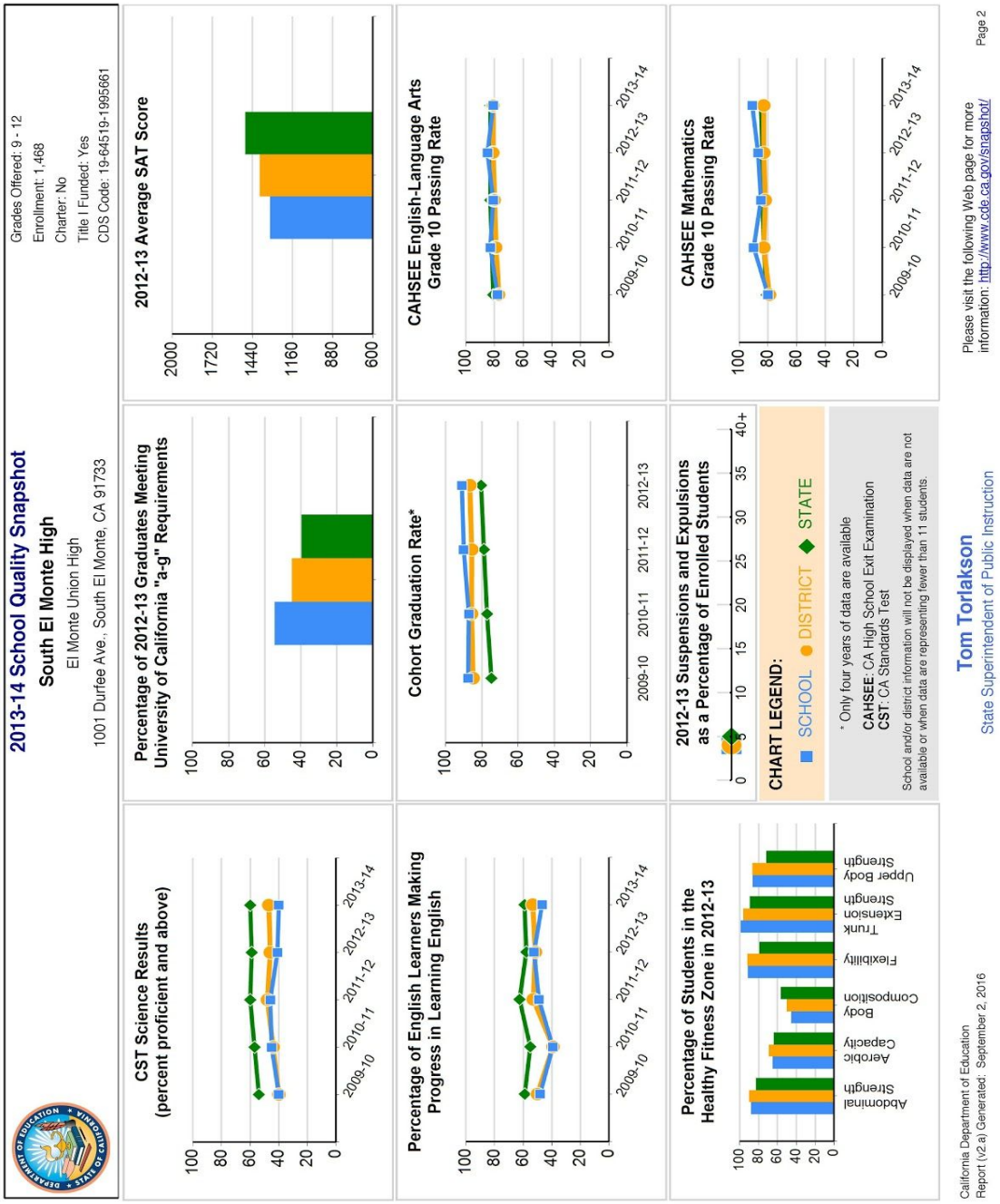
40
32
24
16
8
0
2011-12 2012-13 2013-14

Tom Torlakson
State Superintendent of Public Instruction

Please visit the following Web page for more information: http://www.cde.ca.gov/snapshot/

California Department of Education
Report (v2.a) Generated: September 2, 2016

Page 1



School accountability report card (SARC)

Executive Summary School Accountability Report Card
Reported for 2014-15 School Year - Published in 2015-16
SOUTH EL MONTE HIGH SCHOOL

Address: 1001 Durfee Avenue
South El Monte, CA 91733-4409
Principal: Dr. Amy Avina

Phone: (626) 442-0218
Fax: (626) 442-4794
Grade Span: 9-12

ABOUT THIS SUMMARY

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2014–15 school year. School finances and school completion data are reported for the 2013–14 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2015–16 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

ABOUT THIS SCHOOL

Vision Statement
A community where everyone thinks independently, works collaboratively, and lives responsibly.

Mission Statement
Every student a success story

School Description
South El Monte High School, which opened in September 1992, is the newest comprehensive high school in the El Monte Union High School District and the only high school in the city of South El Monte, a suburban industrial community located approximately ten miles northeast of Los Angeles in the San Gabriel Valley. Students attending South El Monte High School come from South El Monte, El Monte, and neighboring areas. Students who reside in the attendance area are from low to middle socioeconomic class families with the median income of approximately $35,000.

Student Enrollment (2014-15)

Group	Enrollment
Total Enrollment	1,425
Black or African American	0.1 %
American Indian or Alaska Native	0.2 %
Asian	3.1 %
Filipino	0.0 %
Hispanic or Latino	95.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.4 %
Two or More Races	0.5 %
Socioeconomically Disadvantaged	94.7 %
English Learners	21.5 %
Students with Disabilities	10.5 %
Foster Youth	0.4 %

Pupil Outcomes
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance & Progress Results for all Students (2014-15)
For the SARC reporting year, this section includes the school, LEA, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English Language Arts (ELA)/literacy and mathematics for grade eleven.

Subject Grade	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)		
	School	District	State
English Language Arts/ Literacy-Grade 11	42%	54%	44%
Mathematics-Grade 11	16%	24%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests for All Students in Science—Three-Year Comparison
The most recent three years (2012–13, 2013–14, and 2014–15) of school, LEA, and state information on the percent of students scoring at proficient or advanced on the California Standards Test (CST) for Science for grades five, eight, and ten.

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (grade 11)	40%	40%	41%	45%	46%	45%	59%	60%	56%

Executive Summary School Accountability Report Card | **PAGE 2**

Curriculum and Instructional Materials (2015-16)

Core Curriculum Areas	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
English Language Development	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finance (2013-14)

Level	Expenditures Per Pupil (unrestricted sources only)
School Site	$6,644
District	$5,882
State	$5,348

School Completion (2013-14)

Indicator	Result
Graduation Rate	93.9%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma (2014-15)	5%
Graduates Who Completed All Courses Required for University of California or California State University Admission (2013-14)	50.8%

Teachers (2015-16)

Indicators	Teachers
Teachers with Full Credential	58
Teachers Without Full Credential	1
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0
Vacant Teacher Positions	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

School Facilities (2015-16)

Summary of Most Recent Site Inspection:

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Please note that the information gathered reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on October 21, 2015.

The inspection includes systems, interior, cleanliness, electrical, restrooms, drinking fountains, safety, structural, and external areas. The overall ratings are exemplary, good, fair, or poor.

At the time of the inspection our overall rating was good, 90.44%. For a detail of our inspection please review our in-depth School Accountability Report Card (SARC).

Repairs Needed:

- One restroom needs ventilation, the library has HVAC issues, and the kitchen needs the swamp coolers upgraded to air conditioning units.
- Several rooms need painting, floors need repair, carpets need replacing, and damaged & stained ceiling tiles.
- Men's restroom and one classroom need to be cleaned.
- Several rooms lights are out. Three rooms have a hanging alarm box and one room needs the alarm box repaired. One girls restroom is missing light diffuser.
- Two restrooms the sinks are non-operable and three restrooms have broken dispensers.
- One room the roof leaks.
- Four classrooms need doors.

Corrective Actions Taken or Planned:

Corrective actions have been taken or are in the planning stages.

SOUTH EL MONTE HIGH SCHOOL

School Accountability Report Card

Reported Using Data from the 2014-15 School Year
Published During 2015-16

Dr. Amy Avina, Principal
amy.avina@emuhsd.org
1001 Durfee Avenue, South El Monte, CA 91733-4409
(626) 442-0218 • FAX (626) 442-4794
CDS Code: 19645191995661

About This SARC

By February 1st of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/aa/.
- View this SARC online at the school and/or District Web site.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community please contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School's Vision Statement

A community where everyone thinks independently, works collaboratively, and lives responsibly.

School's Mission Statement

Every student a success story.

School Description

South El Monte High School, which opened in September 1992, is the newest comprehensive high school in the El Monte Union High School District and the only high school in the city of South El Monte, a suburban industrial community located approximately ten miles northeast of Los Angeles in the San Gabriel Valley. Students attending South El Monte High School come from South El Monte, El Monte, and neighboring areas. Students who reside in the attendance area are from low to middle socioeconomic class families with the median income of approximately $35,000.

South El Monte High School offers a wide variety of pathways and courses to serve its student body of 1,438 on their way to college and career. The school currently offers several Advanced Placement classes including Calculus AB, Calculus BC, Statistics, Chemistry, Biology, Environmental Science, Psychology, U.S. History, World History, English Language, English Literature, Art History, Spanish Literature, and Spanish Language. Among the academic programs on campus are Advancement Via Individual Determination (AVID), Project Lead the Way, and an emerging performing arts program. Students are encouraged to participate in the extra-curricular

Grades 9-12

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El Monte Union High School District
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Educational Services

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Human Resources

Cynthia Shieh
Chief Business Official

life of the school through CIF athletics, Future Business Leaders of America, Public Safety, vocal music, marching band, drill team, color guard, drama performances, and a high number of clubs and sports programs.

Student Enrollment by Grade Level (2014-15)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 9	378
Grade 10	374
Grade 11	355
Grade 12	317
Ungraded Secondary	1
Total Enrollment	1,425

Student Enrollment by Subgroup (2014-15)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Group	Percent of Total Enrollment
Black or African American	0.1 %
American Indian or Alaska Native	0.2 %
Asian	3.1 %
Filipino	0.0 %
Hispanic or Latino	95.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.4 %
Two or More Races	0.5 %
Socioeconomically Disadvantaged	94.7 %
English Learners	21.5 %
Students with Disabilities	10.5 %
Foster Youth	0.4 %

Conditions of Learning:

Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	60	60	58	380
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2013-14	2014-15	2015-16
Misassignments of Teachers of EL	0	0	0
*Total Teacher Misassignments	4	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners (EL).

Core Academic Courses Taught by Highly Qualified Teachers

The Elementary and Secondary Education Act (ESEA) requires that core academic subjects be taught by Highly Qualified Teachers (HQT), defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
School	93.64%	6.36%
Districtwide		
All Schools	93.71%	6.29%
High-Poverty Schools*	93.71%	6.29%
Low-Poverty Schools **	0%	0%

*High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.
**Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2015-16)

In accordance with Education Code Section 60422(a) and 60119, the Governing Board **certifies** that each pupil in the district, in kindergarten through grade twelve, has been provided with **a** standards-aligned textbooks or basic instructional materials in each of the areas listed below **as** of October 7, 2015.

Our high schools offer students updated textbooks which are aligned to the California State content standards. In core areas, (English, math, social science, science) students receive a copy of the text to use for the semester. For Advanced Placement Courses, texts approved by the AP Central (College Board) are recognized by the District as District Approved. The following is a list of some of the most current adopted textbooks:

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
Language Arts	California Literature-McDougal Littell	2011	Yes	0%
	Literature & Language Arts-Holt	2004	Yes	0%
	UC Approved ERWC Student Course Materials	2004	Yes	0%
Mathematics	Integrated Math 1, 2, 3 – Houghton Mifflin Harcourt	Pilot		0%
	Precalculus-Graphing & Data Analysis	2001	Yes	0%
	Calculus-A Complete Course	2001	Yes	0%
Science	Biology, California Edition – McDougal Littel	2011	Yes	0%
	Biology, California Edition & Prentice Hall	2011	Yes	0%
	Chemistry-Houghton Mifflin	1992	Yes	0%
	Modern Chemistry (Holt)	1972	Yes	0%
	Physics-Principles & Problems	1978	Yes	0%
	Understanding Human Anatomy & Physiology	2001	Yes	0%
	Intro to the Human Body	1992	Yes	0%
	Earth Science-California Edition	2006	Yes	0%
History-Social Science	Modern World History	1999	Yes	0%
	The Americans	1999	Yes	0%
	America: Pathways to Present	1999	Yes	0%
	The American Pageant	1983	Yes	0%
	Magruder's American Government	2002	Yes	0%
	Economics: Principles in Action	2002	Yes	0%
	Economics	2000	Yes	0%
	Civics in Practice: Principles of Government	2014	Yes	0%
	and Economics	2000	Yes	0%
	Psychology-Themes & Variations	1995	Yes	0%
	Psychology and You			
English Language Development	Edge Fundamentals, Edge, Level A & B	2011	Yes	0%
Foreign Language	Spanish 1, 1X, 2, 2X, 3, & 4 AP	1984-2008	Yes	0%
	French 1, 3, & 4	1997-2000	Yes	0%
	Chinese 1, 2, & 3	2007	Yes	0%
Health	Health	2007	Yes	0%
	Perspectives on Health-Houghton Mifflin	1997	Yes	0%
Science Laboratory Equipment (grades 9-12)			Yes	0%

Instructional Materials (2015-16)

In addition, the school uses the latest technology and software as tools to enhance instruction and learning. In the media center, the staff has access to a resource collection of books, science kits, filmstrips, DVDs, and CDs. Currently, the school library has 18,481 volumes with a ratio of 12.88 books to pupil. The library subscribes to 22 print magazines and twelve databases which has replaced the multiple print and CD-ROM resources that were previously part of the collection. The school has over 592 computers, 9 teacher iPads, 25 Android Tablets, over 50 printers, 66 overhead projectors, 2 slide projectors, 36 televisions with carts, 18 DVD players, 7 TV/VCR combo's with carts, and various other AV equipment. There are six computer laboratories with an average of 34 computers in each lab. In addition, there are four mobile computer laboratories with an average of 20 computers. In addition, 35 LCD projectors were installed in classrooms. These projectors include a build in audio system and connect with the teacher's desk top computers. Teachers supplement instruction with videos, CD ROM's, the Internet, PowerPoint presentations, and guest speakers.

School Facilities

School Facility Good Repair Status (School Year 2015-16)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on October 21, 2015.

System Inspected	Rating			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Bldg. D Men's RR-Needs ventilation; Library-HVAC issues; Kitchen-Upgrade swamp coolers to AC units.
Interior: Interior Surfaces			X	Rooms 162, 163-Replace carpet; Rooms 166, 173, 183, 211, 212, 213, 215, 224, Music Girls RR-Replace ceiling tiles; Bldg. C Boys RR-Walls need patching, graffiti; Rooms 186, 190, 197, 200, 203, 204, 210, 213, 223, 228, 235, 253-Replace carpet, Rooms 211, 212, 214, 217, 219-Replace/repair flooring; Room 221, Team Room, Gym RR, Boys & Girls Locker Room-Needs painting.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Men's RR-Needs cleaning; Room 221-Clutter.
Electrical: Electrical			X	Rooms 150, 165, 168-Hanging alarm box; Rooms 151, 160, 172, Girls RR, 175, 193, 195, 204, 207, 208, 210, 211, 212, 213, 214, 215, 219, 213, 225, 226, 228, 252-Lights out; Girls RR-Missing light diffuser; Room 224-Repair alarm box.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Bldg. C Boys RR, Room 172-Sinks non-operable; Boys, Men's, & Girls RR, 211-Broken dispensers.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed at the time of inspection.
Structural: Structural Damage, Roofs	X			Room 212-Roof leak.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rooms 232, 233, 234, 235-Classroom doors needed.

Overall Rating	Exemplary	Good	Fair	Poor
		90.44%		

School Facility Conditions and Planned Improvements (2015-16)

South El Monte opened its doors on September 9, 1992.The beautiful campus consists of state of the art facilities. The school has 585 computers that are used for instructionally related purposes. There are 82 classrooms that have Internet access with at least one computer. All buildings and facilities meet handicap regulations. Elevators make all second floor facilities accessible to all disabled students. Athletic facilities include locker rooms and team rooms. The buildings are in compliance with state earthquake standards. The hard work of our maintenance and custodial staff has kept our facilities in excellent condition. We are in the planning stages of building a field house, snack bars and restrooms for the stadium.

Cleaning Process and Schedule

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

Pupil Outcomes:

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance & Progress Results for all Students

For the SARC reporting year, this section includes the school, LEA, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments for English Language Arts (ELA)/literacy and mathematics for grades three through eight and eleven.

The source of the data is the CAASPP test results, including results from the Smarter Balanced Summative Assessments for ELA/ literacy in grades three through eight and grade eleven. Detailed information regarding the 2015 CAASPP ELA and mathematics results for each grade and achievement level can be found on the CDE CAASPP Results Web page at **http://caaspp.cde.ca.gov/.**

Subject Grade	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)		
	School	District	State
English Language Arts/Literacy (Grade 11)	42%	54%	44%
Mathematics (Grade 11)	16%	24%	33%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results

For the SARC reporting year testing period, the percent of students by student group, total enrollment, number tested, percent tested, and achievement levels in CAASPP ELA, grades three through eight, and eleven.

In the 2014–15 school year, the CAASPP consists of several key components, including:

CAA, the 2014–15 CAA field test includes both ELA/literacy and mathematics in grades three through eight and eleven. The CAA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports, or accommodations. There are no 2014–15 CAA assessment results for the 2014–15 school year.

Smarter Balanced, the 2014–15 Smarter Balanced Assessments include ELA/literacy in grades three through eight and grade eleven. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement levels.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at **http://www.cde.ca.gov/ta/tg/ca/**.

CAASPP Assessment Results-English Language Arts (ELA) Disaggregated by Student Groups, Grade Eleven (School Year 2014-15)

ELA—Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	347	285	82.1%	28.0%	28.0%	32.0%	11.0%
Male	347	133	38.3%	40.0%	24.0%	31.0%	5.0%
Female	347	152	43.8%	17.0%	32.0%	33.0%	16.0%
Black or African American	347	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	347	4	1.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	347	278	80.1%	28.0%	28.0%	32.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	347	2	0.6%	--	--	--	--
Two or More Races	347	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	347	270	77.8%	29.0%	28.0%	31.0%	11.0%
English Learners	347	48	13.8%	71.0%	25.0%	0.0%	0.0%
Students with Disabilities	347	20	5.8%	70.0%	15.0%	10.0%	5.0%
Students Receiving Migrant Education Services	347	0	0.0%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Data shared in the table may differ from the Adequate Yearly Progress (AYP) data because of the difference in inclusion and exclusion requirements.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

*Four achievement levels are reported for CAASPP Assessment results:
Level 1 = Standard not met, Level 2 = Standard nearly met, Level 3 = Standard met, Level 4 = Standard exceeded

CAASPP Assessment Results-Mathematics— Disaggregated by Student Groups, Grade Eleven (School Year 2014-15)

Mathematics—Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	347	307	88.5%	46.0%	36.0%	12.0%	4.0%
Male	347	141	40.6%	50.0%	35.0%	11.0%	3.0%
Female	347	166	47.8%	42.0%	36.0%	13.0%	4.0%
Black or African American	347	0	0.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	347	4	1.2%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	347	300	86.5%	46.0%	36.0%	12.0%	3.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	347	2	0.6%	--	--	--	--
Two or More Races	347	1	0.3%	--	--	--	--
Socioeconomically Disadvantaged	347	291	83.9%	47.0%	35.0%	12.0%	3.0%
English Learners	347	51	14.7%	86.0%	12.0%	0.0%	0.0%
Students with Disabilities	347	21	6.1%	76.0%	14.0%	0.0%	5.0%
Students Receiving Migrant Education Services	347	1	0.3%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Data shared in the table may differ from the Adequate Yearly Progress (AYP) data because of the difference in inclusion and exclusion requirements.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

*Four achievement levels are reported for CAASPP Assessment results:
Level 1 = Standard not met, Level 2 = Standard nearly met, Level 3 = Standard met, Level 4 = Standard exceeded

California Standards Tests for All Students in Science—Three-Year Comparison

The most recent three years (2012–13, 2013–14, and 2014–15) of school, LEA, and state information on the percent of students scoring at proficient or advanced on the California Standards Test (CST) for Science for grades five, eight, and ten.

The assessments under the CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement levels.

More information about the CAASPP system can be found on the CDE CAASPP System Web page at **http://www.cde.ca.gov/ta/tg/ca/**.

Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (grade 11)	40%	40%	41%	45%	46%	45%	59%	60%	56%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests by Student Group in Science (2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	45%
All Students at the School	41%
Male	44%
Female	35%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	40%
Native Hawaiian or Pacific Islander	--
White	--
Two or More Races	--
Socioeconomically Disadvantaged	40%
English Learners	9%
Students with Disabilities	10%
Students Receiving Migrant Education Services	--
Foster Youth	--

Career Technical Education Programs (2014-15)

Some South El Monte students participate in certain CTE courses including:

- Finance and Business with a career pathway to Accounting Services
- Marketing Sales and Service with a career pathway to Professional Sales and Service
- Marketing Sales and Service with a career pathway to International Trade
- Engineering and Design with a career pathway to Architectural and Structural
- Engineering and Design with a career pathway to engineering Design
- Education Child Development and Family Services with a career pathway to Child Development
- Public Services with a career pathway to Public Safety
- Health Science and Medical Technology with a career pathway to patient Care, Health Care Administrative Services, and Health Care Operational Support Services

Career Technical Education Participation (2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1,373
Percent of pupils completing a CTE program and earning a high school diploma	5%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100%

Courses for UC and/or CSU Admission

	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	96.6%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	50.8%

Other Pupil Outcomes:

California High School Exit Examination Results for all Grade Ten Students

The CAHSEE is primarily used as a graduation requirement in California, but the results are also used to determine AYP for high schools, as required by the federal ESEA. The CAHSEE has an ELA section and a mathematics section. For purposes of calculating AYP, three performance levels were set: advanced, proficient, and not proficient. Results are only included for students who were continuously enrolled from the Fall Census Day (first Wednesday in October) through the first day of testing. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at **http://cahsee.cde.ca.gov/**.

	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	55%	49%	55%	53%	41%	45%	57%	56%	58%
Mathematics	62%	64%	59%	60%	46%	49%	60%	62%	59%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group-2014-15

Student Groups	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	45%	25%	30%	40%	37%	23%
All Students at the School	45%	30%	26%	41%	43%	16%
Male	48%	27%	24%	40%	40%	20%
Female	41%	32%	27%	42%	46%	12%
Hispanic or Latino	45%	30%	25%	42%	44%	14%
Socioeconomically Disadvantaged	45%	30%	25%	41%	43%	16%
English Learners	87%	12%	1%	74%	21%	5%
Students with Disabilities	88%	12%	%	85%	15%	%

California Physical Fitness Test Results (2014-15)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the **CDE PFT web page**.

Grade Level	Percent of Students Meeting Fitness Standards (on all six fitness standards)		
	Four of Six	Five of Six	Six of Six
9	19.7%	22.9%	37.1%

Engagement

Dropout Rate and Graduation Rate

	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Dropout Rate	8.0	3.8	3.6	9.8	7.7	7.9	13.1	11.4	11.5
Graduation Rate	90.0	91.1	93.9	85.6	86.7	86.3	78.9	80.4	81.0

State Priority: Parental Involvement

Contact Person: Dr. Amy Avina, Principal
Phone Number: (626) 258-5600

South El Monte High School's "open door" policy encourages parents to partner with the school towards the ongoing education of their children. Parents are welcomed to the campus's new Parent Center located near the entrance to the campus. The Parent Center is staffed with a Community Liaison who offers workshops for parents on a variety of topics ranging from understanding social media to supporting your student's study habits at home. The Community Liaison helps parents create an account in School Loop which can be used to check student attendance and grades as well as communicate with teachers through email. The South El Monte Parent-Teacher-Student Association (PTSA) is the most active parent group on campus and provides the bulk of the school's outside financial support through a weekly swap meet held on the campus. Some athletic teams and clubs have formed parent booster groups to focus fundraising and support efforts for individual program. The school's Seek-To-Achieve Scholarship Committee raises financial support for student scholarships each year. Parents also receive information about all school programs and services by way of mailers, telephone messaging, and email. Parents are encouraged to attend school-wide, grade level, and specialized program meetings, which are held throughout the school year. Currently, the Compensatory Education Office provides workshops and informative meetings for all parents. The Activities Office also hosts Senior Night for parents in preparation for senior activities and graduation. In addition, various Academy and Academic programs such as AVID, TADA, and PSA offer parent information meetings in order for parents to become familiar with the program. Parents with children enrolled in intervention and support programs are invited to attend meetings to learn about the goals of each program. All teachers have the opportunity to communicate with parents through Tele-Parent, School Loop, and by parent conference.

Completion of High School Graduation Requirements

The percent of students in the school's most recent certified graduating class that met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Data are provided at the school, district, and state levels for all students and for those student groups for which numerically significant data are reported by the CDE.

Graduating Class of 2014			
Group	School	District	State
All Students	89.24	81.62	84.6
Asian	81.48	92.63	92.62
Hispanic	89.78	78.45	81.28
Native Hawaiian or Pacific Islander	100	80	83.58
White	200	72.41	89.93
Socioeconomically Disadvantaged	89.43	81.14	81.36
English Learners	61.54	55.05	50.76
Students with Disabilities	50	58.58	61.28

State Priority: School Climate:

School Safety

SB187 Safety Plan

Date the plan was last updated: 2/2015
Date the plan was last reviewed with staff: 2/23/2015

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

South El Monte High School's primary concern is the safety of the students and staff. Our school is in compliance with laws, rules and regulations pertaining to hazardous materials. Fire drills are conducted on a regularly scheduled basis along with two disaster/earthquake drills per year. A disaster preparedness plan is in place for earthquake and emergency evacuations.

Adult supervision of the campus before school, between classes, at lunch, after school and at all school activities contributes to the stable and safe school environment. Off campus permits for lunch are a privilege for credit current juniors and seniors and are only issued with parental permission. The recent upgrade of the school's phone and intercom system provides reliable communication for staff and administration in the event of an emergency.

Clearly defined standards of conduct are issued to both students and parents at the beginning of each school year. These standards ensure a safe and constructive educational environment. Students and staff have shown great pride in our school.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2012-13	2013-14	2014-15
Suspensions	4.5%	2.9%	2.6%
Expulsions	0.1%	0.0%	0.1%
	District		
Suspensions	4.8%	3.6%	3.1%
Expulsions	0.0%	0.1%	0.0%
	State		
Suspensions	5.1%	4.4%	3.8%
Expulsions	0.1%	0.1%	0.1%

Other SARC Information:

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

For the SARC reporting year, indication of whether the school, LEA, and state made AYP overall (met all criteria, met criteria through alternative methods, or received an approved appeal).

ESEA requires that all students perform at or above the proficient level on the state's standards-based assessment by 2014. Prior to 2014, to achieve this goal and meet annual requirements for improved performance, schools and LEAs had to improve each year according to set requirements.

On May 19, 2015, the U.S. Department of Education approved California's one-year waiver request to not use the Smarter Balanced Summative Assessments results to make 2015 AYP determinations. As a result, to make AYP overall, in 2015 schools and LEAs are required to meet or exceed criteria in each of the following:

1. The 95 percent participation rate on the state's standards-based assessments in ELA and mathematics;
2. Attendance rate as an additional indicator for secondary grades; and
3. Graduation rate as an additional indicator for secondary schools.

The participation rate, attendance rate, and graduation rate criteria apply at the school and LEA levels.

Data, including student group results, may be obtained on the CDE AYP Web page at **http://www.cde.ca.gov/ta/ac/ay/**.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate English Language Arts	No	Yes
Met Participation Rate Mathematics	No	Yes
Met Percent Proficient English Language Arts	N/A	N/A
Met Percent Proficient Mathematics	N/A	N/A
Met Attendance Rate	N/A	N/A
Met Graduation Rate	Yes	Yes

Federal Intervention Program (2015-16)

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year of PI Implementation	2007-2008	2008-2009
Year in PI	Year 5	Year 3
Number of Schools Currently in PI		5
Percent of Schools Currently in PI*		100%

*The percent of schools currently in PI is calculated by taking the number of schools currently in PI in the District and divide that by the total number of Title I schools in the District.

Data regarding PI may be obtained on the CDE AYP Web page at **http://www.cde.ca.gov/ta/ac/ay/**. Requirements for schools and LEAs in PI can be found on the CDE PI Web page at **http://www.cde.ca.gov/ta/ac/ti/programimprov.asp**.

Additional information about the identification of schools and LEAs for PI can be found on the PI Status Determinations Web page at **http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp**.

Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	25.0	28	29	18	23.0	29	8	33	24.0	20	18	28
Mathematics	27.0	14	21	20	23.0	16	32	8	24.0	17	21	16
Science	25.0	15	18	14	25.0	17	2	25	22.0	21	11	18
Social Science	21.0	25	13	13	24.0	19	4	21	22.0	18	9	18

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	356.25
Library Media Teacher	1.0	
Library Media Services Staff	1.0	
Psychologist	1.0	
Nurse	0.2	
Other (Teacher on Assignment & Bilingual Resource Teacher)	1.0	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Expenditures Per Pupil				Average Teacher Salary
Level	Total	Restricted	Unrestricted	
School	$8,882	$2,236	$6,644	$74,977
District			$5,882	$72,880
State			$5,348	$74,908
Percent Difference: School/District			13.0%	2.9%
Percent Difference: School/Sate			24.2%	0.1%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

The CDE's calculation is based on *EC* Section 41372 definitions (see the CDE Current Expense of Education & Per-pupil Spending Web page at **http://www.cde.ca.gov/ds/fd/ec/**, modified to include only unrestricted sources in the calculation. For more information, see the CDE Certificated Salaries & Benefits Web page at **http://www.cde.ca.gov/ds/fd/cs/**. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at **http://www.ed-data.org**.

Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at **http://www.cde.ca.gov/ds/fd/cs/**.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$45,394	$44,363
Mid-Range Teacher Salary	$69,540	$71,768
Highest Teacher Salary	$89,648	$92,368
Average Principal Salary (HS)	$127,211	$133,673
Superintendent's Salary	$171,500	$210,998
Percent of District Budget		
Teacher Salaries	31%	36%
Administrative Salaries	5%	5%

Other Funding (Fiscal Year 2014-15)

Funding is provided for the following special programs to supplement the core instructional program provided by the school district.

Program	Pupils Served	Amount
Title I	1,335	$359,436
Title II, Part A Improving Teacher Quality Program	—	32,450
EIA-LEP-Program for English Learners	320	207,802
Gifted and Talented Education (GATE)		1,679
Instructional Materials	—	64,344
Total		$665,711

Advanced Placement Courses (2014-15)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
English	4	
Foreign Language	4	
Mathematics	3	
Science	2	
Social Science	4	
All Courses	17	1.1%

*Where there are student course enrollments.
Note: Shaded cells do not require data.

Professional Development

The El Monte Union High School District (EMUHSD) is committed to providing quality professional development opportunities for all employees certificated and classified. The primary delivery of professional development is through a systematic cycle roll out that includes time for Learning, Planning, Practicing and Reflection (LPPR). However, staff also participates in professional development throughout the year during late start meetings, summer workshops, and release time during the day. Staff also attends conferences outside of the district.

All professional development is targeted to support the student achievement goals described in the District's Local Control and Accountability Plan (LCAP), Local Educational Agency Plan (LEAP) and each school's Single Plan for Student Achievement (SPSA). An annual survey is conducted throughout the district to target specific professional development during summer workshops. Evaluation data of prior professional development is used to revise and guide future activities.

In an effort to support the implementation of the Common Core State Standards, staff has been provided with professional development that targets student engagement, Critical Reading strategies, Academic Language Functions, and Technology Integration, which includes district-wide use of Google.

Support is provided during implementation through a highly effective system of site and district personnel. An Instructional Coach is available at each comprehensive high school to provide model lessons, one-to-one coaching, and assist with lesson planning. A Teacher Technology Leader (TTL), along with four core Content Specialists, and ten Course Leads also support each site. The District provides additional support through two Teachers-On-Special-Assignment (TOSAs) who focus on assessment, data and mathematics.

Graduation Requirements & A-G Requirements

	ENGLISH: "b"	MATH: "c"	SCIENCE: "d"	WORLD HISTORY: "a"	US HISTORY: "a"	FOREIGN LANG: "e"	VISUAL & PERF ARTS "f"	COLLEGE PREP ELECTIVES "g"
UNIVERSITY OF CALIFORNIA **COMPETITIVE**	4 YEARS *Including at least one AP course: AP Language, AP Literature*	4 YEARS *Including at least one AP course: AP Calculus, AP Statistics, AP Comp Sci*	3 YEARS *Including at least one AP course: AP Biology, AP Chemistry, AP Env Sci*	1 YEAR *Preferably AP World History*	1 YEAR *Preferably AP US History*	3 YEARS *Including one year of AP Spanish Lang*	1 YEAR *Preferably including AP Art History*	1 YEAR *Preferably an additional AP course in the a-f areas*
UNIVERSITY OF CALIFORNIA ELIGIBILITY	4 YEARS	3 YEARS	2 YEARS *Biology & Chemistry or Physics*	1 YEAR	1 YEAR	2 YEARS	1 YEAR	1 YEAR
CALIFORNIA STATE UNIV ELIGIBILITY	4 YEARS	3 YEARS *4 recommended*	2 YEARS *Biology & Physical Sci or Chemistry*	1 YEAR	1 YEAR	2 YEARS	1 YEAR	1 YEAR
GRADUATION REQUIREMENTS	4 YEARS	2 YEARS	2 YEARS *Biology & Physical Sci or Chemistry*	1 YEAR	1 YEAR	GOV & ECON: 1 YEAR	PE: 2 YEARS	FINE ARTS or FOREIGN LANG: 1 YEAR

TECH CORE or CTE:	COMPUTER STUDIES:	ELECTIVES:
1 YEAR	1 SEMESTER	60 CREDITS

Universities recommend enrolling in the most rigorous schedule available. ←

IMPORTANT NOTE:
Many undergraduate majors and campuses are considered "impacted" when the number of qualified applications exceeds the number of spaces.

Your GPA, class rank, number of AP and accelerated courses, SAT/ACT scores, and AP exam scores are all important factors in your applications.

School & District Walk-Through Form

EL MONTE UNION HIGH SCHOOL DISTRICT - Classroom Walk-through Observation Form

Course Observed: _____ **Date:** _____ **Period:** ___

Observer's Initials: _____

DEPTH OF KNOWLEDGE

○ LEVEL 1 RECALL who, what, where, why, state, use, arrange, identify list, label, measure, report, tell	○ LEVEL 3 STRATEGIC THINKING revise, assess, critique, formulate, cite, compare construct, investigate
○ LEVEL 2 SKILL/CONCEPTS graph, classify, separate, estimate, relate, interpret show, summarize, organize	○ LEVEL 4 EXTENDED THINKING design, connect, synthesize, critique, analyze create, prove, apply concepts

CYCLE 1	CYCLE 2	CYCLE 3	CYCLE 4
OBJECTIVES Observation & Measurable Content ○ Language ○ Daily Agenda ○	ENGAGEMENT & PACING STRATEGIES Pair Share / Academic Discussion	ADAPTIVE CONTENT Are all students able to access difficult text and/or content?	VOCABULARY DEVELOPMENT Are students using new words from multiple sources of information with meaningful and repeated exposure that can be referenced?
○ Are explicitly taught (introduced, presented, reviewed) ○ Incorporate language skills ○ Include opportunities for students to interact with each other orally or in writing ○ Are clear about what students learn ○ Are clear about how students will demonstrate what they learn	○ Follow a structured process for sharing their opinion/responses ○ Leading questions to guide discussions ○ Sentence frames to begin their responses **Chunk & Chew** ○ Materials chunked sufficiently in manageable portions ○ Teacher explains the focus of the activity ○ Students given ample opportunities to process important information ○ Teacher monitors student discussions	What adaptations/scaffolds are students using to get through complex content materials? ○ Scaffold notes/outlines ○ Marginal notes ○ Adapted text ○ Other	○ Vocabulary is referenced (binder/notebook, section/poster/word wall ○ Students guided through vocabulary charts, cloze sentences, verbally applying vocabulary, checked for understanding ○ Students are given support in the development of key, academic, and personal vocabulary ○ Students are given opportunities to review vocabulary
CYCLE 5	**CYCLE 6**	**CYCLE 7**	**CYCLE 8**
	○ Teacher gives positives/specific praise ○ Evidence of classroom norms and procedures ○ Evidence of structure collaboration among students	○ Evidence of pre-reading strategies (ex. numbering paragraphs, circling key words, underlining claims, bracketing evidence, writing in the margins) ○ Evidence of student interaction during reading (when using consumables and supplementary materials) (ex. numbering paragraphs, circling key words, underlining claims, bracketing evidence, writing in the margins) ○ Evidence of post-reading activities that show deep understanding of the text (ex. writing templates, rhetorical precise, one-pagers	○ Evidence of justification ○ Sentence frames for speaking and writing ○ Graphic organizers/scaffolds for organizing and argument

What are the students doing? *(check all that apply)*

- ○ Lab work/investigation
- ○ Group work/discussion
- ○ Taking Notes
- ○ Watching video
- ○ Working on worksheet (alone)
- ○ Vocabulary development
- ○ Using Technology
- ○ Writing (essays or extended response)
- ○ Hand on activity
- ○ Reading
- ○ Problem solving
- ○ Giving presentation
- ○ Asking questions
- ○ Taking_a_test
- ○ Using graphic organizers
- ○ Speaking using academic language

Physical Classroom Environment Observation:

- ○ School and District policies and initiatives
- ○ College/Career information related to subject
- ○ Cross-curricular relationships of subject matter
- ○ Subject matter materials and strategies
- ○ Classroom rules
- ○ Academic student expectations (sample work)
- ○ Motivational posters/visuals
- ○ ESLRs/SLO ○ Reminders to students
- ○ Design arrangement promotes student collaboration

Student actively engaged: ○ All ○ Most ○ Some ○ Few ○ None
Student passively compliant: ○ All ○ Most ○ Some ○ Few ○ None
(on task but not truly engaged in learning)

What is the teacher doing? Group Configurations
Whole group instruction ○ Small group instruction ○ Individual Instruction ○

- ○ Checking for understanding
- ○ Teaching explicit vocabulary
- ○ Monitoring and providing feedback
- ○ Lecture
- ○ Working at desk
- ○ Showing video
- ○ Leading discussion
- ○ Using technology
- ○ Using cues & question

Comment:

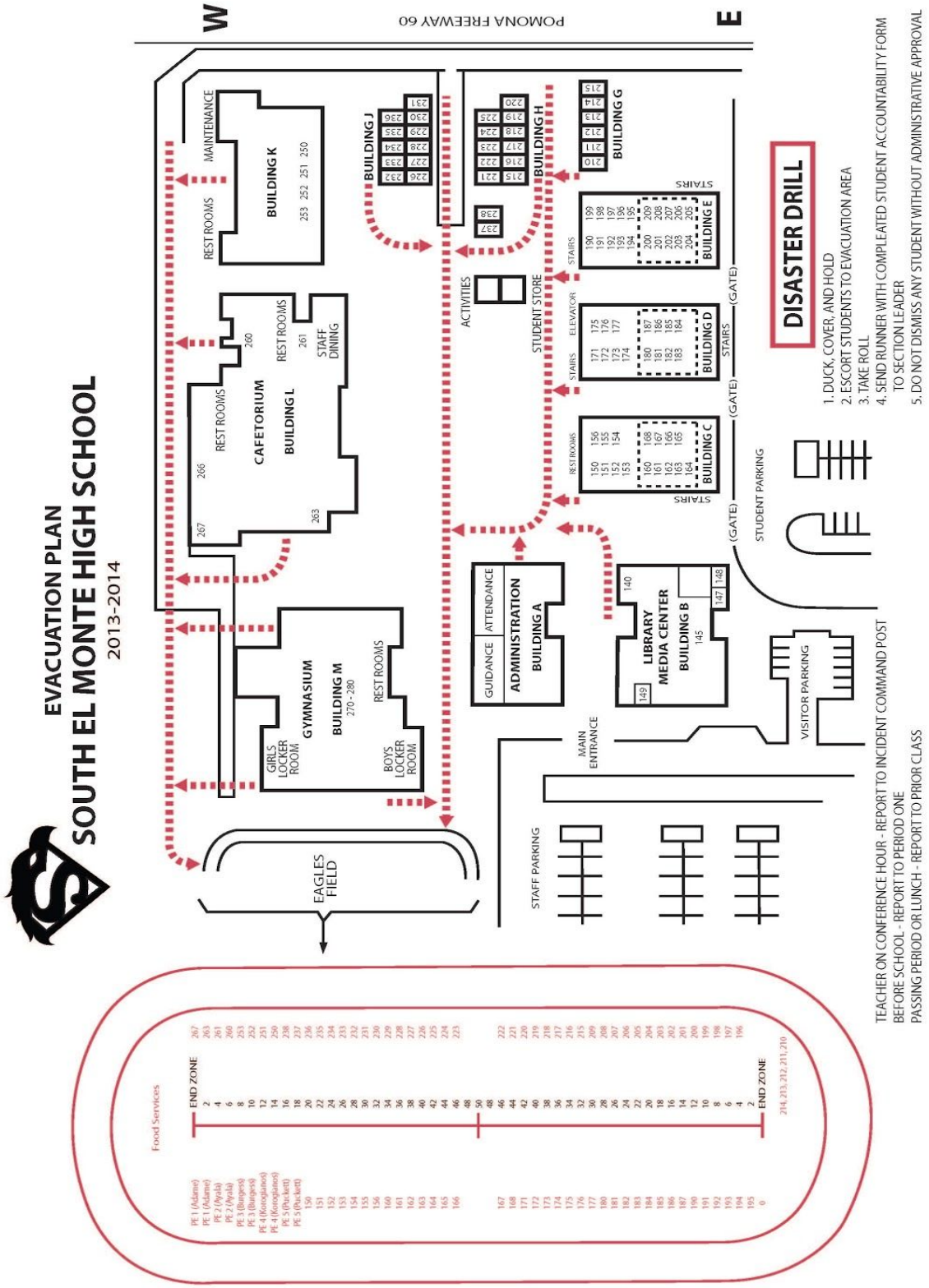
Budgetary information: District LCAP Plan and Funding Categories

El Monte Union High School District

2016-2019 LCAP Site-Based Services

	Goal	Services	New, Existing or Expand	Stds	Funding Resource	Current FY 2016-17 Budgeted	Actual Encumbrances as of	2017-2018 FY 2017-18	Year 1 2017-2018 Revised	2018-2019 FY 2018-19	Person Resp	Specific Notes	2016-2017 Budgeted Amount, by site; Added follow-up notes	Sublocation
8	Qualified Staff/facilities	PD- Meals	New		08007	75,000		75,000		75,000		Reasonable expenses; itemized receipts, agenda, sign-in sheets	A: $5,000; EM: $5,000; MV: $5,000; R: $5,000; SEM: $5,000; DO: $50,000	7108
10	Qualified Staff/facilities	Enhancement Projects (Computer and Science Labs)	New		08007	1,815,000		1,795,000		1,915,000		Work with FMOT Director to identify and follow-through on projects		7110
14	Standards/ Materials	Materials/Equipment (4 Core Areas)	Revised		08007	93,000		93,000		93,000		$10 per student; based on Fall 2015 CALPADS	A: $22,280; EM: $18,300; MV: $14,040; RHS: $18,050; SEMHS: $13,880; FRLI: $3,710; CDS: $450; DO: $2,290	7214
18	Standards/ Materials	Instructional Materials-CTE			08007	100,000		100,000		100,000		$20,000 per comprehensive HS	A: $20,000; EM: $20,000; MV: $20,000; RHS: $20,000; SEMHS: $20,000	7218
24	Standards/ Materials	Support Arts for All-Instructional Materials	Revised		08007	225,000		225,000		225,000		$25,000 per comprehensive HS; $100,000 at DO for Uniforms	A: $25,000; EM: $25,000; MV: $25,000; RHS: $25,000; SEMHS: $25,000	7224
26	Standards/ Materials	ALD Classes		ELs	08007	400,000		400,000		400,000		Classes include only ELs	Amount of sections vary by site	7226
28	Standards/ Materials	AVID Tutors			08007	500,000		500,000		500,000		Based on 40:1 ratio (Aug 8, 2016). Each tutor can work up to 29.5 hrs/wk	A: 6 (256); EM: 8 (300); MV: 3 (136); R: 6 (225); SEM: 4 (151)	7228
29	Standards/ Materials	Library Resources	Revised		08007	75,000		75,000		75,000		$15,000 per comprehensive HS	A: $15,000; EM: $15,000; MV: $15,000; RHS: $15,000; SEMHS: $15,000	7229
31	Student Achievement	Targeted tutoring after school	Revised		08007 & Title I	350,000		350,000		350,000		16 hrs per week for Library tutoring; 10 hours a week of content area tutoring [Title I]	Need schedule with time and locations	7331
33	Student Achievement	PSAT/SAT Fees for 10th and 11th graders	New		08007	120,000		120,000		120,000		PSAT Day (10th): Wednesday, 10/19/16; SAT Day (11th): Wednesday, 3/1/17	Teachers to be trained for SAT Boot Camp; possible training in September	7333
34	Student Achievement	Instructional Materials: increase discretionary site budgets	Revised		08007	465,000		465,000		465,000		PPA increase of $50; based on enrollment	A: $111,400; EM: $91,500; MV: $70,200; RHS: $90,250; SEMHS: $69,400; FRLHS: $18,550; DO: $13,700	7334
37	Student Achievement	Content Area Targeted tutoring during day to address D & F	Revised		08007	600,000		600,000		600,000		Number of tutors based on 25:0:1 ratio; each tutor up to 29.5 hrs/wk	A: 9 (265.5 hrs); EM: 7 (206.5 hrs); MV: 6 (177 hrs); R: 7 (206.5 hrs); SEM: 6 (177 hrs)	7337
39	Student Achievement	SAT Prep- Instruction			08007	60,000		60,000		60,000		4 sessions per year; up to 6 teachers per session	Plan for Boot Camp before 3/1/17 administration; another for May/June	7339
40	Student Achievement	SAT Prep- Instructional Materials			08007	20,000		20,000		20,000		$4,000 per site	Materials for all sessions	7340
44	Student Achievement	Expansion of Summer Workshop Offerings (salaries)			08007	80,000		80,000		80,000		Expansion to include classes/workshops that prepare students for the PSAT, SAT, ACT, AP Course and the Arts		7344
45	Student Achievement	Expansion of Summer Workshop Offerings (Inst. Mat.)			08007	50,000		50,000		50,000		Instructional Materials for Workshops		7345
49	Parent Involvement	Community Liaisons w/$0 additional hours			08007	262,553		270,430		278,543		include 50 hours for each CL	Create PCDs	7449
53	Student Engagement	Counselors	Revised		08007	3,625,668		3,733,538		3,844,644		include extra hours for counselors (workshops)		7553
59	Student Engagement	Afterschool enrichment programs & co-curricular activities			08007	125,000		125,000		125,000		$25,000 per comprehensive HS	A: $25,000; EM: $25,000; MV: $25,000; RHS: $25,000; SEMHS: $25,000	7559
70	Standards/ Materials	Provide academic support through instructional materials/resources specifically for ELs			08007	497,000		500,000		503,000		Per EL Allocation: $268.50	A: $64,977 (242); EM: $136,935 (510); MV: $113,844 (424); R: $80,282 (299); SEM: $70,347 (262); FRL: $27,656 (102); CDS: $2,959 (11)	7270
74	Student Engagement	Student Motivational Incentives			08007	61,000		61,000		61,000		$10,000 per Comprehensive HS; $5,000 DO; $3,000 FRLHS; $1,000 CDS, Transition Center and Mustang Center	A: $10,000; EM: $10,000; MV: $10,000; RHS: $10,000; SEMHS: $10,000; DO: $5,000; FRLI: $3,000; CDS: $1,000; TC: $1,000; MC: $1,000	7574

School Map & Evacuation Plan



Glossary of terms unique to the school

All Admin Meetings: Monthly meetings of Cabinet, Directors, and all Site Administrators

Administrative Council: Bi-monthly meetings of Cabinet, Directors, and all Site Principals; agenda focused on managerial decision making as well as instructional items

Content Specialists: Department chairs in mathematics, English, social science, and science. Unlike department chairs in other content areas, the content specialists receive one additional conference period during which district level meetings are held on a weekly basis.

Instructional Coach: Teacher on special assignment at each high school who focuses on instructional strategies, professional development, etc. The coach works primarily with the Principal and API at the site as well as with the Assistant Superintendent of Educational Services to provide training and coaching to teachers.

Instructional Leadership Meetings: Monthly meetings of Cabinet, Directors, Principals, and Assistant Principals of Instruction; agenda items limited to instructional focus

Leadership Meetings: Site level leadership meetings held twice a month with site administration, department chairs, content specialists, librarian, and instructional coach. Meetings are led by the Assistant Principal of Instruction.

Lean Manufacturing: A specialized course created in conjunction with Lawrence Equipment to train students in advanced manufacturing skills using real-world equipment. Students in Lean Manufacturing are not usually the same students in PLTW, but there may be some crossover.

Life Design (in the 21st Century): A freshman course developed through “Get Focused! Stay Focused!” and Santa Barbara City College. The course is designed to help freshmen create a 10-year plan from middle school to their career choice. Students enrolled in the course earn dual enrollment credit through Pasadena City College.

Mission Valley League: Official CIF Southern California league consisting of Arroyo High School, El Monte High School, Mountain View High School, Rosemead High School, South El Monte High School, Gabrielino High School, and Marshall Fundamental High School.

PDC (Professional Development Center): A building on the SEMHS property used by the the school district for professional development meetings, All-Admin meetings, and special trainings.

PLTW (Project Lead the Way): Specialized courses in STEM areas of engineering and computer science. Entrance into the PLTW pathway requires freshmen enrollment in Integrated Math 2.

PSA (Public Safety Academy): Vocational education program offered during the regular school day and through after school courses on campus. Students in the public safety academy are preparing for careers in public service (police, fire, paramedics, military service) and enroll in related elective courses.

Teacher Technology Lead (TTL): Site level position taken on by a certificated staff member with a paid stipend. The TTL assists staff with technology challenges (School Loop, gmail, etc.) and works with the Instructional coach on professional development needs.