

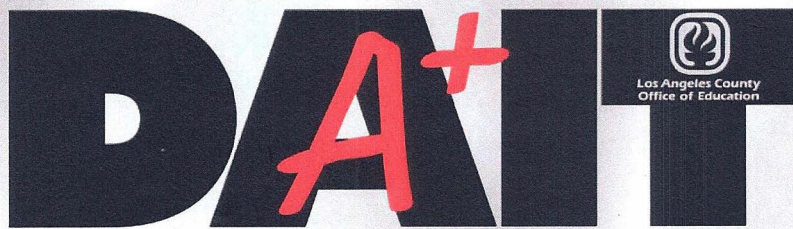


**Los Angeles County  
Office of Education**

Leading Educators ▪ Supporting Students ▪ Serving Communities

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

District Assistance and Intervention Teams





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

**District Context**

El Monte Union High School District (EMUHSD) is located in the heart of the San Gabriel Valley. It serves 10,170 students in five high schools, a continuation school, a community day school and two adult school centers. 77% of the students are Hispanic, 19% are Asian, 2% are White, and 2% other. 86.1% of the students are eligible for Free or Reduced lunch. 26% of the students are English learners, with most of these students identified as native speakers of Spanish. The District has 1,550 Fluent English Proficient (FEP) students and 3,832 of their students are designated as Reclassified Fluent English Proficient (RFEP). Eight percent of the District's enrollment students receive special education services.

The District currently has an API of 716. District-wide, there was a 33-point growth from the previous year. Although the District met the 2009-10 API criteria, it did not meet its 2009-10 AYP criteria. The district's significant subgroups ranged from .5 to 5.8 in API growth with English learners showing the least amount of growth.

**Program Improvement**

El Monte Union High School District is in Program Improvement Year 3. School Program Improvement status is as follows:

**High School's PI Status**

Arroyo HS	YR 1
El Monte HS	YR 2
Mountain View HS	YR 2
Rosemead HS	YR 2
South El Monte HS	YR 3

According to the California Department of Education's *Data Quest*, the District has an 85.5% graduation rate based on the enrollment count of 10,476 students in 2008-09. The 9-12 Four-Year Derived Dropout Rate was 12.7%. The Grade 9-12 One-Year Dropout Rate was reported as 3.3%.

Data for Title III's Annual Measurable Achievement Objectives (AMAO's) indicate that the District is in Year 4, has completed, and is implementing its Year 4 Title III Action Plan.

Superintendent Nick Salerno is completing his second year as Superintendent for the District. A five-member Board serves EMUSD with the current President serving on the Board since 2007. Other board members' experiences range from two to ten years.

According to the current organizational chart, there are two Assistant Superintendents (Educational Services and Human Resources Services), a Chief Business Officer, and three certificated Directors serving to support the District's priorities.



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

**Methodology of Needs Assessment**

The Los Angeles County Office of Education (LACOE) District Assistance and Intervention Team (DAIT) for El Monte Union High School District (EMUHSD) consisted of thirteen members. The team included specialists in the following areas: Elementary and Secondary education, English Language Arts and Mathematics, English learners, students with disabilities, data systems, fiscal operations, human resources, governance, and parent involvement. Team members attended a common training in the DAIT process. The Needs Assessment was conducted at the District over approximately an eight day period. The DAIT team then met for a full-day to come to consensus on the findings and recommendations included in this report.

**Needs Assessment Process**

Data were collected at the district and site levels using research-based protocols, developed by LACOE DAIT and an external evaluator, through interviews, document reviews, classroom visits, and student shadowing.

A series of questions reflecting the DAIT standards were used for interviews (See Attachment 1). The DAIT team interviewed key district personnel using a pre-established protocol. A minimum of two DAIT team members was present for all interviews. Persons interviewed included the Superintendent, executive cabinet members and their staffs, two board members, the president of the classified association, and parents. Focus groups of principals, assistant principals, counselors, teachers, and classified employees were also conducted. Two DAIT team members attended a DELAC meeting.

The DAIT team conducted document reviews using the pre-established protocol. Documents/Artifacts that were reviewed included the district budget and other financial documents, employee contracts, a draft of the proposed LEA plan and addendum, Single Plans for Student Achievement (including school budgets), adopted district curriculum, pacing guides, accreditation visit summaries, an instructional audit, and the results of the four state tools: the Academic Program Survey, the District Assistance Survey, the English Learner Subgroup Self-Assessment and the Inventory of Services and Supports for Students with Disabilities. A list of all artifacts that were reviewed is available.

The DAIT team conducted full-day school visits at five campuses where they interviewed administrators, resource teachers, counselors and teachers. They also visited classrooms and shadowed students from high priority groups using a student-shadowing tool developed by consultants from the Regional System of District and School Support (RSDSS) at LACOE. Schools visited included: Arroyo, Rosemead, El Monte, South El Monte, and Mountain View.



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

**Cultural Context**

According to the brochure, El Monte Union High School District – “Every Student, Every Minute, Every Day.” EMUHSD is committed to providing all students with rigorous, engaging standards-based instruction. It strives to provide teachers with the professional support needed to effectively implement interventions and initiatives as well as to continuously improve so that all efforts meet the needs of... *“Every student, every minute, every day.”*

The District’s focus is to provide educational opportunities which will ensure that every student receives a high quality education through:

- Rigorous, standards-based curriculum
- Carefully planned course offerings
- Broad curriculum incorporating the arts and career technical education
- Systems and models insuring access for all students
- Variety of professional teacher supports
- Partnerships

Recently implemented systems and models that reflect the proactive efforts of the District to meet the needs of all students include:

- System of Opportunities
- Math Placement
- Timeline for Intervention Programs Implementation
- Specialized Academic Instruction

EMUHSD’s counseling model has at its priority the creation of a school environment that nurtures and supports all students—especially those who are struggling personally and academically. A Four-Year Plan is developed for each entering freshman with action steps focusing on completion of high school, postsecondary options, and the world of work. Affiliations with outside agencies provide ongoing support in situations that reach beyond the capacity of the school system.

Several broad-based partnerships increase opportunities to enrich students’ studies, heighten academic achievement, and prepare students for life beyond high school. Examples include the El Monte Pledge Compact (a collaborative to provide priority registration for all EMUHSD students for their first semester at Rio Hondo Community College and ensures that EMUHSD graduates who meet stated requirements at Rio Hondo are granted automatic admission to UC Irvine and Cal State University, Los Angeles), Arches (a regional collaborative with Rio Hondo Community College and UC Irvine to provide a rigorous math program so all students succeed), and Project Lead the Way (a partnership to prepare students to enter the School of Engineering at Cal Poly Pomona).

The brochure further states that the goal of the District is to meet the needs of all students. The District’s instructional and collaborative models, Systems of Opportunities, professional supports, and partnerships combine to aid teachers in their quest to improve students’ learnings and prospects.



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

**Response to the Implementation of the Nine Essential Program Components  
Corrective Action 6**

EMUHSD provides textbooks for each student in all of the core curriculum areas and has purchased State Board of Education approved core, strategic, and intensive intervention materials in English Language Arts, Mathematics (2008 adoption) and English Language Development materials for all students. New ELA and ELD materials have been purchased for grades 9-12 and will be implemented in 2011-2012. New Science materials are expected to be purchased during 2011-12 for Earth Science. Students with Disabilities who participate in the co-teaching classrooms have access to the core materials. Students with Disabilities who receive English Language Arts instruction in self-contained classrooms use an alternative curriculum.

According to the District, teachers and administrators received materials-based professional development in ELA and ELD. The district has conducted inter-district professional development training for Mathematics by content specialists and course leads. An external consultant provided professional development training for Algebra and Geometry course leads (two persons from each high school).

Building schedules at each of the high schools reflect the recommended number of minutes of instruction for all core content areas of instruction. Based on classroom observations, review of artifacts and interviews with teachers and administrators, the evidence indicates that not all students have the same opportunity to access all core academic areas. Additional time is provided for interventions and English Language Development instruction. Daily schedules in special day classes are monitored by site administration and special education district staff to ensure appropriate minutes of instruction.

There are common benchmark assessments in all core content areas. Assessments in Math are conducted every three weeks and every six weeks in English Language Arts, Social Sciences, and Science. The data are used to adjust instruction for students. Pacing guides are available for all core content areas.

Documentation was not readily available to confirm that the District has completed SB 472 training in ELA and Math for teachers as well as SB 430 training for principals and assistant principals... The district has a Title II plan to ensure that highly qualified, experienced teachers are equitably distributed throughout the district. However, this plan has not been fully implemented. The district has a BTSA program and also has a high retention percentage of teachers that remain with the district.

EMUHSD has been using a district-developed student data management system which will go web-based district-wide during 2011-12. This system provides a variety of reports that allow teachers and administrators to look at a myriad of assessment and student demographic data so that instructional interventions can focus on high priority students as well as to monitor the academic progress of all students toward the district goals of high school completion and postsecondary options.

Schools have dedicated collaboration time within the workday for teachers. Professional Learning Communities (PLCs) have been established at all sites and structured time is built into the schedule for all teachers. Staff identify essential professional development learnings to establish a yearly focus and are also beginning to deepen their understanding of analyzing student results from formative and summative assessments in order to plan for prevention and intervention for students not mastering essential standards. Although an expectation, this process is not consistently implemented across the district nor does it have a district-wide focus.



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

**Fiscal Solvency, Declining Revenues & Strategic Application of Categorical Funding**

The district has experienced an increase in revenues during the period of 2008-09 to 2010-11. The total General Fund Restricted and Unrestricted revenues have increased from \$97,837,748 in 2008-09 to a projected \$103,094,386 in the current fiscal year. During this same time period, the District's projected expenditures have increased as well from \$91,240,136 to \$98,022,888.

Total general fund revenues would have been significantly reduced without the "one time" federal funding. Federal assistance provided through ARRA and the "Jobs Bill" resources have served to increase restricted revenues during the same time period by \$10,536,000. Once these one-time resources are allocated and expended, EMUHSD will face a budget deficit known as a "funding cliff."

The District has made significant budget reductions in classified and certificated staff including an early retirement incentive program. Furlough days and layoffs, if used, are expected to save an estimated \$2,631,000. The District has also implemented the categorical program flexibility transfers to generate additional unrestricted funding necessary to balance the General Fund. The District is considering further reductions to offset the revenue reductions for 2011-12 and 2011-13. These include an increase in class size, further sweeps of categorical funds, and expenditure reductions. These changes should be carefully implemented to close the budget gap as well as the achievement gap with a well-defined core instructional program supplemented with the strategic application of categorically funded programs.



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

**DAIT Data Analysis**

**Data Trends**

**Adequate Yearly Progress (AYP) Measures**

Table 1 displays the district’s three-year trend in meeting the Federal Annual Measurable Objectives (AMOs) for English Language Arts and Mathematics. In 2008, two numerically significant subgroups in El Monte Union High School District did not meet the AMO in English Language Arts – English Learners and Students with Disabilities. In Math, Students with Disabilities did not meet the AMO. The following year, the number of numerically significant subgroups that failed to meet the AMO target in English Language Arts doubled and three numerically significant subgroups did not meet targets in Math. By 2010, all but one numerically significant subgroup failed to meet both ELA and Math AMO targets.

**Table 1. Proficiency Target Status for Numerically Significant Subgroups 2008-10**

	2008		2009		2010	
	ELA AMO	Math AMO	ELA AMO	Math AMO	ELA AMO	Math AMO
<b>LEA-wide</b>	Yes	Yes	Yes	Yes	No	No
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	No	No	No	No
Socioeconomically Disadvantaged	Yes	Yes	No	Yes	No	No
English Learners	No	Yes	No	No	No	No
Students with Disabilities	No	No	No	No	No	No

With regard to the graduation rate AYP indicator, while the district met the target graduation rates in 2008 and 2009, it fell short of its 2010 variable target rate of 87.3% with a rate of 85.5%. What’s more, the graduation rate has been decreasing by 1-2 percentage points since 2008.

***English Language Arts (Figure 1)***

The percentage of all students achieving proficiency in ELA has increased slightly over the past three years with a net gain of 3.4 percentage points. However, the proficiency gap widened between all students in the District and English learners who had a net loss of 1.6 percentage points. On the positive side, Students with Disabilities netted over a 5-point gain from 2008 to 2010. However, their proficiency rate still lags about 35 percentage points behind the proficiency rate of all students.

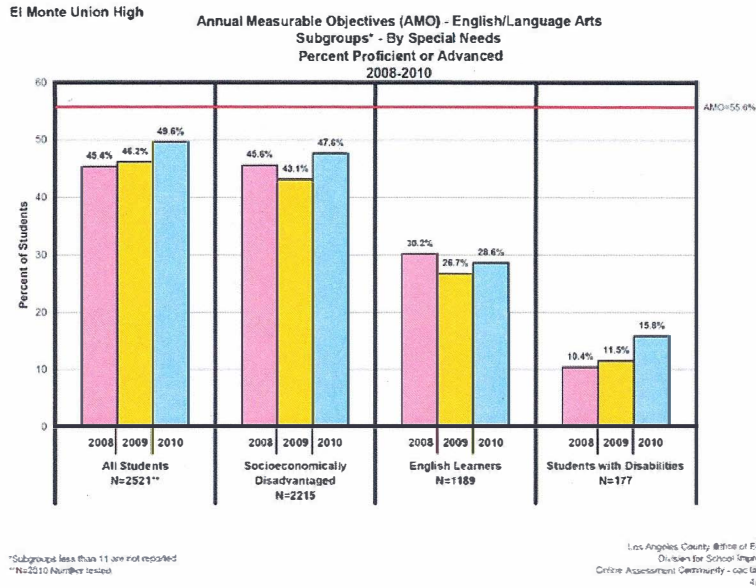
None of the subgroups performing below the AMO has met AYP through the Safe Harbor alternative.

**(PLEASE SEE PAGE 7 FOR FIGURE 1 TABLE)**



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

Figure 1.

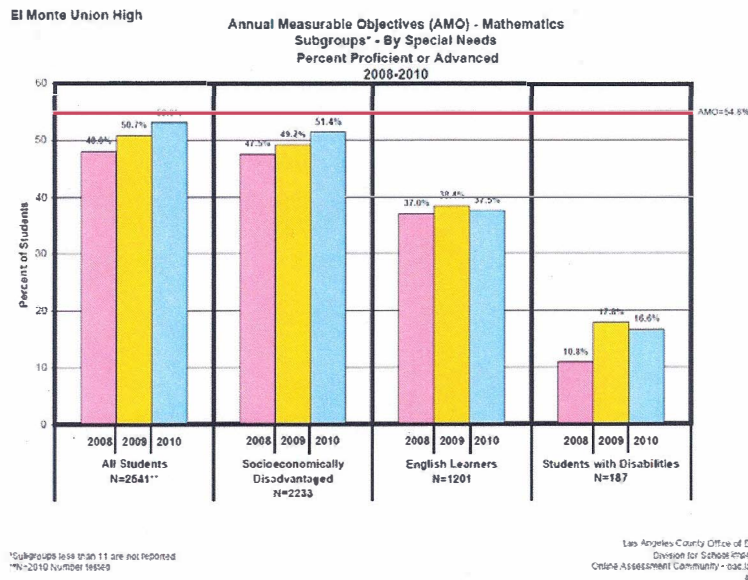


Mathematics (Figure 2)

While achievement of all students in mathematics has been trending upwards over the last three years with a net gain of 6.8 percentage points, the 2010 AMO target was not met. The proficiency gap widened between all students in the district and English learners whose performance was flat over the three-year period. Students with Disabilities showed a 7-point gain from 2008 to 2009 that was not sustained in 2010. However, the proficiency rate still lags about 36 percentage points behind the proficiency rate of all students.

None of the subgroups performing below the AMO has met AYP through the Safe Harbor alternative.

Figure 2





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

**Other Academic Measures**

***CAHSEE Passing and Proficiency Rates (Tables 2 and 3)***

Table 2 compares the district CAHSEE passing rates with countywide passing rates. The passing rates for all students in English Language Arts and Math are comparable to the passing rates for all students throughout Los Angeles County. However, the passing rates for Students with Disabilities lag behind the countywide passing rates by 15 percentage points in English Language Arts and 10 percentage points in Mathematics. On the other hand, the passing rates for English learners exceed the countywide rates by four to five points.

**Table 2. CAHSEE Passing Rate, County to District Comparison 2010**

	All Students	Students with Disabilities	English Learners
<b>English Language Arts</b>			
County-wide % Passed	78%	34%	39%
EMUHSD % Passed	77%	19%	43%
<b>Math</b>			
County-wide % Passed	78%	35%	49%
EMUHSD % Passed	79%	25%	55%

Table 3 below displays passing rates for grade 10 students over the past three years. The passing rates in ELA and Math for all grade 10 students and the English learner subgroup appear to be on an upward trend.

The table also compares the percentage of 10<sup>th</sup> grade students who have passed the California High School Exit Exam (CAHSEE) with a scale score of 350 or above to the percentage of 10<sup>th</sup> grade students who have scored proficient as measured by a score of 380 or higher on the CAHSEE. (Most of the content standards measured by the CAHSEE are below the 10<sup>th</sup> grade; therefore, the higher cut score for proficiency was needed to measure proficiency at grade level.) There are significant differences between the CAHSEE passing rates and the proficiency rates across all three groups. For all students, the difference has remained fairly constant over the past three years, ranging from 26 to 30 percentage points. While Students with Disabilities have not had sustained increases in passing rates, their proficiency rates are on an upward trend. Consequently, the difference between passing and proficiency rates is shrinking. For English learners, the proficiency rates remain flat. Thus, the difference between passing and proficiency rates is growing.

**(PLEASE SEE PAGE 9 FOR TABLE 3)**



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

**Table 3. CAHSEE Passing Rate to Proficiency Rate Comparison 2008-10**

	All Students			Students with Disabilities			English Learners		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
<b>English Language Arts</b>									
% Passed	72%	76%	77%	18%	25%	19%	36%	44%	43%
% Proficient	45%	46%	50%	10%	12%	16%	30%	27%	29%
<b>Math</b>									
% Passed	75%	78%	79%	27%	32%	25%	52%	56%	55%
% Proficient	48%	51%	53%	11%	18%	17%	37%	38%	38%

**Advanced Placement Exams**

Table 4 below displays the number and percentage of students in grades 11 and 12 who took the Advanced Placement Examinations over the past three years at the District and school levels. District-wide and at South El Monte HS, the percentage of students who have taken the AP Exams has been flat. At Arroyo, the percentage has been increasing. At the remaining schools, the percentages have been fluctuating with no clear trend pattern.

**Table 4. AP Exam Participation 2007-09**

School	2006-07			2007-08			2008-09		
	Gr.'s 11 + 12 Enrolled	# Exam Takers	% Exam Takers	Gr.'s 11 + 12 Enrolled	# Exam Takers	% Exam Takers	Gr.'s 11 + 12 Enrolled	# Exam Takers	% Exam Takers
<b>District Total</b>	<b>4,941</b>	<b>1,017</b>	<b>21%</b>	<b>5,205</b>	<b>1,112</b>	<b>21%</b>	<b>5,171</b>	<b>1,106</b>	<b>21%</b>
Arroyo HS	1,065	311	29%	1,129	350	31%	1,052	354	34%
El Monte HS	944	207	22%	943	264	28%	989	233	24%
Mountain View HS	851	176	21%	888	179	20%	884	142	16%
Rosemead HS	918	207	23%	956	191	20%	994	240	24%
South El Monte HS	648	116	18%	697	128	18%	767	137	18%



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

**A-G Requirements (Tables 5 and 6)**

Table 5 shows the percentage of grade 12 graduates who passed the required courses for admittance into UC and CSU institutions for the past three years. District-wide, the percentage of students who passed those courses has remained flat. Compared to the county-wide passing rate, the District rate was 8 to 10 percentage points lower in 2007 and 2009 and slightly above in 2008. Of notable concern is the school with the highest passing rate, Rosemead, where the percentage has been steadily falling by 5 points every year.

Table 6 shows the number and percentage of grade 12 graduates who passed the required courses for admittance into UC and CSU institutions for the entire District in 2009. The data is disaggregated by gender and by the three largest ethnic subgroups. 64% of the Asian students passed the A-G required courses, a rate that is three times greater than Hispanic/Latino and White students. Hispanic males show the lowest passing rate by far at 16.4%.

**Table 5. Graduating Grade 12 Students Passing A-G Required Courses 2007-09**

	2007		2008		2009	
	# of Grads	Grads Passing A-G	# of Grads	Grads Passing A-G	# of Grads	Grads Passing A-G
<b>Los Angeles Co. Total</b>	87,119	40%	92,240	32%	93,346	40%
<b>District Total</b>	1,665	32%	1,774	34%	1,892	30%
<b>Arroyo HS</b>	400	33%	454	36%	463	33%
<b>El Monte HS</b>	293	26%	327	30%	351	30%
<b>Mountain View HS</b>	305	23%	307	26%	350	23%
<b>Rosemead HS</b>	377	45%	359	40%	380	36%
<b>So El Monte HS</b>	234	35%	275	38%	290	34%

**Table 6. Graduating Grade 12 Students Passing A-G Required Courses by Ethnicity and Gender 2009**

	Gender	Asian, Not Hispanic		Hispanic or Latino, of Any Race		White, Not Hispanic		Total	
		# of Grads	Grads Passing A-G	# of Grads	Grads Passing A-G	# of Grads	Grads Passing A-G	# of Grads	Grads Passing A-G
District Total	Female	192	64%	707	24%	47	21%	959	32%
	Male	233	64%	653	16%	29	21%	933	28%
Total		425	64%	1,360	20%	76	21%	1,892	30%



**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)**

**EI Monte Union High School District  
District Assistance and Intervention Team (DAIT)  
Needs Assessment Report  
Attachment 1**

**Revised Standards for District Improvement and the Focus of Work of a  
District Assistance and Intervention Team**

**A. Governance**

1. The local governing board works within the scope of its role and responsibilities as a member of the district governing team, setting policies, and aligning the budget to support the successful implementation of the Local Educational Agency (LEA) Plan.
2. The LEA's vision, mission, policies, and priorities are focused on the academic achievement of all students, especially English learners, students with disabilities, and other high priority students, and reflect a commitment to equitably serving the educational needs and interests of all students.
3. The LEA leadership fosters an organizational culture that supports educational reform based on a coherent research-based instructional program. This culture of shared core values and norms can be observed at all levels of leadership and across all schools.
4. The LEA has policies to fully implement the State Board of Education (SBE)-approved Essential Program Components (EPCs) for Instructional Success in all schools in the LEA. These include evidence of implementation regarding instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.
5. The LEA Plan is developed in alignment with the accountability requirements at both the state and federal levels and with input from all stakeholders. It is grounded in sound, research-based instructional practices and is the guiding document for the development of the Single Plan for Student Achievement (SPSA) in each of the LEA's schools.
6. The LEA's fiscal policies and adopted budget are aligned with the LEA Plan and reflect a coherent instructional program based on state standards, frameworks, SBE-adopted/standards-aligned materials, sound instructional practices and the EPCs.
7. The LEA uses an effective two-way communication system and provides timely and accurate information to all stakeholders, especially students, parents/families, teachers, and site administrators, about student achievement, academic expectations, and accountability requirements.
8. The LEA holds teachers, site administrators, and district personnel accountable for student achievement and meeting federal, state and local accountability requirements.
9. The LEA provides all schools with the infrastructure to collect and interpret student achievement data in order to establish and communicate instructional priorities and strategies for improved student achievement.

## **B. Alignment of Curriculum, Instruction, and Assessments to State Standards**

1. The LEA has a coherent standards-based curriculum, instructional, and assessment system. Curricular and assessment materials are aligned with one another and based on the SBE-adopted/standards-aligned instructional materials.
2. The LEA provides all schools with sufficient SBE-adopted core and intervention materials in reading/English-language arts, mathematics, history/social studies, and science. The LEA ensures that the materials are used with fidelity and on a daily basis in all classrooms.
3. The LEA ensures that all students, especially English learners, students with disabilities, and other high priority students, have access to the core curriculum and, based on assessed needs, to English Language Development, strategic interventions, and SBE-adopted intensive interventions.
4. The LEA fully implements adopted materials and provides and monitors appropriate instructional minutes and pacing for all core subjects and interventions.
5. The LEA requires and supports the regular collection and analysis of common formative and summative assessment data to establish instructional priorities, inform classroom instruction, appropriately place and exit students from intervention programs, and monitor student progress in core and intervention programs.

## **C. Fiscal Operations**

1. The LEA meets all fiscal health criteria, as measured by the Fiscal Crisis and Management Assistance Team (FCMAT) Fiscal Health Risk Analysis survey.
2. The LEA Plan and the SPSA allocate and align general and categorical expenditures to improvement activities based on the identified needs of high priority students in all of the LEA's schools.
3. The LEA considers the academic achievement of the schools within the LEA, especially those in Program Improvement, to determine appropriate site budget allocations.

## **D. Parent and Community Involvement**

1. The LEA has implemented parent/family involvement policies and programs at all schools, including community partnership programs that meet state and federal requirements.
2. The LEA has systems in place that provide timely and two-way communication in a format and language understandable to parents/families and community members about student achievement, academic expectations, accountability requirements, and how parents can help improve their students' academic success.
3. The LEA's teachers and parents/families participate in instructional program and budget decisions affecting the development, implementation, and evaluation of core and categorical programs.
4. The LEA and all schools provide multiple opportunities for parents/families to access school programs and staff, receive student and school information and resources, and be a part of decision-making.

## **E. Human Resources**

1. The LEA recruits principals with demonstrated instructional leadership skills and places them at underperforming schools.
2. The LEA provides an ongoing support system for administrators, especially those new to the profession and/or placed in underperforming schools, so that they can effectively support and monitor the implementation of the adopted standards-based instructional program, the intervention system, and the academic achievement of all students.
3. The LEA monitors the performance of all principals in the LEA including their implementation of the SPSA.
4. After consulting with the teachers' association, the LEA develops and implements a plan to attract and retain No Child Left Behind (NCLB) Act of 2001 highly qualified and appropriately credentialed teachers and to equitably distribute them in underperforming schools within the LEA. This plan includes incentives to recruit highly qualified teachers to underperforming schools within the LEA.
5. The LEA provides competitive salaries, wages, and benefits to classroom personnel.
6. The LEA provides an ongoing support system for teachers, especially those new to the profession and/or placed in underperforming schools, so that they can effectively implement the SBE-adopted standards-based curriculum; deliver effective instruction; and monitor and support the achievement of all students.
7. The LEA's evaluations of all certificated staff are based on the California professional standards for teachers and administrators and linked to the implementation of a standards-based curriculum, instruction, and assessment system.

## **F. Data Systems and Achievement Monitoring**

1. The LEA has a system of regular data collection and analyzes data from multiple sources, tracked over time, to determine the effectiveness of the LEA's academic program and the implementation of the instructional materials. Data are both summative and formative, aggregated at the LEA level, and disaggregated by student subgroups.
2. The LEA provides the necessary technology and expertise to ensure data collection and analysis and maintains assessment data and student information in readily accessible forms.
3. The LEA has procedures and processes to monitor the accuracy of the data and to support teachers and administrators in accessing timely school- and classroom-level data based on common formative and summative curriculum-embedded and standards-aligned assessments. The data are used for student intervention placement/exit, instructional decision-making, progress monitoring, teacher collaboration, targeted professional development, and monitoring of instruction by site and LEA leaders.

## **G. Professional Development**

1. The LEA provides district administrators with leadership training, ongoing professional development, and support in aligning curriculum, instruction, and assessment to state standards; provides an efficient data system to monitor student achievement; aligns human and fiscal resources to district goals; builds effective parent/family and community involvement programs; and provides targeted professional development to teachers and site administrators.

2. The LEA provides resources to deliver coherent professional development that is based on standards-based content knowledge and the instructional materials adopted by the LEA; reflects research-based strategies for improved student achievement; and includes effective leadership training from site administrators and teachers to implement systemic reform.
3. The LEA ensures that all school principals and vice principals complete materials-based professional development, ideally through Assembly Bill (AB) 430 training, as well as targeted follow-up support, in the most recent SBE adoptions in reading/English-language arts and mathematics, which includes sound instructional strategies for English learners, students with disabilities, and other high priority students. The LEA ensures that all teachers complete materials-based professional development in reading/English-language arts, mathematics, English Language Development, and interventions, ideally through Senate Bill (SB) 472 training.
4. The LEA provides teachers with ongoing and targeted support focused on sound instructional practices to improve student learning. Such support includes content experts, professional development, and coaching that is differentiated by content, grade/course level, and individual teacher need.
5. The LEA provides professional development to site staff on effectively analyzing data from common standards-based assessments to inform instructional decisions and increase student achievement. The LEA monitors professional development activities to ensure effective implementation.
6. The LEA ensures that teachers are provided with frequent and structured opportunities to meet and collaboratively focus on the use of curriculum-embedded assessment data, data analysis, instructional planning, and lesson delivery in order to adjust and strengthen instructional practices and address the needs of all students. All teachers of high priority students are included in this collaboration. The LEA monitors teacher collaboration meetings to ensure effective implementation.

The LEA provides ongoing professional development and support to content experts and coaches and monitors their effectiveness in strengthening the instructional practices of teachers.