



2019-2020 Local Control and Accountability Plan Executive Summary

The California Department of Education requires each school district and each county office of education to develop, adopt, and annually update a three-year plan called the Local Control and Accountability Plan (LCAP) to improve student achievement levels – paying particular attention to underperforming student groups. In the Monrovia Unified School District, we worked collaboratively with a representative committee comprised of certificated and classified staff members, community members, and parents from our Parent Teacher Association (PTA) District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and with input from staff, parent, and student surveys to create an effective plan.

The LCAP identifies goals and measures progress across eight state priority areas (Table A) and includes (1) actions, services, and expenditures for all students and (2) additional actions and services for pupils who are low-income, English learners (including those re-designated as fluent in English in the last 3 years,) and/or foster youth. The process of revising the LCAP began with an evaluation of our progress in meeting our three goals:

1. **Student Achievement:** Provide high quality classroom instruction and curriculum that promotes increases in student achievement at every grade level through both internal and external measures.
 - a. **Progress:** Teachers have been provided on-going professional development in the areas of English language arts and mathematics to implement the State Standards. New curriculum has been adopted that is aligned with the new standards.
 - b. **Addition:** Next Generation Science Standards (NGSS) and the new History-Social Science framework have been approved. With this adoption, new curriculum is being reviewed for these courses.

2. **3rd Grade Literacy:** Provide a program, including curriculum and instruction, to address the literacy needs of all third grade students in all subject areas so that all third grade students meet the minimum proficiency level by June, 2020. Based on the input of all stakeholders, this goal has expanded into 2nd grade with continued monitoring of students during their 4th grade year.
 - a. **Progress:** All teachers participated in Professional Learning Communities to collaborate, analyze data, and refine instructional practices to improve 3rd grade literacy.
 - b. **Addition:** All teachers will participate in the Professional Learning Communities to collaborate, analyze data, and refine instructional practices to improve 2nd grade literacy in preparation for 3rd grade year, in addition to all teachers intervening for students who do not meet standards.

3. **Student Engagement:** Ensure every student has a clear and readily accessible support system in school, and that all school sites offer safe, welcoming, and inclusive environments for students and their families, so that all students are in class and ready to learn.
 - a. **Progress:** Each site identified a core group of staff members to participate in the Positive Behavioral Interventions and Supports (PBIS) professional development to understand the new laws and develop a foundational understanding of interventions and supports for behavior.
 - b. **Addition:** Teams continue to develop and improve the PBIS plan and implementation at each site. Olweus has been brought in as a system to support the PBIS plans and supports at school sites.

Our LCAP was approved by the Governing Board of the Monrovia Unified School District at the June 26, 2019 Board meeting.

Table A: State Priorities

1	Basic Services	5	Pupil Engagement
2	Implementation of State Standards	6	School Climate
3	Parent Involvement	7	Course Access
4	Pupil Achievement	8	Other Pupil Outcomes

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Goal 1: Student Achievement: Provide high quality classroom instruction and curriculum that promotes increase in student achievement at every grade level through both internal and external measures.			
Task Goal	Priorities Served	Subgroup Served	Expenditure
1.1: Credentialed Teachers	1*	All	\$ 29,000,000.00
1.2: Implementation of New Common Core Standards	2, 3, 4, 7, & 8	EL, LI, FY, & RFEP	\$ 2,811,597.00
1.3: Standards-Aligned Instructional Materials	1, 2, 4, 7, & 8	EL, LI, FY, & RFEP	\$ 50,000.00
1.4: School Facilities in Good Repair	1*	All	\$ 1,335,000.00
1.5: English Fluency for English Learners	4 & 8	EL, RFEP	\$ 260,000.00
1.6: College & Career Readiness	4, 5, 7, & 8	EL, LI, FY, & RFEP	\$ 179,000.00
1.7: Intervention Support	4, 5, & 8	EL, LI, FY, & RFEP	\$ 650,842.00
Goal 2: 3rd Grade Literacy: Provide a program, including curriculum and instruction, to address the literacy needs of all third grade students in all subject areas so that all students meet the minimum proficiency level by June, 2020. The emphasis is put on preparing students for third grade and intervening with students who do not meet the grade level standards.			
2.1: Grade Level Literacy	2, 3, 4, & 7	EL, LI, FY, & RFEP	\$ 180,000.00
2.2: Grade Level Math Performance Improvement	2, 4, 7, & 8	EL, LI, FY, & RFEP	\$ 75,000.00
Goal 3: Student Engagement: Ensure every student has a clearly and readily accessible support system in school, and that all school sites are safe, welcoming and inclusive environments for students and their families, so that all students are in their classroom ready to learn.			
3.1: Provide students with effective discipline protocols and practices	3, 5, & 6	EL, LI, FY, & RFEP	\$ 39,000.00
3.2: Implement a Pre-K-12 Access to Broad Course Study and Promote College-Going Culture	3, 4, 5, 7 & 8	EL, LI, FY, & RFEP	\$ 359,000.00
Distribution of Total Allocation:			
Supplemental & Concentration Funds			\$6,304,439.00
Base / LCFF Funds*			\$30,335,000.00

If you have any questions about the LCAP please contact Jill Plaza at (626) 471-2031.