



**El Monte Union High School District  
District Assistance and Intervention Team (DAIT)  
Needs Assessment Report  
June 16, 2011**

**Findings and High Leverage Actions**

**HIGH PRIORITY STUDENTS**

**High Leverage Finding:** While the District has begun addressing the instructional needs of high priority students—particularly English learners, systems and programs are not fully implemented to meet the needs of all high priority students.

**Root Causes**

- Insufficient attention to student achievement data for all high priority students, including trends analysis.
- Unclear criteria for student placement in ELD and content area classes.
- There are low expectations for high priority students.
- English learners with disabilities are frequently excluded from ELD.
- Differentiation, highly engaging and rigorous instruction are not consistently implemented in all schools.
- Collaboration between general education and special education staff does not evidence sufficient professional development for effective implementation of co-teaching strategies.
- Multiple barriers, (courses that are not university approved, curriculum for struggling students to adequately target core mastery, and the Algebra to Geometry progression schema), impede students from completing A-G requirements.

**High Leverage Action:**

The District will continue to develop and fully implement programs, policies, and systems designed to meet the academic needs of English learners, Students with Disabilities (SWDs), and Hispanics/Latinos.

**Recommendations:**

- Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. **(Professional Development)**
- Use data to deepen the analysis of results to strengthen instructional delivery (including differentiation) for all high priority students. **(Data Systems and Achievement Monitoring)**
- Ensure that all students—particularly high priority students—have access to and the ability to complete A - G requirements. **(Curriculum, Instruction and Assessment)**
- Focus diminishing resources on core initiatives for all high priority students. **(Fiscal Operations)**



**El Monte Union High School District  
District Assistance and Intervention Team (DAIT)  
Needs Assessment Report  
June 16, 2011**

**Findings and High Leverage Actions**

**IMPLEMENTATION**

**High Leverage Finding:** Inconsistent implementation and monitoring of initiatives and priorities across the District is resulting in lack of uniformity regarding rigor and relevance of instruction as well as high expectations for all students.

**Root Causes**

- Formal evaluation of the impact and effectiveness of initiatives, including changes in practice, are not fully developed.
- Differentiation, highly engaging and rigorous instruction are not consistently implemented in all schools.
- There is a lack of defined rigorous content.
- There is insufficient vertical articulation between feeder districts as well as across grade level content areas in the district.
- There is a lack of focus and supervision of program implementation.
- Teachers' and administrators' abilities to use data to effectively adjust and differentiate instruction vary widely across the District.
- No common understanding of professional learning communities as they relate to the improvement of instruction—especially for high priority students.

**High Leverage Action:**

The District will conduct a comprehensive analysis to evaluate current instructional initiatives with a primary emphasis on quality instruction to maximize opportunities for learning and to fully implement these initiatives in order to close the achievement gap for high priority students.

**Recommendations:**

- Conduct an evidence-based implementation analysis of all district-wide initiatives. **(Curriculum, Instruction and Assessment)**
- Complete an in-depth study, including a summary analysis, of how instructional minutes are maximized in buildings, particularly in schools with block schedules, to support high-quality instruction. **(Governance)**
- Repurpose the DSLT to monitor the implementation of the LEA Plan. **(Governance)**
- Ensure that site professional development plans align with a fully developed District professional development plan, including the effective use of professional learning communities to enhance the focus on rigorous instruction for all high priority students. **(Professional Development)**
- Provide principals and other instructional leaders with professional development that builds their capacity to support teachers in data analysis and application of appropriate, differentiated instructional strategies. **(Human Resources)**



**El Monte Union High School District  
District Assistance and Intervention Team (DAIT)  
Needs Assessment Report  
June 16, 2011**

**Findings and High Leverage Actions**

**COMMUNICATION AND DECISION MAKING**

**High Leverage Finding:** Inadequate two-way communication and decision-making systems that seek input and articulate district priorities to all stakeholders as well as hold all persons accountable for improving student achievement.

**Root Causes**

- Current evaluation efforts lack specific actions and accountabilities for supporting necessary changes related to District priorities and initiatives.
- Employees who have longevity in the district receive information informally that leaves out others with less tenure in the District.
- Dissemination of information regarding district initiatives and priorities lack clarity and conciseness with respect to expectations.
- Lines of authority for decision-making are unclear and do not follow the District's organizational chart.
- Information found in the brochure, "El Monte Union High School District," is pro-forma.
- The District leaves the responsibility of parent engagement to each school site causing discrepancies in common understanding and support of key district priorities.
- Minimal expectation for input and feedback from all stakeholders.

**High Leverage Action:**

The District will develop, implement, and document systems of communication and decision-making that promotes a culture of transparency, expectations, and accountability—both formally and informally.

**Recommendations:**

- Revisit vision and mission in order to operationalize and promote clear expectations for all District initiatives and priorities. **(Governance)**
- Clarify the roles and expectations of all employees in supporting the implementation of District initiatives and priorities. **(Governance)**
- Expand the District's vertical and horizontal articulation efforts with feeder school districts and among grade-level teams to strengthen programs and academic expectations for all high priority student groups. **(Professional Development)**
- Develop and implement a two-way communication system that promotes transparency as well provides opportunity for effective and valued input from all stakeholders, particularly parents of high priority students. **(Parent and Community Involvement)**



**El Monte Union High School District  
District Assistance and Intervention Team (DAIT)  
Needs Assessment Report  
June 16, 2011**

**Findings and High Leverage Actions**

**FISCAL**

**High Leverage Finding:** Lack of alignment between board policies, regulations, and allocation of resources in an organized and effective manner toward improving instruction.

**Root Causes**

- Fluctuating and declining enrollments
- State and federal budget crisis regarding educational resources available to districts.
- Declining General Purpose Revenue Limit Funding
- Reduced State Categorical Funding
- Diminishing Federal Revenues
- Escalating labor costs
  - Servicing the salary schedules, step, and column increases
  - Health and Welfare, market trends and District experience patterns

**High Leverage Action:**

The District will continue to involve all stakeholders to develop a multi-year fiscal plan to address diminishing State and Federal revenues and fluctuating enrollments; to narrow the application of categorical funding to fewer instructional programs focused on Corrective Action 6; to insure that board policies and procedures are being followed regarding the use of fiscal resources; and, to establish a fiscal restoration plan to prioritize programs to be reinstated once the State's fiscal condition improves and new revenues are received by the District.

**Recommendations:**

- In order to increase District internal capacity, the Cabinet, under the leadership of the Superintendent, will collaborate on the sources and uses of all categorical funds and how these resources can be leveraged and focused to close the achievement gap for all high priority students. **(Fiscal Operations)**
- Develop budget documents that are "user friendly" and easily understood to display income and expenditures by restricted and unrestricted sources on a multiyear basis. **(Governance)**
- A communication and fiscal plan will be developed to inform all stakeholders on the latest information on the State's fiscal crisis and the District's budget and fiscal projections. This plan will include but is not limited to: a restructured and revived budget advisory committee, updates, newsletters, media releases, board information items, and parent and staff forums. **(Governance)**
- Effectively utilize limited resources available for improving instruction and closing the achievement gap by specifically focusing resources on implementing or eliminating those structures that do not effectively maximize instructional time for all students and ensure the ability to meet Corrective Action 6 elements. These structures include performance outcome measures for staffing (classified and certificated), professional development (including collaboration time), material resource acquisitions (categorical and unrestricted), instructional schedules (block and traditional), and program restructuring or reductions (building and District). **(Fiscal Operations)**