

**Bel Air Elementary School
SIG School Plan
2010/11**

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May 7, 2010**

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I. INTRODUCTION

Bel Air Elementary School is a K-5 school located in Bay Point California., operating within the Mt. Diablo Unified School District. Bel Air is currently a Schoolwide Title 1, Program Improvement Year 5 school with approximately 400 students. School demographics are as follows:

Latino	62%
African American	23
Caucasian	8
Filipino	5
Others	2
English Learners	49
Socioeconomically Disadvantaged	92
GATE	1

For many years Bel Air was a large school with approximately 680-700 students. In 2004 a new Mount Diablo school was opened in Bel Air's attendance area which led the Bel Air enrollment to drop to 500. The shift in attendance boundaries primarily moved middle income students from the school pushing our Free/Reduced Lunch numbers to rise steadily from 59% in 2003 to the current rate of 92%.

From 1998-2007, Bel Air implemented the *Success For All* reading program. With *Success For All* the school's API scores reached as high as 656, before falling back to 641 and then 599 in 2007. In 2007, the opportunity to receive a **High Priority School Grant** (HPSG) was presented. However, participation in this program required the Bel Air team to abandon the *Success For All* program..

The acceptance of the High Priority School Grant led Bel Air to fully implement the standards-based Houghton Mifflin Reading program. The Bel Air team implemented the following strategies and improvements:

- hired reading and math coaches
- re-instated the second administrator lost through budget cuts
- implemented an Extended Day program to support students with targeted skill development
- added two extra days of School Psychologist services and a full time Medi-cal funded counselor to provide support to students in need of counseling services,
- implemented a mandatory uniforms policy requiring all students to wear a school uniform, with provision of uniforms for low income families
- provided a significant increase in paid teacher collaboration time to enable grade levels to plan, coordinate and build cohesive and consistent curriculum goals and materials, and,

- extensive work with an External Entity who provided oversight and guidance to the administrator and staff regarding implementation of the new programs and initiatives.

Since the implementation of the **High Priority Schools Grant** improvements, the STAR testing results have been gratifying; the API has steadily risen to 633 in 2008 and 660 in 2009. Budget cuts hit hard in 2009. Unfortunately, the HPSG ended one year earlier than expected. With this loss of funding, Bel Air's class size rose to 30+ in all grades, teacher turnover of 50% occurred due to budget triggered layoffs and Bel Air lost funding for the second administrator. Even with these significant changes in the Bel Air landscape, staff, community representatives and students have confidence that the API will continue to rise, reaching our goal of 700 by 2011.

II. NEEDS ANALYSIS

The school acknowledges the quality of student achievement over the past five years, and that the current criteria places Bel Air on the list of Persistently Lowest Achieving Schools. Of the four program design options, the Transformation Model has been selected as the best fit for Bel Air. Transformation builds on the progress we have experienced as a High Priority School Grant (HPSG) participant from 2007-2009. Our principal is retiring, and a strong core of staff members is well-trained and committed to producing continued increases in student achievement.

The Bel Air staff has examined the annual progress of SPSA program implementation through the lens of the APS, the ELLSA and the LRE in the Implementation Survey. The Essential Program Components (EPC) provided a framework for consideration of strategies which would truly transform education at Bel Air.

The LEA provided clarification of the options for action through several meetings of principals and district personnel. Discussions in meetings of PTA, School Site Council, Leadership Team, and ELAC provided opportunities for a variety of views and opinions to be shared. The expertise of our Alternative Governance Team (AGT) and External Entity offered a wide spectrum of possibilities and options for school improvement and transformation. Notification of the school's status was delivered to the entire school community through the *Bear Tracks* newsletter. Indeed, the public awareness that three schools in our town of Bay Point were "on the list" prompted a municipal call to action culminating in a large public meeting at the middle school.

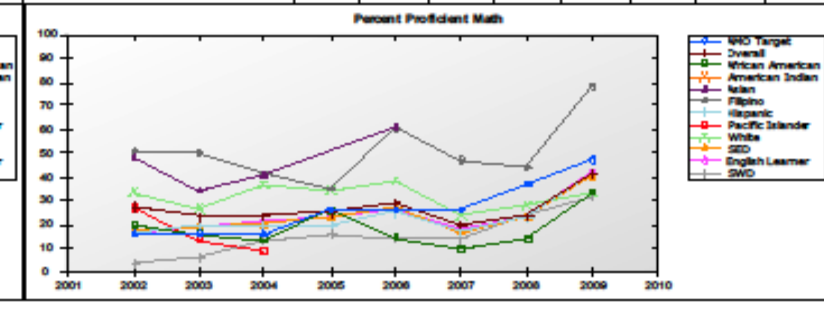
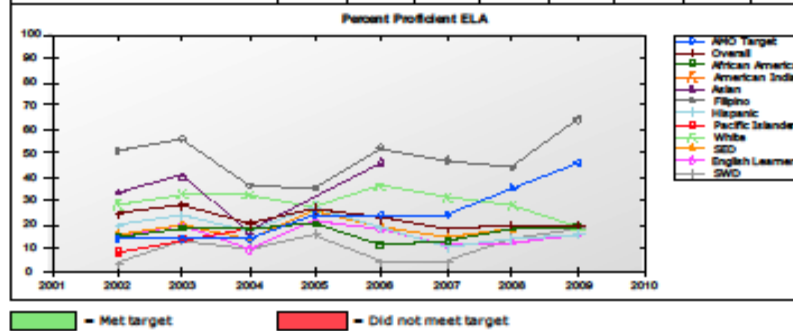
The data below reveals achievement gaps between our students and their California peers. While our students show gains in the past two years, they are not sufficient.

2000 - 2009 Accountability Progress Report

Bel Air Elementary - 07 - 61754 - 6003974

2000 - 2009 Academic Performance Index (API)																				
2000 - 2009 API Results	1999 - 2000 API Growth		2000 - 2001 API Growth		2001 - 2002 API Growth		2002 - 2003 API Growth		2003 - 2004 API Growth		2004 - 2005 API Growth		2005 - 2006 API Growth		2006 - 2007 API Growth		2007 - 2008 API Growth		2008 - 2009 API Growth	
	2000 Growth API	2000 Growth Point	2001 Growth API	2001 Growth Point	2002 Growth API	2002 Growth Point	2003 Growth API	2003 Growth Point	2004 Growth API	2004 Growth Point	2005 Growth API	2005 Growth Point	2006 Growth API	2006 Growth Point	2007 Growth API	2007 Growth Point	2008 Growth API	2008 Growth Point	2009 Growth API	2009 Growth Point
Overall	592	39	614	22	626	10	644	5	641	-5	655	8	640	-15	602	-40	633	34	660	27
African American	569	91	549	-20	560	4	603	15	582	-23	612	23	598	-14	580	-14	629	52	654	28
American Indian																				
Asian																				
Ripino																				
Hispanic	542	54	584	42	577	-9	614	28	625	11	647	14	614	-33	564	-51	599	37	642	41
Pacific Islander																				
White	573	-13	619	46	667	46	668	-13							644					
SED	549	43	560	11	573	8	606	18	602	-5	639	32	625	-14	581	-45	625	46	649	23
English Learner													619	-44	567	-50	599	35	640	40
SWD																				

2002 - 2009 Adequate Yearly Progress (AYP)																			
Met All AYP Criteria?	2002	2003	2004	2005	2006	2007	2008	2009	Met Graduation Rate?	2002	2003	2004	2005	2006	2007	2008	2009		
	Yes	No	No	No	No	No	No	No		2002	2003	2004	2005	2006	2007	2008	2009		
Annual Measurable Objectives (AMOs)	Percent Proficient ELA								Percent Proficient Math										
AMO Target	2002	2003	2004	2005	2006	2007	2008	2009	AMO Target	2002	2003	2004	2005	2006	2007	2008	2009		
Overall	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46	Overall	16	16	16	26.5	26.5	26.5	37	47.5		
African American	14.8	18.5	18.2	20.8	11.3	12.9	18.5	19.3	African American	20	16	13.4	26.4	14.1	9.7	13.8	33.3		
American Indian									American Indian										
Asian	33.3	40.6	17.2		46.2				Asian	48.1	34.3	41.3		61.5					
Ripino	50.9	56.5	36.5	35	52.2	47.1	44.4	64.3	Ripino	50.9	50	41.4	35	60.9	47.1	44.4	78.6		
Hispanic	19.8	24.3	17.2	27.7	18.7	11	13.6	15.8	Hispanic	16.6	20	20	20	25.5	17.2	23.6	42.1		
Pacific Islander	8.3	13.3	18.1						Pacific Islander	27.2	13.3	9							
White	28.5	32.8	32.6	27.6	36.4	31.4	28.2	19	White	33.7	26.8	36.9	34.5	38.6	24	28.2	33.3		
SED	15.8	20.2	14.3	25.4	19.4	14.8	17.9	18.2	SED	17.5	19.2	20.3	23.2	27.1	16.9	23.4	40.7		
English Learner	14.5	19.8	9.4	21.4	18	11.2	12.3	15.6	English Learner	16.6	18.7	21.3	23.1	26.8	18.2	23.5	42.3		
SWD	3.8	13.3	10	15.8	4.8	4.5	14.3	18.2	SWD	4	6.6	13.3	15.8	14.3	13.6	23.8	31.8		



2002 - 2009 Accountability Progress Report

Bel Air Elementary - 07 - 61754 - 6003974

	AYP ELA																		API									
	Participation Rate									Proficient Rate									2002 Growth	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth	2008 Growth	2009 Growth		
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009												
AMO Target	95	95	95	95	95	95	95	95	13.6	13.6	13.6	24.4	24.4	24.4	35.2	46												
Overall	98.9	100	100	100	100	100	99	99	25	28.4	21.1	27	23	18.1	20.1	20	626	644	641	655	640	602	633	660				
African American	99	100	100	99	100	100	99	99	14.8	18.5	18.2	20.8	11.3	12.9	18.5	19.3	560	603	582	612	598	580	629	654				
American Indian	100	100	100	100	100	100	100	100																				
Asian	100	100	100	100	100	100	100	100	33.3	40.6	17.2			46.2														
Ripino	96.5	100	100	100	100	100	95	100	50.9	56.5	36.5	35	52.2	47.1	44.4	64.3												
Hispanic	99.4	100	100	100	100	100	100	99	19.8	24.3	17.2	27.7	18.7	11	13.6	15.8	577	614	625	647	614	564	599	642				
Pacific Islander	100	100	100	100	100	100	100	100	8.3	13.3	18.1																	
White	98.8	100	100	100	100	100	98	100	28.5	32.8	32.6	27.6	36.4	31.4	28.2	19	667	668				644						
SED	99.3	100	100	100	100	100	99	100	15.8	20.2	14.3	25.4	19.4	14.8	17.9	18.2	573	606	602	639	625	581	625	649				
English Learner	100	100	100	100	100	100	99	99	14.5	19.8	9.4	21.4	18	11.2	12.3	15.6					619	567	599	640				
SWD	96.5	100	100	100	100	100	96	97	3.8	13.3	10	15.8	4.8	4.5	14.3	18.2												

	AYP Mathematics																		Graduation Rate								
	Participation Rate									Proficient Rate									2002	2003	2004	2005	2006	2007	2008	2009	
	2002	2003	2004	2005	2006	2007	2008	2009	2002	2003	2004	2005	2006	2007	2008	2009											
AMO Target	95	95	95	95	95	95	95	95	16	16	16	26.5	26.5	26.5	37	47.5											
Overall	98.3	99.7	100	100	100	100	99	100	27.6	23.9	24.1	25.4	28.9	20.2	24.2	42.1											
African American	100	100	100	99	100	100	99	100	20	16	13.4	26.4	14.1	9.7	13.8	33.3											
American Indian	100	100	100	100	100	100	100	100																			
Asian	100	100	100	100	100	100	100	100	48.1	34.3	41.3			61.5													
Ripino	96.5	100	100	100	100	100	95	100	50.9	50	41.4	35	60.9	47.1	44.4	78.6											
Hispanic	98.8	99.5	100	100	99	100	99	99	16.6	20	20	20	25.5	17.2	23.6	42.1											
Pacific Islander	92.3	100	100	100	100	100	100	100	27.2	13.3	9																
White	97.7	100	100	100	100	99	98	100	33.7	26.8	36.9	34.5	38.6	24	28.2	33.3											
SED	98.2	99.6	100	100	100	100	99	100	17.5	19.2	20.3	23.2	27.1	16.9	23.4	40.7											
English Learner	99.1	99.3	100	100	99	100	99	100	16.6	18.7	21.3	23.1	26.8	18.2	23.5	42.3											
SWD	89.6	100	100	100	100	100	96	100	4	6.6	13.3	15.8	14.3	13.6	23.8	31.8											

= Met target
 = Did not meet target

2009 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

Overall											
		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
2008	Level 5	0	1	0	0	0	1	0	0		
	Level 4	0	1	0	2	0	1	2	0		
	Level 3	1	5	36	18	4	6	36	22		
	Level 2	4	21	21	3	0	4	21	24		
	Level 1	17	24	20	0	0	0	17	44		
Total N		12	76	90	178						
Total %		06.74 %	42.70 %	50.56 %	100.00 %						

Reading											
		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
2008	Level 5	0	0	0	0	0	0	0	0		
	Level 4	0	0	0	0	1	0	0	1		
	Level 3	0	3	15	0	0	3	15	0		
	Level 2	6	9	16	1	0	6	9	17		
	Level 1	26	11	11	1	0	0	26	23		
Total N		9	50	41	100						
Total %		09.00 %	50.00 %	41.00 %	100.00 %						

Writing											
		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
2008	Level 5	0	0	0	1	0	1	0	0		
	Level 4	0	0	0	0	0	0	0	0		
	Level 3	0	7	15	7	2	7	15	9		
	Level 2	2	6	18	4	0	2	6	22		
	Level 1	11	18	9	0	0	0	11	27		
Total N		10	32	58	100						
Total %		10.00 %	32.00 %	58.00 %	100.00 %						

2009 CELDT 2 Year Proficiency Level Movement Analysis

Students with Previous CELDT SCORES (Matched-Case)

Listening											
		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
2008	Level 5	0	1	0	3	3	4	3	0		
	Level 4	0	0	6	2	5	6	2	5		
	Level 3	3	5	23	20	11	8	23	31		
	Level 2	4	10	21	9	3	4	10	33		
	Level 1	5	13	24	5	2	0	5	44		
	Total N						22	43	113		178
Total %						12.36 %	24.16 %	63.48 %	100.00 %		

Speaking											
		2009					2008 Level	Negative Movement	No Movement	Positive Movement	Total
		Level 1	Level 2	Level 3	Level 4	Level 5					
2008	Level 5	0	0	4	7	4	11	4	0		
	Level 4	0	2	16	15	6	18	15	6		
	Level 3	0	7	30	6	2	7	30	8		
	Level 2	3	8	17	6	1	3	8	24		
	Level 1	7	25	11	1	0	0	7	37		
	Total N						39	64	75		178
Total %						21.91 %	35.96 %	42.13 %	100.00 %		

Bel Air Elementary School
Math Curriculum Associates – March 2010

Teacher	NS #1	A/F	M/G	SDA
Walker	66%	79%	88%	57%
Gliebe	57%	54%	80%	48%
McSherry	65%	68%	84%	58%
1st Grade	63%	67%	84%	54%

Teacher	NS #1	NS#2	NS#3	A/F	A/F #2	A/F #3	M/G	M/G #2	M/G #3	SDA	SDA #2	SDA #3
Merletti	39%	49%	56%	23%	61%	59%	46%	43%	52%	34%	66%	59%
Fail	39%	58%	68%	28%	47%	68%	40%	43%	64%	31%	61%	77%
Rudea-Sifuentes	39%	49%	62%	30%	55%	63%	45%	32%	59%	44%	63%	64%
2nd Grade	39%	52%	62%	27%	54%	63%	43.5%	39%	58%	36.3%	63%	67%

Teacher	NS #1	NS#2	NS#3	A/F	A/F #2	A/F #3	M/G	M/G #2	M/G #3	SDA	SDA #2	SDA #3
Ralls	33%	38%	42%	38%	42%	35%	32%	40%	52%	31%	43%	46%
Ramsey	41%	36%	47%	37%	39%	40%	29%	34%	46%	28%	46%	43%
Rudea-Sifuentes	35%	47%	49%	54%	48%	51%	32%	47%	53%	44%	48%	33%
3rd Grade	36%	40%	46%	43%	43%	42%	31%	40%	50%	34%	45.6%	41%

Teacher	NS #1	NS#2	NS#3	A/F	A/F #2	A/F #3	M/G	M/G #2	M/G #3	SDA	SDA #2	SDA #3
Pelley	36%	41%	53%	35%	44%	57%	30%	30%	47%	39%	46%	54%
Exner	35%	35%	48%	29%	38%	50%	23%	29%	29%	17%	34%	37%
4th Grade	35.5%	38%	51%	32%	41%	54%	26.5%	29.5%	38%	28%	40%	46%

Teacher	NS #1	NS#2	NS#3	A/F	A/F #2	A/F #3	M/G	M/G #2	M/G #3	SDA	SDA #2	SDA #3
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Campos	26%	40%	45%	33%	42%	52%	29%	36%	40%	24%	42%	33%
Petroff	27%	40%	55%	36%	51%	59%	29%	39%	40%	32%	40%	44%
5th Grade	26.5%	40%	50%	34.5%	47%	56%	29%	38%	40%	28%	41%	39%

Projected Performance Level

70% and above Advanced 58% - 69% Benchmark (Proficient) 43% - 57% Strategic 42% and Below Intensive

Teacher	WA	RC	LR	WC	WS
Walker					
Gliebe	61%	64%	68%	38%	48%
McSherry	63%	58%	63%	43%	58%
1st Grade	62%	61%	66%	36%	53%

Teacher	WA	WA2	WA3	RC	RC2	RC3	LR	LR	LR3	WC	WC2	WC3	WS	WS2	WS3
Merletti	26%	35%	46%	26%	33%	43%	29%	36%	50%	24%	30%	38%	24%	28%	22%
Fail	41%	47%	51%	35%	38%	47%	46%	47%	51%	33%	43%	44%	18%	38%	32%
Rueda-Sifuentes	30%	38%	44%	26%	29%	39%	32%	28%	28%	24%	31%	39%	21%	29%	31%
2nd Grade	32.5%	40%	47%	29%	33.3%	43%	35.6%	37%	43%	27%	35 %	40%	21%	32%	28%

Bel Air Elementary School
 ELA Curriculum Associates – March 2010

Teacher	WA	WA2	WA3	RC	RC2	RC3	LR	LR	LR3	WC	WC	WC3	WS	WS	WS3
Rueda-Sifuentes	33%	35%	40%	32%	31%	48%	34%	26%	39%	25%	34%	45%	32%	32%	35%
Ralls	32%	36%	46%	32%	44%	49%	28%	31%	35%	30%	40%	43%	35%	30%	36%
Ramsey	41%	39%	43%	33%	38%	53%	27%	42%	40%	33%	38%	40%	43%	37%	35%
3rd Grade	36.5%	36.6%	43%	32.5%	37.6%	50%	27.5%	33%	38%	32%	37%	43%	39%	33%	35%

Teacher	WA	WA 2	WA3	RC	RC2	RC3	LR	LR2	LR3	WC	WC	WC3	WS	WS	WS3
Pelley	36%	43%	54%	30%	32%	39%	31%	30%	44%	31%	34%	43%	25%	29%	32%
Exner	37%	42%	52%	30%	28%	42%	28%	31%	39%	29%	36%	43%	28%	33%	28%
4th Grade	37%	43%	53%	30%	30%	41%	30%	31%	42%	30%	35%	43%	27%	31%	30%

Projected Performance Level

60% and above Advanced 47% -59 % Benchmark (Proficient) 36% - 46% Strategic 35% and Below Intensive

Bel Air Elementary School
 ELA Curriculum Associates – March 2010

Teacher	WA	WA 2	WA3	RC	RC2	RC3	LR	LR2	LR3	WC	WC2	WC3	WS	WS	WS3
Campos	49%	46%	48%	43%	42%	61%	46%	45%	48%	51%	47%	40%	30%	31%	47%
Petroff	37%	45%	42%	39%	37%	51%	40%	41%	43%	44%	45%	40%	31%	31%	47%
5th Grade	42%	45%	45%	40%	40.5%	56%	42.5%	43%	46%	47%	47.5%	40%	30%	31%	47%

Projected Performance Level

60% and above Advanced 47% -59 % Benchmark (Proficient) 36% - 46% Strategic 35% and Below Intensive

III. SCHEDULE OF PRESENTATIONS TO STAKEHOLDERS
Regarding the Bel Air School Transformational Plan

Date	Stakeholders	Information Presented	Input Received
3/31/10	Staff	Current info regarding PLAS status and process	
4/12/10	External Entity and District AGT Representative	Consult with EE and District Rep regarding options for PLAS response plans (transformational...)	Clarification of process and suggestions for school improvement
4/13/10	PTA	Options for school; update on current thinking in District regarding most viable option; sharing of data on achievement of students in bilingual programs; departure of principal will facilitate SIG	Some parents feel the bilingual and PLL programs are beneficial; how can we keep them?
4/14/10	Staff	Current info and update regarding PLAS status and grant application process	Suggestions for school improvement
4/21/10	Staff	Current info and update regarding PLAS status and grant application process	Suggestions for school improvement
4/22/10	Leadership Team	Update regarding SIG grant application process, and facilitation of group input for strategy 1	Brainstormed draft for SIG app plan, for LA Strategy 1
4/26/10	SSC	Update regarding SIG grant application process. "How serious are parents about keeping bilingual program?"	"Parents will show up at ELAC meeting in large numbers to support bilingual education."
5/3/10	AGT	Review of draft SIG grant application and group input	Strategy #1 reviewed in depth; increased instructional

Date	Stakeholders	Information Presented	Input Received
			time and teacher accountability sections strengthened
5/4/10	Staff	Optional Staff meeting to give staff chance to see draft plan and give input before it's sent to district	Six staff members reviewed Plan, requesting changes to teacher collaboration piece and bilingual program wording.
5/4/10	ELAC	Various options for the future of the bilingual program in the SIG were shared, and input requested	74 parents attended to voice support for continuing the bilingual program from K-2 nd grade, while some expressed anger that 3 rd grade would be dropped
5/5/10	Staff	Presentation of transformational plan – and reception of staff input	Staff discussed many items, wondering how teachers would be paid for the longer day, and how they might leave if the Plan was not to their liking. Generally, the Plan was accepted as good for Bel Air students. A contract to summarize agreements and commitments from families was added.
5/11/10	Board of Ed	Presentation of SIG application	
5/18/10 ?	PTA	Powerpoint presentation of transformational plan	
5/25/10	Board of Ed		

IV. BEL AIR RESTRUCTURING/TURNAROUND (TRANSFORMATIONAL) Strategies Worksheet: 1 & 2

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline																					
	Fully implement rigorous, and coherent, standards-based reading comprehension program grades K-5 using best first instruction and aligned interventions where necessary		Fully develop and implement a rigorous English Language Development program which will support all students in developing proficiency in English by fifth grade																						
Student Achievement Goal/Target	<p>Percent of students scoring proficient or advanced in ELA on the 2011 STAR test will increase from 20% in 2009 to 50% in 2011.</p> <p>Bel Air will achieve an API of 701 with CST ELA Student Performance Band breakdowns as follows:</p> <p>2nd Grade CST and CAPA ELA</p> <table border="1"> <thead> <tr> <th>Performance Levels</th> <th>2009 – 659API # of valid ELA scores</th> <th>701 API # of valid ELA scores</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>2</td> <td>5</td> </tr> <tr> <td>Proficient</td> <td>8</td> <td>15</td> </tr> <tr> <td>Basic</td> <td>16</td> <td>12</td> </tr> <tr> <td>Below Basic</td> <td>20</td> <td>19</td> </tr> <tr> <td>Far Below Basic</td> <td>11</td> <td>6</td> </tr> <tr> <td>Total Valid Scores</td> <td>57</td> <td>57</td> </tr> </tbody> </table>	Performance Levels	2009 – 659API # of valid ELA scores	701 API # of valid ELA scores	Advanced	2	5	Proficient	8	15	Basic	16	12	Below Basic	20	19	Far Below Basic	11	6	Total Valid Scores	57	57		<p>All students will increase their CELDT level by at least one level every year.</p> <p>In 2009 51% of students moved up one level. By 2011, 80% of students will move up one level.</p> <p>In 2009-2010, 3% of English Learners were redesignated to Fluent English Proficient. By 2011-2012, 10% of English Learners will be redesignated to Fluent English Proficient.</p>	
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Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>relationships with students and their families. All will allow for greater student learning success.</p> <ul style="list-style-type: none"> • Fully implement the H-M (Houghton Mifflin) Reading program with full fidelity • Intervention Academies - Provide leveled skill grouping 4 days/week at all grade levels, for all students. Include an Intervention Teacher in the rotation to provide smaller class sizes. • During the Intervention Academy Rotations, and using a full-time Resource Teacher, we will use RSIP, (Reading Support and Intervention Program), a direct instruction intervention program, for grades 1-3 for students receiving resource services, and other students who are below grade level. • Explore direct instruction LA intervention for 4-5 such as Read 180 • Implement the 4-5 LA intervention program above • Fully implement Board Language in all classes • Implement Accelerated Reader in all classes grades 2-5 	<p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 2</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 2</p>	<p>instruction</p> <ul style="list-style-type: none"> • Use GLAD and SDAIE strategies throughout the curriculum • Modify bilingual/Primary Language Literacy (PLL) Program from K-3 to K-2; transition to English in 2nd grade; parents must commit to program K-2; combination classes will be avoided at all costs • Use Imagine Learning as a computer-based intervention • Explore promising, research-based ELD curricula • Investigate Parallel Instruction in English (PIE Model) as a vehicle for students in bilingual program to access the HM Reading curriculum in English at the same time as Lectura in Spanish 	<p>Year 1</p> <p>Year 2</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p>

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<ul style="list-style-type: none"> • Research and develop a Pre-K program • Implement a Pre-K program • We will build a data-driven system for the use of computer based skill practice programs for intervention: My Skills Tutor, Read Naturally, Lexia. 	Year 1		
Instructional Time	<ul style="list-style-type: none"> • Increase the school day by 40 minutes, 5 days/week, to increase time for interventions during the day. • Increase Kindergarten from half day to full day • Increase Extended Day intervention classes, to 3 days a week, and require attendance of targeted students, who will be identified based on formative assessment data. Classes will be 50 minutes long. • Add a 2-week, 3-hour day Early Back program during August, for grades K-5 to prepare targeted students for the coming year in LA, Math, and ELD. Targeted students will be chosen based on benchmark assessments data and report card data. • By trimming minutes of transition times from 5 to 3 minutes per 	<p>Year 1</p> <p>Year 1</p> <p>Year 1</p> <p>Year 1</p>	<ul style="list-style-type: none"> • Increase daily ELD time to 45 minutes • Supplemental ELD intervention groups will be offered during the day or during Extended Day 	<p>Year 1</p> <p>Year 1</p>

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>transition, we will increase student learning time by 8 minutes per day in grades 1-2 and 6 minutes per day in grades 3-5.</p>			
Administrative Training	<ul style="list-style-type: none"> • Professional development for all intervention programs, including Board Language and PLC Summit • Training on techniques for effective monitoring of programs • Training on SMART goals and collaborative data analysis through PLC • Biweekly consultation/leadership coaching sessions with External Entity • Training and on-going support for transformational leadership 	<ul style="list-style-type: none"> • Year 1 for all 	<ul style="list-style-type: none"> • Training in Systematic ELD, GLAD, SDAIE and ADEPT as necessary • Training on techniques for effective monitoring of programs • Consult sessions with District EL Support person, ELD coach, and External Entity on a monthly basis 	<ul style="list-style-type: none"> • Year 1 for all
Highly Qualified Teachers and Professional Development	<ul style="list-style-type: none"> • All teachers will be trained in PLC, Board Language, Board Math, Walk Through process, effective data analysis, best practices of reading comprehension instruction • Teachers grades 2-5 will be trained in Accelerated Reader • Coaches will be trained in PLC Leadership • Administrator will recruit and retain highly qualified teachers who implement the transformational plan with fidelity and with evidence of student learning results. 	<ul style="list-style-type: none"> • Year 1 for all 	<ul style="list-style-type: none"> • All teachers have CLAD certification; PLL teachers will have BCLAD certification • All teachers to receive updated training on use of Systematic ELD • Regularly scheduled collaboration with coaches, intervention teachers, ELD teacher to focus on progress of EL's • Training in Imagining English • GLAD and SDAIE training 	<ul style="list-style-type: none"> • Year 1 for all Year 2 Year 2

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
Student Achievement Monitoring Systems	<ul style="list-style-type: none"> • Use PLC structure to monitor grade level articulation and student achievement data on common grade level assessments with SMART goals cycling on a weekly to bi-weekly basis. • Curriculum Associates benchmark data will be used grades 1-5, 4 times per/year. • Administrator, coach and/or intervention teacher will facilitate grade level collaboration meetings • Structured Walk Throughs will monitor program fidelity and use of agreed-upon strategies • Increased accountability for student learning results through on-going administrator-teacher data review and support conferences. Year one to occur 4 times per year. • Teaching staff will engage in curriculum calibration process twice annually – Collectively reviewing examples of student assignments to compare to grade level standards 	<ul style="list-style-type: none"> • Year 1 Year 1 Year 1 Year 1 Year 1 Year 2 	<ul style="list-style-type: none"> • ADEPT given to English Only students in Sept. 2010 • ADEPT given to English Learners in Nov/Feb/May • District reading/writing assessments • Informal common assessments • Structured Walk Throughs will monitor program fidelity and use of agreed-upon strategies • Administrator, coach and/or intervention teacher will facilitate grade level collaboration meetings to focus on ELD 	<ul style="list-style-type: none"> • Year 1 • Year 1 • Year 1 • Year 1 • Year 1 Year 1
Ongoing Instructional Assistance and Support	<ul style="list-style-type: none"> • Hire a co-administrator (VP or Instructional Program Specialist) to share instructional leadership as 	<ul style="list-style-type: none"> • Year 1 all 	<ul style="list-style-type: none"> • Provide full time on-site ELD coach • ELD teacher, intervention teachers, and/or coaches will participate in ELD 	<ul style="list-style-type: none"> • Year 1 for all

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>well as site management with Principal</p> <ul style="list-style-type: none"> • Hire full time language arts coach to support instructional improvement in all classes • Hire two intervention teachers (K-2 and 3-5) to coordinate interventions as well as teach groups during leveled instruction • Site Tech services increased to 3 days/week to maintain computers used for interventions, both in the computer lab and in the classroom • Team of highly qualified and trained substitutes, who have been trained in site programs and expectations (e.g. Climate Strategy #3, BoardMath and BoardLanguage) will be available for our site by request • Alternative Governance Team (AGT) - Increased number of meetings with AGT team once per/month for oversight, leadership, and collaboration with consistent, high-quality AGT team to monitor implementation of transformational plan. 		<p>rotations to reduce the span of EL levels in groups, and support instructional improvement in ELD classes</p> <ul style="list-style-type: none"> • District EL Support person will visit site biweekly in support of PLL programs 	
Regular Teacher Collaboration	<ul style="list-style-type: none"> • All grade levels will collaborate weekly during the school day 1 	<ul style="list-style-type: none"> • Year 1 	<ul style="list-style-type: none"> • In addition to the collaboration activities listed in Strategy #1, PLL 	<ul style="list-style-type: none"> • Year 1 for both

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>hour biweekly (using support personnel to teach, or having an assembly for all students), 1.5 hours on 2 Wednesdays per month during our minimum day meeting time, and 6 additional after school hours/month on a paid hourly basis; Collaborative meetings will be structured, data-driven, and product oriented, and will include facilitation and participation by administrators, coaches, intervention teachers and/or Resource Specialist. During the 6 after school meeting hours, each grade level team will meet for at least one hour with each coach, (Language Arts, Math, and ELD).</p> <ul style="list-style-type: none"> • Collaboration will follow PLC protocols to focus on use of student achievement data to improve teaching and learning • On-going Learning Walks focused on implementation of SIG plan and rigorous instruction, will take place bi-monthly. 		<p>staff will meet regularly with site and district support personnel to articulate the PLL program and plan for improvement</p> <ul style="list-style-type: none"> • With participation of district support personnel, staff will establish a clear plan for students who are transitioning into English literacy from the PLL program 	
Lesson Planning Guide	<ul style="list-style-type: none"> • Collaboratively plan by grade level for student mastery of standards using district pacing guides • Collaborate with intervention teachers for effective leveled skill 	<ul style="list-style-type: none"> • Year 1 for all 	<ul style="list-style-type: none"> • Schedule grade level collaboration time specifically to review the Systematic ELD program lessons, Carousel lessons and resources, and the Houghton Mifflin EL Support Handbook to plan 	<ul style="list-style-type: none"> • Year 1 for both

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>groupings. Use formative assessment achievement data, including benchmark assessments and GL common assessments to adjust groups and monitor student progress</p> <ul style="list-style-type: none"> • Administrator collects 1 lesson plan per week, from each teacher, for monitoring of cognitive planning and rigorous instruction, using a lesson template created by coaches. 		<p>appropriate, successful lessons for each leveled ELD class</p> <ul style="list-style-type: none"> • Plan specific benchmarks for transition to 100% English instruction by the end of 2nd grade in the PLL program 	
Essential Program Components (EPC)	Strategy #1		Strategy #2	
Fiscal Support	<ul style="list-style-type: none"> • SIG Grant • Title 1 and ARRA • EIA • SLIBG 	•	<ul style="list-style-type: none"> • SIG Grant • Title 1 and ARRA • EIA • SLIBG 	•
Others Areas				
School Learning Environment	See Strategy #3		See Strategy #3	
Parent Involvement	<ul style="list-style-type: none"> • Language Arts Family Night – We will provide parents and families 	• Year 1	<ul style="list-style-type: none"> • English Learners Family Night – We will provide parents and families with 	• Year 1

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>with reading comprehension strategies to work on at home with their students</p>		<p>activities and games which allow them to practice their English together</p> <ul style="list-style-type: none"> • Parent English as a Second Language (ESL) classes will be increased to include an evening class in addition to the morning session currently offered. • We will purchase and utilize a multiple headset translation system for parents and teachers to use during meetings 	
<p>How will you evaluate the strategies effectiveness (evaluation plan)?</p>	<p>We will use Curriculum Associates benchmark assessments, common grade level formative assessments, and CST results to evaluate the effectiveness of program. In addition, we will use formative assessments, including the District Reading Assessment Program (RAP) and Developmental Reading Assessment (DRA) to assess the effectiveness of intervention programs used.</p> <ul style="list-style-type: none"> • District support will be needed for development and implementation of an action plan for monitoring implementation of the transformational plan • District support will be needed for teacher prep time flexibility to allow for scheduling of common ELD rotations, supplemental intervention academies, and 	<ul style="list-style-type: none"> • Year 1 for all 	<p>We will use ADEPT data and CELDT (California English Language Development Test) results to evaluate the effectiveness of the above plan.</p> <p>In addition, we will use the percent of students redesignated as Fluent English Proficient as another measure of effectiveness.</p> <ul style="list-style-type: none"> • District support will be needed to provide increase the ELD certificated coach position from .5 FTE to 1.0 FTE • District support will be needed to identify and evaluate promising, research-based ELD curricula for evaluation. • District supports will be needed from district EL and PLL support staff for site visits and ELD strategy plan implementation and evaluation 	<ul style="list-style-type: none"> • Year 1 for all

Essential Program Components (EPC)	Strategy #1:	Timeline	Strategy #2	Timeline
	<p>common prep times at each grade level</p> <ul style="list-style-type: none"> • District support will be needed from Tech Information Support (TIS) to level all library books for Accelerated Reader before September 1, 2010 		<ul style="list-style-type: none"> • District support will be needed to provide the additional Parent ESL class in the evening 	
<p>How much will it cost to implement the strategy and what resources (human and fiscal) will be used? Be as detailed as possible with actual projected costs.</p>				

***Next Step is to complete the Budget and Implementation Timeline (see chart provided).**

V. RESTRUCTURING/TURNAROUND (TRANSFORMATIONAL) STRATEGIES WORKSHEET: 3 & 4

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline																														
	<p>Increase student and family connections to school by providing a welcoming, culturally responsive environment with clear and consistent rules.</p>		<p>Fully implement rigorous, standards-based math program grades K-5 using best first instruction and aligned interventions where necessary.</p>																															
<p>Student Achievement Goal/Target</p>	<p>The overall rate of citations and referrals will be reduced by 20% per year, and the ethnic breakdown will be more proportionate to the student population.</p> <p>Current discipline data reveals that the percentage of African American boys receiving citations and suspensions is disproportionate. African American boys make up 12% of our population:</p> <table border="1" data-bbox="474 1088 970 1243"> <thead> <tr> <th>Cited Behavior Offensives 2009-10</th> <th>Total</th> <th>%Received by Afr. Am. Boys</th> </tr> </thead> <tbody> <tr> <td>Citations</td> <td>479</td> <td>42% (201)</td> </tr> <tr> <td>Suspensions</td> <td>33</td> <td>39% (13)</td> </tr> </tbody> </table> <p>The overall number of African American students who are boys at</p>	Cited Behavior Offensives 2009-10	Total	%Received by Afr. Am. Boys	Citations	479	42% (201)	Suspensions	33	39% (13)		<p>Percent of students scoring proficient or advanced in Math on the 2011 STAR test will increase from 42% in 2009 to 70% in 2011</p> <p>Bel Air will achieve an API of 701 with CST Math Student Performance Band breakdowns as follows:</p> <p>2nd Grade CST and CAPA Math</p> <table border="1" data-bbox="1138 961 1688 1243"> <thead> <tr> <th>Performance Levels</th> <th>2009 – 659API # of valid Math scores</th> <th>701 API # of valid Math scores</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>6</td> <td>11</td> </tr> <tr> <td>Proficient</td> <td>14</td> <td>19</td> </tr> <tr> <td>Basic</td> <td>20</td> <td>16</td> </tr> <tr> <td>Below Basic</td> <td>13</td> <td>9</td> </tr> <tr> <td>Far Below Basic</td> <td>4</td> <td>2</td> </tr> <tr> <td>Total Valid Scores</td> <td>57</td> <td>57</td> </tr> </tbody> </table>	Performance Levels	2009 – 659API # of valid Math scores	701 API # of valid Math scores	Advanced	6	11	Proficient	14	19	Basic	20	16	Below Basic	13	9	Far Below Basic	4	2	Total Valid Scores	57	57	
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Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline																																										
	<p>or above proficient on the STAR test will increase by 20% per year.</p>		<p>3rd-5th Grade Students with Disabilities only – CST, CMA, and CAPA Math</p> <table border="1" data-bbox="1144 435 1690 722"> <thead> <tr> <th>Performance Levels</th> <th>2009 – 659API # of valid Math scores</th> <th>701 API # of valid Math scores</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>0</td> <td>0</td> </tr> <tr> <td>Proficient</td> <td>7</td> <td>9</td> </tr> <tr> <td>Basic</td> <td>5</td> <td>6</td> </tr> <tr> <td>Below Basic</td> <td>8</td> <td>7</td> </tr> <tr> <td>Far Below Basic</td> <td>2</td> <td>0</td> </tr> <tr> <td>Total Valid Scores</td> <td>22</td> <td>22</td> </tr> </tbody> </table> <p>3rd-5th Grade Students with No Disabilities – CST Math</p> <table border="1" data-bbox="1144 815 1690 1096"> <thead> <tr> <th>Performance Levels</th> <th>2009 – 659API # of valid Math scores</th> <th>701 API # of valid Math scores</th> </tr> </thead> <tbody> <tr> <td>Advanced</td> <td>36</td> <td>44</td> </tr> <tr> <td>Proficient</td> <td>56</td> <td>66</td> </tr> <tr> <td>Basic</td> <td>58</td> <td>52</td> </tr> <tr> <td>Below Basic</td> <td>52</td> <td>50</td> </tr> <tr> <td>Far Below Basic</td> <td>16</td> <td>6</td> </tr> <tr> <td>Total Valid Scores</td> <td>218</td> <td>218</td> </tr> </tbody> </table>	Performance Levels	2009 – 659API # of valid Math scores	701 API # of valid Math scores	Advanced	0	0	Proficient	7	9	Basic	5	6	Below Basic	8	7	Far Below Basic	2	0	Total Valid Scores	22	22	Performance Levels	2009 – 659API # of valid Math scores	701 API # of valid Math scores	Advanced	36	44	Proficient	56	66	Basic	58	52	Below Basic	52	50	Far Below Basic	16	6	Total Valid Scores	218	218	
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<p>Instructional Program</p>	<p>We will use the following strategies to build positive relationships between teachers and students, raise teachers’ expectations of all students’ behavior and academic performance, decrease students’ disruptive behaviors in the</p>		<ul style="list-style-type: none"> • Implement HM Math program with fidelity and strategic integration of Math Expressions lessons and strategies (years 2 & 3). • Full implementation of BoardMath – 5x/week K-5 	<p>Year 1 Years 2/3 Year 1</p>																																										

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline
	<p>classroom, and increase students' focus and learning success.</p> <p>We will use the First Six Weeks of School, Responsive Classrooms model with an emphasis on:</p> <ul style="list-style-type: none"> • Morning Meeting • Rules and Logical Consequences – including • clear and consistent schoolwide procedures and rules • Modeling • Classroom Organization <p>Schoolwide Environment Strategies:</p> <ul style="list-style-type: none"> • BEST (Building Effective Schools Together) • School-wide rewards • SST (Student Study Team) • Life Skills 	Year 1	<ul style="list-style-type: none"> • Implement a computer-based math facts practice and assessment program such as FasttMath for Math Facts automaticity – grades 2-5 all year, and 1st grade starting in January. • We will build a data-driven system for the use of computer based skill practice programs for intervention such as HM Soar to Success Math and/or My Skills Tutor (year 2 & 3) • We will use a direct instruction teacher led intervention program such as HM Knowing Mathematics to provide math intervention for students who are far below grade level. 	<p>Year 1</p> <p>Years 2/3</p> <p>Year 2</p>
Instructional Time	<ul style="list-style-type: none"> • 20 Minutes dedicated to Morning Meeting and Life 		(Refer to Strategy #1)	

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline
	Skills Instruction daily M-F, grades K-5			
Administrative Training	<ul style="list-style-type: none"> • Professional development for all Climate Programs • School Climate Planning Meeting for BEST Leadership Team to plan August Professional Development Day 	<ul style="list-style-type: none"> • Year 1 	<ul style="list-style-type: none"> • Professional development for Board Math • Math Fact Automaticity Program 	<ul style="list-style-type: none"> • Year 1
Highly Qualified Teachers and Professional Development	<p>All teachers will be trained in:</p> <ul style="list-style-type: none"> • Responsive Classrooms • Equity Consultant (Michael Roosevelt) • Culturally Responsive teaching (Sharroky Hollie), • Duty Supervisors and all Support staff will be trained on Responsive School Environment • Duty Supervisors will be trained in Active Supervision 	<ul style="list-style-type: none"> • Year 1/2 	<ul style="list-style-type: none"> • All teachers will be trained in Board Math • Teachers grades 2-5 trained in Math Fact Automaticity Program. • Math coach trained in HM Math Expressions Blended Usage, and Knowing Mathematics or other Intervention Program • Teachers trained in computerized intervention programs and how to use them based on data. 	<ul style="list-style-type: none"> • Year 1 <p>Year 2</p>
Student Achievement Monitoring Systems	<ul style="list-style-type: none"> • Walk Throughs • Data from Citations and Referrals is tracked in a computer-based program and shared with all staff on a regular basis to monitor 	Year 1	(Refer to Strategy #1)	

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline
	<p>progress and make improvements</p> <ul style="list-style-type: none"> • STAR Results • Curriculum Associates assessment Results 			
<p>Ongoing Instructional Assistance and Support</p>	<ul style="list-style-type: none"> • Equity consultants: Michael Roosevelt/Sheila Sims • Active Supervision • Additional Duty Supervisors • Increase both Parent Liaisons to full time • Supplies, equipment, and games • School Psychologist (2 extra days per week (Title 1 funds) to provide psych assessment, individual and group counseling, behavior support, coordinate student mentoring program, support parent involvement, and provide leadership for staff in implementing school climate strategy plan). • School Psychologist Intern • Full-time Fred Finch counselor 	<p>Year 1</p>	<ul style="list-style-type: none"> • Full time Math coach • Intervention teachers used for math interventions as well as LA. • Work with Tech Services to bring more power to the computer lab, so that all 30 computers can function simultaneously 	<ul style="list-style-type: none"> • Year 1
<p>Regular Teacher</p>	<ul style="list-style-type: none"> • Meet monthly to plan lessons for 		<p>(Refer to Strategy #1)</p>	

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline
Collaboration	Life skills instruction			
Lesson Planning Guide	<ul style="list-style-type: none"> • Revise and update BEST packet prior to beginning of school • Life Skills Year Long Pacing Guide 		(Refer to Strategy #1)	
Essential Program Components (EPC)	Strategy #3		Strategy #4	
Fiscal Support				
Others Areas				
School Learning Environment	<ul style="list-style-type: none"> • Increase student connection to school by providing a welcoming, culturally responsive environment with clear and consistent rules 	•	<ul style="list-style-type: none"> • Awards to students for progress in Math Fact Automaticity 	•
Parent Involvement	<ul style="list-style-type: none"> • Parents and families will be asked to commit to consistently support their child and the school community by ensuring daily attendance, on-time arrival, students wearing their school uniform daily, and at 		<ul style="list-style-type: none"> • Family Night – Math 	

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline
	<p>least one hour per month of parent participation in school activities</p> <ul style="list-style-type: none"> • Parent and Family incentives provided for perfect attendance each trimester, and for regular participation in school activities • Parent Communication bulletin board • Bi-weekly <i>Bear Tracks</i> • Monthly Classroom Newsletters • Positive and friendly contacts made to all parents through phone calls or home visits • Notification to parents for Awards Assemblies • Two Parent Liaisons (one bilingual and one English speaking) connect our most significant subgroup communities to the school • Progress Reports for Students – Mid-trimester • October parent conferences for students who are below grade level in academics or behavior. 			

Essential Program Components (EPC)	Strategy #3	Timeline	Strategy #4	Timeline
How will you evaluate the strategies effectiveness (evaluation plan)?				
How much will it costs to implement the strategy and what resources (human and fiscal) will be used?				

***Next Step is to complete the Budget and Implementation Timeline (see chart provided.**

VII. SIG Budget

Budget Narrative
SCHOOL: Bel Air
Elementary

ONLY FOR 4
PARTICIPATING
SCHOOL

Object Code	Description	Title I	Title I ARRA	EIA	SLIBG	SIG	Total	Budget Narrative
CBED	<i>these numbers help to calculate cost</i>							
# of teachers 1000	Certificated Salaries Instructional Program Specialist					\$ 96,000	\$ 96,000	Instructional Program Specialist will provide direct support to teachers relative to data analysis, instruction and intervention groups. 1 FTE x \$96,000
1100	Teacher (Coach)	\$ 56,000				\$ 112,000	\$ 168,000	Hire 2 Intervention support teachers and increase math coach to 1.0 FTE (1 intervention teacher is existing) at \$56,000 each to provide intervention classes and direct support to students daily. 3 FTE x \$56,000 =\$168,000
1100	Hire 5 teachers to support Class Size Reduction					\$ 280,000	\$ 280,000	Hire 5 new teachers to implement Class Size Reduction (\$56,000 FTE x 5 Teachers =\$280,000).
1160	Collaboration for teachers to review data monthly (from assessments)					\$ 12,600	\$ 12,600	Teachers will be released by grade level 1/2 day per month to analyze data, identify essential standards, target instruction, and identify intervention groups. 18 teachers x

							\$70/half day sub x 10 months =\$12,600
1160	Professional Development Days for Teachers prior to school				\$ 9,240	\$ 9,240	Professional development days for teacher to plan and prepare for school year. Content will include ELA, ELD, data and common assessment and school climate. (18 teachers, 2 int. teachers, and 2 coaches x \$20/hr x 7hrs/day x 3 days)
1160	Collaboration Time for Teachers in Grade levels after school				\$ 29,040	\$ 29,040	Each grade level will meet (6 hours a month x (18 teachers + 2 coaches + 2 intervention teachers) x 11 mo X \$20)
1160	Hire Teachers to teach at Summer Early Back program				\$ 12,750	\$ 12,750	Early Back Summer Program required for students who at the end of the year score below Basic on the Curriculum Associates assessments ELA and Mathematics. (7 teachers x 10 days (2 week program) x 5 hrs/day x \$25/hr plus administrator at \$4,000)
1160	Increase the school day by 40 minutes				\$ 129,600	\$ 129,600	Increase the school day by 40 minutes to ensure interventions are provided to student by skills and need. 18 teachers x \$40/hr x 180 days)
	Extended Day Intervention Classes for students not at grade level	\$ 36,000				\$ 36,000	Provide Extended Day Intervention classes to students not at grade level. Approximately 60 students will be served with a 6:1 student to teacher ratio. 10 teachers x 3 days/wk x 32 wks x 1.5 hrs x \$25/hr)
	Total Certificated Salaries	\$ 92,000	\$ -	\$ -	\$ -	\$ 681,230	\$ -
							\$ 773,230

2000	Classified Salaries						\$	
2200	Site Tech					\$ -	\$	
	Total Classified Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$	
3000	Employee Benefits						\$	
3101	STRS-Certificated (8.25%)	\$ 7,590	\$ -	\$ -	\$ -	\$ 56,201	\$	STRS
3202	PERS-Classified (10.200%)	\$ -	\$ -	\$ -	\$ -	\$ -	\$	
3321	Medicare-Certificated (1.45%)	\$ 1,334	\$ -	\$ -	\$ -	\$ 9,878	\$	Medicare
3322	Medicare-Classified	\$ -	\$ -	\$ -	\$ -	\$ -	\$	
3502	SUI-Certificated (.720%)	\$ 6,624	\$ -	\$ -	\$ -	\$ 47,822	\$	SUI
3502	SUI-Classified	\$ -	\$ -	\$ -	\$ -	\$ -	\$	
3302	Social Security-Classified (6.2%)	\$ -	\$ -	\$ -	\$ -	\$ -	\$	Social Security
3601	WCI-Certificated (2.96%)	\$ 2,723	\$ -	\$ -	\$ -	\$ 20,164	\$	Workers Compensation Insurance
3602	WCI-Classified (2.96%)	\$ -	\$ -	\$ -	\$ -	\$ -	\$	
3331	Certificated Hourly-PARS (3.750%)	\$ 3,450	\$ -	\$ -	\$ -	\$ 25,546	\$	
3332	Classified Hourly-PARS (3.750%)	\$ -	\$ -	\$ -	\$ -	\$ -	\$	
	Post retirement Health Benefit surcharge						\$	Post retirement benefit surcharge
3421	Dental					\$ 11,248	\$	Delta Dental (\$1,406 per person) (8 staff)

3431	Vision					\$ 1,568	11,248	Vision (\$196 per person) (8 staff)
Object Code	Description	Title I	Title I ARRA	EIA	SLIBG	SIG		Budget Narrative
3411	Health-certificated					\$ 34,256	\$ 34,256	Health insurance \$1282 + Union negotiated \$3300 (8 staff)
3412	Health-classified						\$ -	Health insurance (1 party plan)
	Total Benefits	\$ 21,721	\$ -	\$ -	\$ -	\$ 206,684	\$ 228,405	
4000	Books and Supplies						\$ -	
4300	Computers and technology						\$ -	
4300	Curriculum Associates Assessments (Math & ELA)		\$ -	\$ -	\$ -	\$ -	\$ -	Data/Assessment. Purchase Curriculum Associates benchmark assessments for every student. Each student K-5 will need 2 booklets (ELA and Math) at \$___/each. ADA# K-5 students x \$___/book x 2 books (ELA/Math) = \$_____
4300	Curriculum Associates Assessments (Science for 5th and 8th graders)						\$ -	Data/Assessment. Purchase Curriculum Associates benchmark assessments for every student. 5th grade students will need 1 additional book (Science). ADA# 5th graders x \$___ = \$_____
4300	Curriculum Associates Assessments (California Language Develop Practice & Mastery)						\$ -	Curriculum Associates Assessment California English Language Development Practice & Mastery will be administered 2x per year (September, January and June) to measure progress and monitor

							instruction.
4300	Imagine Learning Intervention Software				\$ 50,000	\$ 50,000	Purchase Imagine Learning curriculum and software to support ELL students.
	Purchase RSIP direct instruction program and training				\$ 10,000	\$ 10,000	Purchase RSIP direct instruction intervention program for grade 1st-3rd for student receiving resource services and other student below grade level
4300	Purchase Board Language curriculum and training				\$ 5,000	\$ 5,000	Purchase Board Language curriculum and training. Staff have already been implementing Board Math.
4300	Supplies and materials					\$ -	Instructional Practices. Supplies (papers, pencils, copier cartridge..) for summer school program.
	Total Books and Supplies	\$ -	\$ -	\$ -	\$ -	\$ 65,000	
5000	Conferences, Contracts and Travel					\$ -	
						\$ -	
5800	Contract with outside entity for an External Entity	\$ -	\$ -	\$ -	\$ -	\$ 25,000	External Entity will work with staff/administration to support data analysis, targeted instruction and interventions. Total contract is \$33,000. \$1500/day x 2 day/mo x 11

	BoardMath/BoardLanguage Coach	\$ -			\$ 10,000	\$ 10,000
	Provide training for 2-5th grade teachers on Accelerated Reader Program				\$ 3,500	\$ 3,500
	Houghton Mifflin Math Expressions Blended Usage and Knowing Mathematics Intervention Program Training				\$ 10,500	\$ 10,500
5210	DuFour's Professional Learning Communities Conference	\$ -			\$ 14,300	\$ 14,300
		\$ -	\$ -	\$ -	\$ -	\$ -
	Total Conferences, Contracts and Travel	\$ -	\$ -	\$ -	\$ 63,300	\$ 63,300
6000	Facilities					\$ -
	Total Facilities	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 113,721	\$ -	\$ -	\$ 952,914	\$ 1,066,635

mo)\$25,000 is allowable under 5800 object code. Remaining in the 7000's.

BoardMath/BoardLanguage Coach will provide coaching for principal and teachers relative to accuracy of Boards and Delivery of instruction.

Provide professional development to 2nd-5th grade teachers to be able to implement the Accelerated Reader Program in their classroom.

Provide professional development grade level representatives and Math Coach to better implement the HM Math Expressions Blended Usage and Knowing Math Intervention program. (7 teachers x \$1500)

Leadership team will attend PLC Conference July 21-23, 2010 and RTI Conference September 13-14, 2010. (12 teachers/admin x \$1100 =\$13,200)

7310	Total Contracts over						\$	
	\$25,000						-	
5800	Contract with outside entity for an External Entitiy	\$	\$	\$	\$	\$	\$	8,000
		113,721	-	-	-		\$	121,721
	indirect costs (5.73%)	\$	\$	\$	\$	\$	\$	54,601
		6,516	-	-	-		\$	61,117
	Total	\$	\$	\$	\$	\$	\$	1,015,515
		233,958	-	-	-		\$	1,249,474
	Budget or Grant Amount	\$	\$	\$	\$	\$	\$	
	<i>deficit</i>	200,000	30,000	40,000	30,000	(1,015,515)	\$	(715,515)

External Entity will work with staff/administration to support data analysis, targeted instruction and interventions. Total contract is \$33,000. \$1500/day x 2 day/mo x 11 mo)\$25,000 is allowable under 5800 object code. Remaining in the 7000's.

