

School Year: [2019-2020]



Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Rosemead High School	1964519-1937481	March 26, 2020 *pending changes*	[Add Local Board Approval date here]

Purpose and Description

About This School

School Vision & Mission

The VISION of Rosemead High School to create a community that empowers and nurtures ALL students by providing equitable support for academic and socio-emotional learning.

It is the MISSION of Rosemead High School to create a community that empowers and nurtures ALL students by providing equitable support for academic and socio-emotional learning; therefore, graduates of RHS will be responsible, resilient, respectful, and resourceful individuals who are prepared to achieve their college and career goals in our 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.

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (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.
- 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.

Resource Inequities

Students at Rosemead High School who may be impacted by inequities are those that have a gap in prior knowledge and experiences. This plan is designed to help fill those gaps. Additionally, the culture and the systems of the school may not be in the best interest of our disadvantaged students. Some of these unintended or collateral gaps are the removal of hurdles in the way of Hispanic students and other disenfranchised, disproportionately-disciplined groups. For example, many opportunities depend on maintaining a certain GPA or not having been in trouble in certain ways. Event educational opportunities such as non-curricular experiences like dances depend on students having met certain thresholds such as citizenship, grades or detention hours clearance. This area needs to be further explored.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

Parents, students, teachers, administrators, and other school personnel collaboratively reviewed student achievement data and survey responses and shared input throughout the year about their experiences during School Site Council (SSC) meetings. The SSC sought input from different curricular departments through department chairs, and representatives from different groups shared input from the stakeholders that they represent every month between October and March during 8 SSC meetings.

Goals, Strategies, & Proposed Expenditures

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: Hispanic/Latinx Student Achievement Improvement

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 2019-20, 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.

Basis for this Goal

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

An achievement gap has persisted over the years between Hispanic/Latinx students and Asian students at our school. Various colorblind approaches have been implemented, yet the gap persists. Thus, it appears that there is a need to address the racial achievement gap in race-conscious terms. Research by Ochoa (2013) supports the idea that addressing the racial achievement gap specifically is necessary to solving the gap.

Expected Annual Measurable Outcomes

SBAC ELA

Points Above Standard

2018-19

School-wide	+56.8
Asian	+88.9
Hispanic/Latinx	+22.2

SBAC Math

Points Above or Below

Standard 2018-19

School-wide	-11.8
Asian	+59.7
Hispanic/Latinx	-86.5

CAASPP English Language Arts (ELA)

Metric/Indicator

Baseline Exceeded or Met
Proficiency 2018-19

School-wide	72.6%
Asian	79.4%
Hispanic/Latinx	65.0%
Asian, Socioeconomically Disadvantaged	76.7%
Hispanic/Latinx, Socioeconomically Disadvantaged	63.5%
Asian, Not Socioeconomically Disadvantaged	88.4%
Hispanic/Latinx, Not socioeconomically Disadvantaged	76.2%

PLANNED STRATEGIES/ACTIVITIES

Hispanic/Latinx Student Achievement (HSA)

Students to be Served by the Strategies/Activities Addressing Goal 1

Hispanic/Latinx

Strategy/Activity HSA 1: Intervention & Remediation

Tasks

1. Follow the EMUHSD Systems of Opportunity to ensure appropriate class placement of all students.
2. Monitor students in all classes with SRI-Scholastic Reading Inventory.
3. Monitor all students' achievements in core classes.
4. Implement/monitor integration of SIOP strategies.
5. Monitor students with SMI-Scholastic Math Inventory.

Measures HSA 1: Intervention & Remediation

1. Master Schedule: Class rosters with Scholastic Reading Inventory (SRI) and data reports
2. SRI and SMI 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

Proposed Expenditures for this Strategy/Activity HSA 1

Amount(s)	2339.04
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Technology/Computer Software

Amount(s)	87,417.75
Source(s)	Title I Part A: Allocation
Budget Reference(s)	1000-1999: Certificated Personnel Salaries Content Specialists

Amount(s)	2478.15
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5800: Professional/Consulting Services And Operating ExpendituresHMH Hosting Service

Amount(s)	4380.30
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Computer Software/Related Expenses

Amount(s)	55,946.10
Source(s)	Title I Part A: Allocation
Budget Reference(s)	1000-1999: Certificated Personnel Salaries English 1 Intensive

Strategy/Activity HSA 2: Instructional Strategies & Supplemental Support Materials

1. Implement student-centered and differentiated instructional strategies using prior Sheltered Instruction Observation Protocol (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), Instructional Coach and Academic Performance Index (API) to meet the needs of all students.
3. Provide supplemental instructional materials and supplies that support differentiated instruction (scaffolding posters, site created materials, and other resources).
4. Provide supplemental materials including but not limited to library resources that support at-risk students.
5. Maintain computer labs, with program and operating system upgrades, as well as hardware upgrades and replacements.

Measures HSA 2: Instructional Strategies & Supplemental Support Materials

1. Classroom Walk Throughs with debrief and next steps for follow up.
2. Scholastic Reading Inventory, Assessment platform data for Common Formative Benchmark Assessment (CFBA) benchmarks and library check out reports
3. Purchase orders, requisitions and inventory reports
4. Purchase orders, requisitions, and inventory reports

People Assigned

Principal Action Plan Council	Assistant Principal of Instruction Instructional Coach	Assistant Principal of Student Services Categorical Programs Assistant
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Proposed Expenditures for this Strategy/Activity HSA 2

Amount(s)	10,000.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Books & Other Reference Supplemental Instructional Materials

Amount(s)	7,673.54
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Instructional Supplemental Materials

Amount(s)	8,533.33
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5800: Professional/Consulting Services And Operating Expenditures Instructional Supplemental Materials- Newsela

Amount(s)	2,943.80
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Office Supplies

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	English 1 Intensive -Previously Identified in Plan

Strategy/Activity HSA 3: Support Classes & Services

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 successful transition to high school.

Measures HSA 3: Support Classes & Services

1. Master Schedule class rosters
2. Paraprofessional assignment and schedule
3. Resource Lab computer lab schedule/sign in sheets
4. Advancement Via Individual Determination (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

Proposed Expenditures for this Strategy/Activity HSA 3

Amount(s)	135,213.75
Source(s)	Title I Part A: Allocation
Budget Reference(s)	1000-1999: Certificated Personnel Salaries AVID

Amount(s)	10,518.56
Source(s)	Title I Part A: Allocation
Budget Reference(s)	1000-1999: Certificated Personnel Salaries Summer Bridge

Amount(s)	37,163.70
Source(s)	Title I Part A: Allocation
Budget Reference(s)	2000-2999: Classified Personnel Salaries Categorical Programs Assistant

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	English 1 Intensive Teachers-Previously Identified in Plan

Amount(s)	4,505.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5700-5799: Transfers Of Direct Costs Supplemental Instructional Materials

Amount(s)	2,141.85
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5700-5799: Transfers Of Direct Costs Field Trips- Transportation

Amount(s)	1,670.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5800: Professional/Consulting Services And Operating Expenditures - Field Trips

Amount(s)	2,274.34
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Other Instructional Resource

Strategy/Activity HSA 4: Professional Development

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 Specialists 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 HSA 4: Professional Development

1. Department chair and course lead meeting agendas and minutes
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

Proposed Expenditures for this Strategy/Activity HSA 4

Amount(s)	4,746.86
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5000-5999: Services And Other Operating Expenditures Professional Development

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Content Specialist- Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant-Previously Identified in Plan

Amount(s)	10.03
Source(s)	Title I Part A: Allocation
Budget Reference(s)	4000-4999: Books And Supplies Technology Supplies

Amount(s)	7,427.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	1000-1999: Certificated Personnel Salaries Substitutes

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 InTouch and Schoolloop to ensure the communication between school and parent is open and promotes students' academic success.

Measures HSA 5: Services for Students, Parents and the Community

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 HSA 5

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant-Previously Identified in Plan

Amount(s)	254.98
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5700-5799: Transfers of Direct Costs, Postage - Parent Participation

Amount(s)	36,091.65
Source(s)	Title I Part A: Allocation
Budget Reference(s)	2000-2999: Classified Personnel Salaries, Community Liaison

Amount(s)	311.04
Source(s)	Title I Part A: Allocation
Budget Reference(s)	5700-5799: Transfers of Direct Costs, Print Shop - Parent Participation

Strategy/Activity HSA 6: Monitor Programs, Funding, and Resources

Tasks

1. Monitor grades, English Language Proficiency Assessments for California (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 SRI 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. Maintain equipment inventory records.

Measures HSA 6: Monitor Programs, Funding, and Resources

1. Student performance data for each intervention class
2. Monitor AVID student data
3. SRI, Assessment platform data and analysis
4. Sign-in sheets, agenda, minutes, attendance records and parent survey/needs assessment
5. McKinney Vento (federal program to support the homeless) budget, logs and referrals
6. Equipment inventory records and checklists

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 HSA6

Amount(s)	0
Source(s)	Title I Part A: Allocation
Budget Reference(s)	AVID

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	English 1 Intensive - Previously Identified In Plan

Amount(s)	0
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant - Previously Identified In Plan

Amount(s)	54, 390.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	1000-1999: Certificated Personnel Salaries Certificate of Clinical Competence (CCC) & Support Services

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1: Achievement Gap: Reading and Writing (R&W)

The number of students meeting or exceeding standards as measured by ELA CAASPP, will increase school-wide and in all subgroups for 2019-2020.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator Outcomes 2018-19
Change % from Previous Year

CAASPP ELA Hispanic Change in % Proficient	+ 6.1 %
CAASPP Math Hispanic Change in % Proficient	+ 5.8 %
SBAC ELA Hispanic Change in Points Related to Standard	+ 9.1 pts.
SBAC Math Hispanic Change in Points Related to Standard	+ 3.7 pts.
Hispanic College & Career Readiness % Change	- 3.1 %
Hispanic Suspension Rate % Change	+ 1.4 %

STRATEGIES/ACTIVITIES

Strategy/Activity R&W 1: Intervention & Remediation

Tasks

1. Follow the EMUHSD Systems of Opportunity to ensure appropriate class placement of all students.
2. Monitor students in all classes with SRI-Scholastic Reading Inventory.
3. Monitor all students' achievements in core classes.
4. Implement/monitor integration of SIOP strategies.
5. Monitor students with SMI-Scholastic Math Inventory.

Measures R&W 1: Intervention & Remediation

1. Master Schedule: Class rosters with Scholastic Reading Inventory (SRI) and data reports
2. SRI and SMI 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

Strategy/Activity R&W 3: Support Classes & Services

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 successful transition to high school.

Measures R&W 3: Support Classes & Services

1. Master Schedule class rosters
2. Paraprofessional assignment and schedule
3. Resource Lab computer lab schedule/sign in sheets
4. Advancement Via Individual Determination (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

Strategy/Activity R&W 4: Professional Development

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 Specialists 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 R&W 4: Professional Development

1. Department chair and course lead meeting agendas and minutes
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

Strategy/Activity R&W 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 InTouch and Schoolloop to ensure the communication between school and parent is open and promotes students' academic success.

Measures R&W 5: Services for Students, Parents and the Community

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

Strategy/Activity R&W 6: Monitor Programs, Funding, and Resources

Tasks

1. Monitor grades, English Language Proficiency Assessments for California (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 SRI 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. Maintain equipment inventory records.

Measures R&W 6: Monitor Programs, Funding, and Resources

1. Student performance data for each intervention class
2. Monitor AVID student data
3. SRI, Assessment platform data and analysis
4. Sign-in sheets, agenda, minutes, attendance records and parent survey/needs assessment
5. McKinney Vento (federal program to support the homeless) budget, logs and referrals
6. Equipment inventory records and checklists

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	

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

People Assigned Intervention teachers Assistant Principal of Student Services, Assistant Principal of Instruction, Instructional Coach, Summer Bridge teachers, Math Content Specialists and Math Course Leads. These personnel will lead the implementation of the strategies and activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Reviewing the data from the prior years shows growth in this area and therefore expenditures are appropriate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An additional section of AVID was provided and increased support for the AVID program. Additionally, a 5% increase in salaries and benefits increased spending in this area for both Classified and Certificated personnel.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In an effort to improve growth and achievement overall, and in light of some of our deepest, most persistent gaps in achievement being between Hispanic/Latinx students and Asian students at our school, we explored research done specifically on the racial achievement gap. We have started the conversation around reading articles about racial achievement gaps in education. We have placed particular emphasis on exploring and discussing the case study by Ochoa (2013) about the Hispanic/Latinx and Asian achievement gap at a Southern California high school with similar demographics to ours. This research has led us to re-frame our goal to focus on providing greater opportunities specifically to our Hispanic/Latinx students, in hopes that a more race conscious, equitable school culture will be cultivated.

Goals, Strategies, & Proposed Expenditures

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: English Learner Achievement (ELD)

The percentage of English Learners making progress towards English language proficiency will increase, as measured in the CAASPP ELA, the SBAC ELA, and the English Language Proficiency Assessments for California (ELPAC) tests.

Basis for this Goal

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).

Expected Annual Measurable Outcomes

CAASPP ELA

Metric/Indicator

Baseline Exceeded or Met Proficiency 2018-19

School-wide	72.6%
English Learners	41.0%

CAASPP Math

Metric/Indicator	Baseline Exceeded or Met Proficiency 2018-19
School-wide	46.9%
English Learners	21.0%

CDE Dashboard Data

Metric/Indicator	Baseline 2018-19
SBAC ELA for ELs	56.6 pts. below standard
SBAC Math for ELs	85.9 pts. below standard
EL Progress Indicator	41.3%

PLANNED STRATEGIES/ACTIVITIES

English Learner Achievement (ELD)

Students to be Served by the Strategies/Activities Addressed By this Goal

English Learners

Strategy/Activity ELD 1: ELD and ALD Course Curriculum

Tasks

1. Continue English Language Development and Academic Language Development (ELD/ALD) and 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 and find curricula that are effective for our students.

Measures ELD 1: ELD and ALD Course Curriculum

1. ELD meeting agendas and minutes
2. ELD Common Formative Benchmark Assessment (CFBA) benchmark exams and Classroom Walk Throughs
3. Instructional Paraeducator schedule

People Assigned

ELD/ALD Teachers Instructional Coach Paraeducator
Assistant Principal of Student Services Assistant Principal of Instruction
Principal Content Tutors

Proposed Expenditures for this Strategy/Activity ELD 1

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	English 1 Intensive Intervention-Previously Identified in Plan

Strategy/Activity ELD 2: Supplemental Instructional Materials

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 ELD 2: Supplemental Instructional Materials

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 of Instruction Principal

Proposed Expenditures for this Strategy/Activity ELD 2

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Instructional Supplemental Materials- Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant - Previously Identified in Plan

Strategy/Activity ELD 3: Extended Support Services

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 ELD 3: Extended Support Services

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 ELD 3

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Other Instructional Resources-Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant-Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Instructional Materials-Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	English 1 Intensive-Previously Identified in Plan

Strategy/Activity ELD 4: Professional Development

Tasks

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 ELD 4: Professional Development

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 ELD 4

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Professional Development--Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Intervention Teachers- English 1 Intensive- Previously Identified in Plan

Strategy/Activity ELD 5: Parent Involvement

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. Parents 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 parents/guardians to review the reclassification criteria and academic progress.
6. Retain the services for translation of documents for parents.
7. Interpreter/Translator for major languages

Measures ELD 5: Parent Involvement

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
Assistant Principal of Instruction
Community Liaison

Teacher on Special Assignment
Principal
Counselors

Proposed Expenditures for this Strategy/Activity ELD5

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant-Previously Identified in Plan

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

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Community Liaison-Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	CCC & Support Services-Previously Identified in Plan

Strategy/Activity ELD 6: Monitor Programs, Materials, and Funding

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 ELD 6: Monitor Programs, Materials, and Funding

1. Annual ELPAC reports
2. Data analysis of ELPAC/CAASPP/SBAC/SRI/benchmark results
3. California Longitudinal Pupil Achievement Data System (CALPADS)
4. Budget reports and equipment inventory records

People Assigned

Categorical Programs Assistant	Language Assessment Assistant	Principal
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Proposed Expenditures for this Strategy/Activity ELD 6

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Categorical Programs Assistant-Previously Identified in Plan

Annual Review and Update

SPSA Year Reviewed: 2018–19

Goal 2: English Learners: Achievement, Proficiency, and Intervention

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

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Outcomes (Change % Proficient)
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CAASPP ELA for English Learners, Change % Proficient	+ 28.8%
CAASPP Math for English Learners, Change % Proficient	+ 6.4%
SBAC ELA for ELs, Change in Points	- 25.4 pts.
SBAC ELA for Math, Change in Points	+ 3.4 pts.

*ELPI is not included here because the metric changed between 2017-18 and 2018-19.

STRATEGIES/ACTIVITIES

Strategy/Activity ELD 1: ELD and ALD Course Curriculum

Tasks

1. Continue English Language Development and Academic Language Development (ELD/ALD) and 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 and find curricula that are effective for our students.

Measures ELD 1: ELD and ALD Course Curriculum

1. ELD meeting agendas and minutes
2. ELD Common Formative Benchmark Assessment (CFBA) benchmark exams and Classroom Walk Throughs
3. Instructional Paraeducator schedule

People Assigned

ELD/ALD Teachers	Instructional Coach	Paraeducator
Assistant Principal of Student Services	Assistant Principal of Instruction	
Principal	Content Tutors	

Strategy/Activity ELD 2: Supplemental Instructional Materials

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 ELD 2: Supplemental Instructional Materials

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 of Instruction	Principal	

Strategy/Activity ELD 3: Extended Support Services

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 ELD 3: Extended Support Services

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

Strategy/Activity ELD 4: Professional Development

Tasks

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 ELD 4: Professional Development

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
Curriculum Committee

Intervention Teachers

Instructional Coach

Strategy/Activity ELD 5: Parent Involvement

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. Parents 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 parents/guardians to review the reclassification criteria and academic progress.
6. Retain the services for translation of documents for parents.
7. Interpreter/Translator for major languages

Measures ELD 5: Parent Involvement

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
Assistant Principal of Instruction
Community Liaison

Teacher on Special Assignment
Principal
Counselors

Strategy/Activity ELD 6: Monitor Programs, Materials, and Funding

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 ELD 6: Monitor Programs, Materials, and Funding

1. Annual ELPAC reports
2. Data analysis of ELPAC/CAASPP/SBAC/SRI/benchmark results
3. California Longitudinal Pupil Achievement Data System (CALPADS)
4. Budget reports and equipment inventory records

People Assigned

Categorical Programs Assistant

Language Assessment Assistant

Principal

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

People Assigned Intervention teachers Assistant Principal of Student Services, Assistant Principal of Instruction, Instructional Coach, Summer Bridge teachers, Math Content Specialists and Math Course Leads. These personnel will lead the implementation of the strategies and activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Reviewing the data from the prior years shows growth in this area and therefore expenditures are appropriate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An additional section of AVID was provided and increased support for the AVID program. Additionally, a 5% increase in salaries and benefits increased spending in this area for both Classified and Certificated personnel.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

None

Goals, Strategies, & Proposed Expenditures

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: Mathematics Achievement

Increase achievement as measured by CAASPP and similar assessments across all subgroups of students. Decrease the gap between ELA and Math scores across all subgroups of students.

Basis for this Goal

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.

Expected Annual Measurable Outcomes

CAASPP 2018-19	ELA % Proficient	Math % Proficient	ELA-Math % Difference
School-wide	72.3%	46.9%	25.4%
Socioeconomically Disadvantaged	70.3%	43.5%	26.8%
Students with Disabilities	19.5%	4.9%	14.6%
English Learners	41.0%	21.0%	20.0%
Hispanic	65.0%	22.9%	42.1%
Asian	79.4%	70.4%	9.0%

SBAC 2018-19	ELA Points Above or Below Standard	Math Points Above or Below Standard	ELA-Math Point Difference
School-wide	+ 56.8	-11.8	68.6
Socioeconomically Disadvantaged	+ 49.5	-24.1	73.6
Students with Disabilities	-77.3	-165.9	88.6
English Learners	- 56.6	-85.9	29.3
Hispanic	+ 22.2	-86.5	108.7
Asian	+ 89.9	+59.7	30.2

PLANNED STRATEGIES/ACTIVITIES

Mathematics Achievement (Math)

Students to be Served by this Strategy/Activity

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

Strategy/Activity Math 1: Content Standards Specialist

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 Math 1: Content Standards Specialist

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 Math 1

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Content Specialist- Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Professional Development-Previously Identified in Plan

Strategy/Activity Math 2: Instructional Strategies

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 Math 2: Instructional Strategies

1. Classroom Walkthrough 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 Math 2

Amount(s)	0.00
Source(s)	Title I Part A: Allocation

Budget Reference(s)

Content Specialist- Previously Identified in Plan

Strategy/Activity Math 3: Support Classes and Services

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 Math 3: Support Classes and Services

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 Math 3

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Instructional Materials- Previously Identified in Plan

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

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

Amount(s)	0.00
Source(s)	Title I Part A: Allocation

Budget Reference(s)

Summer Bridge Field Trips-Previously Identified in Plan

Strategy/Activity Math 4: Tutoring, Mentoring and Extra Support

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 Math 4: Tutoring, Mentoring and Extra Support

1. Attendance sign in sheets for after-school programs
2. CAASPP results data
3. Mentor lists, and logs
4. Student grade reports, PREP student sign in sheets

People Assigned

Assistant Principal of Instruction
PREP Program Site Director

Principal
Mentors

Proposed Expenditures for this Strategy/Activity Math 4

Amount(s)

0.00

Source(s)

Title I Part A: Allocation

Budget Reference(s)

AVID Academic Mentoring-Previously Identified in Plan

Strategy/Activity Math 5: Professional Development

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 Math 5: Professional Development

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	Action Plan Council
Instructional Coach	Assistant Principal of Instruction	

Proposed Expenditures for this Strategy/Activity Math 5

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Professional Development-Previously Identified in Plan

Amount(s)	0.00
Source(s)	Title I Part A: Allocation
Budget Reference(s)	Content Specialists-Previously Identified in Plan

Strategy/Activity Math 6: Monitor Programs and Funding

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 Math 6: Monitor Programs and Funding

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

People Assigned

Assistant Principal of Instruction	Math Content Specialists
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Proposed Expenditures for this Strategy/Activity Math 6

Amount(s)	0.00
Source(s)	Title I Part A: Allocation

Annual Review and Update

SPSA Year Reviewed: 2018-2019

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

Goal 3: Mathematics

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.

ANNUAL MEASURABLE OUTCOMES

Metric/Indicator

Outcomes

CAASPP % Reduction in Schoolwide ELA/Math Gap

1.0%

SBAC % Reduction in Schoolwide ELA/Math Gap

6 pts.

STRATEGIES/ACTIVITIES

Strategy/Activity Math 1: Content Standards Specialist

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 Math 1: Content Standards Specialist

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	

Strategy/Activity Math 2: Instructional Strategies

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 Math 2: Instructional Strategies

1. Classroom Walkthrough 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	

Strategy/Activity Math 3: Support Classes and Services

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 Math 3: Support Classes and Services

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

Strategy/Activity Math 4: Tutoring, Mentoring and Extra Support

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 Math 4: Tutoring, Mentoring and Extra Support

1. Attendance sign in sheets for after-school programs
2. CAASPP results data
3. Mentor lists, and logs
4. Student grade reports, PREP student sign in sheets

People Assigned

Assistant Principal of Instruction	Principal
PREP Program Site Director	Mentors

Strategy/Activity Math 5: Professional Development

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 Math 5: Professional Development

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	Action Plan Council
Instructional Coach	Assistant Principal of Instruction	

Strategy/Activity Math 6: Monitor Programs and Funding

Tasks

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

Measures Math 6: Monitor Programs and Funding

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

People Assigned

Assistant Principal of Instruction	Math Content Specialists
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ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

People Assigned

These personnel will lead the implementation of the strategies and activities: Intervention teachers, Assistant Principal of Student Services, Assistant Principal of Instruction, Instructional Coach, Summer Bridge teachers, Math Content Specialists and Math Course Leads.

The ELA/Math achievement gap only improved by 1% as measured by CAASPP scores. Such a small level of improvement warrants an entirely new approach.

One parental concern relating to mathematics education at our school was expressed around grading. Teachers are also mindful of shortfalls of traditional compliance-based grading schemes. A small group of math teachers at our school has experimented with standards-based grading, and has experienced some success. Narrative assessments, usually limited to students with IEPs or Section 504 plans, are another alternative to traditional grades.

A student concern was expressed around receiving more in-person guidance, or guided practice, rather than an excessive amount of independent practice. Discussions in our SSC meetings bore out the need to develop the collaborative study groups model, which has mixed reviews from students and math tutors. Another idea that came out of the discussion was the idea that we can support the understanding that there are a number of ways for a teacher to guide students.

Teachers shared that they often feel burdened with pressure to account for grades, which can make it necessary to input scores during class, taking away valuable time from guided practice. Some had positive experiences with block schedule, which provided 4-6 h more preparation time per week and supported a more project based approach that afforded students time to think more deeply.

Another idea brought forth during SSC meeting discussions was the idea of addressing mathematical thinking more explicitly in classes typically viewed as non-math classes. So often in our discussions across campus, math, like racism in education, which includes ethnic stereotyping, is assumed to be “somebody else’s problem,” which may explain why the achievement gap persists.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Reviewing the data from the prior years shows growth in this area and therefore expenditures are appropriate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An additional section of AVID was provided and increased support for the AVID program. Additionally, a 5% increase in salaries and benefits increased spending in this area for both Classified and Certificated personnel.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Alternative grading policies such as standards-based grading and narrative assessment will be introduced to staff members and supported by the school community. Counselors, teachers, and other school personnel will share and co-create helpful ways of speaking about different grading approaches so that alternative approaches do not fail from lack of support and understanding.

Moreover, alternative approaches to grading may have the added benefit of giving teachers the freedom to get away from their computer desks more often and interact with their students. At least one teacher's experience was that, without the need to account for every single assignment in the gradebook, there was more freedom to connect with students and find interesting ways to make the curriculum relevant to students. By focusing on improvement and critical thinking areas, students began to have a better grasp of their own competency and progress, which resulted in improved learning.

Inviting collaboration around interdisciplinary projects incorporating mathematical thinking, and providing the time and space for those collaborations to take place is a likely fruitful avenue of exploration for the future. Such projects break down the notion that math education at Rosemead HS can be pigeonholed into classes labeled mathematics, as such creating the double-standard as compared to English/Language Arts that may serve to perpetuate the gap.

More research needs to be done on the type of schedule adjustment at Rosemead High School that would benefit our diverse student body. One possible schedule that may support an increased level of collaboration among staff members is the block schedule, because the additional 4-6 h of prep time per week makes it easier for teachers to find time to meet, and less likely that teachers will feel burdened by sacrificing precious class time. Another schedule would provide tutoring at lunch and afterschool as remediation for struggling students. A variety of permutations of different scheduling strategies can be researched and discussed so that the best fit can be determined for our school. Whatever strategy is ultimately employed, a successful one over the long term should address problems of fragmentation and overload in addition to student achievement and opportunity, per Fullan and Quinn (2015). Fragmentation is the sense of disconnectedness among staff; overload is the sense of feeling overburdened with things to do while not having time to do those things.

Strategies such as employing alternative grading strategies and collaborating interdepartmentally to identify and explicitly emphasize core math thought processes fundamental to each discipline will likely serve to concomitantly address student, teacher, and parent concerns around mathematics education at our school and improve student performance on standardized measures of mathematics understanding.

Budget Summary and Consolidation

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$478,748.24

Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$478,748.24

Subtotal of consolidated federal funds for this school: \$ 478,748.24

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

State or Local Programs	Allocation (\$)
	0.00
[List state or local program here]	0
[List state or local program here]	0
[List state or local program here]	0
[List state or local program here]	0
[List state or local program here]	0

Subtotal of consolidated state or local funds for this school: \$0.00

Total of consolidated (federal, state, and/or local) funds for this school:\$ 478,748.24

Addendum

The Single Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to *EC* 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups.

Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in *EC* Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to *EC* Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in *EC* Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: *EC* sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if

appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;

- c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
 5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
 6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation

Title I, Part A: School Parent and Family Engagement Allocation

Title I, Part A: Targeted Support and Improvement Allocation

Title I, Part C: Education of Migratory Children

Title II, Part A: Supporting Effective Instruction

Title III, Part A: Language Instruction for English Learners and Immigrant Youth

Title IV Part A: Student Support and Academic Enrichment Grants

Title IV Part B: 21st Century Community Learning Centers

Title V, Part B: Rural Education Initiative

Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program

American Indian Education

Child Development Programs

Economic Impact Aid/State Compensatory Education (carryover funds)

Economic Impact Aid/Limited English Proficient (carryover funds)

California Foster Youth Services

California Partnership Academies

California Tobacco-Use Prevention Education Program