School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Monte High School	1964519-1932664	04/27/21	03/02/2022

Purpose and Description

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

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

MISSION STATEMENT
El Monte High School will create a safe and supportive learning environment and provide educational opportunities that prepare all students to achieve the expected school wide learning results.

VISION STATEMENT
El Monte High School will graduate all students with the skills to be innovative life-long learners who thrive in a changing technological society.

SCHOOL DESCRIPTION

El Monte High School is an ethnically diverse high school located in the San Gabriel Valley twelve miles east of downtown Los Angeles. Established in 1901, El Monte recently celebrated its first century of service making it one of the oldest schools in Los Angeles County.

As a Schoolwide Program, El Monte High School offers a variety of curricular programs to meet the needs of students. The English Language Development program is designed for newcomer students who do not speak English. The objective of the program is to help students become proficient in the English language and enter the mainstream program. This program is accompanied by sheltered classes in all core areas. All classes and departments at El Monte High School have adapted their curricula to reflect the California Content Standards and Frameworks. In its 14th year, our certified AVID (Advanced Via Individual Determination) program has expanded and is currently servicing 310 students. Advanced Placement courses are offered in English, Spanish language and literature, Calculus, Chinese, Macro Economics, Biology, Statistics,Chemistry, Physics, US History, European History, and Government. ELA intervention classes focus on helping struggling students master California Content Standards. Project Lead the Way, in collaboration with Cal Poly Pomona, provides an enriched science program with a focus on pre-engineering. Other academic programs which help students achieve include the, CTE Career Technical Education Program, Adult School Program, Independent Study and Credit Recovery programs among others. In order to meet the needs of students, School Site Council with student input, agreed to offer tutoring in Math and ELA/Academic Labs. Administration and support staff agreed to keep the library open for after school tutoring Monday through Thursday until 7:00 p.m. 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. Currently, El Monte High School services and monitors 28 migrant education students. 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 McKinney-Vento Homeless Education funding provides federal funds for students who live in the El Monte High School area. The Title 1 program funds are used to help qualifying students by providing students with necessary instructional supplies and additional services when attendance/behavior is a result of homelessness. El Monte High School has many reasons to be proud of its accomplishments. As a result of high level of achievement, in 2012, El Monte High School was featured in the California Best Practices Study produced by Springboard Schools in collaboration with National Center for Educational Accountability (NCEA) and Just for the Kids-California (JFTK-CA). El Monte was selected as an example of a school which produces dramatic better than- expected results for students. The report indicated the key reasons El Monte High School students have continued to improve, despite circumstances which might otherwise result in failure, was due to a personalized approach to the students, a commitment to using data to drive instruction, the implementation of academic standards in coursework, and high goal setting and expectations for students. In 2010, CSBA awarded El Monte High School the Golden Bell award for its student development and use of green energy and physical fitness. Most recently, in 2016 El Monte High School was awarded a Golden Bell award for their open access in Advanced Placement courses. In March 2012, El Monte was awarded a six year accreditation with a commendation for having a clear vision and direction. EMHS has the largest AVID program in the El Monte Union High School District. In July 2017, the AVID Coordinator was awarded the AVID Teacher Advocacy award for her work to support underrepresented students. El Monte High School is looked upon as the community school. As a result, community businesses have entered into partnership with the school as supporters of many programs: Renaissance, mentoring, career development, athletics, the performing arts and various school projects. El Monte High School has

also established a scholarship foundation through the California Community Foundation. Currently, the scholarship fund is approaching $100,000 and growing. The school and community united together in May 2017 to reinstate their PTSA.

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

El Monte High School will continue to seek input from all stakeholders and review data on an ongoing basis as a means to ensure we continue to address our students' needs. School Site Council will be formed following ESEA requirements and will meet regularly to review, monitor and revise the School Plan for Student Achievement (SPSA). Site administration will continue to work closely with District staff to ensure the EMHS SPSA and the District Local Control and Accountability Plan are in alignment and address identified State priorities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A number of our teachers at El Monte High School are still in the process of learning how to utilize effective strategies for working with English Learners, students with special needs, struggling readers, and other under-performing students. However, the overwhelming majority of our staff have embraced Cycle trainings and are actively participating in each training.
In addition, many teachers have taken on leadership roles in modeling and rolling out SIOP and other effective EL learning strategies, including the formation of a SIOP Model Committee. SIOP observations and the UCLA walk-throughs are in the process of becoming a consistent means of monitoring the implementation of these strategies. Additional time for fine tuning and monitoring the four SIOP cycles is the current focus and need to successfully align to Common Core. Administration is incorporating a protocol for observing SIOP in their walk-throughs and allocating time for teachers to observe peers and best practices in the classroom.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.06%	0%	%	1	0	
African American	0.23%	0.17%	0.1%	4	3	2
Asian	13.23%	13.39%	12.7%	230	232	206
Filipino	0.29%	0.17%	0.3%	5	3	4
Hispanic/Latino	86.02%	85.85%	86.4%	1,495	1,487	1,399
Pacific Islander	%	0%	%		0	
White	0.17%	0.29%	0.3%	3	5	4
Multiple/No Response	%	0%	0.3%		2	5
			Total Enrollment	1,738	1,732	1,620

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	429	429	398
Grade 10	452	431	428
Grade 11	460	419	391
Grade 12	397	453	403
Total Enrollment	1,738	1,732	1,620

Conclusions based on this data:

1. The data indicates declining enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	365	377	377	21.0%	21.8%	23.3%
Fluent English Proficient (FEP)	1,101	1,104	989	63.3%	63.7%	61.0%
Reclassified Fluent English Proficient (RFEP)	54	54	44	12.6%	14.8%	11.7%

Conclusions based on this data:

1. The data indicates EL enrollment continues to increase.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	403	456	370	384	435	0	384	435	0	95.3	95.4	0.0
All Grades	403	456	370	384	435	0	384	435	0	95.3	95.4	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2577.	2611.		21.61	28.05		27.34	33.79		28.13	23.45		22.92	14.71	
All Grades	N/A	N/A	N/A	21.61	28.05		27.34	33.79		28.13	23.45		22.92	14.71	

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	22.92	29.43		43.75	46.21		33.33	24.37	
All Grades	22.92	29.43		43.75	46.21		33.33	24.37	

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	30.99	49.43		40.36	39.54		28.65	11.03	
All Grades	30.99	49.43		40.36	39.54		28.65	11.03	

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

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	16.67	22.07		63.80	62.53		19.53	15.40	
All Grades	16.67	22.07		63.80	62.53		19.53	15.40	

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

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	32.81	35.40		46.09	49.89		21.09	14.71	
All Grades	32.81	35.40		46.09	49.89		21.09	14.71	

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

Conclusions based on this data:

1. CAASPP was suspended and data will be reviewed with the administration in 2022.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	403	456	370	385	441	0	385	441	0	95.5	96.7	0.0
All Grades	403	456	370	385	441	0	385	441	0	95.5	96.7	0.0

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

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2556.	2596.		9.87	19.05		14.81	22.00		28.83	25.62		46.49	33.33	
All Grades	N/A	N/A	N/A	9.87	19.05		14.81	22.00		28.83	25.62		46.49	33.33	

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	18.44	29.48		24.94	29.02		56.62	41.50	
All Grades	18.44	29.48		24.94	29.02		56.62	41.50	

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	9.35	22.45		48.83	47.62		41.82	29.93	
All Grades	9.35	22.45		48.83	47.62		41.82	29.93	

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 11	13.77	18.59		53.77	56.01		32.47	25.40	
All Grades	13.77	18.59		53.77	56.01		32.47	25.40	

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

Conclusions based on this data:

1. CAASPP was suspended and data will be reviewed with the administration in 2022.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1556.6	1515.5	1545.0	1557.3	1507.1	1542.3	1555.2	1523.4	1547.2	123	84	106
10	1539.7	1550.9	1549.2	1530.9	1548.1	1555.7	1547.9	1553.1	1542.3	117	88	97
11	1526.1	1506.6	1486.6	1509.2	1486.7	1483.9	1542.5	1526.1	1488.9	86	82	61
12	1546.0	1541.4	1525.3	1531.3	1522.1	1521.3	1560.2	1560.1	1528.9	70	65	54
All Grades										396	319	318

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	32.52	10.71	10.58	32.52	22.62	41.35	23.58	35.71	31.73	11.38	30.95	16.35	123	84	104
10	32.48	15.91	18.95	24.79	42.05	28.42	21.37	31.82	32.63	21.37	10.23	20.00	117	88	95
11	13.95	2.44	5.17	44.19	28.05	18.97	18.60	32.93	31.03	23.26	36.59	44.83	86	82	58
12	30.00	7.69	11.32	40.00	35.38	16.98	*	38.46	45.28	17.14	18.46	26.42	70	65	53
All Grades	28.03	9.40	12.26	34.09	31.97	29.03	19.95	34.48	34.19	17.93	24.14	24.52	396	319	310

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.41	20.24	28.85	30.89	25.00	33.65	12.20	33.33	24.04	*	21.43	13.46	123	84	104
10	43.59	36.36	32.63	23.93	34.09	34.74	17.09	21.59	21.05	15.38	7.95	11.58	117	88	95
11	39.53	8.54	18.97	36.05	32.93	29.31	*	28.05	24.14	16.28	30.49	27.59	86	82	58
12	48.57	13.85	16.98	32.86	49.23	45.28	*	18.46	22.64	*	18.46	15.09	70	65	53
All Grades	45.71	20.38	26.13	30.30	34.48	35.16	12.12	25.71	22.90	11.87	19.44	15.81	396	319	310

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	13.01	4.76	8.65	28.46	16.67	19.23	30.08	27.38	44.23	28.46	51.19	27.88	123	84	104
10	12.82	3.41	7.37	24.79	27.27	17.89	28.21	39.77	41.05	34.19	29.55	33.68	117	88	95
11	*	0.00	0.00	27.91	8.54	6.90	29.07	41.46	29.31	37.21	50.00	63.79	86	82	58
12	17.14	6.15	1.89	34.29	23.08	11.32	22.86	49.23	33.96	25.71	21.54	52.83	70	65	53
All Grades	12.12	3.45	5.48	28.28	18.81	15.16	28.03	38.87	38.71	31.57	38.87	40.65	396	319	310

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	42.28	5.95	9.62	43.09	63.10	70.19	14.63	30.95	20.19	123	84	104
10	35.04	9.09	13.98	42.74	77.27	63.44	22.22	13.64	22.58	117	88	93
11	23.26	0.00	1.75	56.98	40.24	50.88	19.77	59.76	47.37	86	82	57
12	41.43	0.00	3.77	42.86	55.38	60.38	15.71	44.62	35.85	70	65	53
All Grades	35.86	4.08	8.47	45.96	59.56	62.87	18.18	36.36	28.66	396	319	307

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	69.11	55.95	59.80	25.20	22.62	25.49	*	21.43	14.71	123	84	102
10	60.68	78.41	63.04	25.64	9.09	28.26	13.68	12.50	8.70	117	88	92
11	60.47	51.22	43.10	25.58	21.95	32.76	13.95	26.83	24.14	86	82	58
12	62.86	63.08	70.59	27.14	23.08	17.65	*	13.85	11.76	70	65	51
All Grades	63.64	62.38	59.41	25.76	18.81	26.40	10.61	18.81	14.19	396	319	303

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	15.45	7.14	11.54	40.65	35.71	47.12	43.90	57.14	41.35	123	84	104
10	16.24	7.95	12.77	38.46	52.27	46.81	45.30	39.77	40.43	117	88	94
11	*	1.22	0.00	45.35	39.02	28.07	51.16	59.76	71.93	86	82	57
12	*	4.62	1.89	48.57	60.00	33.96	37.14	35.38	64.15	70	65	53
All Grades	12.88	5.33	8.12	42.42	46.08	41.23	44.70	48.59	50.65	396	319	308

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	20.33	7.14	2.88	69.92	69.05	80.77	9.76	23.81	16.35	123	84	104
10	17.95	7.95	3.23	69.23	81.82	74.19	12.82	10.23	22.58	117	88	93
11	27.91	3.66	8.93	54.65	74.39	53.57	17.44	21.95	37.50	86	82	56
12	44.29	7.69	15.09	47.14	72.31	60.38	*	20.00	24.53	70	65	53
All Grades	25.51	6.58	6.21	62.37	74.61	70.26	12.12	18.81	23.53	396	319	306

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

Conclusions based on this data:

1. Due to distance learning student performance appears to have been impacted and we will revisit these scores when administration can take place in person.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1620	**94.9**	**23.3**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	377	23.3
Foster Youth	4	0.2
Homeless	92	5.7
Socioeconomically Disadvantaged	1537	94.9
Students with Disabilities	202	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.1
American Indian or Alaska Native		
Asian	206	12.7
Filipino	4	0.2
Hispanic	1399	86.4
Two or More Races	5	0.3
Native Hawaiian or Pacific Islander		
White	4	0.2

Conclusions based on this data:

1. El Monte High School has 95% of students who qualify for free and reduced lunch, or have parents/guardians who did not receive a high school diploma.

2. The largest Race/Ethnicity student group is the Hispanic student group.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Orange	**Suspension Rate** Green
Mathematics Green		
College/Career Yellow		

Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

School and Student Performance Data

Academic Performance
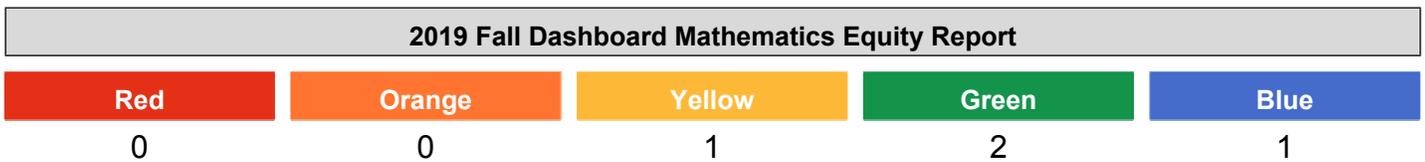## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
31.5 points above standard	61.8 points below standard	0 Students
Increased Significantly ++33.5 points	Increased Significantly ++30.1 points	
427	120	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.7 points above standard	106.7 points below standard
	Increased Significantly ++34.2 points	Increased Significantly ++38.5 points
10	408	47

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	94.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Increased Significantly ++39 points	1
		62	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
20.9 points above standard	0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++34 points			1
361			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
120.9 points below standard	6.6 points below standard	39.6 points above standard
Increased Significantly ++17.8 points	Increased Significantly ++24.1 points	Increased Significantly ++38.1 points
58	62	57

Conclusions based on this data:

1. Based on this data, English Learners are significantly underperforming their peers - 2020-2021 Data Not Available

School and Student Performance Data

Academic Performance
## Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	
24.9 points below standard	109.3 points below standard	
Increased Significantly ++45.2 points	Increased Significantly ++31.6 points	
420	115	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	28 points below standard	169.6 points below standard
	Increased Significantly ++44.5 points	Increased Significantly ++57.4 points
9	402	40

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		101.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2		Increased Significantly ++76.8 points	1
		62	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green			No Performance Color
47.3 points below standard			Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++41.5 points			1
354			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
147.6 points below standard	77.3 points below standard	23.8 points below standard
Increased Significantly ++19.8 points	Increased Significantly ++28.7 points	Increased Significantly ++49.5 points
53	62	56

Conclusions based on this data:

1. Based on this data we must continue to support our English Learners who are significantly underperforming their peers - 2020-2021 Data Not Available

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
53.2 making progress towards English language proficiency
Number of EL Students: 278
Performance Level: Medium
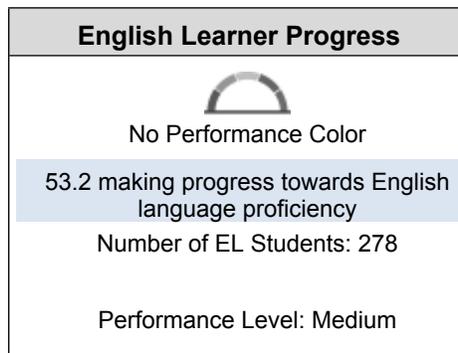
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.7	32.0	1.0	52.1

Conclusions based on this data:

1. Based on this data, over 50% of our English Learners are making progress toward proficiency - Carry over - 2020-2021 Data Not Available

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students	397	100
African American		
American Indian or Alaska Native		
Asian	54	13.6
Filipino		
Hispanic	342	86.1
Native Hawaiian or Pacific Islander		
White	1	0.3
Two or More Races		
English Learners	108	27.2
Socioeconomically Disadvantaged	389	98
Students with Disabilities	45	11.3
Foster Youth	5	1.3
Homeless	28	7.1

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	46	11.7
African American		
American Indian or Alaska Native		
Asian	20	37.7
Filipino		
Hispanic	26	7.7
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	1
Socioeconomically Disadvantaged	44	11.5
Students with Disabilities	0	0
Foster Youth		
Homeless	2	7.4

*   This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

*   This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	14	3.5
African American		
American Indian or Alaska Native		
Asian	4	7.4
Filipino		
Hispanic	10	2.9
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	3	2.8
Socioeconomically Disadvantaged	14	3.6
Students with Disabilities	1	2.2
Foster Youth		
Homeless	2	7.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students	176	44.3
African American		
American Indian or Alaska Native		
Asian	39	72.2
Filipino		
Hispanic	137	40.1
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	20	18.5
Socioeconomically Disadvantaged	171	44
Students with Disabilities	5	11.1
Foster Youth		
Homeless	11	39.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	10	2.5
African American		
American Indian or Alaska Native		
Asian	4	7.4
Filipino		
Hispanic	6	1.8
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	1	0.9
Socioeconomically Disadvantaged	10	2.6
Students with Disabilities	0	0
Foster Youth		
Homeless	2	7.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	24	6
African American		
American Indian or Alaska Native		
Asian	7	13
Filipino		
Hispanic	17	5
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	5	4.6
Socioeconomically Disadvantaged	23	5.9
Students with Disabilities	0	0
Foster Youth		
Homeless	2	7.1

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students	0	0
African American		
American Indian or Alaska Native		
Asian	0	0
Filipino		
Hispanic	0	0
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	0	0
Socioeconomically Disadvantaged	0	0
Students with Disabilities	0	0
Foster Youth		
Homeless	0	0

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students	116	29.2
African American		
American Indian or Alaska Native		
Asian	9	16.7
Filipino		
Hispanic	107	31.3
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners	19	17.6
Socioeconomically Disadvantaged	115	29.6
Students with Disabilities	0	0
Foster Youth		
Homeless	4	14.3

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. Although our overall A-G completion rates are at 44% our goal is to bring up all our other subgroups to the same percentage.

2. State Seal of Biliteracy data indicates that 116 students earned the seal of which 115 students were socioeconomically disadvantaged.

School and Student Performance Data

Academic Engagement
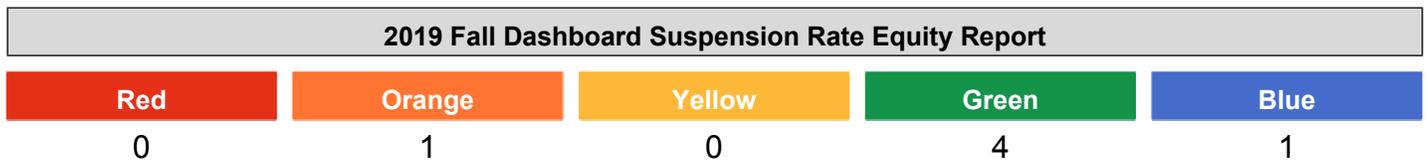## Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White
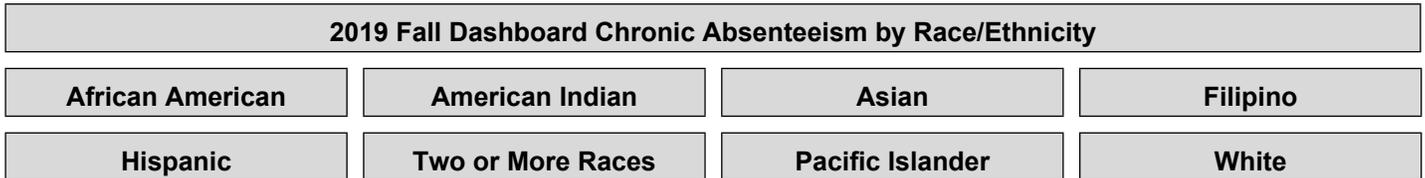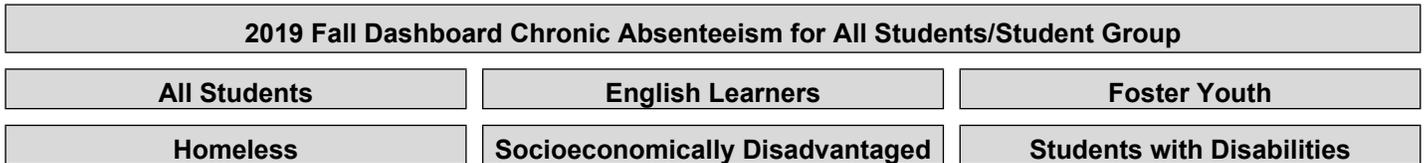
Conclusions based on this data:

1. Not applicable.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	397	367	5	92.4
English Learners	108	89	5	82.4
Foster Youth	5		0	
Homeless	28	24	1	85.7
Socioeconomically Disadvantaged	389	361	5	92.8
Students with Disabilities	45	33	3	73.3
African American				
American Indian or Alaska Native				
Asian	54	51	1	94.4
Filipino				
Hispanic	342	315	4	92.1
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

Conclusions based on this data:

1. Based on this data our graduation rate indicates growth including within our subgroups.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	4	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	No Performance Color
1.6	2.7	7.7
Declined -0.8	Declined -1.2	Increased +7.7
1838	449	13
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Green	Green
5.6	1.7	4.9
Increased +3	Declined -0.8	Declined -0.4
54	1743	206

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		Blue 0 Maintained 0 248	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.8 Declined -0.9 1573	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.4	1.6

Conclusions based on this data:

1. NA

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA Proficiency

LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

Goal 1

Goal: English Language Arts

GOAL OBJECTIVE

1. To increase the number of students meeting and exceeding common core standards schoolwide in ELA as measured by the 2022 CAASPP results.

Identified Need

ISSUE STATEMENT

El Monte High School must increase the number of students meeting and exceeding common core standards on Smarter Balanced assessment in all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoolwide ELA 2018-19	61.84%	65%
Hispanic ELA 2018-19	58.97%	64%
Asian ELA 2018-19	79.37%	82%
English Learner ELA 2018-19	7.81%	15%
Economically Disadvantaged ELA 2018-19	61.57%	65%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

1. This goal will encompass all 11th grade students, with actions defined to focus on needs of specific subgroups as necessary.
Annual objectives will be established for groups as necessary to achieve overall goal.

Strategy/Activity

Actions

ELA #1 - Support Classes

Tasks

1. Offer Academic Language Development (ALD) lab classes to provide additional time, strategies, and differentiated instruction to help students develop academic language and better meet the standards.
2. Assign AVID tutors to provide additional instructional support in the AVID classes.
3. Offer English 1 Intensive courses to 9th grade students to increase their literacy levels.
4. Offer Study Skills courses to Students with Disabilities to provide academic support.
5. Provide supplemental materials to intervention classes including software and online support to reinforce the needs of diverse learning styles.
6. Provide instructional support through instructional assistants in intervention classes.
7. Maintain AVID classes to support students with meeting the A-G requirements and preparing for college.

Measures

1. Master schedule, class roster with test scores.
2. AVID tutor schedule
3. Master schedule, English 1 Intensive class rosters
4. Master schedule, Study Skills class rosters with test scores.
5. Samples of supplemental materials
6. Instructional aides schedule
7. Master schedule, AVID class rosters

People Assigned

1. EL TOSA, Administration, ALD Teachers, AVID teachers
2. AVID Coordinator, and AVID Tutors
3. Administration, Guidance Counselors
4. Administration, Special Education Department teachers
5. Administration
6. Administration, Categorical Program Assistant
7. Administration, AVID Coordinator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
164,601.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries AVID Sections
79,200.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries English 1 Intensive 3 Sections
41,159.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant
9,979.88	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Resources
10,116	Title I Part A: Allocation 4000-4999: Books And Supplies Other Instructional Resource
608,402.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors
22,100	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Computer Technology Related Services- HMH Read 180 Hosting
162,132.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA
16,709.00	Title I Part A: Allocation Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

ELA #2 - Research Based Strategies

Tasks

1. Conduct monthly walk-throughs to ensure all teachers incorporate research-based instruction strategies to improve student achievement and support Common Core implementation.
2. Teachers will be trained in using Illuminate to make data driven decisions and modify instruction.
3. The Innovation Center, Resource Center, and Library will be available for students to work on daily assignments and/or projects as well as receive with individual attention.
4. Create performance tasks and interim technology based assessments that address Common Core standards.

Measures

1. Training sign-in sheets, training materials, implementation plans, implementation calendars, classroom walk-throughs
2. Training sign-in sheets, Illuminate data
3. Sign-in sheets, lab calendars, samples of modified instruction, classroom walk-throughs
4. Sign-in sheets, meeting agendas and minutes

People Assigned

1. All EMHS teachers, Administration
2. All EMHS teachers, API
3. Academic Lab Teachers
4. API, Content Specialist, Course Leads, all EMHS teachers

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

Amount(s)	Source(s)
12,139.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads
120,468.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialists
29,887	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal will encompass all 11th grade students, with actions defined to focus on needs of specific subgroups as necessary.

Strategy/Activity

ELA #3 - Supplemental Services
Tasks

1. Implement Summer Bridge Program to help prepare incoming 9th graders for the transition to high school level course work.
2. Continue to provide a Resource Center supplied with computers to support struggling students (with a focus on students with disabilities) with greater opportunities for personalized instruction.
3. Provide students with opportunities to apply and visualize concepts learned in class through educational field trips.
4. Provide educational incentives to motivate students toward striving for proficiency.
5. Provide supplemental materials for the library to support students at various reading levels.

Measures

1. Sign-in sheets, Summer Bridge curriculum, class rosters
2. Sign-in sheets
3. Lesson plans, attendance list
4. Data from all state assessments
5. Circulation Report

People Assigned

1. Summer Bridge Certificated Staff
2. Administration and Special Education Certificated Staff
3. Administration and Participating Teachers
4. Administration
5. Library Media Specialist

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Academic Mentoring- Previously Identified in Plan
6150.30	Title I Part A: Allocation Summer Bridge
720.00	Title I Part A: Allocation Transportation - Summer Bridge
635.00	Title I Part A: Allocation Field Trips - Summer Bridge

| 12,000.00 | Title I Part A: Allocation |
| | Instructional Materials |

Strategy/Activity 4

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

This goal will encompass all 11th grade students, with actions defined to focus on needs of specific subgroups as necessary.

Strategy/Activity

Actions

ELA #4 - Professional Development

Tasks

1. Provide staff development on utilizing teaching strategies by working with instructional coach to support Common Core implementation.
2. Provide intensive professional development that supports Common Core through academic language development and technology.
3. Continue to monitor and provide professional development trainings on how to utilize new visual technologies for integrating EL strategies in the classroom.
4. Provide collaboration time for teachers to share best practices, create common and technology-based assessments, and review assessment data.

Measures

1. Sign-in sheets, training materials, walkthroughs
2. Sign-in sheets, training materials, walkthroughs
3. Sign-in sheets, training materials, walkthroughs
4. Agendas, sign-in sheets, samples of common and technology based assessments, samples of best practices/best lesson plans

People Assigned

1. Administration, Instructional Coach, TTL
2. API
3. Instructional Coach, TTL, Trained Credential Teachers
4. Administration, Instructional Coach, TTL, English Teachers

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

| Amount(s) | Source(s) |
| 7676.02 | Title I Part A: Allocation |

	5000-5999: Services And Other Operating Expenditures Professional Development
12,000	Title I Part A: Allocation Substitutes
3102.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development Planning
156,616.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal will encompass all 11th grade students, with actions defined to focus on needs of specific subgroups as necessary.

Strategy/Activity

Actions ELA #5 - Parent Involvement Tasks 1. Provide parent workshops with support from the Categorical Programs Assistant and the Community Liaison, to inform parents of instructional practices, state assessments and other supplemental services at EMHS. 2. Hold Parent Involvement Academy, Back-to-School Night, Open House, English Learner Advisory Committee Meetings, Sophomore / Junior / Senior Counseling Academic Information Meetings, 8th Grade Parent Orientation, Parent Orientation Day, and other workshops to inform and educate parents in their primary language. 3. Increase parent communication through mailings, electronic messages, Schoolloop messages, and parent conferences in their primary language. 4. Inform parents about the importance of attendance through electronic messages, Schoolloop notices, and ELAC meetings. 5. Maintain a Parent Center to assist with informing parents of supplemental services, provide support navigating campus and web resources, and assist in communicating student progress between teachers and parents. Measures 1. Meeting attendance data, minutes, agendas 2. Meeting attendance data, minutes, agendas 3. Meetings held as scheduled, copies of mailings, fliers, parent surveys, parent communication logs from electronic messaging system. 4. Parent sign-in sheets, copies of notices 5. Parent sign-in sheets, office directory

People Assigned

1. Categorical Programs Assistant and Community Liaison
2. Administration, Counselors, Categorical Programs Assistant, Community Liaison, Teachers
3. Administration, Counselors, Categorical Programs Assistant, Community Liaison, Teachers
4. Coordinator of Welfare & Attendance
5. Administration and site support staff

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries CPA- Previously Identified in Plan
59,333.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Liaison
160,928.00	S & C 1000-1999: Certificated Personnel Salaries CWA
240.05	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Parent Participation Programs
485.00	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Parent Participation Supplies

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math Proficiency

LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

Goal 2

Goal: Math Proficiency

GOAL OBJECTIVE

1. To increase the number of students meeting and exceeding the common core standards school-wide in Math by as measured by the 2022 CAASPP results.

Identified Need

ISSUE STATEMENT

El Monte High School must increase the number of students meeting and exceeding the standards on CAASPP Smarter Balanced assessment in all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Schoowide Math 2018-19	41.05%	45%
Hispanic Math 2018-19	34.42%	39%
Asian Math 2018-19	75.36%	78%
English Learners Math 2018-19	11.26%	15%
Economically Disadvantaged Math 2018-19	40.63%	45%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal will encompass all 11th grade students.

Strategy/Activity

Actions

Math #1 - Support Classes

Tasks

1. Provide a math readiness class in the summer to allow students more time to access the curriculum.
2. The Math Lab will be available to provide students with individual attention to master standards.
3. Provide instructional support through paraprofessionals in intervention classes.
4. Provide supplemental materials to targeted math classes (Integrated Math I) including research-based software such as test-generating programs and supplemental reading materials to support the needs of diverse learning styles.
5. Maintain AVID classes to support students with meeting the A-G requirements and preparing for college.
6. Provide instructional support through college tutors in math classes.

Measures

1. Master schedule, Math Readiness class rosters
2. Student sign-ins, student achievement data
3. Paraprofessional schedule
4. Samples of supplemental materials
5. AVID class rosters and test scores
6. College tutor schedule

People Assigned

1. Administration, Math Department
2. Math Department
3. Paraprofessionals
4. Administration and Math Department
5. AVID
6. Administration

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation AVID - Previously Identified in Plan
60,128.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CCC & Support Services
34,598.80	Title I Part A: Allocation Math Lab Tutoring
90,192.00	S & C 1000-1999: Certificated Personnel Salaries CCC & Support Services
16,709.00	Title I Part A: Allocation Instructional Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This strategy will encompass all 11th grade students.

Strategy/Activity

Math #2 - Researched Based Strategies

Tasks

1. Provide staff development on utilizing various teaching strategies by working with Instructional Coach to support implementation of Common Core.
2. Teachers will attend trainings and conferences provided by the county and outside organizations on strategies to help students better meet the standards (i.e. AVID, AP conferences, etc).
3. Teachers will analyze state and local assessment data during collaboration time, use data to tailor their instruction, and share best practices in collaboration with Content Specialist and Course Leads.

Measures

1. Walk throughs, training materials, sign-in sheets.
2. Walk throughs, training materials, sign-in sheets.
3. Collaboration agendas, sign-ins, walk throughs, interim assessment data.

People Assigned

1. API, Instructional Coach, Math Department
2. API and Math Department
3. Administration, Math Department, Content Specialist, Course Leads

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000.00	Title I Part A: Allocation Professional Development Planning
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialist -Previously Identified in Plan
0.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads- Previously Identified in Plan

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This strategy will encompass all 11th grade students.

Strategy/Activity

Math #3 - Supplemental Services

Tasks

1. The Sea Perch program will provide students with applications of technology in order to stimulate interests and academic achievement in science and math.
2. Provide students with opportunities to apply and visualize concepts learned in class through educational field trips.
3. Provide educational incentives to motivate students toward striving for exceeding standards.
4. Implement Summer Bridge Program to help prepare incoming 9th graders for the transition to high school level course work.

Measures

1. Navy Great STEMS participation sign-in sheets
2. Lesson plans, attendance list
3. Data from CAASPP results
4. Sign-in sheets, Summer Bridge curriculum, class rosters

People Assigned

1. Principal
2. Administration, Participating Teachers
3. Administration
4. Summer Bridge Certificated Staff

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Summer Bridge- Previously Identified in Plan

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Literacy Proficiency

LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

Goal 3

Goal: Literacy & EL Proficiency

GOAL OBJECTIVE

1. To meet proficiency on all four claims of literacy for all students with an emphasis on academic language development.

2. The percent of English Learners who meet English Learner Progress Indicator will increase from 53.2% to 60%.

Identified Need

ISSUE STATEMENT

El Monte High School's ELA/Math proficiency rate for students schoolwide, measured by the census and CAASPP results, will be continuously monitored to ensure yearly progress is maintained.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	53.2%	60%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners; levels 1-4

Strategy/Activity

Actions

L #1 - Support Classes

Tasks

1. Provide ELD students in Transitional English with a lab section for additional instruction time to develop fluency and master content standards.
2. Provide long-term EL students in 10th and 11th grade English with a lab section for additional instructional support in Academic Language Development (ALD).
3. Provide instructional support through instructional assistants in intervention classes.

Measures

1. Master Schedule, Transitional English class roster
2. Master Schedule, ALD 1 and 2 English class roster , paraprofessional schedule
3. Paraprofessional Schedule

People Assigned

1. Administration, EL TOSA
2. Administration, EL TOSA
3. Administration, EL TOSA

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

Amount(s)	Source(s)
0.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA- Previously Identified in Plan

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners; levels 1-4

Strategy/Activity

L #2 - Researched Based Strategies

Tasks

1. Content Specialist and Course Leads will lead teachers in analyzing data provided through academic assessments to inform and tailor instruction.
2. Promote literacy by reinforcing reading and writing skills in all core content areas through the implementation of Writing Across the Curriculum strategies using schoolwide SSR and activities that support Common Core.

3. Provide supplemental materials (readings, software, online support, consumable workbooks, subscriptions) to assist teachers with integrating EL and instructional strategies in the classroom.

Measures

1. Data analyzed, meeting minutes, common assessments and lesson plans
2. Collaboration meeting minutes, sign-in sheets, school calendar, student writing samples, teacher created materials minutes
3. Assessments, sample curriculum and logs

People Assigned

1. API, Content Specialist, Course Leads, Teachers
2. Administration, Teachers
3. Categorical Programs Assistant, Credentialed and EL strategies-trained teachers, IT Staff

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

Amount(s)	Source(s)
4000	Title I Part A: Allocation Professional Development Planning
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries CPA - Previously Identified in Plan
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialist- Previously Identified in Plan
9800	Title I Part A: Allocation Computer Software/Related Expenses- Previously Identified in Plan
0.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads-Previously Identified in Plan

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners; levels 1-4

Strategy/Activity

L #3 - Supplemental Services

Tasks

1. Provide Content Specialists time to analyze data to share during collaboration.
2. Continue to refine common site and district curriculum maps, rubrics and scoring guides for content and performance standards.
3. Develop performance tasks and technology-based interim assessments.
4. Guidance counselors will monitor English Learners and provide intervention when necessary.
5. Provide students with opportunities to apply and visualize concepts learned in class through educational field trips.
6. After school tutoring in labs will provide English Learner students with individual attention.
7. Provide support staff to administer initial/annual ELPAC to English Learners for placement and language classification as well as monitor reclassified students.

Measures

1. Agendas, minutes, sign-ins, shared best practices, classroom walk throughs
2. Curriculum maps, assessments, rubrics and scoring guides on file in the instruction office
3. Student English portfolios
4. Student contact logs, parent contact logs, student achievement data
5. Lesson plans, attendance list
6. Attendance logs from tutoring centers, student achievement data
7. ELPAC reports, English Learner files

People Assigned

1. Administration, Content Specialist
2. Content Specialist, Course Leads
3. English Department
4. APSS, Counselors
5. Administration, participating teachers
6. Teachers, Categorical Program Assistant, Paraprofessionals
7. Administration, Categorical Programs Assistant, Language Assessment Aide, EL TOSA

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Content Specialists-Previously Identified in Plan
0.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Course Leads-Previously Identified in Plan
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries CPA- Previously Identified in Plan

0.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA-Previously Identified in Plan
3681.00	Title I Part A: Allocation Substitutes
0.00	Title I Part A: Allocation Tutoring-Previously Identified in Plan

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

English Learners; levels 1-4

Strategy/Activity

Actions

L #4 - Professional Development

Tasks

1. Provide staff development on instructional strategies by working with instructional coach to support Common Core.
2. Work with district instructional coaches and site Model Teachers to provide paraprofessionals and intervention teachers with trainings on literacy, and academic language development.
3. Train staff in how to conduct instructional strategy walk throughs as a tool for assessing and refining instruction and improving student learning.
4. Work with district and instructional coaches on conducting a series of professional development trainings on how to utilize new visual learning tools for integrating teaching strategies in the classroom.
5. Have teachers attend trainings and conferences provided by the county and outside organizations on strategies to help students better meet the standards (i.e. Common Core, AVID, AP conferences).
6. Continue Model Teachers Committee with select teachers from each department to prepare and model professional development and provide additional support to Common Core.
7. Provide release time and/or after school hours for all teachers to attend site-based teacher trainings, planning sessions, and reflection sessions.

Measures

1. Agendas, sign-ins, training materials, implementation plans, classroom walk throughs
2. Agendas, sign-ins, classroom walk throughs
3. Agendas, sign-ins, training materials, classroom walk throughs, debriefing notes/minutes
4. Agendas, sign-ins, training materials, implementation plans, implementation calendar, classroom walk throughs
5. Agendas, sign-ins, training materials
6. Agendas, sign-ins, rosters
7. Agendas, sign-ins, training materials, planning and reflection worksheets

People Assigned

1. Principal, API, Instructional Coach, EL TOSA
2. API, Instructional Coach, Intervention Teachers, Paraprofessionals
3. API, All Teachers
4. Instructional Coach, Teachers, Paraprofessionals
5. API,Instructional Coach
6. Instructional Coach, Principal
7. Instructional Coach, Principal, API

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners; levels 1-4

Strategy/Activity

Actions

L #5 - Parent Involvement

Tasks

1. Provide parent workshops with support from the Categorical Programs Assistant and Community Liaison on reclassification criteria to inform parents on instructional practices and state assessments.
2. Maintain a Parent Center in the Categorical Programs Office to increase parent involvement and assist with providing resources.

Measures

1. Agendas, sign-ins, copies of parent handouts, evaluation forms

2. Agendas, sign-ins, evaluation forms

People Assigned

1. Categorical Programs Assistant, Community Liaison, Guidance Counselors
2. Categorical Program Assistant, Community Liaison

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation CPA- Previously Identified in Plan
0.00	Title I Part A: Allocation Parent Participation Programs- Previously Identified in Plan
0.00	Title I Part A: Allocation Community Liaison-Previously Identified in Plan

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,927,887.05

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$737,478.05
Title II	$12,139.00

Subtotal of additional federal funds included for this school: $749,617.05

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

State or Local Programs	Allocation ($)
S & C	$1,016,138.00
SC/EL	$162,132.00

Subtotal of state or local funds included for this school: $1,178,270.00

Total of federal, state, and/or local funds for this school: $1,927,887.05

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Eddie Cuevas	Principal
Johan Garcia	Classroom Teacher
Joseph Raymond Estrada (Parlimentarian)	Classroom Teacher
Vanessa Rodriguez (Chairperson) 2022	Classroom Teacher
Dulce De Paz	Secondary Student
Diego Habana	Secondary Student
Huyen Tran	Secondary Student
Maria Lopez	Parent or Community Member
Clara Acosta	Parent or Community Member
Mireya Velasquez (Vice Chairperson)	Parent or Community Member
Joe Vu (Secretary)	Other School Staff
Sarah Beth Norton	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
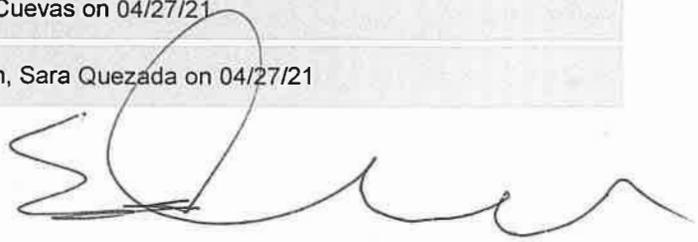
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 04/27/21.

Attested:

Principal, Eddie Cuevas on 04/27/21

SSC Chairperson, Sara Quezada on 04/27/21