

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
Rosemead High School	1964519-1937481	01/12/2022	03/02/22

## Purpose and Description

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

### Schoolwide Program

#### About This School

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

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

#### Vision of Site Council

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

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

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

The responsibilities of the School Site Council shall include:

- a. Development and recommendation of a School Improvement Plan, including a budget, which is consistent with the goals and objectives and long-range charter plan of the El Monte Union School District.
- b. Review with the principal, teachers, other personnel, and pupils the implementation of the School Improvement Plan and assess periodically the effectiveness of the program.
- c. Yearly review of the School Improvement Plan and Budget and, if needed, make modifications to reflect changing needs and/or priorities.
- d. Act as a liaison between school and community, and provide leadership, motivation and communication to the staff, students, and community regarding the activities and progress of the School Improvement Program.

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- e. Carry out all other duties and responsibilities assigned to it in the Education Code of the State of

California and the El Monte Union High School District Board of Education policies.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.05%	0.11%	0.1%	1	2	2
African American	0.65%	0.72%	0.5%	12	13	9
Asian	45.61%	45.35%	44.2%	841	819	790
Filipino	1.63%	1.22%	1.2%	30	22	21
Hispanic/Latino	50.43%	50.78%	51.7%	930	917	924
Pacific Islander	0.05%	0%	%	1	0	
White	1.57%	1.83%	1.6%	29	33	28
Multiple/No Response	%	0%	0.3%		0	5
<b>Total Enrollment</b>				1,844	1,806	1,787

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	448	411	390
Grade 10	473	439	415
Grade 11	412	440	419
Grade 12	511	516	563
<b>Total Enrollment</b>	1,844	1,806	1,787

### Conclusions based on this data:

1. Data indicates a slight declining trend in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	335	299	283	18.2%	16.6%	15.8%
Fluent English Proficient (FEP)	1,109	1,110	1081	60.1%	61.5%	60.5%
Reclassified Fluent English Proficient (RFEP)	51	89	55	16.2%	26.6%	18.4%

### Conclusions based on this data:

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

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	412	394	407	398	383	0	397	383	0	96.6	97.2	0.0
All Grades	412	394	407	398	383	0	397	383	0	96.6	97.2	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	2644.	2636.		42.57	41.51		31.49	31.07		15.62	13.32		10.33	14.10	
All Grades	N/A	N/A	N/A	42.57	41.51		31.49	31.07		15.62	13.32		10.33	14.10	

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	45.34	35.51		41.31	44.91		13.35	19.58	
All Grades	45.34	35.51		41.31	44.91		13.35	19.58	

2019-20 Data:

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

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	53.05	56.02		35.28	33.51		11.68	10.47	
All Grades	53.05	56.02		35.28	33.51		11.68	10.47	

2019-20 Data:

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

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	30.56	31.33		59.60	56.40		9.85	12.27	
All Grades	30.56	31.33		59.60	56.40		9.85	12.27	

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	54.55	47.78		36.11	38.64		9.34	13.58	
All Grades	54.55	47.78		36.11	38.64		9.34	13.58	

2019-20 Data:

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

**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	412	394	407	397	382	0	397	382	0	96.4	97	0.0
All Grades	412	394	407	397	382	0	397	382	0	96.4	97	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	2613.	2613.		23.17	25.13		24.18	21.73		21.16	24.08		31.49	29.06	
All Grades	N/A	N/A	N/A	23.17	25.13		24.18	21.73		21.16	24.08		31.49	29.06	

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	36.52	32.72		24.18	29.32		39.29	37.96				
All Grades	36.52	32.72		24.18	29.32		39.29	37.96				

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	27.20	28.01		47.10	48.17		25.69	23.82	
All Grades	27.20	28.01		47.10	48.17		25.69	23.82	

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
<b>Grade 11</b>	27.71	30.89		48.36	47.91		23.93	21.20	
<b>All Grades</b>	27.71	30.89		48.36	47.91		23.93	21.20	

2019-20 Data:

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

**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	1524.9	1494.9	1499.2	1528.0	1478.9	1492.2	1521.2	1510.4	1505.7	75	62	48
10	1485.3	1510.9	1511.9	1478.2	1512.8	1504.3	1492.1	1508.5	1518.9	57	58	55
11	1509.9	1510.6	1489.8	1508.4	1491.0	1470.0	1511.0	1529.6	1509.1	47	50	47
12	1532.3	1296.4	1277.8	1509.9	1285.8	1273.9	1554.3	1306.8	1281.6	47	83	100
All Grades										226	253	250

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	37.33	11.29	6.25	29.33	27.42	27.08	*	24.19	35.42	24.00	37.10	31.25	75	62	48
10	*	25.86	12.73	36.84	22.41	27.27	*	20.69	34.55	29.82	31.03	25.45	57	58	55
11	31.91	10.00	6.38	27.66	22.00	25.53	*	30.00	29.79	*	38.00	38.30	47	50	47
12	25.53	1.20	4.00	36.17	13.25	10.00	*	15.66	12.00	*	69.88	74.00	47	83	100
All Grades	28.76	11.07	6.80	32.30	20.55	20.00	15.49	21.74	24.80	23.45	46.64	48.40	226	253	250

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	52.00	19.35	18.75	17.33	24.19	31.25	*	19.35	29.17	21.33	37.10	20.83	75	62	48
10	40.35	37.93	27.27	21.05	18.97	29.09	*	10.34	21.82	24.56	32.76	21.82	57	58	55
11	55.32	12.00	12.77	23.40	36.00	25.53	*	14.00	27.66	*	38.00	34.04	47	50	47
12	36.17	2.41	10.00	31.91	19.28	10.00	*	6.02	7.00	*	72.29	73.00	47	83	100
All Grades	46.46	16.60	16.00	22.57	23.72	21.20	11.06	11.86	18.40	19.91	47.83	44.40	226	253	250

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	17.33	6.45	2.08	29.33	19.35	20.83	22.67	32.26	31.25	30.67	41.94	45.83	75	62	48
10	*	6.90	5.45	19.30	24.14	27.27	33.33	37.93	29.09	42.11	31.03	38.18	57	58	55
11	*	2.00	6.38	31.91	20.00	12.77	31.91	36.00	29.79	31.91	42.00	51.06	47	50	47
12	*	1.20	3.00	27.66	10.84	4.00	27.66	14.46	17.00	25.53	73.49	76.00	47	83	100
All Grades	11.95	3.95	4.00	26.99	17.79	14.00	28.32	28.46	24.80	32.74	49.80	57.20	226	253	250

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	46.67	1.61	10.42	26.67	54.84	66.67	26.67	43.55	22.92	75	62	48
10	24.56	15.52	9.09	47.37	51.72	63.64	28.07	32.76	27.27	57	58	55
11	44.68	0.00	8.51	40.43	52.00	44.68	*	48.00	46.81	47	50	47
12	23.40	0.00	0.00	51.06	18.07	21.00	25.53	75.90	79.00	47	78	100
All Grades	35.84	3.95	5.60	39.82	41.50	43.60	24.34	52.57	50.80	226	248	250

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	66.67	43.55	47.92	14.67	22.58	22.92	18.67	33.87	29.17	75	62	48
10	57.89	55.17	49.09	22.81	15.52	27.27	19.30	27.59	23.64	57	57	55
11	68.09	48.00	40.43	*	22.00	23.40	*	30.00	36.17	47	50	47
12	63.83	19.28	19.00	*	9.64	9.00	*	69.88	72.00	47	82	100
All Grades	64.16	39.13	35.20	18.14	16.60	18.40	17.70	43.48	46.40	226	251	250

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
<b>9</b>	16.00	9.68	14.58	38.67	41.94	35.42	45.33	48.39	50.00	75	62	48
<b>10</b>	*	17.24	16.36	33.33	44.83	36.36	56.14	37.93	47.27	57	58	55
<b>11</b>	*	0.00	8.51	38.30	40.00	29.79	55.32	60.00	61.70	47	50	47
<b>12</b>	*	2.41	4.00	44.68	20.48	17.00	44.68	77.11	79.00	47	83	100
<b>All Grades</b>	11.50	7.11	9.60	38.50	35.18	27.20	50.00	57.71	63.20	226	253	250

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
<b>9</b>	34.67	4.84	0.00	48.00	69.35	68.75	17.33	25.81	31.25	75	62	48
<b>10</b>	*	5.17	0.00	64.91	68.97	74.55	22.81	20.69	25.45	57	55	55
<b>11</b>	40.43	8.00	8.51	42.55	64.00	65.96	*	28.00	25.53	47	50	47
<b>12</b>	42.55	3.61	3.00	44.68	22.89	24.00	*	66.27	73.00	47	77	100
<b>All Grades</b>	31.86	5.14	2.80	50.44	52.96	51.60	17.70	38.34	45.60	226	244	250

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 virtual administration of the ELPAC in 2021 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
1787	83.8	15.8	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	283	15.8
Foster Youth	3	0.2
Homeless	66	3.7
Socioeconomically Disadvantaged	1497	83.8
Students with Disabilities	334	18.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.5
American Indian or Alaska Native	2	0.1
Asian	790	44.2
Filipino	21	1.2
Hispanic	924	51.7
Two or More Races	5	0.3
Native Hawaiian or Pacific Islander		
White	28	1.6

### Conclusions based on this data:

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



# School and Student Performance Data

## Overall Performance

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
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="295 751 371 779">Green</p>	<p data-bbox="706 667 915 699"><b>Graduation Rate</b></p>  <p data-bbox="774 751 850 779">Green</p>	<p data-bbox="1180 667 1390 699"><b>Suspension Rate</b></p>  <p data-bbox="1248 751 1325 779">Orange</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="295 951 371 978">Yellow</p>		
<p data-bbox="240 1066 427 1098"><b>College/Career</b></p>  <p data-bbox="295 1150 371 1178">Yellow</p>		

#### Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

# School and Student Performance Data

## Academic Performance English Language Arts

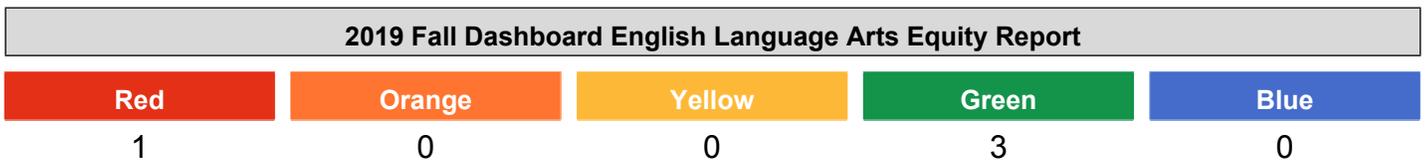
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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:



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> Green 56.8 points above standard Declined -4.2 points 379	<p><b>English Learners</b></p> Red 56.6 points below standard Declined Significantly -25.4 points 71	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	<p><b>Socioeconomically Disadvantaged</b></p> Green 49.5 points above standard Maintained ++0.7 points 315	<p><b>Students with Disabilities</b></p> No Performance Color 77.3 points below standard Increased Significantly ++31.7 points 47

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 Green <span style="background-color: #e6f2ff;">88.9 points above standard</span> Declined Significantly -16.2 points 188	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #e6f2ff;">22.2 points above standard</span> Increased ++9.1 points 178	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
<span style="background-color: #e6f2ff;">80.5 points below standard</span> Increased Significantly ++16.3 points 37	<span style="background-color: #e6f2ff;">30.6 points below standard</span> Declined Significantly -55.1 points 34	<span style="background-color: #e6f2ff;">46.6 points above standard</span> Declined -9.7 points 73

**Conclusions based on this data:**

1. Dashboard not provided in 2020 & 2021

# School and Student Performance Data

## Academic Performance Mathematics

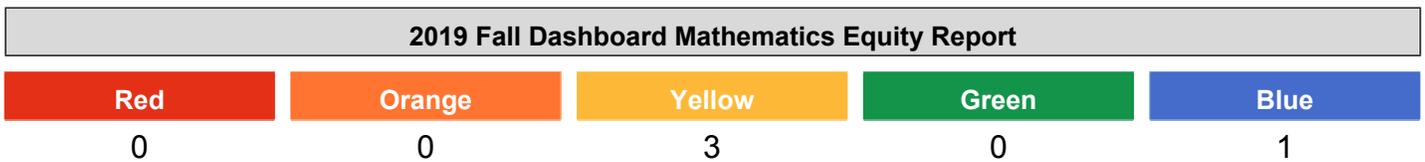
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> <p>Yellow</p> <p>11.8 points below standard</p> <p>Maintained ++1.7 points</p> <p>377</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>85.9 points below standard</p> <p>Increased ++3.4 points</p> <p>70</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>24.1 points below standard</p> <p>Maintained ++0.4 points</p> <p>314</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>165.9 points below standard</p> <p>Maintained ++0.8 points</p> <p>46</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 Blue 59.7 points above standard Maintained ++2.2 points 188	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 86.5 points below standard Increased ++3.7 points 176			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

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
84 points below standard Increased Significantly ++29.1 points 36	88.2 points below standard Declined Significantly -18.5 points 34	54.4 points below standard Declined Significantly -16.7 points 72

**Conclusions based on this data:**

1. Dashboard not provided in 2020 & 2021

# School and Student Performance Data

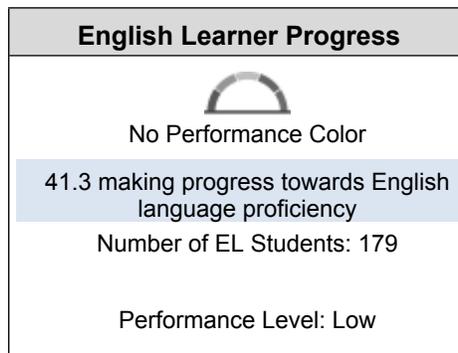
## Academic Performance English Learner Progress

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



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
7.8	50.8	2.2	39.1

#### Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

# 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.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	452	100
<b>African American</b>	1	0.2
<b>American Indian or Alaska Native</b>	1	0.2
<b>Asian</b>	235	52
<b>Filipino</b>	2	0.4
<b>Hispanic</b>	210	46.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	2	0.4
<b>Two or More Races</b>		
<b>English Learners</b>	77	17
<b>Socioeconomically Disadvantaged</b>	399	88.3
<b>Students with Disabilities</b>	64	14.2
<b>Foster Youth</b>		
<b>Homeless</b>	12	2.7

<b>Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	129	29
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	106	45.3
<b>Filipino</b>		
<b>Hispanic</b>	23	11.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	3	4
<b>Socioeconomically Disadvantaged</b>	101	25.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	8.3

\* 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.

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

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	69	15.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	42	17.9
<b>Filipino</b>		
<b>Hispanic</b>	27	12.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	11	14.3
<b>Socioeconomically Disadvantaged</b>	60	15
<b>Students with Disabilities</b>	5	7.8
<b>Foster Youth</b>		
<b>Homeless</b>	3	25

\* 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.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	270	59.7
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	190	80.9
<b>Filipino</b>		
<b>Hispanic</b>	77	36.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	21	27.3
<b>Socioeconomically Disadvantaged</b>	222	55.6
<b>Students with Disabilities</b>	4	6.3
<b>Foster Youth</b>		
<b>Homeless</b>	4	33.3

\* 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).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	49	10.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	38	16.2
<b>Filipino</b>		
<b>Hispanic</b>	11	5.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	7	9.1
<b>Socioeconomically Disadvantaged</b>	41	10.3
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	1	8.3

\* 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.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	9	2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	8	3.4
<b>Filipino</b>		
<b>Hispanic</b>	1	0.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	2	2.6
<b>Socioeconomically Disadvantaged</b>	6	1.5
<b>Students with Disabilities</b>	1	1.6
<b>Foster Youth</b>		
<b>Homeless</b>	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).

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>	6	1.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	6	2.6
<b>Filipino</b>		
<b>Hispanic</b>	0	0
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	1	1.3
<b>Socioeconomically Disadvantaged</b>	3	0.8
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	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).

<b>Earned the State Seal of Biliteracy – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>	42	9.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	12	5.1
<b>Filipino</b>		
<b>Hispanic</b>	30	14.3
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	3	3.9
<b>Socioeconomically Disadvantaged</b>	40	10
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	2	16.7

\* 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. All data indicates that there is an area of need to close the achievement gap among all ethnicities particularly with Asians and the other subgroups

We need to support more students on earning the State Seal of Biliteracy with English Learners and Asians

# 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.

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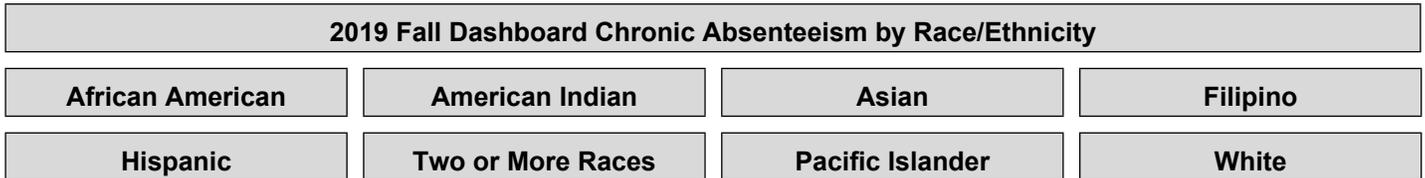
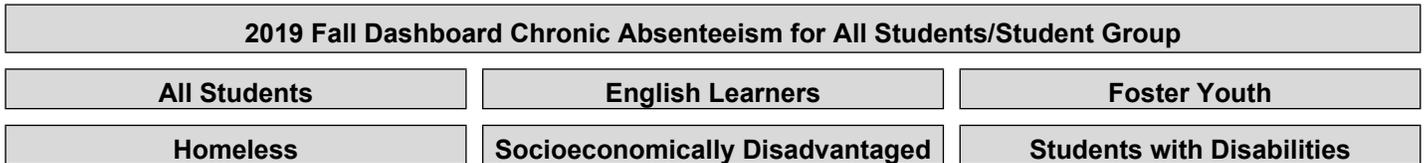
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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.



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	452	421	7	93.1
English Learners	77	63	2	81.8
Foster Youth				
Homeless	12	12	0	100
Socioeconomically Disadvantaged	399	370	7	92.7
Students with Disabilities	64	44	5	68.8
African American	1		0	
American Indian or Alaska Native	1		0	
Asian	235	224	1	95.3
Filipino	2		0	
Hispanic	210	192	6	91.4
Native Hawaiian or Pacific Islander				
White	2		0	
Two or More Races				

### Conclusions based on this data:

1. Graduation rate data indicates high success rates. As a school we need to focus and provide more support to English Learners and Students with Disabilities

# School and Student Performance Data

## Conditions & Climate Suspension Rate

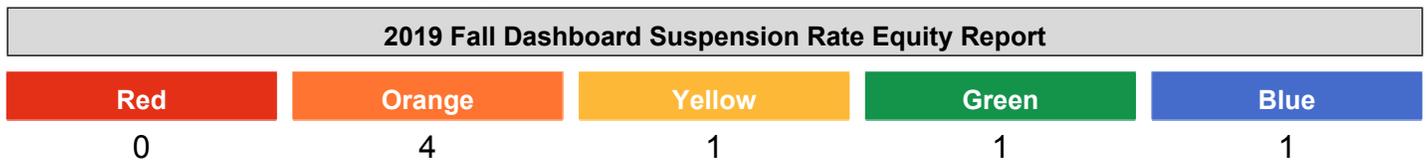
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> Orange 1.8 Increased +0.8 1922	<p><b>English Learners</b></p> Orange 2.3 Increased +0.6 395	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 6
<p><b>Homeless</b></p> Green 1.5 Maintained +0.2 66	<p><b>Socioeconomically Disadvantaged</b></p> Orange 1.8 Increased +0.9 1581	<p><b>Students with Disabilities</b></p> Orange 3.4 Increased +2 358

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">0</div> 13	 No Performance Color Less than 11 Students - Data 2	 Yellow <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">0.6</div> Increased +0.4 863	 No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">0</div> Maintained 0 30
Hispanic	Two or More Races	Pacific Islander	White
 Orange <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">3</div> Increased +1.4 981	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	 Blue <div style="background-color: #ccccff; padding: 5px; text-align: center; margin: 5px 0;">0</div> Declined -3.1 30

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.9	1.8

**Conclusions based on this data:**

1. No suspension data available as kids were not on campus.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Arts: Literacy and Writing

## LEA/LCAP Goal

GOAL 2: All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.

GOAL 3: Student achievement will increase in Literacy, English Language Arts and Mathematics, for all students, including English learners and Students with Disabilities, as measured through the identified metrics.

GOAL 5: Increase pupil engagement and provide a safe school climate.

## Goal 1

Goal: Hispanic/Latinx Student Achievement Improvement

### GOAL OBJECTIVE

The number of Hispanic/Latinx students meeting or exceeding standards as measured by California Assessment of Student Performance and Progress (CAASPP) and Smarter Balanced Assessment Consortium (SBAC) English/Language Arts (ELA) and Math tests, or similar tests, will increase school-wide in comparison to Asian students for 2021-22, while improving achievement for both groups of students. Moreover, the gaps in College and Career Readiness and Suspension Rates, both reported on the school's Dashboard, a system of accountability from California Department of Education (CDE) which charts various measures for educational success per school, will decrease.

## Identified Need

### ISSUE STATEMENT

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

In reviewing data, we identified the achievement gaps of our significant subgroups especially in the areas of literacy, writing and mathematics. The gaps are evident among subgroups with our Asian students outscoring the other four significant subgroups in Eleventh grade assessments.

We need to continue to monitor comprehensive data team systems that will increase student performance on state, and local assessments in all areas. Student performance on Common Formative Benchmark Assessments (CFBAs) need to show growth.

Through the implementation of Common Core, CFBAs, and pacing have been readdressed with the adoption of a new math curriculum.

English Learners need to improve by at least one level on the ELPAC test each year so that they achieve proficiency on state exams and meet the district's criteria for reclassification.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide CAASPP ELA	ELA 2018-19 72.58%	74%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Asian CAASPP ELA	ELA 2018-19 79.36%	81%
Hispanic/Latinx CAASPP ELA	ELA 2018-19 65.00%	67%
Asian Economically Disadvantaged CAASPP ELA	ELA 2018-19 70.70%	78%
Hispanic/Latinx Economically Disadvantaged CAASPP ELA	ELA 2018-19 65.50%	65%
Asian Not Economically Disadvantaged CAASPP ELA	ELA 2018-19 88.44%	90%
Hispanic/Latinx Not Economically Disadvantaged CAASPP ELA	ELA 2018-19 76.20%	78%
College/Career Readiness School-wide Asian Hispanic/Latinx	2018-19 57% 2018-19 79.70% 2018-19 33%	60% 81% 36%
Suspension Rate School-wide Asian Hispanic/Latinx	2018-19 1.80% 2018-19 .60% 2018-19 3%	1.50% .50% 2%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students at Rosemead High School including our significant subgroups:  
Asian

Hispanic/Latino  
 Socioeconomic Disadvantaged  
 English Learner  
 Students with Disabilities

**Strategy/Activity**

**Actions**

HSA 1: Intervention and Remediation

**Tasks**

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

**Measures**

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

**People Assigned**

Department Chairpersons

Content Specialists

Instructional Coach

Assistant Principal of Student Services

Assistant Principal of Instruction

Principal

Curriculum Committee

Action Plan Council-committee of teachers responsible for WASC accreditation

District Teacher on Special Assignment

Guidance Counselors

**Proposed Expenditures for this Strategy/Activity**

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

**Amount(s)**

**Source(s)**

2339.04

Title I Part A: Allocation  
 4000-4999: Books And Supplies  
 Technology/Computer Software

122,459.00

Title I Part A: Allocation  
 1000-1999: Certificated Personnel Salaries  
 Content Specialists

2478.15

Title I Part A: Allocation

	5800: Professional/Consulting Services And Operating Expenditures HMH Hosting Service
68,062.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries English 1 Intensive 3 Sections
161,866.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA
793,188.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors
155,690.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach
4380.30	Title I Part A: Allocation 4000-4999: Books And Supplies Computer Software/Related Expenses

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

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

### Strategy/Activity

HSA 2: Instructional Strategies and Supplemental Support Materials

#### Tasks

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

#### Measures

School Plan for Student Achievement (SPSA) Page 32 of 59 Rosemead High School

1. Classroom Walk Throughs with debrief and next steps for follow up
2. Reading Inventory, Assessment platform data for Common Unit Assessments and library check out reports

- 3. Purchase orders, requisitions and inventory reports
- 4. Purchase orders, requisitions, and inventory reports

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation  English 1 Intensive -Previously Identified in Plan
10,000.00	Title I Part A: Allocation 4000-4999: Books And Supplies Books & Other Reference Supplemental Instructional Materials
7673.54	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Supplemental Materials
2943.80	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies
8533.33	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Instructional Supplemental Materials Newsela
0.00	S & C 1000-1999: Certificated Personnel Salaries Instructional Coach-Previously Identified in Plan

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

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

## Strategy/Activity

### HSA 3: Support Classes and Services

#### Tasks

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

#### Measures

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

#### People Assigned

Paraprofessional(s)

Intervention teachers

Categorical Programs Assistant

Assistant Principal of Student Services

Assistant Principal of Instruction

Action Plan Council

AVID Coordinator

Mentors

Summer Bridge Teachers

CWA

CCC & Support Services

## 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)

120,111.00

Source(s)

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
AVID

10,518.56

Title I Part A: Allocation  
1000-1999: Certificated Personnel Salaries  
Summer Bridge

39,702.00

Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries Categorical Programs Assistant
0.00	Title I Part A: Allocation  English 1 Intensive Teachers-Previously Identified in Plan
4505.00	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Supplemental Instructional Materials
2145.85	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Field Trips-Transportation
1670.00	Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Field Trips
2274.34	Title I Part A: Allocation 4000-4999: Books And Supplies Other Instructional Resource
100,000	S & C 1000-1999: Certificated Personnel Salaries CWA

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

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

All students at Rosemead High School including our significant subgroups:

Asian  
Hispanic/Latinx  
Socioeconomic Disadvantaged  
English Learner  
Students with Disabilities

### Strategy/Activity

HSA 4: Professional Development  
Tasks

1. Professional development for instructional strategies to all teachers to promote differentiated instruction techniques.
2. Professional development to all teachers to promote Cultural and Ethnic Awareness so as to establish a better foundation to teach Rosemead High School's diverse student body.
3. Department chairs, Content Specialist and Course Leads will continue to attend district meetings, facilitate collaboration and dissemination of information within the school departments.
4. Provide professional development to develop engagement strategies and support scaffolding the curriculum to meet all students' needs.
5. Departments will provide follow through and additional support on lesson planning, instruction delivery, best practices and data reflection.

## Measures

1. Department chair and course lead meeting agendas and minutes  
School Plan for Student Achievement (SPSA) Page 35 of 59 Rosemead High School
2. Classroom Walk Throughs debrief results and next steps
3. Collaboration meeting agendas and sign in sheets
4. Professional development workshop sign in sheets
5. Professional development calendar, sign in sheets, agendas

## People Assigned

Teachers  
Instructional Coach  
Categorical Programs Assistant  
Assistant Principal of Instruction  
Curriculum Committee  
Action Plan Council  
Course Leads  
Content Specialists

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
71.49	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies
4746.86	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Professional Development
12,139.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads
0.00	Title I Part A: Allocation  Content Specialist- Previously Identified in Plan
0.00	Title I Part A: Allocation  Categorical Programs Assistant-Previously Identified in Plan
10.03	Title I Part A: Allocation 4000-4999: Books And Supplies Technology Supplies
17,427.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

Parents and Guardians

### Strategy/Activity

HSA 5: Services for Students, Parents and the Community

#### Tasks

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

#### Measures

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

#### People Assigned

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

### 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)
245.98	Title I Part A: Allocation Postage - Parent Involvement
311.04	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Parent Participation - PrintShop
0.00	Title I Part A: Allocation

	2000-2999: Classified Personnel Salaries Categorical Programs Assistant- Previously Identified in Plan
254.98	Title I Part A: Allocation  Parent Participation Programs
46,255.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Liaison

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

HSA 6: Monitor Programs, Funding, and Resources

#### Tasks

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

#### Measures

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

#### People Assigned

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation AVID-Previously Identified in Plan
0.00	Title I Part A: Allocation English 1 Intensive-Previously Identified in Plan
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant- Previously Identified in Plan
58,233.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CCC
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors- Previously Identified in Plan
87,350.00	S & C 1000-1999: Certificated Personnel Salaries CCC
167,287.00	Title I Part A: Allocation 4000-4999: Books And Supplies Upgrade Labs

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Development

## LEA/LCAP Goal

GOAL 2: All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.

GOAL 3: Student achievement will increase in Literacy, English Language Arts and Mathematics, for all students, including English learners and Students with Disabilities, as measured through the identified metrics.

GOAL 5: Increase pupil engagement and provide a safe school climate.

## Goal 2

Goal: English Learners: Achievement, Proficiency, and Intervention

### GOAL OBJECTIVE

1. English Learners will meet the Title III Accountability performance targets. The percentage of English Learners meeting ELPI will increase from 60% to 68%.

## Identified Need

### ISSUE STATEMENT

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

For example, there are significant gaps in achievement between English Learners and the rest of the student body of Rosemead HS as shown in CAASPP and SBAC ELA and Math scores below. Our percentage of English Learners making progress towards English proficiency in 2018-19 was only 41.3%. The percentage of English Learners making progress towards English proficiency is known as the English Learner Progress Indicator (ELPI).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI	60%	68%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

## English Learners

### Strategy/Activity

#### Actions

ELD and ALD Course Curriculum (ELD 1)

#### Tasks

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

#### Measures

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

#### People Assigned

ELD/ALD Teachers

EL TOSA

Instructional Coach

Paraeducator

Assistant Principal of Student Services

Assistant Principal of Instruction

Principal

Content Tutors

### 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)

0.00

#### Source(s)

Title I Part A: Allocation

English 1 Intensive Intervention-Previously Identified in Plan

0.00

SC/EL

1000-1999: Certificated Personnel Salaries  
EL TOSA-Previously Identified in plan

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Supplemental Instructional Materials (ELD 2)

Tasks

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

Measures

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

People Assigned

- Content Tutors
- ALD/ELD teachers
- Paraprofessional
- Categorical Programs Assistant
- Assistant Principal of Student Services
- Assistant Principal
- 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)
8000	LCFF - Supplemental Instructional Supplemental Materials
0.00	Title I Part A: Allocation Categorical Programs Assistant - Previously Identified in Plan
0.00	SC/EL EL TOSA- Previously identified in plan

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

## English Learners

### Strategy/Activity

#### Extended Support Services (ELD 3)

#### Tasks

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

#### Measures

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

#### People Assigned

Intervention program staff  
Categorical Program Assistant  
Action Plan Council  
PREP 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)

0.00

#### Source(s)

Title I Part A: Allocation

Other Instructional Resources-Previously Identified in Plan

0.00

Title I Part A: Allocation

Categorical Programs Assistant-Previously Identified in Plan

0.00

Title I Part A: Allocation

Instructional Materials-Previously Identified in Plan

0.00

Title I Part A: Allocation

English 1 Intensive-Previously Identified in Plan

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Professional Development (ELD 4)

Tasks

School Plan for Student Achievement (SPSA) Page 44 of 59 Rosemead High School

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

Measures

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

People Assigned

ELD/ALD teachers  
Intervention Teachers  
Instructional Coach  
Curriculum Committee

### 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)

13800.00

Title I Part A: Allocation

Professional Development

0.00

Title I Part A: Allocation

Intervention Teachers- English 1 Intensive-  
Previously Identified in Plan

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Parents and Guardians

### Strategy/Activity

Parent Involvement (ELD 5)

## Tasks

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

## Measures

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

## People Assigned

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

## 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)

0.00

Source(s)

Title I Part A: Allocation

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

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Monitor Programs, Materials, and Funding (ELD 6)

#### Tasks

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

#### Measures

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

#### People Assigned

Categorical Programs Assistant  
Language Assessment Assistant  
Principal

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

Title I Part A: Allocation

Categorical Programs Assistant- Previously Identified in Plan

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Mathematics

## LEA/LCAP Goal

GOAL 2: All students will be provided with access to standards-aligned instructional materials and a broad course of study where the adopted academic content and performance standards are implemented.

GOAL 3: Student achievement will increase in Literacy, English Language Arts and Mathematics, for all students, including English learners and Students with Disabilities, as measured through the identified metrics.

GOAL 5: Increase pupil engagement and provide a safe school climate.

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide CAASPP Math	2018-19 46.86%	48%
Asian CAASPP Math	2018-19 70.37%	72%
Hispanic/Latinx CAASPP Math	2018-19 22.91%	24%
Asian Economically Disadvantaged CAASPP Math	2018-19 67.10%	69%
Hispanic/Latinx Economically Disadvantaged CAASPP Math	2018-19 22.20%	24%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Asian Not Economically Disadvantaged CAASPP Math	2018-19 88.40%	90%
Hispanic/Latinx Not Economically Disadvantaged CAASPP Math	2018-19 28.60%	30%

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All students at Rosemead High School including our significant subgroups:

- Asian
- Hispanic/Latino
- Socioeconomic Disadvantaged
- English Learner
- Students with Disabilities

#### Strategy/Activity

##### Actions

Content Standards Specialist (Math 1)

##### Tasks

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

##### Measures

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

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0.00	Title I Part A: Allocation Content Specialist- Previously Identified in Plan
11046	Title I Part A: Allocation Professional Development
0.00	Title II 2000-2999: Classified Personnel Salaries Course Leads-Previously Identified in plan

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

Instructional Strategies (Math 2)

##### Tasks

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

##### Measures

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

People Assigned  
 Math teachers

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

**Proposed Expenditures for this Strategy/Activity**

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

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

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

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

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

**Strategy/Activity**

Support Classes and Services (Math 3)

**Tasks**

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

**Measures**

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

**People Assigned**

Intervention teachers  
 Assistant Principal of Student Services  
 Assistant Principal of Instruction  
 Instructional Coach  
 Summer Bridge teachers

Math Content Specialists  
Math Course Leads

### Proposed Expenditures for this Strategy/Activity

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

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

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Tutoring, Mentoring and Extra Support (Math 4)

##### Tasks

1. Provide extended Study Hall and tutoring hours that offer added support to students including our significant subgroups.
2. Content area tutors.
3. Provide programs outside of the regular school day such as the PREP program to support students with math homework and tutoring.

##### Measures

1. Attendance sign in sheets for after-school programs
2. CAASPP results data

### 3. Mentor lists, and logs

#### People Assigned

Assistant Principal of Instruction  
Principal  
PREP Program Site Director  
Mentors

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

0.00

#### Source(s)

Title I Part A: Allocation

AVID Academic Mentoring-Previously Identified in Plan

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Professional Development (Math 5)

#### Tasks

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

#### Measures

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

#### People Assigned

Math Teachers  
Math Content Specialist  
Course Leads  
Action Plan Council

Instructional Coach  
Assistant Principal of Instruction

### Proposed Expenditures for this Strategy/Activity

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

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

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Monitor Programs and Funding (Math 6)  
Tasks

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

#### Measures

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

#### People Assigned

Assistant Principal of Instruction  
Math Content Specialists

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I Part A: Allocation

Content Specialists-Previously Identified in Plan

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,047,717.29

## 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	\$729,484.29
Title II	\$12,139.00

Subtotal of additional federal funds included for this school: \$741,623.29

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$8,000.00
S & C	\$1,136,228.00
SC/EL	\$161,866.00

Subtotal of state or local funds included for this school: \$1,306,094.00

Total of federal, state, and/or local funds for this school: \$2,047,717.29

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Brian Bristol	Principal
Don Quick (2022)	Classroom Teacher
Sylvia Kwon (2022)	Parent or Community Member
Victoria Brown (2022)	Classroom Teacher
Vanessa Salazar (2022)	Other School Staff
Kent Chen (2022)	Secondary Student
Rebecca Hernandez ( VP 2022)	Parent or Community Member
Jeniffer Callie Gregory (President 2022)	Classroom Teacher
Erika Ly (2022)	Secondary Student
Alice Sar (Alt. 2022)	Secondary Student
Marcela Jimenez ( Secretary 2022)	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

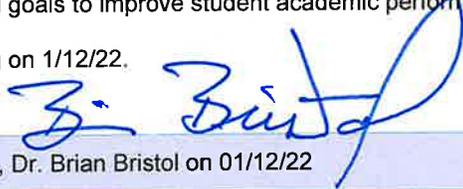
**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 1/12/22.

Attested:



Principal, Dr. Brian Bristol on 01/12/22

SSC Chairperson, Jennifer Callie Gregory on 01/12/22

