



South El Monte High

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

Plan Period: 7/1/2017 - 6/1/2018

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EXECUTIVE SUMMARY

About This School

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

Areas of Analysis

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

Analyze Student Performance

Analyze Educational Practices

Analyze Instructional Programs

Education Improvement Goals

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

WASC

Provide Effective First-Time Instruction to Increase Reading, Writing, and Mathematics Achievement

Refine and Enhance the College & Career Environment for Post-Secondary Success

Strengthen English Learner and Special Education Programs

Increase Opportunities for Significant and Meaningful Parent Involvement

Plan Budget

Committees

Approvals and Assurances



ABOUT THIS SCHOOL

South El Monte High School has been serving the students of the El Monte Union High School District for the past 24 years. The vast majority of the student population comes from a Hispanic background where Spanish is spoken in the home and where most parents did not graduate from high school. Over 90% of the students are considered socio-economically disadvantaged. Despite these challenges, the school and district staff is committed to providing all South El Monte High School students with the best possible educational experience in order to provide as many post-secondary options to students as possible.

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 9 338

Grade 10 362

Grade 11 289

Grade 12 329

Total Enrollment 1296

Demographic Information

African American

0.46%

American Indian

0.15%

Asian

2.93%

Hispanic or Latino

95.45%

White (Non Hispanic)

0.31%

Significant Subgroup Information:

Socioeconomically Disadvantaged

93.21%

English Learners

16.74%

Hispanic or Latino

95.62%

Other:

Students With Disabilities

11.20%

The school's Vision and Mission Statements are:

Vision:

South El Monte High

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

Mission:

Every student a success story.

Schoolwide Learner Outcomes:

Empowered to think independently using reason, research, and imagination
Adaptable to changing technologies
Gracious in victory
Literate in communicating clearly and effectively
Ethical citizens in our global community
Smart, resilient, and ready

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. Attendance rates have improved over the past two years with an average daily attendance of 97.5%. Students are assigned after-school detentions 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. One full time campus supervisors oversees four additional part time supervisors who 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 several career pathways (PLTW, Lean Manufacturing, Public Safety, Business & Finance, Arts & Entertainment), 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 5 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 2016-2017 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 Effective First-Time Instruction to Increase Reading, Writing, and Mathematics Achievement



2. Refine and Enhance the College & Career Environment for Post-Secondary Success
3. Strengthen English Learner and Special Education Programs
4. Increase Opportunities for Significant and Meaningful 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.



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 has made a positive adjustment to the new Common Core Accountability and Testing by preparing students more effectively for performance on the CAASPP. With changes in the testing administration and student preparation, South El Monte High School boasted the greatest gains on the CAASPP exam in English in the San Gabriel Valley. The school also boasted the greatest overall gains on the combined exams. This year's testing environment will once again 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. Greater preparation in the classrooms with sample test simulations and performance tasks will also help bolster success.

The school and district has recently shifted focus to the number of graduating students who enter college with the need for remediation. A representative from California State University, Los Angeles spoke with all juniors to emphasize the importance of a high score on each section of the CAASPP exam in order to move out of remediation courses in college.

The success of English Language Learners continues to challenge staff as the new accountability shows that English Learners are making little progress with declining results each year. Along with an understanding of the new CELDT reclassification process (ELPAC), the school will likely need to reintroduce English Learner courses into the master schedule in order to address the struggle of students who are yet to be reclassified.

Conclusions from Parent, Teacher and Student Input

The District's annual LCAP survey administered to all stakeholders revealed the following perceptions. For the second consecutive year, 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. The staff has full control over the bell schedule (offering 6 periods rather than 7), so no changes in overall staffing allocations will occur.

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 implement its WASC Action Plan, teacher attitudes towards student learning, student abilities, and student success will continue to be a focus of our self-study.



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 Macroeconomics, and AP Studio Art.

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 prepare for the SAT exam through the administration of the PSAT 8/9 for freshman in specialized courses, through the PSAT for all sophomores and opt-in juniors, and through site-based SAT preparation classes in anticipation of the examination help on campus.

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.



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 role of the instructional coach has since evolved along with the SIOP approach. South El Monte High School's instructional coach works closely with the administration during the evaluation process to aide and assist teachers from their first formal observation to their final evaluation in the spring. SIOP strategies have been redefined to reflect best practices and are part of the walk-through process logged by administrators.

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. 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.



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 study skills. 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 access 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 ALD 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. College tutors who work in core classrooms during the day are provided through categorical funding as well as mathematics specific tutors for summer school programs.

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.

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 are 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. Freshman determined to be "at risk" are placed into Guided Studies for their first year in order to build positive study habits and improve their core content knowledge.



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 serves an important role in parent communication and education and holds trainings and conferences in the new Parent Center. The guidance department schedules parent-teacher conferences when student behavioral issues arise as well as for parents who have concerns about their student's academic progress.

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 growing but still 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. The addition of an ALD course for the 2017-2018 year will help struggling sophomores by providing support through their current English 2 teachers. 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. The 50 most at-risk freshman will be enrolled in Guided Studies for their first year to support their academic needs and close their achievement gaps.



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, CAASPP 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 schoolwide as well as English Language Learners who are being reclassified at sufficient rates. 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. Student growth on the CAASPP examination reflected a significant improvement in mathematics and in English (where the measured growth outperformed other high schools in the San Gabriel Valley).

The school's data was reviewed globally with the school staff, students, and parents as well as with district administrators and administrative colleagues at other high schools in anticipation of the school's full WASC self-study visit in November 2016. A collaborative and transparent approach was taken to the creation of the school's subsequent action plan which is mirrored in this document. The school received a six year term from WASC with a midterm one day visit.



SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

WASC

Provide Effective First-Time Instruction 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. This goal was met from 2015 to 2016. The new goal set by Site Council for 2018 is a 4% gain in ELA and a 7% gain in Mathematics.

2016 vs. 2017: Met/Exceeded Increased 4%
English Language Arts 2016 vs. 2017
Standard Exceeded 25% vs. 32% : INCREASED by 7%
Standard Met 43% vs. 40% : DECREASED by 3%
Standard Nearly Met 21% vs. 17% : DECREASED by 4%
Standard Not Met 10% vs. 11% : INCREASED by 1%

Mathematics 2016 vs. 2017
Standard Exceeded 4% vs. 10% : INCREASED 4%
Standard Met 23% vs. 17%: INCREASED 6%
Standard Nearly Met 33% vs. 37% : INCREASED 4%
Standard Not Met 37% vs. 35% : DECREASED 2%

Additional data points for the upcoming year will include grade distributions, AP test results by subject, evaluation of student performance tasks in core subjects, number of students requiring Tier 1 and Tier 2 interventions, number of teachers participating in external professional development opportunities, and evaluations of students projects and portfolios.

Refine and Enhance the College & Career Environment for Post-Secondary Success

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 2017-2018. Additional data will include CTE pathway completion rates, AP course enrollment, attendance in after school tutoring and library hours, postgraduate success rates (data gathered from post-secondary partners).

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. This goal will also include success in the school's ALD courses and the success of LTEL students in English Language assessments and classes.

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 Opportunities for Significant and Meaningful Parent Involvement

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. Achievement will be tracked through number of School Loop accounts created by parents with the assistance of the Community Liaison; frequency of parent drop-in visits to the Parent Center; number of parent-teacher contacts made through personal phone calls, emails, and conferences; monthly informational newsletters mailed to the home; parent participation REMIND 101 app, and additional incentives for parent attendance (e.g. clearing detention hours for their student).

**PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE****WASC****Goal: Provide Effective First-Time Instruction 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. This goal was met from 2015 to 2016. The new goal set by Site Council for 2018 is a 4% gain in ELA and a 7% gain in Mathematics.

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STUDENT GROUPS PARTICIPATING IN THIS GOAL

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



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 2017 results. Goal was met from 2015-2016.

Schoolwide:

ELA 46% to 68% to 72%

Math 16% to 29% to 27%

SED:

ELA 46% to 68% to 70%

Math 16% to 30% to 27%

Hispanic/Latino Subgroup:

ELA 43% to 68% to 70%

Math 16% to 28% to 24%

English Learner Subgroup:

English Learners did not meet standards in either English or math in 2015. In 2016, 24% of English Learners met standards in English, but no English Learners met standards in mathematics. In 2017, 15% of English Learners met standards in English while almost 3% met standards in mathematics.

MEANS OF EVALUATING PROGRESS TOWARD THIS GOAL

CAASPP Testing Results

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

CAASPP Testing Results

Strategies

New Strategy

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.



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. Bell Schedule contains built-in, weekly collaboration agendas
3. Agendas and lesson plans; Biannual full observations conducted by administrators for all teachers in the evaluation cycle. Plans for improved effectiveness are created after the first observation and shared with the teacher as well as the instructional coach for additional ongoing support.

People Assigned

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

Start Date - End Date

Funding Source	Description	Cost
EIA-LEP	Certificated w/Fringe & Health Benefits - Inst. Coach	\$0.00
Title I, Part A	Professional Development	\$0.00
Title I, Part A	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 CFBA's.
 - ii. The English department, each grade level will administer and analyze data from CFBA's.
 - 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

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

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



Goal: Refine and Enhance the College & Career Environment for Post-Secondary Success

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 2017-2018. Additional data will include CTE pathway completion rates, AP course enrollment, attendance in after school tutoring and library hours, postgraduate success rates (data gathered from post-secondary partners).

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%
2015-2016: 47.5%

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

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 Department

Start Date - End Date



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. This goal will also include success in the school's ALD courses and the success of LTEL students in English Language assessments and classes.

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

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

GROUP DATA NEEDED TO MEASURE ACADEMIC GAINS

Site AMAO percentages
ELPAC results
Reclassification data
Semester progress in ELD, collaboration, and/or self-contained classes
CAASPP, CAST, 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 initial/annual ELPAC, 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. ELPAC annual results, language folders
7. Professional development 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



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



Goal: Increase Opportunities for Significant and Meaningful Parent Involvement

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. Achievement will be tracked through number of School Loop accounts created by parents with the assistance of the Community Liaison; frequency of parent drop-in visits to the Parent Center; number of parent-teacher contacts made through personal phone calls, emails, and conferences; monthly informational newsletters mailed to the home; parent participation REMIND 101 app, and additional incentives for parent attendance (e.g. clearing detention hours for their student).

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. All staff will make personal contact with parents a priority when behavioral issues arise as well as when student grades are in the D and F range.
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

7/1/2017 - 6/30/2018



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



CATEGORICAL FUNDING ALLOCATED TO THIS SCHOOL

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

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

State Funding Sources	Amount
EIA-LEP	



SCHOOL SITE COUNCIL MEMBERS

Name	Represents	Contact Info	Reviewed Plan Date
Quinones, Leonorilda	Parent	626-483-0244	9/11/2017
Martinez, Silvia	Parent	626-551-9834	9/11/2017
Vu, Joe	Teacher	626-258-5600	9/11/2017
Natalie Lopez	Student		
Morris, Jeff	Teacher	626-258-5600	9/11/2017
Audrey Figueroa	Student		
Avina, Amy	Principal	626-258-5605	9/11/2017
Davila, Maria	Teacher	626-258-5600	9/11/2017
Benitez, Milca	Students	626-671-9258	9/11/2017
Cardenas, Jenny	Parent	626-200-3433	9/11/2017
Bautista, Fred	Teacher	626-258-5600	9/11/2017
Juana Torres	Teacher	626-258-5600	
Yuritzzy Gomez Serrano	Other Staff	626-258-5600	



ASSURANCES

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

**Approval
Date**

Assurances

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

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

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

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

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

English Learner Advisory Committee 9/11/2017

Site Leadership

State Compensatory Education Advisory Committee 9/11/2017

Approval

The school plan was adopted by the council on:

Public Notice Due Date:

District Governing Board Review Due Date:

School Site Plan Approved:

Attested by School Principal:

Attested by School Site Council Chairperson:

Attested:

Amy Avina		
Typed Name of School Principal	Signature of School Principal	Date
Milca Benitez		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date