

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
South El Monte High School	1964519-1995661	11/16/21	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.

Vision:

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

Mission:

Every student a success story.

As a School-wide program plan, academically students are offered a variety of programs including several career pathways (PLTW, LeanManufacturing, Public Safety, Business & Finance, Arts & Entertainment), AVID, and Honors AP/Accelerated programs. Students who have been identified as not meeting proficiency in English and/or mathematics are provided support through intervention classes. In addition to our support programs, South El Monte High School identifies and recruits eligible families for the migrant program to provide academic and instructional support. Some of the services provided are, but not limited to: Summer Bridge Program for incoming freshmen, academic mentoring, tutoring, college awareness, motivational/inspirational counseling and yearly dental screenings. There are 5 students who qualify for the services of the Los Angeles County Migrant Education Program. These students qualify if in the past three years their family has had to move to seek employment in agriculture, fishing or forestry. Parents also receive information about programs and agencies in the community. The McKinney-Vento Homeless Education funding provides federal funds for students who live in the South El Monte High School area. The Title 1 program funds are used to help qualifying students by providing students with necessary instructional supplies and additional services when attendance/behavior is a result of homelessness.

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.

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

## Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The District's annual LCAP survey administered to all stakeholders revealed the following perceptions. For the second consecutive year, parents named teacher efficacy as the number one obstacle to student achievement. Many parents believe that their students have some high quality teachers but feel that many teachers either do not like their jobs or do not like students and therefore do not make learning exciting for students.

Teachers overwhelmingly prioritized high class size as the obstacle to greater student achievement. While South El Monte High School has a higher class size average than the district due to the 7 period day, most teachers reported that they expect the district to provide additional staffing to run what they view as more opportunities for students to enroll in elective courses. The staff has full control over the bell schedule (offering 6 periods rather than 7), so no changes in overall staffing allocations will occur.

Students agreed largely with their parents that they do not feel that all teachers care about their students, though many report having at least 3 teachers they consider strong. Students also reported large class sizes in advanced placement courses as an impediment to success, though students enrolled in traditional courses did not.

Among the three groups, it is noteworthy that teachers believe they perform at high levels despite their crowded classrooms while parents and students largely disagreed with that claim.

As South El Monte High School continues to implement its WASC Action Plan, teacher attitudes towards student learning, student abilities, and student success will continue to be a focus of our self-study.

# 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	0.08%	0.08%	%	1	1	
African American	0.16%	0.17%	0.1%	2	2	1
Asian	3.31%	3.26%	3.7%	41	39	46
Filipino	0.24%	0.17%	0.3%	3	2	4
Hispanic/Latino	95.81%	96.16%	95.4%	1,188	1,152	1,203
Pacific Islander	0.08%	0%	%	1	0	
White	0.32%	0.17%	0.3%	4	2	4
Multiple/No Response	%	0%	%		0	
<b>Total Enrollment</b>				1,240	1,198	1,261

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	324	294	387
Grade 10	324	304	302
Grade 11	314	299	282
Grade 12	278	301	290
<b>Total Enrollment</b>	1,240	1,198	1,261

### Conclusions based on this data:

1. The data indicates there was an increase 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	207	216	254	16.7%	18.0%	20.1%
Fluent English Proficient (FEP)	722	690	685	58.2%	57.6%	54.3%
Reclassified Fluent English Proficient (RFEP)	24	19	25	11.0%	9.2%	11.6%

### Conclusions based on this data:

1. The data indicates our English Learner enrollment continues to increase.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	272	305	265	270	291	0	270	291	0	99.3	95.4	0.0
All Grades	272	305	265	270	291	0	270	291	0	99.3	95.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2627.	2603.		30.74	21.65		38.89	39.52		21.48	25.77		8.89	13.06	
All Grades	N/A	N/A	N/A	30.74	21.65		38.89	39.52		21.48	25.77		8.89	13.06	

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.

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	32.22	24.74		54.07	51.89		13.70	23.37	
All Grades	32.22	24.74		54.07	51.89		13.70	23.37	

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	40.52	38.62		47.21	47.59		12.27	13.79	
All Grades	40.52	38.62		47.21	47.59		12.27	13.79	

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	25.19	16.15		65.19	71.13		9.63	12.71	
All Grades	25.19	16.15		65.19	71.13		9.63	12.71	

2019-20 Data:

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

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	51.48	30.24		41.48	55.67		7.04	14.09	
All Grades	51.48	30.24		41.48	55.67		7.04	14.09	

2019-20 Data:

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

**Conclusions based on this data:**

1. CAASPP was suspended in 2021 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	272	305	265	267	293	0	267	292	0	98.2	96.1	0.0
All Grades	272	305	265	267	293	0	267	292	0	98.2	96.1	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	2578.	2545.		9.36	5.14		22.85	17.81		32.58	28.42		35.21	48.63	
All Grades	N/A	N/A	N/A	9.36	5.14		22.85	17.81		32.58	28.42		35.21	48.63	

### 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	19.48	11.64		33.33	30.14		47.19	58.22				
All Grades	19.48	11.64		33.33	30.14		47.19	58.22				

### 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	16.10	7.53		48.31	47.60		35.58	44.86	
All Grades	16.10	7.53		48.31	47.60		35.58	44.86	

### 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>	13.86	10.62		61.42	56.16		24.72	33.22	
<b>All Grades</b>	13.86	10.62		61.42	56.16		24.72	33.22	

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 in 2021 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	1488.1	1450.7	1525.2	1494.3	1446.6	1528.9	1481.4	1454.6	1521.0	64	63	70
10	1485.5	1487.1	1445.2	1487.4	1490.8	1443.5	1483.2	1483.2	1446.6	66	54	51
11	1441.0	1440.3	1436.7	1422.0	1428.8	1435.3	1459.4	1451.3	1437.7	35	47	35
12	1477.1	1454.3	1458.8	1469.0	1444.8	1459.6	1484.8	1463.4	1457.7	31	31	34
All Grades										196	195	190

### 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	25.00	4.76	20.63	34.38	23.81	33.33	17.19	33.33	23.81	23.44	38.10	22.22	64	63	63
10	24.24	16.67	10.00	34.85	48.15	25.00	*	11.11	30.00	25.76	24.07	35.00	66	54	40
11	*	6.38	13.33	37.14	27.66	16.67	*	27.66	23.33	37.14	38.30	46.67	35	47	30
12	*	6.45	12.90	35.48	35.48	25.81	*	22.58	29.03	*	35.48	32.26	31	31	31
All Grades	20.41	8.72	15.24	35.20	33.33	26.83	16.33	24.10	26.22	28.06	33.85	31.71	196	195	164

### 2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	50.00	14.29	36.51	18.75	36.51	28.57	*	11.11	17.46	18.75	38.10	17.46	64	63	63
10	36.36	37.04	17.50	33.33	29.63	35.00	*	9.26	15.00	24.24	24.07	32.50	66	54	40
11	*	14.89	23.33	*	31.91	30.00	*	14.89	3.33	31.43	38.30	43.33	35	47	30
12	45.16	12.90	25.81	*	45.16	38.71	*	3.23	3.23	*	38.71	32.26	31	31	31
All Grades	40.82	20.51	27.44	25.00	34.87	32.32	9.69	10.26	11.59	24.49	34.36	28.66	196	195	164

### 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
<b>9</b>	*	1.59	7.94	26.56	11.11	23.81	20.31	34.92	36.51	45.31	52.38	31.75	64	63	63
<b>10</b>	*	5.56	7.50	25.76	31.48	12.50	31.82	35.19	35.00	37.88	27.78	45.00	66	54	40
<b>11</b>	*	0.00	3.33	31.43	23.40	10.00	*	34.04	23.33	48.57	42.55	63.33	35	47	30
<b>12</b>	*	3.23	6.45	*	29.03	6.45	*	25.81	48.39	41.94	41.94	38.71	31	31	31
<b>All Grades</b>	7.65	2.56	6.71	25.51	22.56	15.24	23.98	33.33	35.98	42.86	41.54	42.07	196	195	164

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
<b>9</b>	32.81	3.17	8.20	43.75	57.14	62.30	23.44	39.68	29.51	64	63	61
<b>10</b>	34.85	5.56	5.00	40.91	68.52	62.50	24.24	25.93	32.50	66	54	40
<b>11</b>	*	4.26	3.33	51.43	42.55	50.00	40.00	53.19	46.67	35	47	30
<b>12</b>	*	6.45	6.45	45.16	45.16	58.06	*	48.39	35.48	31	31	31
<b>All Grades</b>	27.55	4.62	6.17	44.39	54.87	59.26	28.06	40.51	34.57	196	195	162

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
<b>9</b>	56.25	46.03	57.14	26.56	19.05	22.45	17.19	34.92	20.41	64	63	49
<b>10</b>	54.55	61.11	46.15	22.73	12.96	20.51	22.73	25.93	33.33	66	54	39
<b>11</b>	42.86	40.43	44.44	*	23.40	11.11	31.43	36.17	44.44	35	47	27
<b>12</b>	58.06	48.39	53.85	*	22.58	11.54	*	29.03	34.62	31	31	26
<b>All Grades</b>	53.57	49.23	51.06	23.47	18.97	17.73	22.96	31.79	31.21	196	195	141

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>	*	1.59	11.67	29.69	41.27	51.67	60.94	57.14	36.67	64	63	60
<b>10</b>	*	11.11	15.00	36.36	55.56	30.00	57.58	33.33	55.00	66	54	40
<b>11</b>	*	2.13	3.33	37.14	44.68	30.00	57.14	53.19	66.67	35	47	30
<b>12</b>	*	6.45	3.23	*	41.94	45.16	64.52	51.61	51.61	31	31	31
<b>All Grades</b>	8.67	5.13	9.32	31.63	46.15	40.99	59.69	48.72	49.69	196	195	161

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>	17.19	1.59	0.00	56.25	58.73	75.41	26.56	39.68	24.59	64	63	61
<b>10</b>	18.18	3.70	0.00	56.06	66.67	62.50	25.76	29.63	37.50	66	54	40
<b>11</b>	*	4.26	13.33	48.57	63.83	46.67	*	31.91	40.00	35	47	30
<b>12</b>	*	3.23	12.90	48.39	61.29	61.29	*	35.48	25.81	31	31	31
<b>All Grades</b>	20.41	3.08	4.94	53.57	62.56	64.20	26.02	34.36	30.86	196	195	162

2019-20 Data:

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1261	94.6	20.1	0.4
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	254	20.1
Foster Youth	5	0.4
Homeless	57	4.5
Socioeconomically Disadvantaged	1193	94.6
Students with Disabilities	185	14.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian or Alaska Native		
Asian	46	3.6
Filipino	4	0.3
Hispanic	1203	95.4
Two or More Races		
Native Hawaiian or Pacific Islander		
White	4	0.3

### Conclusions based on this data:

1. The majority are Socioeconomically disadvantaged with 20% English Learners



# 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
<b>English Language Arts</b>  Yellow	<b>Graduation Rate</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>College/Career</b>  Green		

#### Conclusions based on this data:

1. Dashboard not provided in 2020 & 2021

# School and Student Performance Data

## Academic Performance English Language Arts

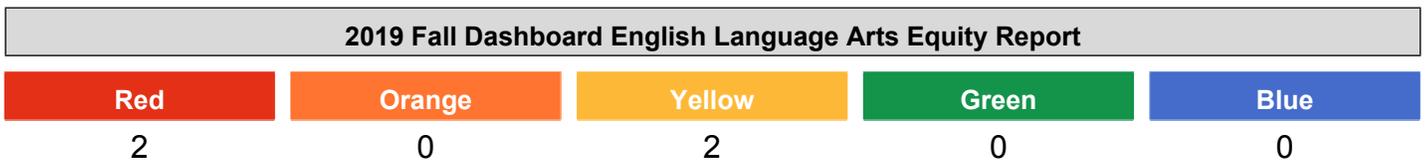
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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 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> Yellow 20.7 points above standard Declined Significantly -22 points 287	<p><b>English Learners</b></p> Red 56.5 points below standard Declined Significantly -21.9 points 80	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 46.5 points below standard 19	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 17.9 points above standard Declined Significantly -25.4 points 272	<p><b>Students with Disabilities</b></p> Red 114.6 points below standard Declined Significantly -28.9 points 35

**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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 18.2 points above standard Declined Significantly -22.8 points 277	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

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
87.6 points below standard Declined Significantly -18.4 points 39	27.2 points below standard Declined Significantly -31.1 points 41	26.1 points above standard Declined Significantly -20.6 points 65

**Conclusions based on this data:**

- 2020-2021 Data Not Available

# School and Student Performance Data

## Academic Performance Mathematics

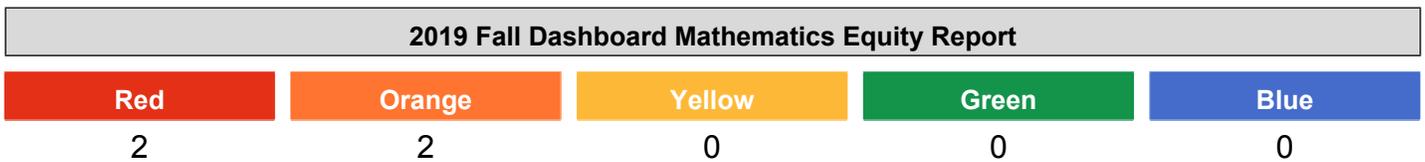
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:



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> Orange 81.9 points below standard Declined Significantly -34.7 points 289	<p><b>English Learners</b></p> Red 154.6 points below standard Declined Significantly -29.5 points 80	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p> No Performance Color 136.9 points below standard 19	<p><b>Socioeconomically Disadvantaged</b></p> Orange 85.3 points below standard Declined Significantly -38.6 points 273	<p><b>Students with Disabilities</b></p> Red 194.1 points below standard Declined Significantly -37.5 points 35

### 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 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.4 points below standard Declined Significantly -34.9 points 279			

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
159.5 points below standard Declined Significantly -16.7 points 39	150 points below standard Declined Significantly -45.6 points 41	90.9 points below standard Declined Significantly -40.1 points 65

**Conclusions based on this data:**

1. 2020-2021 Data Not Available

# School and Student Performance Data

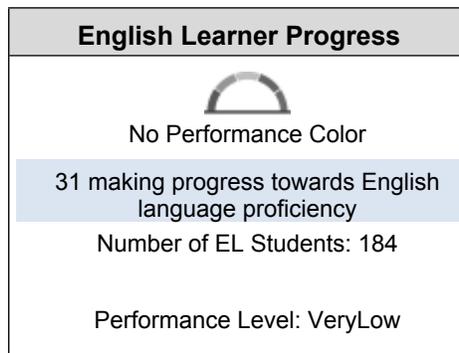
## Academic Performance English Learner Progress

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

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

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

### 2019 Fall Dashboard English Learner Progress Indicator



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
19.5	49.4	1.6	29.3

#### Conclusions based on this data:

- 2020-2021 Data Not Available

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

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

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

<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>	293	100
<b>African American</b>	1	0.3
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	16	5.5
<b>Filipino</b>		
<b>Hispanic</b>	275	93.9
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>	1	0.3
<b>Two or More Races</b>		
<b>English Learners</b>	58	19.8
<b>Socioeconomically Disadvantaged</b>	284	96.9
<b>Students with Disabilities</b>	42	14.3
<b>Foster Youth</b>	3	1
<b>Homeless</b>	12	4.1

<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>	33	11.3
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	5	31.3
<b>Filipino</b>		
<b>Hispanic</b>	28	10.2
<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>	32	11.3
<b>Students with Disabilities</b>	0	0
<b>Foster Youth</b>		
<b>Homeless</b>	3	25

\* 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>	38	13
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	3	18.8
<b>Filipino</b>		
<b>Hispanic</b>	35	12.7
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	2	3.4
<b>Socioeconomically Disadvantaged</b>	37	13
<b>Students with Disabilities</b>	1	2.4
<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 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>	154	52.6
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	10	62.5
<b>Filipino</b>		
<b>Hispanic</b>	143	52
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	9	15.5
<b>Socioeconomically Disadvantaged</b>	147	51.8
<b>Students with Disabilities</b>	2	4.8
<b>Foster Youth</b>		
<b>Homeless</b>	6	50

\* 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>	30	10.2
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	1	6.3
<b>Filipino</b>		
<b>Hispanic</b>	29	10.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	1	1.7
<b>Socioeconomically Disadvantaged</b>	29	10.2
<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>	26	8.9
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	26	9.5
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	4	6.9
<b>Socioeconomically Disadvantaged</b>	25	8.8
<b>Students with Disabilities</b>	3	7.1
<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>	17	5.8
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	17	6.2
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	4	6.9
<b>Socioeconomically Disadvantaged</b>	16	5.6
<b>Students with Disabilities</b>	1	2.4
<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>	60	20.5
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>	0	0
<b>Filipino</b>		
<b>Hispanic</b>	60	21.8
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>	3	5.2
<b>Socioeconomically Disadvantaged</b>	59	20.8
<b>Students with Disabilities</b>	1	2.4
<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 earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. The data indicates 60% of our population is College and Career ready. The school will continue to focus on English Learners and Students with Disabilities

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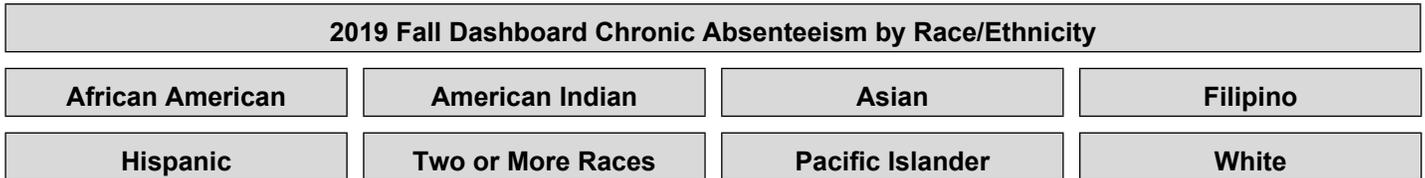
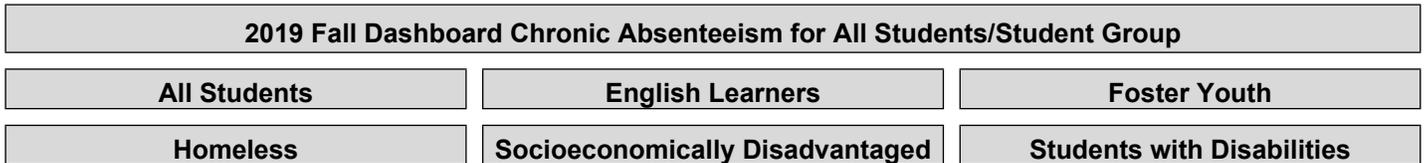
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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	293	269	1	91.8
English Learners	58	41	0	70.7
Foster Youth	3		0	
Homeless	12	10	0	83.3
Socioeconomically Disadvantaged	284	262	1	92.3
Students with Disabilities	42	27	0	64.3
African American	1		0	
American Indian or Alaska Native				
Asian	16	13	0	81.3
Filipino				
Hispanic	275	255	1	92.7
Native Hawaiian or Pacific Islander				
White	1		0	
Two or More Races				

### Conclusions based on this data:

1. The overall data indicates our graduation rate is at 92% overall, but continues to be a challenge for our English Learners and Special Education

# School and Student Performance Data

## Conditions & Climate Suspension Rate

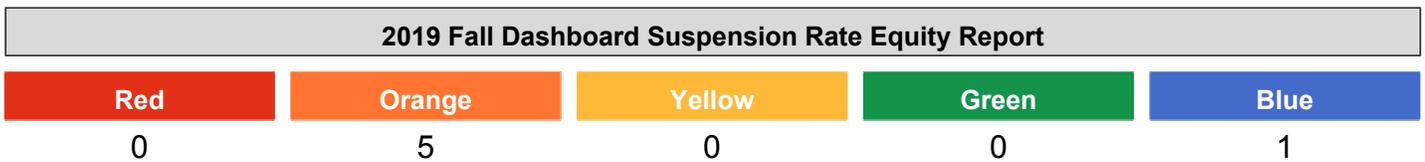
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is 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 2.7 Increased +0.7 1290	<p><b>English Learners</b></p> Orange 5.9 Increased Significantly +4.2 237	<p><b>Foster Youth</b></p> No Performance Color 0 12
<p><b>Homeless</b></p> Orange 8.5 Increased +8.5 47	<p><b>Socioeconomically Disadvantaged</b></p> Orange 2.8 Increased +0.7 1182	<p><b>Students with Disabilities</b></p> Orange 6 Increased Significantly +3.7 182

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Maintained 0 41	 No Performance Color Less than 11 Students - Data 3
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.8 Increased +0.7 1237		 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 5

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2	2.7

**Conclusions based on this data:**

- Overall Suspension rates need to be an area of focus and improvement.

# 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

WASC Action Plan Goal #1: Provide Effective First-Time Instruction to Increase Reading, Writing, and Mathematics Achievement

## LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

## Goal 1

Goal #1: Provide Effective First-Time Instruction to Increase Reading, Writing, and Mathematics Achievement

### GOAL 1 OBJECTIVE

The objective for this goal is to increase the percentage of juniors performing at "Standard Met" and "Standard Exceeded" in both ELA and Mathematics by 3% each year. The new goal set by Site Council for 2021-2022 is a 4% gain in ELA and a 3% gain in Mathematics.

2018 vs. 2019: Met/Exceeded Decreased:  $69.63 - 61.17 = 8.46\%$

### English Language Arts 2018 vs. 2019

Standard Exceeded	30.74% vs. 21.65% :	DECREASED by 9.09%
Standard Met	38.89% vs. 39.52% :	INCREASED by .63%

### Met or Exceeded Standard for ELA 2019

School-wide: 51.10%

Hispanic: 40.81%

Economically Disadvantaged: 39.19%

English Learners: 12.81%

### Mathematics 2018 vs. 2019

Standard Exceeded	9.36% vs. 5.14% :	DECREASED 4.22%
Standard Met	22.85% vs. 17.81% :	DECREASED 5.04%

### Met or Exceeded Standard for MATH 2019

School-wide: 39.73%

Hispanic: 28.05%

Economically Disadvantaged: 27.48%

English Learners: 12.58%

Additional data points for the upcoming year will include D/F grade distributions, AP test results by subject, evaluation of student performance tasks in core subjects, number of students requiring Tier

1 and Tier 2 interventions, number of teachers participating in ongoing professional development opportunities, and evaluations of students projects.

## Identified Need

ISSUE STATEMENT - Data indicates that instruction and curriculum is lacking in relevance, choice and autonomy for student mastery. Efforts will be made to avoid a sense of finality in grading. As student (and educator) mental health becomes a priority, we will find ways to increase flexibility, support, and an attitude of continuous improvement for all.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School-wide CAASPP ELA CAASPP Math	ELA 51.10% Math 39.73%	ELA 55.10% Math 42.73%
Hispanic CAASPP ELA CAASPP Math	ELA 40.81% Math 28.05%	ELA 44.81% Math 31.05%
Economically Disadvantaged CAASPP ELA CAASPP Math	ELA 39.19% Math 27.48%	ELA 43.19% Math 30.48%
English Learners CAASPP ELA CAASPP Math	ELA 12.81% Math 12.58%	ELA 16.81% Math 15.58%

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)

School-wide  
Hispanic/Latino Subgroup  
Economically Disadvantaged  
English Learner

#### Strategy/Activity

Actions/Strategy #1: Effective First-Time Instruction

Coherence of WASC and SPSA Action plan Goals.

Goal #1 - Effective First-time instruction.

### Coherence of WASC and SPSA Action plan Goals.

The school has committed itself to develop a more rigorous method for collecting pertinent student performance data and following up on the data result to create specific school-wide action goals. The site leadership team and school site council will lead a process wherein teachers engage fully with identified critical areas of need and work to create specific instructional lesson plans and actionable learning goals. Relevant schoolwide sub-committees will be thoroughly involved with monitoring schoolwide instructional programs and communicating successes and areas of improvement to the larger school community.

Effective first-time instruction in every classroom is a coherent goal with our WASC action plan. It is the professional expectation for every site teacher to develop, create, and provide engaging and relevant daily instructional lessons. Teachers are to provide guidance and support during the review of learning objectives with ongoing FEEDBACK and opportunities to reLEARNING to help students demonstrate mastery.

The teacher will provide effective first-time instruction by:

- Using CKHs (social emotional strategies) to build a sense of belonging and collaboration
- Create clear and simple learning expectations: Engaging and Relevant 5E (lesson plans)
- Tap and Build on students strengths for realistic learning goals and objectives
- Connect learning to life experiences
- Offer choice and autonomy
- Collaborate with students and parents by providing ongoing and timely feedback
- Provide multiple opportunities for students revisions/resubmissions to demonstrate mastery
- Celebrate success and progress

Departments need to use formative assessment strategies and the results of summative assessments to adjust instruction so that the staff, students, and parents become more comfortable using data to drive decision-making and course selections.

Professional development focused on lesson design for the block schedule, which includes multiple instructional strategies and consistent checks for understanding, are essential to first-time success for students, particularly in reading, writing, and mathematics.

The goals and objectives will include:

#### Tasks

Collaboration will occur by department and course alike teachers

The Teacher Resource Team will collaborate with individual and department teachers to build on lesson design focus on student engagement, relevance, choice and autonomy for student mastery

Participation in workshops and conferences

Professional development opportunities that target best practices to support social/emotional issues with students and to create a safe learning environment for all students.

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

Purchase of supplemental instructional materials

Attain additional resources and supplies including lab supplies, that promote reading, writing, mathematics, and higher order thinking skills

All teachers and classified staff will continue to use the CKH EXCEL teaching model to support to address and prevent

The goals and objectives will include:

### Measures

Reporting and sharing best practices and strategies,  
Development or sharing of lessons that are aligned to the content standards and learning objectives.

Evaluation of the efficacy of instructional practices based on formative assessments and summative results.

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

All teachers will infuse effective first-time instruction for English language learners strategies to explicitly build academic literacy.

Integrated Math and science students will identify key academic vocabulary terms to analyze math problems and to describe mistakes and corrections with the use of academic language.

All departments will incorporate literacy skills with their students in order to assist students in building their writing skills.

Teachers will promote literacy strategies in order to increase reading achievement, vocabulary development, and critical thinking.

### People Assigned

1. Site Leadership Team, Teacher Resource Team, Department chairs, Instructional Staff,

Continue to assist our students.

### Equitable Grading

Promote a higher percentage of C letter grades or better.

EVERY STUDENT A SUCCESS STORY.

### 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)

106,743.51

#### Source(s)

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

146,981.00

S & C  
1000-1999: Certificated Personnel Salaries  
Instructional Coach

### Strategy/Activity 2

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

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

School-wide

#### Strategy/Activity

Actions/Strategy #2: Increased Educational Opportunity: Equitable Grading (R/W/M 2)

## ACTION RESEARCH Leadership- Equitable GRADING for 21st Century Learning.

To help us address equitable grading practices that promote student success, South El Monte High School has embarked on a schoolwide Action Research Leadership project. This Action Research Leadership will provide support to equitable teaching practices and classroom grading/assessment designs grounded in research-based theories of learning and mastery.

Action Research Leadership will help SEMHS teachers and staff to address the persisting high D/F rates in classroom performance, core course completion, and schoolwide subgroups including English Learners and Special Education students. Action Research Leadership will provide our teachers with opportunities to reflect and analyze the wide variety of equitable classroom grading and assessment practices. These practices may range from implementing mastery grading concepts, Universal Design for Learning ideas, or other teaching methods and techniques focused on grading for learning and mastery of learning objectives. An emphasis will also be placed on identifying the motivational aspects of learning that are consistent with a productive formative assessment culture that incorporates ongoing feedback and multiple re-teaching opportunities to improve their work.

The purpose behind Action Research Leadership teacher groups is to:

- Identify a problem and research the topic as it relates to equitable grading,
- Create a research-based plan to help address equitable grading practices,
- Try out the plan on previous year's grade books or in-class practices,
- Collect, analyze, and share data results,
- Report findings that might be useful to other teachers to enact relating to equitable grading.

In this format, all teachers get an opportunity to explore a topic with other colleagues who are interested in the same topic and then make decisions from there about what and when they will implement what was learned. In this way, we will be creating our own Professional Development and help others by reporting our findings and making suggestions about things that they could do to improve their practice.

A sample of how our Action Research PD Fridays are here. At first, all teachers meet as a whole group, they then break into smaller personalized action research groups (sample linked here). All action research content being reviewed or being used is shared in a Google Drive folder for each sub-group to access and review as needed. This is the link to the SEMHS Friday Action Research Groups Shared Drive, for our members (you will not have access if you have not been added as a member). Please contact Mrs. Michelle Morales at michelle.morales@eumhsd.org should you have any questions.

This action research process will provide our teachers with an opportunity to learn new things and make changes to our teaching and learning practices for the better. The research action leadership process is about learning how to implement new research-based ideas and to assess whether those new ideas are effective in the goal of promoting equitable grading to help address the persisting high D/F rates impacting South El Monte High School students and teachers. We will repeat the research process with a new question or a modified approach as needed.

Last, it is the professional premise and goal of South El Monte High School to find solutions to our D/F rate. We are learning by research that our D/F rate does not accurately reflect our students' abilities, nor does it reflect the skills of our educators. and it's disheartening to many of us. We all

know how demotivating failure is, and lack of motivation is probably the biggest obstacle our kids have to overcome. And for this, together, we are participating in a process that could conceivably change the lives of everyone at South El Monte High School for the better, both students and staff.

Goal-Based on the 2021 Fall Semester D/F rates and the 4-year School-wide Department D/F rates and percentages

The SSC sets the following SMART Goal :

The new SMART goal set by the School Site Council for 2021-2022 is to decrease the D/F rate of all classes to be below 25% in D/Fs. This goal will be measured by total D/Fs in each course semester grades.

Grading Period 1 D/F reports followed by Grading period 2 D/F reports in each semester will be used by the SSC to provide any needed recommendations for interventions and support for students, parents, and teachers. With the final semester D/F rate of all classes to be below 25% in D/Fs.

- Specific - The goal is for every class to be below 25% in D/Fs by the end of Fall or Spring semester grading periods.
- Measurable - below 25% D/F grades in each course will be measured by comparing Grading Period 1 to Grading Period 2 and finally measured by the Final semester grading period in the Fall and Spring semesters.
- Attainable - the SSC observed that this goal can be achieved by semester's end. The SSC will provide any needed recommendations for interventions and support for students, parents, and teachers.
- Realistic - using previous data reports, the SSC observed that this goal involves adjustments in 3 to 5 students per class.
- Time - goal successful attainment by final semester grades on 12/17/21 and 06/02/22).

The professional premise and goal of South El Monte High School is to find solutions to our D/F rates. We are learning by research that our D/F rates do not accurately reflect our students' abilities, nor does it reflect the skills of our educators. and it's disheartening to many of us.

### 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)
19581.44	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Tutoring
1327.00	Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Transportation Summer Bridge
107,302.00	Title I Part A: Allocation

	1000-1999: Certificated Personnel Salaries Content Specialists
61,812.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries CCC
8718.05	Title I Part A: Allocation  Summer Bridge
12,139.00	Title II 1000-1999: Certificated Personnel Salaries Course Leads
92,719.00	S & C 1000-1999: Certificated Personnel Salaries CCC

### Strategy/Activity 3

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

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

School-wide

#### Strategy/Activity

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

#### Tasks

1. All staff members will work in concerted effort to assist students in meeting the standard on the ELA section of the CAASPP through a focused emphasis on informational text.
  - i. Members of the Categorical Programs office will work with the staff in order to assist students with achieving met or exceeds standards on the CAASPP. Additionally, Categorical Programs, and its associated programs, will provide technical support and funding as needed.

#### Measures

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

#### People Assigned

1. Categorical Programs staff members, English and Math teachers

#### 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)

38,345.00

#### Source(s)

Title I Part A: Allocation  
2000-2999: Classified Personnel Salaries

	Categorical Programs Assistant
5896.51	Title I Part A: Allocation 4000-4999: Books And Supplies Office Supplies

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

College & Career Readiness

## LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

## Goal 2

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

### GOAL OBJECTIVE

The objective of this goal is to annually increase the number of students completing their A-G requirements, with a C or better, school-wide and in all subgroups upon graduation by 2% for 2021-2022.

## Identified Need

### ISSUE STATEMENT

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Hispanic	54.47%	56.47%
Economically Disadvantaged	51.49%	53.49%
English Learners	0	2%
All 12th Graders	57.4%	59.4%

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)

Hispanic  
Socio-economically disadvantaged (SED)  
English learners (EL)

All 12th graders

### Strategy/Activity

#### Actions

Increased Educational Opportunity (PS Prep 1)

#### Tasks

1. Guidance Counselors will continuously monitor all students placed in A-G courses, in order to maintain their A-G status, assist others who are close to meeting and work intensely with those not meeting college eligibility to pursue a two-year college transfer program. Each grade will be brought into the Guidance Office twice per year using the 1802 Forms to plan classes and identify career objectives.
2. Folders will be issued to all 10th grade students during second semester to promoting the A-G requirements. The counselors will issue these folders, along with the student's unofficial transcripts, during the 10th grade and review the status of each student's progress toward fulfilling these requirements.
3. Guidance Counselors will attend conferences and workshops that provide increased opportunities for students in the area of college admissions, financial aide and early college credit.

#### Measures

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

#### People Assigned

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

### 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

CCC - Previously Identified in Plan

621,618.00

S & C

1000-1999: Certificated Personnel Salaries  
Guidance Counselors

174,196.00

Title I Part A: Allocation

1000-1999: Certificated Personnel Salaries

	AVID
4118.50	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Resources and Support Materials

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Instructional Strategies and Practices (PS Prep 2)

#### Tasks

1. All classroom teachers will post the A-G requirements in their classrooms. Teachers will review these requirements with their students. Further, all classroom teachers will promote the use of the student agendas as a tool for students to acquire strength in accountability and organization.
2. Every June, the math department will collaborate with the Guidance department during 9th through 12th grade counseling sessions, as scheduled throughout the school year to ensure proper placement in math courses.
3. Promote enrollment in Advanced Placement and Accelerated courses and monitor AP data. In order to stress the importance of AP and Accelerated courses, college and career advisement will occur for all students through the Guidance Department during counseling sessions and workshops in order to provide support for teachers and students.
4. The Guidance Department will increase the number of students who are eligible to receive credit for classes articulated with local community colleges.

#### Measures

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

#### People Assigned

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

### 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 CCC - Previously Identified in Plan
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors-Previously Identified in Plan
4118.50	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Resources and Support Materials

# 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 Learner & Special Education Support

## LEA/LCAP Goal

LCAP Goal #3: Increase Student Achievement

## Goal 3

Goal: Strengthen English Learner and Special Education Programs

### GOAL OBJECTIVE

The first objective of this goal is increase the number of reclassified English learners by 10 on an annual basis. This goal will also include success in the school's ALD courses and the success of LTEL students in English Language assessments such as district interim assessments and performance tasks.

The second objective is to increase the number of Special Education students meeting or exceeding the standards on state testing.

## Identified Need

### ISSUE STATEMENT

Based on federal and state data, the English Learner and Special Education students are struggling to attain proficiency.

The academic needs of these students must be directly addressed through specific instructional practices.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassified ELs	24 (11%)	34 (16%)
SPED CAASPP Met & Exceeded	ELA 14.29%	
SPED CAASPP Met & Exceeded	Math 3.70%	

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 & Special Education Students

### Strategy/Activity

#### Actions

Instructional Strategies and Practices (EL/SWD 1)

#### Tasks

1. The site will implement the District defined Collaborative Model for Special Education. Professional development will be provided for all teachers who are assigned to the Special Education Collaborative Model.
2. Enroll English Learners and Special Education students in rigorous mainstream classes.
3. Continue to monitor the fidelity and implementation of intervention courses/programs.
4. All teachers will provide cooperative learning opportunities in order to promote student communication in the target language by identifying ELs from class rosters, as well as to support the acquisition/reinforcement on English.
5. Maintain a Learning Center with computers and resources for all students, including Special Education and ELs, in order for students to receive added assistance and support with their course work.
6. Categorical Programs staff will conduct initial/annual ELPAC, monitor annual results and maintain English Learner language files.
7. Ongoing training will take place in order to implement strategies that address the needs of English Learners.

#### Measures

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

#### People Assigned

1. APSS and Special Education department
2. Guidance Counselors
3. API and resource teacher
4. Special Education department, CWA
5. All teachers
6. Language Assessment Aide, Categorical Programs Assistant
7. Administration, Instructional Coach, 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)
3445.00	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development Substitutes
166,571.00	SC/EL 1000-1999: Certificated Personnel Salaries EL TOSA
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant-Previously Identified in Plan
0.00	S & C 1000-1999: Certificated Personnel Salaries Guidance Counselors- Previously Identified in Plan
153,590.00	S & C 1000-1999: Certificated Personnel Salaries CWA

# 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

Parent Involvement

## LEA/LCAP Goal

LCAP Goal #4: Increase Parent Engagement

## Goal 4

Goal: Increase Opportunities for Significant and Meaningful Parent Involvement

### GOAL OBJECTIVE

Increase the variety (including ethnic groups, language classification, academies, parents of student-athletes and performing arts) of parents who attend South El Monte High School's various parental involvement events. Achievement will be tracked through number of School Loop accounts created by parents with the assistance of the Community Liaison; frequency of parent drop-in visits to the Parent Center; number of parent-teacher contacts made through personal phone calls, emails, and conferences; monthly informational newsletters mailed to the home; parent participation REMIND 101 app, and additional incentives for parent attendance (e.g. clearing detention hours for their student).

## Identified Need

### ISSUE STATEMENT

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Attendance for Parent Involvement Activities		Increase attendance by 10 parents each year
--	--	---

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

### Strategy/Activity

#### Actions

Involvement of Staff, Parents and Community (PI 1)

#### Tasks

1. The Guidance Department will hold the following parent sessions: -Freshman/ Sophomore College Night for parents
  - Transcript Evaluation Night for 11th grade parents
  - Cash for College Financial Aid Night for 12th grade parents -8th Grade parent orientation will be offered in the spring
2. Educational workshop/event/training (i.e. Parent Day, and English Learner/Reclassification Night) will be provided, with support from the Categorical Programs Assistant and the Community Liaison, in order for parents to learn how they can assist with their child's academic success.
3. Parents will be provided with the opportunity to network.
4. Staff will utilize InTouch and Schoolloop as tools to provide information on grades, assessments and advertise interventions available for students. All staff will make personal contact with parents a priority when behavioral issues arise as well as when student grades are in the D and F range.
5. The Categorical Programs Office and Principal will ensure that all English Learner Advisory Committee meetings are held in accordance with mandated compliance items.
6. District Categorical Programs Office and site administration will monitor, based on referral, expenditures with set aside funds for necessary instructional supplies and other services when attendance, behavior and academic performance is a result of homelessness.

#### Measures

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

#### People Assigned

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

### 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)
4467.22	Title I Part A: Allocation Other Supplies - Parent Involvement
172.33	Title I Part A: Allocation Postage - Parent Involvement
30,603.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Community Liaison
0.00	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Categorical Programs Assistant- Previously Identified in Plan
0.00	S & C 1000-1999: Certificated Personnel Salaries CWA- Previously Identified in Plan
129.29	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Title 1 Meetings
4118.50	Title I Part A: Allocation Parent Involvement Workshops

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,768,711.85

## 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	\$575,093.85
Title II	\$12,139.00

Subtotal of additional federal funds included for this school: \$587,232.85

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

State or Local Programs	Allocation (\$)
S & C	\$1,014,908.00
SC/EL	\$166,571.00

Subtotal of state or local funds included for this school: \$1,181,479.00

Total of federal, state, and/or local funds for this school: \$1,768,711.85

# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Ernie Amaya (Chairperson)	Parent or Community Member
Isaac Gonzalez ( Vice Chairperson)	Other School Staff
Cassandra Flores ( Secretary)	Secondary Student
Ryan Johnson ( Parliamentarian)	Classroom Teacher
Sonia Ayala	Classroom Teacher
Robert Burgess	Classroom Teacher
Lorrie Briones	Classroom Teacher
Angelica Garcia (Alternate Other Staff)	Other School Staff
Erica Mondragon	Parent or Community Member
Irene Rosas	Parent or Community Member
Natalia Vasquez	Parent or Community Member
Dr. Jorge Morales	Principal
Ruby Cortez	Secondary Student

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 11/16/21.

Attested:

Principal, Jorge Morales on 11/16/21



SSC Chairperson, Ernie Amaya on 11/16/21