

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

**LEA Plan Information:**

Name of Local Education Agency (LEA): **Monrovia Unified School District**

County/District Code: **19-64790**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of initial local governing board approval: **May 28, 2003**

Dates of annual local governing board approval: **June 4, 2008; May 27, 2009**

District Superintendent: **Dr. Louise K. Taylor**

Address: **325 E. Huntington Drive**

City: **Monrovia, CA**

Zip code: **91016**

Phone: **626-471-2000**

Fax: **626-471-2077**

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

**Louise K. Taylor**

**May 28, 2003**

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Ed Gililand**

**May 28, 2003**

Printed or typed name of Board President

Date

Signature of Board President

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# Part I

## Background and Overview

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## ***Background***

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

#### ***The Consolidated Application (ConApp)***

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

#### ***The Single Plan for Student Achievement (School Plan)***

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by school site councils with the advice of any applicable

school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***The Local Education Agency Plan (LEA Plan)***

The approval of a Local Education Agency Plan is a requirement for receiving federal funding sub-grants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain **programmatic** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### ***Categorical Program Monitoring (CPM) (Formerly Coordinated Compliance Review CCR)***

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.)

**The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

The LEA Plan can be completed using the following recommended steps for plan development:

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.
6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at



<<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10<sup>th</sup> Grade Counseling, and Miller-Unruh Reading programs).

7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

You may use the checklist on the next page to indicate planning steps as they are completed.

# PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT (Optional)

*[Note: Please see Appendix G, pages 113-114, for the  
Monrovia Unified School District's LEA Plan Timeline and Participants]*

|        |  |
|--------|--|
| ✓      | <b>LEA Plan – Comprehensive Planning Process Steps</b>   |
| Y      | 1. Obtain input from councils, committees, and community members.  |
| Y      | 2. Include the LEA's vision/mission statement, description/profile.  |
| Y      | 3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).   |
| Y      | 4. Analyze current educational practices, professional development, staffing, and parental involvement.  |
| Y      | 5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants. |
| Y      | 6. Review all available resources from federal, state, and local levels.   |
| Y      | 7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.                                     |
| Y      | 8. Obtain local governing board approval of the LEA Plan.  |
| Y      | 9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.  |
| Y      | 10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.   |
| 6/2008 | 11. Modify and update the LEA Plan annually.   |

## FEDERAL AND STATE PROGRAMS CHECKLIST

**Check (✓) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

| Federal Programs |  | State Programs |  |
|------------------|--|----------------|--|
| Y                | Title I, Part A  | Y              | EIA – State Compensatory Education   |
|                  | Title I, Part B, Even Start                                  | Y              | EIA – Limited English Proficient   |
|                  | Title I, Part C, Migrant Education                           |                | State Migrant Education  |
|                  | Title I, Part D, Neglected/Delinquent                        | Y              | School Improvement   |
| Y                | Title II, Part A, Subpart 2, Improving Teacher Quality       | Y              | Child Development Programs   |
| Y                | Title II, Part D, Enhancing Education Through Technology     |                | Educational Equity   |
| Y                | Title III, Limited English Proficient                        | Y              | Gifted and Talented Education  |
|                  | Title III, Immigrants  |                | Gifted and Talented Education  |
| Y                | Title IV, Part A, Safe and Drug-Free Schools and Communities | Y              | Tobacco Use Prevention Education (Prop 99)   |
| Y                | Title V, Part A, Innovative Programs – Parental Choice       |                | Immediate Intervention/ Under performing Schools Program   |
| Y                | Adult Education  | Y              | School Safety and Violence Prevention Act (AB1113, AB 658)   |
|                  | Career Technical Education                                   | Y              | Tenth Grade Counseling   |
|                  | McKinney-Vento Homeless Education                            | Y              | Healthy Start  |
| Y                | IDEA, Special Education                                      | Y              | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
|                  | 21 <sup>st</sup> Century Community Learning Centers          | Y              | Other (describe): High Priority Schools Grant  |
| Y                | Other (describe): Carl-Perkins                               | Y              | Other (describe): Library Grant  |
|                  | Other (describe):  |                | Other (describe):  |

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2007-2008

Please complete the following table with information for your district.

| Programs  | 2006-2007<br>District<br>Carryovers | 2007-2008<br>District<br>Entitlements | 2007-2008<br>Direct Services<br>to Students<br>at School<br>Sites (\$) | 2007-2008<br>Direct Services<br>to Students<br>at School<br>Sites (%) |
|---|-------------------------------------|---------------------------------------|--|---|
| Title I, Part A   | \$443,238                           | \$1,565,064                           | \$1,929,110  | 96%   |
| Title I, Part B, Even Start                                     |                                     |                                       |  |   |
| Title I, Part C, Migrant Education                              |                                     |                                       |  |   |
| Title I, Part D, Neglected/Delinquent                           |                                     |                                       |  |   |
| Title II Part A, Subpart 2, Improving<br>Teacher Quality        | \$6,196                             | \$365,322                             | \$353,033  | 95%   |
| Title II, Part D, Enhancing Education<br>Through Technology     | 0                                   | \$                                    | \$   |   |
| Title III, Limited English Proficient                           | \$83,759                            | \$105,735                             | \$187,379  | 99%   |
| Title III, Immigrants   |                                     |                                       |  |   |
| Title IV, Part A, Safe and Drug-free<br>Schools and Communities | \$13                                | \$33,098                              | \$32,449   | 98%   |
| Title V, Part A, Innovative Programs –<br>Parental Choice       | \$7,781                             | \$9,707                               | \$16,997   | 97%   |
| Adult Education   | 0                                   | \$910,065                             | \$864,562  | 95%   |
| Career Technical Education                                      |                                     |                                       |  |   |
| McKinney-Vento Homeless Education                               |                                     |                                       |  |   |
| IDEA, Special Education   | 0                                   | \$966,224                             | \$898,588  | 93%   |
| 21 <sup>st</sup> Century Community Learning<br>Centers          |                                     | \$149,400                             | \$141,930  | 95%   |
| Other (describe) –  |                                     |                                       |  |   |
|   | 0                                   | \$                                    | \$   |   |
| <b>TOTAL</b>  |                                     |                                       |  |   |
|   | \$540,987                           | \$4,104,615                           | \$4,424,048  | 96%   |

## DISTRICT BUDGET FOR STATE PROGRAMS – 2007-2008

Please complete the following table with information for your district.

| Categories   | 2006-07<br>District<br>Carryovers | 2007-08<br>District<br>Entitlements | 2007-08<br>Direct Services<br>to Students<br>at School<br>Sites (\$) | 2007-08<br>Direct Services<br>to Students<br>at School<br>Sites (%) |
|--|-----------------------------------|-------------------------------------|--|---|
| EIA – State Compensatory Education   | \$180,521                         | \$460,092                           | \$446,289  | 97%   |
| EIA – Limited English Proficient   | \$301,001                         | \$290,334                           | \$281,624  | 97%   |
| State Migrant Education  |                                   |                                     |  |   |
| School Improvement   | \$100,320                         | \$320,441                           | \$411,148  | 98%   |
| Child Development Programs   | 0                                 | \$1,062,786                         | \$999,019  | 94%   |
| Educational Equity   |                                   |                                     |  |   |
| Gifted and Talented Education  | \$19,330                          | \$54,482                            | \$71,088   | 96%   |
| Tobacco Use Prevention Education –<br>(Prop. 99)   | \$2,892                           | \$8,430                             | \$10,895   | 96%   |
| School Safety and Violence Prevention<br>Act (AB 1113)   | \$54,282                          | \$106,576                           | \$155,465  | 97%   |
| Tenth Grade Counseling   | \$12,316                          | \$15,125                            | \$27,139   | 99%   |
| High Priority Schools Grant Program  | 0                                 | \$24,899                            | \$23,640   | 95%   |
| Dropout Prevention and Recovery Act:<br>School-based Pupil Motivation and<br>Maintenance Program (SB 65) | \$30,792                          | \$124,394                           | \$148,892  | 96%   |
| Other (describe)<br>Library Grant  | \$96,707                          | \$482,339                           | \$564,576  | 98%   |
| <b>TOTAL</b>   | \$798,161                         | \$2,948,898                         | \$3,139,775  | 96.6%   |

## Part II The Plan

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## ***Needs Assessment***

The passage of NCLB imposes a number of significant new requirements on LEA's as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student **academic performance**, **professional development and hiring**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

### Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

### Professional Development and Hiring

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)).

### ***Descriptions – District Planning***

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.



## ***District Profile***

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district in order to provide background and a rationale for the descriptions included in the LEA Plan.

### ***Monrovia Unified School District Profile***

Monrovia Unified School District is located in the County of Los Angeles and City of Monrovia, California, approximately 20 miles northeast of the City of Los Angeles, at the base of the Sierra Madre Mountain range. The District consists of the following schools:

| <b>School</b>                    | <b>Grades Served</b>               | <b>Enrollment</b> |
|----------------------------------|------------------------------------|-------------------|
| Bradoaks Elementary              | K-5                                | 583               |
| Canyon Early Learning Center     | Preschool/Child Development Center | 300               |
| Mayflower Elementary             | K-5                                | 570               |
| Monroe Elementary                | K-5                                | 486               |
| Plymouth Elementary (year round) | K-5                                | 477               |
| Wild Rose Elementary             | K-5                                | 545               |
| Clifton Middle                   | 6-8                                | 740               |
| Santa Fe Middle                  | 6-8                                | 629               |
| Monrovia High                    | 9-12                               | 1730              |
| Canyon Oaks High                 | Alternative                        | 86                |
| Mountain Park                    | Independent Study                  | 171               |
| Monrovia Community Adult         | Adult                              | 6,000             |

### ***School District Demographics:***

- The percent of low-income students ranges from a low of 42% at Monrovia High School to highs of 73% at Monroe Elementary School and 93.5% at Canyon Oaks High School.
- Education of parents:
  - 13.8% less than high school
  - 28.6% high school diploma
  - 25.8% some college
  - 17.4% college graduate
  - 8.0% post graduate
- No schools are Targeted Assistance Schools
- The Schoolwide schools as of September 2003 are: Bradoaks, Canyon Early Learning Center, Mayflower, Monroe, Plymouth, Wild Rose, and Santa Fe. These schools went through intensive training to become Schoolwide during the 2002-2003 school year.
- Five private schools are served: Annunciation, Garden of the Foothills, First Lutheran, Calvary Baptist, and Immaculate Conception.

| <b>2007 – 2008 CBEDS Data Summary</b>  |                |
|--|----------------|
| Enrollment                             | 6061           |
| Special Education Enrollment           | 776            |
| African American                       | 9.7%           |
| American Indian                        | 0.8%           |
| Asian                                  | 3.3%           |
| Filipino                               | 2.7%           |
| Hispanic                               | 54.4%          |
| Pacific Islander                       | 0.5%           |
| White                                  | 26.9%          |
| Multiple or No Response                | 1.3%           |
| English Learners                       | 15.5%          |
| Fluent English Proficient              | 8.0%           |
| Redesignated Fluent English Proficient | 12.0%          |
| Four Year Drop-Out Rate                | Will post 8/08 |
| Free or Reduced Meals                  | 54.1%          |

Monrovia Schools have many accomplishments and received numerous recognitions. These include:

- Winner of seven California School Boards Association Golden Bell Awards for exemplary programs.
- Mayflower, Monroe, Bradoaks, and Wild Rose Elementary Schools, and Clifton Middle School, are designated California Distinguished Schools.
- Monroe School and Mayflower School are Title 1 Achieving Schools
- Canyon Oaks High School, Monrovia High School, Clifton Middle School, Santa Fe Middle School, and Mt. Park School all received Academy Awards for their Support Personnel Accountability Report Cards (SPARC) this year. Santa Fe received the Governor's Trophy for having received Academy Awards seven years in a row.
- Our alternative high school (Canyon Oaks) and independent study school (Mt. Park) received full WASC accreditation.

#### ***Monitoring Implementation of the LEA Plan:***

In addition to the District and Site Administration, Monrovia Unified School District has in place many working groups, specifically mentioned in this document, charged with monitoring the implementation of this *LEA Plan*. These include:

- ***Vertical Teams.*** There are six vertical teams each composed of from eight to 12 teachers who meet regularly to ensure that the core components of the K-12 curriculum are being met. All teams have representation from all sites, kindergarten through grade 12. These teams are:
  - Language Arts Vertical Alignment Team
  - Math Vertical Team
  - Intervention Vertical Team
  - Science/Social Science/Personal-Social Vertical Team
  - English Learners Vertical Team
  - Early Childhood Education team that has representatives from all sites with kindergarten through grade 2.
  - Instructional Pacing Guide Teams for K-5, and for all secondary core subject areas
  - District Literacy Team
  - District Technology Team
- ***Monrovia Reads Committee.*** The District has a partnership with the City of Monrovia to provide access to library books for portions of the community that are not located within close proximity to a local library. In addition, the Bookmobile (literacy van) provides access to books, promotes preschool literacy for families with children who will be entering kindergarten, family literacy training, and an out-reach program to the non-English speaking community.
- ***Parent and Community.*** Involvement through school-based School Site Councils (SSC) is at every school. Members are elected by their peers and actively involved in issues that directly effect instructional programs and expenditures of site categorical funds. Elected members of the site

councils participate in the District Advisory Council (DAC) which meets five to six times a year. The DAC group reviews the District allocation of categorical funds; makes recommendations for program improvement; reviews and modifies the site process for gathering annual parent needs assessment data; identifies ways to increase parent involvement, and serves as a liaison body between the school site and the District.

A similar organizational structure is in place for parents of the students who are English learners. There are English Learner Advisory Committees (ELAC) at each school site. Members are elected by their peers and provide feedback to the principals regarding the English Learner program services. The ELAC parent group serves to train interested parents on ways to fully participate in all available avenues in the school, including SSC; identifying strategies to develop meaningful parent-school partnerships; increase the school participation of English learner families; and provide input into the development of the annual parent needs assessment that targets the families of English learners. Through an election by their peers, representatives of each ELAC group also serve as a liaison with the District through their participation in the District English Learner Advisory Committee which also meets four to six times a year.

We have a newly established Parent and Family Education arm of our Adult Education program.

- *District Budget Advisory Council (DBAC)*. This council meets periodically throughout the year. Representative members reflect all interested groups within the District and community, including District and site administrators, teachers, classified staff, members of the bargaining groups, as well as parents and community members. The council provides a training opportunity for members to become fully articulate about the District's budget, how it is developed, fiscal responsibilities, and a review of all school funding sources. They also provide advisory recommendations to the Board of Education regarding any budget reductions or additions.
- *Policy and Agenda Cabinet (PAC)*. This committee meets one to two times a month. Members include bargaining unit representatives, parents, unrepresentative groups such as the Confidential Classified Employees and Management Administrators Association, Associate Superintendents, and the Superintendent. PAC regularly reviews the development of the Board agenda items for questions and clarification, and provides advice on policy development.

***District Vision:***

Every Student a Star

***District Mission:***

The Monrovia Unified School District is committed to devoting its energy, resources, and support to provide for all students and staff:

- a safe, orderly, positive learning environment
- educational programs which provide for the maximum development of each student's desire to learn; academic potential; vocational interests and talents; social, civic, and cultural understanding; and sense of self-worth, by working actively and cooperatively as students, staff, parents, and community.

***District Goals:***

- 1) Learning for all students
- 2) Safe, orderly, positive learning environments
- 3) Quality staff providing quality service
- 4) School, home, community partnerships and communication
- 5) Acquisition and allocation of resources to support goals 1 – 4

## Local Measures of Student Performance (*other* than State-level assessments)

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Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

**A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:***

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

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Monrovia Unified School District uses the following assessments in addition to State Academic assessments:

- **A Kindergarten Readiness Test** is administered to all entering kindergarteners to assess skills that indicate their readiness for school.
- The **District Writing Assessment** is administered to all kindergarten through 11<sup>th</sup> grade students to assess their progress toward meeting grade level standards in writing.
- The **District Math Criterion Referenced Test** is available to all kindergarten through high school students enrolled in math classes. The purpose is to assess their progress toward meeting grade level standards in math.
- **Math Timed Tests** are available to 1st through 8<sup>th</sup> grade students to assess their computation fluency in mathematical operations.
- **Open Court Benchmark assessments** are administered in grades kindergarten through 3 to assess oral reading fluency and progress toward meeting grade level language arts standards.
- **Math Skills and Algebra assessments** are administered to 8<sup>th</sup> grade students to help with proper placement of students in high school math classes.
- **Tungsten standards assessments** are administered monthly to students in grades 2-8 to assess progress towards year-end grade level standards in reading and math.
- **Benchmark assessments** aligned to grade level standards for grades 6-12 Science and Social Science and grades 9-12 English Language Arts and Math are administered at

scheduled times during the year for the purpose of assessing whether or not students have mastered the subject area standards.

- **Grade Level Standards assessments for K-5** support standards-based report cards.

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

| Description of Specific Actions to Improve Education Practice in <b>Reading</b>  | Persons Involved/<br>Timeline  | Related Expenditures  | Estimated Cost  | Funding Source  |
|--|--|---|---|---|
| <p>1. Alignment of instruction with content standards:</p> <p>The following are high priorities for the District during the next five years:</p> <ul style="list-style-type: none"> <li>• The District will maintain the Language Arts K-12 Vertical Alignment Team which makes policy recommendations for standards-aligned instructional materials, assessment, and staff development.</li> <li>• Training will be provided for administration, Vertical Team members, and teachers in standards based instruction with the goal of improving student performance in reading.</li> <li>• All instructional materials purchased will be aligned with State curriculum standards.</li> <li>• All new teachers will participate in <i>BTSA</i>.</li> <li>• The local evaluation system will continue development of assessment of student progress toward standards.</li> <li>• Teachers will review performance data and set improvement targets based on data analysis.</li> <li>• The District will continue to develop a standards based teacher evaluation system. All teachers will be required to include reading standards in their performance objectives. (This goal has been met as of May 2008 revision)</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Instructional Services staff (ISS)</li> <li>• Associate Supt., Human Resources</li> <li>• Support Providers</li> <li>• Site administrators</li> <li>• Vertical Alignment Curriculum Team</li> <li>• Superintendent</li> <li>• Cabinet</li> </ul> | <ul style="list-style-type: none"> <li>• substitute release time</li> <li>• 100 percent ISS salary and benefits for Elementary and Secondary Program Coordinators</li> <li>• <i>BTSA/PAR</i> stipends and related expenses</li> </ul> | <ul style="list-style-type: none"> <li>• 9 teacher members x 5 days x \$110/ day = \$4950</li> <li>• 100% Secondary and Elementary Curriculum Program Coordinators \$238,000</li> <li>• 10% of 8 <i>BTSA</i> providers x \$3,000 = \$2,400</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>Title II</i></li> <li>• District SIP</li> <li>• <i>Title I</i></li> <li>• <i>EIA-LEP</i></li> <li>• <i>PAR</i></li> <li>• <i>BTSA</i></li> <li>• TAP grant</li> </ul> |

|   |   |   |  |   |
|---|---|---|--|---|
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• The District will purchase materials on the State-Adopted List or those aligned with content standards.</li> <li>• Teachers will use effective teaching practices (<i>Marzano, Thinking Maps</i>) including the use of graphic organizers and cooperative learning strategies. Future promising practices will be thoroughly researched for effectiveness.</li> <li>• Teachers will implement effective elements of instruction (<i>Effective Schools, Lisa Carter</i>), which include teaching to an objective, monitoring and adjusting, and teaching to the correct level of difficulty.</li> <li>• The District will use the teacher accountability system to measure implementation of standards based curriculum.</li> </ul> <p><i>Note:</i> The District is scheduled to adopt new ELA/ELD curriculum, K-12, during the 2008-2009 school year.</p> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Team members (monthly meetings)</li> <li>• Teachers</li> <li>• District and Site administration</li> <li>• Instructional Pacing Guide teams</li> </ul>                           | <ul style="list-style-type: none"> <li>• Substitute release time</li> <li>• Consultant(s)</li> <li>• Instructional materials</li> </ul>   | <ul style="list-style-type: none"> <li>• 4 days, 27 teachers @ 110perday = \$11,880</li> <li>• \$25,000</li> <li>• \$50,000</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> </ul>                  |
| <p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• The District will continue to offer preschool programs which will focus heavily on language development and pre-reading programs.</li> <li>• The District will offer a pre-kindergarten summer school program designed to help students transition into kindergarten.</li> <li>• The District will provide summer school for students who are having difficulty meeting academic standards</li> <li>• After-school tutoring will be offered for students who are having difficulty meeting academic standards.</li> <li>• <i>GATE</i> programs will be offered to <i>GATE</i> students to extend and enrich their learning day.</li> <li>• Student Study Teams at each site will meet to discuss and determine intervention options for students who are not meeting standards.</li> </ul>   | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Preschool staff</li> <li>• Summer staff</li> <li>• Intervention teachers and work tutors</li> <li>• <i>GATE</i> teachers</li> <li>• Teachers, administrators, and psychologist</li> </ul> | <ul style="list-style-type: none"> <li>• Cost of preschool program</li> <li>• Summer program costs</li> <li>• Staff costs for after school programs</li> <li>• <i>GATE</i> budgets determined by sites</li> <li>• Extra hours for teachers</li> <li>• Portion of salary for Intervention Coordinator</li> </ul> | <p>Ongoing from Early Learning fundiing</p> <p>8 schools x 10 teachers x \$32 per hour x 20 hours = \$51,200</p> <p>\$40,000</p>       | <ul style="list-style-type: none"> <li>• State preschool</li> <li>• General fund</li> <li>• Summer remedial funds</li> <li>• Intervention funds</li> <li>• <i>GATE</i></li> <li>• <i>SIP</i></li> </ul> |

| Description of Specific Actions to Improve Education Practice in <b>Reading</b>   | Persons Involved/<br>Timeline  | Related Expenditures  | Estimated Cost   | Funding Source  |
|---|--|---|--|---|
| <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Computer labs are in operation at all sites, with student supervision and access to Internet research.</li> <li>• <i>Accelerated Reader</i> is implemented at all sites.</li> <li>• <i>Imagine Learning Reading Program</i> in place at Bradoaks school</li> <li>• <i>MYAccess</i> electronic writing assessment program is available at both Middle Schools and is used to score the grades 6 and 8 District Writing Assessment.</li> <li>• <i>Tungsten on-line summative assessments are used 2-8</i></li> </ul>   | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Instructional Services Department</li> <li>• Technology Department</li> <li>• Site Councils</li> <li>• Vertical Teams</li> <li>• Lab Technicians</li> <li>• Certificated Computer Lab Specialists</li> </ul> | <ul style="list-style-type: none"> <li>• Training time</li> <li>• Materials</li> <li>• Extra hours for teachers</li> </ul>  | <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• \$10,000</li> <li>• 9 teachers x \$28 per hour x 20 hours = \$5,040</li> </ul>   | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II, Part D</i></li> </ul>                   |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• The District will provide staff development for teachers who need assistance with implementation of <i>Open Court Reading</i> or other District adopted, state approved materials.</li> <li>• Teachers will receive staff development on the use of effective teaching practices (<i>Marzano, Thinking Maps</i>) including the use of graphic organizers and cooperative learning strategies.</li> <li>• Teachers will receive staff development on using effective elements of instruction (<i>Effective Schools, Lisa Carter</i>), which include teaching to an objective, monitoring and adjusting, and teaching to the correct level of difficulty.</li> <li>• Principals will receive staff development on observation strategies, and what to look for in standards-based instruction</li> <li>• Instructional Pacing Guide teams will develop and revise Instructional Pacing Guides aligned to state standards in all curricular areas.</li> <li>• Data Days to review and discuss student achievement data.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Teams</li> <li>• Instructional Services</li> <li>• Cabinet</li> <li>• Curriculum Coordinators</li> </ul>  | <ul style="list-style-type: none"> <li>• Extra hours for teachers</li> <li>• Substitute teachers for Instructional Pacing Guide team members one day each year</li> </ul><br><ul style="list-style-type: none"> <li>• Training</li> <li>• Conferences</li> <li>• Materials</li> </ul> | <ul style="list-style-type: none"> <li>• \$28 per hour x 100 hours = \$2,800</li> </ul><br><ul style="list-style-type: none"> <li>• \$1,000</li> <li>• \$5,000</li> <li>• \$4,000</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• <i>SIP</i></li> </ul> |



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| <ul style="list-style-type: none"> <li>• Development of benchmark tests aligned to pacing guides and standards</li> </ul>  |   |   |   |   |
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Training will continue for school staff which addresses the needs of the school at-risk students (<i>AB 65 Program</i>) at three sites.</li> <li>• Parent needs will be addressed at the <i>District Advisory Council</i> monthly meetings.</li> <li>• The <i>District English Language Advisory Council</i> will continue to meet regularly during the school year.</li> <li>• The <i>Policy Agenda Cabinet</i> will continue to meet regularly.</li> <li>• The <i>District Budget Advisory Committee</i> will meet as needed.</li> <li>• Site SST and ELAC meet the required components and will continue to meet on a regular basis at each site.</li> <li>• Fall and spring conferencing for K-8 students will continue.</li> <li>• All parents will continue to be sent annual reports of the student's state and local assessments.</li> <li>• The District will continue the partnership with <i>Monrovia Reads</i></li> <li>• The District will explore contracting with LACOE for <i>Parent Expectations, Student Achievement Training</i></li> <li>• Adult Education will develop a parent outreach program to support the parents and families in our district.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Program Advisors</li> <li>• Instructional Services Department</li> <li>• AB 65 Coordinators</li> <li>• DAC</li> <li>• DBAC</li> <li>• DLAC</li> <li>• PAC</li> <li>• <i>Monrovia Reads</i> Committee</li> </ul> | <ul style="list-style-type: none"> <li>• Extra hours for teachers</li> <li>• Translation time</li> <li>• <i>Monrovia Reads</i> van</li> <li>• Supplies</li> </ul> | <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• \$3,000</li> <li>• \$1,000</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Monrovia Reads</i> grant</li> <li>• <i>AB 65 Drop out prevention funding</i></li> </ul> |

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| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The District will continue to support and/or develop the use of:</p> <ul style="list-style-type: none"> <li>• <i>Title I</i> aides in K-3 classrooms to assist teachers in the implementation of the <i>Open Court Reading Program</i> and provide support during Independent Work Time.</li> <li>• A <i>Miller–Unruh</i> teacher at one school</li> <li>• In-school tutoring program at both middle schools</li> <li>• Tutoring and after school homework support at high school (in English-Language Arts) and middle schools.</li> <li>• A ninth grade strategic reading elective for students with poor reading skills</li> <li>• CAHSEE prep</li> </ul>  | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Instructional Services Department</li> <li>• School Site Councils</li> <li>• Student Success Teams</li> <li>• Program Advisors</li> <li>• Site Administrators</li> </ul> | <ul style="list-style-type: none"> <li>• Training</li> <li>• Instructional Aide Hours</li> <li>• Materials</li> </ul> | <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• \$13 x 3.5 hours x 25 IAs x 170 days = Approx. \$193,000</li> <li>• \$2,500</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> <li>• Intervention funds</li> </ul> |
| <p>8. Monitoring program effectiveness:</p> <p>The District will continually monitor school performance to assure their environments are conducive to learning.</p> <ul style="list-style-type: none"> <li>• The District accountability system requires an annual assessment of student data and target setting to be used for program evaluation.</li> <li>• Each site has developed and will continue to develop a single plan for student achievement and has applied for schoolwide status.</li> <li>• The site administration and leadership teams will maintain their responsibility for monitoring progress.</li> <li>• Three staff meetings in the fall and three in the spring are set aside for teachers who will review assessment data and student work.</li> <li>• The District will continue to implement its K–12 writing assessment.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Program Advisors</li> <li>• Site Administrators</li> <li>• Site Leadership Teams</li> <li>• Language Arts Vertical Team</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Teacher extra hours</li> <li>• Training</li> </ul>                           | <ul style="list-style-type: none"> <li>• 10 hours x 5 teachers x 9 sites x \$28 = \$12,600</li> <li>• Approx. \$5,000</li> </ul>                   | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> <li>• Intervention funds</li> </ul> |

| Description of Specific Actions to Improve Education Practice in <b>Reading</b>  | Persons Involved/<br>Timeline   | Related Expenditures  | Estimated Cost  | Funding Source   |
|--|---|---|---|--|
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Each school is required to have in place an after school intervention program for students not making adequate progress toward standards.</li> <li>• Each schoolwide plan addresses specific interventions for students scoring low on standardized and standards assessments in reading language arts.</li> <li>• Summer intervention programs focus on remedial reading classes for students not making adequate progress.</li> <li>• Students in grades 10-11 who fail the E-LA sections of the CAHSEE are required to take a reading language arts intervention elective.</li> <li>• The <i>Language! Program</i> will continue to be implemented in selective classrooms at elementary schools and as an imbedded intervention program at both middle schools and the comprehensive high school.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Student Success Teams</li> <li>• Program Advisors</li> <li>• Intervention Coordinator</li> <li>• Literacy Coordinator</li> <li>• Curriculum coordinators</li> </ul> | <ul style="list-style-type: none"> <li>• Training</li> <li>• Intervention Coordinator Salary</li> <li>• Teachers extra hours</li> </ul> | <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• See ccordinator salaries above</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> <li>• Intervention funds</li> </ul> |
| <p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> <li>• <i>Healthy Start</i> counseling and parent education services will continue to be implemented in the District.</li> </ul>  | <p>Ongoing</p> <p>Principal of Parent Education</p>   | <p>Portion of salary for 2008-2009</p>  | <ul style="list-style-type: none"> <li>• 40,000</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>SCE</i></li> </ul>   |

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

| Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>   | Persons Involved/<br>Timeline  | Related Expenditures   | Estimated Cost  | Funding Source  |
|---|--|--|---|---|
| <p>1. Alignment of instruction with content standards:</p> <p>The following are high priorities for the District during the next five years:</p> <ul style="list-style-type: none"> <li>• The District will maintain the Mathematics K-12 Vertical Team which makes policy recommendations for standards-aligned instructional materials, assessment, and staff development.</li> <li>• Training will be provided for administration, Vertical Team members, and teachers in standards based instruction with the goal of improving student performance in mathematics.</li> <li>• All instructional materials purchased will be aligned with State curriculum standards.</li> <li>• All new teachers will participate in <i>BTSA</i>.</li> <li>• The local evaluation system will continue development of assessment of student progress toward standards.</li> <li>• Teachers will review performance data and set improvement targets based on data analysis.</li> <li>• The District will continue to develop a standards based teacher evaluation system. All teachers will be required to include mathematics standards in their performance objectives.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Team Members (VTM)</li> <li>• Instructional Services staff (ISS)</li> <li>• Associate Supt., Human Resources</li> <li>• Consulting teachers</li> <li>• Support providers</li> <li>• Site administrators</li> <li>• Superintendent</li> <li>• Cabinet</li> </ul> | <ul style="list-style-type: none"> <li>• Substitute release time</li> <li>• Coordinator salaries</li> <li>• <i>BTSA/PAR</i> stipends and related expenses</li> </ul> | <ul style="list-style-type: none"> <li>• 9 teacher members x 5 days x \$110 per day = \$4,950</li> <li>• 10% of 8 <i>BTSA</i> providers x \$3,000 = \$2,400</li> <li>• \$35,000</li> <li>• Curriculum coordinator salaries see above</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>Title II</i></li> <li>• District <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• EIA-LEP</li> <li>• <i>PAR</i></li> <li>• <i>BTSA</i></li> <li>• TAP grant</li> </ul> |

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| <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• The District will purchase materials on the State-Adopted List or those aligned with content standards.</li> <li>• Teachers will use effective teaching practices (<i>Marzano, Thinking Maps</i>) including the use of graphic organizers and cooperative learning strategies. Future promising practices will be thoroughly researched for effectiveness.</li> <li>• Teachers will implement effective elements of instruction (<i>Effective Schools, Lisa Carter</i>), which include teaching to an objective, monitoring and adjusting, and teaching to the correct level of difficulty.</li> <li>• The District will use the teacher accountability system to measure implementation of standards based curriculum.</li> <li>• Instructional Pacing Guides and Benchmark assessments will be developed for all math curriculum</li> <li>• Data Days will be implemented so teachers can review student benchmark results in order to inform instruction.</li> </ul> <p><i>Note:</i> New math curriculum has been adopted and will be in place for K-12 in 2008-2009 school year.</p> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Team Members (monthly meetings)</li> <li>• Teachers</li> <li>• District and Site administration</li> <li>• Mathematics coaches</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Substitute release time</li> <li>• Consultant(s)</li> <li>• Instructional materials</li> <li>• Curriculum development fees</li> </ul>  | <ul style="list-style-type: none"> <li>• 4 days, 27 teachers @ \$110perday = \$11,880</li> <li>• \$10,000</li> <li>• approximately \$65,000</li> <li>• 9 coaches, 5 days @ \$32.00perhour (approx. \$200perday) = \$9,000</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> </ul>                  |
| <p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• The District will continue to offer preschool programs which will focus heavily on mathematics programs</li> <li>• The District will offer a pre-kindergarten summer school program designed to help students transition into kindergarten.</li> <li>• The District will provide summer school for students who are having difficulty meeting academic standards</li> <li>• After-school tutoring will be offered for students who are having difficulty meeting academic standards.</li> <li>• <i>GATE</i> programs will be offered to <i>GATE</i> students to extend and enrich their learning day.</li> <li>• Student Study Teams at each site will meet to discuss and determine intervention options for students who are not meeting standards.</li> <li>• CAHSEE prep will be available to high school students</li> </ul>   | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Preschool staff</li> <li>• Summer staff</li> <li>• Intervention teachers and work tutors</li> <li>• <i>GATE</i> programs</li> <li>• Teachers, administrators and psychologist</li> </ul> | <ul style="list-style-type: none"> <li>• Cost of preschool program</li> <li>• Summer program costs</li> <li>• Staff costs for after school programs</li> <li>• <i>GATE</i> program costs determined at sites within site <i>GATE</i> budget entitlements</li> <li>• Extra hours for teachers</li> <li>• Portion of salary for Intervention Coordinator</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing</li> <li>• To be determined</li> <li>• 8 schools x \$32 per hour x 20 hours = \$55,120</li> <li>•</li> </ul>  | <ul style="list-style-type: none"> <li>• State preschool</li> <li>• General fund</li> <li>• Summer remedial funds</li> <li>• Intervention funds</li> <li>• <i>GATE</i></li> <li>• <i>SIP</i></li> </ul> |

| Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>  | Persons Involved/<br>Timeline  | Related Expenditures  | Estimated Cost   | Funding Source  |
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| <p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Computer labs are in operation at all sites with student supervision and access to Internet research.</li> <li>• Technology standards are being developed by the District and will be piloted K-8 in 2008-2009.</li> </ul>  | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Instructional Services Department</li> <li>• Technology Department</li> <li>• Site Councils</li> <li>• Vertical Teams</li> <li>• Lab Technicians</li> <li>• Certificated Computer Lab Specialists</li> </ul> | <ul style="list-style-type: none"> <li>• Training time</li> <li>• Materials</li> <li>• Extra hours for teachers</li> </ul>  | <ul style="list-style-type: none"> <li>• 9 teachers x \$28 per hour x 20 hours = \$5,040</li> <li>• Teacher salaries from General fund</li> <li>• Lab technicians paid from site entitlements</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II, Part D</i></li> <li>• <i>SCE</i></li> </ul> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• The District will continue to offer standards aligned staff development (SB 466) in conjunction with the Los Angeles County Office of Education.</li> <li>• The District Vertical Team will make recommendations for staff development based on the assessment of student data.</li> <li>• The District will continue to seek out and offer high quality, research-based professional development to math teachers</li> <li>• Middle school and high school teachers will be offered specific trainings in how to present algebra to all students.</li> <li>• High school mathematics teachers will be offered specific training in how to assist students in passing the CAHSEE.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Teams</li> <li>• Instructional Services</li> <li>• Cabinet</li> <li>• Curriculum Coordinators</li> </ul>  | <ul style="list-style-type: none"> <li>• Extra hours for teachers</li> <li>• Curriculum Coordinators</li> <li>• Training</li> <li>• Conferences</li> <li>• Materials</li> </ul> | <ul style="list-style-type: none"> <li>• \$28 per hour x 100 hours = \$2,800</li> <li>• Salaries as set out above</li> </ul>   | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• <i>SIP</i></li> </ul>     |

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| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Training will continue for school staff which addresses the needs of the school at-risk students (<i>AB 65 Program</i>) at three sites.</li> <li>• Parent needs will be addressed at the <i>District Advisory Council</i> monthly meetings.</li> <li>• The <i>District English Language Advisory Council</i> will continue to meet regularly.</li> <li>• The <i>Policy Agenda Cabinet</i> will continue to meet monthly.</li> <li>• The <i>District Budget Advisory Committee</i> will meet as needed.</li> <li>• Site <i>SST</i> and <i>ELAC</i> meet the required components and will continue to meet on a regular basis at each site.</li> <li>• Fall and spring conferencing for K-8 students will continue.</li> <li>• All parents will continue to be sent annual reports of the student's state and local assessments.</li> <li>• The District will continue the partnership with <i>Monrovia Reads</i></li> <li>• The District will explore contracting with LACOE for <i>Parent Expectations, Student Achievement Training</i></li> <li>• The District will encourage and support school site development of <i>Family Mathematics</i> nights.</li> <li>• The District will support the development of a mathematics field day at all elementary school sites.</li> <li>• Adult Education will develop a parent outreach program to support the parents and families in our district.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Program Advisors</li> <li>• Instructional Services Department</li> <li>• AB 65 Coordinators</li> <li>• DAC</li> <li>• DLAC</li> <li>• PAC</li> <li>• <i>Monrovia Reads</i> Committee</li> </ul> | <ul style="list-style-type: none"> <li>• Extra hours for teachers</li> <li>• Translations</li> <li>• <i>Monrovia Reads</i> van</li> <li>• LACOE contract</li> <li>• Supplies</li> </ul> | <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• \$3,000</li> </ul> <p>Portion of Adult Ed Principal for Parent Education as set out above</p> | <ul style="list-style-type: none"> <li>• General Fund</li> <li>• <i>SIP</i></li> <li>• <i>Monrovia Reads</i> grant</li> <li>• <i>AB 65 funds</i></li> </ul> |
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| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The District will continue to support and/or develop the use of:</p> <ul style="list-style-type: none"> <li>• <i>Title I</i> aides in K-3 classrooms to assist teachers in the implementation of <i>Scott Foresman Math</i></li> <li>• In school tutoring program at both middle schools</li> <li>• Tutoring and after school homework support at high school (in mathematics)</li> <li>• Ninth grade transitions mathematics elective for students not making adequate progress toward algebra I standards.</li> <li>• Training I supplemental programs which support the teaching of mathematics in our schools</li> </ul>  | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Curriculum Coordinators</li> <li>• Instructional Services Department</li> <li>• School Site Councils</li> <li>• Student Success Teams</li> <li>• Program Advisors</li> <li>• Site Administrators</li> </ul> | <ul style="list-style-type: none"> <li>• Training</li> <li>• Instructional Aide Hours</li> <li>• Materials</li> <li>• Curriculum coordinators</li> </ul>      | <ul style="list-style-type: none"> <li>• \$1,000</li> <li>• \$13 x 3.5 hours x 25 IAs x 170 days = Approx. \$193,000</li> <li>• \$2,500</li> <li>• Salaries set out above</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> <li>• Intervention funds</li> </ul> |
| <p>8. Monitoring program effectiveness:</p> <p>The District will continually monitor school performance to assure their environments are conducive to learning.</p> <ul style="list-style-type: none"> <li>• The District accountability system requires an annual assessment of student data and target setting to be used for program evaluation.</li> <li>• Each site has developed and will continue to develop a single plan for student achievement and has applied for schoolwide status.</li> <li>• The site administration and leadership teams will maintain their responsibility for monitoring progress.</li> <li>• Three staff meetings in the fall and three in the spring are set aside for teachers who will review assessment data and student work directly related to mathematics instruction</li> <li>• The District will continue to implement its k – 12 mathematics assessments.</li> <li>• Collaboration on Instructional Pacing Guides across grade levels</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Program Advisors</li> <li>• Site Administrators</li> <li>• Site Leadership Teams</li> <li>• Mathematics Vertical Team</li> <li>• Instructional Pacing Guide Team</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Curriculum Coordinators</li> <li>• Teacher extra hours</li> <li>• Training</li> <li>• Substitute teachers</li> </ul> | <ul style="list-style-type: none"> <li>• 10 hours x 5 teachers x 9 sites x \$28 = \$12,600</li> <li>• Approx. \$5,000</li> <li>• 80 sub days for IPG team meetings</li> </ul>        | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> <li>• Intervention funds</li> </ul> |



| Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>   | Persons Involved/<br>Timeline   | Related Expenditures   | Estimated Cost   | Funding Source   |
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| <p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Each school is required to have in place an after-school intervention program for students not making adequate progress toward standards.</li> <li>• Each schoolwide plan addresses specific interventions for students scoring low on standardized and standards assessments in mathematics.</li> <li>• Summer intervention programs focus on remedial math classes for students not making adequate progress.</li> <li>• Students in grades 10-11 who fail the math sections of the CAHSEE are required to take a mathematics intervention elective.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Student Success Teams</li> <li>• Program Advisors</li> <li>• Intervention Coordinator</li> <li>• Curriculum Coordinators</li> </ul> | <ul style="list-style-type: none"> <li>• Training</li> <li>• Intervention Coordinator Salary</li> <li>• Teacher extra hours</li> </ul> | <ul style="list-style-type: none"> <li>• \$5,000</li> <li>• Salaries set out above</li> <li>• Approx. \$5,000</li> </ul> | <ul style="list-style-type: none"> <li>• General fund</li> <li>• <i>SIP</i></li> <li>• <i>Title II</i></li> <li>• <i>Title I</i></li> <li>• Instructional materials fund(s)</li> <li>• Intervention funds</li> </ul> |
| <p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> <li>• <i>Healthy Start</i> counseling and parent education services will continue to be implemented.</li> </ul>   | <p>Intervention Coordinator<br/>Parent Education Principal</p>  | <p>Salaries</p>  | <ul style="list-style-type: none"> <li>• Salaries set out above</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Title I</i></li> <li>• <i>SCE</i></li> <li>• <i>Title II</i></li> <li>• <i>Title III</i></li> </ul>  |

NOTE: Performance Goal 2 will be the subject of self-study during 2008-2009.

**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**

(Summarize information from district-operated programs and approved school-level plans)

|  | Description of how the LEA is meeting or plans to meet this requirement.  |
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| <ol style="list-style-type: none"><li>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:<ol style="list-style-type: none"><li>a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;</li></ol></li></ol> | <p><b>1a. Title III</b> funds will be used, in combination with other funds, to support activities that are designed to monitor and close the language and academic gaps of targeted EL students. These may include:</p> <ul style="list-style-type: none"><li>• Refine District database to provide disaggregated EL student achievement reports by District, site, and individual class and student performance (disaggregation delineated by growth toward established benchmarks and time in program).</li><li>• Specified interventions before or after the school day such as extending ELD instruction, study skills programs, and/or literacy or mathematics support.</li><li>• Specified interventions during the school day such as strategic language arts classes at the secondary level.</li><li>• Purchase supplementary materials (ELD, literacy, and/or math support).</li><li>• Hiring of support personnel.</li></ul> |

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| <p>b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;</p> | <p><b>1b.</b> EL measurable objectives include (<i>Note: Please see Appendix H, pages 115-116, for Monrovia Unified School District's Expected Annual Benchmarks (Growth Targets) for English Learners</i>)<br/> <i>Note: 2006-2007 AMAO 1, AMAO2, and AMAO 3 were all met for our district.</i></p> <ol style="list-style-type: none"> <li>1) Annual increases in the number/percent making progress in learning English: <ul style="list-style-type: none"> <li>• Annual growth on the CELDT Overall Proficiency level, with the exception of Level 3. It is anticipated EL students will show steady scaled score increases at Level 3 over a two year period before moving into Level 4 or Level 5.</li> <li>• By Year 5 in the program or sooner, it is expected EL students will be achieving at or above the established Basic scale score (315) on the CST Language Arts and Mathematics tests.</li> </ul> </li> <li>2) Annual increases in the number/percent attaining English proficiency by end of each school year: <ul style="list-style-type: none"> <li>• EL targeted growth benchmarks include: CELDT, CST Language Arts and Mathematics, and the District writing assessments. Year by year expected gains are addressed in EL Attachment 1, including an R-FEP two year follow-up. The expected ending benchmark for an R-FEP student is to achieve at or above the proficient level on the CST measures.</li> </ul> </li> <li>3) Making AYP for limited English proficient students. Title III funds, in combination with other funds, will support the following: <ul style="list-style-type: none"> <li>• The salary for the Director of Special Projects to help with coordination of Title III activities.</li> <li>• The salaries for two District resource teachers to coordinate the following services: <ul style="list-style-type: none"> <li>○ Provide staff development in the areas of ELD and SDAIE, including extending use of District adopted ELD supplemental programs, and differentiating core content instruction for EL students (i.e., SDAIE strategies, District implementation of the EL Tool-Box, Thinking Maps, etc.).</li> <li>○ Calibrate instruction to match the ELD standards.</li> <li>○ Model ELD and SDAIE instruction in the classroom and provide coaching to teachers of English Language Learners.</li> <li>○ Monitor District data base achievement fields for EL students.</li> <li>○ Assist in the development of a Standards Based Report Card that addresses interim growth targets for ELD.</li> </ul> </li> </ul> </li> </ol> |
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| <p>Required Activities</p> | <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> | <ul style="list-style-type: none"> <li>○ Professional development for teachers of EL students and stipends for teachers to attend trainings.</li> <li>○ Site Translators / <i>Parent Outreach</i> for parent education in helping their child become English proficient.</li> <li>○ Tuition, testing, stipends, and activities related to helping teachers meet the EL certification requirements.</li> <li>○ Site EL personnel to collect records, monitor student progress, and coordinate instructional efforts.</li> <li>○ Extra hours for teachers to analyze data of student achievement in the area of language acquisition and academic standards.</li> </ul> <p><b>1c.</b> The LEA holds schools accountable for meeting EL annual growth toward language and achievement targets in the following ways:</p> <ul style="list-style-type: none"> <li>• The District has developed an EL Accountability Plan that identifies the expected annual benchmark growth targets for acquiring English proficiency (CELDT) and the State Academic standards as measured by the CST/LA and CST/Math - based on time in program.</li> <li>• School Plan annual revisions: The District provides annual school reports of EL student growth on the benchmarks. These reports, in combination with other site selected factors such as comparing EL to EO grades, are analyzed by school staff, SSC and ELAC groups. School Plan revisions then reflect support activities that the school will put into place to meet the needs of those EL students who are not meeting their benchmark growth targets.</li> <li>• School sites annually maintain the EL Supplement Cumulative file on each EL student. The student's language status (EL, FEP, or R-FEP), including current testing, program placement, parent notification, and academic progress is recorded periodically throughout the year. The files are currently maintained through the Program Advisor position on each K-5 and 6-8 campus; and a designated EL assistant at the high school.</li> <li>• At the beginning of each semester, schools forward to the District office a list of their EL students and placement. This allows for monitoring of correct program placement (SEI, MEI).</li> <li>• The Associate Superintendent of Instruction, site Administrators, and Elementary and Secondary Curriculum Coordinators review the School Plans and individual school site progress in meeting EL growth targets. Discussions with the site principal and designated EL program staff are held when targets are below the expected district-wide average and improvement recommendations are made (i.e., increase the number of ELD minutes, vary or change the tutorial or intervention programs; increase staff development, increased monitoring of classroom instruction, etc.).</li> </ul> |
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|  | <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> | <ul style="list-style-type: none"> <li>• The Associate Superintendent of Instruction makes an annual report to the Governing Board on the language and academic progress of EL students in meeting their annual growth benchmarks.</li> </ul> <p><b>1d.</b> <i>Title III</i> funds, in combination with other funds, will be used by the LEA to promote parental and community participation in LEP programs by:</p> <ul style="list-style-type: none"> <li>• Implementing site “Welcome” meetings for newly enrolled EL students. These are to be adjunct extensions of the school’s ELAC meetings.</li> <li>• Maintaining ELAC and DELAC parent advisory groups that address the required elements.</li> <li>• Training EL parents on their roles and responsibilities as ELAC members and as interested parents.</li> <li>• Training EL parents on other avenues for parent involvement and decision-making processes available at the school and District, such as School Site Council, District Advisory Council, PTA, etc. Parents will be provided an overview of District’s written policies for parental involvement, and how these are implemented at the school site.</li> <li>• Provide EL parents opportunities to review and revise the annual parent needs assessment that solicits information about the efficacy and support of the school’s EL program.</li> <li>• Provide EL parents with the results of the disaggregated student performance on growth targets and how this information is addressed in the School Plan.</li> <li>• Provide oral and written translations.</li> <li>• Solicit information from parents about their needs to help support the achievement of their students and then to provide appropriate parent classes.</li> <li>• Provide adult literacy classes.</li> <li>• Provide CBET classes.</li> </ul> |
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|  | <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>English proficiency; and</li> <li>Academic achievement in the core academic subjects</li> </ul> | <p><b>2.</b> The District has adopted high quality, state-approved texts for language instruction, including Into English and <i>High Point</i>, which are specifically designed to meet the language needs of English learners. Additionally, the District reviews all adopted academic programs for instructional components that are designed to meet the needs of English learners .Activities to increase English language proficiency:</p> <ul style="list-style-type: none"> <li>Purchase supplemental materials to enhance English proficiency acquisition for students not meeting the expected benchmarks for “reasonable fluency.”</li> <li>Support site efforts for extended learning periods/intervention programs including staff development activities.</li> <li>Design an intervention model that identifies differentiated support services for EL students not meeting benchmarks.</li> <li>Provide staff development on the use of materials and programs.</li> <li>Activities to raise academic skills through the development of academic language: <ul style="list-style-type: none"> <li>Train classroom and administrators in a districtwide model of EL instruction (see item 3 below).</li> <li>Train staff on the expected annual growth benchmarks and the implications for instruction and intervention.</li> <li>Monitor classroom instruction using a common observation guide (see item 3 below).</li> <li>Monitor classroom instruction for appropriate implementation of District adopted EL programs and supplements.</li> <li>Provide release time for staff to plan for the use of any new materials; design content lessons using the EL Tool-Box model; observe peers and provide feedback.</li> <li>Provide teachers with student lists indicating which students have and have not met their expected growth targets in language proficiency and/or academics.</li> <li>Investigate other District models that have a history of high achievement among their EL population.</li> <li>Develop a common parent reporting system that shows interim progress on ELD standards.</li> </ul> </li> </ul> |
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| <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> <li>designed to improve the instruction and assessment of LEP children;</li> <li>designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>Long term effect will result in positive and lasting impact on teacher performance in the classroom</li> </ol> | <p>3. The following high-quality professional development activities will be provided to administrators, teachers, paraprofessionals and parents:</p> <ul style="list-style-type: none"> <li>Development of a District-based English Learner <i>Tool-Box</i> which identifies 5 critical instructional strategies that are reflected in scientifically based research on the needs of English learners. The <i>Tool-Box</i> will provide a common language for the elements of instruction for EL students, emphasizing both ELD and SDAIE instruction.</li> <li>Development of a districtwide EL Observational Guide for site administrators that reflects the instructional elements in the <i>Tool-Box</i>.</li> <li>Summer planning for EL committee members to develop SDAIE content sample lessons using <i>Tool-Box</i> elements; integration of ELD standards, and reporting progress on the standards.</li> <li>Train teachers, resource teachers, and administrators in the <i>Tool-Box</i> model.</li> <li>Provide release time for teachers to plan and observe EL lessons with peers.</li> <li>Support teacher training opportunities that are research based, such as Alfredo Schifini, Aida Walqui, Kate Kinsella, John Shelfelbine, etc.</li> <li>Expand/refine Thinking Maps © to meet the needs of EL students, including exploring <i>Write From the Beginning</i>. <i>Write From the Beginning is in place at 3 elementary schools</i>.</li> <li>Support/supplement teacher authorization opportunities and training (CLAD, SB 395, etc.).</li> <li>Teacher/staff reimbursement for specific staff development activities (i.e., additional hours, stipends, etc.) as needed.</li> <li>Provide appropriate registration costs for parent training opportunities such as PESA, etc.</li> </ul> <p>All training activities will be evaluated in relationship to their use of scientifically based research, teacher coach/mentoring components, and the ability to maintain long term positive effects on classroom instruction as measured by the number of EL and R-FEP students meeting their annual expected benchmarks.</p> |
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| Allowable Activities | 4. Upgrade program objectives and effective instruction strategies. | Yes | <p><b>4. If yes, describe:</b></p> <p><i>Title III</i> funds, in combination with other resources, will be used to support the work of the District's English Learners (EL), K-12 Vertical Team. Focused activities will include:</p> <ul style="list-style-type: none"> <li>• Development of sample content lessons using <i>Tool-Box</i> elements of instruction; the five elements from research on effective practices include: <ul style="list-style-type: none"> <li>○ Preview the objective, identifying targeted vocabulary through “tiering” by Isabel Beck, teaching the structure of the text, monitoring student progress through planning for direct language engagement by students – student to student and student to teacher, and differentiate the essential standards and final assessment by language fluency.</li> <li>○ Identification of essential ELD standards by grade range and embedded assessments.</li> <li>○ Develop and support ELD progress reports.</li> <li>○ Refinement of the District's <i>Catch-Up and Intervention Plan</i>: Identify differentiated student support services for those students not meeting the District's expected annual growth benchmarks.</li> <li>○ Develop secondary course descriptions for ELD I, II, and III classes.</li> <li>○ Review annual disaggregated data on EL and R-FEP students in comparison to EO students and make recommendations for EL program improvement.</li> </ul> </li> </ul> <p>Additionally, the District will</p> <ul style="list-style-type: none"> <li>• Support coaching activities by District resource teachers and identified site teacher leaders.</li> <li>• Provide staff reimbursement as needed.</li> </ul> |
|----------------------|---|-----|---|



|                             |   |                   |   |
|-----------------------------|---|-------------------|---|
| <p>Allowable Activities</p> | <p>5. Provide –<br/> a. tutorials and academic or vocational education for LEP students; and<br/> b. intensified instruction.</p> | <p><b>Yes</b></p> | <p><b>5. If yes, describe:</b><br/> <i>Title III</i> funds, in combination with other sources, will be used to support EL tutorials and differentiated interventions which provide supportive research on their effectiveness. The EL Vertical Team will refine/clarify the District's Catch-Up Plan and identify specific support services that will match the area(s) in which an EL student has not met the expected annual benchmark(s).</p> <p>Additionally, District personnel and the team will examine the characteristics of students consistently not meeting benchmarks, and identify potential commonalities that may lead to specific interventions. These may include:</p> <ul style="list-style-type: none"> <li>• Extended ELD instruction with supplemental materials.</li> <li>• Extended literacy instruction, using embedded interventions for such programs as <i>Into English</i>, <i>High Point</i>, <i>Open Court Intervention</i>, <i>Supplement</i>, <i>Language!</i> or other programs.</li> <li>• Focus on development of receptive and expressive language skills, building academic language through extensive vocabulary training, instruction on narrative and expository text structures, and effective study skill practices.</li> <li>• Extended mathematics instruction using embedded interventions</li> <li>• Investigate additional language and academic support materials and services in which research supports their success</li> <li>• Regrouping of EL students into alternative clusters including small groups, one-one instruction, cross-grade grouping for language acquisition, etc.</li> <li>• Identify grade 9-12 students who are new District arrivals and may demonstrate a profile that would suggest a four year high school program may not result in a high school diploma. Language and literacy interventions would be offered, in addition to counseling with the student and parents on extending time in the program past the four years, or build a transition program that combines vocational training and adult education or community college services.</li> </ul> |
|                             | <p>Monrovia USD</p>   | <p>Page 41</p>    | <p>LEA Plan</p>   |

|  |  |                   |  |
|--|--|-------------------|--|
|  | <p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p> | <p><b>Yes</b></p> | <p><b>6. If yes, describe:</b></p> <p><i>Title III</i> funds, in combination with other sources and programs, will be used to provide comprehensive resources to EL students, including the following:</p> <ul style="list-style-type: none"> <li>• ELAP for students in grades 4-8.</li> <li>• Existing intervention resources that support all students (i.e., <i>Strategic Block Literacy</i> classes in grades 6-8 using <i>Language!</i>, extended day tutoring, 9<sup>th</sup> grade <i>House</i> program, <i>Kamico</i> standards-based math instruction, etc.).</li> <li>• <i>Healthy Start</i> and site counseling services.</li> <li>• <i>Title I</i> and <i>SCE</i> programs for identified academically at-risk student</li> <li>• <i>CBET</i>.</li> <li>• AP classes.</li> <li>• <i>AVID</i> support.</li> <li>• <i>ROP</i>.</li> <li>• Adult Education.</li> </ul> |
|--|--|-------------------|--|

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|---|-------------------|--|
| <p>7. Improve the English proficiency and academic achievement of LEP children.</p> | <p><b>Yes</b></p> | <p><b>7. If yes, describe:</b></p> <p><i>Title III</i> funds, in combination with other sources, will provide support for the development and maintenance of the EL components of our District's database system (AERIES).</p> <ul style="list-style-type: none"> <li>• The foundation for improving English proficiency and academic achievement will be based on the implementation of the District's EL Accountability and <i>Catch-Up Plan</i>.</li> <li>• District resource teachers will assist with providing District and site reports that identifies the progress of EL and R-FEP students are making toward <ol style="list-style-type: none"> <li>1) specified growth performance targets (benchmarks) <b>and</b></li> <li>2) reflect the student's number of years in the program.</li> </ol> </li> </ul> <p>The following information will be reported:</p> <ul style="list-style-type: none"> <li>• EL and R-FEP students who are <b>meeting</b> their expected annual benchmark(s) on the CELDT, CST/Language Arts test, CST/Mathematics test and District writing.</li> <li>• EL and R-FEP students who are <b>not meeting</b> their expected annual benchmark(s) on the CELDT, CST/Language Arts test, CST/Mathematics test and District writing.</li> <li>• Teacher/grade/and specific student lists that specify which benchmark(s) have or have not been met.</li> </ul> <p><i>Note:</i> All of the above instructional and support services described in sections 2-5 of this plan will be designed to address the needs of the EL students who <b>are</b> and <b>are not</b> progressing toward established benchmarks.</p> |
|---|-------------------|--|

|                      |  | Description of how the LEA is meeting or plans to meet this requirement. |   |
|----------------------|--|--|---|
| Allowable Activities | <p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul> | Yes  | <p><b>8. If yes, describe:</b></p> <p>In addition to the information found under item 1d, <i>Title III</i> funds, in combination with other funds, will be used by the LEA to promote parental and community outreach services by:</p> <ul style="list-style-type: none"> <li>• Providing adult literacy classes through Adult Education and where possible, encourage classes to be offered on our K-12 campuses</li> <li>• Providing CBET classes.</li> <li>• Supplement site community liaison positions as needed.</li> <li>• Establish site centered “Welcome” meetings to newcomer families following initial language proficiency assessment and student placement. Welcome meetings will be part of the monthly ELAC meetings. This will provide information about: <ul style="list-style-type: none"> <li>○ their student’s language skills.</li> <li>○ the goals of the site EL program, including how English and academics are taught.</li> <li>○ how and when to decide if a student no longer needs these services.</li> <li>○ support for a struggling student including interventions.</li> <li>○ support for an <i>EL/GATE</i> or high achieving student (<i>GATE</i> program, AP classes, <i>AVID</i>).</li> <li>○ right to request a change of placement or a waiver to an Alternative Bilingual program.</li> <li>○ site ELAC and SSC meetings.</li> <li>○ Back to School nights; parent conferences.</li> <li>○ adult literacy options.</li> <li>○ site family training opportunities, i.e., Family Math night, PESA opportunities, etc.</li> </ul> </li> <li>• Materials and information will be translated as needed.</li> </ul> |

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|---|-------------------|---|
| <p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul> | <p><b>Yes</b></p> | <p><b>9. If yes, describe:</b></p> <p>All EL students have access to site based technology support, including computer labs, in-class computers and applicable education software. <i>Title III</i> funds, in combination with other resources, may be used as needed to supplement these efforts, including:</p> <ul style="list-style-type: none"> <li>• Establishing a video library for parents.</li> <li>• Purchase supplemental instructional software for EL students and their parents.</li> <li>• Offering computer Internet training to parents to support English proficiency and academic interest areas.</li> <li>• Supplement personnel costs as needed.</li> </ul> |
| <p>10. Other activities consistent with Title III.</p>  | <p><b>No</b></p>  | <p><b>10. If yes, describe:</b></p>   |

## Plans to Notify and Involve Parents of Limited-English-Proficient Students

| <b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.   | Description of how the LEA is meeting or plans to meet this requirement.  |
|--|---|
| <div>Required Activity</div> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>1. Upon initial enrollment, and annually thereafter, parents of EL students receive a written notification and explanation of: <ul style="list-style-type: none"> <li>• Reason why the student was assessed for their level of English proficiency.</li> <li>• Student's performance on the CELDT, with a summary of the five proficiency levels, including performance in reading and writing for grades 2 and above.</li> <li>• Student's performance on the Spanish IPT if applicable.</li> <li>• Student's designation (EL, FEP, or R-FEP).</li> <li>• Student's recommended instructional program placement (SEI, MEI or Alternative Program) based on the student's English proficiency level and academic strengths and needs.</li> <li>• Program goals, description of program, and expected time in program, including how students will learn English, placement with an authorized teacher when appropriate, use of SDAIE techniques to support academic instruction and expected time and requirements for the student to be reclassified as fully English proficient (exit requirements) and/or meet high school graduation requirements</li> <li>• If the student has a disability, the IEP team will work with the site designated EL person to determine how to maximize the acquisition of English proficiency (i.e., ELD in regular class or ELD or special education class), and to provide additional services as needed.</li> </ul> </li> </ol> |

|  |  | Description of how the LEA is meeting or plans to meet this requirement.  |
|--|--|---|
| Required Activity  | <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ol style="list-style-type: none"> <li>the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ol> | <ul style="list-style-type: none"> <li>Through annual written notifications, parents are provided with information about who to contact should they have any questions or program requests.</li> <li>Parents of newly enrolled EL students will be invited to attend a ,“Welcome” meeting as part of for newcomers. The site’s EL program services and all components found in the written notification will be explained (also referred to in item 8 above), including the parents’ right to withdraw from the recommended program (but not services) or request a waiver to an Alternative Bilingual program will be provided.</li> </ul> |
| <p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>     |  | <p>Parents will be notified within 30 days of the first day of enrollment or within two weeks of the first day of enrollment thereafter.</p>  |
| <p><b>LEA Parent Notification Failure to Make Progress</b><br/>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p> |  | <ul style="list-style-type: none"> <li>If the District or site fails to make its AYP, all parents will be notified in writing in a language they understand no later than 30 days after such information is available.</li> <li>A general meeting will be held to explain the AYP and the opportunities available for those identified students. Child care and translation will be available.</li> </ul>   |

### Plans to Provide Services for Immigrants

| If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ). |  | Description of how the LEA is meeting or plans to meet this requirement.                |                          |
|--|--|---|--------------------------|
| Allowable Activities   | 1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:        | <b>No</b><br><br><i>Note: The District does not qualify for EIE funds at this time.</i> | <b>If yes, describe:</b> |
|  | 2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth: | <b>No</b>   | <b>If yes, describe:</b> |
|  | 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;  | <b>No</b>   | <b>If yes, describe:</b> |



|                      |   |           |                          |
|----------------------|---|-----------|--------------------------|
| Allowable Activities | 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:   | <b>No</b> | <b>If yes, describe:</b> |
|                      | 5. Basic instruction services that are directly attributable to the presence in the school District involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services: | <b>No</b> | <b>If yes, describe:</b> |
|                      | 6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:   | <b>No</b> | <b>If yes, describe:</b> |

|                      |   |           |                          |
|----------------------|---|-----------|--------------------------|
| Allowable Activities | 7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services: | <b>No</b> | <b>If yes, describe:</b> |
|----------------------|---|-----------|--------------------------|

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

| STRENGTHS   | NEEDS  |
|---|--|
| <p>In May, 2003, 84% of teachers at our Title I schools meet the federal definition of highly qualified. 84% of teachers in other schools meet the federal definition of highly qualified.</p> <p><b>As of May, 2008, 100% of our teachers meet the federal definition of highly qualified.</b></p> <p>In May, 2003, 66% of all teachers have special certification to teach English Learners. 28% of all teachers are currently enrolled in CLAD or SB395 training to increase their ability to teach English Learners a standards-based curriculum in English.</p> <p><b>In May, 2008, 100% of our teachers have special certification to teach English Learners.</b></p> | <p>As of May, 2003, 16% of all teachers in both Title I and non Title-I schools are not considered highly qualified by the federal definition. 100% of these teachers are in programs to complete their credentials in the next 12 months.</p> <p>14% of all teachers lack qualifications to teach English Learners. All professional development focused on standards-based practices in areas of program weakness will include examination of research-based practices for accelerating English Learners toward standards mastery in English.</p> <p><b>Having met the above goals by May 2008, our current goal is to retain and recruit highly qualified teachers, and teachers certified to teach English Learners.</b></p> |

**Planned Improvements for Professional Development (Title II)**  
 (Summarize information from district-operated programs and approved school-level plans)

| Please provide a description of:   | Persons Involved/<br>Timeline   | Related<br>Expenditures   | Estimated Cost  | Funding<br>Source   |
|--|---|---|---|---|
| <p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• The District's vertical curriculum alignment teams, principals, and Instructional Services Department will annually assess professional needs in relation to criteria for highly qualified teachers, as well as in relation to trends in data on formative and summative assessments of student progress toward state content and academic standards.</li> <li>• These teams will use data from District and State criterion referenced tests and input from staff development evaluations to determine staff development needs.</li> <li>• Professional development activities on standards-based instruction, curriculum development, and increasing student achievement will be designed and selected based on staff strengths and needs in relation to student achievement results.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Site Administrators</li> <li>• Math Vertical Alignment and Instructional Pacing Guide Teams</li> <li>• Language Arts Vertical Alignment and Instructional Pacing Guide Teams</li> <li>• Science/ Social Science Vertical Alignment and Instructional Pacing Guide Teams</li> <li>• Personal/Social Vertical Team</li> <li>• EL Vertical Team</li> <li>• Intervention Vertical Team</li> <li>• District Curriculum Coordinators</li> </ul> | <ul style="list-style-type: none"> <li>• Professional Development Inservices</li> <li>• Curriculum Coordinators</li> <li>• Trainer of Trainers Workshops</li> <li>• Vertical team substitute release time</li> <li>• Summer work hours</li> </ul> | <ul style="list-style-type: none"> <li>• 15 days @ \$110 per day = \$1,650 plus the cost of training not to exceed \$20,000</li> <li>• Salaries as set out above</li> <li>• 50 days @ \$110 per day = \$5,500</li> <li>• 9 teachers x 5 days x \$110 per day = \$4,950</li> <li>• 100 hours x \$32.00 hour = \$3,200</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II Part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• General fund</li> <li>• <i>BTSA</i></li> <li>• <i>PAR</i></li> </ul> |

| Please provide a description of:  | Persons Involved/<br>Timeline   | Related<br>Expenditures  | Estimated Cost   | Funding<br>Source  |
|---|---|--|--|--|
| <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> <li>• At monthly meetings, the District's vertical alignment teams, cabinet, management team, and the instructional services team will review the research on instructional strategies and programs that improve student achievement.</li> <li>• These teams will be responsible for sharing the research with teachers and for helping the teachers to integrate research-based practices with the current adopted curricula.</li> <li>• Professional development training will be provided teachers on research-based strategies and curriculum (<i>Marzano, Doug Reeves, Lisa Carter, etc.</i>)</li> <li>• Team members will provide coaching for teachers and opportunities to observe model teachers.</li> <li>• Principals will provide an accountability system for teachers to improve student learning through the use of scientifically research-based curricula and strategies.</li> <li>• An analysis of the above strategies will be included in this accountability system to assure their alignment with improved student academic achievement.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Math Vertical Team</li> <li>• Language Arts Vertical Team</li> <li>• Science/Social Science Vertical Team</li> <li>• Instructional Pacing Guide Teams</li> <li>• EL Vertical Team</li> <li>• Intervention Vertical Team</li> <li>• Management Team</li> <li>• Instructional Services Team, including the Assistant Super. of Curriculum and Instruction</li> </ul> | <ul style="list-style-type: none"> <li>• Books/articles</li> <li>• Curriculum Coordinators</li> <li>• Substitute release time</li> <li>• <i>Instructional Strategies</i> training</li> <li>• Peer coaching release time</li> </ul> | <ul style="list-style-type: none"> <li>• \$45,000</li> <li>• 15 days @ \$110 per day = \$1,650 plus the cost of training not to exceed \$20,000</li> <li>• 4 days x 27 teachers @ 110 per day = \$11,880</li> <li>• 50 days @ \$110 per day = \$5,500</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II Part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• Lottery</li> <li>• General fund</li> <li>• <i>BTSA</i></li> <li>• <i>PAR</i></li> <li>• <i>TAP</i></li> </ul> |

| Please provide a description of:   | Persons Involved/<br>Timeline   | Related<br>Expenditures   | Estimated Cost   | Funding<br>Source   |
|--|---|---|--|---|
| <p>3. How activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <li>• The District's management team and vertical alignment teams have analyzed and will continue to analyze data from standards-based assessments, with special attention paid to under-performing student populations. These teams will: <ul style="list-style-type: none"> <li>○ Determine how staff development activities focus on students meeting or exceeding standards based on test results.</li> <li>○ Assure that staff development activities address the areas of weakness in relation to the needs of student populations, and that the activities expand on the strengths of teachers in relation to the needs of student populations.</li> <li>○ Arrange for professional development inservices on differentiating instruction and increasing student achievement.</li> <li>○ Administrator's accountability report information will guide site staff development.</li> </ul> </li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Math Vertical Team</li> <li>• Language Arts Vertical Team</li> <li>• Science/Social Science Vertical Team</li> <li>• EL Vertical Team</li> <li>• Intervention Vertical Team</li> <li>• Instructional Pacing Guide Team</li> <li>• District Literacy Team</li> <li>• Management Team</li> <li>• Instructional Services (IS) Team, including the Assistant Superintendent of Instructional Services</li> <li>• Site administrators</li> </ul> | <ul style="list-style-type: none"> <li>• Substitute release time</li> <li>• Curriculum Coordinators</li> <li>• Trainer of Trainers workshops</li> <li>• District Benchmark assessment development fees</li> </ul> | <ul style="list-style-type: none"> <li>• 15 days @ \$110 per day = \$1,650 plus the cost of training not to exceed \$20,000</li> <li>• Salaries as set out above</li> <li>• 50 days @ \$110 per day = \$5,500</li> <li>• 100 hours @ \$32.00 hour = \$3,200</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II Part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• Lottery</li> <li>• General fund</li> </ul> |

| Please provide a description of:  | Persons Involved/<br>Timeline  | Related<br>Expenditures   | Estimated Cost  | Funding<br>Source   |
|---|--|---|---|---|
| <p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>• The District maintains several structures to ensure coordination of professional development activities. These include K-12 vertical teams in English Language Arts, Mathematics, Science/Social Science, English Language Learners, Early Childhood Education and Interventions.</li> <li>• In addition to these curriculum-based committees each school site will develop, coordinate, and plan specific staff development activities based on student performance needs.</li> <li>• Additional structures include; principal leadership group, PAR panel, Instructional Services (IS) staff and the Superintendent's Cabinet.</li> <li>• District goals and objectives (first goal is student achievement to meet reading, mathematics and writing standards) serve as a focus for all activities.</li> </ul> <p>Each group is and will continue to be charged with developing specific staff development goals. These goals will be collected by the Superintendent's Cabinet and working with the IS staff a District staff development plan will be created and continuously revised.</p> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Associate Superintendent, Personnel</li> <li>• Chief Business Officer</li> <li>• Director of Technology</li> <li>• Senior Director, Personnel</li> <li>• Superintendent</li> <li>• Associate Superintendent, IS</li> <li>• IS staff</li> <li>• Curriculum Coordinators</li> <li>• Instructional Pacing Guide team members</li> <li>• VT members</li> <li>• Site administration</li> <li>• Site governing structures</li> </ul> | <ul style="list-style-type: none"> <li>• Substitute release time</li> </ul> | <ul style="list-style-type: none"> <li>• 50 days @ \$110 per day = \$5,500</li> </ul> | <p>General fund</p> <ul style="list-style-type: none"> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• <i>BTSA</i></li> <li>• <i>PAR</i></li> </ul> |

| Please provide a description of:   | Persons Involved/<br>Timeline   | Related<br>Expenditures   | Estimated Cost  | Funding<br>Source  |
|--|---|---|---|--|
| <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>• Using the Trainer of Trainers model to help with implementation of <i>Thinking Maps, High Point, Into English, Ruby Payne, and Language!</i>, vertical team members will assist with and monitor teacher needs through teacher observations and provide immediate feedback and coaching to teachers who need assistance.</li> <li>• Principals will be trained and supported in observation, coaching, and evaluation of teachers in relation to standards.</li> <li>• Staff will meet monthly for grade level articulation as well as cross-grade level articulation which will provide an opportunity for teachers to discuss their specific needs.</li> <li>• Monthly staff development times will focus on practicing core research based practices.</li> <li>• Teachers will attend inservices on how to implement District adopted standards based materials and texts.</li> <li>• Staff development activities will focus on the targeted subject areas that most need improvement.</li> <li>• Teacher needing training in EL instruction will attend training in the use of the <i>Toolbox</i>.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Math Team</li> <li>• Language Arts Vertical Team</li> <li>• Science/Social Science Vertical Team</li> <li>• EL Vertical Team</li> <li>• Intervention Vertical Team</li> <li>• Management Team</li> <li>• Instructional Services Team</li> <li>• Associate Superintendent, IS</li> <li>• Site administrators</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum Coordinators</li> <li>• Substitute release time</li> <li>• Substitute release time</li> </ul> | <ul style="list-style-type: none"> <li>• 10% of 2 CCs salary and benefits = \$14,000</li> <li>• 50 days @ \$110 per day = \$5,500</li> <li>• 15 days@ \$110 per day = \$1,650 plus the cost of training not to exceed \$20,000</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• Lottery</li> <li>• General fund</li> <li>• <i>BTSA</i></li> <li>• <i>PAR</i></li> </ul> |



| Please provide a description of:   | Persons Involved/<br>Timeline   | Related<br>Expenditures  | Estimated Cost   | Funding<br>Source   |
|--|---|--|--|---|
| <p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The District <i>Information Technology Plan</i> outlines specific recommendations for curriculum integration and staff development.</p> <ul style="list-style-type: none"> <li>• Curricular Vertical Teams (VT), the Instructional Services Staff (ISS), and the District Directory of Technology will be responsible over the next five years to plan for the implementation of the following recommendations: <ul style="list-style-type: none"> <li>○ coordination of technology training with content area training</li> <li>○ ongoing review, acquisition and use of software that support standards based instruction</li> <li>○ training in and use of the District Web site for project based standards aligned student assignments</li> <li>○ use of web sites to display and assess student work</li> </ul> </li> <li>• Monthly technology training will be established for VT members and other District staff – first focused on the above described planning activities.</li> <li>• Initial staff development may also include training on <i>Aeries</i> training, <i>Accelerated Reader</i>, <i>Waterford</i>, and other adopted programs</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• IS staff</li> <li>• Director of Technology</li> <li>• Vertical Team members</li> <li>• Pacing Guide Team members</li> <li>• District Literacy Team</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum development time</li> <li>• Substitute release time</li> </ul> | <ul style="list-style-type: none"> <li>• 100 hours @ \$32.00 hour = \$3,200</li> <li>• 15 days @ \$110 per day = \$1,650 plus the cost of training not to exceed \$20,000</li> <li>• Salaries</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• <i>General fund</i></li> </ul> |

| Please provide a description of:   | Persons Involved/<br>Timeline  | Related<br>Expenditures   | Estimated Cost   | Funding<br>Source   |
|--|--|---|--|---|
| <p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>• Modernization of network infrastructure will be completed at the other District middle school by the beginning of the 2003-2004 school year.</li> <li>• High school modernization and network infrastructure is being implemented</li> <li>• Within five years, all classrooms, computer labs, library media centers, and offices will have hardware that is capable of meeting the educational and administrative needs of the District. These plans are articulated in the District Technology Plan.</li> <li>• The District will continue its participation in the San Gabriel Valley Technology collaborative. Goals of the collaborative include the development of on and off line staff development for teachers.</li> <li>• The District will implement a technology staff development program that will build out from the digital high school grant and activities.</li> <li>• Technology staff development and network events will be implemented for teachers and administrators.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Instructional Services staff</li> <li>• Vertical Team members</li> <li>• Director of Technology</li> </ul> | <ul style="list-style-type: none"> <li>• Substitute release time</li> <li>• Curriculum development time</li> <li>• Software license fees</li> </ul> | <ul style="list-style-type: none"> <li>• 15 days @ \$110 per day = \$1,650</li> <li>• 100 hours of curriculum development fees at \$32.00 hour = \$3,200</li> <li>• \$30,000</li> <li>• Salaries as set out above</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• Lottery</li> <li>• General fund</li> </ul> |

| Please provide a description of:   | Persons Involved/<br>Timeline  | Related<br>Expenditures   | Estimated Cost   | Funding<br>Source   |
|--|--|---|--|---|
| <p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA plan:</p> <ul style="list-style-type: none"> <li>• Each site is required to maintain the appropriate governance and advisory groups including School Site Councils and English Language Learner Advisory Council.</li> <li>• Additionally, the District maintains curriculum vertical teams, Pacing Guide Teams, principal leadership groups (elementary and secondary), a superintendent's cabinet, and the Instructional Services Staff.</li> <li>• The IS staff has been responsible for collating this information into the final plan.</li> <li>• These structures, the school plan revision process, and ongoing District accountability structures will continue to be used to annually revise the activities articulated in this LEA Plan using school and District personnel, parent, and community member time as needed.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• SSC</li> <li>• ELAC</li> <li>• Principals</li> <li>• Vertical Team members</li> <li>• Pacing Guide Team members</li> <li>• Superintendent's Cabinet</li> <li>• Instructional Services staff</li> </ul> | <ul style="list-style-type: none"> <li>• Substitute release time</li> </ul> | <ul style="list-style-type: none"> <li>• 3 days for 9 teachers @ 110 per day = \$2,970</li> <li>• \$5,000</li> </ul> | <ul style="list-style-type: none"> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• General fund</li> <li>• <i>Title II</i></li> </ul> |

| Please provide a description of:  | Persons Involved/<br>Timeline  | Related<br>Expenditures  | Estimated Cost   | Funding<br>Source  |
|---|--|--|--|--|
| <p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child's education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <ul style="list-style-type: none"> <li>• Teacher collaboration time will continue to focus on improving student performance via assessments, student work, and student behavior while addressing the unique needs of individual students.</li> <li>• Staff development days will focus on practicing core research-based practices, planning for addressing diverse student needs, student behavior management, and working with families.</li> <li>• Staff development will continue to address the use of effective strategies for teaching EL students.</li> <li>• Staff development days will also focus on data analysis to inform instruction</li> <li>• Future staff development activities will show teachers how to integrate the use of data and technology to improve their instruction and methodology.</li> <li>• One-on-one coaching of teachers who need assistance will be assisted by curriculum coaches, principals, consulting teachers, and <i>BTSA</i> providers.</li> <li>• The District will continue to involve parents in the educational process through Back to School and Open House nights and to respond to individual parent concerns as needed.</li> <li>• The District "banks" instructional minutes in order to provide staff with shortened teaching days on Wednesdays. These Wednesday pupil-free afternoons provide staff with time to do site-specific staff development. One Wednesday afternoon per month is used for District staff development and collaboration to address the above and other teacher improvement activities.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• Vertical Math Team</li> <li>• Language Arts Vertical Team</li> <li>• Science/Social Science Vertical Team</li> <li>• Pacing Guide Teams</li> <li>• EL Vertical Team</li> <li>• Intervention Vertical Team</li> <li>• Management Team</li> <li>• Instructional Services Team</li> <li>• Associate Superintendent, IS</li> <li>• Site administrators</li> <li>• Consulting teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Substitute release time</li> <li>• Curriculum Coordinators</li> <li>• Trainer of trainers workshops</li> <li>• Vertical team release days and consulting teachers release time</li> </ul> | <ul style="list-style-type: none"> <li>• 15 days @ \$110 per day = \$1,650 plus the cost of training not to exceed \$20,000</li> <li>• 50 days @ \$110 per day = \$5,500</li> <li>• 15 days @ \$110 per day = \$1,650</li> <li>• Salaries</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Title II Part D</i></li> <li>• <i>SIP</i></li> <li>• <i>Title I</i></li> <li>• General fund</li> <li>• <i>BTSA</i></li> <li>• PAR</li> </ul> |

| Please provide a description of:  | Persons Involved/<br>Timeline   | Related<br>Expenditures  | Estimated Cost   | Funding<br>Source                                       |
|---|---|--|--|---|
| <p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>• The District will provide local test preparation support for all paraprofessionals.</li> <li>• The District will provide reimbursement of tuition costs for EL certification training per contractual agreement.</li> </ul> | <p>Ongoing</p> <ul style="list-style-type: none"> <li>• District Personnel staff</li> <li>• District Personnel staff</li> </ul> | <ul style="list-style-type: none"> <li>• Reimbursement of tuition costs</li> </ul> | <ul style="list-style-type: none"> <li>• \$10,000</li> </ul> | <ul style="list-style-type: none"> <li>• TAP</li> </ul> |

NOTE: Performance Goal 4 will be the subject of self-study and updating beginning in July, 2008, following final collection of 2008 Healthy Kid Survey Data.

**Performance Goal 4:** *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

**Environments Conducive to Learning (Strengths and Needs):**

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

| STRENGTHS  | NEEDS  |
|--|--|
| <p><b>All-inclusive District Goals:</b> The Monrovia Unified School District staff and community have developed <i>Vision 2020</i> which outlines five District goals:</p> <ol style="list-style-type: none"> <li>1) Learning for all students</li> <li>2) Safe, orderly, positive learning environments</li> <li>3) Quality staff providing quality service</li> <li>4) School, home, community partnerships and communication</li> <li>5) Acquisition and allocation of resources to support goals 1 – 4.</li> </ol> <p>These goals are posted at school sites and in classrooms and are used as a guide to direct learning and asset building activities throughout the District.</p> <p><b>Community Involvement:</b> Collaborative community involvement and shared decision-making is a noteworthy strength of the Monrovia Unified School District and the Monrovia community. An all-inclusive set of standing committees, task groups, and collaboratives comprised of both community and District representatives meet regularly to accomplish specific goals and outcomes directed toward improving students' success in school and in life. These committees include the following:</p> <ul style="list-style-type: none"> <li>• <b>BEACON - Business Education And Community Outreach Network</b> oversees community connections to business and education; recognizes certificated and classified employee of the month; and works with Monrovia USD to provide a connection between education and career including community service learning opportunities.</li> <li>• <b>Child Health Partnership Program</b> is a non-profit community and District-based committee that partners with health care providers to provide free medical, dental, vision, and pharmaceutical services to uninsured or under-insured youth.</li> <li>• <b>District Bilingual Advisory Committee</b> oversees District's Bilingual education.</li> </ul> | <p>Components that need strengthening include:</p> <ul style="list-style-type: none"> <li>• A science-based prevention curriculum needs to be adopted and implemented consistently across K-12 grade levels.</li> <li>• School climate activities are random and need to be coordinated with proven best practices and institutionalized into the school structure.</li> <li>• Peer Helpers who daily address conflict among their peers have not been trained in a science-based violence prevention program.</li> <li>• After-school programs do not appeal to the high-risk student.</li> <li>• A Critical Incident Mental Health Response System has not been formulated.</li> <li>• A Threat Assessment Team has not been established and individuals have not been trained to assess the level and severity of potentially violent situations.</li> <li>• Opinions from Monrovia's youth regarding the data received from the California Healthy Kids Survey has not been solicited.</li> <li>• A broad understanding and implementation of resiliency principles (caring, high expectations, and meaningful participation) for staff and other partner agencies and parents have not been institutionalized.</li> <li>• Community Resource Officers and school counselors have not been trained in a research-based prevention curriculum for the classroom.</li> </ul> |

- **DBAC - District Budget Advisory Committee** oversees and advises on District budgetary decisions.
- **Leadership and decision-making among youth:** Opportunities for students to participate in the decision-making process and to have a voice in school climate issues are integrated throughout several committees. Student grade-level representatives sit on the School Site Council at the high school level and student representatives are selected for both the School Board and Monrovia City Council. Monrovia has a Youth Commission to facilitate various resiliency-building activities. The high school peer mentors are involved in schoolwide prevention activities.
- **Medi-Cal LEA Steering Committee** administers the distribution of Medi-Cal LEA funds to District health and human service providers.
- **Monrovia Duarte PTA Council** is a committee of PTA/PTSA presidents who collaborate on PTA District/community operations.
- **Monrovia Reads** provides community-wide efforts aimed at 100% literacy in the community.
- **Monrovia USD Vision 2020** ensures implementation of *Vision 2020* Goals.
- **PAC - Policy Agenda Committee** oversees and advises on District policy decisions.
- **PTA/PTSA - Parent Teacher (Student) Association** supports the school site with activities, funds, and coordination of volunteers.
- **Safe Community, Safe Campus Steering Committee (SCSCSC)** is comprised of school administrators and Monrovia Police Department leaders who review crime reports, evaluate current safety issues, and form strategies to prevent or alleviate prevailing safety issues.
- **School Site Councils** exist at all school sites to oversee site categorical program implementation and funding.
- **Student Support Services, Healthy Start Collaborative** is comprised of 26 community agency leaders, municipalities, and District representatives who plan, administer and implement student support service programs. This group guides the planning and implementing of strategies to strengthen student resiliency and support a positive school and community climate.
- **TUPE/S&DFS Steering Committee** is responsible for reviewing the *California Healthy Kids* data, monitoring prevention program progress, gathering, making recommendations, and evaluating program progress.
- **Six Vertical Teams** comprised of representatives from each school site, K-12, gather input, disseminate information from/to sites, and make recommendations for curriculum, assessments, and textbook adoptions. These teams include, Early Childhood, English Learners, Intervention, Language Arts, Math, Science/Social Science, and Personal/Social Development.

**Technology:** Communication technology is updated and maintained in working order.

**Discipline Policy:** The District has a strongly enforced student code of conduct and a well publicized and distributed *Rights and Responsibilities Student Handbook*. It has a progressive discipline policy for staff to use.

**Translation Services:** Materials are translated that inform parents about rules, responsibilities, and procedures for discipline and behavioral problems.

**Emergency Procedures:** There is a clear set of emergency procedures and opportunities for practice drills.

**Student Support:** Administrators and staff allocate resources and support and promote the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement.

**Parent Communication:** Parents receive the District *Rights and Responsibilities* document at the beginning of every school year. Regular District and site newsletters and survey reports are distributed in both Spanish and English. Elementary students have a *Wednesday Folder* system where communication is sent home to parents on a weekly basis. A Community Liaison is at every school site and provides translation for the Spanish-speaking parents.

**Truancy Prevention:** Monrovia USD has a comprehensive multifaceted approach to address school truancy.

- A collaborative effort with the Monrovia Police Department instituted a Truancy Ordinance, which hold students as well as parents responsible for violations.
- Truancy sweeps with the Monrovia Police Department and Monrovia Administrators prove highly effective as a deterrent to disruptions.
- Attendance and tardy issues are addressed through the school counselors and/or through the Certificated FTE Dropout Prevention Outreach Consultant who provides ongoing services to students and their families.
- The School Attendance Review Team (SART) is comprised of the Director of Student Services and the Child Welfare and Attendance Officer. Meetings are conducted monthly as a preliminary warning and prevention measure to inform both students and parents prior to being referred to School Attendance Review Board (SARB).
- Community Liaison or Attendance Clerks call home to verify absence.
- Attendance issues are refereed to the Student Support Services/*Healthy Start* Office where Case Management Workers and/or Social Workers follow-up with families to offer counseling, health care, or other needed services to increase families' ability to function effectively.



- A FTE School Resource Officer (SRO) is assigned to provide prevention and early intervention services. He consults with pre- and at-risk families and students.
- A FTE Probation Officer, outstation at Monrovia High School, provides individual informal and formal guidance and monitoring to students who are on probation.

**Facilities:** Each schools' physical environment is well maintained and classrooms have been modernized to facilitate learning. There is a District plan to support this process and a District level Facility Manager to oversee the ongoing maintenance and modernization.

**Discipline Alternatives:** As an alternative to suspension, the *Saturday School Program* and detention programs are in place to addresses discipline issues.

**Behavior Interventions:** Alternative placement programs are implemented for grades 5 through 12 students with severe behavioral problems. Small classroom instruction and guidance and counseling services are provided consistently. Behavioral referrals are given to the *Healthy Start Office* (sustained by local funding) where Case Management Workers partner with the school site to provide needed support services and/or to refer the student to appropriate programs.

**Community Resources:** The District publishes a local directory of community resources every two years to provide site administrators and office managers with current information about cessation programs, mental health services, crisis hotlines, medical services, shelters, and housing programs.

**Nutrition Education:** A Nutrition Outreach Coordinator coordinates Nutrition Education throughout the District and provides a monthly curriculum enhancement newsletter, *Food for Thought*, and teacher training institutes, as well as aligning nutrition education to core curricula areas.

**School Climate Programs:** Programs and activities that foster a positive school climate have been implemented with sporadic success throughout the District. These activities include:

- The Drug Store - A simulation drug scenario with negative consequences is experienced by all 6<sup>th</sup> and 7<sup>th</sup> grade students held in conjunction with *Red Ribbon Week* and facilitated in partnership with the Department of Justice and the Monrovia Police Department.
- *Diversity Week* for 9<sup>th</sup> grade students at Monrovia High School has three days of classroom guidance activities and training using Peer Helpers to facilitate discussion.
- After School Programs through the *After School Learning and Safe Neighborhood Program* and through Intervention funding have over 800 students participating

per day though out the District. Activities include homework assistance, nutrition and physical fitness lessons, and enrichment activities including partnering with local agencies and tutoring.

- Conflict Management guidance lessons are conducted by the school counselor as well as Peer Mediation which is an early intervention method used to resolve student conflicts.
- Classroom Community Activities are conducted in elementary classrooms.
- A comprehensive early intervention and on-site counseling program provides counseling to over 300 students annually.
- Community counseling is provided and subsidized for families with pervasive needs such as incarceration, homelessness, death and grief issues, foster care, and displacement problems.
- A comprehensive health care system provides a variety of health prevention and intervention services including the following:
  - *Child Health Disability Program* - A nurse practitioner offers free physical examinations for entry to school and for period physical checkups to qualified families.
  - Free Sports Physicals are offered at the school site to reduce absenteeism and assist in participation in sports.
  - *Child Health Partnership Program* is a collaborative effort with local physicians and health practitioners to provide uninsured students with urgent medical needs free services such as pediatric care, hospitalization, eye examination and glasses, pharmaceuticals, and dental care.
  - Medi-Cal and Healthy Families consists of a full-time eligibility worker who provides enrollment assistance for Monrovia families and the surrounding communities.
  - A District nurse provides training to staff and community regarding health prevention and concerns.

**Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

*Note: For the code of conduct regarding student behavior expectations, see Appendix I, pages 117 to 122, for selected pages from the Monrovia Unified School District's 12-page School Safety and Discipline Rules and Regulations booklet.*

**ACTIVITIES**

- In year one, a Science/Social Science, Personal/Social Vertical Team will convene a committee to formulate a written strategic plan to replace the District's *Here's Looking at You 2000 Program* with an ATODV science-based curriculum K-12. This committee will also align the curriculum with core subject areas and outline an adoption schedule commensurate with funds available.
- The District will convene a *Youth Summit* biannually to review the *California Healthy Kids* data and to address topics of school climate and implement resiliency principles (caring, high expectations, and meaningful participation) for staff, other partner agencies, and parents.
- Community Resource Officers and school counselors will be trained and will deliver a research-based prevention curriculum in the classroom.
- Peers will be trained yearly in the science-based prevention curriculum to help facilitate their involvement with conflict resolution and peer mediation.
- A broad range of after-school programs will operate within the District that will engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, multi-media, Club Live, etc.
- ATODV research-validated curriculum *Project Alert* will be taught in all middle schools; teachers will be trained on the standard sessions and following year booster sessions will be conducted.
- A *Critical Incident Mental Health Response System* will be developed and a team will be trained to respond to incidents effecting youth throughout the District.
- A Threat Assessment Team will be formulated and trained to assess the level and severity of potential violent situations.
- The Community Resource Officer and school counselors will be trained in research validated prevention curriculum in order to monitor the program for fidelity of delivery and will conduct lessons when appropriate.
- Dialogue and awareness sessions will be conducted prior to introducing ATODV curricula, so teachers see the connection between these issues and the overall academic success of students.
- Lifetime alcohol usage will be addressed through adoption of state approved activities and curriculum.

**Needs and Strengths Assessment (4115(a)(1)(A) ):**

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

| STRENGTHS  | NEEDS   |
|--|---|
| <p><b>Data Collection:</b> There is ongoing data collection on ATODV through the CHKS, a District survey completed by teachers, and a parent satisfaction survey. Additional information is gathered on crime incidents, expulsion, suspensions, and discipline problems. Information is disseminated and evaluated at the SCSCSC, <i>Safe Community, Safe Campus Steering Committee</i>. This committee is comprised of school administrators and local police leaders.</p> <p><b>Awareness of CHKS Survey Results:</b><br/>The CHKS results for Monrovia USD have been thoroughly considered by numerous community collaboratives and by site administrators and their faculty. CHKS was reviewed thoroughly at a School Board study session.</p> <p><b>Administration Oversight:</b> The District has a Student Support Services Director that coordinates the planning and funding of ATODV prevention and administers resource development and linkages to Community Based Organization services.</p> <p><b>School Safety:</b> All school sites have a <i>Safe School Plan</i> and <i>Crisis Box</i> as recommended by the California Department of Education and the California Attorney General's Office. The School Resource Officer provides coordination.</p> <p><b>Safety technology:</b> Communication technology upgrades, such as cell phones and ties into the emergency system, have been completed.</p> <p><b>Response Services:</b> The Student Support Service and <i>Healthy Start</i> Family Service Center provides services to at-risk students and their families in school-based and/or family counseling. Appropriate referrals are provided to community-based agencies for related issues concerning tobacco, drug, and alcohol abuse.</p> <p><b>Accessible Resources:</b> A Student Support Service Library has been formulated and drug, alcohol, tobacco, and violence prevention materials are available for school staff and parents.</p> <p><b>Internet Safety:</b> Cyber Safety materials have been created and distributed to all school sites for use in their Media Centers.</p> | <p><b>Teacher Cooperation:</b> The buy-in for teachers to integrate ATOD issues into their curriculum needs to be improved.</p> <p><b>Training:</b> Teacher training in strategies for integrating ATOD education into the curriculum and awareness of ATODV and achievement is inadequate.</p> <p><b>Climate and Safety:</b> Harassment, hazing, and bullying still needs to be addressed more aggressively; approved materials for grades 9-12 are not in place. There is an unacceptably high number of students who do not feel very safe at school. (5<sup>th</sup> grade: 50%, 7<sup>th</sup> Grade: 19%, 9<sup>th</sup> Grade: 16 %, and 11<sup>th</sup> Grade: 13%.)</p> <p><b>Alcohol use:</b> The prevalence of alcohol lifetime use needs to be decreased.</p> |

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**NOTE: This section will be updated with the most current information after July 1, 2008.**

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

| <b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention<br/>Performance Measures<br/>From the California Healthy Kids Survey</b> | <b>Most Recent<br/>Survey date:<br/>10-11/01<br/>Baseline<br/>Data</b> | <b>Biennial<br/>Goal<br/>(Performance<br/>Indicator)</b> |
|---|--|--|
| The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:   | 5th 2%<br>7th 18%  | 5th 1%<br>7th 13%  |
| The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:                      | 7th 5%<br>9th 14%<br>11th 20%  | 7th 3%<br>9th 10%<br>11th 15%                            |
| The percentage of students that have used marijuana will <b>decrease</b> biennially by:   | 5th 1%<br>7th 8%   | 5th 0%<br>7th 4%   |
| The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:                         | 7th 13%<br>9th 34%<br>11th 48%   | 7th 8%<br>9th 29%<br>11th 38%                            |
| The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:                       | 7th 2%<br>9th 19%<br>11th 23%  | 7th 1%<br>9th 14%<br>11th 19%                            |

|  |   |   |
|--|---|---|
| <p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>  | <p>5th 50%</p> <p>7th 19%</p> <p>9th 16%</p> <p>11th 13%</p>  | <p>5th 45%</p> <p>7th 14%</p> <p>9th 11%</p> <p>11th 8%</p>                                 |
| <p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>   | <p>7th 31%</p> <p>9th 30%</p> <p>11th 20%</p>   | <p>7th 26%</p> <p>9th 25%</p> <p>11th 15%</p>   |
| <p style="text-align: center;"><b>Truancy Performance Indicator</b></p>  |   |   |
| <p>The percentage of students who have been truant will <b>decrease</b> annually by .50% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p> | <p>2 %</p>  | <p>&lt; 1% (maintained)</p>   |
| <p style="text-align: center;"><b>Protective Factors<br/>Performance Measures<br/>from the California Healthy Kids Survey</b></p>  | <p style="text-align: center;"><b>Most recent<br/>date:<br/>10-11/01<br/><br/>Baseline Data</b></p> | <p style="text-align: center;"><b>Biennial<br/>Goal<br/>(Performance<br/>Indicator)</b></p> |
| <p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>  | <p>5th 72%</p> <p>7th 45%</p> <p>9th 31%</p> <p>11th 37%</p>  | <p>5th 77%</p> <p>7th 50%</p> <p>9th 36%</p> <p>11th 42%</p>                                |
| <p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>   | <p>5th 64%</p> <p>7th 58%</p> <p>9th 43%</p> <p>11th 45%</p>  | <p>5th 69%</p> <p>7th 63%</p> <p>9th 48%</p> <p>11th 50%</p>                                |

|  |   |   |
|--|---|---|
| The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by: | 5th 24%<br>7th 14%<br>9th 15%<br>11th 16%     | 5th 29%<br>7th 19%<br>9th 20%<br>11th 21% |
| The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:                       | 5th N/A%<br>7th N/A%<br>9th N/A%<br>11th N/A% | 5th 77%<br>7th 50%<br>9th 36%<br>11th 42% |

### Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

| LEA Specified Performance Measures<br><br>_____none_____<br>(Process to Collect Data) | Performance Indicator Goal | Baseline Data |
|---|----------------------------|---------------|
|   |                            |               |

**Science Based Programs (4115 (a)(1)(C) ):**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

| Science-Based Program Name        | Program<br>ATODV<br>Focus | Target<br>Grade<br>Levels | Target<br>Population<br>Size | Purchase<br>Date    | Staff Training<br>Date | Start<br>Date          |
|-----------------------------------|---------------------------|---------------------------|------------------------------|---------------------|------------------------|------------------------|
| Positive Action                   | ATODV                     | K-12                      | 3,500                        | 7/03, 7/04,<br>7/05 | 10/03, 10/04,<br>10/05 | 11/03, 11/04,<br>11/05 |
| Project Alert                     | ATD                       | 6-8                       | 800                          | 5/03                | 10/03                  | 11/03                  |
| Project TND (Control Group Study) | ATODV                     | 9-12                      | 850                          | 5/04                | 9/04                   | 10/04                  |



**Research-based Activities (4115 (a)(1)(C) ):**

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

| Check | Activities                         | Program ATODV Focus | Target Grade Levels |
|-------|------------------------------------|---------------------|---------------------|
| Y     | After School Programs              | ATODV               | 1-8                 |
| Y     | Conflict Mediation/Resolution      | V                   | 6-12                |
| Y     | Early Intervention and Counseling  | ATODV               | K-12                |
|       | Environmental Strategies           |                     |                     |
| Y     | Family and Community Collaboration | ATODV               | K-12                |
|       | Media Literacy and Advocacy        |                     |                     |
| Y     | Mentoring                          | ATODV               | K-12                |
| Y     | Peer-Helping and Peer Leaders      | ATODV               | 6-12                |
|       | Positive Alternatives              |                     |                     |
| Y     | School Policies                    | ATODV               | K-12                |
|       | Service-Learning/Community Service |                     |                     |
|       | Student Assistance Programs        |                     |                     |
|       | Tobacco-Use Cessation              |                     |                     |

| Check | Activities   | Program ATODV Focus | Target Grade Levels |
|-------|--|---------------------|---------------------|
|       | Youth Development<br>Caring Schools<br>Caring Classrooms |                     |                     |
|       | Other Activities   |                     |                     |

**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

| Promising Program name | Program<br>ATODV<br>Focus | Target<br>Grade<br>Levels | Target<br>Population<br>Size | Purchase<br>Date | Staff<br>Training<br>Date | Start<br>Date |
|------------------------|---------------------------|---------------------------|------------------------------|------------------|---------------------------|---------------|
| -- none --             |                           |                           |                              |                  |                           |               |
|                        |                           |                           |                              |                  |                           |               |
|                        |                           |                           |                              |                  |                           |               |

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

### **Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Monrovia Unified School District has selected the following programs and has outlined an adoption sequence to replace the *Here's Looking At You 2000 Program* in the elementary schools and the *DARE America Program* in the middle and high schools. The programs being adopted include the following: *Positive Action*: K-5; *Project Alert*: 6-8; and *Project TND*: 9-12. These programs were selected after an extensive review by the District Science/Social Science and Personal/Social Vertical Teams in a curriculum adoption committee. These Vertical Teams consulted with various vendors associated with research-based curriculum and ATODV consultants from the County Office of Education. This committee not only reviewed a wide array of recommended research-based programs, but also analyzed local data from a variety of sources including CHKS and local assessments to determine the best programs to meet our needs.

**Positive Action** was selected for all our K-5 schools after reviewing CHKS and school records which show incidents of alcohol, tobacco, and behavioral referrals. The benchmark data from the 2001 CHKS indicate that 49% of 5<sup>th</sup> grade students were bullied in the past year. Discipline referrals have remained constant during this period; however faculty and principals would like to see a reduction in classroom and playground behavior problems. School/community focus groups were also convened to discuss: (1) academic performance, since a significant number of our elementary schools fall below the 50<sup>th</sup> percentile as indicated on the API Index. A concern clearly exists related to issues of civility, empathy, and safety as well as a concern regarding students' motivation toward learning and positive peer relationships. *Positive Action* matched our needs in all of these areas since this program focuses on building improved behavior and building self-concept, raising academic achievement levels, and decreasing ATOD use.

**Project Alert** was selected for our two middle schools after reviewing data from the CHKS that indicated a high usage of ATOD among both girls and boys. We searched for a program that not only was effective in decreasing ATOD use, but was also motivational for adolescents and had a parent component, since our community's perception of our youth is not always positive. *Project Alert* is interactive and video-enhanced, has a parent/community involvement piece, and has proven to be a successful program at the middle school level.

**Project TND** was selected due the high incidence of regular alcohol consumption among our 11<sup>th</sup> grade students and the high number of students who have ridden in a vehicle after a driver had been drinking alcohol. Also the high incidence of Marijuana use as reported on the CHKS, *Project TND* will be used with youth to teach refusal skills, impulse control, problem solving, and pro-social behavior.

The activities selected from Appendix D are meant to supplement and extend the content and lessons in our ATODV curriculum. The selection of these activities has been based on data collected from the CHKS, other local sources, and research from the Search Institute. This research shows the importance of youth development/asset acquisition to academic achievement and success in life, ATOD use, involvement in risky behaviors, and aggressiveness. So, as a result of our analysis of collected data, we have selected the following activities: *After School Programs*, *Conflict Mediation/Resolution*, *Mentoring*, *Peer Helping*, and *Early Intervention and Counseling*. Since we see the need to create a more positive school and student image in our community, we have also selected the activity *Family and Community Collaboration*.

**Evaluation and Continuous Improvement (4115 (a)(2)(A) ):**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Monrovia Unified School District conducted the CHKS in grades 5, 7, 9 and 11 in the Fall of 2001. We will continue to use this assessment every other year as required. The Resiliency Model Assessment was also given in the fall of 2001 and will be used every other year due to the focus on youth development in this District. Ongoing benchmark assessments and pre- and post-tests are administered after curriculum series.

The Monrovia Board of Education, the on-site Administration, and various "Think Tanks", coordinating councils, and vertical teams meet to discuss findings and strategies on activities and programs which can address particular issues. The two primary councils that are involved in the analysis of the data are the Safe Community, Safe Campus Steering Committee (SCSCSC) which is comprised of school administrators and the Monrovia Police Department leadership. Also, the S&DFS analyze the data annually for both District-wide trends and specific strengths and needs at each site. This committee also monitors programs and activities throughout the year.

Yearly surveys of the administrators will allow us to determine trends for ATODV. This will be formulated in a written report that will be presented to Monrovia's Board of Education, and community and parent groups throughout the community. Every other year a Youth and Community Summit will be convened to look at data and to formulate solutions to address the ATODV issues of Monrovia's youth.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

**Data Collection Timeline**

- 1) Baseline CHKS data was collected in the 2001-2002 school year and progress data will be collected in 2003-2004, 2005-2006 and 2007-2008.
- 2) After each series of prevention lessons (throughout the school year for each year of the plan), post-test information on changes in knowledge, attitudes, and intentions will be collected.
- 3) Identified staff will complete consumer satisfaction surveys the beginning of May 2004 and each May thereafter.

**Reporting Timeline**

- 1) The Instructional Services Department, the Assistant Superintendent, and The S&DFS Committee, with assistance from the Student Support Service Director will analyze all ATODV data sources by June 30 of each school year.
- 2) A written report, incorporating tables of the CHKS will be developed by the District Director of Student Services by August 1 each year following the administration of the CHKS survey.
- 3) A summary of the report will be presented to the District Board of Education and placed on the District's web-site by the first Board meeting in October.
- 4) CHKS Summary information will be made available to parents and community partners through local newspaper articles and through notifications to homes.
- 5) Information will be presented to principals and staff at a designated staff meeting once a year.
- 6) The S&DFS Committee will reconvene in late summer or early the fall to use the input from the Board, staff, parents, and community members to refine the program.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need.  
(Section 4114 [d][3])

The Monrovia Unified School District defines the greatest needs students as students who receive *Title I* services, live in single parent households, are English Language Learners, have emotional or mental health problems, have received a discipline referral, and/or are performing below standards.

The following services are provided to students with the greatest needs:

- Early identification and intervention services with counselors from community-based organizations, Pupil Personnel Services, Fieldwork Interns, and Social Work Interns.
- Outreach Consultants at Santa Fe Middle School and Monrovia High School are utilized for high-risk families and truant students.
- After-school activities that focus on academic tutoring; mentoring; ATODV Lessons; and opportunities to participate in non-academic, creative, and athletic activities.
- *Saturday School Program* at Monrovia High School for students cited for ATOD use on campus, bullying, and/or other discipline problems.
- A referral system for family counseling, support services, health, and crisis related issues.
- A *Resource Directory* published and distributed to schools and to community agencies that list local mental health, crisis, and medical agencies that address issues relating to ATODV and family basic needs.

**Coordination of All Programs (4114 (d)(2)(A) ):**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Monrovia Unified School District S&DFS Committee is comprised of members from other funded programs, such as *After School Learning and Safe Neighborhood Program*, AB1113, SB65 *Pupil Motivation and Maintenance Drop-Out Prevention Grant*, Medi-Cal, and 10<sup>th</sup> Grade Counseling Funds. Representatives from the Parks and Recreation Department, community-based prevention organizations, and law enforcement, including the School Resource Officer, the Chief of Police, and a Juvenile Probation Officer, will participate on the District S&DFS committee.

Additionally, we have convened a Vertical Team of Science/Social Science educators and have convened the LEAP Coordinating Council that will continue to look at common elements of each goal that ensure best practices in teaching strategies and the promotion of highly qualified teachers. This will also lead to a coordination of prevention efforts.

**Parent Involvement (4115 (a)(1)(e) ):**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in the Monrovia Unified School District at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the District Budget Committee, Student Support Services Coordinating Council and School-Site Councils. Parents are recruited from all ethnic and socioeconomic groups in our District to be representatives on the above committees. The PTA sponsors events for parents to learn about prevention activities and have input into strategic direction for the following year. They are in charge of *Red Ribbon Activities* and will plan at least two school-wide assemblies each year. Other notification procedures on such issues as *Parent Choice Options* and *Safe School Status* are in place to meet the required timelines. Letters will be mailed to every parent in the District yearly to notify them of their options.



**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Once pregnant minors or minor parents are identified in the Monrovia Unified School District, the adolescent meets with a counselor from their school. The counselor assesses what services are needed including whether the minor uses tobacco or has family members who use tobacco products. Canyon Oaks High School, an alternative school that includes opportunity programs and an independent study program, provides specialized instruction for both pregnant minors and teen parents. The instructor addresses issues of tobacco and substance use and students are provided lessons from counselors and other guest speakers. Students are referred to the District Student Support Services Department for counseling and case management services, assuring linkages to services are completed and follow up is provided.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3) ):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

| Position/Title                                   | Full time equivalent |
|--|----------------------|
| Associate Superintendent, Instructional Services | 0.0098%              |
| Director, Pupil Support Services                 | 0.05%                |
|  |                      |

**Performance Goal 5: *All students will graduate from high school.***

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

| Performance Indicator                  | Activities/Actions  | Students Served | Timeline/ Person(s) Involved   | Benchmarks/ Evaluation   | Funding Source  |
|--|---|-----------------|--|--|---|
| <b>5.1<br/>(High School Graduates)</b> | <ol style="list-style-type: none"> <li>1) The District Board adopted new graduation requirements with an emphasis on the readiness of students to graduate ready for a two or four year college/university.</li> <li>2) Beginning with the incoming class (2003), all students will complete a four-year academic plan.</li> <li>3) The counseling department is in the process of revision. Their emphasis is to adopt national standards; counselors will be required to focus on student outcome data.</li> <li>4) Graduation rate targets have been set by District and high school and will be reviewed on an annual basis.</li> </ol> | All Students    | <p>Ongoing</p> <ol style="list-style-type: none"> <li>1) Board of Education and Superintendent's Cabinet</li> <li>2) HS counseling staff and administration</li> <li>3) Counseling staff</li> <li>4) District and site administration</li> </ol> | <ol style="list-style-type: none"> <li>1) Currently about 50 % of students take an A – G course of study program; a 5% per year increase is set as the initial target.</li> <li>2) 100 percent of freshman students will complete a plan.<br/><b>5/2008 Status: Benchmark met</b></li> <li>3)The counseling department will select benchmark outcome data for internal assessment.</li> <li>4)The graduation rate will increase at 5% per year until a rate of at least 97% is achieved and maintained.<br/><b>5/2008 Status: Benchmark met</b></li> </ol> | \$ General fund<br>\$ 10 <sup>th</sup> grade counseling |

## Planned Improvements: High School Graduation Rates, Dropouts, and AP

| Performance Indicator | Activities/Actions   | Students Served | Timeline/ Person(s) Involved  | Benchmarks/ Evaluation  | Funding Source   |
|-----------------------|--|-----------------|---|---|--|
| 5.2<br>(Dropouts)     | <p>1) The District and Monrovia High School are participants in the SB 65 program. A dropout prevention counselor will continue to serve the school.</p> <p>2) Through the Associated Student Body, students take an active role in researching student engagement and proposing activities to keep students connected with school.</p> <p>3) Attendance and tardy issues will continue to be addressed through the school counselors.</p> <p>4) MHS has numerous athletic teams and student clubs to involve students in school:<br/> <b>12 athletic teams:</b><br/>           Baseball, Basketball, Spirit Squads, Cross Country, Football, Golf, Soccer, Softball, Swimming and Diving, Tennis, Track and Field, Volleyball, Water Polo, Wrestling<br/> <b>22 student clubs/activities:</b><br/>           ASB, AVID, Asian Pacific, Marching Band, Black Student Union, Camerate, French Club, Freshmen Class Council, German Club, Interact, International Thespians Society, Junior Class Council, Key Club, Monarchs and Madquins, National Honor Society, Orchesis, Renaissance, Sophomore Class Council, Spanish Club, LIFE, Unidos, VICA</p> | All students    | <p>Ongoing</p> <p>1) SB 65 counselor, site administration</p> <p>2) ASB students, ASB advisor, site administration, student body</p> <p>3) High school counselors</p> <p>4) Student body, advisors, community members</p> | <p>The dropout rate will decrease by at least 2% a year until the year 2009.<br/> <b>May 2008 status: One year ad four year drop-out rates are in the process of being calculated and submitted to the state for review and publication in August 2008.</b></p> | <ul style="list-style-type: none"> <li>General fund</li> </ul> |

### Planned Improvements: High School Graduation Rates, Dropouts, and AP

| Performance Indicator               | Activities/Actions  | Students Served  | Timeline/ Person(s) Involved  | Benchmarks/ Evaluation   | Funding Source   |
|-------------------------------------|---|--|---|--|--|
| <b>5.3<br/>(Advanced Placement)</b> | <ol style="list-style-type: none"> <li>1) The District will continue to support its model grade 7–12 AVID program.</li> <li>2) The District will continue to implement pre-AP classes in history and English-Language Arts.</li> <li>3) The District has established and will continue to implement the goal to increase access to AP classes to under-represented groups.</li> </ol> | <ol style="list-style-type: none"> <li>1) Students meeting AVID criteria</li> <li>2) Honor students</li> <li>3) Under-represented groups (Hispanic, African American, Low income)</li> </ol> | <p>Ongoing</p> <ol style="list-style-type: none"> <li>1) AVID coordinator and teachers, District coordinating team</li> <li>2) Pre-AP teachers and site administration</li> <li>3) Teachers, Counselors, site administration</li> </ol> | <ol style="list-style-type: none"> <li>1) Two sections of AVID available for students grades 9 – 12</li> <li>2) Four ninth grade pre-AP classes in place</li> <li>3) By the year 2008, the distribution of students in AP classes will mirror those of the general student population</li> </ol> | <ul style="list-style-type: none"> <li>• General fund</li> </ul> |

## Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

- MUSD uses the Income Eligibility Guidelines from the USDA to determine the poverty criteria for students (free and reduced meal eligibility guidelines).
- MUSD uses the rank order information on the Consolidated Application, Part II for allocating *Title I* funds in participating schools.
- Participating schools are rank ordered on the basis of the total number of children from low-income families in each school (using free and reduced meal eligibility).
- MUSD services all schools above 75% poverty first, including middle and high school and then by grade span groupings, K-5, then 6-8, then 9-12.
- For the 2007-2008 school year, the highest poverty ranked K-5 school was 69% and the lowest ranked K-5 school was 39.2%; the highest poverty ranked middle school was 66.3%. Canyon Oaks High School receives Title I allocations, but the comprehensive high school does not.
- All participating *Title I* schools are allocated the same amount per pupil.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

- As of June 2003, six K-5 and one middle school receiving *Title I* schools are designated Schoolwide and have met the criteria of at least 40% low-income students.
- The District's Governing Board has approved a comprehensive Single School Plan for Student Achievement and the Request for Authorization of Schoolwide Program has been forwarded to the CDE.
- The Southern California Comprehensive Assistance Center, S<sub>4</sub> School Division (LACOE), under the direction of Tim Murphy, served as the District's technical assistance provider.
- All components of a Schoolwide Program (as defined in Ed. Code Sec. 1117) have been met and include:
  - A comprehensive needs assessment of the entire school.
  - Schoolwide reform strategies.
  - Instruction by highly qualified teachers.
  - High quality and ongoing professional development for teachers, principals, paraprofessionals, parents, and other appropriate staff.
  - Strategies to attract highly qualified teachers to schools with high needs.
  - Strategies to increase parental involvement.
  - Plans for assisting preschool children in the transition to local elementary school programs.

- Measures to include teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.
- Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.
- Coordination and integration of Federal, State, and local services and programs.

Additionally, the District continues to use multiple academic achievement criteria to identify those students most in need of interventions beyond initial modifications of the core curriculum. The District and school sites will continue to direct the majority of *Title I* funds to close the achievement gap of these students.

The criteria includes:

**Grades K-2:** Local measures (including phonemic awareness assessments, writing assessment, and teacher recommendation).

**Grades 3-8:** California Standards Tests in Language Arts and Mathematics (Far Below Basic and Below Basic); CAT 6 (below the 39<sup>th</sup> percentile); and/or specific levels on the District's writing assessment and mathematics criterion referenced measures.

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

*Note: MUSD does not receive Neglected and Delinquent funds or administer a community day class; these services are provided through the Los Angeles County Office of Education.*

As referenced above, the District has seven Schoolwide schools and no Targeted Assistance schools. *Title I* funds are used to supplement the District's core curriculum so that all students will meet standards at the proficient level based on research-based methods and materials.

Supplemental actions and activities include:

- Extended day learning (before/after school, intersessions).
- Special student groupings for appropriate tutoring/interventions during the school day.
- Literacy and mathematics intervention programs based on scientific research. Examples include *Touch Phonics*, *Open Court Intervention Supplements* (K-3); *Language!* for the lowest performing students in grades 4-12; *Bridges*; *Kamico Standards Based Math*, *Bridges*.. Additional research based programs are under consideration.
- Pupil services oversight of the program for homeless children. The District has a *McKenny-Vento* liaison that provides training and assistance to sites in identification and follow-up community resources to qualified families, maintaining declaration forms, and ensuring that all elements of the homeless program services are in place. All identified students are identified in the District's database (AERIES) for monitoring purposes.
- Peer mentoring/coaching and modeling of research based teaching methods provided by District resource teachers, program advisors, and designated site teachers. This includes appropriate release time for observation, planning, and discussion.
- District curriculum vertical teams which provide recommendations for:
  - Interventions

- Standards aligned instruction
- Multiple measures – student assessments aligned to the standards
- Development of standards based report cards
- Expansion of EL instructional methodologies and identification of benchmark standards.
- Refined student database procedures to provide specific student achievement information in order to assist with identification of those students most at-risk for not meeting standards.
- Refined Student Success Team practices.
- Refined student academic assessments and application of assessments to guide instruction (i.e., CELDT, CST, CAHSEE, District writing assessments, math criterion referenced tests, *Open Court* interim assessments, etc.).
- Expanded pre-Kindergarten instructional practices to align with K standards.
- Parent outreach and training.
- Aligned AVID activities to A-G course requirements and increased enrollment of academically at-risk students who show promise for college enrollment.
- Professional development opportunities, including consultants that support research-based aligned actions found in the schools' Single School Plan and District's LEA Plan.  
Professional development activities are designed to increase student academic achievement, i.e., *Effective Schools Conference*, *Title I Achieving Schools Conference*, *Thinking Maps*, *Elements of Effective Instruction*, *Classroom Instruction That Works*, *Research-Based Strategies for Increasing Student Achievement* (Marzano, Pickering, and Pollack), Dr. Richard DuFour - *Effective Secondary Schools*, *Ruby Payne* training, expansion of EL curriculum training on *High Point* and *Into English* and the District's implementation of the *EL Tool-Box* for instruction, etc.
- Development of Instructional Pacing Guides k-12, Common Benchmark Assessments, Data Days and time for collegial conversations regarding student progress
- Technology resources to support raising the achievement of identified low-performing students, i.e., *Waterford* software program (development of phonemic awareness and early phonics); *Accelerated Reader*, *Accelerated Math*, etc.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

*Note: At this time, MUSD does not have any schools identified for Program Improvement.*

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

*Note: This does not apply at this time.*

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The combined *Title I* and *Title II* resources are used to provide quality professional development in the following ways:

**District personnel**

- Maintenance of records: The Human Resources department maintains current records on all teachers, paraprofessionals, and other District personnel who do not yet meet the definition of highly qualified as outlined in *Title II*. Examples of forms used to collect and track this information is found in the Appendix.
- Assessment of professional development needs: Through the joint activities directed by Instructional Services (central office administrative personnel, resource teachers, and curriculum vertical teams), Human Resources, and site administrators, there is an annual assessment of professional needs related to the criteria of highly qualified staff.
- Assessment of student academic performance: Through the joint activities of the Instructional Services and Technology Departments, there is an annual formative and summative review of student achievement toward reaching the proficient performance levels on the state academic content standards and for English learners, review of CELDT performance levels, including reclassification rates and R-FEP performance.
- Summary: Using the data from the above sources, Instructional Services and site administrators will identify patterns of strengths and needs in relationship to:
  - Federal and State definition/requirements of “highly qualified” staff.
  - Student achievement data, with special attention to under-performing student populations who show the largest academic gaps.
  - Related non-academic measures such attendance, drop-out rate, suspension-expulsion rate, *Healthy Start* survey, etc.
  - Review and discussion of scientifically-based research programs and methodologies (as reflected in the *Thirty Years of Reading Research*, Marzano et. al, *Classroom Instruction That Works*; *Thinking Maps*, etc.)
  - District training needs and interests of personnel
- Development of District goals and focus areas: Combining the assessment data from multiple sources, the Instructional Services Department through the Executive Cabinet identifies the District’s professional development focus areas that support the District identified goals.
- Actions based on assessment review
  - Maintenance and expansion of the District curriculum vertical teams (core content areas)
  - Maintenance and expansion of the District intervention vertical team
  - Maintenance and expansion of the District English learner vertical team
  - Maintenance of the Principal Leadership Group, PAR panel – *BTSA* consortium participation and related resources for teacher support, Instructional Services Department Leadership, and the Superintendent’s Executive and Extended Cabinet.
  - Expand sharing of research based instructional practices with classroom instructional staff
  - Expand monitoring of teacher practices through administrator and peer observations, with appropriate and timely feedback and coaching
  - Expand peer coaching activities and process
  - Development of common administrative observational tools



- Maintain and extend teacher collaboration activities focused on:
  - Disaggregated student assessment results (State and local measures) by subgroups, including those meeting or exceeding standards, and those not meeting the standards.
  - Analysis of student classroom work and it's relationship to grade level content standards.
  - Student behavior.
  - Instructional planning and lesson delivery.
  - Parent involvement.
- Maintain District practice of “banking” instructional minutes to provide common pupil-free periods for site and District staff development activities.
- Develop and annually revise Instructional Pacing Guides and Benchmark Assessments
- Expand the detail of analysis of student academic performance by subgroups
- Expand District capacity to make student data accessible to school sites and individual teachers.
- Align the professional development plans and activities of the District and the school sites to support common identified District focus areas.
- Align the site administrator's accountability reports (provided to the Governing Board two times a year) to the student performance goals identified in the Single School Plan and include:
  - Information related to increased numbers of highly qualified staff.
  - Specific professional development activities that address the conclusions drawn from the annual analysis of student academic performance data.
  - Identification of specific professional development activities that support the data analysis.
  - Annual comparative results of the success of the professional development activities related to improved student achievement (students reaching “proficient” level of performance) and increased numbers of highly qualified staff.
- Maintain and expand implementation support of newly adopted standards aligned materials and texts
- Coordinate technology activities to include:
  - Expansion of the District-wide technology staff development plan and activities using the District's participation in the digital high school grant
  - Training staff in core content instruction, including purchase of appropriate hard and software components.
  - Expansion of the District's and individual school web sites to promote viewing of standards aligned student work.
  - Complete Local Area Networks for six elementary schools, one middle school, and the continuation high school, which will support on line staff development activities.
  - Modernize network infrastructure at one middle school and the high school.
  - Expand hardware capability for all classrooms, school computer labs, library media centers and offices.
  - Develop on and off line staff development for teachers using resources offered through the San Gabriel Valley Technology collaborative.
- Collaborate with other educational agencies and partnerships to develop joint staff development activities and projects (i.e., Los Angeles County Office of Education, San Gabriel Valley Instructional Leadership group, San Gabriel Valley Special Education Local Plan Area, San Gabriel Valley Technology group, etc.).

- Expand parent training opportunities using the following parent groups: School Site Councils, English Learner Advisory Committees, District Advisory Committees, District English Learner Advisory Committees, *GATE* Community Advisory Committee.
  - Annually administer the parent needs survey, including specific questions directed to the parents of English learners and parents of gifted students
  - Summarize findings of the surveys in the annual revisions of the School Plan and LEA Plan
  - Identify areas of parent interest and training need
  - Explore PESA training opportunities offered through LACOE
  - Explore participation in the Family Involvement Network offered through LACOE

## Additional Mandatory Title I Descriptions (continued)

### *Coordination of Educational Services*

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

*Note: The District does not have the following programs: Even Start, Head Start, Reading First, Migrant Education, Neglected or Delinquent Youth, nor does it qualify for Federal Emergency Immigrant Education funds.*

Program services for specific student populations are integrated to minimize duplication of efforts and reduce fragmentation in the following ways:

**English Learners:** All Federal and State program requirements are followed, including full implementation of both Structured English Immersion and Mainstream English Immersion programs.

- Identification and placement
  - Students are identified and placed in either SEI or MEI settings using the annual or initial results of the CELDT.
  - The District is developing a specific curriculum program matrix to identify those EL students who benefit from the regular core curriculum with EL support; those with greater academic needs, such as those students who are not proficient in either English or their primary language; and those older students who need intensive literacy intervention (grades 6-12).
- Integration of English Language Development instruction
  - All K-5 EL students receive specified daily periods of English Language Development instruction during the school day. ELD instruction is leveled to match the English proficiency level of the students, and instructional settings range from cross-grade student groupings or in-class student groups.
  - Grade 6-12 students receive specific leveled periods of ELD instruction, from 1 to 2 periods, depending on the English proficiency level of the student. Students at the higher levels of English proficiency (high range of Lev. 3, Lev. 4-5) are programmed into regular English/Language Arts classes and receive integrated ELD with an emphasis on the acquisition of academic language.
  - Ongoing K-12 staff development include an overview of ELD standards by grade range; integration of ELD standards into classroom instruction and assessment; identification of critical ELD standards by grade range; and interim ELD assessments embedded within regular core instruction and assessment.

- Integration of core content instruction
  - Through the EL Vertical Team (K-12 teacher and administrator representatives) and using research based instructional elements, the District has designed an EL *Tool-Box*. This provides a template that identifies the common instructional elements of a differentiated core content lesson for EL students. Common elements include identification of the specific learning objective correlated to the standards, lesson preview, use of an appropriate *Thinking Map* to support the instruction; identification of key academic vocabulary and use of “tiering” strategies; identification of specific text structures; organizing student to student oral dialogue and student to teacher response opportunities targeted to EL students, and differentiated assessments when applicable.
  - Development of a common administrative EL lesson observational guide.
  - K-12 staff development and lesson modeling / coaching.
- Assessment of program effectiveness
  - The District provides annual disaggregated EL and R-FEP student performance data to sites and the Governing Board. Growth on established achievement benchmarks on the CELDT, CST's, and District writing assessment is provided, based on number of years in the program.
  - A parent needs assessments/survey regarding the effectiveness of the school sites' English Learner program is completed annually as part of the School Plan revision process.
  - Anecdotal observation regarding fragmentation of instructional program: At this time, when EL programs are discussed with ELAC/DELAC parent representatives, their preference has been to integrate EL students with EO students to the maximum extent. Minimal separation of the student populations has been an expressed desire.
- EL Performance Goals
  - By June 2008, using the student's level of English proficiency upon enrollment, 75% of EL students will meet or exceed their targeted growth benchmarks on the CELDT, CST Language Arts, CST Mathematics, and District writing assessments.
  - By June 2008, using the level of English proficiency upon enrollment and the anticipated time frame for reclassification, 75% of the EL students entering the District on or before September 2002 will meet the requirements for reclassification.
  - By June 2008, 90% of the District's R-FEP students will meet or exceed the average CST performance level for EO students in Language Arts and Mathematics.
  - By June 2008, 75% of R-FEP students (must be Year II or longer in R-FEP status) will meet or exceed the proficient level on the CST Language Arts and Mathematics.
- Integration of fiscal supports
  - *Title I* for identified *EL/Title I* students (under-performing EL students)
  - *Title III* Federal EL funds
  - *EIA/LEP*
  - Instructional Materials fund
  - General fund

## **Children with Disabilities**

- Identification
  - The majority of students are currently identified through Student Success Teams which are designed to provide a full review of the student's strengths and needs.
- Program services
  - Student Success Team process is used for in-class recommendations, including adaptations and modifications to meet the needs of students, including follow-up observations.
  - Individual student 504 plan is designed if appropriate to extend the modifications needed in the regular classroom program.
  - District's Special Education programs are offered where appropriate, including Special Day Classes, Resource Specialist Programs, and/or Designated Instructional Services as determined by the IEP process. Linkages to LACOE or private school programs for students with severe disabilities are made through the SELPA.

- Program integration
  - Students with disabilities are maximally included in the regular core program services and all additional regular class or school activities wherever possible
  - Specific objectives for ELD instruction or recommended placement in a specific core or elective class based on a student's strengths are included in the IEP's or 504 plans of EL and/or *GATE* identified students.
- Assessment of program effectiveness
  - Special education students are identified as a subgroup and student performance data is provided annually to the District and school sites.
  - There is an annual review of the students' progress toward IEP benchmarks, extending, modifying, or writing new learning objectives as appropriate. Program effectiveness and recommendations for change or additional training are informally made during the IEP conferences for students who are not showing the expected levels of progress.

### **Student Transitions**

- Identification
  - Transitions normally occur from pre-K programs to entering K programs; between elementary to middle school (grade 5 to grade 6); and from middle school to high school (grade 8 to 9).
- Pre-K to K:
  - There is a scheduled pre-K visitation day arranged for students and parents'.
  - At the Canyon Early Learning Center, arrangements for a bus ride around the city are made annually, and include a tour of the elementary schools.
  - Pre-K teachers host the K teachers in an annual luncheon.
  - Parent orientation days are scheduled at the time of enrollment.
  - First two days of K enrollment, parents are encouraged to remain in the classroom about approximately one to two hours.
  - The District participates in the LA County San Gabriel–Pomona Valley Child Development Consortium consisting of thirty private and public early child care organizations.
- Grade 5 to 6 and grade 8 to 9:
  - Counselors from the middle schools spend a day on the elementary school campuses to provide orientation information and plan student schedules.
  - Counselors from the high schools spend a day on the middle school campuses to provide orientation information and plan student schedules.
  - Grade 5 teachers often participate in visitations of the middle school campuses to more fully understand the instructional day, class changes, and study skills required of incoming 6<sup>th</sup> grade students.
  - A parent meeting is scheduled to discuss the transition needs of the incoming 5<sup>th</sup> grade students and incoming 8<sup>th</sup> grade students.
  - During the 2002-2003 school year, the middle schools and high school have created a support-intensive "strategic" language arts block to provide specific literacy support for those students who are identified as at-risk of struggling in the core content areas.
  - Middle schools and the high school are developing a student placement and exit criteria matrix to be used to consistently identify those students most in need of intensive literacy services and to identify those students who are ready to exit.

### **Migrant Education students**

- The District does not receive Federal Migrant Education Program funds.
- A formal MOU with Duarte Unified School District is in place to extend services to eligible students and identified migrant families.
- Identification
  - Potential migrant families are identified through the Home Language Survey at the time of initial enrollment, and copies are then forwarded to Duarte USD for a family interview and completion of enrollment request documents.

- Eligible migrant students are identified in the appropriate field in the District database and this information is provided to the classroom teacher.
- Integration of services
  - Services are then provided by Duarte USD, including annual dental screening and participation in a variety of enrichment and/or core instructional support activities.
  - EL program services are offered to identified migrant students who meet the criteria for placement.

### **Immigrant students**

- The District does not receive Federal Emergency Immigrant Education Program funds.
- Identification
  - Immigrant families are identified through the Home Language Survey at the time of initial enrollment
  - Immigrant students are identified in the appropriate field in the District database and this information is provided to the classroom teacher.
- Integration of program services
  - EL and/or migrant services are offered to those immigrant students who qualify.

### **GATE students**

- Identification
  - Potential *GATE* students are nominated and assessed in the spring of each year.
  - Information about the areas of qualification is provided to the classroom teacher(s) annually each school year. This information assists with planning appropriate instruction, include *GATE/Title I* identified students, *GATE/EL* students, and *GATE/Sp. Education* students.
- Integration of program services
  - K-5 students are clustered within the regular classroom, with the expectation that the core curriculum will be differentiated based on the student's areas of strength.
  - Grade 6-12 students are placed in advanced core content classes, based on the student's areas of strength.
  - Non high achieving *GATE* students are offered the same support interventions as other identified low-achieving students.
  - A variety of extended day instructional opportunities are offered to *GATE* students. Some opportunities have specific academic performance criteria that must be met; however others are offered to all *GATE* students regardless of academic skills, i.e., *Astrocamp*, *UCLA Young Writer's and Young Mathematicians' Program*, *Summer Technology Institute*.
- Assessment of program effectiveness
  - Program information/satisfaction surveys are annually forwarded to parents, grades 4-12 *GATE* students, site administrators, and teachers of *GATE* students.
  - Results of the surveys are forwarded to the site administrators, Associate Superintendent of Instructional Services; and the *GATE* Community Advisory group.

## Part III

### Assurances and Attachments

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## **ASSURANCES**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### **GENERAL ASSURANCES**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.



- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

## **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

## **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) have the lowest proportion of highly qualified teachers;**  
**(B) have the largest average class size; or**  
**(C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

### **Other**

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and District levels) will participate in the state’s assessments program.

## **SIGNATURE PAGE**

**Dr. Louise K. Taylor**

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Print Name of Superintendent

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Signature of Superintendent

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Date



## APPENDIX - A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

### **California's NCLB Performance Goals and Performance Indicators**

**Performance Goal 1:** *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.*

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i). )
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i). )
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

**Performance Goal 3: *By 2005-2006, all students will be taught by highly qualified teachers.***

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34). )
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d). )

**Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.***

- 4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

**Performance Goal 5: *All students will graduate from high school.***

- 5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
  - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## APPENDIX - B

### *Links to Data Web sites*

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)  
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)  
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)  
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)  
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)  
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest  
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)  
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program  
< <http://www.cde.ca.gov/statetests/star/index.html> >

## APPENDIX C

| Science-Based Programs   |  |         |         |       |          |            |               |
|--|--|---------|---------|-------|----------|------------|---------------|
| Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program. |  |         |         |       |          |            |               |
| A: < <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> > (California Healthy Kids Resource Center: Research-Validated Programs)  |  |         |         |       |          |            |               |
| B: < <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> > (University of Colorado: Blueprints)  |  |         |         |       |          |            |               |
| C: < <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> > (Center for Substance Abuse Prevention: Model Programs)   |  |         |         |       |          |            |               |
| D: < <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> > (United States Department of Education: Expert Panel)   |  |         |         |       |          |            |               |
| E: < <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> > (Getting Results)   |  |         |         |       |          |            |               |
| School-Based Programs  |  |         |         |       |          |            |               |
|  | Intended program outcomes and target grade levels. See research for proven effectiveness |         |         |       |          |            |               |
| Name   | Grade  | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website       |
| Across Ages  | 4 to 8   | x       | x       | x     |          | x          | C,            |
| All Stars™   | 6 to 8   | x       | x       | x     |          |            | A, C, D, E    |
| ATLAS (Athletes Training and Learning to Avoid Steroids)   | 9 to 12  | x       |         | x     |          |            | A, B, C, D,   |
| Border Binge Drinking Reduction Program  | K to 12  | x       |         |       | x        |            | C,            |
| Child Development Project/Caring School Community  | K to 6   | x       |         | x     | x        | x          | A, B, C, D, E |
| Cognitive Behavioral Therapy for Child Sexual Abuse  | Families   |         |         |       | x        |            | C             |
| Cognitive Behavioral Therapy for Child Traumatic Stress  | Families   |         |         |       | x        |            | C             |
| Coping Power   | 5 to 8   |         |         | x     | x        |            | C             |
| DARE To Be You   | Pre-K  | x       |         | x     | x        | x          | A, C,         |
| Early Risers Skills for Success  | K to 6   |         |         |       | x        |            | C,            |
| East Texas Experiential Learning Center  | 7  | x       | x       | x     | x        | x          | C             |
| Friendly PEERsuasion   | 6 to 8   | x       |         |       |          |            | C             |
| Good Behavior Game   | 1 to 6   |         |         |       | x        |            | B, C          |
| High/Scope Perry Preschool Project   | Pre-K  |         |         |       | x        | x          | B, C, E       |
| I Can Problem Solve  | Pre-K  |         |         |       | x        |            | A, B, D       |
| Incredible Years   | K to 3   |         |         |       | x        | x          | B, C,         |
| Keep A Clear Mind  | 4 to 6   | x       | x       |       |          |            | A, C,         |
| Leadership and Resiliency  | 9 to 12  |         |         |       |          | x          | C,            |
| Botvin's LifeSkills™ Training  | 6 to 8   | x       | x       | x     | x        |            | A, B, C, D, E |
| Lions-Quest Skills for Adolescence   | 6 to 8   |         |         |       |          | x          | D, C, E       |
| Minnesota Smoking Prevention Program   | 6 to 10  |         | x       |       |          |            | A, D, E       |

|  |   |         |         |       |          |            |               |
|--|---|---------|---------|-------|----------|------------|---------------|
| Olweus Bullying Prevention   | K to 8  |         |         |       | x        |            | B, C, E       |
| Positive Action  | K to 12   | x       | x       | x     | x        | x          | C, D,         |
| Project ACHIEVE  | Pre-K to 8  |         |         |       | x        | x          | A, C, E       |
| Project ALERT  | 6 to 8  | x       | x       | x     |          |            | A, C, D, E    |
| Project Northland  | 6 to 8  | x       |         | x     |          |            | A, B, C, D, E |
| Project PATHE  | 9 to 12   |         |         |       |          | x          | B, E          |
| Project SUCCESS  | 9 to 12   | x       | x       | x     |          |            | C,            |
| Project Toward No Drug Abuse (TND)   | 9 to 12   | x       | x       | x     | x        |            | C,            |
| Project Toward No Tobacco Use (TNT)  | 5 to 8  |         | x       |       |          |            | A, C, D, E    |
| Promoting Alternative Thinking Strategies (PATHS)                                  | K to 6  |         |         |       | x        |            | A, B, C, D,   |
| Protecting You/Protecting Me   | K to 5  | x       |         |       |          |            | C,            |
| Quantum Opportunities  | 9 to 12   |         |         |       |          | x          | B, E          |
| Reconnecting Youth   | 9 to 12   | x       |         | x     | x        | x          | A, C, E       |
| Responding in Peaceful and Positive Ways   | 6 to 12   |         |         | x     | x        |            | C, D, E       |
| Rural Educational Achievement Project  | 4   |         |         |       | x        |            | C             |
| School Violence Prevention Demonstration Program                                   | 5 to 8  |         |         |       | x        |            | C             |
| Second Step  | Pre-K to 8  |         |         |       | x        |            | A, C, D,      |
| Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project: | K to 6  | x       |         |       | x        | x          | B, C, D, E    |
| SMART Leaders  | 9 to 12   |         |         | x     |          |            | C             |
| Social Competence Promotion Program for Young Adolescents (SCPP-YA)                | 5 to 7  |         |         | x     |          |            | C             |
| Start Taking Alcohol Risks Seriously (STARS) for Families                          | 6 to 8  | x       |         |       |          |            | C,            |
| Students Managing Anger and Resolution Together (SMART) Team                       | 6 to 9  |         |         |       | x        |            | C, D,         |
| Too Good for Drugs   | K to 12   | x       | x       | x     | x        |            | C             |
| <b>Community and Family-based Programs</b>   |   |         |         |       |          |            |               |
|  | Intended program outcomes and target setting. See research for proven effectiveness |         |         |       |          |            |               |
| Name   | Target Population   | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website       |
| Big Brothers Big Sisters   | Community   |         |         |       |          | x          | B, E          |
| Brief Strategic Family Therapy   | Families  |         |         | x     |          |            | B, C,         |
| CASASTART  | Community   |         |         | x     | x        |            | B, C, D,      |
| Communities Mobilizing for Change  | Community   | x       |         |       |          |            | C             |
| Creating Lasting Family Connections  | Families (6 to 12)  | x       |         | x     |          | x          | A, C, D,      |
| Families And Schools Together (FAST)   | Families  |         |         |       | x        |            | C,            |
| Family Development Research Project  | Families  |         |         |       | x        |            | C             |
| Family Effectiveness Training  | Families  |         |         |       | x        |            | C,            |
| Family Matters   | Families  | x       | x       |       |          |            | C             |
| FAN (Family Advocacy Network) Club   | Families  |         |         | x     |          | x          | C             |
| Functional Family Therapy  | Families  | x       |         | x     | x        |            | B, E          |
| Home-Based Behavioral Systems Family Therapy                                       | Families  |         |         |       | x        |            | C             |
| Houston Parent-Child Development Program   | Parents   |         |         |       |          | x          | C             |
| Multisystemic Therapy  | Parents   |         |         | x     | x        |            | B, C, E       |
| Nurse-Family Partnership   | Parents   |         | x       |       |          |            | B, C,         |
| Parenting Wisely   | Parents   |         |         |       | x        |            | C,            |

|  |                   |   |   |   |   |   |             |
|--|-------------------|---|---|---|---|---|-------------|
| Preparing for the Drug Free Years  | Parents (4 to 7)  | x |   | x |   | x | A, B, C, D, |
| Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project | Community         | x | x | x |   |   | B, D, C, E  |
| Schools and Families Educating Children (SAFE Children)                                | Families          |   |   |   |   | x | C           |
| Stopping Teenage Addiction to Tobacco  | Community         |   | x |   |   |   | C           |
| Strengthening Families Program   | Families (4 to 6) | x |   | x | x | x | A, C, D,    |

## APPENDIX D

### **Research-based Activities (4115 (a)(1)(C) ):**

The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

| <i><b>Research-based Activities</b></i>            |   |
|--|---|
| <b>Activities</b>                                  | <i><b>Research Summaries Supporting Each Activity:</b></i>  |
| After School Programs                              | Getting Results Part I, page 77-78  |
| Conflict Mediation/Resolution                      | Getting Results Part I, page 63-65<br>Getting Results Part I, page 127-129  |
| Early Intervention and Counseling                  | Getting Results Part I, page 72<br>Getting Results Part I, page 100-101<br>Getting Results Part I, page 106-107   |
| Environmental Strategies                           | Getting Results Part I, page 73-75<br>Getting Results Part II, page 47-48<br>Getting Results Part II, page 76-79<br>Getting Results Part II, page 89-94 |
| Family and Community Collaboration                 | Getting Results Part I, page 104-105<br>Getting Results Part II, page 26-28<br>Getting Results Part II, page 33   |
| Media Literacy and Advocacy                        | Getting Results Part II, page 45<br>Getting Results Update 3, page 22-24  |
| Mentoring  | Getting Results Part I, page 49   |
| Peer-Helping and Peer Leaders                      | Getting Results Part I, page 104-106<br>Getting Results Update 3, page 43-45  |
| Positive Alternatives                              | Getting Results Part I, page 79-81<br>Getting Results Part I, page 104-106<br>Getting Results Part I, page 108-109                                      |
| School Policies                                    | Getting Results Part I, page 66-72<br>Getting Results Part II, page 22-23   |
| Service Learning/Community Service                 | Getting Results Part I, page 81-83<br>Getting Results Part II, page 46-47   |
| Student Assistance Programs                        | Getting Results Part I, page 89-90  |
| Tobacco-Use Cessation                              | Getting Results Part II, page 28<br>Getting Results Part II, page 42-43<br>Getting Results Part II, page 72-74  |
| Youth Development/Caring Schools/Caring Classrooms | Getting Results Part I, page 121-123<br>Getting Results Part I, page 136-137<br>Getting Results Part II, page 28<br>Getting Results Update 1            |

## APPENDIX E

| Promising or Favorable Programs  |                   |         |         |      |          |            |          |
|--|-------------------|---------|---------|------|----------|------------|----------|
| <p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: &lt; <a href="http://www.californiahealthykids.org">http://www.californiahealthykids.org</a> &gt; (California Healthy Kids Resource Center)</p> <p>B: &lt; <a href="http://www.colorado.edu/cspv/blueprints/model/overview.html">http://www.colorado.edu/cspv/blueprints/model/overview.html</a> &gt; (University of Colorado: Blueprints)</p> <p>C: &lt; <a href="http://modelprograms.samhsa.gov/model_prog.cfm">http://modelprograms.samhsa.gov/model_prog.cfm</a> &gt; (Center for Substance Abuse Prevention)</p> <p>D: &lt; <a href="http://www2.edc.org/msc/model.asp">http://www2.edc.org/msc/model.asp</a> &gt; (United States Department of Education: Expert Panel)</p> <p>E: &lt; <a href="http://www.gettingresults.org/">http://www.gettingresults.org/</a> &gt; (Getting Results)</p> |                   |         |         |      |          |            |          |
| Name   | Grade, or Setting | Alcohol | Tobacco | Drug | Violence | Youth Dev. | Web site |
| Adolescent Alcohol Prevention Trial  | 5 to 7            |         |         | x    |          |            | C        |
| Aggression Replacement Training  | School            |         |         |      | x        |            | D        |
| Aggressors, Victims, and Bystanders  | 6 to 9            |         |         |      | x        |            | D        |
| Al'sPal's: Kids Making Healthy Choices   | Pre K to 2        |         |         |      | x        |            | D        |
| Baby Safe (Substance Abuse Free Environment) Hawaii  | Families          | x       | x       | x    |          |            | C        |
| Basement Bums  | 6 to 8            |         | x       |      |          |            | A        |
| Be a Star  | K to 6            |         |         |      |          | x          | C        |
| Behavioral Monitoring and Reinforcement  | 7 to 8            |         |         | x    | x        |            | C        |
| Bilingual/Bicultural Counseling and Support Services   | Communities       | x       |         | x    |          |            | C        |
| Bully Proofing Your School   | K to 8            |         |         |      | x        |            | B        |
| CAPSLE (Creating a Peaceful School Learning Environment)   | K to 5            |         |         |      | x        |            | B        |
| Club Hero  | 6                 |         |         |      |          | x          | C        |
| Coca-Cola Valued Youth Program (CCVYP)   | School            |         |         |      |          | x          | B        |
| Colorado Youth Leadership Project  | 7                 | x       |         |      |          | x          | C        |
| Comer School Development Program (CSDP)  | School            |         |         |      |          | x          | B        |
| Earls court Social Skills Group Program  | K to 6            |         |         |      |          | x          | B        |
| Effective Black Parenting Program (EBPP)   | Families          |         |         |      | x        |            | B        |



|   |            |   |   |   |   |   |         |
|---|------------|---|---|---|---|---|---------|
| Facing History and Ourselves                                | 7 to 12    |   |   |   | x |   | D       |
| Family Health Promotion                                     | Families   | x | x | x |   | x | C       |
| FAST Track  | 1 to 6     |   |   |   | x |   | B       |
| Get Real About Violence                                     | K to 12    |   |   |   | x |   | C       |
| Growing Healthy   | K to 6     | x | x | x |   |   | D       |
| Intensive Protective Supervision Program                    | Community  |   |   |   | X |   | B       |
| Iowa Strengthening Families Program                         | Family     | x |   |   |   |   | B       |
| Kids Intervention with Kids in School (KIKS)                | 6 to 12    | x | x | x | x | x | C       |
| Let Each One Teach One                                      | Mentoring  |   |   |   |   | x | D       |
| Linking the Interests of Families and Teachers (LIFT)       | 1 to 5     |   |   |   | x |   | B, C, D |
| Lion's Quest Working Toward Peace                           | 5 to 9     |   |   |   | x |   | D       |
| Massachusetts Tobacco Control Program                       | 7 to 12    |   | X |   |   |   | C       |
| Michigan Model for Comprehensive School Health Education    | K to 12    | x | x | x |   |   | D       |
| Open Circle Curriculum                                      | K to 5     |   |   |   | x | x | D       |
| Parent-Child Assistance Program (P-CAP)                     | Families   | x |   | x |   |   | C       |
| PeaceBuilders   | K to 8     |   |   |   | x |   | D       |
| Peacemakers Program   | 4 to 8     |   |   |   | x |   | D       |
| Peer Assistance and Leadership                              | 9 to 12    |   |   | x | x |   | C       |
| Peer Coping Skills (PCS)                                    | 1 to 3     |   |   |   | x |   | B       |
| Peers Making Peace  | K to 12    |   |   |   | x |   | D       |
| Personal/Social Skills Lessons                              | 6 to 12    |   | x |   |   |   | A       |
| Preventive Intervention                                     | 6 to 8     |   |   | x |   |   | B       |
| Preventive Treatment Program                                | Parents    |   |   | x | x |   | B       |
| Primary Mental Health Project                               | Pre k to 3 |   |   |   |   |   | D       |
| Project Alive   | K to 12    |   | x |   |   |   | A       |
| Project BASIS   | 6 to 8     |   |   |   | x | x | C       |
| Project Break Away  | 6 to 8     |   | x | x |   |   | C       |
| Project Life  | 9 to 12    |   | x |   |   |   | A       |
| Project PACE  | 4          |   |   |   |   | x | C       |
| Project SCAT  | 4 to 12    |   | x |   |   |   | A       |
| Project Status  | 6 to 12    |   |   | x | x | x | B       |
| Safe Dates  | School     |   |   |   | x |   | B       |
| Say It Straight (SIS) Training                              | 6 to 12    | x |   |   |   |   | D       |
| School Transitional Environmental Program                   | 9 to 12    |   |   | x | x | x | B       |
| Smokeless School Days                                       | 9 to 12    |   | x |   |   |   | A       |
| Social Decision Making and Problem Solving                  | 1 to 6     | x |   |   | x |   | D       |
| Social Decision Making and Problem Solving Program (SDM/PS) | K to 5     |   |   |   |   | x | B       |
| Socio-Moral Reasoning                                       | School     |   |   |   | x |   | B       |

|   |             |   |   |   |   |   |      |
|---|-------------|---|---|---|---|---|------|
| Development Program (SMRDP)                         |             |   |   |   |   |   |      |
| Storytelling for Empowerment                        | 6 to 8      | x |   | x |   |   | C    |
| Strengthening Hawaii Families                       | Families    |   |   | x |   |   | C    |
| Strengthening the Bonds of Chicano Youth & Families | Communities | x |   | x |   |   | C    |
| Syracuse Family Development Program                 | Family      |   |   |   | x |   | B    |
| Teams-Games-Tournaments Alcohol Prevention          | 10 to 12    | x |   |   |   |   | C    |
| Teenage Health Teaching Modules                     | 6 to 12     |   | x |   |   |   | C, D |
| Teens Tackle Tobacco! - Triple T                    | 6 to 12     |   | x |   |   |   | A    |
| The Scare Program                                   | School      |   |   |   | x |   | D    |
| The Think Time Strategy                             | K to 9      |   |   |   | x |   | D    |
| Tinkham Alternative High School                     | 9 to 12     |   |   |   |   | x | C    |
| Tobacco-Free Generations                            | 8 to 12     |   | x |   |   |   | A    |
| Viewpoints  | 9 to 12     |   |   |   | x |   | B    |
| Woodrock Youth Development Project                  | K to 8      | x | x | x |   | x | C    |
| Yale Child Welfare Project                          | Families    |   |   |   | x |   | B    |

## **APPENDIX G**

### **Monrovia Unified School District**

### **NO CHILD LEFT BEHIND (NCLB)**

#### **District Involvement Activities in the Development of the Local Educational Agency Plan**

#### **Timeline: March – May 2003**

|          |   |
|----------|---|
| March    | LEA Plan Packet received from CDE   |
| March 17 | District Advisory Council: Parent review of plan elements   |
| March 27 | Superintendent's Cabinet Strategy Session: LEA Plan input and planning  |
| April 1  | Secondary Principals meeting: Review of LEA Plan requirements and feedback  |
| April 2  | LEA Plan training: Goals II and III: LACOE, Almansor Court, Alhambra  |
| April 4  | San Gabriel Valley Instructional Leaders Meeting: Review and discussion of LEA Plan elements and process  |
| April 8  | Elementary Principals meeting: Review of LEA Plan requirements and feedback   |
| April 11 | Associate Superintendent of Instructional Services Division Meeting (Director of Special Projects; Director of Healthy Start; After School Programs and Intervention Coordinator; Curriculum Resource Teachers): Review of goal areas; process steps; clarification; and assignment of responsibility |
| April 15 | Categorical Directors Meeting: LACOE (clarification and process steps)  |
| April 16 | Bilingual Directors Meeting: LACOE (clarification and process steps for Goal III)   |

|          |  |
|----------|--|
| April 21 | Superintendent's Extended Cabinet: Input on LEA Plan   |
| May 1:   | Program Advisors Meeting: Review of LEA elements and identification of School Plan commonalities (student performance data, district and school instructional focus goals) |
| May 8    | Associate Superintendent of Instructional Services Division Meeting: Review of draft progress; identification of items for clarification and inclusion                     |
| May 12   | Superintendent's Cabinet: Review of LEA Plan draft   |

**District Involvement Activities in the Development of the  
Local Educational Agency Plan (cont.)**

|        |   |
|--------|---|
| May 19 | District Advisory Council: Review of LEA Plan draft                   |
| May 19 | School and district posting of public hearing notice                  |
| May 27 | Policy Agenda Cabinet (PAC): Community and staff review of LEA Plan   |
| May 27 | District English Learner Advisory Committee: Review of LEA Plan draft |
| May 28 | Board Action item   |

**District LEA Plan Participants**

- Associate Superintendent of Instructional Services
- Associate Superintendent of Human Resources
- Chief Business Officer
- Director II: Pupil Personnel and Special Education
- Director II: Technology

- Director of Special Projects
- Director of Healthy Start / Counseling Programs
- Coordinator of After School and Intervention Programs
- District Curriculum Resource Teachers

#### **LEA Plan Advisory Participants**

- Elementary Principals (K-5)
- Secondary Principals (6-12)
- Early Childhood Programs Principal
- K-12 Program Advisors and Assistant Principals
- Curriculum Vertical Teams
- District Advisory Council (parents)
- District English Learner Advisory Committee (parents)

#### **2008 Review Participants:**

District Advisory Council (Parents)

District English Learner Advisory Committee (Parents)

Compensatory Education Technician

Secondary and Elementary Curriculum Program Coordinators

Director of Student Support Services

## APPENDIX H

### Monrovia Unified School District

#### *Expected Annual Benchmarks (Growth Targets) for English Learners*



### 2006-07 Title III Accountability Report

California Department of Education  
Language Policy and Leadership Office  
Release Date: September 28, 2007  
Updated: February 20, 2008

Select another year: 2006-07

LEA: Monrovia Unified

County: Los Angeles

CD Code: 1964790

[Click here for school information](#)

The Title III Accountability Report indicates the status of each local educational agency (LEA) in meeting the three Annual Measurable Achievement Objectives (AMAOs).

#### **AMAO 1 - Percent of Students Making Annual Progress in Learning English**

|   |             |
|---|-------------|
| Number of 2006 Annual CELDT Takers                | 887         |
| Number / Percent with Required Prior CELDT Scores | 884 / 99.7% |
| Number in Cohort Meeting Annual Growth Target     | 485         |
| Percent Meeting AMAO 1 in LEA                     | 54.9%       |
| 2006-2007 Target                                  | 48.7%       |
| <b>Met Target for AMAO 1</b>                      | <b>Yes</b>  |

#### **AMAO 2 - Percent of Students Attaining English Proficiency on CELDT**

|   |            |
|---|------------|
| Number of 2006 Annual CELDT Takers in Cohort        | 455        |
| Number in Cohort Attaining English Proficient Level | 162        |
| Percent Meeting AMAO 2 in LEA                       | 35.6%      |
| 2006-2007 Target                                    | 27.2%      |
| <b>Met Target for AMAO 2</b>                        | <b>Yes</b> |

#### **AMAO 3 - Adequate Yearly Progress for English Learner Subgroup at the LEA Level**

##### **English-Language Arts**

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

##### **Mathematics**

Met Participation Rate for English Learner Subgroup Yes

Met Percent Proficient or Above for English Learner Subgroup Yes

**Met Target for AMAO 3** Yes

For more details on the Title III Accountability Reports, refer to the website at (<http://www.cde.ca.gov/sp/el/t3/acct.asp>).

\* If less than 85 percent of the 2006 Annual CELDT takers have the required prior CELDT scores, the results may be invalid and should be interpreted with caution. If less than 65 percent of the 2006 CELDT takers have prior year scores, no values will be printed for AMAO1 and AMAO2.

# APPENDIX H

## Monrovia Unified School District

### *Expected Annual Benchmarks (Growth Targets) for English Learners*



#### 2006-07 Preliminary Title III School Accountability Information

California Department of Education  
Language Policy and Leadership Office  
Release Date: September 28, 2007  
Updated: January 9, 2008

LEA: Monrovia Unified

CD Code: 1964790

Printing Tips

This report contains preliminary information on school-level performance on the Title III English language proficiency Annual Measurable Achievement Objectives (AMAOs) as measured on the 2006 California English Language Development Test (CELDT). These school-level data are reported for informational purposes only. Under Title III, funding and accountability are at the local educational agency level.

| School Code        | School               | Number of 2006 Annual Testers | AMAO 1 - Annual Growth       |                    |                   |                    | AMAO 2 - Attaining English Proficiency |                   |                    |
|--------------------|----------------------|-------------------------------|------------------------------|--------------------|-------------------|--------------------|--|-------------------|--------------------|
|                    |                      |                               | Percent with Prior Year Data | Number in Cohort 1 | Number met AMAO 1 | Percent met AMAO 1 | Number in Cohort 2                     | Number met AMAO 2 | Percent met AMAO 2 |
| District Data:     |                      | 887                           | 99.7%                        | 884                | 485               | 54.9%              | 455                                    | 162               | 35.6%              |
| Elementary Schools |                      |                               |                              |                    |                   |                    |  |                   |                    |
| 6020424            | Bradoaks Elementary  | 115                           | 100%                         | 115                | 59                | 51.3%              | 57                                     | 21                | 36.8%              |
| 6020457            | Mayflower Elementary | 92                            | 100%                         | 92                 | 59                | 64.1%              | 51                                     | 22                | 43.1%              |
| 6020465            | Monroe Elementary    | 117                           | 97.4%                        | 114                | 75                | 65.8%              | 49                                     | 25                | 51%                |
| 6020473            | Plymouth Elementary  | 80                            | 100%                         | 80                 | 46                | 57.5%              | 43                                     | 25                | 61.4%              |
| 6020499            | Wild Rose Elementary | 127                           | 100%                         | 127                | 69                | 54.3%              | 65                                     | 21                | 32.3%              |
| Middle Schools     |                      |                               |                              |                    |                   |                    |  |                   |                    |
| 6020432            | Clifton Middle       | 68                            | 100%                         | 68                 | 36                | 52.9%              | 41                                     | 15                | 36.6%              |
| 6020481            | Santa Fe Middle      | 85                            | 100%                         | 85                 | 39                | 45.9%              | 50                                     | 13                | 26%                |
| High Schools       |                      |                               |                              |                    |                   |                    |  |                   |                    |
| 1935899            | Canyon Oaks High     | 10                            | 100%                         | 10                 | *                 | *                  | 10                                     | *                 | *                  |
| 1935923            | Monrovia High        | 191                           | 100%                         | 191                | 98                | 51.3%              | 88                                     | 19                | 21.6%              |
| 1996404            | Mountain Park        | 2                             | 100%                         | 2                  | *                 | *                  | 1                                      | *                 | *                  |

\* An asterisk (\*) indicates that the school had less than 25 in the cohort; thus, no calculation was performed for that AMAO. Data are reported for schools with 25 or more annual CELDT testers in Cohort 1 or Cohort 2 because the results are more reliable when schools have larger numbers taking the test. For more details on the Title III Accountability Reports, refer to the Web site at: (<http://www.cde.ca.gov/sp/el/t3/acct.asp>).

If less than 85 percent of the 2006 CELDT takers have the required prior CELDT scores, the results should be interpreted with caution. If less than 65 percent of the 2006 CELDT takers have prior year scores, no values will be printed.

# APPENDIX I

## Monrovia Unified School District

### Code of Conduct Regarding Student Behavior Expectations.

The following are selected pages from the Monrovia Unified School District's 12-page *School Safety and Discipline Rules and Regulations* booklet.

#### MISSION STATEMENT OF THE MONROVIA UNIFIED SCHOOL DISTRICT

The Monrovia Unified School District is committed to devoting its energy, resources, and support to provide for all students and staff:

- a safe, orderly, positive learning environment
- educational programs which provide for the maximum development of each student's desire to learn; academic potential; vocational interests and talents; social, civic and cultural understanding; and sense of self-worth

by working actively and cooperatively as students, staff, parents and community.

#### PHILOSOPHY AND GOALS TOWARD MORE ACCEPTABLE STUDENT BEHAVIOR

The Board of Education of the Monrovia Unified School District:

- believes the purpose of all students attending school is to participate actively in educational programs in order to acquire an education consistent with their personal goals and the goals of society
- believes all students and staff have the inalienable right to attend campuses which are safe, secure and peaceful
- expects high standards of discipline and moral conduct on the part of students and staff
- assigns all district staff the responsibility of assuring that this policy is implemented consistently and fairly
- assigns district staff the responsibility of developing procedures, for notifying parents/guardians of school discipline rules and regulations
- intends to enforce this policy within existing city, state and federal laws

#### A SHARED RESPONSIBILITY

Responsibilities assigned by the Board of Education are as follows:

1. The **PRINCIPAL**

- a) establishes school rules and regulations in compliance with state guidelines and district policies to provide a safe, orderly and positive learning environment. (Education Codes §§ 48900, 44807, and 35291.5)
- b) communicates to parents, staff, and students the established district policies, regulations and school rules regarding discipline.
- c) enforces consistently and fairly all district policies, regulations, and school rules regarding discipline. (EC 44807)
- d) assist students, parents, and staff with early identification of behavior problems and possible solutions/remedies.
- e) forwards to Pupil Personnel Services the required School Crime Report forms.

2. The **TEACHER**

- a) serves as the primary model of appropriate conduct and positive attitudes.
- b) reviews discipline policies, regulations and school rules with classroom students at the start of every semester.
- c) enforces consistently and fairly all district policies, regulations and school rules (EC 44807).
- d) establishes proper behavioral guidelines in classrooms and sets course guidelines to provide every student full opportunity to pursue an education in a positive learning environment.
- e) communicates with students and parents regarding behavior problems and proposed solutions.
- f) reports student behavior problems promptly to appropriate site personnel.



3. The **PARENT**

- a) accepts and respects the right of the Board of Education to require discipline standards of behavior for all students and for all non-students while on campus during school activities.
- b) reviews district policies, regulations and school rules regarding discipline with family members to ensure understanding of the standards of conduct on school campuses.
- c) cooperates with school officials in enforcement of disciplinary methods whenever necessary.
- d) considers assistance from various community agencies to deal with inappropriate behaviors of his/her child as recommended.
- e) pays for damages which result from the willful misbehavior of the child/children. EC 48904)

4. The **STUDENT**

- a) respects the authority of school personnel in their enforcement of rules and regulations (EC 48921).
- b) attends class daily, arrives on time, completes assignments, has lessons and materials prepared and actively participates in classroom activities.
- c) knows and adheres to the school rules so everyone functions together in an orderly and consistent manner.
- d) attempts to resolve disputes through discussion with peers and reports to the appropriate personnel when assistance is needed
- e) requests help if a concept or assignment is not understood.
- f) knows and follows all safety rules pertaining to vehicle use and/or pedestrian safety.

## **VIOLATIONS AND DISCIPLINARY ACTIONS**

Students must display acceptable behavior at all times, including but not limited to:

- while on school grounds;
- while going to or coming from school;
- during lunch period on or off-campus; and/or
- during or while going to a school-sponsored activity within this district or within any other district.

Failure to do so will result in appropriate corrective action.

1. The State of California clearly spells out the grounds for suspension and expulsion. Education Code 48900 lists the following types of behavior as serious offenses warranting severe consequences:

- a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; (2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance or look-alike substance.
- e) Committed or attempted to commit robbery or extortion (the solicitation of money, or something of value from another person in return for protection, or in connection with a threat to inflict harm).
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or any products containing tobacco or nicotine products.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully offered, arranged or negotiated to sell any drug paraphernalia.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school or private property.
- m) Possessed an imitation firearm. ("Imitation firearm" means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.)
- n) Committed or attempted to commit a sexual assault as defined in §216, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in §243.4 of the Penal Code.
- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

2. In addition to the reasons specified in Education Code Section 48900 (above), a student may be suspended from school or recommended for expulsion if the pupil has committed sexual harassment (§212.6 and Board Policy 4162.1, Board Policy 5162.1, and Board Policies 5114 and 5115). The conduct must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive and to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section is applicable to students enrolled in grades 4 through 12 inclusive.

**48900.2.** In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

**48900.3.** In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

**48900.4.** In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

**48900.7.** (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both. (b) For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

3. Pupils will receive appropriate disciplinary action for violations against persons, property, public decencies and good morals, public health and safety, traffic regulations and school administrative procedures.

4. **CORRECTIVE ACTIONS**

Corrective actions for violations may take many forms and serve to bring about consistency of discipline within the District. Corrective actions depend upon the pupil's history, age, and/or severity of the behavior. The corrective actions include, but are not limited to:

- Discussion / Warning
- Parent contact
- Counseling
- Detention
- Restitution
- Temporary confiscation of objects
- Behavior Contract
- Referral to School Attendance Review Team (SART)
- Referral to School Attendance Review Board (SARB)
- Lowering a student's citizenship grade
- Assigning special tasks (Saturday Work Program, etc)
- Notification to Monrovia Police Department
- Withholding privileges (restricting recess time, etc)
- Parents/guardian attendance in the classroom
- Suspension in or out of school (BP 5114)
- Expulsion
- Combination of actions

For all offenses except the five (5) mandatory offenses (firearm possession, brandishing a knife, selling controlled substance, sexual assault or battery, or possession of explosives) suspension shall be imposed only when:

- (1) other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or
- (2) due to the nature of the act/violation the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

5. **DUE PROCESS**

Students have a right to due process under the 14<sup>th</sup> Amendment of the United States Constitution. Due process for suspension, expulsion or involuntary transfer includes the following:

- written notice of charges against the student.
- opportunity for the student to explain his/her position.
- an explanation of the evidence by school authorities if the charges are denied by the student.
- opportunity to be represented by an advocate.
- opportunity to question the person making charges and to present witnesses.
- opportunity to appeal the decision to a higher authority.

## **GENERAL RULES**

### **ATTENDANCE**

Consistent attendance is required by law and is necessary for learning. All students must:

1. Attend all scheduled classes daily.
2. Arrive on time to all classes.
3. Clear absences with School Attendance Office or Attendance Clerk.

Repeated truancy or tardiness may result in Administrator/Parent Conferences, School Attendance Review Team (SART) meeting, School Attendance Review Board (SARB) meeting, probation or placement at an alternative school.

### **STUDENT DRESS**

The Monrovia Unified School District Board of Education subscribes to the philosophy that students will be provided with a quality education in a safe, healthy, secure and peaceful environment. To ensure this environment for all campuses and to provide necessary safeguards for all students, the Board has determined that certain types of clothing and attire are appropriate for maintaining a positive environment on our campuses. Therefore, guidelines consistent with the law have been established in a dress code policy. This policy prohibits the wearing of or displays clothing, attire, jewelry or materials that:

- a) evidence membership in or affiliation with any gang;
- b) are obscene, sexually explicit or suggestive;
- c) promote the use/abuse of drugs and/or alcohol; or
- d) are unsafe/disruptive for school activities.

In recognition of the instructional responsibilities and goals of the Monrovia Unified School District, the Board hereby adopts and will strictly enforce the following rules relative to the dress and appearance of students:

1. Hats, baseball-type caps or other headgear/coverings may be worn on campus or at school activities only if such headgear is school affiliated and/or approved by the school administration. Additionally, medically or religiously required headgear may be worn as necessary.
2. Clothing, jewelry and personal items (backpacks, notebooks, etc.) shall be free of writing or pictures which depict or suggest sexually-related or obscene gestures, promote the use/abuse of drugs or alcohol or which advocate racial, ethnic or religious prejudice at school activities.
3. Clothing, jewelry or accessories shall be worn on campus or at school activities only if, in the opinion of the school administration, they do not pose a threat to the physical well being and safety of the student or others.
4. Clothing (gloves, bandanas, shoes, shoestrings, wristbands, jewelry, etc.) and manner in which it is worn shall be appropriate and not indicate any relationship to a group or gang or provoke others to act violently or intimidate others by fear of violence.
5. Clothing and the manner in which it is worn shall be sufficient to prevent distractions and disruptions to the educational program.

Gang-related clothing may vary from school to school and may change from year to year. Therefore, for those students who violate the dress code policy the procedures outlined in Administrative Regulation 5132 shall be strictly followed.

### **UNIFORM POLICY**

In addition to the preceding regulations and BP 5132 regarding student dress, all elementary schools adopted school student uniforms in 1995.

- Students are expected to wear school uniforms daily.
- All clothing must be neat, clean, and in good repair.

| ACCEPTABLE   | UNACCEPTABLE  |
|--|---|
| <b>Solid colors:</b> navy blue, white, khaki, or red on shirts, pants, shorts, skirts, jumpers   | <i>Any items and / or articles of clothing which are unsafe or disrupt the educational program</i>                          |
| <b>T-shirts:</b> with school logo only   | <i>T-shirts without school logo<br/>Exposed midriff, spaghetti straps, or tank tops</i>                                     |
| <b>Walking shorts:</b> no shorter than mid-thigh and no longer than the top of the knee  | <i>Shorts worn above the mid-thigh or longer than the top of the knee</i>   |
| <b>Pants and Belts:</b> must be worn at the waist  | <i>Belt buckles with initials / insignia; jeans, plaids, baggy or saggy pants more than one size larger than waist-size</i> |
| <b>Shoes:</b> must have closed heels and toes  | <i>Shoes which are unsafe or disrupt the educational program</i>  |
| <b>Hats / caps:</b> with approved school logo. Head-gear worn for medical or religious purposes must be approved by the principal  | <i>Hats / caps without school logo or not approved by a site administrator</i>  |
| <b>Jackets and outerwear</b> shall not be subject to uniform colors.<br>Professional and/or collegiate team logo jackets are strongly discouraged and may be prohibited on a site basis. |   |

## TEXTBOOKS

Textbooks are issued free of charge and students are responsible for the care and return of these books. A student/parent will be charged for lost/damaged books. In accordance with EC 48904, grades, diploma and transcripts may be withheld until payment is made for the damages.

## ELECTRONIC SIGNALING DEVICES

All electronic signaling devices are banned from school campuses and school-sponsored activities unless they can be proven to be required for medical emergency purposes (EC 48901.5).

## BUS RIDERS

The bus driver has the responsibility and authority to maintain discipline while students are loading, unloading and riding the bus. Bus privileges may be suspended/revoked for misbehavior on the bus. Parents are responsible for providing transportation during the period of suspended bus privileges.

## UNAUTHORIZED PERSONS

To avoid interference with school programs, pupils or personnel, site administrators shall make every effort to keep all unauthorized persons off campus during school hours (including one-half hour before school and one-half hour after dismissal) unless visiting privileges are granted by the person in charge. (Board Policy 5131.1, Penal Codes 653g and 626.8)

## WEAPONS/INJURIOUS OBJECTS

The possession of any weapon or replica of any weapon (any imitation firearm, any toy, copy, or look-alike item) or any object which might be used to threaten or inflict bodily harm to another person is strictly forbidden. (Penal Code 417.2) Police may be notified. Possession of any weapon may result in expulsion and police may be notified. Possession of any imitation firearm shall be considered as the possession of a dangerous object and may result in expulsion.

## SEARCH AND SEIZURE

School officials have the authority to stop a minor student in order to ask a question or conduct an investigation even in the absence of reasonable suspicion so long as such authority is not exercised in an arbitrary, capricious, or harassing manner. The use of metal detectors is authorized when a search is conducted for a weapon or other dangerous object. Random metal detector searches are also authorized as a means to keep weapons out of the schools and shall be conducted in a non-discriminatory fashion. School officials are legally authorized to confiscate any dangerous object, including weapons and any substance or item prohibited by law or school rules. (Board Policy 5131.21)

## PEPPER SPRAY/TEAR GAS DEVICES

No student may possess a pepper spray or tear gas device/weapon while taking part in any regular school day activity, extracurricular or after-school activities. The District maintains complete authority over the possession of pepper spray and tear gas devices on school sites. Students are advised that appropriate disciplinary action shall be taken should any student be found to be in possession of such devices.