

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Course outlines, pacing plans, social science lessons that focus on ethics and aligned to SLOs

Students working collaboratively and using research, reading, writing

Vision, Mission, and Slos created and shared with stakeholders

Counselors provide A-G expectations and goals

Departments refer to college-board curriculum or other sources for high standards

Area of growth: making the connections more explicit between vision, mission, slos and what we do in classroom

| English Findings | Supporting Evidence |
|---|---|
| Curriculum Maps per course | Curriculum Maps |
| AP/Accelerated articulation | Articulation |
| College-board established curriculum for AP lit and AP lang | |
| District Benchmarks from StudySync | |
| Standards-Based Grading Pilots with ENG 1P and ERWC | Spring Semester Plan 1P - 2022 ERWC Fall Plan - 2022 |

| VAPA Findings | Supporting Evidence |
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| Continued training on new VAPA standards | |
| Development of CTE Theatre Program | |
| Standards-Based Grading Pilot in Theatre Program | |
| Curriculum Maps | Intro to Theatre Professional Theatre |

| PE Findings | Supporting Evidence |
|--|---------------------|
| Vision-Mission-learner outcomes established in 2016 continue, none have changed. Established with all of the indicators listed above | |
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| Math Findings | Supporting Evidence |
|---|--|
| Pacing Guide per Course | IM1 Pacing Guide |
| Common assessments per district and site | Common Assessment |
| Department meetings. | Agenda |
| Group assessment on their own real world problems | Statistics Project GPA.pdf |
| College-board established curriculum for AP Calculus AB/BC, and AP Statistics | Calculus Statistics |

| Social Science Findings | Supporting Evidence |
|---|--|
| Common Formative Assessments (in progress) | In development |
| College-board established curriculum for psychology, APUSH, AP European history | https://apcentral.collegeboard.org/myap/ |
| Curriculum Maps | World History Curriculum Map US History Curriculum Map Government Curriculum Map Economics Curriculum Map |

| Foreign Language Findings | Supporting Evidence |
|--|---|
| Learner outcomes previously established will continue as none have changed. They are established with all of the indicators listed above | All levels of language Development Curriculum |
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| CTE/IT Findings | Supporting Evidence |
|---|---|
| CTE revised all CTE course outlines to comply with the current California Department of Education's Career Technical Education Model Curriculum and Standards in the 2018-2019 school year. | Website: https://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp |
| If applicable, students in capstone courses are certified through Precision Exams to ensure that they have attained appropriate standards. | https://s3.amazonaws.com/pe-wp-media/wp-content/uploads/2020/09/04123438/ks_210.18.pdf |
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| Special Education Findings | Supporting Evidence |
|--|---|
| Mainstreaming the students into the least restrictive environments and elective courses | Student transcripts |
| Curriculum maps for English 1-4 | Curriculum maps sent to admin and district |
| Community-Based instruction allows students to be exposed to life skills situations. | Lesson Plans |
| Students enrolled in the Workability I Program, which provides sheltered work experiences for our Mod to Severe students within their community. | Enrollment through the EMUHSD WAI Program and Human Resources |
| Monthly SpEd department meetings | Depart. Meeting Minutes |
| Collaborating with general education teachers to review curriculum and share lessons and materials | Formal and informal meetings |
| Aide support in the classroom, to support students. Open communication between aide, teacher and case manager | Emails, informal meetings and parent conferences |
| All students are being exposed to everyday current events. Community based instruction students are being exposed to current event articles | News 2 You and NewsELA articles. Questions related to articles. |

| Science Findings | Supporting Evidence |
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| College-board established curriculum for AP Biology and AP Environmental Science | AP Environmental Science AP Biology |
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| AVID 12 Science teacher added to AVID team | AVID folder |
| Use of computer based simulations for inquiry based learning. | Simulation Handout |
| Cooperation with the Whittier Narrows Nature Center to promote an understanding of ecology. | Students Lab books containing observations of specific individual locations in the nature preserve. Students revisit the exact locations two weeks later to determine what changes if any have taken place. |
| Course Outline / Curriculum Maps for Chemistry and Chemistry Honors | Chemistry Chemistry Honors |

| General Findings | Supporting Evidence |
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| Counseling Program based on the District's Guaranteed Counseling Services. | School Website |
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| Counseling Dept. Meetings to plan/implement needs of each grade level. | Department meetings |
| New Teacher Supports aligned to the California Standards for the Teaching Profession | New Teacher Support Proposal |
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A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the *development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

All departments represented in School Leadership Team

Review and clarify Vision, Mission, SLOs in SLT

| English Findings | Supporting Evidence |
|---|---------------------|
| English department well-represented in SLT meetings | |
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| VAPA Findings | Supporting Evidence |
|---|---|
| Music department, vocal and instrumental meet district wide to discuss curriculum and district wide organized events such as Honor Band, Indoor Showcase, and other related events. | https://docs.google.com/document/d/12ULCTST7REBP_ak2IpIHJyBQjx2JD3o/edit?rtpof=true |
| VAPA department is well represented in SLT meetings. | Minutes from meeting |
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| PE Findings | Supporting Evidence |
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| SLT continuously review, changes go to departments for approval. Changes shared with stakeholders. Site Council participation as well. | Minutes from meeting |
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| Math Findings | Supporting Evidence |
|---|---------------------------------------|
| Math department is well represented in SLT meetings | Minutes from Meetings |
| Math department representation in content specialist meetings | Minutes from Meetings |
| UCI Math Project PD | Minutes from Meetings |

| Social Science Findings | Supporting Evidence |
|---|-----------------------|
| Social science representation in SLT meetings | Minutes from meetings |
| Social science representation in SSC meetings | Minutes from meetings |
| Social Science Content Specialist meetings and Course Lead Meetings | Assessments created |

| Foreign Language Findings | Supporting Evidence |
|--|-----------------------|
| Foreign Language Department well represented in SLT Meetings | Minutes from Meetings |
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| CTE/IT Findings | Supporting Evidence |
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| CTE is represented in Site Leadership meetings as the team discusses current issues and plans for future events. | Site Leadership Meeting Minutes |
| CTE meets twice monthly to discuss our progress and concerns in | CTE Department Minutes |

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| the department. | |
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| Special Education Findings | Supporting Evidence |
|-----------------------------|---|
| SPED representation at SLTS | Sign-in but minutes are NOT shared with the dept. |
| School Site Council | Minutes not shared |
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| Science Findings | Supporting Evidence |
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| Science department meets weekly for lunch to coordinate and collaborate. | Sharing of best practices and materials. |
| Science department representation in SLT meetings | Minutes from meetings |
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| General Findings | Supporting Evidence |
|---|--|
| Student Services i.e. Guidance dept. represented in Site Leadership meetings where Vision, Mission and Student Learner Outcomes are reviewed and updated. | Meeting Agenda and minutes. Sign-in Sheet |
| Student Services Represented in School Site Council meetings where Vision, Mission and Student Learner Outcomes are reviewed and voted on. | Meeting Agenda and minutes |
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A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other stakeholders of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

PTSA and community involved in helping us achieve our goals, show connection to vision statement

Field trips, band events, funding, AVID : commitment to vision, mission, SLOs

Area of growth: more transparency with LCAP, so more non-SSC members know about this

Area of growth: make more explicit connections between vision, mission, SLOs and our practices

and communicate the language of vision, mission, slos to stakeholders

| English Findings | Supporting Evidence |
|--|---------------------------------|
| Support of Mission through standards-aligned curriculum maps and assessments | Curriculum Maps |
| AVID college research and field trips support Vision | |
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| VAPA Findings | Supporting Evidence |
|--|---|
| Art field trips support vision | Copy of FAQ: In-Person Tours CAS Fall '22 |
| Marching Band participates in SCSBOA competitions that fulfill The Mission statement and vision of our school. | https://www.scsboa.org/2022-tentative-adjudicated-parade-schedule/ |
| Posters in classrooms, locker rooms, faculty minutes. Continue to place in classroom pedagogy | |

| PE Findings | Supporting Evidence |
|---|---------------------|
| Posters in classrooms, locker rooms, faculty minutes. Continue to place in classroom pedagogy | |
| City of Hope Outreach program | |
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| Math Findings | Supporting Evidence |
|--|--|
| Classroom contains vision, mission, and schoolwide learner outcomes. | Classroom posters with vision, mission, and schoolwide learner outcomes. |
| AVID Field Trips to Colleges and Universities | AVID Curriculum |
| AVID focus on Math and Science support by teachers and tutors | AVID Math teachers, Science knowledgeable AVID tutors. Collaboration between Math/Science and AVID teachers. Minutes from Meetings |

| Social Science Findings | Supporting Evidence |
|--|---------------------|
| Posters displayed in classrooms | |
| Field trips to Museum of Tolerance with English Department | |

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| Foreign Language Findings | Supporting Evidence |
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| All levels of Spanish contain vision, mission, and schoolwide learner outcomes. | Classroom posters and class discussion to enhance knowledge of outcomes. |
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| CTE/IT Findings | Supporting Evidence |
|---|--|
| All CTE classrooms display posters of our vision, mission statement, and schoolwide learner outcomes. CTE teachers refer to the posters in our presentations to remind our students of our vision for their future. | Vision, Mission Statement, and Schoolwide Learner Outcomes Posters |
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| Special Education Findings | Supporting Evidence |
|---|-------------------------|
| Majority of students and parents are not aware of vision and mission.-post vision and mission on google classroom | Exit tickets, check ins |
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| Science Findings | Supporting Evidence |
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| Posters displayed in classrooms | All classrooms given mission/vision statement posters to put in the classroom |
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| General Findings | Supporting Evidence |
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| Counselors send a letter home after each grade level presentation explaining the different topics covered. Parents are encouraged to reach out to their counselors. Phone numbers and email addresses are shared with parents. | Senior Check Letter Junior Academic Review Parent Letter Sophomore Academic Review Parent Letter Freshmen Presentation Parent Letter SEMHS Resources Handout |
| English Learner TOSA is present during the School Leader Team meetings. Being able to contribute input and data regarding our English Learners, whether newcomer or long-term status. It's an opportunity to share professional development ideas with staff members, as well as address concerns staff members encounter when serving our EL population. | <ul style="list-style-type: none"> • Agendas from the SLT meetings. • Notes from the SLT meetings. |
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| PTSA- scholarships, swap meet (engaging the community as a whole). | |
| Fundraising-community collaboration to help academic clubs/programs | |

A1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

We have all the pieces in place, but have not communicated it as effectively as we could or made a connection between vision, mission, SLOs and what we do on a daily basis (which manifests the vision, mission, SLOs).

Area of growth: making more of a connection between vision, mission, SLOS and what we do in classroom

Distance learning made it more difficult to build on these pieces, as we focused on immediate needs during that time; and transitioning students back to school was challenging, so we focused on social-emotional goals and re-establishing normality

Area of Growth: Biology Curriculum Map

A2. Governance Criterion

The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan

(LCAP).

Indicators

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

School site council minutes and parental/student involvement in process. Public comments welcomed at board meetings, PTSA, Superintendent updates and district highlights

Synergy and ParentVue: communication from Governing Board and District Administrator

Superintendents update, clinics, parent clinics, health fairs: communicating about events, services, tutoring

| English Findings | Supporting Evidence |
|--|---------------------|
| SLT members, Content Specialist members, use of communication tech such as Google Classrooms, Synergy, and Blackboard. | |
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| VAPA Findings | Supporting Evidence |
|--|---------------------|
| SLT members, Content Specialist members, use of communication tech such as Google Classrooms, Synergy, and Blackboard. | |
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| PE Findings | Supporting Evidence |
|---|---------------------|
| School site council minutes and parental/student involvement in process. Public comments welcomed at board meetings, PTSA, Superintendent updates and district highlights | |
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| Math Findings | Supporting Evidence |
|--|---|
| The school board informs everyone regarding changes to policy. | Emails are regularly sent out with updates. |
| SLT members, Content Specialist members, use of communication tech such as Google Classrooms, Synergy, Blackboard, Remind. | Minutes from Meetings |
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| Social Science Findings | Supporting Evidence |
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| Our department relies on the policies and procedures designed to ensure regular and prompt attendance to promote engagement and opportunity for academic growth. | Synergy data Google Classroom agenda's |
| School Site Council meetings inclusion of parents, students, staff, and administration | SSC minutes |
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| Foreign Language Findings | Supporting Evidence |
|---|-----------------------------------|
| Foreign Language Department policies and guidelines are utilized to ensure regular and prompt attendance to promote engagement and opportunities for academic growth. | Synergy used via Google Classroom |
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| CTE/IT Findings | Supporting Evidence |
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| CTE Department participates in Site Leadership Meetings bimonthly to discuss the single schoolwide action plan/SPSA and to analyze effectiveness of data-driven instructional decisions. | Site Leadership Meetings minutes |
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| Special Education Findings | Supporting Evidence |
|---|---------------------|
| SLT and School Site Council meetings. Board agenda, meetings, and minutes | District Homepage |
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| Science Findings | Supporting Evidence |
|--|--|
| SLT members, Content Specialist members, use of communication tech such as Google Classrooms, Synergy, and Blackboard. | SLT Minutes, Content Specialist Meeting information expressed in weekly department meeting agendas |
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| General Findings | Supporting Evidence |
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| A school-level committee composed of parents, staff, and community members designated to advise school officials on English learner programs and services. | <ul style="list-style-type: none"> SEM 2021-2022 SPSA Goals |
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A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

Board meetings open to the public, SEMHS admin present at board meetings, board docs. Available on the district website. Board members make an effort to attend back to school, open house and graduation ceremony

SLT Meetings, Content Specialist Meetings (for core classes), Course Lead Meetings: department heads give a synopsis of SLTs

District wide Special education meetings and communiques

District wide attendance and behavior policy

Area of growth: better dialogue with governing board

Show up at events, public board reports, agenda, minutes and emails listed

| English Findings | Supporting Evidence |
|---|--|
| Department Meetings, course group meetings | Agendas |
| Individual teachers are aware of and implement attendance and | District Attendance Policy |

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| disciplinary policies as dictated by district and site policies | |
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| VAPA Findings | Supporting Evidence |
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| PE Findings | Supporting Evidence |
|--|---------------------|
| Board meetings open to the public, SEMHS admin present at board meetings, board docs. Available on the district website. Board members make an effort to attend back to school, open house and graduation ceremony | |
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| Math Findings | Supporting Evidence |
|---|---------------------------------------|
| Department Meetings | Minutes from Meetings |
| SLT Meetings, Content Specialist Meetings, Course Lead Meetings | Minutes from Meetings |
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| Social Science Findings | Supporting Evidence |
|---|---------------------|
| Our lessons as a social science department are influenced by our vision that students become ethical and responsible members of our community. This encourages us to detail to our students how community engagement is the obligation of a responsible citizen. We regularly explain to our students how policies develop and how they can and should participate in community policy development. | |
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| Foreign Language Findings | Supporting Evidence |
|---|------------------------------|
| Foreign Language department adheres to all district board policies on curriculum changes, attendance guidelines, and behavior guidelines. | Synergy via Google Classroom |

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| CTE/IT Findings | Supporting Evidence |
|--|--|
| CTE department complies with all of the district board policies on curriculum changes, attendance guidelines, and behavior guidelines. | District Board Policies on curriculum, attendance, and behavior guidelines |
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| Special Education Findings | Supporting Evidence |
|---|---------------------------------------|
| Voluntary and mandatory PD | Agenda, Sign-In, recorded by district |
| Directives from Director of Special Education (email) | Rare 1 or 2 times/year |
| Districtwide special education meetings | Agenda; minutes; recorded |
| Districtwide special education meetings | Minutes not shared with department |
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| Science Findings | Supporting Evidence |
|--|------------------------------|
| District wide attendance and behavior policy | Synergy |
| Tardy policy | Tardy Policy |
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| General Findings | Supporting Evidence |
|--|---------------------|
| The English Learner Action Committee reviews by-laws every year by being trained on the responsibilities required by the advisory committee. | |
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A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform

Complaint Procedures from the district.

Procedures exist that can be followed, posted on district website

Area of Growth: create a staff handbook that mentions uniform complaint procedures

Area of Growth: student handbook

| English Findings | Supporting Evidence |
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| VAPA Findings | Supporting Evidence |
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| PE Findings | Supporting Evidence |
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| Clear process in place and utilized, following California Ed. Code | |
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| Math Findings | Supporting Evidence |
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| Detailed complaint pamphlet outlining what a UCP complaint is and procedures to initiate a complaint. Annual notice to procedural changes with regards to complaints. Available in multiple languages. | CA UCP Pamphlet September 2020 (English) EMUHSD UCP Annual Notice English |
| Official complaint forms available in multiple languages. | EMUHSD UCP English Form |

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| District policy procedure accessible on website | UCP Board Policy & Administrative Regulations: Uniform Complaint Procedure 1312.AR Uniform Complaint Procedures 1312. BP |

| Social Science Findings | Supporting Evidence |
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| Foreign Language Findings | Supporting Evidence |
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| During all Department Meetings, current District Board Policies that have been introduced in meetings are discussed. | Department meetings minutes |
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| CTE/IT Findings | Supporting Evidence |
|---|---------------------|
| All CTE members know the procedures and steps for Uniform Complaint Procedures. | District Home Page |
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| Special Education Findings | Supporting Evidence |
|---|--|
| Districtwide special education meetings that are recorded (6x per year) for psychologists and department heads. No input from teachers solicited. | Agenda; minutes; video shared via Google drive |
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| Science Findings | Supporting Evidence |
|--|--|
| Detailed complaint pamphlet outlining what a UCP complaint is and procedures to initiate a complaint. Annual notice to procedural changes with regards to complaints. Available in multiple languages. | CA UCP Pamphlet September 2020 (English) EMUHSD UCP Annual Notice English |
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| General Findings | Supporting Evidence |
|---|--|
| Parents are informed of the Uniform Complaint Procedure through the English Learner Action Committee and the Annual Title 1 meeting. The facilitator, English Learner TOSA reviews the Uniform Complaint procedure during the training of the by-laws and responsibilities. The English Learner TOSA reviews the Uniform Complaint procedure during the Title 1 meeting and addresses concerns that may arise from parents. | <ul style="list-style-type: none"> • Presentation of the Annual 1 meeting |
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| Annual Notification to Parents | School Website |
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A2. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Normal procedures are in place, such as board minutes posted on district website and school administrators transforming decisions into practice; sometimes we receive emails from the district about new programs

Area of growth: work of committees, board should be promoted more effectively so all stakeholders know current mandates and goals

Areas of growth: more effective means of communication, such as a staff handbook that gives information on district expectations and programs

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed.

Indicators

A3.1. Broad-Based, Inclusive, and Collaborative: The school's broad-based, inclusive, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

WE look at data and collaborate for new ideas and monitor results in department meetings and small-group collaboration. We look at IEP information to determine program effectiveness. Departments work on common assessments and common grading procedures. Some departments use equity grading strategies that allow teachers to more effectively assess where students are in their learning.

Data that we look at as a school includes D and F rates and CAASP scores, and specific departments look at specific data pertaining to their classrooms. For example, English teachers calibrate PTs.

Area of growth: using CAASP data more effectively to determine what needs improvement

Area of growth: As a school, we should be more transparent and more effective at assessing programs . How do we decide what is effective and what is not effective, and how do we determine what the data really shows us. Can we collect better data?

| English Findings | Supporting Evidence |
|---|--|
| ENG 1P classes - all teachers teach 1 Freshmen Class | |
| Calibration of grading of essays in past and continue in future | |
| Analyzing of data from benchmarks, summative assessments | |
| Teachers are implementing a variety of equitable grading strategies based on the action research done during years 20-21, 21-22 | English Dept Nest group strategies and takeaways |

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| Articulation meeting with feeder schools | |
| Standards-Based Grading pilots for ENG 1P and ERWC | ERWC Standards ENG 1P Standards - Spring ENG 1P Objectives - Fall |
| Examination of school site data as compared to district data at Content Specialist meetings | |
| AP lit uses data from test each year to revise curriculum with student feedback | |
| STARTS ENG 1 P Reading Program | STARTS folder including presentation from CATE conference |
| ELD collaboration meetings | ELD Collaboration Agenda 4/27 ELD Collaboration Agenda 9/20 |
| Release/pull-out days for collaborative course-level meetings, data analysis, grading calibration, and curriculum planning | ENG 1P Spring Semester Plan 2022 ERWC 3 collaboration minutes 9/1 |
| 2P collaborative development of mental health unit to meet student needs and interests and reflect the needs of the PTs on the CAASPP 1P and ERWC 3 have and are creating PTs to support the development of skills needed for the PTs | |

| VAPA Findings | Supporting Evidence |
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| Best shared practices from department meetings, | Department Meeting Minutes |
| Discussion of D/F rates and strategies to lower them. | |
| Reading, discussion, and implementation of strategies found in the book, Culturally Responsive Teaching and the Brain . | Culturally Responsive Teaching |

| PE Findings | Supporting Evidence |
|---|---------------------|
| Annual PFT test scores and 6 week benchmark scores used | |
| District walk through forms | |
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| Math Findings | Supporting Evidence |
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| Common Site Assessments, Common District Assessments | Minutes from Meetings |
| Pacing adjusted to reach the needs of students. | Minutes from Meetings |

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| Share best practices | Minutes from Meetings |
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| Social Science Findings | Supporting Evidence |
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| As a department we regularly meet to discuss common assessment strategies driven by previously collected data. It's effectiveness is being assessed as we further develop the program. | |
| Course lead meetings–development and adoption of common formative assessments, distribution of common assessment to respective course teachers, collection of student results, analysis of student performance, refinement of common formative assessments | Course lead meeting minutes Formative Assessment Collaboration Folder |

| Foreign Language Findings | Supporting Evidence |
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| In-coming freshmen are linguistically assessed to determine their appropriate placement. | Spanish Placement test. |
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| CTE/IT Findings | Supporting Evidence |
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| As a staff, we met in Nest Groups for two years to research the topic of Equity Grading. We shared best-practices and discussed new strategies to help our students improve their grades. At the end of each grading period, we monitor the students' progress as we implement various new strategies. | Nest group and department meetings minutes |
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| Special Education Findings | Supporting Evidence |
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| English 1-4 collaborative meetings | sign-in sheets |
| Question answer form for teachers to ask concerning questions. | Teacher interview questions on Google drive |
| Data from IEP testing helps place students in the proper classes. | Evaluation results |
| We see CAASP data as a school, but we don't analyze it and act on it | |
| Collaboration with Social Science department | Meeting notes |

| Science Findings | Supporting Evidence |
|---|--|
| Department meetings for 50 minutes 3 times a month <ul style="list-style-type: none"> ○ Assess data (test scores, student grades, student work) ○ Share best practices ○ Monitor results | <ul style="list-style-type: none"> ● Collaboration schedule ● Department meeting minutes |
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A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.


Many of us do not have information about this. For example: "No mention of what is in the Spsa or the Lcap has ever been presented to me other than indirectly in messages from leadership." Outside of School Site Council, SPSA not mentioned.

SPSA info is located on the school website. SPSA really hasn't changed for the last couple of years. Expectation that teachers have no more than 25% D and F rate.

| English Findings | Supporting Evidence |
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| VAPA Findings | Supporting Evidence |
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| PE Findings | Supporting Evidence |
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| Schoolwide action plan/SPSA aligned with district LCAP reviewed at SLT, Site Council | |
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| Math Findings | Supporting Evidence |
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| District wide assessments to analyze student data. | District Wide Assessment |
| District Wide Data Analysis of Common Assessments that will drive refocusing the pacing plans for all courses. | Minutes from Meetings  IM1 Unit 1 Assessment |
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| Social Science Findings | Supporting Evidence |
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| This has to be an area for concern. No mention of what is in the Spsa or the Lcap has ever been presented to me other than indirectly in messages from leadership. | |
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| Foreign Language Findings | Supporting Evidence |
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| Department meetings are regularly held to discuss diverse modalities to enhance student participation and success. | Higher test scores resulting in academic achievement |
| Best practices are shared in department meetings. | |
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| CTE/IT Findings | Supporting Evidence |
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| CTE department studied the data from each grading period to ensure that we are meeting our WASC action goal in providing effective first-time instructions in our classes. | Progress Report data analysis |
| CTE department also currently has multiple articulation agreements with various local community colleges to ensure a smooth transition for our graduates to post secondary education. | Articulation agreements |
| CTE department provides opportunities for students to receive industry CTE certifications through California Precision Exams in our respective career paths. | Certificate Reports from Precision Exams |
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| Special Education Findings | Supporting Evidence |
|---|----------------------|
| Testing and qualification for SPED students- staying up to date with IEPs and providing most appropriate services | IEPs and evaluations |
| Referrals for SPED testing | meeting |

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| Science Findings | Supporting Evidence |
|--|--------------------------------|
| District wide assessments to analyze student data. | Illuminate app |
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| General Findings | Supporting Evidence |
|---|--|
| School Site Council reviews and updates the Single Plan Student Achievement. Discussion of goals takes place with ALL stakeholders and makes recommendations to support student growth. | <ul style="list-style-type: none"> Agenda for School Site Council |
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A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

[Help for teachers who have high rates of failure](#)

[District-wide tutoring programs, Prep program, Capturing Kids Hearts. Programs often implemented by administration or district., but once they are in place, we participate and do our best to implement them and reflect on them.](#)

[Area of growth: need more self-reflection \(for example, Capturing Kids Hearts should result in staff social contract, but that has not happened yet. Self-reflection and accountability would ensure that something like this occurs\) , inconsistent messaging on actions we need to take \(whether programs are optional or required\)](#)

| English Findings | Supporting Evidence |
|---|--|
| SEL Development and collaboration | SEL Collaboration Folder |
| Nest Groups | |
| See A3.1 | |

| VAPA Findings | Supporting Evidence |
|---|---------------------|
| Healthy kid survey used, SLT meetings, meetings with Union reps | |
| Student Survey do get input on curriculum | |

| | |
|--|--|
| | <p><u>Field Show Survey</u></p> <p>Field Show 28 responses</p> <p>How do you feel about doing Field Show at South El Monte HS 28 responses</p> <p>Adding field show would require an extra 5-8 rehearsal a week if not two. Would you make that commitment? 28 responses</p> |
| | |

| PE Findings | Supporting Evidence |
|---|---------------------|
| PE reflection assignment for students voice | |
| Healthy kid survey used, SLT meetings, meetings with Union reps | |
| | |

| Math Findings | Supporting Evidence |
|--|---|
| Department Meetings, Course Alike Collaborations, Sharing of Best Practices. | Minutes from Meetings |
| Student surveys evaluating teacher performance | Teacher Evaluation Form |
| SLT meetings reflect on department scores and areas of improvement. | Minutes from Meetings |

| Social Science Findings | Supporting Evidence |
|--------------------------------|---------------------|
| Department meetings on Mondays | |
| School Site Council Meetings | SSC Minutes |
| | |

| Foreign Language Findings | Supporting Evidence |
|--|---------------------|
| In our department meetings, language level collaboration, and sharing of effective methodologies are shared to enhance student learning. | |

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| CTE/IT Findings | Supporting Evidence |
|--|---------------------------------------|
| CTE department is split into various nest groups to research on Equity Grading. Then the department studied the data from each grading period to ensure that we are meeting our WASC action goal in providing effective first-time instructions in our classes. We implement new strategies to support student learning and increase their overall grades. | Nest group meetings sign-in sheets |
| | |
| | |

| Special Education Findings | Supporting Evidence |
|---------------------------------------|--------------------------|
| IEP Meetings | IEP documents |
| Department Meetings occur twice/year. | Agendas & sign-in sheets |
| | |

| Science Findings | Supporting Evidence |
|--|-----------------------|
| Department Meetings, Course Alike Collaborations, Sharing of Best Practices. | Minutes from meetings |
| | |
| | |

| General Findings | Supporting Evidence |
|---|---|
| The School Site Council reviews the goals of the Single Plan Student Achievement. Reviewing Grading Equity to target an intervention plan to support students earning a D/F in their classes. Developing a plan to support teachers with 25% or more D/F in the class based on research practices the teachers have worked on in the past year. | <ul style="list-style-type: none"> School Site Council Agenda. |
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A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Site leadership meetings, department meetings, and faculty meetings and emails are our primary means for internal communication.

| English Findings | Supporting Evidence |
|--|--|
| The English Language teachers have begun meeting periodically to revise and support curriculum and instruction in the classroom. We have dialogues on how we can support the English Learner - Newcomers inside and outside the classroom. | <ul style="list-style-type: none"> Agenda |
| | |
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| VAPA Findings | Supporting Evidence |
|---|---------------------|
| Band uses Remind app to communicate with students and parents | |
| Synergy and Blackboard to communicate with parents | |
| Monday department meetings | |

| PE Findings | Supporting Evidence |
|--|---------------------|
| Use of blackboard to communicate non-suits, non-participation and class standings. | |
| Synergy - student/parent vue | |
| Monday collaboration days/ SLT meetings/ Site Council Meetings | |

| Math Findings | Supporting Evidence |
|--|---------------------|
| Synergy - updated grades | |
| Messages sent through Blackboard to communicate current status | |
| Remind | |

| Social Science Findings | Supporting Evidence |
|---|---------------------|
| Messaging through BlackBoard and Synergy | |
| Information is regularly shared between department members through district email and discussions that develop out of those emails are regular occurrences. | |
| | |

| Foreign Language Findings | Supporting Evidence |
|--|--|
| Emails sent to all stakeholders regarding all activities in the class. | Emails and notes from department meetings. |

| | |
|---|--|
| Emails are also sent internally to all department teachers. | |
| | |

| CTE/IT Findings | Supporting Evidence |
|--|--|
| Administration communicates with the staff through emails, faculty meetings, and site leadership meetings. CTE department communicates with each other through emails, text messages, and department meetings. | Email messages, minutes from site leadership and department meetings |
| | |
| | |

| Special Education Findings | Supporting Evidence |
|---|---------------------------------|
| Synergy Student/Parent Vue | |
| Monday Department Meetings twice per year | Emails, Agendas, sign-in sheets |
| | |

| Science Findings | Supporting Evidence |
|--|--|
| <ul style="list-style-type: none"> Collegial conversations Emails Department & faculty meetings | <ul style="list-style-type: none"> Google email Monday Late Starts |
| | |
| | |

| General Findings | Supporting Evidence |
|------------------|---------------------|
| Parent VUE | |
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A3. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

We need improvement in involving staff in decision making. Teachers make decisions about classroom and department-wide practices, but some school decisions about programs are made in

a way that does not fully involve teachers and other stakeholders.

We used to have a school-site committee that would address issues but then it was dissolved without staff being consulted.


A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|--|---|
| Music class assignments are assigned to the specific credential emphasis related to the teachers experience and education. | |
| Conferences, Workshops, AP Summer Institutes (AP by the Sea/AP Studio Art and AP Art and Design), and Induction Program |  |
| | |

| PE Findings | Supporting Evidence |
|---|---------------------|
| District HR department monitors. Teachers placed in credentialed assignments (%), | |
| | |
| | |

| Math Findings | Supporting Evidence |
|--|--------------------------------------|
| AP Trainings through College Board | AP Summer Institutes |
| Credentialed Teachers & Induction Programs | LACOE |
| UCI Math Project/Training | Meeting minutes |

| Social Science Findings | Supporting Evidence |
|---------------------------------|---|
| AP Training for all AP teachers | https://apcentral.collegeboard.org/professional-learning/summer-institutes |
| Credentialed teachers | |
| | |

| Foreign Language Findings | Supporting Evidence |
|---|---------------------|
| District administration ensures that new-hires are credentialed in the appropriate subject they are to teach. | CACTC |
| | |
| | |

| CTE/IT Findings | Supporting Evidence |
|--|----------------------|
| District and school's hiring practices ensure that CTE department teachers are properly credentialed and up-to-date. | Teaching credentials |
| | |
| | |

| Special Education Findings | Supporting Evidence |
|---|--|
| Department chair assigned | Attend monthly district meetings that are non existent |
| Summer PD for sped to collaborate with gen ed | Sign in sheets |
| | |

| Science Findings | Supporting Evidence |
|--|----------------------------------|
| AP Summer Institutes/AP Environmental Science training | AP College Board |
| | |
| | |

| General Findings | Supporting Evidence |
|--|---|
| The Teacher Resource Team was developed during the pandemic to support online learning for teachers. The members included the Instructional Coach, Librarian, Teacher Technology Leader, and English Learner TOSA. | <ul style="list-style-type: none"> Teacher Resource Team Action Plan Teacher Resource Team Board Presentation |
| New Teacher Supports, aligned to the California Standards for the Teaching Profession, provided by the Instructional Support Team | New Teacher Support Proposal |
| | |
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A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|--|---|
| Supplies purchased to facilitate student achievement | Shared folder sent with related invoice for class materials and resources |
| | |
| | |

| PE Findings | Supporting Evidence |
|--|---------------------|
| Implementation of additional district wide PD days (mandated as well as optional days) instructional coaches role with individuals, support of Nest Group research, Support by administration for additional training and professional development | |
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| Math Findings | Supporting Evidence |
|---|---------------------------------------|
| District Summer Professional Development | Agenda Minutes |
| School Site collaboration and department meetings | Minutes from Meetings |
| Course Lead District Meetings | Agenda Minutes |
| AVID Summer Training | Agenda Minutes |

| Social Science Findings | Supporting Evidence |
|---|----------------------------|
| Monday collaboration and department meetings | |
| Department members can access the funding and approval to attend local symposiums dedicated to improving instruction. | |
| Course Lead Meetings/Collaboration time | |

| Foreign Language Findings | Supporting Evidence |
|--|----------------------------|
| The district will provide funding for staff to attend specialized conferences (BER) or AP conferences . | |
| We have 2 faculty and 2 department collaboration meetings per month. | |
| Professional development days allow for staff to work together on WASC, sharing best practices for first-time-instruction. | |

| CTE/IT Findings | Supporting Evidence |
|--|--|
| CTE teachers are encouraged to attend professional development in our respective industry sectors when available. When applicable, district Perkins funding provides fiscal support for staff to accompany students to career technical student organizations activities, which correlate with respective career paths' learning goals. | Conference Requests Field trip Requests |
| District Professional Days | EMUHSD Launch 2022 |
| | |

| Special Education Findings | Supporting Evidence |
|--|----------------------------|
| District PDs | Agenda, Sign Sheets |
| District Summer Professional Development for English | Agenda, Sign Sheets |
| Monday School Site collaboration and twice/year department | Agenda, Sign Sheets |

| | |
|----------|--|
| meetings | |
| | |

| Science Findings | Supporting Evidence |
|---|---|
| <ul style="list-style-type: none"> • Use of Gmail system for communication • Use of Google Drive to share, store, and collectively edit documents (syllabus, pacing guides, curriculum guides) • Use of Google Classroom for classroom information | <ul style="list-style-type: none"> • Gmail • Google Drive • Google Classroom |
| | |
| | |

| General Findings | Supporting Evidence |
|---|---|
| Grade-level collaboration days facilitated by the instructional coach and department chairs. | Social Science Collaboration Agenda |
| The Teacher Resource Team was developed during the pandemic to support online learning for teachers. The members included the Instructional Coach, Librarian, Teacher Technology Leader, and English Learner TOSA. The design of the group was to support teacher professional development with various needs; Google Classroom, Online Activities, Lesson Design, Instructional Strategies, and miscellaneous needs to support teacher development. | <ul style="list-style-type: none"> • Professional Development Surveys for Teacher needs |
| The English Language Development program is collaborating this year to develop a curriculum to support current instructional practices in the classroom. The group officially met last May to develop a collaboration plan for the 2022-2023 school year. The first meeting of the school year was in September to discuss English Language Standards corresponding with the California English Literacy Standards. Teachers creating a curricular map to outline the language domains. | <ul style="list-style-type: none"> • Agenda • Curricular Map in progress |
| South El Monte Developed “Personalized Professional Learning” summit in 2018-2019. This was a school wide event led by teachers facilitating best practices. Teachers had the option to choose workshops of their interest over a two day span. | <ul style="list-style-type: none"> • Proposal for Personalized Professional Learning • Spreadsheet of the workshops |
| | |

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|---|---------------------|
| AP by the Sea Summer Institute /AP Art and Design | |
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| | |

| PE Findings | Supporting Evidence |
|--|---------------------|
| Nest Group strategies implemented by teachers, data collected. | |
| Staff evaluation process in place | |
| | |

| Math Findings | Supporting Evidence |
|-------------------------------|---------------------|
| Evaluations by Administration | Evaluation Forms |
| District Walk-throughs | Walk-through Forms |
| | |

| Social Science Findings | Supporting Evidence |
|--|---------------------|
| Youth Truth Survey | |
| I do not believe any such thing has been put in the place or even discussed. | |
| | |

| Foreign Language Findings | Supporting Evidence |
|---|---------------------|
| SIOP training provided many teachers with new strategies they were able to implement immediately. | |
| Youth Truth Survey allowed our student body to express their opinions, experiences and feelings about our campus. | |
| | |

| CTE/IT Findings | Supporting Evidence |
|---------------------|---------------------|
| Teacher Evaluations | |

| | |
|-----------------------------------|--|
| Walkthroughs | |
| Data analysis of progress reports | |

| Special Education Findings | Supporting Evidence |
|----------------------------|----------------------------------|
| IEP meetings | Progress on goals |
| Assessment reports | Written reports for each student |
| | |

| Science Findings | Supporting Evidence |
|--|---|
| <ul style="list-style-type: none"> AP Summer Institute training - 30 hours of content-rich training | <ul style="list-style-type: none"> Department records/PD agendas A-G completion rates |
| The Science began researching Grading Equity methods to support learning and academic development within the department. The department began to create an Action Plan to support student academic growth for the 2021-2022 school year. | <ul style="list-style-type: none"> Science department action research for Grading Equity |
| | |

| General Findings | Supporting Evidence |
|--|--|
| The Teacher Resource Team developed an action plan to support Grading Equity school wide. The idea came to the team during the pandemic online learning. Supporting teachers online learning to engage student academic success. The school developed NEST groups to support research and development of Grading Equity. Staff members had the option to choose a topic to further investigate. Administration purchased books for staff to members research and create ideas to support Grading Equity. | <ul style="list-style-type: none"> Group 1: Problem Statement/Research Question |
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A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

| English Findings | Supporting Evidence |
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
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| PE Findings | Supporting Evidence |
|---|---------------------|
| Teachers on a regular evaluation cycle and process in place following district structure. | |
| Walk throughs | |
| | |

| Math Findings | Supporting Evidence |
|---|---|
| District/School administration walkthroughs | |
| Teacher evaluations | Teacher Evaluation Form |
| Induction for new teachers | Induction Program |
| | |

| Social Science Findings | Supporting Evidence |
|-------------------------|--|
| Evaluation cycles | Lesson Plan Template, CSTP Formative Questionnaire |
| Walk throughs | |
| | |

| Foreign Language Findings | Supporting Evidence |
|---|---------------------|
| Our administrators perform evaluations of our certificated staff. | |
| Grading equity is being discussed by our staff. | |
| | |

| CTE/IT Findings | Supporting Evidence |
|--------------------------------|---------------------|
| Formal evaluation cycles | Lesson Plans |
| District and site walkthroughs | |

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| Special Education Findings | Supporting Evidence |
|----------------------------|---------------------|
| Walk throughs | |
| Evaluation cycles | |
| | |

| Science Findings | Supporting Evidence |
|----------------------------|---------------------|
| District Walkthroughs | |
| Formal teacher evaluations | |
| | |

| General Findings | Supporting Evidence |
|------------------|---------------------|
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A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
| SLT Meetings | |
| | |
| | |

| PE Findings | Supporting Evidence |
|---|---------------------|
| Clear system in place that needs to be reviewed occasionally with new staff and old staff especially after COVID or when changes are made to policies | |

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| Math Findings | Supporting Evidence |
|---------------------------|------------------------------|
| SLT Meetings | SLT Meeting Agenda |
| District Online Trainings | |
| Attendance Action Plan | Tardy Policy |
| Emergency Plan | |

| Social Science Findings | Supporting Evidence |
|---------------------------------------|----------------------------|
| All Staff meetings follow EXCEL model | Staff Meeting Agenda |
| | |
| | |

| Foreign Language Findings | Supporting Evidence |
|--|----------------------------|
| Tardy policies are posted in our classrooms, students are made aware of our school policies via conferences with their academic counselors and our administrators. | |
| We attend 2 staff meetings with our administrators | |
| All staff members and students can communicate, internally, via gmail. | |

| CTE/IT Findings | Supporting Evidence |
|--|---|
| The last staff handbook was updated in 2016-2017. | https://drive.google.com/file/d/0BwbUZm3LIgwkRzFueXo0WXVDA/view?usp=share_link&resourcekey=0-cvS6l6_r7jmLI_9oxCse2g |
| New attendance and behavior guidelines are emailed to all staffs | |
| | |

| Special Education Findings | Supporting Evidence |
|-----------------------------------|----------------------------|
| Monthly Staff meetings | Staff Agenda |
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| Science Findings | Supporting Evidence |
|------------------|---------------------|
| SLT Meetings | |
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| General Findings | Supporting Evidence |
|------------------|---------------------|
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A4. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
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| PE Findings | Supporting Evidence |
|---|---------------------|
| Structure in place lead by department chair which then goes to administration . SLT | |
| Enrollment numbers used for staff allocation | |
| ASB funds for clubs/teams | |

| Math Findings | Supporting Evidence |
|---|---------------------|
| ASB has weekly meetings to approve any budget allocation and fundraising. | Meeting minutes |
| SLT Meetings | Meeting Minutes |
| | |

| Social Science Findings | Supporting Evidence |
|---|---------------------|
| SLT Meetings | |
| Calls for staff to share ideas and express needs are regularly called for but have not led to much evidence that the input has swayed decision making. After input is given, the process in policy development is less transparent. Often the final results are not very transparent. | |
| | |

| Foreign Language Findings | Supporting Evidence |
|--|---------------------|
| Academic resources are provided for all staff members and students. | |
| School site council meetings allow for student and parent input as to allocation of funds. | |
| | |

| CTE/IT Findings | Supporting Evidence |
|--|---|
| School leadership and staff work together to determine expenditures that would support our students in meeting | District Perkins Funding Field Trips Funding |

| | |
|---|------------------------|
| schoolwide learner outcomes and college-and career-readiness standards. School site council meetings | Federal Grants Funding |
| | |
| | |

| Special Education Findings | Supporting Evidence |
|---|---------------------------------|
| Staff not involved with decisions regarding resource allocation. The only resource allocation is a box of xerox paper. | Box of paper in each classroom. |
| | |
| | |

| Science Findings | Supporting Evidence |
|--|---|
| Sharing of electronic educational materials within the department. | Shared Google Drives |
| Sharing of physical materials within the department | Closets full of models, embalmed cats, chemicals ect. |
| | |

| General Findings | Supporting Evidence |
|------------------|---------------------|
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A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

| English Findings | Supporting Evidence |
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
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| PE Findings | Supporting Evidence |
|---------------------------------------|---------------------|
| External audits conducted by district | |
| | |
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| Math Findings | Supporting Evidence |
|--|---------------------|
| Math instructional materials are provided. | Office Depot Orders |
| ASB students individually take minutes that are checked and can be used during the annual audit. | |
| | |

| Social Science Findings | Supporting Evidence |
|---|---------------------|
| N/A | |
| This discussion point has never been addressed to me as a member of this department | |
| ASB Fundraiser forms | ASB Office forms |

| Foreign Language Findings | Supporting Evidence |
|---|---------------------|
| ASB students individually take minutes that are checked and can be used during the annual audit. | |
| ASB office and student store keep accurate records of income and expenditures. | |
| Instructional supplies and materials are readily purchased and made available in a timely manner for our department | |

| CTE/IT Findings | Supporting Evidence |
|--|---------------------|
| District accounting department performs audits at the district level | |
| We do not keep a department specific budget any more. | |
| | |

| Special Education Findings | Supporting Evidence |
|---|--|
| Sped district administrators & coordinators in charge of budget | Board meetings and/or independent audits-??? |
| | |
| | |

| Science Findings | Supporting Evidence |
|--------------------|---------------------|
| Nothing new to add | |
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| | |

| General Findings | Supporting Evidence |
|------------------|---------------------|
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A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
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| PE Findings | Supporting Evidence |
|--|---------------------|
| Daily support by maintenance personnel maintaining classrooms for student learning | |
| Maintenance support at lunch and nutrition maintains campus clean | |
| | |

| Math Findings | Supporting Evidence |
|--|---------------------|
| Maintenance consistently works to keep the campus and classrooms clean | |
| All classroom equipped with projectors, computers and effective | |

| | |
|--|---|
| desks | |
| School dude for maintenance requests that are promptly handled | https://www.emuhsd.org/sd |

| Social Science Findings | Supporting Evidence |
|--|----------------------|
| New collaboration desk/chairs (student mobile workstations) | Classroom visitation |
| Safe and up to code | |
| The school just recently went through renovations to produce a vast and inviting safe space for students to collaborate. | |

| Foreign Language Findings | Supporting Evidence |
|--|---------------------|
| Classrooms are equipped with video and audio equipment and they are cleaned daily. | |
| Maintenance staff performs daily tasks to maintain a safe and clean environment for our students and staff. | |
| The landscape and aesthetic improvement of our quad area was much needed and is appreciated by our students and staff. | |

| CTE/IT Findings | Supporting Evidence |
|---|---------------------|
| For the most part, classrooms are safe and functional. However, some of the student-occupied spaces are still being used as storage for other departments | Actual Classrooms |
| | |
| | |

| Special Education Findings | Supporting Evidence |
|--|--|
| Campus is clean with elevator and wheelchair access for students with mobility issues. CBI classrooms are equipped with restrooms. | Informal Walkthroughs and observations |
| Large classroom for space with students with wheelchairs and wide hallways to go through. CBI classrooms need to be larger for the wheelchairs, ono-on-one aids... | observation |
| | |

| Science Findings | Supporting Evidence |
|--|---------------------|
| Maintenance consistently works to keep the campus and classrooms clean | |

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| General Findings | Supporting Evidence |
|------------------|---------------------|
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A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
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| PE Findings | Supporting Evidence |
|---|---------------------|
| Yearly purchase of equipment to support and augment teaching units. | |
| | |
| | |

| Math Findings | Supporting Evidence |
|---|-----------------------|
| Math instructional materials are provided. | Office Depot Orders |
| Technology is provided for our teachers | iPads, Ti-Calculators |
| All classrooms are equipped with projectors, iPads, rolling desks, Ti-calculators | Classroom visits |

| Social Science Findings | Supporting Evidence |
|-------------------------|---------------------|
|-------------------------|---------------------|

| | |
|--|--|
| Consumables for Pearson textbook | |
| eText available for all students | |
| Pearson Savaas Realize available to all students | |

| Foreign Language Findings | Supporting Evidence |
|---|---------------------|
| All students are provided with textbooks and a chromebook laptop. They also know where to find a replacement if needed. | |
| All students have an internal, district email address, which enables internal communication with teachers and staff. | |
| | |

| CTE/IT Findings | Supporting Evidence |
|---|---------------------|
| District Perkins funding helps ensure that computer labs are up-to-date and effective. | |
| Unfortunately, a few of the classroom projectors are becoming outdated and should be replaced soon. | |
| Not all teacher computers are compatible for current HDMI cables | |

| Special Education Findings | Supporting Evidence |
|--|---|
| Students in special education have equal access to gen ed text books | Williams Report |
| | |
| Orders put in for specialized materials for students and teachers. | Director of Sped does not provide. He denies requests |

| Science Findings | Supporting Evidence |
|---|---------------------|
| All students are provided with textbooks and a chromebook laptop. | |
| Going through the piloting process this year to get new textbooks and supplemental resources provided by the publisher. | |
| | |

| General Findings | Supporting Evidence |
|------------------|---------------------|
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A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.

| English Findings | Supporting Evidence |
|------------------|---------------------|
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| VAPA Findings | Supporting Evidence |
|---------------|---------------------|
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| PE Findings | Supporting Evidence |
|---|---------------------|
| Replacement teachers for retired teachers | |
| | |
| | |

| Math Findings | Supporting Evidence |
|---|--------------------------|
| Individual, peer to peer, mentoring | Interviews with teachers |
| Shared Google Drive for SEMHS Math with resources | Link can be shared |
| Weekly department meetings | Agenda |

| Social Science Findings | Supporting Evidence |
|-------------------------------|---|
| EMUHSD Launch (Summer PD) | |
| AVID Professional Development | |
| AP Summer Institute | https://apcentral.collegeboard.org/professional-learning/summer-institutes |

| Foreign Language Findings | Supporting Evidence |
|---|---------------------|
| District personnel evaluate degrees and credentials to assure proper hiring and placement of prospective employees. | |

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|---|--|
| AP teachers attend AP summer institute for continued preparation to teach AP courses. | |
| Bi-monthly department meetings enable us to share best practices and or concerns. | |

| CTE/IT Findings | Supporting Evidence |
|--|---------------------|
| CTE teachers are encouraged to attend professional development workshops in their respective career paths. | |
| EMUHSD Launch 2022 | |
| | |

| Special Education Findings | Supporting Evidence |
|--|------------------------------|
| Work Ability Program | Possible Job Placement |
| SELPA trainings, District PD opportunities, IEP release time | Rejected due to sub shortage |
| Option to attend a vocational skills center. | Granada Transition Center |

| Science Findings | Supporting Evidence |
|---|---------------------|
| AP teachers attend AP summer institute for continued preparation to teach AP courses. | |
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| General Findings | Supporting Evidence |
|------------------|---------------------|
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A5. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.*

Areas of Strength

1. Ongoing collaboration to develop common formative assessments, and reflect on student results
2. District has made a concerted effort to place each prospective teacher in the classroom they were credentialed to teach.
- 3.
4. ...

| Department | Areas of Strength |
|----------------|--|
| English | The English department uses collaboration time to focus on needs of each course with a focus on Eng 1P since we all teach Eng 1P. Release time is used for courses to have sustained collaboration time as needed. |
| VAPA | Each VAPA class is open to all students, regardless of grade level, language ability, or disability. Supplies are provided without fees. Every student can achieve success on their own terms in VAPA classes. VAPA Department embraces a rotating leadership, allowing each member to serve as department chair for a limited time. |
| PE | Organized structure of pacing plans and course outlines by all departments. Increased communication to students/parents of A-G requirements |
| Math | The math |
| Social Science | As a department we have utilized release time to meet as course leads to develop common formative assessments. In addition we have met during the summer to develop projects, and formative assessments. Developing a |

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|-------------------|---|
| | curriculum designed to connect student experiences to diversity and culture through the ethnic studies program has bolstered our efforts to improve the realization of our mission and vision. |
| Foreign Language | Assessment of incoming 9th graders to assist in proper placement. |
| CTE/IT | District CTE fully supports CTE programs at South El Monte High. We received updated computer labs and were able to renew licenses respective to the various career pathways. CTE teachers are encouraged to attend professional development when possible to update our industry-related skills. |
| Special Education | We create opportunities for students to pass and earn credits towards fulfilling graduation requirements. |
| General | Counseling Program based on the District's Guaranteed Counseling Services. |

Areas of Growth

1. There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.
2. Foreign Language department needs to modify the district-wide placement test.
- 3.
- 4.
5. ...

| Department | Areas of Growth |
|------------|---|
| English | Use of data could be more effective. The department needs more timely and correct data either with district benchmarks but also we could create common formative assessments to |

| | |
|-------------------|---|
| | have more timely data thus more effective collaboration. |
| VAPA | Clear language for safe and comfortable class size and prerequisite classes are needed. Promised upgrades to work tables and sink room in visual arts classrooms are long overdue. As student demand for VAPA electives grows, we should consider hiring another teacher, which will require advocacy from site Administration at a district level. |
| PE | Transparency of LCAP Funds, Improve student awareness of school/district policies. Improve staff awareness of schoolwide programs as new staff is not aware of school structure and procedures. |
| Math | |
| Social Science | Transparency in regards to disseminating the school's vision and mission to students. |
| Foreign Language | Need for district-wide foreign language department meetings for the purpose of re-writing the 8th grade placement test. Need for integrating new World Language Standards. |
| CTE/IT | One area of growth for CTE pathways is to provide more internships to students in the future so they may apply what they have learned in the classroom to the actual work environment. |
| Special Education | Getting general education teachers to participate in the IEP process. |
| General | |

- List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)
 - List any additional identified student learner needs that resulted from the Focus Group analyses.
 - In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to
 - Analyze what areas within the schoolwide action plan/SPSA need to be addressed
 - Identify important next steps within the schoolwide action plan/SPSA.
-

*The summary information will be used for Tasks 4 and 5.