

SIG Form 1—Application Cover Sheet

Application for Funding

APPLICATION RECEIPT DEADLINE

July 2, 2010, 4 p.m.

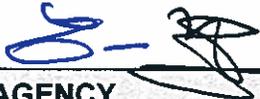
Submit to:

California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

County Name: LOS ANGELES		County/District Code: 1964808	
Local Educational Agency (LEA) Name MONTEBELLO UNIFIED SCHOOL DISTRICT		LEA NCES Number: 0625470	
LEA Address 123 S. MONTEBELLO BLVD.		Total Grant Amount Requested: \$ 36,000,000.00	
City MONTEBELLO		Zip Code 90640	
Name of Primary Grant Coordinator NOREENE ARASE		Grant Coordinator Title DIRECTOR, FEDERAL AND STATE PROGRAMS	
Telephone Number 323-887-7925	Fax Number 323-887-5896	E-mail Address arase_noreene@montebello.k12.ca.us	
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.			
Printed Name of Superintendent or Designee ART REVUELTAS, ASSOC. SUPERINTENDENT		Telephone Number 323-887-7900	
Superintendent or Designee Signature 		Date JUN 3 0 2010	

School District Approval

The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
196480860	MONTEBELLO UNIFIED SCHOOL DISTRICT	EDWARD VELASQUEZ	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	MONTEBELLO UNIFIED SCHOOL DISTRICT
Authorized Executive:	Edward Velasquez, Superintendent of Schools
Signature of Authorized Executive	

Contents

SIG Form 1–Application Cover Sheet..... 1

SIG Form 2–Collaborative Signatures..... 6

 District - –Collaborative Signatures..... 6

 Bell Gardens Intermediate School - Collaborative Signatures 7

 Eastmont Intermediate School - Collaborative Signatures 8

 LaMerced Intermediate School - Collaborative Signatures 9

 Jack F. Macy Intermediate School - Collaborative Signatures 10

 Montebello Intermediate School - Collaborative Signatures..... 11

 Suva Intermediate School - Collaborative Signatures 12

 SIG Form 2–Collaborative Signatures PAGE 2 13

Memoranda of Understanding 14

 Bell Gardens Signature Page - Memoranda of Understanding 17

 Eastmont Intermediate School Signature Page - Memoranda of Understanding ... 18

 LaMerced Intermediate School Signature Page - Memoranda of Understanding .. 19

 Jack F. Macy Intermediate School Signature Page - Memoranda of Understanding
 20

 Montebello Intermediate School Signature Page - Memoranda of Understanding. 21

 Suva Intermediate School Signature Page - Memoranda of Understanding 22

SIG Form 3–Narrative Response 23

Executive Summary 23

i. Needs Analysis..... 24

 Assessment instruments used to conduct the analysis (e.g., Academic Performance
 Survey (APS), Least Restrictive Environment (LRE), and District Assessment Survey
 (DAS)..... 25

 Academic Program Survey (APS) 25

 Edusoft Assessment System 25

 English Learner Subgroup Self Assessment (ELSSA) 26

 The California Department of Education (CDE) Categorical Program Monitoring
 Process 26

 The District Assistance Survey (DAS) 26

 The Single Plan for Student Achievement (SPSA)..... 26

 Title III Accountability Report 27

 Description of a specific and effective process for analyzing assessment findings ... 27

 The roles and responsibilities of LEA and school personnel and other collaborative
 partners that were responsible for conducting the needs assessment and/or analyzing
 its results 27

 The process for analyzing the findings and determining the appropriate intervention
 model..... 28

 Findings concerning the DISTRICT’s current practices and potential for improvement
 in each of the following areas: 29

 Use of California’s standards-aligned instructional materials and targeted
 interventions. This includes English-language arts and mathematics core and
 intensive intervention programs that are SBE-adopted (2001 or later) in

kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve..... 29

Curriculum pacing and appropriate use of instructional time..... 33

Faculty professional development activities, collaboration, and instructional support 36

Capacity to develop, access, and analyze student performance data to inform and modify instruction 37

Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources..... 39

Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model..... 44

Findings concerning EACH SCHOOL’s current practices and potential for improvement in each of the six key areas..... 45

ii. Selection of Intervention Models 53

 Selection of intervention models PER SCHOOL it commits to serve: 53

 Intervention Model Selection Process 53

 Intervention Model Rationale – Current Practice Connection..... 53

 All areas of the needs analysis are discussed and linked coherently to the selected intervention. 54

 Curriculum Pacing and instructional time 54

 Amount and types of staff PD, collaboration, and instructional support 54

 Use of Student Data..... 54

 Alignment of Resources 55

 Staff Effectiveness 55

 Specific data from a variety of sources that explicitly supports the selection of the intervention model: (by school) 56

iii. Demonstration of Capacity to Implement Selected Intervention Models 63

 iii.a. Resources to Support Each Tier I and Tier II School 63

 The Capacity to Provide Adequate Resources 63

 Resources Specific to Each School Served by the SIG Grant. 66

 iii.b. Tier I exclusions 131

iv. Recruitment, Screening, and Selection of External Providers 132

 Selection of External Support Providers 132

 Qualifications of Named Providers..... 132

 Let’s Go Learn – Diagnostic Online Reading Assessment (DORA), Berkeley, CA 132

 Consortium on Reading Excellence (CORE) 133

 CORE & Global Partnership Schools (GPS) 143

 Aveson Educational Cooperative and Steve Regur 143

 Kate Kinsella 144

 Process for Ensuring the Quality of Support Providers..... 145

 MUSD Progress on Annual School Achievement Goals 145

 MUSD Progress on SIG Plan Implementation 145

v. Alignment of Other Resources with the Selected Intervention Models..... 146

vi. Alignment of Proposed SIG Activities with Current DAIT Process..... 147

- vii. Modification of LEA Practices or Policies..... 148**
- viii. Sustainment of the Reforms after the Funding Period Ends 150**
 - Waiver 150
 - Sustaining Resources..... 150
- ix. Establishment of Challenging LEA Annual School Goals for Student Achievement..... 152**
- Montebello Unified School District-Wide Goals 152**
 - Bell Gardens Intermediate 155
 - Eastmont Intermediate 155
 - La Merced Intermediate 155
 - Macy Intermediate..... 155
 - Montebello Intermediate..... 156
 - Suva Intermediate 156
 - Annual Goals for Student Achievement at Each School..... 156
 - GOALS FOR MEETING ENGLISH LANGUAGE ARTS STANDARDS..... 156
 - GOALS FOR MEETING MATHEMATICS STANDARDS 161
- x. Inclusion of Tier III Schools..... 167**
 - Use of State-Adopted Standards-Aligned Materials and Interventions 167
 - Curriculum Pacing and Instructional Time 170
 - Amount and Types of Staff PD, Collaboration, and Instructional Support..... 172
 - Curriculum Pacing and Instructional Time 173
 - Amount and Types of Staff PD, Collaboration, and Instructional Support..... 175
 - Use of Student Data 176
 - Alignment of Resources..... 176
 - Staff Effectiveness..... 176
 - References verify that the services and activities are research based. 180
 - Instructional Program 180
 - Instructional Time..... 182
 - Lesson Pacing Guide 183
 - School Administrator Instructional Leadership Training 183
 - Credentialed Teachers and Professional Development Opportunity..... 184
 - Ongoing Instructional Assistance and Support for Teachers 184
 - Student Achievement Monitoring System 185
 - Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal 185
 - Fiscal Support 186
- xi. Consultation with Relevant Stakeholders..... 187**
 - Process for Consulting with Relevant Stakeholders 187
 - Tier I and Tier II schools 189
 - Use of Stakeholder Input 189
 - A demonstration of comprehensive consultation with relevant stakeholders..... 190
 - Minutes and agendas of meetings with relevant stakeholders regarding the School Improvement Planning Process..... 190
 - District Meetings & Agendas are provided on the next pages..... 190
 - Bell Gardens Intermediate 192
 - Eastmont Intermediate School 196

La Merced Intermediate	200
Jack F. Macy Intermediate	204
Montebello Intermediate School.....	207
Suva Intermediate	211
SIG Form 4a–LEA Projected Budget	214
MONTEBELLO UNIFIED SCHOOL DISTRICT Fiscal Year 2009–10.....	214
SIG Form 4b–School Projected Budget	216
Bell Gardens Intermediate Fiscal Year 2009–10	216
Eastmont Intermediate Fiscal Year 2009–10.....	217
La Merced Intermediate Fiscal Year 2009–10	218
Macy Intermediate Fiscal Year 2009–10	219
Montebello Intermediate Fiscal Year 2009–10	220
Suva Intermediate Fiscal Year 2009–10.....	221
SIG Form 5a–LEA Budget Narrative	222
SIG Form 5b–School Budget Narrative	223
Bell Gardens Intermediate	223
Eastmont Intermediate.....	228
La Merced Intermediate.....	233
Macy Intermediate	238
Montebello Intermediate	243
Suva Intermediate.....	248
SIG Form 6–General Assurances and Certifications	253
SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3).....	254
SIG Form 8–Waivers Requested	257
SIG Form 9–Schools to Be Served	258
SIG Form 10–Implementation Chart for a Tier I or Tier II School	259
SIG Form 11–Implementation Chart for a Tier III School	260
Bell Gardens Intermediate School.....	260
SIG Form 11–Implementation Chart for a Tier III School	268
Eastmont Intermediate School.....	268
SIG Form 11–Implementation Chart for a Tier III School	276
La Merced Intermediate School.....	276
SIG Form 11–Implementation Chart for a Tier III School	285
Macy Intermediate School	285
SIG Form 11–Implementation Chart for a Tier III School	293
Montebello Intermediate School	293
SIG Form 11–Implementation Chart for a Tier III School	301
Suva Intermediate School.....	301

Memoranda of Understanding

This Memorandum of Understanding (MOU) is entered into by and between the **Montebello Unified School District** and the **Montebello Teachers Association**. The purpose of this agreement is to establish a framework of collaboration as well as articulate specific roles and responsibilities in support of implementing strategies and components of the Transformation intervention model as described in the program guidelines set forth in the School Improvement Grant (SIG) for the following schools:

1. Bell Gardens Intermediate School
2. Eastmont Intermediate School
3. La Merced Intermediate School
4. Macy Intermediate School
5. Montebello Intermediate School
6. Suva Intermediate School

The terms of this MOU take effect when Montebello Unified School District is awarded a School Improvement Grant.

I. AGREED TO TRANSFORMATION INTERVENTION MODEL

On behalf of the school, the teachers, instructional and data coaches, the assistant principal, the principal, as instructional leaders will agree to the following strategies as identified in the Transformation intervention model:

(1) steps to increase teacher and school leader effectiveness as indicated below but not limited to the following:

- a. teachers, instructional, and data coaches participate in professional development to support students needs in English language development;
- b. teachers, instructional, and data coaches participate in professional development tied to the adopted research-based Language Arts program;
- c. instructional and data coaches participate in professional development designed to meet the needs of student achievement through a Response to Intervention model that will address
 - Professional Learning Community
 - Teacher Leads
 - Collaboration
 - SIOF
 - Benchmark Assessment aligned to Data Analysis
 - Instructional Technology;
- d. teachers use implement standard-based instructional guides;
- e. administrators will participate in leadership institute followed by ongoing leadership training and site coaching.

(2) institute comprehensive instructional reforms as indicated below but not limited to the following:

- a. use data to identify instructional program that is research-based and aligned to California's academic content standards;

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- b. promote the continuous use of student data to inform and differentiate instruction based on the academic needs of individual students;
- c. conduct periodic site visits to ensure the curriculum is skillfully implemented;
- d. implement a school-wide response to intervention model;
- e. provide additional support to teachers and principals that will address the needs of students with disabilities and ensure that English learners achieve proficiency;
- f. use and integrate technology-based support and interventions as part of the instructional program;
- g. establish early warning system to identify students who may be at risk of failing to achieve to high standards.

(3) increase learning time and create community-oriented schools as indicated below but not limited to the following:

- a. establish schedules and strategies that provide increased learning time;
- b. provide mechanisms for family and community engagement;
- c. partner with parents and parent organization to create safe school environments;
- d. extend or restructure the school day;
- e. implement approaches to improve school climate and discipline.

(4) provide operational flexibility and sustained support as indicated below but not limited to the following.

- a. ensure the school receives ongoing intensive technical assistance and related support from the LEA;
- b. provide schools with sufficient operational support to implement a comprehensive approach to sustainability to improve student achievement.

II. RESPONSIBILITIES

1. The school district and the employee organization representing school district teachers will collaborate in good faith to ensure alignment and coordination of all planning and implementation activities in order to effectively and efficiently achieve the implementation of the selected intervention model.
2. The school district contact and employee organization contact will maintain frequent communication to facilitate support and coordination under this MOU.
3. The school district contact and employee organization contact will work together to assure that implementation of the agreed upon intervention model is occurring.

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved and in consultation with the Montebello Unified School District.

V. DURATION AND TERMINATION

This Memorandum of Understanding shall remain in effect beginning in the 2010-11 school year and ending upon the expiration of the grant period. Nothing in this Memorandum of Understanding shall be construed to alter or otherwise affect the rights, remedies and procedures afforded school or school district employees under Federal,

State, or local laws or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. By way of the signatures below, the school district and the employee organization representing school district teachers agree to confer in good faith over matters within the scope of the MOU and agree further that those portions of the MOU subject to collective bargaining shall be implemented only upon the agreement of the school district and the employee organization representing school district teachers.

I hereby certify that our school will comply with the required MOU assurances for the participation in the School Improvement Grant (SIG).

SIG Form 3–Narrative Response

School Improvement Implementation Grant Application
Montebello Unified School District

~ THE MONTEBELLO MIDDLE SCHOOL MISSION ~**Executive Summary**

The following proposal represents a comprehensive, system-wide school improvement initiative that began with a data-informed needs assessment, and collaborative planning among stakeholders to transform all six of Montebello Unified School District's (MUSD) middle schools. As a district in Program Improvement, Year 3+, Cohort 1, we realize urgency for our district and schools to improve. Just 4 out of 88 school districts in Los Angeles County have been identified in this phase of Corrective Action. All six middle schools within MUSD have also been identified in Program Improvement, four of which have a Year 5+ status in Alternative Governance. Our schools are making progress, but progress must be accelerated. It is with this sense of urgency that we submit this application which is specifically intended to address the academic improvement needs of all middle school students, grades 6-8, and is designed to be initiated in stages according to the severity of both program specific and student specific needs through agreed upon priorities. Throughout this process, we have worked to identify human and material resources among some of the effective practices currently in place, and among our community of stakeholders' and partners' direct involvement and participation in the planning, implementing, and evaluating of our progress toward goals we've collectively established. The ongoing initiative outlined in our school improvement plan and application is in response to our current appraisal of our middle schools, improvement goals we plan to achieve, what it will take to reach those goals, and when we expect to meet or exceed them. We are confident that our school improvement process will continue to evolve and grow in response to changing conditions and the progress we make, enabling our leaders, teachers and students to accomplish even more as expectations and achievements rise.

We have based our application on summary findings from our recently updated Alternative Governance Plans, Corrective Action Plans, LEA Plan, Single Plans for Student Achievement, and Academic Program Surveys which is intentionally intended as a means to expand upon effective practices recently initiated, and to align and implement improvement activities in order to effectively transform all of our middle schools. Our plan proceeds from recent efforts that have set the stage for moving to more substantial steps necessary for comprehensive school improvement. We are encouraged by progress we have made and are highly motivated to accomplish transformative school improvement. Since the state identified only Tier III schools in the Montebello Unified School District, which includes all six of our intermediate schools, we are uniquely able to build upon effective practices with greater clarity from our appraisal of findings and input from everyone involved. Our plan accounts for improvement targets, utilization of most of the transformative model, and funding requests as a comprehensive initiative for which we will pool and utilize all available resources to

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address the needs of Montebello's underperforming middle schools. In order to accomplish our goals and meet the high expectations and performance standards outlined in our plan and application, we will contribute our available time, material, human, and fiscal resources. We are committed, resolved and inspired to succeed with the *Montebello Middle School Mission*.

i. Needs Analysis

In selecting elements of the transformation model as intervention for all six of MUSD's middle schools, Eastmont Intermediate, Bell Gardens Intermediate, La Merced Intermediate, Suva Intermediate, Montebello Intermediate, and Macy Intermediate, our District Site Leadership Teams consulted stakeholder groups to gather input and insight. Planning for School Improvement for each school site was a process designed to analyze student achievement data, review contextualized data, and to gather insights of all stakeholders. This review and planning cycle is part of recently implemented effective practices and is a regular part of each school's and the district's process of developing and monitoring tiered intervention plans as a Program Improvement district in year 3+ Corrective Action, Cohort 1.

During the 2009-2010 school year the district reviewed the Alternative Governance Plans, Corrective Action Plans, the Single Plans for Student Achievement (SPSA), the results of the Academic Program Survey (APS), Categorical Program Monitoring Findings (CPM), Title I Local Educational Agency Program Improvement Plan (LEA Plan), Title III Year 4 Plan and the Level C CMIS Title II Highly Qualified Teacher report as a critical part of our comprehensive needs analysis necessary to align and focus plans for the SIG application process.

Additionally, each middle school developed goals based upon an analysis of verifiable state data, including Adequate Yearly Progress (AYP) and the California English Language Development Test (CELDT). At each school site, the School Site Council and school administrators used assessment instruments provided by the state of California DOE to set priorities for program improvements, develop strategies for rigorous use of effective solutions, and implement ongoing results monitoring; a process involving a continuous development, implementation, and monitoring cycles. Based upon the school goals, the District Site Leadership Team (DSLTL) determined that elements of the transformation model would best meet the needs of the Tier III intermediate schools in the Montebello Unified School District.

Common needs in all six middle schools currently include:

- Use of district wide instructional improvement system that provides teachers, principals and district administrators with the information and resources they need to inform need to improve their decision making, instructional practices, and overall effectiveness.
- Use of district wide instructional improvement systems to provide effective professional development to teachers, principals and district administrators on

how to use data systems and the resulting data to support continuous instructional improvement.

- Use of district wide data systems in conjunction with state data to evaluate effectiveness of instructional materials, strategies, and differentiated instruction for at risk students including students with disabilities, Title I students, and English language learners who are not scoring at proficient or advanced levels.

Assessment instruments used to conduct the analysis (e.g., Academic Performance Survey (APS), Least Restrictive Environment (LRE), and District Assessment Survey (DAS))

Assessment instruments used by stakeholders at each of MUSD's middle schools were reviewed by district and site leadership teams utilizing the nine Essential Program Components (EPCs) for Instructional Success. Each assessment instrument provides a different perspective on building a coherent instructional system. The assessment instruments reviewed include The District Assistance Survey (DAS), the Academic Program Survey (APS), the English Learner Subgroup Self Assessment (ELSSA), and the Inventory of Services and Supports (ISS) for Students with Disabilities, The California Department of Education (CDE) Categorical Program Monitoring Process, The Single Plan for Student Achievement (SPSA), Title III Accountability Report, and reports from our Edusoft Assessment System.

Academic Program Survey (APS)

The Academic Program Survey was used to analyze the extent to which each school is providing a coherent instructional program to support improved student achievement. It was used to measure the presence of essential program components associated with improved student learning, including: (1) instructional program, (2) instructional time, (3) guidance on lesson pacing, (4) school administrator instructional leadership training, (5) credentialed teachers and professional development opportunities, (6) ongoing instructional assistance and support for teachers, (7) the use of a student achievement monitoring system, (8) monthly collaboration by grade level or program for teachers facilitated by the principal, (9) and fiscal support.

Edusoft Assessment System

Montebello Unified School District uses the Edusoft assessment system to measure student growth using standards based assessments. The Edusoft system has tools for compiling and interpreting state test results from CSTs, district wide benchmark exams, routine teacher tests and curriculum-based assessments from leading publishers such as Houghton Mifflin, McDougal Littell, Hampton Brown and others. Longitudinal and cohort matched and unmatched analyses of single and multiple test administrations are used by school administrators to aggregate, disaggregate and analyze data by student, class, grade, subject area, educational program or other demographic information.

English Learner Subgroup Self Assessment (ELSSA)

The English Learner Subgroup Self Assessment served as a district level tool for Montebello Unified School District to analyze outcomes and program services for English learners (ELs) while preparing plans and addenda to meet requirements under Title I and Title III. This refers specifically to LEAs developing Title III Year 4 Action Plan Needs Assessments, Title III Year 2 Improvement Plan Addenda, and Title I Program Improvement plans related to the EL student group. All LEAs may benefit from using the ELSSA in local planning. The ELSSA helps LEAs focus on the attainment of linguistic and academic standards EL students as well as to identify issues regarding EL instructional programs.

The California Department of Education (CDE) Categorical Program Monitoring Process

An evaluation of Title I programs was conducted in coordination with the CPM process, which concluded that observation and monitoring need to be expanded. State and federal laws require the California Department of Education (CDE) to monitor the implementation of categorical programs operated by Montebello Unified School District. CDE monitoring is accomplished in part through the Categorical Program Monitoring process. The CPM monitoring process is a combination of data and document review and onsite visits of categorical programs administered by Montebello Unified School District. The purpose of CPM is to monitor program and fiscal compliance with requirements for each categorical program. CDE monitoring was conducted in May 2010 by state staff knowledgeable in the programs at MUSD. The process generated recommendations for implementation and maintenance of compliant categorical programs.

The District Assistance Survey (DAS)

Underperforming schools and districts need policy and programmatic clarity and coherence to effectively address their students' diverse needs. The DAS is designed to guide local educational agencies (LEAs) and their technical assistance providers in assessing the nature and alignment of district operations and the district's capacity to support a rigorous and multi-tiered instructional system at all schools and for all students. The DAS is organized around seven broad areas of district work codified in California *Education Code (EC)* Section 52059(e)(1). (A). Governance, (B). Alignment of Curriculum, Instruction, and Assessments to State Standards, (C). Fiscal Operations, (D). Parent and Community Involvement, (E). Human Resources, (F). Data Systems/Data Analysis/Ongoing Monitoring, (G). Professional Development.

The Single Plan for Student Achievement (SPSA)

The purpose of the Single Plan for Student Achievement (SPSA) assessment instrument is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education. The school plan was developed with the review, certification, and advice of each school administration, the School Site Council, the English Language Advisory Committee, and the Compensatory Education Advisory Committee.

Title III Accountability Report

Each school went through a needs analysis process involving student testing on the English Language Development Test (CELDT) test. Data from these administrations were analyzed by district and school using the State of California provided Title III Accountability Report assessment instrument. We measured our status in meeting three Annual Measurable Achievement Objectives: (1) Percent of Students Making Annual Progress in Learning English. (2) Percent of Students Attaining English Proficiency on CELDT (3) Adequate Yearly Progress for English Learner Subgroup at the LEA Level. We used school data to inform steps the district will implement at each site.

Description of a specific and effective process for analyzing assessment findings

Student data was extensively reviewed by each site's staff and parent advisory groups to identify student specific and program specific needs. A review of data from Standardized Testing and Reporting (STAR), Standardized Tests in Spanish (STS), and California English Language Development Test (CELDT), as well as APS, ELSSA and ISS was conducted.

Student data was then analyzed to address performance concerns. School-wide, subgroup, and grade level data were extensively analyzed to identify at-risk student groups and their specific needs in order to identify intervention strategies and programs.

Programmatic needs of the schools were determined by student data as well as data from the APS, ELSSA and ISS. The DSLT reviewed site progress toward annual goals. Intervention data was analyzed and classroom observation and teacher forums were conducted to determine action plan goals, objectives, and activities, which will be addressed in the 2010-2011 revisions for the LEA Plan and site SPSAs.

The roles and responsibilities of LEA and school personnel and other collaborative partners that were responsible for conducting the needs assessment and/or analyzing its results

Collaboration and planning among administrators, support staff, teachers and families was facilitated through the School Site Council (SSC), District Site Leadership Team (DSLTL), English Learner Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. More detailed information is available in the sections below.

The Montebello Unified School District goal has been to ensure that families and members of the community have the opportunity to assist in and support the educational process through participation in decision making, volunteer activities and

the creation of partnerships. Meetings are held during the day, at times that accommodate the community.

Stakeholders were required to:

1. Participate in the 6 Step Development of the Single Plan for Student Achievement (SB 374)/Title I Schoolwide Plan which forms the basis of this application.
2. Participate in site and district governance.

The process for analyzing the findings and determining the appropriate intervention model

Each of the six middle school's School Site Council conducted a current needs analysis process based upon comprehensive data analysis and program evaluation, and documented this by developing a Single Plan for Student Achievement. Staff members coordinated their input in the process of needs assessment through various means of ongoing communication including: a Marzano survey, staff meetings, grade level meetings, shared leadership meetings, school wide email, bulletins and memos, Student Study Teams, in-services, School-Based Days, classroom visitations by administrators, and support staff, communication between regular education and special education teachers, and English learner team meetings.

Counselors communicated with teachers and parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consulted with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers collaborated with regular education teachers to assess the needs of implementing an inclusion model to provide services in the regular classroom setting.

The district provided support and assists every middle school with the development and revision of their school plans. The district also provided assistance in coordinating budgets, maximizing their fiscal resources and aligning expenditures in this needs analysis planning process. The district provided technical assistance and training regarding data analysis, evaluation of programs and school plan revision. Eastmont Intermediate, Bell Gardens Intermediate, La Merced Intermediate, and Suva Intermediate worked together with the district to create a written alternative governance plan for our PI 5+ schools. At Montebello Intermediate a corrective action plan was written for PI Year 3. At Macy Intermediate, a program improvement plan was written.

The district has also supported sites with facilitation of the District Site Leadership Team Meetings held on a quarterly basis. The DSLT process includes monitoring of site interventions, data analysis, and has evolved to include classroom observations for key instructional strategies and level of intervention implementation found in site action plans.

Findings concerning the DISTRICT's current practices and potential for improvement in each of the following areas:

Use of California's standards-aligned instructional materials and targeted interventions. This includes English-language arts and mathematics core and intensive intervention programs that are SBE-adopted (2001 or later) in kindergarten-grade eight and standards-aligned core and intervention instructional materials in grades nine-twelve.

Montebello USD provides to all middle school students the State Board of Education (SBE) approved adopted core curricula for language arts and math. Classroom monitoring by Montebello USD site visitations verify that every student has access to the core curriculum. All core programs are implemented and designed to provide standards-based instruction. Evidence of master scheduling and classroom observations indicate that schools provide instruction on a response to intervention system where all students are programmed according to CST data and district benchmark data. Students are programmed based on academic needs into a three tier system that includes Tier 1 for core, Tier 2 for core+strategic, and Tier 3 for intensive intervention.

The California Frameworks for Reading/Language Arts and Mathematics indicate that intensive students that are performing more than two grade levels below grade level must be provided with an intensive intervention program to meet the needs of at-risk, English learners and Special Education students. A district analysis of state and local benchmark data in conjunction with the work of district math and language arts cadres comprised of district and site administrators and teachers affirmed that an adoption in a robust language arts and math standards-based program was necessary in order to meet the instructional needs of students through an RTI model. In 2007, Montebello USD, through a collaborative process, fully adopted a comprehensive math instructional program that included an intervention program. Due to lack of funding the following year, Montebello USD was only able to adopt a program 5 Reading/Language Arts for intensive intervention and was unable to adopt the remaining programs for core and core+strategic, thereby leaving large gaps in our language arts instructional programs. To this day we still do not have funds for the purchase of these instructional materials through State of California textbook allotment funds.

To further address the unique needs of students in special day class (SDC) settings, including SED and English learners, Montebello USD specifically adopted a SBE approved program 5 for Reading/Language Arts intensive intervention: *Scholastic's Read 180 California Edition, 2008* due to extensive validation studies and reports of this programs effectiveness, (*What Works Clearinghouse, 2009*) This adoption was made possible through funds from a Reading First SETPD Grant awarded to district in 2010.

Current matrix of state adopted, standards-aligned materials

State-Adopted Standards-Aligned Materials and Interventions	Grade Levels	Core Program	2009-2010 Intensive Intervention
	6-8	<i>Holt, 2002 – prior SBE Adoption</i>	<i>CA Gateways, 2008 (Gen. Ed & RSP)</i>
			<i>Scholastic Read 180, California Edition, 2008 (SDC)</i>

Although the Academic Program Survey and classroom observations by the Montebello USD district and school leadership indicate full implementation of state-adopted, standards-aligned materials and resources for reading/language arts instruction, data sources from the CST and Montebello USD formative benchmark assessments indicate that students are failing in the core curriculum. Specifically, large number of SED students and English learners are performing at the basic, below basic or far below basic level of the CST. In addition, 47% of middle school English learners are unable to reach re-designation, and plateau at the CELDT Intermediate proficiency level.

MUSD's middle schools have established structures for the implementation of the intervention program. However, all middle schools face challenges in meeting the needs of benchmark and strategic students with a rigorous, standards-based program. Based on survey and focus group feedback from all middle schools, Montebello USD finds that the current core program does not robustly address the academic English language goals of all students scoring below proficiency as indicated on the CST. Furthermore, the 2002, Holt Reading/Language Arts program may also fall short of the Common Core standards necessary for students to be college ready, and able to compete in the global workforce. All mathematics teachers have access to the most recent mathematics core adoption program. However, many math teachers face a dilemma of being new to the middle school and are inexperienced in teaching the math content standards. Through a needs analysis conducted by the mathematics cadre, mathematics teachers demonstrate a need for professional development in mathematics content and pedagogy. Students need comprehensive support that will specifically enable them to access the rigorous academic language and higher level thinking skills in abstract concepts related to mathematic and algebraic principles.

English Learner Subgroup Self Assessment (ELSSA) Data 2009-10

English Learners CELDT	C1	C2	C3	C4/C5	Number tested	Number enrolled
Grade 6	32 (4%)	103 (14%)	412 (58%)	145 (23%)	714 (26.7%)	2676
Grade 7	25 (4%)	101 (16%)	274 (43%)	242 (38%)	642 (24.6%)	2609
Grade 8	30 (5%)	71 (11%)	265 (40%)	293 (45%)	659 (23.6%)	2789

At-Risk/SED Students

	Number enrolled	Free and Reduced Lunch	Number of SED students
Grade 6	1853	1853	1853
Grade 7	2234	2234	2234
Grade 8	2265	2265	2265

English Language Arts 2009 CST, Grades 6-8	Level	% of students at Proficient or Advance	% of students at Basic	% of students at Below Basic and Far Below Basic	% of EL students at Basic, Below Basic, or Far Below Basic	% of SED students at Basic, Below Basic, or Far Below Basic (Incl EL, Sped)
	Grade 6	39%	32%	29%	4% Pro/Adv 26% Basic 44%BB, 25%FBB	37% Prof/Adv 33% Basic 20%BB, 10%FBB
	Grade 7	39%	33%	27%	4% Prof 0% Adv 27% Basic 38%BB, 30%FBB	27% Prof 11%Adv 34% Basic 18%BB, 11%FBB
	Grade 8	38%	38%	25%	4% Prof 0%Adv 29% Basic 39%BB, 27%FBB	23% Prof 13%Adv 39% Basic 16%BB, 9%FBB

Mathematics 2009 CST, Grades 6-8	Level	% of students at Proficient or Advance	% of students at Basic	% of students at Below Basic and Far Below Basic	% of EL students at Basic, Below Basic, or Far Below Basic	% of SED students at Basic, Below Basic, or Far Below Basic (Incl EL Sped)
	Grade 6	36%	27%	36%	9%Prof/Adv 19%Basic 47%BB, 26%FBB	35% Prof/Adv 27% Basic 27%BB, 11%FBB
	Grade 7	27% Algebra 79%	32% Algebra 17%	42% Algebra 4% BB, 0% FBB	6% Prof/ 2%Adv 24% Basic 42%BB, 26%FBB Algebra 0	20% Prof 6%Adv 31% Basic 29%BB, 13%FBB Algebra 48%Prof 29%Adv 18% Basic 5%BB, 0%FBB
	Grade 8	29% Algebra 50%	29% Algebra 26%	41% Algebra 25%	13% Prof 2%Adv 24% Basic 40%BB, 21%FBB Algebra 31% Prof 3% Adv 25% Basic 20%BB, 21%FBB	6%Prof 0%Adv 11% Basic 33%BB, 50%FBB Algebra 32% Prof 16%Adv 27% Basic 19%BB, 7%FBB

Data findings for SED or Title I students find that:

- From 2003 to 2007 Title I students consistently met the AMO target for English Language Arts. In 2008, Title I students missed the target by 1.8%. In 2009, Title I students missed the target by 7.3%. Improvement must be accelerated in order to reach California’s 2010 target of 56%. A minimal increase of 6.3% will be necessary in order to reach Safe Harbor (44%). In Mathematics, Title I students have also consistently demonstrated progress and met the AMO target from 2003-2008. Title I students missed the 2009 target by 1.7%. Improvement must be accelerated in order to meet the 2010 math target of 56.4%, an increase of

12.6%. A minimal increase of 5.7% will be necessary in order to reach Safe Harbor (49.5%). If the schools do not accelerate their percentage of students meeting proficiency annually, more schools in the district will be identified for Program Improvement.

- Although three intermediate schools (Bell Gardens, Macy and Montebello) demonstrated growth, the increases were not sufficient in order to achieve the 2009 target for Mathematics. Sustained accelerated progress will be needed in order to meet the 2010 goal of 56.4%.
- Increased use of on-going data for disaggregating student academic information is essential.
- The need for consistent implementation for benchmark achievement data needs to be utilized. The schools need to establish better procedures for monitoring student progress throughout the year so that intervention support can be better aligned to the standards.
- There is a need to continue, review and monitor the standards being taught within the English Language Arts, English Language Development, and Mathematics curricula. Staff should identify essential skills that must be taught and make the appropriate adjustments in their instructional programs.
- The majority of English Language Learners have not been able to reach the AYP target for English Language Arts. Strategies and interventions must be re-examined and strategic so that these students can develop the English language in depth and succeed in the ELA curriculum.

Successful core programs require an appropriate use of materials, ancillary resources, research-based strategies that will allow students to access and achieve mastery of grade level standards. Program fidelity ensures that best practices of instruction will be evident in every instructional setting. Site visitations from the district, classroom observations, and DSLT meetings serve as mechanisms to monitor program fidelity. Site visitations from the district and classroom observations demonstrate that many teachers do not adequately implement with program fidelity; thereby not addressing the targeted needs of all students. Based on the various data sets mentioned above, schools must provide opportunities for administrators and teachers to effectively monitor program fidelity. Additionally, the district will support schools in its monitoring efforts by providing schools with centralized opportunities for professional development for teachers to periodically meet and provide calibration checks in order to avoid implementation gaps in instruction for all students.

Curriculum pacing and appropriate use of instructional time

Based on the APS, Title III/Year 4 plan, the school district provides a common document where all teachers are guided through the content standard with curriculum pacing in Reading/Language Arts and Mathematics. Based on teacher observations, the curriculum pacing is actively utilized in all intermediate schools. The curriculum pacing is designed to complete the curriculum program by the end of the school year. Based on

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

the design of the curriculum pacing, analysis of Edusoft data and classroom observations conducted from the district and Instructional Site Support Visitation observation team (ISSV) indicate that curriculum pacing and time allocations for instruction and common assessment testing meet state recommendations, but fall short in meeting the needs of struggling students.

All RLA and Math courses in grades 6-8 follow core curriculum pacing guides. Observations from the ISSV and analysis of data reports from Edusoft indicate that general education teachers and special education teachers are provided curriculum pacing guides in the core content areas to ensure all students have daily access to core content within required time allocations. All curriculum-pacing guides are designed to provide teachers with the following resources: name of program, dates for chapters and lessons using SBE approved materials.

Holt Pacing Guides Layout Design Sample

MUSD Intermediate Pacing Dates by Quarter	Topics/ Title	Number of instructional days allocated	Holt assessment dates
August 27 – October 14 <i>(First Quarter)</i>	Various core chapters, workshops, mini-workshops and handbooks to address all students	33	October 13-14
October 15 - December 11 <i>(Mid-Year)</i>		36	December 10-11
December 14 – March 19 <i>(Third Quarter)</i>		39	March 18-19
March 22 – June 25 <i>(End of Year)</i>		41	June 21-23

However, district-wide classroom observations conducted ISSV, and analysis of Edusoft student data finds that curriculum pacing does not meet the needs of all students, specifically the large number of at-risk students, English Learners, and Special Ed students, as indicated by Basic, Below Basic, and Far Below Basic proficiency scores among these student subgroups. Based on the ISSV, principal feedback and teacher input at curriculum forums, it was noted that several teachers who provide instruction for high-risk student groups, deliver instruction whole group and have a difficult time adding differentiated instruction for struggling students. It is evident on the district pacing schedule and classroom observations (ISSV) that curriculum guides and 2002 Holt reading/language arts materials are designed for whole group and lack guidance for differentiated instruction.

Based on Edusoft data and ISSV classroom visitations, current pacing guides address instruction based on chapters, workshops, mini-workshops and handbooks in the core and ancillary materials, but do not sufficiently provide guidance on addressing targeted student-specific needs that meet state and common core standards. Montebello USD finds that the 2002 Holt curriculum guides do not explicitly identify content, nor language standards and objectives necessary for effective standards-based instruction.

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

Although standards provide a framework for instruction, the curriculum pacing does not address several critical components for effective instruction and mastery of standards-based instruction for specific subgroups.

Curriculum Pacing for Intermediate Schools in a Response to Intervention Model

Grade Level	Instructional Setting	Core Curriculum Pacing Guide	Strategic Curriculum Pacing Guide	Intensive Curriculum Pacing Guide
6 - 8	General Ed	Pacing is evident	Pacing does not meet student needs	Pacing does not meet student needs
6 - 8	Special Ed	Pacing is evident	Pacing does not meet student needs	Pacing does not meet student needs
6 - 8	English Learners	Pacing is evident	Pacing does not meet student needs	Pacing does not meet student needs
6 - 8	SED	Pacing is evident	Pacing does not meet student needs	Pacing does not meet student needs

Montebello USD has found from classroom observations and the APS survey that middle schools do not have an adequate amount of time to effectively provide instruction and address the academic language needs of our students given the current curriculum pacing of the core program. Additionally, based on teacher input and curriculum forum meetings, the current curriculum pacing becomes a challenge when teachers attempt to make adjustments on the pacing to address student specific needs. Teachers fall behind on pacing when making differentiated accommodations and thereby are not able to assess at the appropriate testing window. Based on CST data and curriculum embedded assessments, many students are not successful in the core program within the allotted amount of instructional time provided. Based on teacher observations, teacher input, teacher forums, principal meetings and site staff development, Montebello USD students need more time for effective core instruction. Teachers and principals have observed that little to no time is left within the core content area for differentiated instruction to address student specific and program specific needs that go beyond the minimal requirements indicated in the pacing schedule.

Current master schedule time allocations for instructional time

Grade Level	Minutes in the school day	Curriculum provided	Average instructional minutes allocated	Average additional time for differentiated instruction
6 - 8	135 minutes	Reading/ Language Arts	55	0
	General start time: <u>8:00am</u>	Math	55	0
		Science/ Social Studies	55	0
	General end time: <u>2:15pm</u>	Physical Ed	55	0
		Other electives (AVID, Art, Music etc)	55	0

The findings indicate that MUSD assessment reports from the curriculum embedded assessments and the CST data demonstrate a lack of alignment on the pacing that targets the instructional pacing for at-risk students. Additionally, there is a lack of clarity of what standards teachers needs to focus on and target in effective classroom instruction. The quality of instruction and proper curriculum pacing can be enhanced by identifying specific strategies that increase students time-on-task based within the students zone of proximal development. Based on curriculum-embedded benchmark assessments and the local formative standards-aligned assessments, the curriculum pacing is not well designed to meet the targeted needs of at-risk students, strategic students, English Learners, or students with disabilities. MUSD finds that there are no differentiated curriculum pacing that address the targeted learning needs of intensive and strategic students within. Additional assessments and data results from the APS, SPSA, ELSSA and Title III students need more time that will address the learning needs of these target students.

Faculty professional development activities, collaboration, and instructional support

The instructional services division has provided a series of professional development for teachers in researched-based strategies, learning theory and instructional pedagogy. School sites have been provided with the opportunity to indicate the type of professional development that is needed which will enhance the learning needs of students.

Teacher's responses indicated that a need is in the following areas:

- (1) Assistance in the effective implementation of the instructional program
- (2) Assistance in the effective use of researched-based strategies targeted to meet the needs of at-risk students
- (3) Assistance in the analysis of data and assessments
- (4) Provide all necessary instructional materials and resources
- (5) Provide leaderships training to staff
- (6) Provide academic coaches to support teachers in providing demonstration lessons, follow-up observation and feedback

- (7) Continue professional development in academic language
- (8) Provide the alignment of the PLC process to discuss data

MUSD is currently providing on-going teacher professional development in learning theory and pedagogy. With the assistance of consultants and district support, the district provides ongoing meetings and trainings for teachers to collaborate and focus on the professional development topics and follow-up support.

AB430 Professional Development Training for Administrators

School administration is invited to attend and complete the AB 430 professional development-training program. This program ensures that Module 1 including 40 hours of institute training in the school/district adopted reading/language arts intensive intervention programs and the district's mathematics program and includes 40 hours of structured follow-up practicum, which is aligned to the full implementation of the adopted instructional program and the Essential Program Components. MUSD ensures that each administrator who attended that AB 430 training completed the 80 hours of institute training and 80 hours of practicum follow-up within the two years.

SB 472 Professional Development Training for Teachers

The district provides SB472 training in the core content areas of reading/language arts and mathematics. Teachers who have completed an approved SB472 training, fully comply with the 40-hour initial professional development training in Holt. Additionally, teachers are provided with 80-hours follow-up practicum that is based on the district adopted Reading/Language Arts programs. Currently, approximately 35 administrators in the district have successfully completed the AB 430 professional development training.

The district provides the school's principal and vice principal(s) the AB 430 Administrator Training Program, Module 1, Leadership and Support of Student Instructional Programs, through a SBE-approved provider. Module 2 and Module 3 are optional but recommended. The training institute features the district's adopted reading language arts program, or the reading/language arts intensive intervention program and the district's program for SBE-adopted mathematics program. Teachers are also provided SB 472 training in the Reading/Language Arts programs, Holt. Recently special education teachers have been provided with SB 472 training through an approved SB 472 approved provider for the Program 5 intensive intervention program, Read 180.

Capacity to develop, access, and analyze student performance data to inform and modify instruction

CPM findings, various classroom walkthroughs and observations at all six intermediate schools were conducted throughout the 2009-10 school year to help fulfill the required components for the development of the Title I Schoolwide Plan and Alternative Governance Plans for 4 of the middle schools, corrective action plan for 1 school, and school improvement plan for 1 school. In addition, collaborative meetings conducted by

the District Site Leadership Team in the analysis of student data with school site leadership, resulted in review of both formative & benchmark assessments, and reports of site participation in regular data collaboration cycle meetings at each Program Improvement school.

The District Site Leadership Team has been working in collaboration with all Program Improvement intermediate schools in building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction. The district consistently uses curriculum-embedded and summative assessments. Data from these assessments are used to determine student programming pacing, monitoring programs and instructional practices in reading/language arts and mathematics. Additionally, electronic data is collected and issued to assist teachers in the in the data collaboration cycle meetings. In these PLC grade level meetings, teachers are able analyze data, adjust lessons, and reteach students not reaching standards. Over the course of the first year of DSLT data analysis with site leaders, principals are able to target specific standards and the performance bands of these students. Teachers have access to reviewing and analyzing quarterly benchmark data and within the PLC model modify instruction as needed.

Through the process described above, a major reoccurring theme for all six intermediate schools is adequate time and personnel to create, strengthen, and establish a school and district-based monitoring system to provide assessment results in a timely manner. La Merced Intermediate and Bell Gardens Intermediate have made the most progress with the PLC process. The other intermediate schools are in different stages of development, and the findings from the APS indicate a need for improvement in this area. In addition, further understanding or knowledge in creating, designing, and aligning assessment, and in using data effectively to inform instruction is critical to the success of our *Montebello Middle School Mission*.

Through the recent development of the district's revised technology plan and survey results analyzed from the EdTechProfile; many teachers need the support to become proficient using the technology needed to access student data from the district's comprehensive assessment system.

Ensure continuous use of data

The Response to Intervention (RTI) model requires the continuous collection and analysis of data, and implementation of plans to ensure the ongoing targeted use of data to inform daily instruction. Both universal screeners and benchmark assessments (administered 3 times/year) will be used to customize instruction and measure mastery of standards and growth over time.

- Promote the continuous use of student data (such as formative, interim and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students – assessment administered to SED Subgroup at each school listed above: 7081 students, 6-7-8th grade students
- Using and integrating technology based supports and interventions as part of the instructional program – 1 computer lab and 2 mobile labs for 3 new schools

- Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards. This includes ELA and Mathematics score and intensive intervention programs that are SBE adopted in 6-8 standards aligned to core
- Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA or a designated external lead partner organization – Lets Go Learn, UC Berkeley
- SRI – assessment administered to EL subgroup at each school listed above: 1494, 6-7-8th grade EL students
- Data Coach – assist with grade level meetings for lesson design and adjustments to re-teach students using standards based assessments, ensure periodic reviews that curriculum is being implemented with fidelity, is having the intended impact on student achievement and is modified if deemed ineffective; train teachers to increase capacity with student assessment with the goal that in 3 years teachers will be able to generate individual classroom reports to report student progress for collaboration.

Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources

Existing district and school resources are analyzed for their capacity to ensure the success of the modified transformation intervention models for all six middle schools: Bell Gardens Intermediate, Eastmont Intermediate School, La Merced Intermediate, Macy Intermediate, Montebello Intermediate School, and Suva Intermediate School. Stakeholders, including principals, teachers, and each school community as represented in English Learner Advisory Committee and School Site Council stakeholder meetings created a detailed analysis of the fiscal status and capacity of the schools as reported in the Single Plans for Student Achievement and School Accountability Report Cards. A district team assessed these documents in light of the goals from each of the categorical programs. An evaluation of site use of categorical funds demonstrate the following:

BELL GARDENS INTERMEDIATE – Bell Gardens Intermediate is in Year 5+1 of Program Improvement was unable to reach the targets for 2009 in English Language Arts and Mathematics school-wide or any of the subgroups. The Title I funds allocated for Bell Gardens Intermediate are used to enhance the program of instruction for students who were in need of supplemental services. Fifty-three (53) percent of the Bell Gardens Intermediate School Title I budget was used to pay certificated and classified personnel and their benefits. Ten (10) percent of Title I funds were used for professional development. Twenty-one (21) percent of Title I funds were used for interventions. One (1) percent of Title I funds were used for parent involvement. Fifteen (15) percent of the funds were used for supplies and other services. Bell Gardens Intermediate School was able to use Title I funds to improve the quality of the instructional program.

Students not making satisfactory academic progress received interventions to accelerate their achievement. Student data was collected and analyzed to identify and place students at risk of failing in appropriate intervention programs and classes. Progress was monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher (s), home teacher (s), administrators and parents. Intervention classes in the areas of Reading, English Language Development and Mathematics were offered through extended day programs such as before/after-school tutoring.

Intervention strategies include:

- AVID strategies
- Thinking Maps
- Reciprocal Teaching
- Direct Instruction
- SDAIE strategies

The supplemental Title I funding also provided professional development so that teachers develop their content knowledge and desire to ensure student growth. Parent educational workshops and training were also offered at the school. Among the opportunities made available were:

- Thinking Maps Training
- AVID Training
- SDAIE/SIOP Training
- ELD Strategies
- Parent Involvement Academy

Title I expenditures also reflected the on-going need for supplemental materials in English Language Arts, English Language Development, and Mathematics. These materials include:

- Fast Forward and Algebra Readiness for grades 5-8 and 8 - Mathematics

EASTMONT INTERMEDIATE – Eastmont Intermediate is in Year 5+1 of Program Improvement. The school received Title I funds.

Fifty (50) percent of the Eastmont Intermediate School Title I budget was used to pay for certificated and classified personnel and their fringe benefits. Ten (10) percent of Title I funds were used for professional development. Twenty-one (21) percent of Title I funds were used for interventions. Two (2) percent of Title I funds were used for parent involvement. Seventeen (17) percent of the funds were used for supplies and other services. Eastmont Intermediate School was able to use Title I funds to improve the quality of the instructional program.

A structure and systems are in place at EAI to ensure that students not making satisfactory academic progress receive interventions to accelerate their achievement. Supplemental Title I funds are used for intervention classes in the areas of Reading, English Language Development and Mathematics were offered through extended day programs, which include zero and 7th period intervention classes, before/after-school tutoring, and intersession classes. Student data was collected and analyzed to identify and place students in appropriate intervention programs and classes. Progress was monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher(s), home teacher(s), administrators and parents.

Categorical programs, supplemental Title I funds were used for professional development and purchasing supplemental materials for English language Arts and Mathematics. Professional development in specific areas includes:

- Thinking Maps Training
- Cycle of Effective Instruction
- UCLA Mathematics Project
- SIOP Training
- ELD Training – offered through LA County of Education

Supplemental instructional materials bought with Title I funds include:

- Fast Forward Math

In addition, students receive services from AVID tutors and an instructional assistant in the computer lab, which were also funded through Title I.

LA MERCED INTERMEDIATE – La Merced Intermediate is in Year 5+1 of Program Improvement and received supplemental Title I funds that were used to assist in promoting academic student achievement. The school was able to reach the 2009 Targets for ELA and Math. English Language Learners were the only subgroup not able to reach the target for English Language Arts.

Thirty-nine (39) percent of the La Merced Intermediate School Title I budget was used to pay for certificated and classified personnel and their fringe benefits. Seventeen (17) percent of Title I funds were used for professional development. Twenty-three (23) percent of Title I funds were used for interventions. Three (3) percent of Title I funds were used for parent involvement. Eighteen (18) percent of the funds were used for supplies and other services. La Merced Intermediate School was able to use Title I funds to improve the quality of the instructional program.

With the additional funding from Title I, the school has instituted several interventions to ensure that students not making satisfactory academic progress receive additional services to accelerate their achievement. AVID tutors and four instructional assistants were also funded through Title I and worked directly with students. Intervention classes in the areas of Reading, English Language Development and Mathematics are offered through extended day programs (zero period classes and after-school tutoring).

Intervention programs include:

- Measuring Up
- MIND Math

Intervention strategies include:

- AVID
- Thinking Maps
- Reciprocal Teaching
- Take a Second, Make a Difference

In order to impact student achievement, supplemental professional growth focused on:

- Thinking Maps Training
- AVID Training
- ELD Institutes I and II
- Parent Involvement Academy

Additional materials bought through categorical and Title I funds included English Language Arts, English Language Development, and Mathematics. Materials purchased include Fast Forward and Algebra Readiness (Mathematics).

MACY INTERMEDIATE – Macy Intermediate is in Year 1 of Program Improvement. The 2009 test results indicated that the school did not meet the English Language Arts and Mathematics targets. Macy received Title I funds which supplemented the school's efforts to offer professional development opportunities to its staff. Augmented resources acquired through Title I funding is aligned to data analysis that assists in evaluating the effectiveness of the programs.

Sixty-two (62) percent of the Macy Intermediate School Title I budget was used to pay for certificated and classified personnel and their fringe benefits. Twelve (12) percent of Title I funds were used for professional development. Seven (7) percent of Title I funds were used for interventions. One (1) percent of Title I funds were used for parent involvement. Eighteen (18) percent of the funds were used for supplies and other services. Macy Intermediate School was able to use Title I funds to improve the quality of the instructional program.

The professional in-services available to the staff through categorical and Title I funding sources included the following:

- Thinking Maps Training
- AVID Training
- K-12 Science Alliance
- ELD Institute I and II
- Para Educators Conference
- Parent Involvement Academy

Supplemental materials bought with categorical and Title I funds were also used to provide for student achievement at the school. Fast Forward and Measuring Up were two additional programs that were purchased to improve student progress in Mathematics.

Intervention classes in the areas of Reading and Mathematics were offered through extended day programs, which included after-school tutoring, and Summer School. These classes were also possible through Title I funds and other categorical programs. All the extended learning opportunities were provided in order to increase students' learning time through before school, after school, and summer school.

MONTEBELLO INTERMEDIATE – Montebello Intermediate is in Year 4 of Program Improvement. The school was unable to meet the 2009 targets in English Language Arts and Mathematics. The school received Title I funds to assist with supplemental programs.

Fifty-six (56) percent of the Montebello Intermediate School Title I budget was used to pay for certificated and classified personnel and their fringe benefits. Ten (10) percent of Title I funds were used for professional development. Sixteen (16) percent of Title I funds were used for interventions. Two (2) percent of Title I funds were used for parent involvement. Sixteen (16) percent of the funds were used for supplies and other

services. Montebello Intermediate School was able to use Title I funds to improve the quality of the instructional program.

Title I funds were used for professional development that strengthened instructional services. The professional in-services available to the staff through Title I funding sources included the following:

- Thinking Maps Training
- AVID Training
- K-12 Science Alliance
- ELD Institute I and II
- Parent Involvement Academy

Intervention classes in the areas of Reading, English Language Development and Mathematics were offered through extended day programs, which included before/after-school tutoring, and summer school classes. Title I funds were used as supplemental resources for these activities. Intervention classes at the school included:

- Measuring Up
- MIND Math
- Fast Forward

SUVA INTERMEDIATE – Suva Intermediate is 1 Year 5+1 of Program Improvement. The school did not reach the 2009 Target For English Language Arts. Suva received Title I funds to assist in raising academic student progress.

Thirty-six (36) percent of the Suva Intermediate School Title I budget was used to pay for certificated and classified personnel and their fringe benefits. Fourteen (14) percent of Title I funds were used for professional development. Twenty-six (26) percent of Title I funds were used for interventions. One (1) percent of Title I funds were used for parent involvement. Twenty-three (23) percent of the funds were used for supplies and other services. Suva Intermediate School was able to use Title I funds to improve the quality of the instructional program.

Through the supplemental Title I funding, intervention classes in the areas of reading, English Language Development, and mathematics through extended day programs, which include zero period intervention classes, before/after-school tutoring and intersession classes were offered to students. These classes were designed to accelerate student achievement. Intervention classes included:

- Rewards
- Measuring Up
- MIND Math

Supplemental materials for the Rewards, Mind Math and Measuring Up intervention classes were also purchased with federal funds.

The additional staff development opportunities were designed to enhance the quality of instruction at the school. The professional in-services available to the staff through Title I funding sources included the following:

- Thinking Maps Training
- AVID Training
- Data Analysis
- ELD Institute I and II
- Para Educators Conference

- K12 Science Alliance

There is a continued need to align resources to strengthen the Professional Learning Community (PLC) process and to provide ongoing collaboration to meet the following: Increased use of Improving instructional practice and its effect on-going data for disaggregating student academic information is essential.

The need for consistent implementation for benchmark achievement data needs to be utilized. The schools need to establish better procedures for monitoring student progress throughout the year so that intervention support can be better aligned to the standards.

- There is a need to continue, review and monitor the standards being taught within the English Language Arts, English Language Development, and Mathematics curricula. Staff should identify essential skills that must be taught and make the appropriate adjustments in their instructional programs.

Staff effectiveness including, but not limited to, methods of instruction, experience, subject-matter knowledge, and ability to support implementation of the selected intervention model

The Academic Program survey was used to assess (1) Coaching Participation, classroom coaching tied directly to the skillful implementation of all components of the adopted program, including content support as well as research-based strategies for effective delivery of instruction, (2) methods for teacher-led demonstration lessons, including reflection and summary sheets from exemplary classroom lesson of the adopted curriculum provided by instructional coached, (3), ongoing instructional assistance and support for teachers, including the instructional assistance and ongoing support that the school/district provides to all teachers of mathematics, including strategic and intensive intervention through the use of instructional coaches and content experts and specialists who are knowledgeable about the adopted program and work inside the classrooms to support the teachers and deepen their knowledge about the content and the delivery of instruction.

The recent Categorical Program Monitoring process measured Montebello Unified School district programs based upon their providing high-quality professional development to classroom teachers, principals, administrators and other school or community-based personnel that is of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Academic Program survey found only partial, less than 50 % implementation of coaching and instructional assistance strategies.

Categorical Program Monitoring, based upon reviews of pupil performance, interviews with teachers and classroom observations found that Montebello Unified has not assured the full implementation of professional development strategies to have a positive and lasting impact on the teacher's performance in the classroom. While there was ample staff development provided to teachers, the monitoring and effectiveness of

the strategies was not apparent in the classroom. District was advised to support principals and provide additional observation and monitoring opportunities of specific strategies in classrooms.

Findings concerning EACH SCHOOL's current practices and potential for improvement in each of the six key areas

Use of State-Adopted Standards-Aligned Materials and Intervention at the following schools: Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, Macy Intermediate, Montebello Intermediate, Suva Intermediate

All middle schools are focused to improve the instruction for all students. The teaching staff and school community at each intermediate school committed to meeting the instructional needs of every student, specifically those students who are underachieving as indicated by standardized test score from the CST. Each school will commit to implementing a comprehensive curriculum system that encompasses the following critical elements, Curriculum, Instruction and Assessment (CIA). In the CIA model, each middle school has worked towards a school-wide reform effort of utilizing the CIA model and adding the Cycle of Effective Instruction where teachers meet regularly to conduct a seven-step teacher collaboration process for CIA.

Each intermediate school implements the following curriculum for Language Arts Instruction:

Language Arts (District adopted 2001) Elements of Literature Textbook Series by Holt, Rinehart & Winston Publisher

Grade 6 – Holt, Literature and Language Arts, Intro Course

Grade 7 – Holt, Literature and Language Arts, First Course

Grade 8 – Holt, Literature and Language Arts, Second Course

Grade 6-8 – Intervention Program, Program 5; Steck-Vaughn, California Gateways

Grade 6-8 – Intervention Program, Program 5; Scholastic Inc., Scholastic READ 180 California Enterprise Edition

Grade 6-8 - English Language Development, not adopted

Each intermediate School implements the following curriculum for Mathematics Instruction

Mathematics (District adopted 2007), Rinehart and Winston; Holt California Mathematics

Grade 6 - Holt, Rinehart and Winston; Holt California Mathematics: Grade 6

Grade 7 - Holt, Rinehart and Winston; Holt California Mathematics: Pre-Algebra (2007)

Grade 8 - Holt, Rinehart and Winston; Holt California Mathematics: Course 1, Course 2, Pre-Algebra, Algebra (2007)

Grade 6-7 Intervention Program, Holt Pre-Algebra Harcourt School Publishers/Holt, Rinehart and Winston California Fast Forward Math (Harcourt/Holt)

Grade 8 Algebra Readiness Program; Glencoe/McGraw-Hill California Algebra Readiness: Concepts, Skills, and Problem Solving

The Cycle of Effective Instruction is facilitated by the principal, coaches and classroom teachers on monthly basis. Content teachers in mathematics and language arts meet regularly to 1) Analyze Data 2) Set S.M.A.R.T. achievement goals 3) Develop expertise, 4) Refine curriculum 5) Design lessons 6) Implement lessons and 7) Review lessons. Each of these lesson steps continue as a cycle and model the Singapore lesson study model that has been proven effective for teachers and students. These cycles are repeated within a grade level team. Each cycle lasts, on average about 4-6 weeks, depending on the complexity of the standard and goals of the students.

Curriculum Pacing and Instructional Time at the following schools: Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, Macy Intermediate, Montebello Intermediate, Suva Intermediate

Current Practice

At present, each intermediate school adheres to the District's pacing schedule for Reading/Language Arts and Mathematics and finds that all teachers follow the current five-four, 309 instructional minutes for the school day. Currently, there is no separate block for ELD instruction. Additionally, each school has discovered that all students lack targeted ELD instruction throughout the district. ELD instruction is not consistently evident in the master schedules. Therefore, each intermediate school demonstrates a major implementation gap for ELD instruction for at-risk English Learners. Furthermore, students targeted for supplemental interventions have low turnout rates and are not 100% consistent with the targeted students. Therefore, the current process for providing interventions needs to be address in order to effectively meet and reach every students intervention program design.

Potential for Improvement

A supplemental state-approved, researched-based ELD program is needed for all at-risk English Language Learners who have not met re-designation criteria. In addition, a designated period of ELD time is needed to provide ELD instruction for students. Materials for ELD instruction and adding an ELD period of time will dramatically increase student achievement at-risk English Learners.

Each intermediate school also finds that there is minimal difference in program support for students in core and strategic core instruction. Therefore, needs supplemental ELD program is needed. This supplementation program will target the needs of at-risk students in the core programs. Based on CST data and local formative assessments, all of the at-risk students will need targeted, robust instructional support in the area of Vocabulary, Academic Language, Reading Comprehension and Writing. To address the

address the specific needs of the at risk learners. According to current data, each intermediate school will need a set of unique curricula to address struggling students ability to comprehend and analyze text, write and express themselves effectively, and acquire and demonstrate academic content knowledge across all areas (Dressler, 2006). Therefore, the curricula for each intermediate school must include guided instruction in academic vocabulary, sentence structure, and syntax as well as the organization of expository paragraphs, the function of transition words and phrases, and the range of words that appears more often in text than in oral conversation (Gersten, et. al., 2007; Rivera et. al., 2008; Torgesen et. al., 2007) It is with this research evidence that all Montebello USD middle schools will improve strategic instructional efforts by providing the state-approved, research-based program materials that provide rich oral and written academic language instruction needed for our SED and English learner populations. Intended for use in a second block of instruction for strategic students and to address ELD instruction, the *Montebello Middle School Mission* intends to implement Scholastic's L-Book Teaching Guide and student materials to provide strategic instruction that prepares and extends oral and written language development with focused academic vocabulary. Anchor videos provide background knowledge and context, and the L-Book, complement for reading instruction, Scholastic's R-Book will further provide critical vocabulary and scaffolded strategic reading instruction with narrow reading passages of increasingly difficult texts to enable students to build on knowledge and achieve mastery of grade level standards. These supplemental resources will be used to address program needs based on diagnostic assessment measures. Each intermediate school's efforts will be in concert with that of the district in implementation a district reform effort of ELD time and supplemental program support for all students, district-wide.

When students are provided with additional learning, time that is targeted, focus and rigorous, student learning increases over time. With an allocation of more instructional time, classroom teachers and at-risk students can benefit from explore relevant 21st century topics with depth and cover more topics overall. This needed time is most critical when students require additional support to close instructional learning gaps. Each intermediate school plans to extend the school day by providing a seventh period for targeted, at-risk students. This time will allow students to participate in 21st century learning opportunities correlated to the high school career and educational learning model. At-risk students will be provided with additional time for targeted interventions, all intermediate schools believe that since time and opportunities are taken from the student to make up for the learning deficit, a motivating, highly-engaging curricula should be provided to the same at-risk students at the end of the day.

All core subject areas do not provide structured ELD time for at-risk English Learners at the intermediate school level. With the large number of at-risk students needing strategic intervention in ELD, Math, and RLA at EAI, the 309 minute day does not provide ample time for frontloading and reviewing rigorous targeted foundational elements for each intermediate school's at-risk students. Adding sixty minutes to Monday, Wednesday, Thursday, and Friday will allow each intermediate school to allocate ample time for frontloading and reviewing key foundational elements for at-risk

students underperforming on the CST and other state assessments such as the CELDT. An extended school day for at-risk students that allots one hour on extra learning time will

1. Allow continual adherence to instructional minutes guidelines
2. Add for additional time for intense, targeted interventions based on diagnostic data and progress monitoring of at-risk students in the areas of ELD, RLA, and Mathematics.
3. Provide additional time beyond the school day for at-risk students
4. Provide after school courses for at-risk students that are aligned to career and technical curricula as identified in the feeder high schools or the new Career and Technical High School set to open in 2012.

Instructional learning time for each intermediate school means a commitment towards:

- Increased learning time to extend opportunities for at-risk students and at-risk English learning at the basic, below basic and far below basic levels on the CST.
- Increased learning time will create opportunities for teachers, administrators and parents to conduct learning walks as accountability method for instructional content to ensure transference of practices into the classroom.
- Increased learning time will allow students to participate in 21st century learning standards connected to the Multiple Pathways high school initiative.
- Increased learning time will provide students with a period of ELD instruction for underperforming English Learners

Capacity Development Access and Analyze Data to Modify Instruction at the following schools: Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, Macy Intermediate, Montebello Intermediate, Suva Intermediate

Each intermediate school will continue to engage staff in the data analysis in the following areas: 1) CST scores, 2) CELDT data for English Learners 3) district formative data 4) BGI formative data and 5) teacher generated assessments for the purpose of creating content focus standards to identify at-risk students for programming purposes in adequate instructional settings; for example intensive, strategic, benchmark and advance students using the Response to Intervention model.

In using the Cycle of Effective Instruction as the instructional model for all students, each intermediate school's teaching staff is committed to conduct ongoing data analysis of student academic performance the Lesson Design and Lesson Study of the following components:

1. Creating pre and post common assessments
2. Creating language and content objectives based on data analysis for EL, Strategic and Intensive students

4. Develop lesson designs to the specific need of the students, i.e. at-risk, English Learners and SpEd.

During the lesson design, teachers identify effective research based instructional strategies.

During the lesson study, teachers will engage in the analysis and the performance of students based on the common pre and post assessments and agree on the next steps for students not meeting the posted objectives and S.M.A.R.T. goals (Specific, Measurable, Attainable, Realistic and Timely).

Each intermediate school is committed to monitoring the effectiveness of program fidelity for each student. Specifically, each intermediate will dedicate its time to assess every student regularly to monitor program effectiveness and student achievement. Each student at all middle schools will receive a pre and post diagnostic test that will provide standards-based instructional information to teachers that will inform next step teaching practices in the Cycle of Effective Instruction planning. A diagnostic assessment monitoring system will be a strong asset to the current CIA model in place. The diagnostic data will be used with state and local assessment data to confirm overall progress and needs of every student.

Professional Development at the following schools: Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, Macy Intermediate, Montebello Intermediate, Suva Intermediate

Current Practices

Faculty at each intermediate school meets on a biweekly basis for professional development training and PLC work. The administration and the teaching staff meet to continually improve the instruction of all students. This is specifically evident for students in special education settings. Special Ed and General Ed teachers along with the special education instructional assistants meet to provide services for students in the collaboration model of co-teaching. The district provides professional development training and support in the area of collaboration and the learning center model as used by Elk Grove Unified School District.

EL Facilitator, Data Coach and other support staff at each intermediate school provide strategies and models for modeling sessions and lesson demonstrations with teachers. All site coaches has dedicated themselves to training teachers in understanding data and setting SMART goals for the teaching staff. All intermediate staff will continue with this training next year and add training in the use of technology and technology-assisted programs designed to meet the needs of students, specifically for at-risk students.

In addition, each intermediate school understands that, in order to raise student achievement, they will need to strengthen and enhance the level of teacher collaboration and professional development in the academic curricula domains of the district CIA model (Curriculum, Instruction and Assessment). The staff is knowledgeable in the content areas and familiar with the Cycle of Effective Instruction as it correlates to the Response to Intervention model. Many of the staff members have teaching experiences beyond 10 years. Much of the teaching staff at each intermediate school will go through a significant turnover due to budget cuts over the past two years. A large number of professional and human capital is expected to be lost. As a result, more professional development will be needed to rebuild the human capital and professional expertise of classroom teachers in the CIA model. Based on teacher input, informal surveys and conversations with various teaching staff at all intermediate schools, teachers are open to new learning and receive relevant, applicable and effective professional development with on-going support. In order to nurture students' student learning, especially at the intermediate level, the staff is willing to implement the new model for learning. The teachers and staff have been actively engaged in preparing an effective model for instruction over the past several years with the new leadership and vision of the school.

Potential for Improvement

Based on site needs from evidence gathered (through data and the observational process), the EL facilitator, instructional and data coach will continue with the following support for teachers and students:

1. A survey will be administered to establish teachers' needs.
2. Additional professional development (PD) in supplemental trainings will support the implementation of the diagnostic assessments, PLC meetings, data analysis, support in the Cycle of Effective Instruction, classroom observations, and technology training
3. Professional development must be meaningful and aligned to current curriculum and based on the instructional needs of students
4. Supplemental research-based strategies will be used to enrich the program and assist teachers meeting the needs of at-risk students will be implemented. Some of these strategies include:
 - a. Differentiated Instruction-Learning Styles for at-risk learners and English Learners
 - b. Setting objectives and providing feedback
 - c. Generating authentic student work samples that demonstrate progress and mastery of content standards of ELA/ELD

The Montebello Middle School Mission will implement the following professional development activities among all six middle schools:

1. **School-Wide** Teacher staff will meet as a whole to collaborate on professional development items, curriculum, instruction and assessment through a response to intervention model; the expertise on regrouping of students, analyzing student data, small group instruction, differentiated

- instruction, student writing, and student individual learning plans as evidenced in the PLC planning for the Cycle of Effective Instruction
2. **Grade Level Planning** - Every month each PLC will plan state content standards and how they correlate with the current curriculum. Grade level members will discuss core standards and their students' progress in meeting grade level standards.
 3. **Vertical Team Planning** - Every month each vertical team will meet to discuss state standards and how they are articulated across each grade level. They will discuss core standards and how they interconnect between grade levels. Each grade level will discuss key learning elements and create curriculum continuity between all grade levels.
 4. **Cadre Meetings** - Every month committees will meet to collaborate to discuss school, staff, and student needs and ideas. Cadre chairs will "shout out" what their committees discuss at the School as a Whole meeting.
 5. **Site-Based Collaboration** - Beyond what is discussed at collaboration meetings will also be opportunities for growth and focusing on student data through our-
 - a. Collaboration Walks
 - b. Teacher Academic Conferences
 - c. Student Academic Conferences
 - d. Implementation Reviews

Professional development that supports failing students in RLA and Math is needed, especially for students not fully able to access the core curriculum. Our math program was introduced in 2007-2008 and our RLA program was introduced in 2001-2002 with 40 hours of AB466 training provided by the district office. Most teachers are trained in the core program, but need to following support:

1. The next step is to go deeper into the curriculum with the Cycle of Effective Instruction as it relates to under-achieving students in the core program.
2. The goal is to target the needs of at-risk learners, so training is needed in differentiating instruction, computer technology training and professional development in data analysis.
3. Teachers have and will continue to development their expertise on best teaching practices so that they have a "laser-like" focus on instruction for every student, especially those students at-risk.
4. More professional development is needed on teacher collaboration to and effective PLC practices within teacher groups at each intermediate school.
6. It is especially important that teachers receive more training in working with at-risk students, English Learners and students with disabilities, which comprise a large part of each school's student population.

This year all intermediate school staff has begun to develop the practice of using data to inform instruction and meeting as a group to discuss teaching practices. The district plans to continue to build on what was developed this year with the intent of having district and school-wide best practices institutionalized over the course of the next three years.

The district has established a diverse and committed leadership team dedicated to meeting the needs of all learners, especially those students who are currently failing in all intermediate schools and is in the process of developing a system for measuring changes in instructional practice to ensure fidelity of program implementation. Coaches identified as part of this SIG grant will continue to work directly with teachers to identify and build on best practices and implementation of new strategies. Teachers will be encouraged to use reflective practices to self assess and set ongoing professional learning goals. In addition, a sharing of best practices will be an ongoing part of weekly staff communications, staff development and community events where photos and or videos of work with students and/or student products will be featured. Teachers will be provided with release time to actively participate in peer collaborative coaching to develop a comfortable professional environment of personal and professional development.

Alignment of federal, state, and private fiscal resources to support improved school performance, including other district resources at the following schools: Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, Macy Intermediate, Montebello Intermediate, Suva Intermediate

Each intermediate school's resources are listed in each site's Single Plan for Student Achievement and are aligned with school site goals. Planning for use of funds is accomplished through a process that includes staff, leadership and parent groups, and School Site Council.

Staff Effectiveness at the following schools: Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, Macy Intermediate, Montebello Intermediate, Suva Intermediate

Ensuring staff effectiveness has been one of Montebello Unified School District's greatest challenges. With the assistance of SIG funds at the six intermediate schools, the expectation is that at each school, staff effectiveness will increase and be maintained.

All staff at each intermediate school are highly qualified in their grade level or subject area. These teachers are committed to their students and do whatever it takes to ensure that their students make progress. They are also dedicated to work in their grade level team to ensure success. Constant data review and academic conferences show that they are raising student achievement. In addition, these effective teachers have few behavior referrals because students are learning and these teachers are teaching in a rich, standards based environment.

ii. Selection of Intervention Models

Selection of intervention models PER SCHOOL it commits to serve:

Montebello Unified School District only has Tier III schools, and has elected to use “Other” as the intervention model, specifically a modified form of the Transformation model for all of the Tier III intermediate schools it serves.

Intervention Model Selection Process

Based on the needs of each of the individual schools to meet Program Improvement goals, and the similar populations served by each of the schools, a modified transformation model was established for all schools. As a culmination of a continuous process of self evaluation by each site using needs analysis instruments which form the basis for this proposal, intermediate school principals, district and site personnel reviewed all relevant data, including CST goals and accomplishments, CELDT proficiency rates, and determined that the elements of the transformation model most appropriately matched the interventions planned for the schools.

The district meets the specific needs of individual schools in designing individual budgets based upon needs analyses, and understands the selection of a common intervention model to meet the needs of all 6 intermediate schools as an opportunity to centrally guide program improvement. The SIG grant increases the capacity of the district to meet the needs of these schools.

Specific needs of each school, as discussed in Section ix of the narrative establish goals for student achievement addressed by the model. There is a need to systematize the collaboration process at the middle school level through increased use of the Professional Learning Community (PLC) model. In addition, PLCs must utilize common assessments for reading language arts and mathematics at each grade level in order to improve instruction through re-teaching and differentiation. At the district level there is a need to fully implement a district longitudinal data system to better analyze individual student growth as well as program implementation.

Intervention Model Rationale – Current Practice Connection

The rationale for the selection of the intervention model is connected to findings of current practice and staff effectiveness.

Based on the EL-SLT, teachers at the intermediate and high school level are not consistently using SDAIE strategies to help EL students access the core curriculum. Based on the EL-SLT survey, there is a lack of common benchmark assessments in RLA which includes progress monitoring at all levels district-wide. At the intermediate level, there is not a consistent ELD instructional time embedded in the master schedule for C3's, C4's, and C5's in mainstream classes. It is evident from the 2007-2008 Preliminary Title III School Accountability Report on school-level performance on the AMAO's that progress toward achieving AMAO 1 and 2 is inconsistent across the district. Not all intermediate schools have been implementing systematic instruction in

daily ELD geared for the learner's proficiency levels. Summary: Data from the ELSSA, EL-SLT, CELDT, and CST, demonstrate English Learners who stay at the Intermediate or Early Advanced on the CELDT beyond the third grade do not score well on the CST at the middle school, and on the CAHSEE at the high school. The academic language demands on the CST exceed the language demands required from the CELDT.

All areas of the needs analysis are discussed and linked coherently to the selected intervention.

The use of state-adopted standards-aligned materials and interventions

A data based needs analysis has been used to make considerations regarding our instructional program (IP). The plans took into consideration state guidance regarding Sub-grant Conditions and Assurances for "the use of the federal funds to supplement, and not supplant, state and local funds," in the planning for School Improvement Grant interventions in English-language arts and mathematics core and intensive intervention programs that are California-adopted (2001 or later) in grades six through eight.

Curriculum Pacing and instructional time

The needs analysis concluded with a provision for increased learning time (ILT). And therefore the intervention model is designed to establish schedules and strategies that provide increased learning time. This is done individually at each school site by extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. Each site will be given sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes.

Amount and types of staff PD, collaboration, and instructional support

The needs analysis found goals for providing staff ongoing job-embedded professional development (PD). The intervention model plans to provide additional supports and professional development to teachers and principals in order to implement effective strategies to support Title I at-risk students including students with disabilities in the least restrictive environment and to ensure that English learner students acquire the English proficiency (language) skills necessary to master academic content within the grant period.

Use of Student Data

The needs analysis finds a need to direct recourses toward promoting the continuous use of student data (SD). The data component is linked to the Intervention Model in Instituting a system for measuring changes in instructional practices resulting from professional development. The model as designed intends to promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. This will require the use and integration of technology-based supports and interventions as part of the instructional program. In support of these efforts, the District will ensure that each of the schools receives ongoing, intensive technical assistance

and related support from the district, or one of the External Service Providers. Comprehensive instructional reform strategies include the use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with California's adopted academic content standards.

Alignment of Resources

The needs analysis found opportunities for providing ongoing mechanisms for family and community engagement. The plans for the Tier III schools provide ongoing mechanisms for family and community engagement. Plans also describe means for partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other state or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs.

Staff Effectiveness

The needs analysis outlined goals for increased staff effectiveness. Instructional coaches, data coaches, and staff development components of the plan are intended to give the school sufficient operational flexibility (OF), and ensure that the school receives ongoing, intensive technical assistance and related support from the district and external providers. One focus of staff effectiveness measures will be conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if deemed ineffective. The plans for implementation include goals to Provide instructional staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, coaching, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction, and teacher collaboration) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Specific data from a variety of sources that explicitly supports the selection of the intervention model: (by school)

Student STAR data indicates the following:

Bell Gardens Intermediate School

Adequate Yearly Progress (AYP) English Language Arts

Year	ELA Schoolwide	ELA Hispanic	ELA SED	ELA EL
2009 Target: 46.0%	30.6 No	30.4 No	30.5 No	25.0 No
2008 Target: 35.2%	25.9 No	25.9 No	25.8 No	20.1 No
2002 Target: 13.6%	7.2 No	7.0 No	7.2 No	6.0 No
2008-2009 Growth	4.7	4.5	4.7	4.9
2002-2009 Growth	23.4	23.4	23.3	19

Adequate Yearly Progress (AYP) Mathematics

Year	Math Schoolwide	Math Hispanic	Math SED	Math EL
2009 Target: 47.5%	34.9 No	34.8 No	34.9 No	32.1 No
2008 Target: 37%	31.7 No	31.7 No	31.7 No	28.4 No
2002 Target: 16.0%	10.5 No	10.3 No	10.5 No	10.2 No
2008-2009 Growth	3.2	3.1	3.2	3.7
2002-2009 Growth	24.4	24.5	24.4	21.9

Academic Performance Index (API)

API	Base	Growth Target	Growth	API Score
2009	649	8	18	667

Academic Performance Index (API)

1999 API Score	2009 API Score	Growth
394	667	273

Eastmont Intermediate School

Adequate Yearly Progress (AYP) English Language Arts

Year	ELA Schoolwide	ELA Hispanic	ELA SED	ELA EL
2009 Target: 46.0%	34.0 No	33.9 No	33.0 No	23.0 No
2008 Target: 35.2%	29.7 No	29.1 No	27.8 No	18.5 No
2002 Target: 13.6%	12.9 No	11.5 No	8.7 No	7.3 No
2008-2009 Growth	4.3	4.8	5.2	4.5
2002-2009 Growth	21.1	22.4	24.3	15.7

Adequate Yearly Progress (AYP) Mathematics

Year	Math Schoolwide	Math Hispanic	Math SED	Math EL
2009 Target: 47.5%	30.5 No	30.2 No	29.7 (SH)	25.0 No
2008 Target: 37%	24.2 No	23.7 No	23.1 No	19.4 No
2002 Target: 16.0%	18.8 Yes	17.1 Yes	14.4 No	14.5 No
2008-2009 Growth	6.3	6.5	6.6	5.6
2002-2009 Growth	11.7	13.1	15.3	10.5

Academic Performance Index (API)

API	Base	Growth Target	Growth	API Score
2009	672	6	10	682

Academic Performance Index (API)

1999 API Score	2009 API Score	Growth
442	682	240

La Merced Intermediate School

Adequate Yearly Progress (AYP) English Language Arts

Year	ELA Schoolwide	ELA Hispanic	ELA SED	ELA EL
2009 Target: 46.0%	38.5 (SH)	37.1 (SH)	36.2 (SH)	24.5 No
2008 Target: 35.2%	30.4 No	29.0 No	29.0 No	22.9 No
2002 Target: 13.6%	17.1 Yes	15.2 Yes	13.2 No	10.2 No
2008-2009 Growth	8.1	8.1	7.2	1.6
2002-2009 Growth	21.4	21.9	23	24.3

Adequate Yearly Progress (AYP) Mathematics

Year	Math Schoolwide	Math Hispanic	Math SED	Math EL
2009 Target: 47.5%	53.4 Yes	52.3 Yes	51.4 Yes	46.3 (SH)
2008 Target: 37%	38.2 Yes	36.4 Yes	37.7 (SH)	33.3 (SH)
2002 Target: 16.0%	11.2 No	9.9 No	9.6 No	9.4 No
2008-2009 Growth	15.2	15.9	13.7	13
2002-2009 Growth	42.2	42.4	41.8	36.9

Academic Performance Index (API)

API	Base	Growth Target	Growth	API Score
2009	687	6	41	728

Academic Performance Index (API)

1999 API Score	2009 API Score	Growth
505	728	223

Macy Intermediate

Adequate Yearly Progress (AYP) English Language Arts

Year	ELA Schoolwide	ELA Hispanic	ELA SED	ELA EL
2009 Target: 46.0%	55.0 Yes	48.1 Yes	49.2 Yes	40.0 No
2008 Target: 35.2%	52.9 Yes	44.5 Yes	47.5 Yes	43.8 Yes
2002 Target: 13.6%	28.4 Yes	18.9 Yes	17.7 Yes	23.7 Yes
2008-2009 Growth	2.1	3.6	1.7	-3.8
2002-2009 Growth	26.6	29.2	31.5	16.3

Adequate Yearly Progress (AYP) Mathematics

Year	Math Schoolwide	Math Hispanic	Math SED	Math EL
2009 Target: 47.5%	43.3 No	35.0 No	38.3 No	35.9 No
2008 Target: 37%	40.6 Yes	29.6 No	35.6 No	38.4 Yes
2002 Target: 16.0%	35.8 Yes	19.4 Yes	25.5 Yes	42.5 Yes
2008-2009 Growth	2.7	5.4	2.7	-2.5
2002-2009 Growth	7.5	15.6	12.8	-6.6

Academic Performance Index (API)

API	Base	Growth Target	Growth	API Score
2009	767	5	12	779

Academic Performance Index (API)

1999 API Score	2009 API Score	Growth
622	779	157

Montebello Intermediate School

Adequate Yearly Progress (AYP) English Language Arts

Year	ELA Schoolwide	ELA Hispanic	ELA SED	ELA EL
2009 Target: 46.0%	36.8 No	35.8 No	35.3 No	26.4 No
2008 Target: 35.2%	31.8 No	31.0 No	30.2 No	22.7 No
2002 Target: 13.6%	16.2 Yes	15.7 Yes	14.3 Yes	12.6 No
2008-2009 Growth	5	4.8	5.1	3.7
2002-2009 Growth	20.6	20.1	21	13.8

Adequate Yearly Progress (AYP) Mathematics

Year	Math Schoolwide	Math Hispanic	Math SED	Math EL
2009 Target: 47.5%	30.5 No	30.0 No	29.9 No	28 No
2008 Target: 37%	30.9 No	30.3 No	30.9 No	26.8 No
2002 Target: 16.0%	15.7 No	14.6 No	14.5 No	12.3 No
2008-2009 Growth	-0.4	-0.3	-1	1.2
2002-2009 Growth	14.8	15.4	15.4	15.7

Academic Performance Index (API)

API	Base	Growth Target	Growth	API Score
2009	679	6	10	689

Academic Performance Index (API)

1999 API Score	2009 API Score	Growth
465	689	224

Suva Intermediate School

Adequate Yearly Progress (AYP) English Language Arts

Year	ELA Schoolwide	ELA Hispanic	ELA SED	ELA EL
2009 Target: 46.0%	34.3 No	34.0 No	34.3 No	27.9 No
2008 Target: 35.2%	28.6 No	28.2 No	28.7 No	22.2 No
2002 Target: 13.6%	7.5 No	7.5 No	7.5 No	6.3 No
2008-2009 Growth	5.7	5.8	5.6	5.7
2002-2009 Growth	26.8	26.5	26.8	21.6

Adequate Yearly Progress (AYP) Mathematics

Year	Math Schoolwide	Math Hispanic	Math SED	Math EL
2009 Target: 47.5%	35.9 (SH)	35.6 (SH)	35.9 (SH)	33.5 (SH)
2008 Target: 37%	23.5 No	23.4 No	23.7 No	20.0 No
2002 Target: 16.0%	7.9 No	8.0 No	7.9 No	7.6 No
2008-2009 Growth	12.4	12.2	12.2	13.5
2002-2009 Growth	28	27.6	15.8	25.9

Academic Performance Index (API)

API	Base	Growth Target	Growth	API Score
2009	643	8	46	689

Academic Performance Index (API)

1999 API Score	2009 API Score	Growth
415	689	274

The Montebello Unified School District has not met AMAO 3 (Adequate Yearly Progress for English Learner Subgroup at the LEA Level) for four consecutive years in the area of Reading/Language Arts. CELDT and ELSSA data indicate that 40.0% of English Learners in the district (the largest group in the district) are performing at the Intermediate level and 42% of these Intermediate level English Learners are performing at the basic level on the CST Reading/Language Arts assessment. Furthermore the majority of EL students (56%) who have been in US Schools 6 or more years are performing at the Intermediate level (C3) on the CELDT. CELDT and CST data indicate that 74% of 8th grade Intermediate (C3) English proficient ELs are performing at Far Below Basic and Below Basic in Reading/Language Arts on the CST. The percentage of English Learners who have reached English proficiency grew from 28% to 48% as they reached 6 or more years in a US school. However, 64% of English Learners who have been in a US school 6 or more years are still at the Intermediate level or lower. Data show that after six years or more in the district, there are 55% of C3 students stalled at the Intermediate level. Some remain at that plateau into their high school years.

iii. Demonstration of Capacity to Implement Selected Intervention Models

iii.a. Resources to Support Each Tier I and Tier II School

RESPONSE:

The Capacity to Provide Adequate Resources

Montebello Unified School District does not have any schools designated as Tier I nor Tier II. As the application regards Tier III schools, Montebello Unified School District here demonstrates its capacity to use school improvement funds to provide adequate resources and related support in order to implement the activities of the school interventions it has selected to best meet the needs of these Tier III schools.

Montebello Unified School District has the capacity to use SIG funds to provide adequate resources and related support to each Tier III school identified in this application in order to implement, fully and effectively, all required activities of the modified transformation intervention model. The resources and support the district provides to each school are consistent with the research based California Essential Program Components, Objectives, and Criteria, and yearly assessed and reviewed by each school site using the Academic Program Survey. This assessment, provided by the California Department of Education Intervention Assistance Office, is a part of the process which Montebello Unified School District uses to fully identify the resource needs of each school in program improvement.

Expenditures Per Student

The district has provided support to all of the schools listed in this grant application since the inception of each school. For the 2007-08 school year, Montebello Unified School District spent an average of \$8,211 of total general funds to educate each student (based on 2007-08 audited financial statements and in accordance with calculations defined in Education Code §41372). The tables that follow in this report compare the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state. The figures shown in the tables below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.

Bell Gardens Intermediate School

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	BGIS	MUSD			
ADA*	1612	31780	N/A	N/A	N/A
Total**	\$4,986	\$4,904	101.68	N/A	N/A
Restr.†	\$1,441	\$907	158.92	N/A	N/A
Unrestr.††	\$3,545	\$3,997	88.69	\$5,512	64.31
Avg. Teacher Salary	\$75,110	\$70,515	106.52	\$67,049	112.02

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student

Macy Intermediate.

Expense of Education Per Pupil 2008-07					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	MIS	MUSD			
ADA*	1334	32157	N/A	N/A	N/A
Total**	\$3,916	\$4,967	78.83	N/A	N/A
Restr.†	\$418	\$872	47.91	N/A	N/A
Unrestr.††	\$3,498	\$4,095	85.41	\$5,300	65.99
Avg. Teacher Salary	\$68,842	\$70,240	98.01	\$65,008	105.60

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student

Eastmont Intermediate

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	EIS	MUSD			
ADA*	1676	32157	N/A	N/A	N/A
Total**	\$4,406	\$4,967	88.71	N/A	N/A
Restr.†	\$1,169	\$872	134.00	N/A	N/A
Unrestr.††	\$3,238	\$4,095	79.06	\$5,300	61.09
Avg. Teacher Salary	\$64,692	\$70,240	92.10	\$65,008	99.51

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student

Montebello Intermediate School

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	MIS	MUSD			
ADA*	1785	31780	N/A	N/A	N/A
Total**	\$4,052	\$4,904	82.62	N/A	N/A
Restr.†	\$841	\$907	92.69	N/A	N/A
Unrestr.††	\$3,211	\$3,997	80.34	\$5,512	58.26
Avg. Teacher Salary	\$72,306	\$70,515	102.54	\$67,049	107.84

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student

LaMerced Intermediate School

Expense of Education Per Pupil 2007-08					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	LMIS	MUSD			
ADA*	1783	31780	N/A	N/A	N/A
Total**	\$3,960	\$4,904	80.74	N/A	N/A
Restr.†	\$680	\$907	75.02	N/A	N/A
Unrestr.††	\$3,279	\$3,997	82.04	\$5,512	59.49
Avg. Teacher Salary	\$73,107	\$70,515	103.68	\$67,049	109.04

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student

Suva Intermediate

Expense of Education Per Pupil 2006-07					
	Dollars Spent per Student				
			% Diff. School & Dist.	State Avg., Dist. Same Size & Type	% Diff. School & State
	SIS	MUSD			
ADA*	1244	32157	N/A	N/A	N/A
Total**	\$4,532	\$4,967	91.23	N/A	N/A
Restr.†	\$1,108	\$872	126.97	N/A	N/A
Unrestr.††	\$3,424	\$4,095	83.62	\$5,300	64.61
Avg. Teacher Salary	\$67,000	\$70,240	95.39	\$65,008	103.06

* Average Daily Attendance
 ** Total Restricted and Unrestricted \$ per student
 † Restricted (Supplemental) \$ per student
 †† Unrestricted (Basic) \$ per student

In addition to general fund state funding, Montebello Unified School District receives state and federal categorical funding for special programs. For the 2007-08 school year, the district received categorical, special education, and support programs funds for:

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

- After School Learning & Safety
- Arts & Music Block Grant
- CA High School Exit Examination
- CA School-Age Families Education Program (Cal-SAFE)
- California Peer Assistance & Review Program for Teachers(CPARP)
- Department of Rehabilitation
- Discretionary Block Grant
- Economic Impact Aid (EIA)
- English Language Acquisition Program, Teacher Training & Student Assistance
- Gifted & Talented Education (GATE)
- Instructional Materials
- Lottery: Instructional Materials
- Professional Development Block Grant
- Pupil Retention Block Grant
- Quality Education Investment Act
- School & Library Improvement Block Grant
- School Safety & Violence Prevention, Grades 8-12
- Special Education
- Staff Development
- Supplemental School Counseling Program
- Targeted Instructional Improvement Block Grant
- Teacher Credentialing Block Grant
- Teacher Recruitment/Incentives
- Title I
- Title II
- Title III
- Title IV
- Title V
- Tobacco-Use Prevention Education
- Transportation
- Transportation: Special Education
- Vocational Programs
- Williams Case Settlement
- Workforce Investment Act

The district has also applied for and been granted three current formula based school improvement grants for Bell Gardens Intermediate, La Merced Intermediate, and Suva Intermediate. This funding will be used to provide technical assistance and / or professional development to build capacity of the staff to improve student achievement. There was a great need within these QEIA Program Improvement schools to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. It was determined that by using a web-based student diagnostic assessment program, students can easily be assessed. With the method, teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Training will be implemented at the school sites from July through September on the use of the web-based online student assessment programs utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

Resources Specific to Each School Served by the SIG Grant.

More extensive information on the specific use of human, relational, and fiscal resources within each of the intermediate schools served by the SIG grant is provided below, per school.

Bell Gardens Intermediate

School Vision

The Bell Gardens Intermediate School Staff is committed to providing a dynamic, safe, clean, attractive, positive and challenging learning environment for all students that will empower them to become global thinkers and learners in the twenty-first century. It is the shared vision of the Bell Gardens Intermediate School Community that we are committed to producing lifelong learners that are critical thinkers, effective communicators who are respectful of different cultures and responsible and resourceful students. We strive to prepare our students to meet the challenges of a rapidly changing, highly complex, technology-rich, global society through a rigorous standards based curriculum. We want to prepare all constituents of the school community to develop social and emotional responsibility through shared decision-making.

School and Community

Bell Gardens Intermediate (BGI) is located in the Montebello Unified School District in the City of Bell Gardens. Bell Gardens is an urban community with over 54,000 residents, located approximately eight miles from downtown Los Angeles. Known as the “Hub of Progress,” the city is located on a 2.4 square mile area and is a blend of commercial and residential areas. The city has a relatively youthful population, with the median age of 23.8 years. Hispanic/Latino residents comprise 93% of the city population. There are approximately 9,800 housing units within the city, with a home ownership rate of 23%.

Bell Gardens Intermediate school serves over 1,500 students in fifth through eighth grades. It provides services to approximately 140 Resource Specialist Programs Students and 34 Special Day Class Students. Approximately 252 students are clustered in Gifted and Talented Education classes where students receive differentiated learning opportunities to meet their specific needs. Approximately 60% of the fifth grade, 40% of the sixth grade, 35% of the seventh grade, and 38% of the eighth grade students are classified as English Language Learners and receive their instruction through Mainstream English option. Parents select the instructional program for their child based on their current CELDT score and with the assistance of the school’s English Learner Programs Facilitator.

Bell Gardens Intermediate School serves students from working class and low-income homes. The median family income for the city is below \$23,819 annually. Housing within the community consists of single-family homes, multiple-family lots, apartments and small trailer communities. 98% of the student body is Latino and recent Latino immigrants, 1% is White/Anglo and 1% are from other ethnic descent. Within the BGI’s Latino population, there exists a mixture of first generation students as well as second, third and fourth generation Latinos.

School Governance and Organization

Bell Gardens Intermediate has a principal, one Assistant Principal, an Intervention Facilitator, four Counselors, a Reading Language Arts Coach, Math Coach, one Integrated Technology Specialist and an English Language Program Facilitator. There is an experienced staff of forty-two general funded teachers, thirteen QEIA teachers, three Special Ed teachers, and four Resource Specialist teachers. Bell Gardens Intermediate has several organizations and committees that are instrumental in site based decision-making. The presence of these groups enables staff, students, and the community to form a strong partnership for the ultimate benefit of our students.

The School Site Council's (SSC) primary task is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional best practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The SSC works in collaboration with other advisory committees such as the English Learner Advisory Committee, Title 1 Advisory Committee, Parent Teachers Association, the District GATE Advisory Committee, etc. The SSC has the task of developing a school plan for using the supplemental resources to increase student understanding of and success in learning the core curriculum. Making effective decisions means ensuring that members have access to and training in the state curriculum frameworks and standards. As the SSC develops the school's plan for improvement, it should consider focusing its strategies and resources on a limited number of curriculum areas at one time. This allows the school the opportunity to ensure that all its improvement efforts are coordinated and focused on achieving a common goal. The SSC meets once a month, from August until June.

Teacher input on decisions is critical. The Curriculum and Instruction Leadership Committee meets on a regular basis to discuss standards, shares effective teaching techniques, previews and purchases new materials. These are just a few of the efforts of our dedicated teachers. The Committee consists of our Principal, the Assistant Principal, the Intervention Facilitator, the English Language Program Facilitator and teacher representatives from each grade level and academic content area. All members meet and focus on issues relating to increasing student achievement. In addition, we have several other committees that involve teacher input on decision-making. They include:

- Safe Schools Committee, which evaluates and directs emergency plans. This group of administrators, counselors, teachers, and parents have been trained in CPR and First Aid. They meet at least twice a year to reassess and make necessary adjustments.
- Student Success Team (SST) is an intervention team which looks at referred students who have been experiencing difficulty socially, academically, or emotionally. Parents and students meet with a team that consists of administrators, teachers, and counselors. They consider a student's strengths and needs and design a team action plan for student success. Follow up is critical and built into the meetings which occur once a month.
- Collaboration/Grade Level Meetings: Teachers collaborate regularly at monthly grade level meeting to discuss best instructional strategies and review student

work and assessments in order to determine progress toward meeting content standards.

Teacher Data:

The staff is currently composed of fifty-seven classroom teachers. The teachers on staff have an average of 17 years of teaching experience. Last year's CBEDS data indicated that 100% of the school's staff was fully credentialed and compliant under No Child Left Behind. 60% of our teachers hold a Master's Degree. The types of certificates held are as follows:

- 7 have Special Education credentials
- 25 have Single Subject teaching credentials
- 43 hold multiple subject credential
- 39 have a CLAD certification
- 14 teachers have BCC or BCLAD certification
- 2 teachers have SB1969 certification

Bell Gardens Intermediate works closely with our district's Certificated Human Resources Department to ensure that experienced fully credentialed and Highly Qualified teachers are assigned to our school to better meet the needs of our students. The average basic education class size is 25:1 and the maximum for physical education and elective is 40:1. The QEIA Grant will allow further class size reduction to take place over the next 7 years.

Professional Development

Bell Gardens Intermediate has maintained its commitment to offer staff development opportunities to all staff and faculty members. Teachers are encouraged to attend at least one professional development service to further develop their content knowledge. The following is a short description of the opportunities made available in the 2008-2009 school year and continuing in the 2009-2010 school year:

<p><u>Language Arts</u> Direct Instruction (Aveson) Writing assessment using rubrics and calibrating student writings AB472 Training in Language Arts Thinking Maps Training AVID Training Reciprocal Teaching Training Cycle of Effective Instruction: Lesson Design/Lesson Study (Aveson) Teaching Learning Collaborative (J.Topps) Literacy Conferences</p> <p><u>Math</u> Direct Instruction (Aveson) Mathematics Conferences CAMPS Cycle of Effective Instruction: Lesson Design/Lesson Study (Aveson) Teaching Learning Collaborative (J.Topps) Thinking Maps Training AVID Training</p> <p><u>Science</u> Direct Instruction (Aveson) Mathematics Conferences CAMPS Cycle of Effective Instruction: Lesson Design/Lesson Study (Aveson) Teaching Learning Collaborative (J.Topps) Thinking Maps Training AVID Training</p> <p><u>ELD</u> Direct Instruction (Aveson) ELD Conferences CAMPS Cycle of Effective Instruction: Lesson Design/Lesson Study (Aveson) Teaching Learning Collaborative (J.Topps) Thinking Maps Training AVID Training SDAIE/SIOP Training</p>	<p><u>History/Social Science</u> Direct Instruction (Aveson) History/ Social Studies Conferences CAMPS Cycle of Effective Instruction: Lesson Design/Lesson Study (Aveson) Teaching Learning Collaborative (Jo Topps) Thinking Maps Training AVID Training</p> <p><u>Physical Education</u> District Physical Education Trainings</p> <p><u>Art</u> “Arts for All” Community Arts Team</p> <p><u>Technology</u> Computer Lab training District Computer classes</p> <p><u>Classified Training</u> AVID strategies ELD strategies</p> <p><u>GATE</u> GATE Certification Training</p> <p><u>Leadership Training</u> ACSA Annual Conference Colloquium for New and Aspiring Principals</p> <p><u>Support Staff</u> Safe Schools Planning Workshop ACSA Annual Conference Counselor Leadership Academy AVID Coordinators Workshop Parent Involvement Academy</p>
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Instructional Materials

Bell Gardens Intermediate has a wealth of instructional materials that promote reading fluency and comprehension in all content areas. All students have equitable access to state-adopted textbooks and scientific research-based supplementary materials. The curriculum includes the following:

Content Area	Core Curriculum	Supplemental Curriculum
English Language Arts and English Language Development	Grade 5: Houghton Mifflin Reading Grade 6-8: HOLT Literature & Language Arts Grade 5-8: Gateways	Measuring Up Odyssey
Mathematics	Grade 5: MacMillian Mathematics Grade 6: HOLT Mathematics Grade 7: HOLT Pre-Algebra Grade 8: HOLT Algebra 1 Grades 5-7: Fast Forward Grade 8: Algebra Readiness	Measuring Up Mind Math Odyssey
Science	Grade 5: Harcourt Science Grade 6-8: Holt Science & Technology: Earth, Life, Physical	
History Social Science	Grade 5: Harcourt Brace <i>Reflections</i> Grade 6: HOLT <i>Ancient Civilizations</i> Grade 7: HOLT <i>Medieval to Early Modern Times</i> Grade 8: HOLT <i>United States History</i>	

Instructional Technology

Bell Gardens Intermediate places a strong emphasis on instructional technology. Every classroom in the school has internet access and the capability for multi-media instructional delivery, having access TV/VCR and roving DVD player, CD/Cassette Player, and at least 3 computers. Teachers use computers for computer-assisted instruction. In addition, Bell Gardens operates a full service mobile computer lab where students and teachers have the opportunity to explore the Internet, PowerPoint and various educational software programs such as Accelerated Reader and Mind Institute Math. The lab is also used for before and after school instruction, tutoring and staff development.

The goals for instructional technology at Bell Gardens are:

- To increase teachers' computer knowledge in the classroom.
- To increase the number of computers and technology classes offered so that more students have access to them.

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

- To focus on technology to aid in teaching reading and writing, particularly to English Learners and students working below grade level.
- To increase the number of Language Arts teachers using Accelerated Reader for all students
- To update technology use for all teachers and students

Student Interventions and Support

A structure is in place at Bell Gardens Intermediate to ensure that students who are not making satisfactory academic progress receive interventions to accelerate their achievement. Intervention classes in the areas of Reading, English Language Development and Mathematics are offered through extended day programs such as before/after-school tutoring and Supplemental Educational Services.

Utilizing the Response to Instruction model, student data is collected and analyzed to identify and place students at risk of failing in appropriate intervention programs and classes. Progress is monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher (s), home teacher (s), administrators and parents.

Intervention strategies include:

- AVID strategies
- Thinking Maps
- Reciprocal Teaching
- Direct Instruction
- SDAIE strategies

Parent and Family Involvement

Families of Bell Gardens Intermediate students are very involved in site-based decision making at our school. Parent Advisory Committees include an active School Site Council (SSC), which includes five parent members, and five school staff members; an English Language Advisory Committee (ELAC), which meets to discuss issues that pertain to English Language Learners; and a Title 1 Committee (CEAC), which meets regularly to discuss our Title I program and the interventions provided to underperforming students. There is also an active Parent Teacher Association (PTA) which meets monthly to discuss the needs and welfare of our students.

Parent education is an important component to our school program. Our families are offered many opportunities to be life-long learners. Parents have the opportunity to attend a variety of conferences and workshops offered by our school, district office, and outside consultants. Parents have expressed a need for the following parent education classes: how to motivate parents to get involved in advisory committees, tutoring, learning about instructional strategies, involving the community and academic classes such as English as a Second Language. On site, we have provided Parent Project workshops, Parent Institute workshops, College; Making it Happen workshop and Core Content informational meetings. The district has provided training in technology, parenting classes, and leadership roles for advisory committee members.

Families are well informed about Bell Gardens Intermediate's curriculum, instruction, assessments, and general activities. The Principal sends home a monthly newsletter in English and Spanish along with a calendar of activities. Parents are also informed daily about their child's progress via the student agenda/planners and TeleParent Telephone service. Progress Reports are sent home quarterly to inform parents of their child's academic and social progress. Parent-Teacher Conferences are held in the Fall and Spring and are well attended. In addition, our classrooms are equipped with telephones to assist teachers in communicating easily with our parents.

Each spring, a "parent needs" assessment is conducted to assist in planning our program for the following year. Additionally, parents are asked to rate their satisfaction with school communication, school climate and learning opportunities. Program Improvement (PI)

Year First Identified	Current Year in PI	Reason for PI 2009-2010	Interventions to Address Reasons for PI	PI Year 4: Alternative Governance	PI Year 5: Alternative Governance Plan
2004	<u>5+</u>	<p><u>ELA: AMO target 35.2%</u> Schoolwide results 26% EL Subgroup results @20.3% SED Subgroup Results @ 25.9% SpEd Subgroup results @ 8.4%</p> <p><u>MATH: AMO Target: 37%</u> Schoolwide results @ 31.7% EL Subgroup results @ 28.8% SED Subgroup results @ 31.6% SpEd Subgroup results @ 6.7%</p>	<p><u>Strategic interventions</u> in Direct Instruction, Reciprocal Teaching, Thinking Maps, SDAIE strategies, AVID strategies, and Extended Day Learning</p> <p><u>Intensive Interventions</u> Read 180, Extended Day Learning. Additionally, Direct Instruction, Reciprocal Teaching, Thinking Maps, SDAIE strategies, AVID strategies, and Extended Day Learning</p>	Option 5: Implement Other Major Restructuring of the School's Governance Arrangement that makes fundamental reforms and leads to improved student achievement, was chosen during the 2007-2008 school year	-Response to Instruction Master Schedule - Content Coaches - Direct Instruction/Teacher Collaborative Learning Lesson Designs/ Study

Written Notice to Parents:

Bell Gardens will work together with the district to provide written Program Improvement notification to the parents of each student. Program Improvement written notification will be mailed out annually to parents each spring/summer prior to the new school year in order to give parents choice options for the upcoming school year.

Technical Assistance:

The district will provide technical assistance and training regarding data analysis, evaluation of programs and school plan revision. Bell Gardens will follow the district timeline to complete the school plan revision. Highly Qualified teachers will work with participating teachers to provide mentoring. Site and district representatives will meet regularly to review student data and program implementation through the District Site Leadership Team.

Quality Education Investment Act (QEIA)

#	Requirement	2009-2010 Goal
1	Avg. Student-Teacher Ratio 25:1	By June 2010, 66% of the class size in grades 5-8, or 1 class, will be lowered to 25:1 average, with no class over 27.
2	Highly Qualified Teacher	70 Highly Qualified Teachers
3	Teacher Experience Index	8.2 years
4	Exceed API Growth Target	675

Coordination of Programs

Bell Gardens Intermediate participates in programs such as Title 1, EIA/LEP, QEIA, Gifted and Talented, and Special Education Programs. Instruction is integrated and coordinated in order to provide focused, rigorous and accessible instruction for all students.

The American Recovery and Reinvestment Act (ARRA)/SFSF provides schools with additional education funds. At Bell Gardens these funds may be used to provide various personnel to support academic growth and student achievement.

Collaboration and planning among administrators, support staff, teachers and families is encouraged and facilitated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. Through cohesive planning our SSC has developed a Title 1 Schoolwide Plan that is reviewed and updated annually through comprehensive data analysis and program evaluation.

Our school plan identifies research-based interventions for students who are at risk in order to ensure that all students achieve to meet high standards. Extended learning opportunities are provided in order to increase student's learning time before school, after school, intersession, and summer school. The district provides support and assists our school with the development and revision of our school plan. Schools receive regular assistance in coordinating their budgets, maximizing their fiscal resources and aligning their expenditures to their plan.

Staff members coordinate their services through various means of ongoing communication such as: staff meetings, grade level meetings, bulletins and memos, Student Success Team, in-services, School-based Days, classroom visitations by administrators, and support staff, communication between regular education and special education teachers, IEP'S, new teacher orientation meetings and English learner tem meetings.

Wednesday staff meetings allow teachers time to collaborate in regards to the implementation of the core curriculum. Counselors communicate with teachers and parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consult with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers implement and collaborate with regular education teachers to implement an inclusion model to provide services in the regular classroom setting.

Eastmont Intermediate

School Vision

Eastmont Intermediate School provides their educational community with a nurturing environment that is safe and secure in order to better develop and enhance the skills and attitudes necessary for successful participation in a diverse global and increasingly technological society. Eastmont Intermediate's vision is achievable through the implementation of Academic State Standards and the District Organizational Goals.

Eastmont is deeply committed to promoting the educational success of our students a through cohesive effort by our staff, parents and community. Eastmont's educational goals are formed by our district's vision as well as state and federal requirements to measure student achievement.

School and Community

Eastmont Intermediate School has a functioning School Site Council consisting of the Principal, classroom teachers, a classified representative and parents. The School Site Council meets a minimum of four times a year to discuss categorical budgets, the Common Pages, Single Plan for Student Achievement, School Safety Plan, data analysis, and other topics of concern to the committee.

The Eastmont Intermediate English Learner Advisory Committee, which consists of an English Learner Program Facilitator, teachers and parents, gives direction and support to our English Learner in grades five through eight. The Committee meets regularly to discuss topics concerning the program regarding the programming process, securing of materials and communication process for all involved with the program.

The District Advisory Council (DAC) and the District English Learner Advisory Council (DELAC) include parents and teachers that meet at district level and bring concerns and information back to the schools.

Eastmont Intermediate provides an extensive array of parent workshops, training and conference opportunities to their parents and community. Teachers, counselors, as well as support staff provide training in order to educate, collaborate, and build relationships with the parents in effort of building a bridge between the home and school life. Meetings are held during the day at times that accommodate the Eastmont community. The following is a small sample of Parent Involvement Meetings that were held at Eastmont Intermediate.

Back to School Night
CST meeting
SSC Committee
ELAC Committee

Title I/CEAC Parent Meeting
Monthly parent workshops
Gate Parent Meeting/Gate Committee
AVID Parent Meeting
4th grade Parent Visitation Day
Johns Hopkins
An Effective Parent Conference Workshop
STAR Workshop for Parents
Workshops on Special Education

In order to promote student achievement at Eastmont Intermediate we will provide an instructional program that includes:

Faithful Implementation of state adopted standards based core curriculum
Faithful replication of scientifically research based strategies to support base core curriculum
Differentiated instruction as needed
Intellectually engaging student activities
Assessments reflective of student learning.
On-going relevant data collection to measure student growth
A reflective process to analyze data to drive improve program delivery
Continuously align curriculum to state standards.
Intervention for students as needed determined by data.
Technology is also used as an educational tool to promote student learning and is also becoming embedded in instruction.

School Governance and Organization

Eastmont Intermediate School is deeply involved in the success of our students, staff, parents and community. The goal is to work collaboratively in pursuit of a common vision, and provide the best education for all students. Eastmont Intermediate assessment program uses standardized state test results and internal monitoring practices to align state standards with the curriculum. The school addresses local needs through extensive articulation programs with feeder schools, throughout grade levels, parents and community (School Site Council, English Learner Advisory Committee, and many services and business linkages). Existing programs such as Title I Program, Resource Specialist Program, Special Day Classes, English Language Learner, AVID, and Gifted and Talented Education address the special needs of the school community. Curriculum is based on goal setting, critical thinking, technology experience, alignment to the state standards and curriculum mastery.

Eastmont Intermediate School has undergone physical changes. During the summer of 2007, the entire school organization was restructured. Each grade level was moved into a specific building to create grade level pods or housing. These changes reduced tardies and facilitated grade level collaboration.

Vehicles for making progress at Eastmont Intermediate School include support staff meetings, the Principal's Advisory, the Leadership Team, AVID Committee and Student Study Team (SST). Counselors and Administrative staff are California Counselor Leadership Academy Participants. The Leadership team, along with all other staff members, develops curricular direction for the school through the Self Study process. EAI staff is involved in Development and Training, Learning Resources and Hardware and Telecommunications Infrastructure such as Tele-parent. EAI has an ASB Leadership class which plans activities throughout the year. EAI is involved in a school wide program on alcohol, tobacco, violence prevention and Red Ribbon Week.

Other programs involving EAI students are Advancement via Individual Determination (AVID), Leadership Camp, Leadership Program, Technology Lab, and after school tutoring and Mentor Program.

The Counseling Program is in full swing with a Student Counseling Center, which is open for individual and group counseling. These programs not only provide students with information about these subjects but encourage students self discipline and help build healthy relationships, a positive outlook and self esteem. The counseling staff has added a fourth counselor through AB 1802 funding. This additional counselor has changed the counselors to student ratio significantly. Before the additional counseling the ratio was one counselor for every 593 students. Now the ratio is one counselor for every 445 students. The additional counselor has enabled the counselor's to each be assigned a grade level. This assignment structure has greatly increased and improved the delivery of the guidance services here at Eastmont Intermediate. The counselors have also been able to design, implement and maintain a quality guidance program that is aligned with MUSD Board Policy and the National Standards on School Counseling Program. The domains of personal/social, career and academics are being provided in a variety of teaching modalities. Counselors use individual, small group, classroom, assembly and school-wide activities to provide the necessary experiences that are needed to prepare our students to become successful in high school and beyond.

Teacher Data:

The staff at Eastmont Intermediate School has 50 teachers, 3 Resource Special Teachers, and 3 Special Day Class. In addition, we have 12 Avid tutors that work in the classrooms or with special programs in AVID settings and with English Language Learners needs. 47 out of 50 teachers are Highly Qualified. Eastmont Intermediate works closely with the district's Human Resources Department to ensure that all teachers being hired Highly Qualified.

Support staff includes the Principal, one Assistant Principal, Federal & State Intervention Specialist, one bilingual facilitator, and 4 counselors, Speech & Language Teacher, School Psychologist and one Adaptive PE Teacher.

Professional Development

The staff at Eastmont has been involved in numerous professional developments that will have a positive impact on student achievement.

Some of these research based focus strategies are:

Reciprocal Teaching
 Extended Literacy Learning
 Thinking Maps
 Avid
 SIOP
 Math training

Instructional Materials

Eastmont Intermediate has a wealth of instructional materials that promote fluent and accurate reading in all content areas. All students have equitable access to state-adopted textbooks and scientific research-based supplementary materials. The curriculum includes the following:

Content Area	Core Curriculum	Supplemental Curriculum
English Language Arts	Holt CA Gateways	Learn It
English Language Development	Holt CA Gateways	Kate Kinsella/Academic English
Mathematics	Macmillian-McGraw Hill/Holt/Glencoe	Learn It Odyssey
Science	Harcourt/Prentice Hall	
History Social Science	Harcourt/Holt	

Instructional Technology

Eastmont Intermediate places a strong importance on instructional technology. Every classroom in the school has Internet access and the capability for multi-media instructional delivery, having a projector, TV/VCR and roving DVD player, CD/Cassette player, and at least 3 computers with printers. Teachers use computers for computer-assisted instruction. In addition, EAI operates two full service computer labs where students and teachers have the opportunity to utilize Odyssey a math program which is standard base. In addition, Eastmont offers a computer elective class that offers student the opportunity to explore the Internet, PowerPoint and various educational software programs.

The goals for instructional technology at EAI are:

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

To increase the computer knowledge of the teacher to enhance the use of technology in the classroom.

To increase the number of computers and technology classes offered so that more students have access to them.

Student Interventions and Support

A structure and system are in place at EAI to ensure that students not making satisfactory academic progress receive interventions to accelerate their achievement. Intervention classes in the areas of Reading, English Language Development and Mathematics are offered through extended day programs, which may include zero and 7th period intervention classes, before/after-school tutoring, and intersession classes.

Student data is collected and analyzed to identify and place students in appropriate intervention programs and classes. Progress is monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher(s), home teacher(s), administrators and parents.

Intervention classes include:

Fast Forward Math

Co-teaching (Collaboration Model)

Intervention strategies include:

AVID

Thinking Maps

Reciprocal Teaching

Direct Instruction

Parent and Family Involvement

Eastmont Intermediate School has a School Site Council consisting of the Principal, Assistant Principal Classroom teachers, a classified representative and parents. The School Site Council meets a minimum of four times a year to discuss categorical budgets, the Common Pages, Single Plan for Student Achievement, School Safety Plan, data analysis, and other topics of concern to the committee.

The Eastmont Intermediate ELL Committee, which consists of a ELAC, teachers and parents, gives direction and support to the bilingual/bicultural program which services students in grades five through eight. The committee meets regularly to discuss topics concerning the program regarding the programming process, securing of materials and communication process for all involved with the program.

The District Advisory Council (DAC) and the District English Learner Advisory Council (DELAC) include parents and teachers that meet at district level and present information back to the school.

Eastmont Intermediate provides an extensive array of parent workshops, training and conferences opportunities to their parents and community. Teachers, counselors, and support staff provide training in order to educate, and build relationships with the parents in effort of building a bridge between the home and school life. Meetings are held during the day during times that would accommodate the Eastmont community. The following is a small sample of Parent Involvement Meetings that were held at Eastmont Intermediate.

Back to School Night
CST meeting
CELDT Meeting
SSC Committee
ELAC Committee
Title I Parent Meeting
Monthly parent workshops
LACOE Parent Workshop
Gate Parent Meeting/Gate Committee
AVID Parent Meeting
4th grade Parent Visitation Day
John Hopkins
An Effective Parent Conference Workshop
CST Workshop for Parents
Workshops on Special Education
Counselor Advisory Committee
Spring/Winter Music Concert
PTA
Math Night
Academic Word Workshop
College-Making It Happen
Parent Conference
SST
AB 1802
School Safety Committee

In order to promote student achievement at Eastmont Intermediate we will provide an instructional program that includes:

Consistent implementation of state adopted standards based core curriculum
Replication of scientifically research based strategies to support base core curriculum
Differentiated instruction as needed
Intellectually engaging student activities
Provide assessments reflective of student learning.

On-going relevant data collection to measure student growth
 A reflective process to analyze data to drive improve program delivery
 Continuously align curriculum to state standards.
 Provide intervention for students as needed determined by data
 Technology used as an educational tool to promote student learning and is becoming embedded in instruction.

Program Improvement (PI)

Year First Identified	Current Year in Program Improvement	Reason for PI 2009-2010	Interventions to Address Reasons for PI	PI Year 4: Alternative Governance	PI Year 5: Alternative Governance Plan
2001	5	Have not met AYP targets for English Learner Sub-group Have not met AYP targets for Students with Disabilities Sub-group	<p><u>Strategic Interventions:</u></p> <p>Direct Instruction, Reciprocal Teaching, Thinking Maps, SDAIE strategies, AVID strategies</p> <p><u>Intensive Interventions:</u></p> <p>Fast Forward Gateway Learn It</p>	Option 5: Implement Other Major Restructuring of School’s governance arrangement that makes fundamental reforms and lead to improved student achievement was selected during the 2007-2008	<p>Develop Professional Learning Communities among content teachers</p> <p>Implementation of the Cycle of Effective Instruction</p> <p>Open more AVID sections as reflected in the master schedule</p> <p>Teachers are teaching within their credentials</p> <p>Full implementation of the Collaboration Model</p>

Written Notice to Parents:

Eastmont will work together with the district to provide written Program Improvement notification to the parents of each student. Program Improvement written notification

will be mailed out annually to parents each spring/summer prior to the new school year in order to give parents choice options for the upcoming school year.

Technical Assistance:

The district will provide technical assistance and training regarding data analysis, evaluation of programs and school plan revision. Eastmont will follow the district timeline to complete the school plan revision. Highly Qualified teachers will work with participating teachers to provide mentoring. Site and district representatives will meet regularly to review student data and program implementation through the District Site Leadership Team.

Coordination of Programs

Eastmont Intermediate School participates in programs such as Title 1, EIA/LEP, Gifted and Talented, John Hopkins, AVID and Special Education Programs. Instruction is integrated and coordinated in order to provide focused, accessible instruction for all students.

American Recovery and Reinvestment Act/State Fiscal Stabilization Fund:

The American Recovery and Reinvestment Act (ARRA) and State Fiscal Stabilization Fund (SFSF) provide schools with additional educational funds. These monies are used to fund various school personnel.

Collaboration and planning among administrators, support staff, teachers and families is encouraged and facilitated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. Through cohesive planning our SSC has developed a Single Plan for Student Achievement that is reviewed and updated annually through comprehensive data analysis and program evaluation.

The American Recovery and Reinvestment Act (ARRA)/SFSF provides schools with additional education funds. At Eastmont, these funds may be used to provide various personnel to support academic growth and student achievement.

Our school plan identifies research-based interventions for students who are at risk in order to ensure that all students achieve to meet high standards. Extended learning opportunities are provided in order to increase students' learning time through before school, after school, intersession, and summer school. The district provides support and assists our school with the development and revision of our school plan. Schools receive regular assistance in coordinating their budgets, maximizing their fiscal resources and aligning their expenditures to their plan.

Staff members coordinate their services through various means of ongoing communication such as: staff meetings, grade level meetings, shared leadership meeting, schoolwide email, bulletins and memos, Student Study Team, in-services, School-Based Days, classroom visitations by administrators, and support staff, communication between regular education and special education teachers, IEP'S, new teacher orientation meetings and English learner team meetings.

Counselors communicate with teachers and parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consult with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers implement collaborate with regular education teachers to implement an inclusion model to provide services in the regular classroom setting.

Teachers communicate daily with parents in the students' agenda notebook that includes space for writing assignments and comments by the teachers, students and parents. The agenda book also includes information about school policies and includes a school calendar with a listing of regularly scheduled events. Above and beyond the student agendas, teachers utilize the Tele-Parent Communication phone system to notify parents regarding student academic progress.

Articulation/data cards and meetings help to coordinate programming with feeder schools. Orientation meetings are conducted for incoming fifth graders and their parents and for eighth graders and their parents at the high school.

La Merced Intermediate

School Vision

The mission of La Merced Intermediate School (LMI) is to provide our educational community with a rigorous standards based curriculum and a nurturing environment that is safe and secure. This will better develop and enhance the skills and attitudes necessary for successful participation in a diverse global and increasingly technological society.

LMI is deeply involved in the success of our students. Our goal is to work as a collective team in pursuit of a common vision: to provide the best education for our students. Goals for our students are established through a process that includes district and school visions. LMI's assessment program uses standardized test results and internal monitoring practices to align state standards with the curriculum. Our school addresses local needs through extensive articulation programs with feeder schools, grade levels, and parents and the community (School Site Council, English Learner Advisory Committee, Title I Committee, and Parent-Teacher Association). Existing programs such as Resource Specialist Program, Special Day Classes, Structured English Immersion, Dual Language Enrichment Program, and Gifted and Talented Education address the special needs of our school community. Our school is committed to the belief that all students can learn regardless of prior academic or personal experience, culture, language, or socioeconomic status. Our curriculum is based on clear goals, aligned with California standards, and promotes curriculum mastery via critical thinking skills and technology.

School and Community

LMI serves students in grades five through eight who are drawn from a heterogeneous community including Montebello and parts of Pico Rivera and Monterey Park.

The City of Montebello is located nine miles east of Los Angeles and has a population of approx. 65,000. Latinos comprise 80% of the population, White 14%, and Asian 6%. The median household income is \$51,441 with the median home value being \$419,000. The labor force is employed in a large variety of businesses in the area. Statistics further indicate that 30.7% of the work force is employed in executive/managerial/professional positions, 3.9% in technical and related support positions, and the remainder 65.4% in semi- and unskilled labor.

LMI Enrollment (based on CBEDS reports)

Year	Enrollment	8th grade	7th grade	6th grade	5th grade
2008-09	1789	462	449	433	445
2007-2008	2016	510	506	504	496
2006-2007	1966	511	486	499	470
2005-2006	1921	465	497	469	490
2004-2005	1965	508	488	514	455
2003-2004	2044	532	510	496	506
2002-2003	2033	513	537	509	474

2008-09 LMI Ethnic Distribution

	American Indian	Asian	Filipino	Pacific Islander	Hispanic or Latino	African American	White (not Hispanic)	Other
Number of students	1	19	13	1	1,709	10	83	13
Percentage of total student enrollment	0.1	1.0	0.7	0.1	93.0	0.5	4.5	0.7

2008-09 LMI English Learners (EL) and Fluent English Proficient (FEP) students

Primary Language	Type	Grade level				Total
		5 th	6 th	7 th	8 th	
Spanish	EL	94	93	102	80	369
	FEP	141	154	164	203	662
Armenian	EL	3	5	2	1	11
	FEP	9	8	9	1	27
Filipino	EL	-	-	1	-	1
	FEP	-	1	3	2	6
Thai	EL	-	-	-	-	0
	FEP	-	1	-	-	1
Vietnamese	EL	-	-	1	-	1
	FEP	-	-	1	-	1
Portuguese	EL	-	-	-	-	0
	FEP	-	-	-	-	0
Hindi	EL	-	-	-	-	0
	FEP	-	-	-	-	0
Russian	EL	-	-	-	1	1
	FEP	-	1	-	-	1
Gujarati	EL	-	-	-	-	-
	FEP	1	-	-	-	1
Cantonese	EL	-	-	-	-	0
	FEP	-	1	-	3	4
Mandarin	EL	-	-	-	-	0
	FEP	-	-	1	-	1
Arabic	EL	-	-	-	-	0
	FEP	1	-	1	1	2
Greek	EL	-	-	-	-	0
	FEP	-	-	1	-	1

School Governance and Organization

LMI staff currently consists of seventy-two teachers (seven being Special Education), five Special Education Instructional Assistants, one Instructional Assistant who works in classrooms to assist with the needs of at-risk students, and one Student Assessment Assistant. Support staff includes the Principal, an Assistant Principal, Intervention Facilitator, English Learner Program Facilitator, four Counselors, two Deans of Students, School Psychologist, and a Speech and Language Pathologist.

LMI maintains a Block Schedule. This promotes a positive student-teacher relationship and a longer period of time for cooperative learning, which promotes higher student

achievement. The Block Schedule facilitates in-depth study in each content area. Mondays are minimum days where all students attend all classes for a shortened time. The purpose of minimum days is to allow the site to conduct teacher grade level meetings, staff developments, and planning time for staff. Also, most assemblies are scheduled on these days to minimize the interruption of student learning during Block Schedule.

LMI follows Learning With My Language, Montebello Unified School District's Master Plan for English Learners. LMI strives to provide all English Learners in Grades 5-8 equal access to a challenging core curriculum and assist our students in becoming productive members of society. Our school offers parents/guardians three program options for English Learners from which to choose: Structured English Immersion, Mainstream English, or Dual Language Enrichment Program. These options comply with Education Code §§300-340 and with Title 5, California Code of Regulations.

Vehicles for making progress at LMI include staff meetings, La Merced Advisory Committee, Administrative meetings, School Inservice Committee, grade level content facilitators, grade level meetings, English Learner Advisory Committee, STAR committee, and Student Intervention Team meetings. LMI has a Student Council and a leadership class that plans activities throughout the school year. Other programs involving LMI students are Advancement Via Individual Determination (AVID), Leadership Camp, SHAPE (Sharing Healthy Adolescent and Parent Experiences), Washington D.C. Fieldtrip (8th Graders), Technology Lab, ICES program (after school extended learning) and extended learning opportunities for at risk students. The counseling program promotes student self discipline and helps build healthy relationships, a positive outlook and self-esteem. Furthermore, LMI counselors provide academic lessons in classrooms and small groups, as well as implement the Character Counts and 40 Developmental Assets programs. Finally, counselors in fifth-eighth grades review the A-G high school graduation requirements with all students in order to promote greater success.

The primary task of the School Site Council (SSC) is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional best practices that strengthen the core academic program and ensure student success in the core program. The SSC has the task of developing a school plan that incorporates research-based supplemental materials and strategies to increase student achievement in the core curriculum. The SSC allows the school the opportunity to ensure that all its improvement efforts are coordinated and focused on achieving a common goal. The SSC meets at least eight times per school year.

Teacher input on decisions is critical. La Merced Intermediate has grade level content facilitators that meet with the Principal, Assistant Principal, Interventions Facilitator, and English Language Program Facilitator on a monthly basis to discuss curriculum, instruction, and assessment.

In addition, LMI has several other committees that involve teacher input on decision-making. They include:

- Safe School Committee: evaluates and directs emergency plans. It is composed of administrators, counselors, and teachers who have been trained in CPR and First Aid. It meets at least twice a year to reassess and make necessary adjustments.
- Faculty Club: allows for teachers to discuss successes and raise concerns related to the site.
- Student Intervention Team (SIT): an intervention which looks at referred students who have been experiencing difficulty socially, academically, or emotionally. Parents and students meet with a team that consists of administrators, teachers, and counselors. They consider a student's strengths and needs and design a team action plan for student success.
- Collaboration/Grade Level Content Meetings: Teachers collaborate regularly at bi-monthly grade level content meetings to discuss best instructional strategies and review student work and assessments in order to determine progress toward meeting content standards.

Teacher Data

Every teacher is Highly Qualified. The staff is currently composed of seventy-two classroom teachers, who have an average of 8.4 years of teaching experience. The types of certificates held include:

- Special Education credential
- Single Subject teaching credential
- Multiple teaching credential
- CLAD certification
- BCLAD certification
- SB1969 certification
- Internship credential

The average core class has a student to teacher ratio of 27:1. The QEIA Grant will reduce class size ratio to 27:1 by the beginning of the 2010-11 school year.

Professional Development

In order to impact student achievement, professional growth will focus on:

- ❖ The Cycle of Effective Instruction
- ❖ Alignment of curriculum to state standards and frameworks
- ❖ Collaborative efforts to implement programs to reach district goals

2008-09 LMI Professional Development Opportunities

<p><u>Language Arts</u> Response to intervention (RtI) Sheltered Instruction Observation Protocol (SIOP) Data Analysis SB472 Training in Language Arts Thinking Maps Training AVID Training Reciprocal Teaching Training Cycle of Effective Instruction</p> <p><u>Math/Science</u> K-12 Science Alliance California Science Teachers Association Conference Bi-Monthly Science/Math meetings/Staff Development</p> <p><u>History/Social Science</u> Constitutional Rights Foundation (CRF)</p> <p><u>Support Staff</u> Safe Schools Planning Workshop CELDT testing 40 Developmental Assets Training AVID Coordinator Workshops Parent Involvement Academy On the Right Track: Program Improvement strategies</p>	<p><u>English Learners</u> Sheltered Instruction Observation Protocol (SIOP) ELD Institutes I and II CABE Conference Dual language professional development (site level) Two Way Bilingual Immersion Conference CELDT training Best Practices for English Learners (LACOE)</p> <p><u>Physical Education</u> CAPHERD Conference Fitnessgram training</p> <p><u>Technology</u> Computer Lab training District Edusoft classes</p> <p><u>Classified Training</u> CELDT testing</p> <p><u>GATE</u> California Association for the Gifted (CAG) conference</p> <p><u>Leadership Training</u> Student Council Leadership Conference</p>
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Instructional Materials

La Merced Intermediate has a wealth of instructional materials that promote fluent and accurate reading in all content areas. All students have equitable access to state-adopted textbooks and scientific research-based supplementary materials. The curriculum is as follows:

Content Area	Core Curriculum	Supplemental Curriculum
English Language Arts	Grade 5: Houghton Mifflin Reading Grade 6-8: Holt Literature	Grades 5-8: Hampton Brown's InZone Books
English Language Development	Grades 5-8: Gateways	Grades 5-8: Hampton Brown's InZone Books
Mathematics	Grade 5: Harcourt Math Grade 6: Scott Foresman California Mathematics Grade 7: Scott Foresman Pre-Algebra, California Edition Grade 8: Scott Foresman Algebra CA Edition	Grades 5-6: Measuring Up! Grade 7-8: Measuring Up!
Science	Grade 5: Harcourt Science/Ciencia Grade 6-8: Holt Science & Technology: Earth, Life, Physical	
History Social Science	Grade 5-6: McGraw-Hill Adventures in Time and Place Grade 7: Houghton Mifflin Across the Centuries Grade 8: Holt Call to Freedom	
Health	Grade 7: Glencoe	

The English Language Arts assessments are administered quarterly. LMI uses Gateways for English Language Development and as an intervention for students who are performing two or more years below grade level. The 5-8 grade math quarterly assessments are aligned to the California State Standards. All assessments are designed to help teachers examine what standards have/have not been mastered by students in order to drive teacher instruction.

Homework is an integral part of the LMI program. In keeping with district policy, meaningful projects and homework assignments are provided to students to reinforce the school day's instruction, improve learning, and develop positive study habits. The homework program includes:

- ❖ Assignments on a regular basis to provide additional practice or enrichment
- ❖ Short and long term assignments
- ❖ Increased homework responsibility for students 5-8
- ❖ Special assignments in the following instances:
 - prolonged or frequent absences
 - makeup or incomplete classroom work
 - parent or counselor request

The average instructional day is 310 minutes. The instructional program is delineated in the various curricular components for the school plan. The schoolwide section delineates the variety of special activities that are conducted in and out of the classroom to meet specific needs of our students. The school instructional program is supported by use of a library that houses print and non-print materials. Students have access to the library through scheduled class visits, individual visits during the school day, recess, lunch, and before school.

Instructional Technology

LMI places a strong emphasis on instructional technology. Every classroom in the school has Internet access and the capability for multi-media instructional delivery, having a TV/VCR and roving DVD player, CD players, and at least 1 computer. Teachers use computers, document cameras, and LCD projectors to deliver their instruction. In addition, LMI students and teachers have the opportunity to explore the Internet, PowerPoint and various educational software programs such as Accelerated Reader and Mind Institute Math in our computer lab. The lab is also used for before and after school instruction, tutoring, and staff development.

The goals for instructional technology at LMI are:

- To increase the computer knowledge of the teacher to enhance the use of technology in the classroom.
- To increase the number of computers and technology classes offered so that more students have access to them.
- To focus on technology to aid in teaching reading and writing, particularly to English Learners and students working below grade level.

Student Interventions and Support

In order to encourage students to achieve their potential, LMI will provide an instructional program that includes:

- ❖ Thinking, meaning-centered curriculum
- ❖ Active engagement
- ❖ Instructional strategies appropriate to meeting individual student needs
- ❖ Incorporating and valuing diverse heritages
- ❖ Drawing on authentic assessment
- ❖ Using technology as a tool for collecting, manipulating, analyzing and creating information to meet the challenges of the future.

LMI has a structure in place to ensure that students not making satisfactory academic progress receive interventions to accelerate their achievement. Intervention classes in the areas of Reading, English Language Development and Mathematics are offered

through extended day programs (zero period classes, after-school tutoring, and Saturday Academies).

Student data is collected and analyzed to identify and place students in appropriate intervention programs and classes. Progress is monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher(s), home teacher(s), administrators and parents.

Intervention classes include:

- Reading and writing using Hampton Brown's InZone program
- Math using Measuring Up! supplement
- MIND Math

Intervention strategies include:

- Sentence Frames to promote higher academic language
- SIOP Model
- AVID
- Thinking Maps
- Reciprocal Teaching
- Direct Instruction

Parent and Family Involvement

LMI parents are involved in site-based decision making. The following Parent Advisory Committees are in place at LMI:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC); and
- Title I Committee

The SSC consists of the Principal, four certificated staff members, one "other" member, and six parents. The SSC meets a minimum of seven times per year to discuss categorical budgets, create and monitor implementation of the Title I Schoolwide Plan, Standardized Testing, and other topics of concern to the council. In addition, the parent component of the SSC also belongs to the School Safety Committee.

ELAC consists of parents of English Learners (at least 51%) and community members (no more than 49%). ELAC gives direction and support to the bilingual/bicultural program that services students in grades five through eight. ELAC meets regularly to discuss topics concerning the program such as student reclassification, R-30 report, and the English Learner program at LMI.

The Title I Committee consists of parents whose children have been designated Title I students (at least 51%) and community members (no more than 49%). The Title I Committee meets regularly to ensure that all children have a fair and equal opportunity

to obtain a high quality education and reach at least proficiency on state academic standards.

The District Advisory Council (DAC) and District English Learner Advisory Committee (DELAC) are composed of parents and district personnel that meet at the district level and bring district-level concerns/information back to the school site.

LMI has an active Parent-Teacher Association (PTA). The PTA Board meets with the Principal to discuss issues throughout the school year. The PTA operates the student store during nutrition and lunch times. They also sponsor events to raise money to support various school programs, such as Reading Is Fundamental (RIF). Parent Volunteers work both at school and home to assist teachers with the instructional program.

Parent education is an important component of our school program. Our families are offered many opportunities to be life-long learners. Parents attend a variety of conferences and workshops offered by our school, district office, and outside consultants. LMI also provides Family Nights for parents in different content areas such as math, science, and language arts. Further, LMI provides Sharing Healthy Adolescents and Parent Experiences (SHAPE) workshop. Finally, the district provides trainings in technology, parenting classes, and leadership roles for advisory committee members.

La Merced Intermediate families are well informed about curriculum, instruction, assessments, and general activities. The Principal sends home a monthly calendar of activities, a quarterly newsletter in English and Spanish, and Teleparent broadcasts. LMI teachers communicate with parents about student progress via student agendas and TeleParent. Progress Reports are sent home quarterly to inform parents of their child's academic and social progress. Parent-Teacher Conferences are held in the Fall and Spring. Finally, a parent needs assessment is conducted every year to assist LMI in planning our program for the following school year.

Program Improvement (PI)

La Merced Intermediate has been identified as a Title I Program Improvement Year 5 school. The table below provides a synopsis of our Program Improvement status.

Year First Identified	Current Year in Program Improvement	Reason for PI 2009-2010	Interventions to Address Reasons for PI	PI Year 4: Alternative Governance	PI Year 5: Alternative Governance Plan
2004	5+	<p><u>2009 ELA:</u> <u>AMO Target</u> 46.0% Schoolwide results @ 39.9% EL Subgroup results @ 21.1% SED Subgroup results @ 37.5% SpEd Subgroup results @ 21.2%</p> <p><u>2009 MATH:</u> <u>AMO Target:</u> 47.5% Schoolwide results @ 54.3% EL Subgroup results @ 41.6% SED Subgroup results @ 52.5% SpEd Subgroup results @ 18.2%</p>	<p><u>Strategic Interventions:</u> Direct Instruction, Reciprocal Teaching, Thinking Maps, SIOP model, AVID strategies</p> <p><u>Intensive Interventions:</u> Gateways, Extended Learning Opportunities using Measuring Up!, Hampton Brown's InZone</p>	Option 5: Implement Other Major Restructuring of the School's governance arrangement that makes fundamental reforms and leads to improved student achievement was selected during the 2007-2008 school year.	Professional Learning Communities Extended Learning opportunities Professional Development Accountability Strategies specific to English Learners

Written Notice to Parents:

La Merced will work together with the district to provide written Program Improvement notification to the parents of each student. Program Improvement written notification will be mailed out annually to parents each spring/summer prior to the new school year in order to give parents choice options for the upcoming school year.

Technical Assistance:

The district will provide technical assistance and training regarding data analysis, evaluation of programs and school plan revision. La Merced will follow the district timeline to complete the school plan revision. Highly Qualified teachers will work with participating teachers to provide mentoring. Site and district representatives will meet regularly to review student data and program implementation through the District Site Leadership Team.

Quality Education Investment Act (QEIA)

#	Requirement	2009-2010 Goal
1	Avg. Student-Teacher Ratio 25:1	2/3 of core classes will avg. 27:1 ratio
2	Highly Qualified Teacher	100%
3	Teacher Experience Index	8.4 years
4	Exceed API Growth Target	5 points to equal 734

5

Coordination of Programs

LMI participates in programs such as Title I, EIA/LEP, QEIA, Gifted and Talented, and Special Education Programs. Instruction is integrated and coordinated in order to provide focused and accessible instruction for all students.

American Recovery and Reinvestment Act/State Fiscal Stabilization Fund:

The American Recovery and Reinvestment Act (ARRA) and State Fiscal Stabilization Fund (SFSF) provide schools with additional educational funds. These monies are used to fund various school personnel.

Collaboration and planning among administrators, support staff, teachers and families is encouraged and facilitated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Title I Committee, District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. Through cohesive planning our SSC has developed a Title I Schoolwide Plan that is reviewed and updated annually through comprehensive data analysis and program evaluation.

Our school plan identifies research-based interventions for students who are at risk in order to ensure that all students meet high standards. Extended learning opportunities

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

are provided in order to increase students' learning time through before school, after school, and summer school. The district provides support and assists our school with the development and revision of our school plan. Schools receive regular assistance in coordinating their budgets, maximizing their fiscal resources and aligning their expenditures to their plan.

Staff members coordinate their services through ongoing communication such as: staff meetings, grade level meetings, bulletins and memos, Student Intervention Team, School-Based Days, classroom visitations, communication between general and special education teachers, IEP'S, new teacher orientation meetings, and English learner team meetings.

Extended planning time every Monday allows teachers to collaborate regarding the implementation of the core curriculum. Counselors communicate with teachers and parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consult with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers collaborate with general education teachers to implement an inclusion model to provide services in the regular classroom setting.

Teachers communicate daily with parents via *Teleparent* and student agenda notebooks. The agenda also includes information about school policies and includes a school calendar with a listing of regularly scheduled events.

Articulation cards and meetings help to coordinate programming with feeder schools. Orientation meetings are conducted for incoming fifth graders and their parents and for eighth graders and their parents at the high school.

Jack F. Macy Intermediate

School Vision

Jack F. Macy is a high achieving school where we value the academic and social aspects of our student's development. Macy staff is dedicated to quality instruction that will foster critical thinking skills and create life long learners.

The Macy Way

We are not alone.

We work as a focused, winning team where everyone and everything on campus is respected.

We value learning and hard work.

We understand that it is important to be prompt, prepared and polite.

We resolve conflicts peacefully and with intelligence, not violence.

We dress and present ourselves in a way that is appropriate for school, following directions and respecting school rules.

We speak with kindness and do not use language or make comments that are offensive or hurtful to others.

We set positive goals and do our best to reach them.

Macy Intermediate Schoolwide Norms

Team members will be expected to...

- participate.
- voice their opinions even if they are different.
- discuss a variety of ideas.
- value each other as professionals.
- follow the Macy Way

As long as the focus is...

- on student learning.
- reaching the best possible resolution.
- not personal.
- supporting the non-negotiables.

School and Community

Jack F. Macy Intermediate School is located in Los Angeles County and part of Montebello Unified School District. We serve students in the 6th through 8th grades in all academic settings. Our population of over 1100 students is representative of our

community with approximately 23% Asian, 69% Hispanic, 6% white and the remainder of various nationalities and origins. We currently serve students speaking over 21 languages in our English Language Development courses, Gifted and Talented, Special Education and General Education Programs. Over the last few years, parents and community members have become more active in the operation of our school, forming PTA, School Site Council, Compensatory Education Advisory Council, and English Learner Advisory Council. In addition, we host several opportunities to meet with parents to review student academic progress, discuss the needs of middle school students and strengthen parent involvement in all programs being offered.

Student achievement is currently at or above state and federal requirements in all-qualifying sub-groups in language arts and mathematics. Students and parents are made aware of school data through informative meeting and teacher contact on state and local achievement. Our efforts are to raise student achievement in Special Education to meet all state and federal requirements in a timely manner as outlined in No Child Left Behind.

School Governance and Organization

Macy Intermediate School has a Principal, an Assistant Principal, a Federal and State Interventions Programs Facilitator/English Language Program Facilitator, and three Counselors. There are 32 regular education classroom teachers, three Resources Specialist teachers, two Special Day Class teachers, one Speech and Language Therapist, one Adaptive P.E. teacher, and a School Psychologist. A Health Assistant is on campus to service the needs of our students.

Macy Intermediate School has several organizations and committees that are instrumental in site based decision-making. The presence of these groups enables staff, students, and the community to form a strong partnership for the ultimate benefit of our students.

The function of the School Site Council (SSC) is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional best practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The SSC has the responsibility of developing a school plan for using the supplemental resources to increase student understanding of and success in learning the core curriculum. Making effective decisions means ensuring that members have access to and training in the state curriculum frameworks and standards. As the SSC develops the school's plan for improvement, it should consider focusing its strategies and resources on a limited number of curriculum areas at any one time. This allows the school the opportunity to ensure that all its improvement efforts are coordinated and focused on achieving a common goal. Consequently, the school's plan justifies all expenditures from the Compensatory Education (Title I, EIA-LEP, and School Improvement) Budget. All expenditures and funding request must be in the school's plan and need to be

monitored by the SSC with data to evaluate the effectiveness of the program. The SSC meets between 6-8 times per year.

Teachers have the ability to give input on all aspects of the school through the Shared Leadership Team. In addition, all curricular issues are discussed through grade level and department meetings. Discussions focus on standards, the sharing effective teaching strategies and previewing and purchasing new materials.

The Shared Leadership Team consists of our Principal, an Assistant Principal, Federal and State Programs Facilitator/English Language Program Facilitator, and teacher representatives come together to discuss issues of curriculum, instruction, and assessment. All members meet and focus on issues relating to increasing student achievement.

In addition, we have several other committees that involve teacher input on decision-making. They include:

- Safe Schools Committee evaluates and directs emergency plans, realizing the key is to be prepared and ready "just in case." These groups of administrators, counselors, and teachers have been trained in CPR and First Aid. They meet at least twice a year to reassess and make necessary adjustments.
- Technology/Library Committee meets periodically to discuss the needs of the school. These include the purchasing of materials and scheduling of teacher visits to the library and computer lab.
- Student Study Team (SST) is an intervention which looks at referred students who have been experiencing difficulty socially, academically, or emotionally. Parents and students meet with a team that consists of administrators, teachers, and counselors. They consider a student's strengths and needs and design a team action plan for student success. Follow up is critical and built into the meetings which occur once a month.
- Collaboration/Grade Level Meetings: Teachers collaborate regularly at monthly grade level meeting to discuss best instructional strategies and review student work and assessments in order to determine progress toward meeting content standards.
- Reclassification Committee: meets to evaluate all eligible English Learners meeting district criteria for reclassification in late Winter.
- AVID Site Team: meets monthly to address issues related to the AVID program, site team plan and schoolwide applications/implementation.

Teacher Data

School	Gender	Education Level								Years of Service	
		Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	< Bachelor's	Not Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District
MACY Intermediate	Female	0	4 20%	7 35%	9 45 %	0	0	0	20	16.0	11.8
	Male	0	0	1 100 %	0	0	0	0	1	13.0	13.0
Total		0	4 19%	8 38 %	9 43%	0	0	0	21	15.8	11.9
Districtwide	Female	1 1 %	31 26 %	45 37 %	40 33 %	4 3 %	0	0	121	15.0	11.5
	Male	0	3 21 %	6 43 %	4 29 %	1 7%	0	0	14	8.5	6.5
Total		1 1 %	34 25 %	51 38 %	44 33 %	5 4 %	0	0	135	14.3	11.0

School	Co de	# of Teachers	# of Teachers by Credential Type						Waiv er	Avg : Yrs. Teaching	Av g. Yr s. in Dis trict	# Firs t Yr Tea che rs	# Sec ond Yr Tea che rs
			Full	Univ. Inter n.	Dist. Inter n.	Pre-Inter n.	Emer genc y						
MACY Intermediate	6020176	21	21 (100.0 %)	0	0	0	0	0	0	15.8	11.9	0	1
<u>District Total</u>	1964766	135	135 (100.0 %)	0	0	0	0	0	0	14.2	10.9	4	5
<u>County Total</u>	19	78,852	75,716 (96.0 %)	2,571 (3.3 %)	224 (0.3 %)	20 (0.0 %)	711 (0.9 %)	196 (0.2 %)		12.7	11.2	3,252	4,605
<u>State Total</u>		306,887	294,571 (96.0 %)	6,758 (2.2 %)	1,898 (0.6 %)	116 (0.0 %)	4,379 (1.4 %)	2,585 (0.8 %)		13.0	10.8	13,398	16,563

Note: Teacher credential data may not have been submitted or a teacher may hold one or more types of credential. As a result, percentages on this report may not add up to 100%.

Professional Development

Macy has maintained its commitment to offer staff development opportunities to all staff and faculty members. We continue to encourage all members of the Macy community to expand their knowledge and expertise. The following is a short description of the opportunities made available in the 2008-2009 school year.

<p><u>Language Arts</u> by Dr. Montano-Harmon Standards Based Instruction AB466 Training in Language Arts Thinking Maps Training AVID Training Reciprocal Teaching Training</p> <p><u>Math/Science</u> K12 Science Alliance California Science Teachers Association Conference UCLA Mathematic Project Monthly Science/Mathematics meetings/Staff Development</p> <p><u>History/Social Science</u> Constitutional Rights</p> <p><u>Support Staff</u> Safe Schools Planning Workshop ACSA Annual Conference Counselor Leadership Academy Cognitive Coaching Training 40 Developmental Assets Training AVID Coordinators Workshop Parent Involvement Academy English Language Development Team</p>	<p><u>ELD</u> SDAIE strategies under the SB 1969 Act ELD Institute I and II English Language Development training offered through the LA County Office of Education SIOP</p> <p><u>Physical Education</u> Physical Education Conference Health Framework Conference</p> <p><u>Technology</u> Computer Lab training District Computer classes</p> <p><u>Classified Training</u> Para Educators Conference 40 Developmental Assets Training</p> <p><u>GATE</u> GATE Certification Training</p> <p><u>Leadership Training</u> Student Council Leadership Conference</p>
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Instructional Materials

Macy Intermediate has a wealth of instructional materials that promote fluent and accurate reading in all content areas. All students have equitable access to state-adopted textbooks and scientific research-based supplementary materials. The curriculum includes the following:

Content Area	Core Curriculum	Supplemental Curriculum
English Language Arts And English Language Development	Grade 6-8: Holt Literature & Language Arts Grades 6-8: California Gateways	Learn It Reading Program
Mathematics	Grade 6: Holt Grade 7: Holt Grade 8: Holt Fast Forward—Intervention Algebra Readiness-8 th grade intervention	Measuring Up Pinpoint Math Program
Science	Grade 6-8: Holt Science & Technology: Earth, Life, Physical	
History Social Science	Grade 6: McGraw-Hill Adventures in Time and Place Grade 7: Houghton Mifflin Across the Centuries Grade 8: Holt Call to Freedom	

Instructional Technology

Macy Intermediate places a strong emphasis on instructional technology. Every classroom in the school has Internet access and the capability for multi-media instructional delivery, having a TV and DVD player, CD/Cassette player, and a computer. Teachers use computers for computer-assisted instruction. In addition, Macy operates a computer class and mobile computer lab where students and teachers have the opportunity to explore the Internet, PowerPoint and various educational software programs such as Accelerated Math and Mind Institute Math. The lab is also used for staff development.

The goals for instructional technology at Macy are:

- To increase the computer knowledge of the teacher to enhance the use of technology in the classroom.
- To increase the number of computers and technology classes offered so that more students have access to them.
- To focus on technology to aid in teaching reading and writing, particularly to English Learners and students working below grade level.
- To fully automate the school's library and create a complete school network where teachers and students can access library resources directly from their classrooms and home.

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

Student Interventions and Support

Intervention classes in the areas of Reading and Mathematics are offered through extended day programs, which include after-school tutoring, and Summer School.

Student data is collected and analyzed to identify and place students in appropriate intervention programs and classes. Progress is monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher(s), home teacher(s), administrators and parents.

Intervention classes include:

- Measuring Up
- Learn It
- Pin Point Math

Intervention strategies include:

- SIOP
- AVID
- Thinking Maps
- Reciprocal Teaching
- Standards Based Instruction
- Take a Second, Make a Difference

Parent and Family Involvement

Families of Macy students are very involved in site-based decision making at our school. Parent Committees include an active School Site Council (SSC), which includes five parent members, and five school staff members; an English Language Advisory Committee (ELAC), which meets to discuss issues that pertain to English Language Learners; and a Compensatory Education Advisory Council (CEAC), which meets regularly to discuss our Title I program and the interventions provided to underperforming students. There is also an active Parent Teacher Association (PTA) that meets monthly to discuss the needs and welfare of our students.

Parent education is an important component to our school program. Our families are offered many opportunities to be life-long learners. Parents attend a variety of conferences and workshops offered by our school, district office, and outside consultants. On site, we have provided Parent Project workshops, Parent Institute workshops, and Parent Institute for Quality Education. The district has provided training in technology, parenting classes, and leadership roles for advisory committee members.

Families are well informed about Macy curriculum, instruction, assessments, and general activities; by way of a monthly newsletter in English and Spanish along with a calendar of activities. Parents are also informed daily about their child's progress via the student agenda/planners and TeleParent Telephone Service. Progress Reports are sent home quarterly to inform parents of their child's academic and social progress. Parent-Teacher Conferences are held in the fall and spring and are well attended. In addition, our classrooms are equipped with telephones to assist teachers in communicating easily with our parents.

Each spring, a parent needs assessment is conducted to assist in planning our program for the following year. Additionally, parents are asked to rate their satisfaction with school communication, school climate and learning opportunities.

Program Improvement (PI)

Year First Identified	Current Year in Program Improvement	Reason for PI 2009-2010	Interventions to Address Reasons for PI	PI Year 4: Alternative Governance	PI Year 5: Alternative Governance Plan
<u>2009</u>	<u>Year 1</u>	<u>English Language Arts: English Learners Math: Schoolwide, English Learners, SED, Hispanic</u>	<u>Fast Forward, Algebra Readiness, along with SIOP Strategies.</u>		

Written Notice to Parents:

The school and district will work together to inform the parents of each student regarding Macy's identification in Program Improvement and the resulting school choice options. Year 1 written notification will be mailed to parents upon the release of STAR results from the California Department of Education (CDE), prior to the opening of school. Subsequent Program Improvement written notification will be mailed out annually to parents each spring/summer prior to the new school year.

Technical Assistance:

The district will provide technical assistance and training regarding data analysis, evaluation of programs and school plan revision. Macy will follow the district timeline to complete the school plan revision. Highly Qualified teachers will work with participating teachers to provide mentoring. Site and district representatives will meet regularly to review student data and program implementation through the District Site Leadership Team.

Coordination of Programs

Macy Intermediate School participates in programs such as Title 1, EIA/LEP, Gifted and Talented, and Special Education Programs. Instruction is integrated and coordinated in order to provide focused, accessible instruction for all students.

American Recovery and Reinvestment Act/State Fiscal Stabilization Fund:
The American Recovery and Reinvestment Act (ARRA) and State Fiscal Stabilization Fund (SFSF) provide schools with additional educational funds. These monies are used to fund various school personnel.

Collaboration and planning among administrators, support staff, teachers and families is encouraged and facilitated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. Through cohesive planning our SSC has developed a Single Plan for Student Achievement that is reviewed and updated annually through comprehensive data analysis and program evaluation.

Our school plan identifies research-based interventions for students who are at risk in order to ensure that all students achieve to meet high standards. Extended learning opportunities are provided before school, after school, and summer school in order to increase students' learning. The district provides support and assists our school with the development and revision of our school plan. Schools receive regular assistance in coordinating their budgets, maximizing their fiscal resources and aligning their expenditures to their plan.

Staff members coordinate their services through various means of ongoing communication such as: staff meetings, grade level meetings, bulletins and memos, Student Study Team, in-services, School-Based Days, classroom visitations by administrators, and support staff, communication between regular education and special education teachers, IEP'S, new teacher orientation meetings and English learner team meetings.

Extended planning time every Wednesday allows teachers to collaborate regarding the implementation of the core curriculum. Counselors communicate with teachers and

parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consult with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers collaborate with regular education teachers to implement an inclusion model to provide services in the regular classroom setting.

Teachers communicate daily with parents in the students' agenda notebook that includes space for writing down assignments and comments by the teachers, students and parents. The agenda book also includes information about school policies and includes a school calendar with a listing of regularly scheduled events

Articulation/data cards and meetings help to coordinate programming with feeder schools. Orientation meetings are conducted for incoming fifth graders and their parents and for eighth graders and their parents at the high school.

Montebello Intermediate

School Vision

Montebello Intermediate School promotes educational achievement in our students through focused standards based instructional programs with high academic expectations and a skilled highly qualified teaching and support staff. We maintain a safe, secure, and nurturing environment. We strive to prepare our students to participate in a diverse and constantly changing world.

School Profile

Montebello Intermediate School has a reciprocal relationship between our school community and the City of Montebello. Our goal is to work with students, staff, parents, and community members as a collective team to provide the highest quality education for our students and promote active, positive participation in our communities. Goals for our students are established through a process including local, state, and federal school visions. The Montebello Intermediate assessment program uses standardized test results (norm referenced and criterion referenced) and internal monitoring practices to align state standards with the curriculum. Our school addresses local needs through vertical articulation with our feeder schools: Winter Gardens Elementary, Greenwood Elementary, Washington Elementary, Wilcox Elementary, and articulation with Montebello High School. Dialogue and decision making with community stakeholders are accomplished through the School Site Council, English Learner Advisory Committee, Title I / CEAC Advisory Committee, PTA and many service and business linkages.

Our school is committed to the belief that all students can learn regardless of prior academic or personal experience, culture, language, or socioeconomic status. Our curriculum is aligned to the state standards and focused on goal setting, development of critical thinking, technology experience, and curriculum mastery. Universal access to the core curriculum for our special education students, English language learners, and advanced learners is embedded in the differentiation of instruction, activities, and materials provided our students. Special services designed to meet the needs of identified students include Title 1, Resource Specialist Program (RSP), Severely Handicapped classes, an Orthopedically Handicapped Class, Special Day Classes, Bilingual Program Option classes, primary language support for English learners, Adapted Physical Education classes, Speech/Language Program, Advancement Via Individual Determination (AVID) classes, and the Gifted and Talented Education classes.

Montebello Intermediate School has an experienced and professional staff which consists of sixty-one teachers including four resource specialists, two Special Day Class teachers, three teachers of severely handicapped students, and one teacher of orthopedically handicapped students. There are eleven special education instructional

assistants, a computer lab instructional assistant, six additional instructional assistants that work in the classrooms or with special programs such as the *High Point* program, and nine AVID tutors. Support staff includes the Principal, one Assistant Principal, Intervention Facilitator-Federal and State, Teacher Specialist/English Learner Facilitator, an ELD Literacy Coach, four Counselors, a Psychologist, two Speech/Language Specialists, one Speech/Language Specialist Intern, two Adapted Physical Education teachers, a nurse, and a Librarian Assistant.

Montebello Intermediate is on a traditional school year calendar. Our fifth and sixth grade students receive curriculum instruction through a triad rotation schedule. Seventh and eighth grade students receive classroom instruction utilizing a block schedule. These settings allow larger blocks of time for “hands on” activities, collaborative learning, and the development of positive student-teacher relationships which promote increased student achievement.

Montebello Intermediate follows the Montebello Unified School District’s Master Plan for English Learners. Montebello Intermediate provides all English Learners in Grades 5-8 equal access to a challenging core curriculum and assists our students in becoming productive members of our society. Our school offers three program options for our English Language Learners from which parents/guardians may choose: Structured English Immersion, Mainstream English and Bilingual Program Option. These options comply with education Code §§ 300-340 and with Title 5, California Code of Regulations.

Montebello Intermediate upholds leadership and guidance programs that address the resiliency needs of students. MOI has a Student Council, General School Committee, and a Leadership class, which plans activities throughout the year. MOI is involved in a school wide program on alcohol, tobacco and violence prevention and Peace Builders Program. Other programs involving MOI students are Advancement via Individual Determination (AVID), the Washington D.C. Study Trip (8th Graders), Intramural Sports, Technology Labs, and After School Tutoring. The counseling program and parenting program is equipped with private counseling quarters for individual and/or group counseling. These programs not only provide students and parents with services, but also encourage student self discipline, self-esteem, healthy relationship building, and the resiliency development our students need to become socially conscious and productive citizens of the world.

Montebello Intermediate School promotes collective responsibility through continual and open communication among school site members. Vehicles for making progress at the school site include individual and collaborative planning time, support staff meetings, grade level meetings, vertical team meetings, and professional development. In support of teacher planning and collaboration, Mondays are modified days, providing frequent opportunities for professional support to effectively take place. Professional Development not only encompasses the more traditional values of education in academics and achievement, our school stays abreast of the current and technological

trends in our changing world. The staff at Montebello Intermediate is involved in technology training at beginning, intermediate, and advanced levels.

Montebello Intermediate School is a reflection of its community and culture. In order to maintain our dedication to the community, Montebello has undergone major physical changes. The campus has been undergoing modernization to meet Americans with Disabilities Act (ADA) requirements. Classroom ramps, bathrooms and signs in Braille have been updated and/or installed. All classrooms are equipped with telephones and the school wiring has been updated to meet computer and technological needs.

School and Community

Montebello Intermediate School serves students in grades five through eight. Students are drawn from a heterogeneous community including Montebello, parts of East Los Angeles, and various parts of the City of Commerce. There are 1602 students enrolled in the school. Hispanic students comprise 96.16% of the student body; less than 1% is black; less than 1% is Asian or Pacific Islander; and 2.70% are white. 33% of the students are English Language Learners. 82% of students receive free and reduced lunches.

2008 Ethnic Distribution of Montebello Intermediate School

Hispanic 95.2%
Non-Hispanic White 3.7%
Asian/Pacific Island 0.7%
African American 0.2%
Filipino 0.1%

Enrollment figures are taken from CBEDS reports.

In 2009-10 there were 469 LEP students receiving services. Nine different languages are reflected in our population of 2010 students.

Primary Language	Spring 2009	
	LEP	FEP
Spanish	463	655
Armenian	3	9
Korean	0	1
Cantonese	0	1
Filipino	2	2
Russian	0	1
Farsi	0	0
Khmer (Cambodian)	1	1
Vietnamese	0	3
Hindi	0	0
Other	0	2
Other Filipino	0	0
Ukrainian	0	0
Mandarin	0	0
Arabic	0	0

School Governance and Organization

Montebello Intermediate School has a principal, one Assistant Principal, an Intervention Facilitator/Federal and State, four Counselors, an English Language Program Facilitator, and an English Language Development coach. There are 51 regular education classroom teachers, four Resources Specialists, five Special Day Class teachers, two Speech and Language Therapist, an Adaptive P.E. teacher, and a School Psychologist. There is a Health Assistant on campus to service the health needs of our students. Montebello Intermediate School has several organizations and committees that are instrumental in site based decision-making. The presence of these groups enables staff, students, and the community to form a strong partnership for the ultimate benefit of our students.

The School Site Council's (SSC) primary task is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional best practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. The SSC has the task of developing a school plan for using the supplemental resources to increase student understanding of and success in learning the core curriculum. Making effective decisions means ensuring that members have access to and training in the state curriculum frameworks and standards. As the SSC develops the school's plan for improvement, it should consider focusing its strategies and resources on a limited number of curriculum areas at any one time. This allows the school the opportunity to ensure that all its improvement efforts are coordinated and focused on achieving a common goal. The SSC meets between 6-8 times per year.

Teacher input on decisions is critical. Montebello Intermediate has several committees that focus on a curricular area. Language Arts, Science, Mathematics, and ELD and Lesson Design (TLC) committees meet on a regular basis. Discussing standards, sharing effective teaching techniques and previewing and purchasing new materials are just a few of the efforts of our dedicated teachers.

A Leadership Committee consists of our Principal, one Assistant Principal, Intervention Facilitator/Federal and State, English Language Program Facilitator, and teacher representatives come together to discuss issues of curriculum, instruction, and assessment. All members meet and focus on issues relating to increasing student achievement.

In addition, we have several other committees that involve teacher input on decision-making. They include:

Safe Schools Committee evaluates and directs emergency plans, realizing the key is to be prepared and ready "just in case." These groups of administrators, counselors, and teachers have been trained in CPR and First Aid. They meet at least twice a year to reassess and make necessary adjustments.

Student Success Team (SST) is an intervention which looks at referred students who have been experiencing difficulty socially, academically, or emotionally. Parents and students meet with a team that consists of administrators, teachers, and counselors. They consider a student's strengths and needs and design a team action plan for student success. Follow up is critical and built into the meetings which occur once a month.

Collaboration/Grade Level Meetings: Teachers collaborate regularly at monthly grade level meeting to discuss best instructional strategies and review student work and assessments in order to determine progress toward meeting content standards.

Teacher Data

The staff is currently composed of sixty-five classroom teachers. The teachers on staff have an average of 15 years of teaching experience. The types of certificates held are as follows:

- 7 have Special Education credentials
- 20 have Single Subject teaching credentials
- 39 hold multiple teaching credentials
- 35 have a CLAD certification
- 13 teachers have a BCLAD certification
- 2 teachers have SB1969 certification

MOI works closely with our district's Certificated Human Resources Department to ensure that experienced fully credentialed and Highly Qualified teachers are assigned to our school to better meet the needs of our students.

The maximum basic education class size is 34:1 and the maximum for physical education is 40:1.

Professional Development

All training and curriculum development activities at Montebello Intermediate School revolve around the California State Content Standards and Frameworks. Professional development activities support adoption of new curriculum and implementation of new programs and researched based strategies. Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional training may enhance classroom instruction and increase student achievement levels. During the 2008-2009 school year, Montebello Intermediate School held three (3) staff development days devoted to:

40 Developmental Assets

Data Analysis/Cycle of Effective Instruction

Thinking Maps

Also, during the summer selected teachers were trained in Pathways to Success for English Thinking Maps and Write from the Beginning/Future.

MOI offers support to new and veteran teachers through peer coaching and Cycle of Effective Instruction. Instructional Aides are provided targeted training focused on teaching strategies and curriculum content. Classified Support Staff receive job related training from department supervisors and District representative. In the 2009-2010 school year, the District sponsored a 40 Developmental Assets training for the entire Montebello Unified School District staff.

In order to continue to positively impact student achievement, professional growth will focus on:

Social, cultural, and historical knowledge of the school's community

The acquisition of the knowledge, strategies, and skills to become more effective educators through Cycle Of Effective Instruction

Collaboration and networking both vertically and horizontally

The alignment of curriculum to standards

The utilization of current technological education programs and data such as on-line data collection (Edusoft) and computer based grade books

Collaboration of efforts and implementation of programs to reach district goals

Montebello Intermediate offer many other staff development opportunities to all staff and faculty members. We continue to encourage all members of the community to expand their knowledge and expertise.

<p><u>Language Arts</u> Write For The Beginning/ Future AVID Training Reciprocal Teaching Training Thinking Maps</p> <p><u>Math/Science</u> California Science Teachers Association Conference Monthly Science/Mathematics meetings/Staff Development Fast Forward Thinking Maps</p> <p><u>History/Social Science</u> Thinking Maps</p> <p><u>Support Staff</u> Safe Schools Planning Workshop 40 Developmental Assets Training AVID Coordinators Workshop Parent Involvement Academy Thinking Maps</p> <p><u>General</u> Thinking Maps Cornell Notes</p>	<p><u>ELD</u> SIOP training Intensive Training for English Language Learners SDAIE strategies ELD Institute I and II CAFE Conference English Language Development training on site Thinking Maps</p> <p><u>Physical Education</u> Thinking Maps</p> <p><u>Art</u> Thinking Maps</p> <p><u>Technology</u> Computer Lab training District Computer classes Thinking Maps</p> <p><u>Classified Training</u> 40 Developmental Assets Training</p>
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Instructional Materials

Montebello Intermediate School has a wealth of instructional materials that promote fluent and accurate reading in all content areas. All students have equitable access to state-adopted textbooks and scientific research-based supplementary materials. The curriculum includes the following:

Content Area	Core Curriculum	Supplemental Curriculum
English Language Arts	Houghton Mifflin, Houghton Reading Series 5 and Holt, Literature and Language 6-8 Gateway 5-8	National Geographic 5-8 Hampton Brown 5-8 Learn It Measuring Up CALIFORNIA Content Standards
English Language Development	Gateway	
Mathematics	Holt, California Mathematics/Core pre-Algebra, Algebra and General Math Holt, Fast Forward	Learn It Measuring Up CALIFORNIA Content Standards
Science	Harcourt Brace, California Science 5 Prentice Hall, Focus on Earth Science 6 Prentice Hall, Focus on Physical Science 8 Prentice Hall, Focus on Life Science 7	
History Social Science	Harcourt School Publishers, Reflection: California Series 5 Holt, Ancient Civilization 6 Holt, Medieval to Early Modern Times 7 Holt, United States History 8	

Instructional Technology

Montebello Intermediate places a strong emphasis on instructional technology. Every classroom in the school has Internet access and the capability for multi-media instructional delivery, having a TV/VCR and roving DVD player, CD/Cassette player, many with a Document Reader, LCD Projector with a Lap Top and at least one computer. Teachers use computers for computer-assisted instruction. In addition, MOI operates a full service computer lab where students and teachers have the opportunity

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

to explore the Internet, PowerPoint and various educational software programs such as Mind Institute Math and Rosetta Stone. The lab will be used for before and after school instruction, tutoring, parent education and staff development.

The goals for instructional technology at MOI are:

To increase the computer knowledge of the teacher to enhance the use of technology in the classroom.

To increase the number of computers and technology classes offered so that more students have access to them.

To focus on technology to aid in teaching reading and writing, particularly to English Learners and students working below grade level.

Student Interventions and Support

A structure is in place at MOI to ensure that students not making satisfactory academic progress receive interventions to accelerate their achievement. Intervention classes in the areas of Reading, English Language Development and Mathematics are offered through extended day programs, which include, before/after-school and Saturday tutoring, and summer school classes.

Student data is collected and analyzed to identify and place students in appropriate intervention programs and classes. Progress is monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher(s), home teacher(s), administrators and parents.

Intervention classes include:

Measuring Up

Fast Forward

Learn It Mathematics and Language Arts

Intervention strategies include:

AVID

Thinking Maps

Reciprocal Teaching

Direct Instruction

Cornell Note Taking

Parent and Family Involvement

Parents are actively involved at Montebello Intermediate School in a variety of ways. Parents are involved in school governance as elected representatives on the School Site Council (SSC), the English Learner Advisory Committee (ELAC) and Title I Advisory Committee (Title I / CEAC). Representatives from each group also serve on district level committees and act as liaisons between the district and school site. An active Parent Teacher Association (PTA) meets with the Principal to discuss annual events to raise money to support various school activities such as field trips. Parents

are also involved in school activities as volunteers who help in a variety of ways such as assisting teachers in the classroom, reading to students, helping with fundraisers, and with supervision on field trips. Parents have received training through workshops in our new Parent Room and have served as presenters at meetings where they share useful information with other parents. Parent committee representatives and volunteers are recognized at an annual Volunteer Recognition and awarded certificates of appreciation.

The community is invited to visit the school in the fall by attending Back to School Night as well as during parent conferences in November and again in March. A variety of parent education workshops are scheduled and well attended throughout the school year.

Parents are kept informed of their student's progress and activities through formal and informal parent/teacher conferences, progress reports, student agenda books, TeleParent Automated Communication System (in the parents' home language), and the school newsletter. All workshops, meetings and written communications are provided in both English and Spanish.

Families of MOI students are very involved in site-based decision making at our school. Parent Advisory Committees include an active School Site Council (SSC), which includes five parent members, and five school staff members; an English Language Advisory Committee (ELAC), which meets to discuss issues that pertain to English Language Learners; and a Compensatory Education Advisory Council (CEAC), which meets regularly to discuss our Title I program and the interventions provided to underperforming students. There is also an active Parent Teacher Association (PTA) that meets monthly to discuss the needs and welfare of our students.

Parent education is an important component to our school program. Our families are offered many opportunities to be life-long learners. Parents attend a variety of conferences and workshops offered by our school, district office, and outside consultants. On site, we have provided Parent Project workshops, Parent Institute workshops, Rosetta Stone English Language Courses, and Core Content informational meetings. The district has provided

Program Improvement (PI)

Year First Identified	Current Year in Program Improvement	Reason for PI 2009-2010	Interventions to Address Reasons for PI	PI Year 4: Alternative Governance	PI Year 5: Alternative Governance Plan
<u>2006</u>	4	<u>ELA: AMO Target 46.00%</u> EL Subgroup results @ 22.70% <u>MATH: AMO Target: 26%</u> Schoolwide results @ 30.30% EL Subgroup results @ 28.60% SED Subgroup results @ 29.30% SpEd Subgroup results @ 31.20%	<u>Strategic Interventions:</u> Direct Instruction, Reciprocal Teaching, Thinking Maps, SDAIE strategies, AVID strategies <u>Intensive Interventions:</u> Measure Up , Learn It Reading and Math		

Written Notice to Parents:

Montebello Intermediate will work together with the district to provide written Program Improvement notification to the parents of each student. Program Improvement written notification will be mailed out annually to parents each spring/summer prior to the new school year in order to give parents choice options for the upcoming school year.

Technical Assistance:

The district will provide technical assistance and training regarding data analysis, evaluation of programs and school plan revision. Montebello Intermediate will follow the district timeline to complete the school plan revision. Highly Qualified teachers will work with participating teachers to provide mentoring. Site and district representatives will

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

meet regularly to review student data and program implementation through the District Site Leadership Team.

Coordination of Programs

Montebello Intermediate participates in programs such as Title 1, EIA/LEP, Gifted and Talented, and Special Education Programs. Instruction is integrated and coordinated in order to provide focused, accessible instruction for all students.

American Recovery and Reinvestment Act/State Fiscal Stabilization Fund:
The American Recovery and Reinvestment Act (ARRA) and State Fiscal Stabilization Fund (SFSF) provide schools with additional educational funds. These monies are used to fund various school personnel.

Collaboration and planning among administrators, support staff, teachers and families is encouraged and facilitated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. Through cohesive planning our SSC has developed a Single Plan for Student Achievement that is reviewed and updated annually through comprehensive data analysis and program evaluation.

Our school plan identifies research-based interventions for students who are at risk in order to ensure that all students achieve to meet high standards. Extended learning opportunities are provided in order to increase students' learning time through before school, after school, intersession, and summer school. The district provides support and assists our school with the development and revision of our school plan. Schools receive regular assistance in coordinating their budgets, maximizing their fiscal resources and aligning their expenditures to their plan.

Staff members coordinate their services through various means of ongoing communication such as: staff meetings, grade level meetings, bulletins and memos, Student Study Team, in-services, School-Based Days, classroom visitations by administrators, and support staff, communication between regular education and special education teachers, IEP'S, new teacher orientation meetings and English learner team meetings.

Extended planning time every Monday allows teachers to collaborate regarding the implementation of the core curriculum. Counselors communicate with teachers and parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consult with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers implement collaborate with regular education teachers to implement an inclusion model to provide services in the regular classroom setting.

Teachers communicate daily with parents in the students' agenda notebook that includes space for writing assignments and comments by the teachers, students and parents. The agenda book also includes information about school policies and includes a school calendar with a listing of regularly scheduled events

Articulation/data cards and meetings help to coordinate programming with feeder schools. Orientation meetings are conducted for incoming fifth graders and their parents and for eighth graders and their parents at the high school.

Suva Intermediate

School Vision

The mission of Suva Intermediate School is to provide a challenging and supportive environment that promotes the intellectual, social, and personal growth of our students as they become life long learners, prepared to be positive, responsible, and productive members of our culturally diverse society.

School and Community

Suva Intermediate School is located in the Montebello Unified School District in the City of Bell Gardens. Bell Gardens is an urban community of over 44,000 residents located approximately eight miles from downtown Los Angeles. Known as the “Hub of Progress”, the city is located on a 2.4 square mile area and is a blend of commercial and residential areas. The city has a relatively youthful population, with the median age at 23.8 years. Hispanic/Latino residents comprise 93% of the city population. There are approximately 9,800 housing units within the city, with a home ownership rate of 93%.

Suva Intermediate School's serves 1,118 students in grades fifth through eighth, with approximately 171 fifth graders, 321 sixth graders, 316 seventh graders, and 310 eighth graders. The 2008-2009 school year data indicates that Suva's ethnicity is 98.3% Hispanic, 1% White, 0.3% African American, 0.3% Asian, and 0.1% Filipino. 86% of Suva students qualify to receive free or reduced meals. 40 % of Suva students are English learners. 45% are Fluent English Speakers (FEP) and 15% are English only (EO). Attendance at Suva continues to increase, with actual attendance for the 2008-2009 school year at 96.86%.

School Governance and Organization

Suva Intermediate School has a principal, one Assistant Principal, a Federal and State Program Facilitator, three Counselors, an Intervention Specialist, a Technology Integration Facilitator, and an English Language Program Facilitator. There are 41 regular education classroom teachers, three Resources Specialists, four Special Day Class teachers, one Speech and Language Therapist, an Adaptive P.E. teacher, and a School Psychologist. There is a Health Assistant on campus to service the health needs of our students. Suva Intermediate School has several organizations and committees that are instrumental in site based decision-making. The presence of these groups enables staff, students, and the community to form a strong partnership for the ultimate benefit of our students.

The School Site Council's (SSC) primary task is to ensure that the school is continuously engaged in identifying and implementing curriculum and instructional best

practices that result in a rigorous core academic program and the support needed to ensure that students are successful in the core program. The SSC has the task of developing a school plan for using the supplemental resources to increase student understanding of and success in learning the core curriculum. Making effective decisions means ensuring that members have access to and training in the state curriculum frameworks and standards. As the SSC develops the school's plan for improvement, it should consider focusing its strategies and resources on a limited number of curriculum areas at any one time. This allows the school the opportunity to ensure that all its improvement efforts are coordinated and focused on achieving a common goal. The SSC meets between 6-8 times per year.

Teacher input on decisions is critical. Suva Intermediate has several committees that focus on a curricular area. Language Arts, Science, Mathematics, and ELD and Lesson Design (TLC) committees meet on a regular basis. Discussing standards, sharing effective teaching techniques and previewing and purchasing new materials are just a few of the efforts of our dedicated teachers. A regular Monday activity is centered around Professional Learning Communities (organized around grade level/content areas) meeting to discuss student achievement. The Cycle of Inquiry process is the structure for teacher collaborative discussions.

A Leadership Committee consisting of our Principal, Assistant Principal, Federal and State Program Facilitator, Intervention Specialist, English Language Program Facilitator, and teacher representatives come together to discuss issues of curriculum, instruction, and assessment. All members meet and focus on issues relating to increasing student achievement.

In addition, we have several other committees that involve teacher input on decision-making. They include:

- **Library Committee** which convenes when there is a need and has been very instrumental in purchasing new library books and materials for our students.
- **Safe Schools Committee** evaluates and directs emergency plans, realizing the key is to be prepared and ready "just in case." These groups of administrators, counselors, and teachers have been trained in CPR and First Aid. They meet at least twice a year to reassess and make necessary adjustments.
- **Calendar Committee** gives teachers an opportunity to plan dates for upcoming events that involve our students.
- **Student Success Team (SST)** is an intervention which looks at referred students who have been experiencing difficulty socially, academically, or emotionally. Parents and students meet with a team that consists of administrators, teachers, and counselors. They consider a student's strengths and needs and design a team action plan for student success. Follow up is critical and built into the meetings which occur once a month.
- **Collaboration/Grade Level Meetings**: Teachers collaborate regularly at monthly grade level meeting to discuss best instructional strategies and review student work and assessments in order to determine progress toward meeting content standards.

Teacher Data

Per 2008 – 2009 CBEDS data, the staff is currently composed of forty-five classroom teachers. The teachers on staff have an average of 18.8 years of teaching experience. The types of certificates held are as follows:

- 8 have Special Education credentials
 - 7 have Single Subject teaching credentials
 - 29 hold multiple teaching credentials
 - 30 have a CLAD certification
 - 2 teachers have a BCLAD certification
 - 12 teachers have SB1969 certification
 - 2 of our teachers are working under an University Internship credential, working towards the completion of a clear credential
- 44 out of 46 teachers are Highly Qualified

Suva works closely with our district's Certificated Human Resources Department to ensure that experienced, fully credentialed and Highly Qualified teachers are assigned to our school to better meet the needs of our students.

The QEIA Grant allows that all core classrooms adhere to a 25: 1 ratio, with no more than 27 :1. At the current time, we have fully implemented the requirements of lowering class size.

Professional Development

Suva has maintained its commitment to offer staff development opportunities to all staff and faculty members. We continue to encourage all members of the Suva community to expand their knowledge and expertise. The following is a short description of the opportunities made available in the 2008-2009 school year.

<p><u>Language Arts</u> Writing assessment using rubrics and calibrating student writings Instructional Sequence Training AB466 Training in Language Arts Thinking Maps Training AVID Training Reciprocal Teaching Training Lesson Study (TLC) Data Analysis Cycle of Effective Instruction</p> <p><u>Math/Science</u> K12 Science Alliance California Science Teachers Association Conference UCLA Mathematic Project California Mathematics Conference Monthly Science/Mathematics meetings/Staff Development Data Analysis</p> <p><u>History/Social Science</u> Long, Long Ago Oral Project</p> <p><u>Support Staff</u> Safe Schools Planning Workshop ACSA Annual Conference Counselor Leadership Academy Interest-Based Training 40 Developmental Assets Training Owelus Anti-Bullying AB430 Training AVID Coordinators Workshop Parent Involvement Academy</p>	<p><u>ELD</u> SDAIE strategies under the SB 1969 Act ELD Institute I and II CABE Conference English Language Development training offered through the LA County Office of Education SIOF Training Kate Kinsella Workshops Technology to Motivate and support the English Learner</p> <p><u>Physical Education</u> Bureau of Education and Research Seminar Physical Education Conference CAPHERD Conference Health Framework Conference</p> <p><u>Art</u> “Arts for All” Community Arts Team</p> <p><u>Technology</u> Computer Lab training District Computer classes</p> <p><u>Classified Training</u> Para Educators Conference 40 Developmental Assets Training</p> <p><u>GATE</u> GATE Certification Training</p> <p><u>Leadership Training</u> California Association of Directors of Activities Conference Student Council Leadership Conference S.T.A.R.S. conferences</p>
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Instructional Materials

Suva Intermediate has a wealth of instructional materials that promote fluent and accurate reading in all content areas. All students have equitable access to state-adopted textbooks and scientific research-based supplementary materials. The curriculum includes the following:

Content Area	Core Curriculum	Supplemental Curriculum
English Language Arts & English Language Development	<ul style="list-style-type: none"> • Grade 5: Houghton Mifflin Reading/Lectura • Grade 6-8: Holt Literature & Language Arts • Grade 5-8: Gateways 	<ul style="list-style-type: none"> • Rewards • In-Zone • Soar to Success • Accelerated Reader • Grade 5: Measuring up
Mathematics	<ul style="list-style-type: none"> • Grade 5: McMillan Core <ul style="list-style-type: none"> ▪ Holt Fast Forward • Grade 6: Holt Core <ul style="list-style-type: none"> ▪ Holt Fast Forward • Grade 7: Holt Pre-Algebra <ul style="list-style-type: none"> ▪ Holt Algebra Readiness ▪ Holt Fast Forward • Grade 8: Holt Algebra 1 <ul style="list-style-type: none"> ▪ Holt Pre-Algebra ▪ Holt Algebra Readiness ▪ Holt Fast Forward 	Grade 5-6: Mind Math Grade 7-8: Measuring Up
Science	<ul style="list-style-type: none"> • Grade 5: Harcourt Science • Grade 6-8: Holt Science & Technology: Earth, Life, Physical 	
History Social Science	Grade 5-6: McGraw-Hill Adventures in Time and Place Grade 7: Houghton Mifflin Across the Centuries Grade 8: Holt Call to Freedom	

Instructional Technology

Suva Intermediate places a strong emphasis on instructional technology. Every classroom in the school has Internet access and the capability for multi-media instructional delivery, having a TV/VCR and roving DVD player, a document reader, LCD projector, CD/Cassette player, and at least 3 computers. Teachers use computers for computer-assisted instruction. In addition, Suva operates a full service computer lab where students and teachers have the opportunity to explore the Internet, PowerPoint and various educational software programs such as Accelerated Reader and Mind Institute Math. The lab is also used for before and after school instruction, tutoring, and staff development.

The goals for instructional technology at Suva are:

- To increase the computer knowledge of the teacher to enhance the use of technology in the classroom.
- To increase the number of computers and technology classes offered so that more students have access to them.
- To focus on technology to aid in teaching reading and writing, particularly to English Learners and students working below grade level.
- To fully automate the school's library and create a complete school network where teachers and students can access library resources directly from their classrooms and home.

Student Interventions and Support

A structure is in place at Suva to ensure that students not making satisfactory academic progress receive interventions to accelerate their achievement. Intervention classes in the areas of Reading, English Language Development and Mathematics are offered through extended day programs, which include zero period intervention classes, before/after-school tutoring, and summer school classes.

Student data is collected and analyzed to identify and place students in appropriate intervention programs and classes. Progress is monitored through ongoing assessments, teacher observations and collaboration among the intervention teacher(s), home teacher(s), administrators and parents.

Intervention classes include:

- In-Zone
- Soar to Success
- Measuring Up
- MIND Math

Intervention strategies include:

- AVID
- Thinking Maps
- Reciprocal Teaching
- Direct Instruction
- 40 Developmental Assests

Suva Intermediate's Guidance Department provides ongoing support for our students. The goal of Results Based Guidance is for school counselors to create a learning community focused on ensuring all students acquire the knowledge, attitude and skills in academic, career and personal/social development to achieve success in the future.

All counselors are required through legislation AB 1802 to ensure each student in grades 7-12 has their academic record reviewed. Each student and their parent or

guardian (if practicable) will meet with a school counselor to explain his or her educational program, including college preparatory program, vocational programs, regional occupational centers and programs, the availability of career technical education, the resources to obtain financial aid, and other alternatives available. Counselors are to explain coursework needed for satisfactory completion of middle and high school (A-G requirements) and high school exit examination (CAHSEE).

Counselors are proactive as they conduct, once a week, classroom presentations and teach specific lessons that are personal/social, academic and career based. The skills taught within these lessons create a self-awareness of their behavior and academic knowledge. These teachings will also promote positive behavior in the classroom and throughout the campus to enhance a decrease in negative referrals.

The Results Based Guidance Program gives school counselors an opportunity to meet with the Student Success Team (SST), do teacher collaboration or consultations, parent conferences, community programs, parent education, individual and group counseling, IEP meetings and S.A.R.T./S.A.R.B. meetings. Our counselors are an excellent team and a great asset to the well being of our students.

Parent and Family Involvement

Families of Suva students are very involved in site-based decision making at our school. Parent Advisory Committees include an active School Site Council (SSC), which includes six parent members, and six school staff members; an English Language Advisory Committee (ELAC), which meets to discuss issues that pertain to English Language Learners; and a Compensatory Education Advisory Council (CEAC), which meets regularly to discuss our Title I program and the interventions provided to at-risk students. There is also an active Parent Teacher Association (PTA) that meets monthly to discuss the needs and welfare of our students.

Parent education is an important component to our school program. Our families are offered many opportunities to be life-long learners. Parents attend a variety of conferences and workshops offered by our school, district office, and outside consultants. On site, we provide Parent workshops, ELAC Nutrition classes, Core Content and informational meetings. The district has provided training in technology, parenting classes, and leadership roles for advisory committee members.

Families are well informed about Suva's curriculum, instruction, assessments, and general activities. Parents are also informed daily about their child's progress via the student agenda/planners and TeleParent Telephone Service. Progress Reports are sent home quarterly to inform parents of their child's academic and social progress. Parent-Teacher Conferences are held in the Fall and Spring and are well attended. Parents attend the Spring Learning Faire to observe displayed student work. In addition, our classrooms are equipped with telephones to assist teachers in communicating easily with our parents.

Each spring, a parent needs assessment is conducted to assist in planning our program for the following year. Additionally, parents are asked to rate their satisfaction with school communication, school climate and learning opportunities.

Program Improvement (PI)

Suva Intermediate has been identified as a Title I Program Improvement school. The table below provides a synopsis of our Program Improvement status.

Year First Identified	Current Year in Program Improvement	Reason for PI 2009-2010	Interventions to Address Reasons for PI	PI Year 4: Alternative Governance	PI Year 5: Alternative Governance Plan
2004	5	<u>ELA: AMO Target 30%</u> EL Subgroup results at 27%.	<u>Strategic Interventions:</u> Direct Instruction, Reciprocal Teaching, 7 th Period In Zone, RFEP <u>Intensive Interventions:</u> Read 180, Moving with Math, Extended Learning	Option 2: Institute and fully implement a new curriculum, including providing appropriate professional development for all relevant staff, was selected as the corrective option in 2006-2007.	Option 5: Implement Other Major Restructuring of the School's governance arrangement that makes fundamental reforms and leads to improved student achievement was selected during the 2007-2008 school year.

Written Notice to Parents:

Suva will work together with the district to provide written Program Improvement notification to the parents of each student. Program Improvement written notification will be mailed out annually to parents each spring/summer prior to the new school year in order to give parents choice options for the upcoming school year.

Technical Assistance:

The district will provide technical assistance and training regarding data analysis, evaluation of programs and school plan revision. Suva will follow the district timeline to complete the school plan revision. Highly Qualified teachers will work with participating teachers to provide mentoring. Site and district representatives will meet regularly to

review student data and program implementation through the District Site Leadership Team.

Quality Education Investment Act (QEIA)

#	Requirement	2009-2010 Goal
1	Avg. Student-Teacher Ratio 25:1	25:1
2	Highly Qualified Teacher	44
3	Teacher Experience Index	18.8
4	Exceed API Growth Target	694

Coordination of Programs

Suva Intermediate participates in programs such as Title 1, EIA/LEP, QEIA, Gifted and Talented, and Special Education Programs. Instruction is integrated and coordinated in order to provide focused, accessible instruction for all students.

American Recovery and Reinvestment Act/State Fiscal Stabilization Fund:

The American Recovery and Reinvestment Act (ARRA) and State Fiscal Stabilization Fund (SFSF) provide schools with additional educational funds. These monies are used to fund various school personnel.

Collaboration and planning among administrators, support staff, teachers and families is encouraged and facilitated through the School Site Council (SSC), English Learner Advisory Committee (ELAC), Compensatory Education Advisory Committee (CEAC), District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Parent Teacher Association and other site leadership committees. Through cohesive planning our SSC has developed a Single Plan for Student Achievement that is reviewed and updated annually through comprehensive data analysis and program evaluation.

Our school plan identifies research-based interventions for students who are at risk in order to ensure that all students achieve to meet high standards. Extended learning opportunities are provided in order to increase students' learning time through before school, after school, intersession, and summer school. The district provides support and assists our school with the development and revision of our school plan. Schools receive regular assistance in coordinating their budgets, maximizing their fiscal resources and aligning their expenditures to their plan.

Staff members coordinate their services through various means of ongoing communication such as: staff meetings, grade level meetings, bulletins and memos, Student Study Team, inservices, School-Based Days, classroom visitations by administrators, and support staff, communication between regular education and special

education teachers, IEP'S, new teacher orientation meetings and English learner team meetings.

Extended planning time every Monday allows teachers to collaborate regarding the implementation of the core curriculum. Counselors communicate with teachers and parents through conferences and specially designed forms. Resource specialists, speech/language teachers and adapted physical education teachers consult with teachers on interventions and instructional strategies for identified special education students. The RSP and SDC teachers implement collaborate with regular education teachers to implement an inclusion model to provide services in the regular classroom setting.

Teachers communicate daily with parents in the students' agenda notebook that includes space for writing assignments and comments by the teachers, students and parents. The agenda book also includes information about school policies and includes a school calendar with a listing of regularly scheduled events

Articulation/data cards and meetings help to coordinate programming with feeder schools. Orientation meetings are conducted for incoming fifth graders and their parents and for eighth graders and their parents at the high school.

iii.b. Tier I exclusions

Montebello Unified School District does not have any schools designated as Tier I nor Tier II, and thus will not apply to serve any such school. No barriers are applicable.

iv. Recruitment, Screening, and Selection of External Providers

Montebello Unified school district intends to hire external partners to help with school improvement efforts. In this regard, the district will make use of established structures to allow us to recruit, select, establish relationship terms, manage, and evaluate the providers (Kowal, J. M., & Arkin, M. D. 2005. Contracting with external education management providers. In School restructuring options under No Child Left Behind: What works when? Naperville, IL: Learning Point Associates).

The reasons for hiring external partners are to seek outside assistance with the critical components of sustainable improvement, including: building upon the capacity and skills of staff and site leadership, and seeking support in the implementation of reform strategies.

Selection of External Support Providers

MUSD has attracted several high quality external partners, and ensures that they have adequate flexibility and resources to meet specific measurable goals and expectations.

The process for selection of potential providers to the SIG grant and school improvement process has been to propose an expansion of the roles of providers with (1) a confirmed track record of success in working previously with the district and (2) experience and qualifications which match the school improvement goals addressed by this application. The coherent, rigorous process that Montebello Unified School District used in order to conduct a review of prospective providers in order to ensure that they meet the needs of the Montebello SIG included decisions based upon the summary observations and review of the proposed external providers by the site principals, site administrators, teachers who have worked with the providers, and the district directors and Associate Superintendent of Instructional Services.

The academic, administrative, and teacher professional development will be administered by providers not limited to: Let's Go Learn-Diagnostic Online Reading Assessment (DORA), Consortium On Reading Excellence (CORE), Global Partnership Schools (GPS), Aveson Educational Cooperative and Steve Regur, and Dr. Kate Kinsella. Each of these providers has a confirmed track record of success in working previously with the district.

Qualifications of Named Providers

Let's Go Learn – Diagnostic Online Reading Assessment (DORA), Berkeley, CA

Let's Go Learn was co-founded by Richard McCallum, PhD. For the past nine years, Dr. McCallum has been the Academic Coordinator for the Advanced Reading and Language Program in the Graduate School of Education at the University of California, Berkeley. In Dr. McCallum's program, graduate students earn Master's degrees in Reading Education and California teaching credentials as reading specialists. In addition to the course work required for the degree, Dr. McCallum's graduate students receive extensive field training through Cal Reads, a nationally recognized school-site intervention program in reading.

DORA is designed to meet the unique needs of all students. It is a virtual reading specialist for every classroom, accessible 24 hours a day, 7 days a week. DORA is research-based, highly valid, and criterion-referenced. DORA will assist in understanding why and where students are struggling, group students according to needs using detailed reports, and build individual reading skills with targeted instruction.

Consortium on Reading Excellence (CORE)

The California State Department of Education has previously established conditions for external providers to fill distinct needs, and as a part of this process proactively vetted potential qualified partners who meet certain standards. CORE was listed among the organizations that are School Assistance and Intervention Team (SAIT) approved providers for the 2008 through 2010 school years. In this capacity they were able to enter into contracts with districts as a portion of the Immediate Intervention /Underperforming Schools Program and High Priority School Grant Program for schools that do not demonstrate significant growth.

In addition, CORE is integral part of the success of the implementation and support for MUSD's recent adoption of Program 5, READ 180 for Special Education students, and has a proven track record of success with districts in the region, including San Bernardino City Schools and Pasadena Unified School District. CORE serves as a trusted advisor to K-8 education within MUSD, and works collaboratively with teachers and administrators to support literacy and achievement growth for all special education students.

CORE's role in the *Montebello Middle School Mission* is to support the implementation of sustainable school improvement practices through literacy training, ongoing site-based support designed to help build the district's own capacity for effective instruction by laying a foundation of research-based knowledge, supporting the use of proven SBE approved materials, and developing effective leadership. CORE is an organization committed to integrity, excellence, and service, believing that with informed school and district administrators, expert teaching, and well-implemented programs, all students can become proficient academically.

In line with our three-year timeline for SIG implementation, CORE has clearly outlined path to success spanning two to three years or more to help Montebello USD build their own capacity to sustain strong achievement in reading and math. CORE is an approved provider for federal programs such as Title I and Striving Readers. CORE incorporates new knowledge and implements cutting-edge ideas and scientifically based research on effective reading and mathematics, and has a national advisory board panel of experts who guide research-based support for English learners and Rtl.

Montebello USD has selected CORE, Inc. as our literacy support provider based upon their proven capacity to service school systems of diverse populations.

Since its inception, CORE has been highly successful in supporting schools and districts to effectively implement literacy improvement programs for very diverse school systems. CORE has a positive track record of providing a coordinated, systematic approach to raising student achievement by strengthening educators' knowledge and skills through professional development and job-embedded coaching, by implementing scientifically-based proven strategies, materials, and assessments, and by enhancing organizational and leadership capabilities. CORE's district leadership and expert technical assistance enables administrators to transform their schools into organizational systems that sustain effective literacy instruction. CORE's past performance demonstrates and documents CORE's success and qualifications for designing and implementing effective school improvement models and resources. CORE's model for literacy improvement, based upon scientifically proven research, has been used by clients throughout the United States to make data-driven decisions resulting in outstanding and sustainable student academic improvement.

CORE's founders, Bill Honig and Linda Diamond; and advisory board, Dr. Kate Kinsella, Dr. Scott Baker, Dr. David Chard, Dr. Mark Shinn, and others have served and advised California, and many other departments of education, legislators as highly recognized leaders in the instruction of English learners and in Response to Intervention (RtI). CORE's highly skilled On-Site Educational Services Team have between 5 and 25 years of classroom, administrative, and professional development experience at the school, Local Education Agency, and/or education level. Consultants are special education teachers, teachers of English Learners, current and former administrators, reading specialists, and classroom teachers who represent a range of knowledge of different reading programs, with specialization in elementary or secondary content and skills acquisition and Response to Instruction/Intervention. With over 40 consultants around the country, CORE is able to provide extensive support services, and reach a wide client base. In fact, each year CORE regularly provides support to over 200 schools nationwide.

CORE has demonstrated the capacity to effectively serve even our nation's largest school systems. In fact, we have successfully teamed with three of the top ten largest school districts in the United States as well as other large urban districts, and have demonstrated student core content gains in each of these districts. These districts include the following: **Florida's Miami-Dade County Public Schools** - currently the fourth largest school district in the United States and home to 353,790 very diverse students, also the second-largest minority public school system in the country, with 62% of its students being of Hispanic origin, 26% African American, 9% Non-Hispanic White, 1% Asian or Pacific Islander and less than 2% of other minorities; **Nevada's Clark County School District** - currently the fifth largest district in the US with a total student enrollment of 303,448, with 37.3% of its students White, 14.3% African American, 38.7% Hispanic, 8.8% Asian/Pacific Islander, and .8% American Indian/Alaska Native; the **Hawai'i Department of Education** - which serves 180,728 students and ranks as the ninth largest school district in the US, with student enrollment records indicating that 2.3% are African American, 14.4% are White, 3.4% are Hispanic, 33.7% are Asian, 27.7% are Hawaiian, .6% are Native American, 3.4% are Samoan, and 14.5% are of

Other origin; **Atlanta Public Schools** – which serves 57,000 students, 89% African American, 8% White, 4% Hispanic, 1% multi-racial, .6% Asian, and .03% American Indian/Alaskan; and the **San Bernardino City Unified School District** – the eighth largest school district in California, serving 54,727 students, with 68.9% Hispanic, 15.7% African-American, 10.5% Caucasian, 1.8% Asian, and 1.7% American Indian and Filipino and Pacific Islander.

CORE has proven capacity to serve schools of diverse populations with fluctuating students enrollments.

CORE's model has demonstrated improved academic achievement in districts with at-risk populations such as American Indians, and in large urban districts with specialized populations, such as the English Learners of San Bernardino City Schools and Anchorage Alaska. In rural Idaho, CORE led a full service, 3-year literacy implementation project, including ongoing site-based support, leadership development and technical assistance, for the small K-12 Lake Pend Oreille School District. CORE's support was pivotal in addressing student achievement for this district, resulting in 98% of the district's previously underachieving middle school students no longer needing an intervention at the high school level. 90% of students in grades 7 and 8 scored at or above proficient on the state test.

The Yakima School District in Yakima Washington currently enrolls 14,570 students in 22 schools, with fluctuating enrollments that include 77.6% receiving Free or Reduced-Price Meals, 65% Hispanic and 23% Migrant populations. CORE worked with district and school administrators and educators to increase the reading skills of all students reading below grade level, and enable all students, regardless of their grade or reading levels, including the district's 28% students labeled "transitional bilingual", to reach proficiency at their own grade level. At the time, the Washington State test, WASL, was given to students in 4th, 7th, 8th, and 10th grade. The WASL scores presented below in **item #4** (documentation) show a change over two years. As indicated by the red line target, the four middle schools where CORE worked reached the state target (30.1%) in reading. *In fact, all four schools made dramatic progress, particularly Lewis and Clark where a 23% increase was reported in the number of 7th grade students meeting the standard (from 12% in 2003-04 to 35% in 2004-05).*

In addition to Yakima, CORE has served very remote, rural populations in Alaska (Northwest Arctic, North Slope, Yupiit and Mat-Su), and for the Bureau of Indian Education (BIE). CORE's work with the BIE included extensive training, site-based support and leadership coaching for the implementation of core reading programs for their Reading First school sites and for intervention programs for secondary grades. CORE served more than 35 BIE schools, working at all grade-levels, to fully implement a Response to Intervention (RtI) tiered literacy program. These highly fluctuating populations of students and staff in very remote, rural settings, with some of our nation's most at-risk learners, benefited greatly from CORE's extensive support, results of which can be found in the BIE Reading First achievement data.

CORE has highly successful experiences with low performing K-12 public schools.

Culminating a three-year project from 2003-2006, CORE's leadership and instructional supports directly contributed to significantly improved student achievement in the low-performing middle schools in the Pasadena Unified School District in California. The Academic Performance Index (API) results showed Pasadena Unified School District students improving their performance faster than their peers in Los Angeles County and the State of California for the two years in a row. The District's overall increase in API was 31 points, outpacing a 19-point gain across the County and a 20-point gain statewide. San Bernardino City Unified School Districts also made significant gains in early reading achievement, resulting in Reading First schools reaching their expected goals and many more students achieving at advanced and proficient levels while the numbers at below and basic levels declined (see data displays below).

Samples of success and associated timeframes are provided in the chart below.

District	Scope of Work	Timeframe of work
Anchorage School District 50,000 students, urban	CORE served as a district implementation advisor. In a new program used by ten elementary schools during the 2006–2007 school year, 83% of participating classrooms saw students' reading scores improve. Each year an increasing percentage of students in the school district learned to read by the end of third grade. (See Anchorage data display)	2006-2010
Lake Pend Oreille School District 3,672 students, suburban	CORE conducted a Literacy implementation project with Lake Pend Oreille's middle schools providing pivotal support in addressing student achievement for this district. 2009 follow-up data indicated that 98% of the district's underachieving middle school students no longer needed an intervention at the high school level. Further, 90% of students in grades 7 and 8 were at or above proficient.	2005-2009
Pasadena Unified School District 20,827 students, Urban/suburban	Academic Performance Index (API) results released by the California Department of Education which showed Pasadena Unified School District students improving their performance faster than their peers in Los Angeles County and the State of California for the second year in a row. The District's overall increase in API was 31 points, outpacing a 19-point gain across the County and a 20-point gain statewide.	2003-2006
Yakima School District	CORE worked with district and school administrators and educators to increase the reading skills of all students	2003-2005

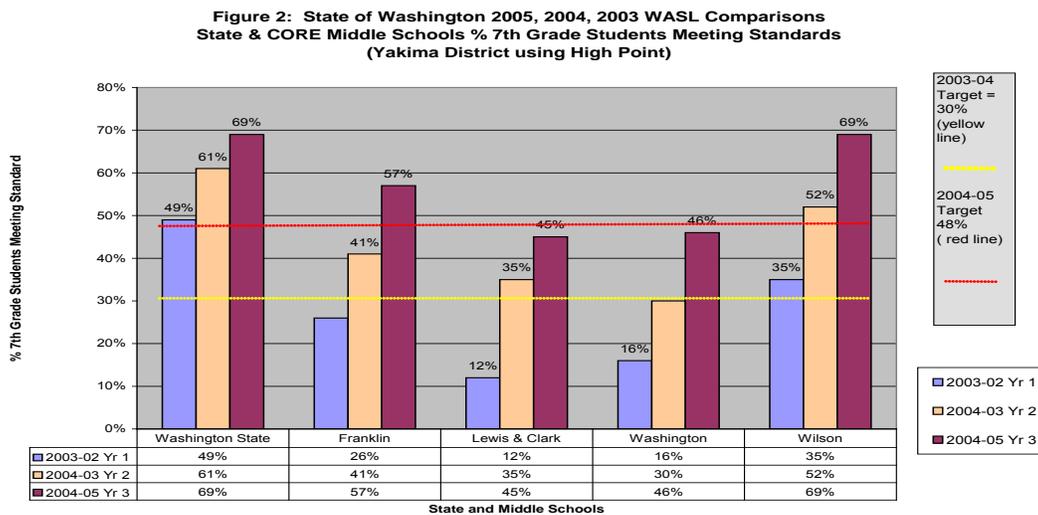
Respectfully submitted to the California Department of Education (CDE), July 2, 2010

<p>14,570 students, rural</p>	<p>reading below grade level, and enable all students, regardless of their grade or reading levels, including the district's 28% students labeled "transitional bilingual", to reach proficiency at their own grade level.</p>	
<p>Hawaii School District, Ala Wai Elementary 459 Students, Urban</p>	<p>In three years, from the spring of 2003 to the spring of 2006, students' scores on individual reading measures (tested by DIBELS, the Dynamic Indicator of Basic Early Literacy Skills) rose as much as 60%. Further, the latest score reports show that 70% of the second- and third-grade students at Ala Wai Elementary School are meeting benchmarks in oral reading fluency. This is a remarkable achievement in a school where less than 20% of second and third graders met benchmarks three years ago.</p>	<p>2003-2006</p>

The following documentation demonstrates CORE's prior successes in comprehensive K-12 school improvement work.

Yakima School District, Yakima, WA Demonstrate Increased Reading Skills

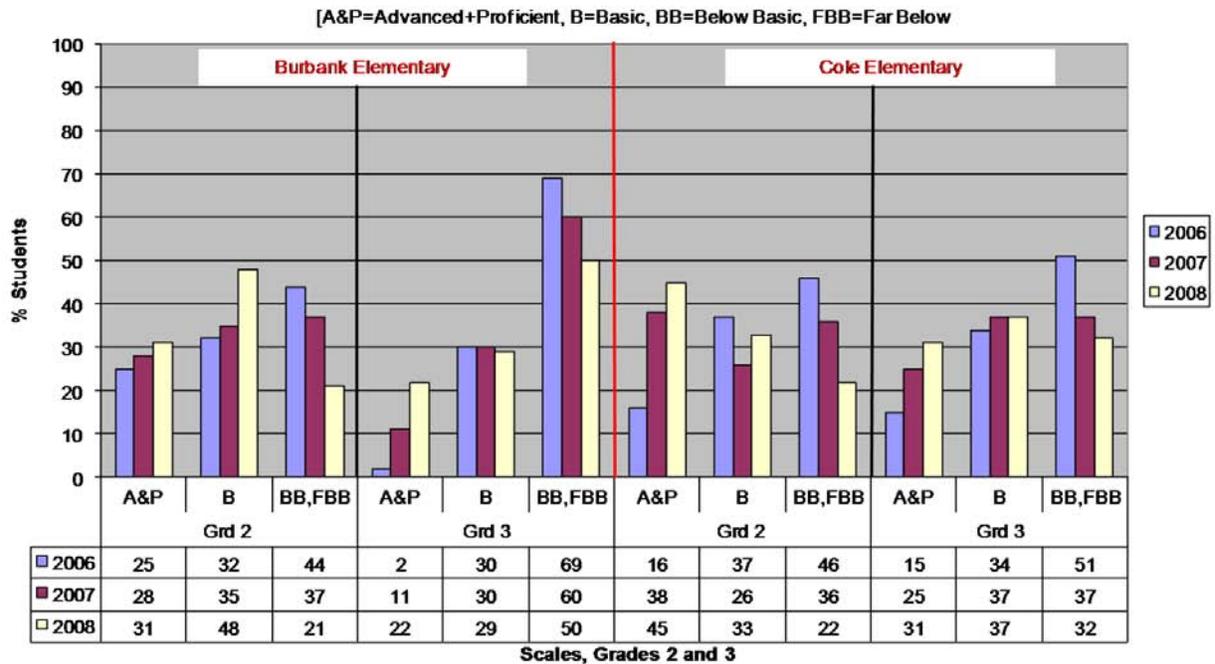
The following chart illustrates *dramatic progress*, particularly Lewis and Clark where a 23% increase was reported in the number of 7th grade students meeting the standard (from 12% in 2003-02 to 35% in 2004-05).



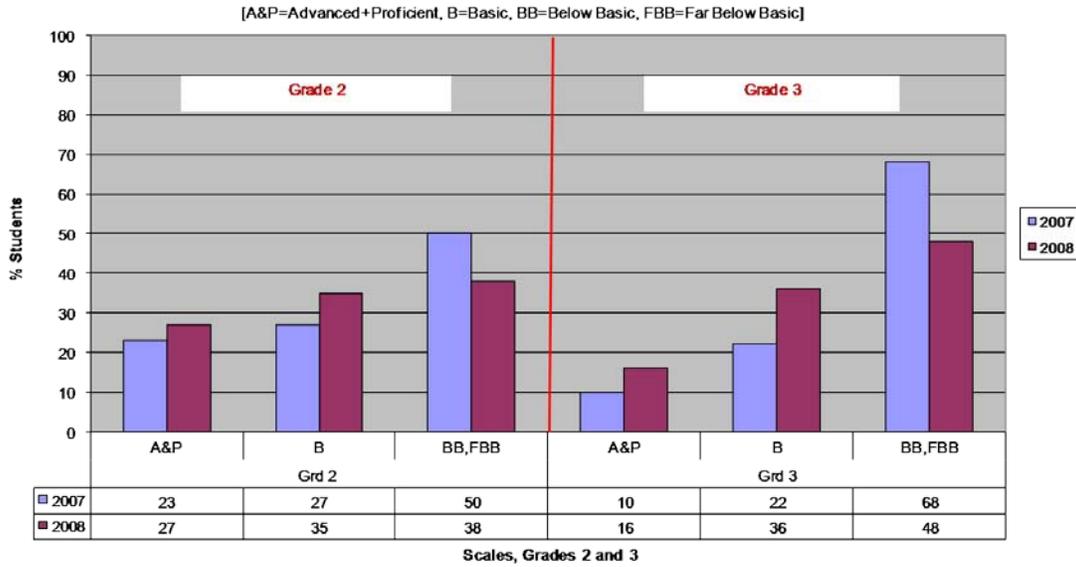
**CORE K-3 Executive Coaching Project
San Bernardino City School District, San Bernardino, Ca**

The following charts provide a sample of elementary schools that have received two years of technical assistance from CORE focused on improving reading scores. The first year of recorded data is the baseline before CORE work. All schools increased the percentage of students scoring at proficient and advanced, and reduced the percentage of students scoring below basic and far below basic.

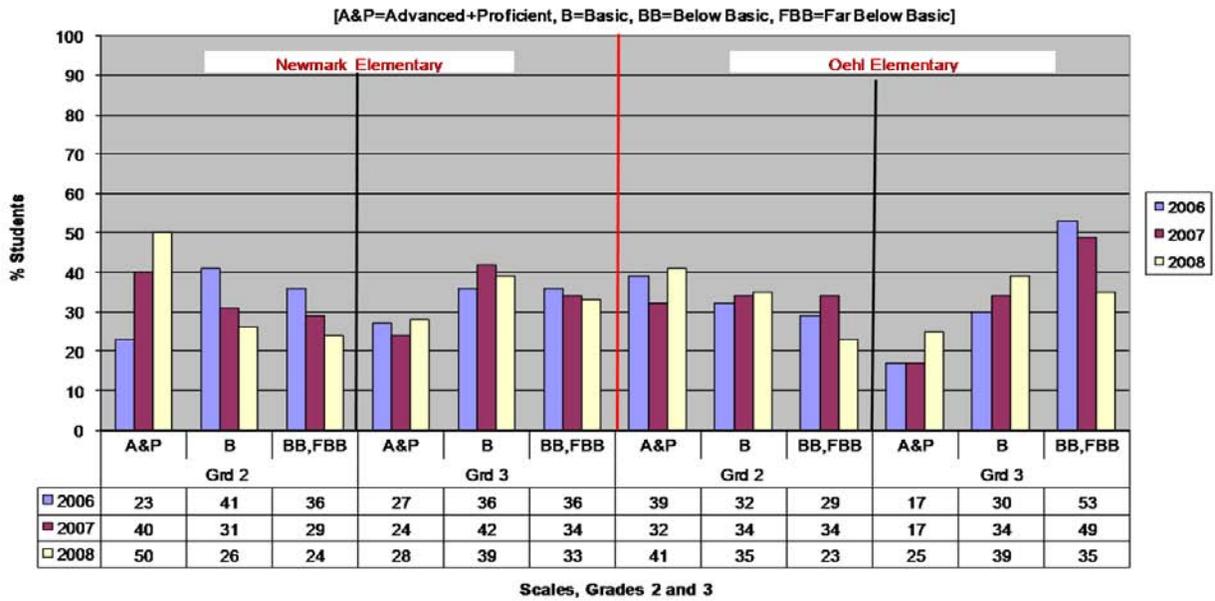
**San Bernardino City USD
California Standardized Test (CST) 2006, 2007, 2008
Grades 2 and 3 % ADV+PROF, BASIC, BB+FBB
Burbank & Cole Elementary Schools
CORE Supported 2006-07, 2007-08**



**San Bernardino City USD
California Standardized Test (CST) 2006, 2007, 2008
Grade 2 and 3 Percent ADV+PROF, BASIC, BB+FBB
Juanita Blakely Jones Elementary School
CORE Supported 2006-07, 2007-08**



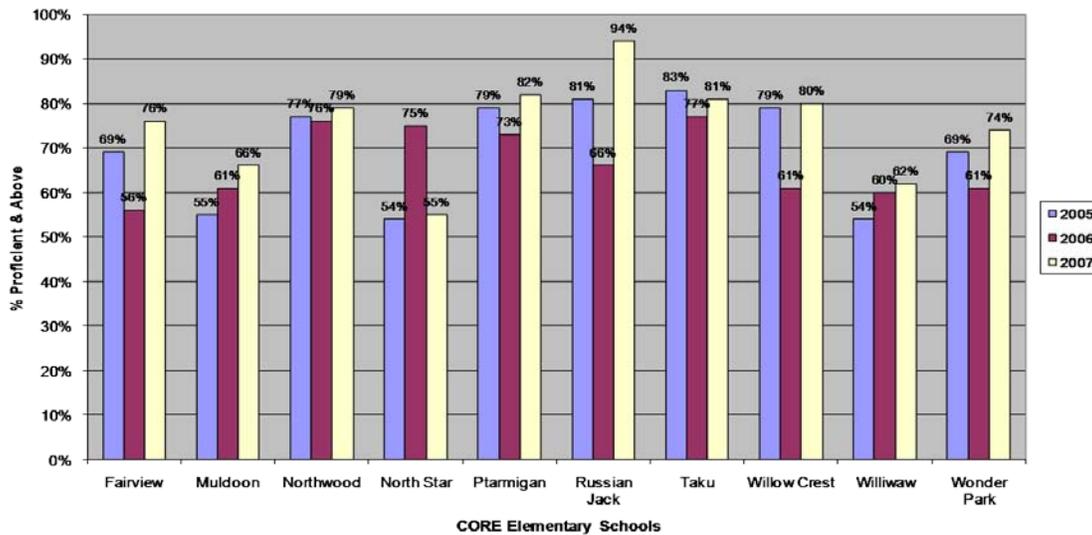
**San Bernardino City USD
California Standardized Test (CST) 2006, 2007, 2008
Grades 2 and 3 % ADV+PROF, BASIC, BB+FBB
Newmark & Oehl Elementary Schools
CORE Supported 2006-07, 2007-08**



Anchorage Elementary Schools Show Notable Gains in Reading Test Scores

In a new program used by ten elementary schools during the 2006–2007 school years, 83% of participating classrooms saw students’ reading scores improve. Each year an increasing percentage of students in the school district learned to read by the end of third grade.

**Alaska Standards Based Assessments
Anchorage School District
Grade 3, Reading
2005 - 2007**



CORE’s overview of processes and structures to engage internal and external stakeholders necessary for improving schools.

The following chart provides an overview of the strategic CORE processes and structures used to engage internal and external stakeholders in the change process.

Overview of CORE’s processes and structures to engage internal and external stakeholders	
Assess readiness to implement literacy reform	CORE works with district and school leadership, and teacher organizations to assess the capacity for and commitment to change, using CORE’s comprehensive literacy needs assessment tools.
Examine and assess current practices	CORE works with district and school leadership, teacher organizations, and parent/community groups through focus groups, surveys and observations to examine and assess current literacy materials, programs, practices and initiatives.
Examine student achievement data	CORE works with district and school leadership to review and discuss student achievement data from multiple measures to identify trends and instructional gaps.
Administer implementation surveys and rubrics to further identify needs	CORE works with district and school leadership to ensure that internal and external stakeholders complete the CORE Implementation Survey and Implementation Rubrics, and to conduct site visits to verify ratings.
Review the results of needs assessment tools	CORE works with district and school leadership to review the assessment tool results and identify all initial priorities for literacy reform. Results are shared with all stakeholders and further planning meetings occur as needed.
Selection of high priorities	CORE works with district and school leadership to determine highest literacy priorities derived from the assessment tool results.
Complete plan for each priority	CORE works with district and school leadership, teacher organizations, and parent/community groups to complete plans for each priority – identifying the focus, specific action steps, person(s) responsible, timeline, estimated costs, indicators of success, and verify or establish necessary district structures for optimizing literacy achievement and improving instruction.
Communicate plan of action for each priority	CORE works with district and school leadership to communicate the completed action plan to all internal and external stakeholders.

Implement action plan	CORE provides extensive training, site-based support, and leadership development to enable district leadership and targeted schools to implement the action plan to improve literacy achievement.
Assess, document, and communicate progress	At agreed upon benchmark dates, CORE will review data and progress on the plan of action for each priority with all internal and external stakeholders. CORE will facilitate regular data study sessions with district and school leadership to review student progress toward achievement of high-priority literacy goals.
Ongoing refinement of action plan	CORE works with district and school leadership, teacher organizations, and parent/community groups to refine plans, add priorities, and continuously increase literacy expectations based on data.

CORE's highly trained and experienced staff utilizes the following three service structures to engage internal and external partners in School Improvement work: **1) District Implementation Support**; **2) Elementary Services**; and **3) Adolescent Services**.

District Support – is provided by a CORE District Implementation Advisor who supports client K-12 literacy planning. CORE develops assessment plans, pacing calendars, intervention plans, and facilitates administrator and coach site observations to monitor and gauge the effectiveness of instructional implementation. CORE's proven model brings real and sustained academic achievement to even the most challenged district and/or schools. Working closely with the identified Lead Applicant and district administrators, we will develop a coherent and consistent implementation plan that meets the needs of all students at every level of the school system. In concert with central office work, site specialists provide the support needed to establish effective demonstration sites and to implement programs and best practices at the classroom level.

Elementary Services (K-6) – CORE's elementary literacy experts provide teachers and school leaders with the knowledge, skills, and support to effectively implement a school wide improvement plan that works. Elementary services include support for classroom teachers, special education staff, English-language learner staff, and literacy coaches. CORE elementary literacy specialists also provide executive coaching for the school principal to implement essential learning structures, supplemental materials, and assessments.

Adolescent Services (6-12) – CORE's adolescent literacy experts team with each middle or high school to implement a comprehensive scaffolding approach to support struggling learners and enhance subject matter instruction. Adolescent services include on-site coaching support for teachers in intervention and regular classes, special educators, and English learner staff. The adolescent literacy expert

provides executive coaching to the building leadership to ensure successful implementation of a school wide model.

CORE's processes to build capacity and sustain the work:

The CORE model utilizes the following three processes in order to build capacity and sustain the work: **1) Knowledge and Skill building**--CORE provides professional development in the five components of reading (phonemic awareness, decoding/phonics, fluency, vocabulary, and comprehension), literacy leadership and coaching development, writing instruction, differentiated instruction, English learner strategies, intervention for adolescents, content area strategies; **2) Tools and Resources**—CORE works with a district/school's existing or newly adopted SBE approved curriculum materials or assists to select more appropriate materials in order to achieve significantly improved results. CORE also supports the implementation of a comprehensive assessment system, facilitating implementation and analysis of screening, formative, summative, and diagnostic assessment tools. *Examples of tools and resources available include CORE Online Learning Library; Teaching Reading Sourcebook, 2nd Edition; Vocabulary Handbook; Blending Routines DVD; Foundation Skills for Teaching Reading DVD; CORE Reading Coach Video and Facilitator Guide, and Observation tools;* and **3) Systems of Support, Leadership and Capacity-Building**—CORE works on site to provide embedded coaching and support to implement core, supplemental, and intervention programs, to mentor lead teachers/coaches, to mentor building administrators, to facilitate data study and effective use of data, and to facilitate instructional calibration walkthroughs focused on monitoring and improving literacy teaching and learning. To build sustainable capacity, CORE University equips local experts with the knowledge and skills to sustain the literacy implementation work and drive implementation efforts throughout the system.

CORE & Global Partnership Schools (GPS)

CORE and partner, Global Partnership Schools (GPS), are approved as a Turnaround & Transformation School Providers in Colorado, Ohio, Washington and numerous other states. CORE & GPS were named by the Washington Office of the Superintendent of Public Instruction (OSPI) as one of only 11 educational service providers eligible to assist with school transformation and turnaround efforts throughout the state. They were approved to help schools with all five areas of expertise sought by many states: organizational management and leadership, academic performance, learning environment, operations, and comprehensive planning.

CORE and Global Partnership Schools will deliver support to the schools named in the MUSD SIG grant proposal with intensive on-site administrator coaching and structures to promote effective school improvement. This leadership support is intended to produce successful school transformation results for all six middle schools.

Aveson Educational Cooperative and Steve Regur

The Cycle of Effective Instruction: A Teacher-Friendly Problem-Solving Method. MUSD's teachers implement the Cycle of Effective Instruction designed by Aveson

Educational Cooperative. Steve Regur has provided MUSD teachers with in-depth professional development on this research-based and effective problem solving method.

The Cycle of Effective Instruction is a step-by-step process designed to help teachers and districts implement a "problem solving method" or Professional Learning Community that also supports the development of RTI (Response to Intervention). The process provides structured protocols, templates, and methods for teachers to make the instructional decisions to help students. The Cycle of Effective Instruction is organized around what teachers already know: assessment, curriculum, and instruction.

Aveson Educational Cooperative, Inc. develops exceptional teaching by supporting instructors with research-based strategies and collaborative coaching focused on results. Aveson works with districts and schools, to help create the best learning environments to meet community needs. Aveson connects educators to the research, the evidence in the field, and the practical experiences that help instructors succeed.

The staff of Aveson has expertise in operational challenges and executive coaching in educational settings. Aveson Educational Cooperative, Inc. helps K-12 schools reach their goals and increase student achievement. Aveson helps district personnel, administrators, and teachers implement research-based practices and improve their instructional program, with a focus on establishing 1) conditions for success and 2) onsite expertise. Some of their work includes: using data to drive decisions, implementing research-based strategies, integration of technology into classroom practices, project-based learning, curriculum mapping, identifying key standards, response to interventions, reading first technical assistance, and DIBELS training. (2010 aveson.net)

Kate Kinsella

Kate Kinsella, Ed.D. is an adjunct faculty member in Secondary Education at San Francisco State University (SFSU) and is a national consultant in effective instruction of adolescent English learners. She has maintained active involvement in classrooms, grades 4-12, by coaching extensively and teaching academic literacy skills to high school English learners in SFSU's Step to College Program. Dr. Kinsella is co-author of Scholastic's (2006) Read 180 Literacy Intervention Program and is spearheading efforts nationally to develop more multi-faceted and explicit academic English language development curricula for secondary English learners. She was co-editor of the CATESOL Journal from 2000-2005 and serves on the editorial board for the California Reader. Dr. Kinsella led the development of the Longman Study Dictionary (2007) for English learners in grades 4-9. A former Fulbright professor in teaching English as a Second Language, Dr. Kinsella has received numerous awards, including the prestigious Marcus Foster Memorial Reading Award, offered by the California Reading Association in 2002 to one California educator who has made a statewide impact on policy and pedagogy in the area of literacy. In 2005 she received the California Department of Education's Award of Excellence for her contributions to improving the education of immigrant youth throughout the state. (2010 closingtheachievementgap.org)

Process for Ensuring the Quality of Support Providers

MUSD Progress on Annual School Achievement Goals

Each participating school has established clear, measurable, and challenging goals for student achievement on the state's assessments in reading/language arts and mathematics, utilizing Standardized Testing and Reporting Program data, AYP, and API. Each school annually evaluates academic progress toward academic goals in schoolwide subgroups and at-risk students as outlined in their Title I Schoolwide Plan/Single Plan For Student Achievement. Montebello Unified School District will use annual results from these assessment and accountability systems to determine progress made and compare them with the goals specified by our application for each funded school in reading/language arts and mathematics for all students and subgroups. In cases in which one or more of the schools served by the named support providers are not meeting their improvement goals, Montebello Unified School district will consider applying for a modification to the budget to favor support providers most responsible for assisting MUSD in achieving progress toward annual school achievement goals.

MUSD Progress on SIG Plan Implementation

For each participating school, MUSD has described the actions and activities required to implement the modified transformation model, including a timeline with specific dates of implementation. As MUSD prepares reports to the state on annual progress toward these actions and activities, Montebello will evaluate whether External Support Providers have assisted the district in making sufficient progress on the implementation of each school's plan. In cases in which the an External Support Providers has not assisted the district to make sufficient progress, Montebello Unified School district will consider applying for a modification to the budget to favor support providers most responsible for assisting MUSD in achieving progress toward annual school achievement goals, with the intent that the underperforming provider(s) no longer receive funding.

v. Alignment of Other Resources with the Selected Intervention Models

Response:

Montebello Unified School District currently has provided resources to the Tier III middle schools that are in various stages of Program Improvement. Funding available through Title I, EAI-LEP and ELAP will be used to support implementation of the Modified Transformation Intervention Model. The funds have been used to address the needs of at-risk students, English Learners, students with special needs and to improve teacher proficiency. These resources are aligned to the grant initiatives in that they can address standards-based materials/assessments, professional development on data analysis, pedagogy and content knowledge.

At the District level, resources from Title III – part A, Title II- Part A and ELAP will be used to assist the implementation of the Modified Transformation Intervention Model. Basically, these resources support schools in the areas of: professional development, recruitment and placement of teachers, development and coordination of assessments, monitoring of instructional programs, parent education, coordination of consultant services and purchase of supplemental materials. The chart below designates primary funding sources, activities and personnel allocated to the SIG Grant.

SOURCE	ACTIVITY	PERSONNEL
Title I, II & III, LEP, ELAP	DLST Quarterly DSLT meetings will be held to monitor student academic achievement through analyzing common assessments in reading language arts & mathematics.	FSPD, ELP-C&I K-8 Dept.
Title I & III ELAP	Lesson Design District personnel & consultants will facilitate and monitor lesson development session with teachers assuring that all elements of effective instruction are present, including Language Objectives.	ELP-C&I K-8 Dept. Dr. Sarmiento Dr. Kinsella
Title I & II	External Partnerships District will provide external consultants from IHG's and private companies to assist with specific initiatives.	Dr. Kinsella CORE CSUDH

MUSD is committed to the SIG by aligning resources from the various departments to focus and support the implementation of the Modified Transformation Model Grant at the Intermediate Schools.

vi. Alignment of Proposed SIG Activities with Current DAIT Process

Response

N/A

Not applicable. Montebello Unified School District does not currently participate in the District Assistance and Intervention Team (DAIT) process.

vii. Modification of LEA Practices or Policies

Response:

Montebello Unified has identified the proposed activities and structures of the Modified Transformation Intervention Model that require modification of current MUSD policies and practices. Outlined below are areas that will be modified and the rationale for the need to change.

Extended Instructional Time

A major component of the MUSD Plan is to ensure by evidence of master programming at every middle school an increase in instructional time for students within the school day over the 175 school day schedule. At each middle school, the day will be extended by 50 minutes of standards-based instruction and will be used to target students based on data, who need interventions in Reading Language Arts and Mathematics to accelerate their learning. In addition, it is our intention that all students have ample instructional time to experience a comprehensive, rigorous, well-rounded curriculum aligned to Common Core standards that address the total child.

MUSD finds that the instructional day for all middle schools lacks instructional minute allocation necessary for Reading Language Arts, including ELD instruction. Therefore, the district will work with each site to ensure adequate time for Reading Language Arts instruction, the use of Board Adopted core and supplementary materials, and participation in professional development to target the academic and language needs of our at-risk students.

We are aware that simply increasing the instructional time, in it of itself, does not insured learning gains. It is our intention to:

- Reconstruct the master schedule to extend instructional time
- Offer professional development in content, effective strategies and leadership for administrators, support personnel and teachers
- Use data to identify instructional programs that is research-based and aligned to standard
- Promote the continuous use of student data to inform and differentiate instruction based on the academic and language needs of students
- Conduct periodic site visits to ensure the curriculum is skillfully implemented
- Implement a school-wide response to intervention model
- Provide mechanisms for family and community engagement

Extending Instructional time within the school day for teachers is a teacher contract issue and also requires a change in District Policy. District Leadership has met with the

Montebello Teacher's Association on several occasions and has a Memorandum of Understanding to change these policies to meet goals of the grant.

Additional Teachers to Increase Instructional Time

Montebello Unified plans to hire the number of teachers to implement extended day and to augment and accelerate instruction for students in all content areas and programs in each grade level. The number of teachers hired will be proportional to the number of teachers that have currently been hired for school opening in September 2010. It is estimated that each school would require from five to seven teachers.

student ratios are established by District policy and are subject to agreements established in the Montebello Teachers Association contract. A Memorandum of Understanding to change this policy during the life of the grant has been obtained and the District is revising policies and practices in this area.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

Waiver

Since SIG funding provided through this application must be expended by September 30, 2012, Montebello Unified School District indicates in this application that it intends to implement a California State waiver to extend the funding through September 30, 2013.

Sustaining Resources

Using existing funding, the Montebello Unified School District has begun a process of supporting and monitoring the six identified low performing middle schools in their efforts to ensure improved student performance.

As described above, the work of transformation, has already begun for the last three years centrally and will continue when the SIG funds are gone. The SIG Grant will allow us to systematize Professional Learning Communities (PLCs) through a data driven academic program building a data system that monitors student growth, informs teachers, and further refines our RTI model.

The SIG budget is constructed to reduce the amount of funding needed for external supports and services over the course of the three years. Professional Development activities such as PLC protocols, and instructional coaching, are intended to build the capacity of teachers and leaders at the site and become highly embedded activities.

Establishing a culture in the district throughout the school and between school sites that promotes the development, implementation, and dissemination of best practices to continually improve staff and student performance.

At the school level, supporting schools to reach out to community partners and engage in enrichment and extended day activities to support student learning are likely to be through the Single Plan for Student Achievement and subsequently the School Site Councils.

Lastly, negotiations with the teacher and principal union, through the *Teacher and Principal Effectiveness Teams*, will provide structures and processes in place that will lead to opportunities for continued dialogue regarding teacher incentives, career ladder, evaluation protocol, and teacher expectations beyond the life of the grant.

The goal of identified SIG activities and services, such as Academic language development, PLC protocols, and instructional coaching, are intended to build the capacity of teachers and leaders. so that instructional practices and assessment activities meet the learning needs of the targeted student population.

As a result, administrators, coaches and teacher leads will collaborate at school sites to support PLC work and the implementation of identified instructional practices. In addition identified sites will build upon existing relationships with School Site Councils, neighborhood partnerships, and parent involvement teams to sustain enrichment and extended day activities.

The Categorical Program Monitoring review process used by the Montebello Unified School District provides the opportunity to review categorical programs, special grants, and technical support within the context of facilitating a seamless instructional program K-12. The district internal review includes two main processes (1) the Budget Review Process & Timeline and (2) the Federal and State Grants Monitoring and Planning Process. The internal grant review process includes representatives from curriculum, fiscal and human resources to ensure program services are coordinated. A routine part of the review is a school's standing in making AYP. When the legislative budget process is finalized, this review will align new and existing resources to fully and effectively implement the intervention model at all six middle schools. The system-wide infrastructure the District has developed to sustain reforms in middle schools over time will be based on our matrix management system.

They will include:

- Existing board-adopted policies and practices, systems and supports for all middle schools such as those pertaining to closing the achievement gap in order to sustain changes and innovations;
- Tools, systems, and practices supporting the use of data to inform District, school, and classroom decision making;
- A process for delivering collaboratively determined, professional development to increase teacher and leader capacity and effectiveness to help staff internalize changes to create an academic student-centered culture;
- Calendars and schedules which provide Extended learning time;
- A system for continued alignment of curriculum, assessments, and interventions;
- A budget that uses federal, state, and local education funding to sustain reforms.

Our process for using resources to sustain reforms and avoid a "funding cliff" at the conclusion of the grant will include annual reviews of the success of school model strategies to determine the likelihood of system-wide implementation and application to that implementation of normal local, state and federal funding streams. Our strategic plan will support sustaining changes by including enrollment projections to 2020 that verify the viability of these middle schools. There will be a collaborative decision-making process at the District and school levels that provides for stakeholder involvement and input for sustaining changes, innovations, and a continuous improvement process.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

Montebello Unified School District-Wide Goals

Montebello Unified School District does not serve any Tier I nor Tier II schools.

We serve 18 of 24 Tier III schools, which include all 6 of our intermediate schools. We continue to work towards our vision:

Pre-School

- All students will enter Kindergarten prepared with age appropriate math and literacy skills

Elementary School

- All students will be at grade level in reading and math by the end of the 4th grade
- All EL students will have been reclassified by the end of the 4th grade

Intermediate School

- Increase the number of students passing Algebra at the end of 8th grade
- Increase the number of students reading on grade level by the end of 8th grade

High School

- Increase graduation rates
- Increase the number of students graduating who meet the A-G requirements
- Increase the number of students applying for college

Vision

Our vision is to create an organization that addresses the needs and interests of our students and a diverse, dynamic community.

Mission Statement

The mission of the Montebello Unified School District is to create a learning community focused on preparing all students to achieve personal and academic success in the future.

Belief Statements

- All students can achieve learning standards
- All members of our learning community are committed to supporting student achievement
- Students, parents and staff are partners in student achievement of the learning standards

- Organization members are the most important resource

Guiding Principles

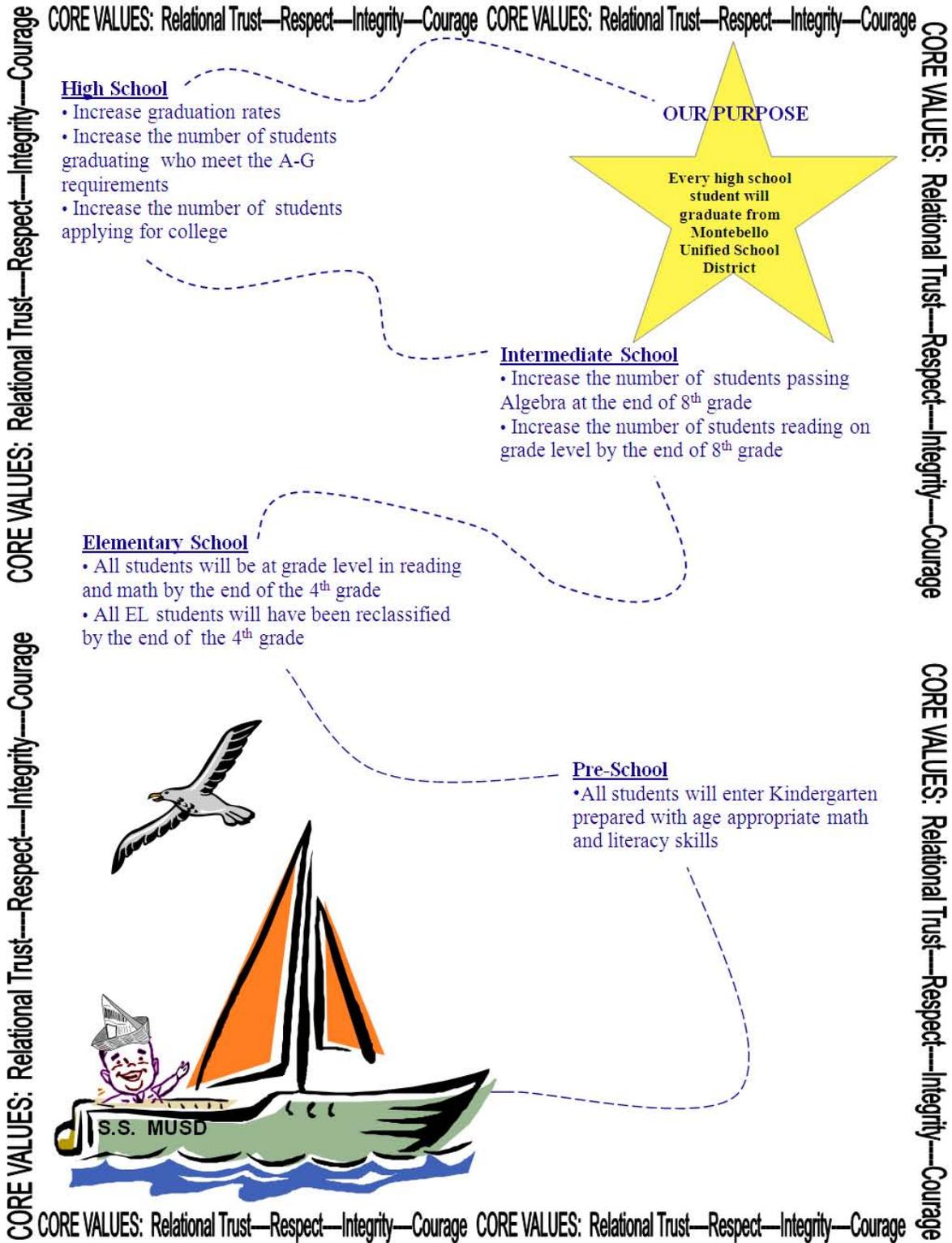
- Improve student achievement
- Maintain fiscal solvency
- Schools add value by:
 - Increasing what students know
 - Increasing what students can do
 - Improving how students feel
 - about themselves
 - about others
 - about learning

Goals

- Raise the level of student performance
- Build positive relationships
- Be client focused
- Maintain safe, clean and attractive schools
- Maximize fiscal resources
- Optimize the use of our facilities

Intermediate School

- Increase the number of students passing Algebra at the end of 8th grade
- Increase the number of students reading on grade level by the end of 8th grade



Plans for Implementing a Goal Monitoring System at Each School

Bell Gardens Intermediate

Support to Meet District Goals and School Objectives delineates that designated teams of Certificated Personnel meeting during are responsible for implementation: The members of the committees will be a percentage of all staff assigned for a year duration. The committees responsible for distinct tasks shall be involved in:

- Student Success Team (SST) is an intervention team which looks at referred students who have been experiencing difficulty socially, academically, or emotionally. Parents and students meet with a team that consists of administrators, teachers, and counselors. They consider a student's strengths and needs and design a team action plan for student success. Follow up is critical and built into the meetings which occur once a month.
- Collaboration/Grade Level Meetings: Teachers collaborate regularly at monthly grade level meeting to discuss best instructional strategies and review student work and assessments in order to determine progress toward meeting content standards.

Eastmont Intermediate

Support to Meet District Goals and School Objectives

Certificated Personnel responsible for implementation:

- Bi- monthly data assessment meetings
- Monthly Directed Instruction/Data analysis Meetings
- Vertical Teaming
- Monthly Cycle of Inquiry

La Merced Intermediate

Support to Meet District Goals and School Objectives delineates that designated teams of Certificated Personnel meeting during are responsible for implementation: The members of the committees will be a percentage of all staff assigned for a year duration. The committees responsible for distinct tasks shall be involved in:

- Response to intervention (RTI)
- Sheltered Instruction Observation Protocol (SIOP)
- Classified Personnel will be involved in the: Sheltered Instruction Observation Protocol (SIOP) and Data Analysis

Macy Intermediate

Support to Meet District Goals and School Objectives delineates that designated teams of Certificated Personnel meeting during are responsible for implementation: The members of the committees will certificated staff assigned for a year duration. The committees responsible for distinct tasks shall be involved in:

- Collaboration/Grade Level Meetings: Teachers collaborate regularly at monthly grade level meeting to discuss best instructional strategies and review student work and assessments in order to determine progress toward meeting content standards.

- Reclassification Committee: meets to evaluate all eligible English Learners meeting district criteria for reclassification in late Winter.

Montebello Intermediate

Support to Meet District Goals and School Objectives

Certificated Personnel responsible for implementation:

- Monthly data assessment meetings
- Monthly Directed Instruction/Data analysis Meetings
- Vertical Teaming
- Bi- Monthly Cycle of Inquiry

Suva Intermediate

Support to Meet District Goals and School Objectives delineates that designated teams of Certificated Personnel meeting during are responsible for implementation: The members of the committees will be a percentage of all staff assigned for a year duration. The committees responsible for distinct tasks shall be involved in:

- Cycle of Inquiry/ Data Analysis (Sept., – ongoing)
- Ongoing support/training/coaching from MUSD ELD coaches
- Assessment Forums (Quarterly)

Annual Goals for Student Achievement at Each School

GOALS FOR MEETING ENGLISH LANGUAGE ARTS STANDARDS

DISTRICT GOAL

By the year 2013-2014, all students will meet grade level standards in ENGLISH LANGUAGE ARTS

- Demonstrate a 95% participation rate on assessments used to establish the percentage of students at the proficient and/or advanced levels in AYP
- Meet Annual Measurable Objective in English Language Arts
- District-wide API growth
- District-wide Graduation Rate

SCHOOL SUMMARY: Bell Gardens Intermediate

Analysis of English Language Arts data findings from Section I

- School-wide 31.0% of Bell Gardens Intermediate students scored at proficient and advanced for English Language Arts. There was an increase of 4.9 percentage points from 2008 to 2009. In 2009, 69.0% did not meet its school wide target in English Language Arts.

- Sixth grade In 2009, 25% of in-coming 6th graders scored at proficient and advanced for English Language Arts. There was an increase of 9 percentage points in proficient and advanced from 2008 to 2009.
- Seventh grade In 2009, 29% of in-coming 7th graders students scored at proficient and advanced for English Language Arts.

SCHOOL OBJECTIVES: Bell Gardens Intermediate

Students will improve skills in English Language Arts in order to master the content standards.

SMART Objective #1: Star Objective Schoolwide

- All students will demonstrate a Schoolwide increase of 11% points (from 31.0% to 42.0%) at the proficient and advanced levels in the English Language Arts portion of the Californian Standards Test (CST) to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #2: Star Objective English Learner

- The English Learner subgroup at Bell Gardens Intermediate will demonstrate an increase of 12% points (from 20.7% to 32.7%) at the proficient and advanced levels in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #3: Star Objective Socioeconomically Disadvantaged Subgroup

- The Socioeconomically Disadvantaged subgroup at Bell Gardens Intermediate will demonstrate an increase of 11.0% points (from 31.0% to 42.0%) at the proficient and advanced levels in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #4: Star Objective Special Education Subgroup

- The Special Education subgroup at Bell Gardens Intermediate will demonstrate an increase of 13.1% (from 11.9% to 25%) at the proficient and advanced levels on in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #5: School aligned to Program

- 75% of all 6th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective Instruction.
- 75% of all 7th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective Instruction.
- 75% of all 8th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective Instruction.

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

SCHOOL SUMMARY: Eastmont Intermediate

Analysis of English Language Arts data findings

- Based on the 2008-2009 data, Eastmont Intermediate missed the targeted goal of 37.36 % by 2.76%.
- The ELL population target goal was 26.92 was missed by 8.02%.
- The SWD target goal was 35.65 as was missed by 2.15%.

SCHOOL OBJECTIVES: Eastmont Intermediate

Students will improve skills in English Language Arts in order to master the content standards.

- School-wide: Eastmont Intermediate School will demonstrate a school-wide increase of 8% from 34.6 % to 42 % at the proficient and advanced levels on the English Language Arts portion of the CST.
- Title I: Eastmont Intermediate School will demonstrate an increase of 8% from 33.5% to 42% at the proficient and advanced levels on the English Language Arts portion of the CST.
- EL: English Learner subgroup at Eastmont Intermediate will demonstrate an increase of 9% (from 18.9 to 28%)
- Special Education: EAI Special Education sub group will demonstrate an increase of 9.2% in English Language Art (8.5 to 17.7) at the proficient and advanced levels on the Language Arts portion of the CST.

SCHOOL SUMMARY: La Merced Intermediate

Analysis of English Language Arts data findings from Section I

Schoolwide

For 2008-2009 the percentage of students scoring at the proficiency level increased from 30.1 on the 2008 CST to 39.9 on the 2009 CST (+9.8).

SED

For 2008-2009 the percentage of students scoring at the proficiency level increased from 29.1 on the 2008 CST to 37.5 on the 2009 CST (+8.4).

English Learners

For 2008-2009 the percentage of students scoring at the proficiency level decreased from 23.1 on the 2008 CST to 21.1 on the 2009 CST (-2.0).

Special Education

For 2008-2009 the percentage of students scoring at the proficiency level increased from 4.2 on the 2008 CST to 21.2 on the 2009 CST (+17.0).

6th grade

For 2008-2009 the percentage of students scoring at the proficiency level increased from 27.0 on the 2008 CST to 41.0 on the 2009 CST (+14.0). Moreover, the percentage of students scoring at FBB/BB decreased (-5.0) which led to an increase in other levels.

7th grade

For 2008-2009 the percentage of students scoring at the proficiency level increased from 33.0 on the 2008 CST to 37.0 on the 2009 CST (+4.0). This led to a decrease in the percentage of students scoring at BB (-2.0) and FBB (-3.0).

8th grade

For 2008-2009 the percentage of students scoring at the proficiency level increased from 29.0 on the 2008 CST to 37.0 on the 2009 CST (+8.0). Moreover, the percentage of students scoring at FBB/BB decreased (-7.0) which led to an increase in other levels.

SCHOOL OBJECTIVES: La Merced Intermediate

Students will improve skills in English Language Arts in order to master the content standards.

The following objectives were developed taking the Safe Harbor provision into account:

- Schoolwide: To increase to 45.9% (from 39.9%) the percentage of students in grades 5-8 scoring at proficient or advanced on the Language Arts CST.
- Title I: To decrease by 6% the percentage of 6th – 8th grade students scoring at BB and FBB on the Language Arts CST.
- Socio-Economic Disadvantaged: To increase by 6.3% (from 37.5% to 43.8%) the number of SED students at proficient and advanced levels on the ELA portion of CST.
- English Learners: To demonstrate an increase of 7.9% (from 21.1% to 29.0%) at the proficient and advanced levels on the ELA portion of CST.
- Special Education: To demonstrate an increase of 7.9 % (from 21% to 28.9%) at the proficient and advanced levels on the ELA portion of the CST.

SCHOOL SUMMARY: Macy Intermediate

Analysis of English Language Arts data findings

- Data illustrates a need to focus interventions toward our English Language Learners, specifically our long term Intermediate CELDT students and growing numbers of Basic students.

SCHOOL OBJECTIVES: Macy Intermediate

Students will improve skills in English Language Arts in order to master the content standards.

- Macy Intermediate will demonstrate a minimum increase of 3% on the English Language Arts portion of the STAR assessment, Schoolwide subgroup.
- Macy Intermediate will demonstrate a minimum increase of 7% on the English Language Arts portion of the STAR assessment, English Language Learner subgroup, in order to make Safe Harbor.
- Macy Intermediate will demonstrate a minimum increase of 5% on the English Language Arts portion of the STAR assessment, SED and Hispanic subgroups, in order to make Safe Harbor.

SCHOOL SUMMARY: Montebello Intermediate

Analysis of English Language Arts data findings from Section I

- Montebello Intermediate School has the majority of students in grade levels five (5) – eight (8) in the Basic level in the area of English Language Arts on the CST (35% of the total school student population fall in the Basic level). The combination of Far Below and Below Basic is equal to the Basic Level with 23% Below Basic and 12% Far Below Basic. Thirty percent of our students are Proficient and Advanced. Seventh grade has the highest percentage of students scoring in the Far Below, Below and Basic Level at 80%. Ninth grade has the highest percentage in the Basic Level. School wide and the sub groups Hispanic, SED and SWD all show growth in English Language Arts in the AYP, but our English Language Learners maintained the same level.

SCHOOL OBJECTIVES: Montebello Intermediate

Students will improve skills in English Language Arts in order to master the content standards.

We include 3 SMART Objectives for the following subgroups...School wide, Title I, EL

- By June of 2010, Montebello Intermediate School will demonstrate a school wide increase of 6.3 (from 37.9 to 44.2%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.
- Montebello Intermediate School English Language Learner sub group will demonstrate a 7.7% increase (from 22.7 to 30.4%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.
- Montebello Intermediate School Socioeconomically Disadvantaged sub group will demonstrate a 6.4% increase (from 36.3 to 42.7%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.

SCHOOL SUMMARY: Suva Intermediate

- Ten percent of students scored Advanced on the ELA portion of the CST, 25.2% scored Proficient, 32.2% scored Basic, 19.5% scored Below Basic, 13.2% scored Far Below Basic.

SCHOOL OBJECTIVES: Suva Intermediate

Students will improve skills in English Language Arts in order to master the content standards.

Included are at least 3 SMART Objectives for the following subgroups...Schoolwide, Title I, EL

- Schoolwide: There will be a minimum 7% increase in the percentage of students who score at proficient or above as evidenced by the ELA CST results.
- Title I: There will be a minimum 7% increase in the percentage of students who score at proficient or above as evidenced by the ELA CST results.
- Hispanics: There will be a minimum 7% increase in the percentage of students who score at proficient or above as evidenced by the ELA CST results.
- EL: There will be a minimum 7% increase in the percentage of students who score at proficient or above as evidenced by the ELA CST results.
- Special Education: There will be a minimum 7% increase in the percentage of students who score at proficient or above as evidenced by the ELA CST results.

GOALS FOR MEETING MATHEMATICS STANDARDS

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices.

DISTRICT GOAL

By the year 2013-2014, all students will meet grade level standards in MATHEMATICS

- Demonstrate a 95% participation rate on assessments used to establish the percentage of students at the proficient and/or advanced levels in AYP
- Meet Annual Measurable Objective in Mathematics
- District-wide API growth
- District-wide Graduation Rate

SCHOOL SUMMARY: Bell Gardens Intermediate

Analysis of Mathematics data findings from Section I

- School-wide: 35% of Bell Gardens Intermediate students scored at proficient and advanced for Mathematics. There was an increase of 3 percentage points from 2007 to 2008. In 2009, 65% did not meet its school wide target in Mathematics.

- 6th grade In 2009, 37% of in-coming 6th graders scored at proficient and advanced for Mathematics. There was an increase of 2 percentage points in proficient 2007 to 2008. In 2009, 63% of incoming 6th graders did not meet its target in Mathematics.
- 7th grade In 2009, 31% of in-coming 7th graders students scored at proficient and advanced for Mathematics. In 2009, 69% of in-coming 7th graders did not meet its target in Mathematics.
- 8th grade: In 2009, 26% of incoming 8th grade students scored at proficient and advanced for Mathematics. There was a decrease of 6 percentage points of students scoring Far Below Basic from 2007 to 2008. In 2007, 74% of incoming 8th graders did not meet its target in Mathematics.

Summary The 2009 CST data in sixth through eighth grade show the same trend. 66% of in-coming 6th grade students are arriving at Bell Gardens Intermediate are at proficient and advanced. Yet the 6th-8th graders show little growth in the numbers of students scoring at proficient and advanced and a slight decrease of percentage points in the areas of Far Below Basic and Below Basic.

SCHOOL OBJECTIVES: Bell Gardens Intermediate

Students will improve skills in Mathematics in order to master the content standards.

SMART Objective #1: Star Objective Schoolwide

- All students will demonstrate an increase of 10.0% points (from 35.0% to 45.0%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #2: Star Objective English Learner

- The English Learner subgroup will demonstrate an increase of 11% points (from 30.0% to 41.0%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #3: Star Objective Socioeconomically Disadvantaged Subgroup

- The Socioeconomic Disadvantaged subgroup at will demonstrate an increase of 10.0% points (from 35.0% to 45.0%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #4: Star Objective Special Education Subgroup

- The Special Education subgroup will demonstrate an increase of 13% points (from 14.0% to 27%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #5: School aligned to Program

- 75% of all 6th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.
- 75% of all 7th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.
- 75% of all 8th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.

SCHOOL SUMMARY: Eastmont Intermediate School

Analysis of Mathematics data findings

- Based on the 2008-2009 data, Eastmont Intermediate missed the school wide targeted goal of 34.5 % by 3.8%. The ELL population target goal of 29.3 was missed by 4.9%. The SWD target goal was 12.6 and Eastmont Intermediate met the goal by an increase of 17.3 %.

SCHOOL OBJECTIVES: Eastmont Intermediate School

Students will improve skills in Mathematics in order to master the content standards.

- Eastmont Intermediate will demonstrate a school wide increase of 8% from 30.7 % to 38% at the proficient and advanced levels on the math portion of the CST.
- Eastmont Intermediate Title I sub group will demonstrate an increase of 8% in this subgroup from 29.9 to 38% at the proficient and advanced levels on the math portion of the CST.
- Eastmont Intermediate EL sub group will demonstrate an increase of 9% in this subgroup from 24.4 to 33% at the proficient and advanced levels on the math portion of the CST.
- *Special Education: Eastmont Intermediate Special Education sub group will demonstrate an increase of 8.3% in Mathematics (from 17.2 to 25.5) at the proficient and advanced levels on the math portion of the CST.*

SCHOOL SUMMARY: La Merced Intermediate

Analysis of Mathematics data findings from Section I

Schoolwide

From 2008 to 2009 the percentage of students who scored at proficient or advanced in math portion of CST increased from 38.1% to 54.3% (an increase of 16.2 percentage points).

SED

From 2008 to 2009 the percentage of students who scored at proficient or advanced in math portion of CST increased from 37.7% to 52.5% (an increase of 14.8 percentage points).

English Learners

From 2008 to 2009 the percentage of students who scored at proficient or advanced in math portion of CST increased from 33.6% to 41.6% (an increase of 8.0 percentage points) which enabled this subgroup to attain Safe Harbor.

Special Education

From 2008 to 2009 the percentage of students who scored at proficient or advanced in math portion of CST increased from 6.5% to 18.2% (an increase of 11.7 percentage points).

6th grade

From 2008 to 2009 the percentage of students who scored at proficient or advanced in math portion of CST increased from 28% to 47% (an increase of 19 percentage points) Moreover, the percentage of students scoring at FBB/BB decreased (-8) which led to an increase in other levels.

7th grade

From 2008 to 2009 the percentage of students who scored at proficient or advanced in General Math portion of CST increased from 36% to 43% (an increase of 7 percentage points) which led to a decrease in the percentage of students scoring at BB (-7) and FBB (-7) and an increase at Basic (+8)

From 2008 to 2009 the percentage of students who scored at proficient or advanced in Algebra I portion of CST remained at 100%.

8th grade

From 2008 to 2009 the percentage of students who scored at proficient or advanced in General Math portion of CST increased from 35% to 54% (an increase of 19 percentage points) which led to a decrease in the percentage of students scoring at BB (-5) and FBB (-4) and Basic (-19).

From 2008 to 2009 the percentage of students who scored at proficient or advanced in Algebra I portion of CST increased from 70% to 99% (+29 percentage points).

SCHOOL OBJECTIVES: La Merced Intermediate

Students will improve skills in Mathematics in order to master the content standards.

All grade level math teachers will collaborate to implement standards-based common assessments, curriculum aligned to state standards, and analyze data in order to increase the number of students in grades 5-8 scoring at proficient or advanced on the Math portion of the CST.

1. Schoolwide: To increase by 3.7% the percentage of students in grades 5-8 scoring at proficient or advanced on the Math CST (from 54.3% to 58.0%)

The following objectives were developed taking the Safe Harbor provision into account:

2. Title I: To decrease by 5% the percentage of 6th – 8th grade students scoring at BB and FBB on the Math CST.

3. Socio-Economic Disadvantaged: To demonstrate an increase of 4.8% (from 52.5% to 57.3%) at the proficient and advanced levels on the Math CST.

4. English Learners: To demonstrate an increase of 5.8% (from 41.6% to 47.4%) at the proficient and advanced levels on the Math CST.

5. Special Education: To demonstrate an increase of 8.2% (from 18% to 16.2%) at the proficient and advanced levels on the Math CST.

SCHOOL SUMMARY: Macy Intermediate

Analysis of Mathematics data findings from Section I

- Math CST's dropped or made negligible increases, in particular our English Learners dropped by 7.5%.

SCHOOL OBJECTIVES: Macy Intermediate

Students will improve skills in Mathematics in order to master the content standards.

- Schoolwide scores will increase by 6% on the Math CST
- Hispanic subgroup will increase by 6.5% on the Math CST.
- SED subgroup will increase by 6.1% on the Math CST.
- English Learner subgroup will increase by 7.1% on the Math CST.

SCHOOL SUMMARY: Montebello Intermediate School

Analysis of Mathematics data findings from Section I

- Montebello Intermediate had 100% participation rate for the math portion of the CST. Overall, school wide and in the significant sub-groups, we did not meet the 47.5% target. Based on an analysis of our 2008-2009 CST results, Montebello Intermediate School showed decreases in our Proficient and Advanced groups,

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

31% in 2007 - 2008 school wide and the subgroups both sub-groups, the English Language Learners dropped from 27% to 26.1%, Students with Disabilities and our Socioeconomically Disadvantages scored 30.4% on the California Math Standards Test.

SCHOOL OBJECTIVES: Montebello Intermediate

Students will improve skills in Mathematics in order to master the content standards.

- Montebello Intermediate School will demonstrate a school wide increase of 6.9 (from 31% to 37.9%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor.
- Montebello Intermediate School English Language Learner sub group will demonstrate a 7.4% increase (from 26.1% to 35.5%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor.
- Montebello Intermediate School Socioeconomically Disadvantaged sub group will demonstrate a 6.4% increase (from 30.4% to 36.8%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.

SCHOOL SUMMARY: Suva Intermediate

- Twelve percent of students scored Advanced on the Math and Algebra portion of the CST, 25.6% scored Proficient, 20.8% scored Basic, 24% scored Below Basic, 10.8% scored Far Below Basic.

SCHOOL OBJECTIVES: Suva Intermediate

Students will improve skills in Mathematics in order to master the content standards.

Included are at least 3 SMART Objectives for the following subgroups...Schoolwide, Title I, EL

- Schoolwide: There will be a minimum 7% increase in the percentage of students who score at proficient or above on the 2010 Mathematics CST.
- Title I: There will be a minimum 7 % increase in the percentage of students who score at proficient or above on the 2010 Mathematics CST.
- EL: There will be a minimum 7 % increase in the percentage of students who score at proficient or above on the 2010 Mathematics CST.
- Special Education: There will be a minimum 7 % increase in the percentage of students who score at proficient or above on the 2010 Mathematics CST.
- Hispanic: There will be a minimum 7% increase in the percentage of students who score at proficient or above on the 2010 Mathematics CST.

x. Inclusion of Tier III Schools

Response:

Montebello Unified School District intends to use SIG funds to continue to implement school improvement strategies that do not fully meet the requirements of the Transformation model, but that have helped improve achievement in the Tier III schools within the district.

MUSD intends to expand the particular activities which have been most successful at individual intermediate and elementary schools in the district to all of the intermediate schools served by this grant. These activities on behalf of our Tier III schools are consistent with the requirements of the modified transformation intervention model. MUSD also uses other sources of funds, such as school improvement funds it receives under Title I, Part A or other code to supplement these other strategies.

Use of State-Adopted Standards-Aligned Materials and Interventions

Conclusions:

Montebello USD is committed to improving instruction by adhering to the response to intervention model that integrates the usage of the state-approved, research-based programs and intervention materials and resources. More recently, Montebello USD has worked with intermediate schools in refining the entrance, placement and exit criteria for the language arts and mathematics programs. Montebello USD is dedicated to ensure that all students who enter any intensive intervention program can successfully transfer back into the core period within two years of program implementation fidelity.

The current core program is the outdated. Montebello USD is in need of adoption a new RLA program for the core program. In order for basic core materials to be used daily and with fidelity, class sets of the principle text must be provided. The newest, researched-based state-approved adoption of the most appropriate text should be purchased. Montebello USD has designed a plan for providing program fidelity and implementation in an effort to ensure that the “more clearly the core component of and intervention program are defined, the more readily the program or practice can be implemented successfully” (Fixen, Naom, Blasé, Friedman & Wallace, 2005, p. 24).

Montebello USD finds that all intermediate schools lacks targeted ELD instruction in the core and strategic core classrooms. ELD instruction is not sufficient to meet the needs of students in core and strategic courses. Therefore, a major implementation gap of ELD instruction is evident. Given the significant population of long term English Learners that have not re-designated at the middle schools who have been in the district system for 5 years or more, an ELD program is needed for all intermediate schools given the identified instructional and language needs. In addition, a designated period of ELD time is needed to provide ELD instruction for students. Materials for ELD instruction and adding an ELD period of time will dramatically increase student achievement for Montebello USD students.

Montebello USD finds that there is minimal difference in program support for students in core and strategic core instruction. Montebello USD needs a Strategic Core program that will target the needs of strategic students. Based on CST data and local formative assessment from Montebello USD, most of the students will need support in the area of Vocabulary, Academic Language, Reading Comprehension and Writing. To address the specific needs of the English Language Learner, (EL's) face, a set of unique curricula challenges are addressed in the ELs ability to comprehend and analyze text, write and express themselves effectively, and acquire and demonstrate academic content knowledge across all areas (Dressler, 2006). Therefore, the curricula must include guided instruction in vocabulary, sentence structure, and syntax as well as the organization of expository paragraphs, the function of transition words and phrases, and the range of words that appears more often in text than in oral conversation (Gersten, et. al., 2007; Rivera et. al., 2008; Torgesen et. al., 2007) It is with this research Montebello USD's evidence that a support to students in the strategic core program will be provided with a supplement support program that will target the specific learning needs of the students, specifically for EL's. The state-approved, research-based program materials RBook and LBook will be used to address program needs based on diagnostic assessment measures that students demonstrate to Montebello USD and school sites.

For Montebello USD, the response to intervention model needs additional fidelity implementation support. Montebello USD lacks to provide universal screening for all students. A universal screening will enable schools to program students into the most appropriate, state-approved, research-based program for instruction. In order to ensure concise programming of students, a comprehensive a universal screening assessment system is needed in order to strengthen the response to intervention model. The universal screening system will provide Montebello USD with a more robust monitoring tool that will address the specific needs of each student and specifically target necessary reading skills so that teachers may provide the necessary still for students to access the core curriculum. Such screening assessments will allow teachers to provide differentiated instruction, accelerated in instruction, or incorporated technology instruction for students in all content areas and programs in each grade level.

Current LEA Programming for R/LA Instruction	Grade Levels	Instructional Setting	RLA Core Program	Strategic Core Program	Program 4/5 Intensive Intervention Program
			55 min	55 min. + 30 min	2-3 blocks
	6 – 8	Gen Ed	Holt, 2002 adoption	Holt, 2002 + additional time	Steck-Vaughan CA Gateways, 2008 adoption + comprehensive diagnostic measure
	6 – 8	Sp Ed (RSP)	Holt, 2002 adoption	Holt, 2002 + additional time	Steck-Vaughan CA Gateways, 2008 adoption + comprehensive diagnostic measure
	6 – 8	Sp Ed (SDC)	Holt, 2002 adoption	Holt, 2002 + additional time	Scholastic READ 180, CA 2008

School Improvement Transformation Programming for R/LA Instruction	Grade Levels	Instructional Setting	RLA Core Program	Strategic Core Program	ELD Program	Program 4/5 Intensive Intervention Program
	6 – 8	Gen Ed	2008 SBE approved R/LA Program 2 aligned to Common Core Standards	2010 RLA Core + Supplemental Program aligned to Common Core Standards	2010 Adopted ELD program	CA Gateways, 2009 adoption
	6 – 8	Sp Ed (RSP)	2008 SBE approved R/LA Program 2 aligned to Common Core Standards	2010 RLA Core + Supplemental Program aligned to Common Core Standards	2010 Adopted ELD program	CA Gateways, 2009 adoption
	6 – 8	Sp Ed (SDC)	2008 SBE approved R/LA Program 2 aligned to Common Core Standards	2010 RLA Core + Supplemental Program aligned to Common Core Standards	2010 Adopted ELD program	Expand Read180 CA Enterprise Ed, 2009 to moderate/severe settings *Also adopted for high school students (A-G, English I Intensive for Read 180)

Curriculum Pacing and Instructional Time

Based on the district data findings in core assessment, classroom observations, teacher input and CST/CMA data, Montebello USD determined that two essential elements must be designed to suit the needs of addressing the learning needs of all students; differentiated curriculum pacing and increased learning time for students. Since the current curriculum pacing does not address all learner needs, one research-based strategy that effective schools utilize is effective curriculum pacing for students and additional learning time. Based on curriculum-embedded assessments and formative standards-aligned assessments, the curriculum pacing is not well-designed to meet the targeted needs of English Learners, strategic students or students with disabilities. MUSD find that there are no curriculum guides that address targeted learning needs of intensive and strategic students in Reading Language Arts and English Language Development.

As a result of the lacking evidence for Montebello USD, we will commit to develop a research-based mapping framework that will (1) address core academic and workplace

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

literacy skills based on student targeted needs in targeted content areas and provide student with knowledge of a variety of career pathways (2) provide curriculum pacing designed around students instructional needs and align student needs with other content areas to support thematic and project-based learning and/or tiered instruction. Montebello USD is committed to providing a curriculum pacing will include academic supports such as tutoring, co-curricular activities, and extended learning opportunities, since as summer programs, after-school and supplemental services and Saturday academies. The enhanced curriculum pacing and increased instructional time will target the new comprehensive instructional reform that includes: (A) response to intervention framework that will include the use of a universal screening for all student students (B) differentiated instruction that will incorporate an array of research-based infrastructures and organization practices to accommodate students differences in learning; (C) accelerated instruction which is most useful in reading and mathematics infrastructure instead of a slow-paced and reduced curriculum that typically supports teachers in accelerating the instruction of students to help students overcome educational deficits and “catch-up” to their peers; (D) incorporated technology which focuses on supporting instruction for teachers in all content areas for all grade levels.

In an effort to couple and increase the quality of instruction by aligning curriculum pacing within learner needs, instructional time has become an urgent need for the school day. Montebello USD is committed to extending the school day by embracing components from some of the leading research models from various entities such as San Diego, Kansas City, and KIPP. The instructional day must be extended so that it may provide students with the opportunity to follow a curriculum pacing that meets students targeted needs. As MUSD struggles to improve the quality of education by addressing the curriculum pacing for students, some reforms strategies focus on increased the time students.

Currently, the 180 six-hour day schedule used on most schools is not based on the needs as and learning styles of students in MUSD. Rather this agrarian model is a 19th century (Farbam & Kaplan, 2005). Many districts, including Montebello USD are constructing way to change the outdated manner in which time is spent in schools. Some consideration that schools will have the autonomy to decide for students are (1) redesign the school day from 6 periods to 7 periods, providing schools with 1/7 teacher or 6 teacher equivalents positive; (2) extending the school day that will ensure extra time is spent in academic areas which engage students in course work that is innovative, invigorating and 21st century aligned for career and college ready; (3) extend the school, where a lengthened school year, or a mandatory 3-4 weeks of summer school session targeting low-achievement students will increase student academic achieving (Pennington, 2006).

As a result, MUSD will commit to the following transformation process that will increase curriculum pacing and instructional time: (1) Montebello USD will allocate resources for increased instruction time for students (2) MUSD will provide incentives for staff who work students beyond the regular school day (3) Montebello USD will improve curriculum pacing and time management of instruction, by increasing the proportion of

time spent on academic subject and adopt alternate instructional time as indicated on instructional calendars that will maximize the time available for student learning (Aronson, Zimmerman & Carlos, 1998). In addition, MUSD will have at least 6 teachers work into the school teaching that that will actively engage students in learning a appropriate levels of difficulty thought the day (Aronson, Zimmerman & Carlos, 1998).

In the case for curriculum pacing, teachers who provide standards-based instruction must be able to identify and activate the explicit connections between instruction and standards, and therefore improve students' performance. They (teachers) must be involved in the process of making those alignments (Applebee, 1996; Koppang, 2004; Langer, 2001). As in the case for MUSD, teachers use pacing guides without having transparency or concrete knowledge in knowing the content or language standards each skill or strategy is taught in the core program. Some teachers have received training in standards-based instruction; many teachers have not deconstructed standards in RLA since its core adoption on 2002.

Amount and Types of Staff PD, Collaboration, and Instructional Support

The year one plan will focus on providing high quality, principal professional development training to site administrators in AB 430 for new principals and vice principals. Teachers are provided with SB 472 training in Holt and in the 80-hour, follow-up professional development. As a result of the data and low number of intermediate teachers that have attended an approved SB 472 training, more professional development will be provided to teachers.

Administrator and principal training

Based upon the district department review and principal input, schools have stressed the need for principal professional development. Based on the APS, there is substantial evidence that principals are not adequately trained as instructional leaders of the school. The district will work towards ensuring that all principals and trained to understand that a dramatic change needs to happen in the overall improvement and instructional of students. Therefore, principals, assistant principals and district administrators will receive ongoing professional development in:

- Curriculum and Instruction
- Learning Theory and Instructional Pedagogy
- Leadership
- Research-based methods and Effective Practices that Work for increasing classroom instructional
- Adult Learning
- Professional Learning Community/Cycle of Effective Instructional
- Data Analysis/SMART goal setting (Schmoker)
- Instructional Technology

Based on the results of the CPM review, classroom observations and interviews the district has not demonstrated that the training has lasting impact on the teachers in the classroom. Therefore, a professional development training design model that will provide a lasting impact that will increase student achievement outcomes will be

designed to address the following needs. Note that these needs are based on learning walks, classroom observations, teacher input, evaluations and interviews:

- Professional Learning Community
- Cycle of Effective Instruction meeting
- Teacher Lead training/Leadership Training for teachers
- Collaboration / Content Meetings
- Academic Language Development
- Sheltered Instruction Observation Protocol (SIOP)
- Student Data Analysis
- Assessment Design and Analysis
- Instructional Technology
- Professional development for all students in the RTI model (Advanced/Benchmark, Strategic and Intensive)
-

Curriculum Pacing and Instructional Time

Based on the district data findings in core assessment, classroom observations, teacher input and CST/CMA data, Montebello USD determined that two essential elements must be designed to suit the needs of addressing the learning needs of all students; differentiated curriculum pacing and increased learning time for students. Since the current curriculum pacing does not address all learner needs, one research-based strategy that effective schools utilize is effective curriculum pacing for students and additional learning time. Based on curriculum-embedded assessments and formative standards-aligned assessments, the curriculum pacing is not well-designed to meet the targeted needs of English Learners, strategic students or students with disabilities. MUSD find that there are no curriculum guides that address targeted learning needs of intensive and strategic students in Reading Language Arts and English Language Development.

As a result of the lacking evidence for Montebello USD, we will commit to develop a research-based mapping framework that will (1) address core academic and workplace literacy skills based on student targets needs in targeted content areas and provide student with knowledge of a variety of career pathways (2) provide curriculum pacing designed around students instructional needs and align student needs with other content areas to support thematic and project-based learning and/or tiered instruction. Montebello USD is committed to providing a curriculum pacing will include academic supports such as tutoring, co-curricular activities, and extended learning opportunities, since as summer programs, after-school and supplemental services and Saturday academies. The enhanced curriculum pacing and increased instructional time will target the new comprehensive instructional reform that includes: (A) response to intervention framework that will include the use of a universal screening for all student students (B) differentiated instruction that will incorporate an array of research-based infrastructures and organization practices to accommodate students differences in learning; (C) accelerated instruction which is most useful in reading and mathematics infrastructure instead of a slow-paced and reduced curriculum that typically supports teachers in accelerating the instruction of students to help students overcome educational deficits

and “catch-up” to their peers; (D) incorporated technology which focuses on supporting instruction for teachers in all content areas for all grade levels.

In an effort to couple and increase the quality of instruction by aligning curriculum pacing within learner needs, instructional time has become an urgent need for the school day. Montebello USD is committed to extending the school day by embracing components from some of the leading research models from various entities such as San Diego, Kansas City, and KIPP. The instructional day must be extended so that it may provide students with the opportunity to follow a curriculum pacing that meets students targeted needs. As MUSD struggles to improve the quality of education by addressing the curriculum pacing for students, some reforms strategies focus on increased the time students.

Currently, the 180 six-hour day schedule used on most schools is not based on the needs as and learning styles of students in MUSD. Rather this agrarian model is a 19th century (Farbam & Kaplan, 2005). Many districts, including Montebello USD are constructing way to change the outdated manner in which time is spent in schools. Some consideration that schools will have the autonomy to decide for students are (1) redesign the school day from 6 periods to 7 periods, providing schools with 1/7 teacher or 6 teacher equivalents positive; (2) extending the school day that will ensure extra time is spent in academic areas which engage students in course work that is innovative, invigorating and 21st century aligned for career and college ready; (3) extend the school, where a lengthened school year, or a mandatory 3-4 weeks of summer school session targeting low-achievement students will increase student academic achieving (Pennington, 2006).

As a result, MUSD will commit to the following transformation process that will increase curriculum pacing and instructional time: (1) Montebello USD will allocate resources for increased instruction time for students (2) MUSD will provide incentives for staff who work students beyond the regular school day (3) Montebello USD will improve curriculum pacing and time management of instruction, by increasing the proportion of time spent on academic subject and adopt alternate instructional time as indicated on instructional calendars that will maximize the time available for student learning (Aronson, Zimmerman & Carlos, 1998). In addition, MUSD will have at least 6 teachers work into the school teaching that that will actively engage students in learning a appropriate levels of difficultly thought the day (Aronson, Zimmerman & Carlos, 1998).

In the case for curriculum pacing, teachers who provide standards-based instruction must be able to identify and activate the explicit connections between instruction and standards, and therefore improve students’ performance. Teachers must be involved in the process of making those alignments (Applebee, 1996; Koppang, 2004; Langer, 2001). As in the case for MUSD, teachers use pacing guides without having transparency or concrete knowledge in knowing the content or language standards each skill or strategy is taught in the core program. Some teachers have received training in standards-based instruction; many teachers have not deconstructed standards in RLA since its core adoption on 2002.

Amount and Types of Staff PD, Collaboration, and Instructional Support

The SIG implementation plan will focus on providing high quality, principal professional development training to site administrators in AB 430 for new principals and vice principals. Teachers are provided with SB 472 training in Holt and in the 80-hour, follow-up professional development. As a result of the data and low number of intermediate teachers that have attended an approved SB 472 training, more professional development will be provided to teachers.

Administrator and principal training

Based upon the district department review and principal input, schools have stressed the need for principal professional development. Based on the APS, there is substantial evidence that principals are not adequately trained as instructional leaders of the school. The district will work towards ensuring that all principals are trained to understand that a dramatic change needs to happen in the overall improvement and instructional of students. Therefore, principals, assistant principals and district administrators will receive ongoing professional development in:

- Curriculum and Instruction
- Learning Theory and Instructional Pedagogy
- Leadership
- Research-based methods and Effective Practices that Work for increasing classroom instructional
- Adult Learning
- Professional Learning Community/Cycle of Effective Instructional
- Data Analysis/SMART goal setting (Schmoker)
- Instructional Technology

Based on the results of the CPM review, classroom observations and interviews the district has not demonstrated that the training has lasting impact on the teachers in the classroom. Therefore, a professional development training design model that will provide a lasting impact that will increase student achievement outcomes will be designed to address the following needs. Note that these needs are based on learning walks, classroom observations, teacher input, evaluations and interviews:

- Professional Learning Community
- Cycle of Effective Instruction meeting
- Teacher Lead training/Leadership Training for teachers
- Collaboration / Content Meetings
- Academic Language Development
- Sheltered Instruction Observation Protocol (SIOP)
- Student Data Analysis
- Assessment Design and Analysis
- Instructional Technology
- Professional development for all students in the Rtl model (Advanced/Benchmark, Strategic and Intensive)

Use of Student Data

The addition of a full time data coach at all six intermediate schools will address the use of student data to help:

- Establish a data monitoring system that will provide assessment results in a timely manner.
- Establish an early warning system in alignment with the school's pyramid of interventions using a Response to Intervention model.
- Improve school wide practices by supporting the school in using data effectively to inform instruction for all subgroups.

Additional equipment & instructional technology professional development will need to be provided to help increase technology proficiency for staff to adequately access the district's assessment management system to help produce reports to inform instruction.

Alignment of Resources

Conclusions:

It was determined that there needs to be a vertically articulated comprehensive school wide reform effort that is cohesive and systemic throughout the intermediate schools. By implementing a RTI framework, cycle of instruction, curriculum instruction assessment model, by targeting the specific needs of students based upon multiple measures that would be aligned to all of the categorical programs. There is a gap, a need to strengthen the current programs and infrastructure that we currently have by aligning financial resources and funding student needs based on multiple a series of quantitative and qualitative data series and points that will inform instructional programming and student performance.

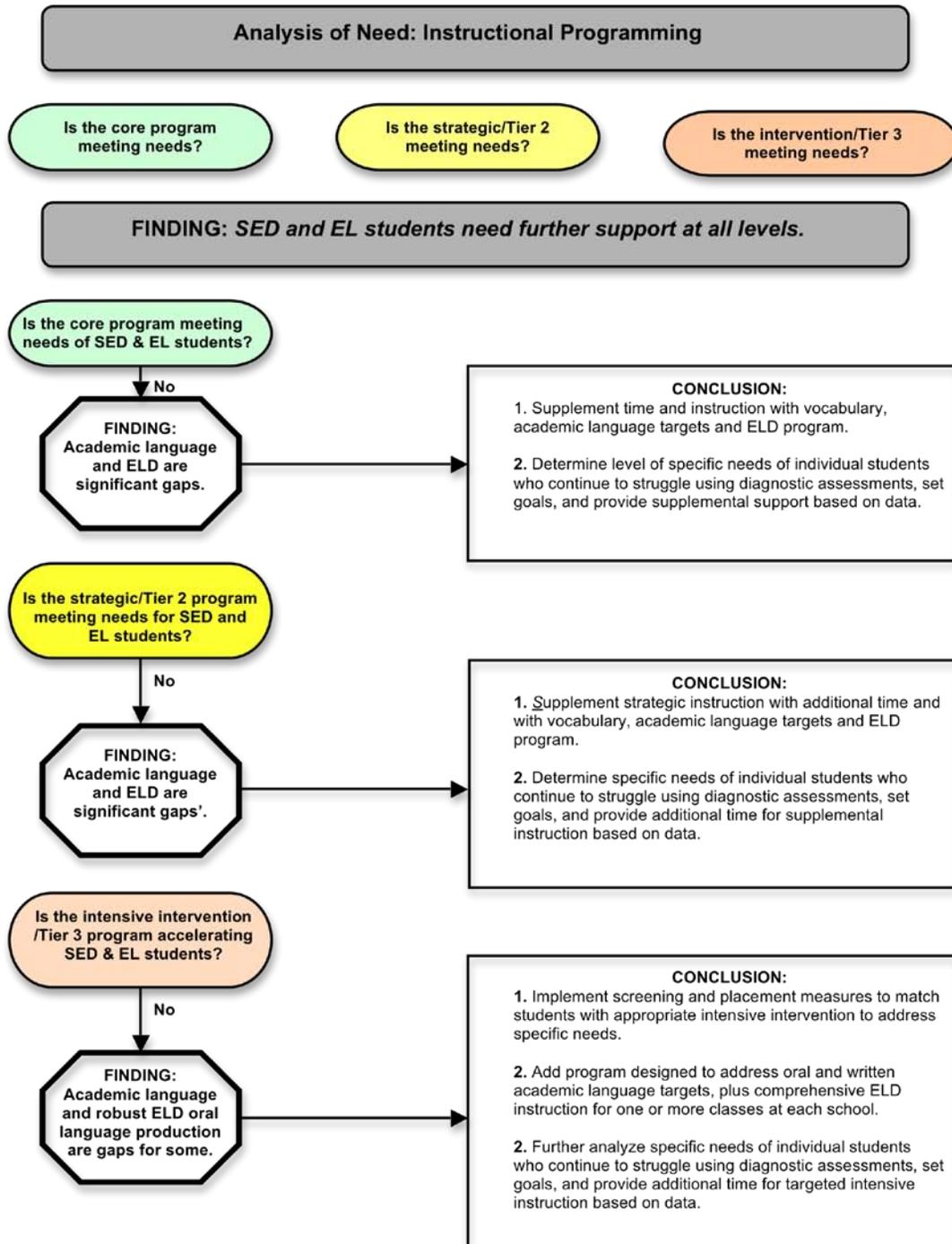
Staff Effectiveness

Conclusions:

The findings lead to the implementation of program changes as a result of professional development, seeking to demonstrate that the district has assisted teachers to improve pupil performance through more effective and consistent use of professional development strategies designed specifically for English learners.

The provision of an individual instructional coach per each of the intermediate schools will address identified goals for

- Direct instruction
- SIOP – Structured Instruction Observation Protocol closing the academic achievement gap for ELs
- SDAIE Specially designed academic instruction in English
- Content knowledge / pedagogy coaching
- Strategies for at-risk / English Learners
- Planning assistance through instructional coaches.
- Student goal setting assisting the delivery of instruction.
- Full implementation of professional development strategies outlined in the APS.



SIG Action Plan 2010-2014

Need/Issue	Action Steps	Description	Timeline	Research Base
Use of district wide instructional improvement system that provides teachers and administrators with the information and resources they need to inform and improve their decision making instructional practices and overall effectiveness.	<ul style="list-style-type: none"> • Fully implement Professional Learning Communities (PLC) • Provide regularly scheduled time to collaborate in PLC and plan instruction • Provide site Data Coaches to assist with facilitation and implementation of PLCs • Implement common grade level assessments to determine needs of students, goals, and growth needed • Utilize diagnostic online assessments to provide staff with immediate assessment results of students strengths and areas of weakness 	<ul style="list-style-type: none"> • Data Coach @\$730,815 • Stipends for additional time to implement PLCs @ \$114,668 • Diagnostic online assessments @ \$103,548 • Classified Personnel to support implementation of data cycle @ \$305,442 • Capital Outlay- Computers & equipment to implement online assessments @ \$964,626 	Begin Fall 2010	Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, On Common Ground: The Power of Professional Learning Communities, Richard DuFour
Provide systematic intervention instruction during school day and through extended learning opportunities to meet the needs of at-risk students.	<ul style="list-style-type: none"> • Instructional Coach • Add minutes to the day to the instructional day to include an additional period within the school day to support at-risk students • Provide supplemental intervention programs and materials for at-risk students in extended learning opportunities 	<ul style="list-style-type: none"> • Instructional Coach @ \$742,119 • Supplemental programs and materials @ \$1,002,225 • Compensation for teachers for additional minutes to the school day @ \$4,100,562 • Stipends for extended learning 	Fall 2011	Increase the amount and quality of time to help provide an enriched an accelerated curriculum, Elementary and Secondary Education Act (ESEA), 1965

Respectfully submitted to the California Department of Education (CDE), July 2, 2010

		(tutorials) @ \$180,096		
Provide support system for at-risk students and their families to better access intervention programs and resources	<ul style="list-style-type: none"> • Provide community meetings and family literacy nights • Provide Intervention Counselors • Provide Bridge Counselors and teachers to bridge intermediate strategies with high school project based learning, pedagogy, College and Career Readiness, etc. 	<ul style="list-style-type: none"> • Intervention Counselors @ \$713,952 • Bridge Counselors and teachers @ \$114,000 • Stipends for facilitation of Family Literacy Nights @ \$249,225 	Spring 2011	Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform, National Association of Secondary School Principals (NASSP)
There is a need for comprehensive professional development for teachers and administrators.	<p>Provide training in:</p> <ul style="list-style-type: none"> • Diagnostic online assessments, analysis of data results and intervention planning • Professional Learning Communities/ Collaboration • Data Analysis • Intervention planning, pedagogy, school culture, differentiating instruction, content , curriculum alignment • Hire consultants to support district and schools with comprehensive training in the items mentioned above 	<ul style="list-style-type: none"> • Stipends for school wide training for middle schools in diagnostic online assessments, data analysis, PLC, intervention planning, etc @ \$1,248,323 • Consultant to support implementation @ \$1,236,128 	Fall 2010	CAL Reads: Literacy Intervention for Low Achieving Urban Youth, Richard D. McCallum, Ph.D.
	Total estimated amount per year	\$11,805,729		

References verify that the services and activities are research based.

Please find comprehensive citations to verify that specific services and activities are research based below:

Instructional Program

Adopted list for Reading/Language Arts/ELD programs, Type 1-5, may be accessed on the CDE State Board Adopted Instructional Materials Web page at <http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>.

Adopted lists for 2002, 2005 and 2008 may be accessed on the CDE State Board Adopted Instructional Materials Web page at

<http://www.cde.ca.gov/ci/rl/im/>

Reading/Language Arts Framework for California Public Schools, 2007, pp. 290-291, <http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf>.

“Full range of learners in classrooms, with specific attention being given to language arts instruction and the learning needs of English learners, special education students, students with learning difficulties, and advanced learners.”

Reading/Language Arts Framework for California Public Schools, 2007, pp. 6.

“Students with disabilities may be appropriately placed in a core program but may need special modifications of curriculum or instruction, as specified in their IEP, to enable them to participate successfully in a core classroom.” Reading/Language Arts Framework for California Public Schools, 2007, pp. 265.

Reading/Language Arts Framework for California Public Schools, 2007, pp. 265-270.

Guidance relating to the sufficiency of instructional materials for Special Education Students may be accessed on the CDE Instructional Materials FAQ Web page, question 29, at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.

Guidance relating to the sufficiency of instructional materials for English learners may be accessed on the CDE Instructional Materials FAQ Web page, question 30, at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.

Information relating to the Williams Resolution settlement on instructional material funds may be accessed on the CDE Instructional Materials Sufficiency Information Web page at <http://www.cde.ca.gov/ci/cr/cf/sufficiencyinfo.asp>.

Riverside County Office of Education, Show Me the Research. Research studies on the efficacy of recent, standards-aligned instructional materials to increase student achievement, 2006.

Wise, et al., Independent Evaluation of the California High School Exit Examination (CAHSEE): 2008 Evaluation Report. www.cde.ca.gov/ta/tg/hs/evaluations.asp.

Newman, F.M., Smith, B., Allensworth & Bryk, A.S., School Instructional Program Coherence: Benefits and Challenges, 2001.

Adopted list for Reading/Language Arts/ELD programs, Type 2 or 3, may be accessed on the CDE State Board Adopted Instructional Materials Web page at <http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>.

Adopted lists for 2002, 2005 and 2008 may be accessed on the CDE State Board Adopted Instructional Materials Web page at <http://www.cde.ca.gov/ci/rl/im/>

- “Full range of learners in classrooms, with specific attention being given to language arts instruction and the learning needs of English learners, special education students, students with learning difficulties, and advanced learners.”
Reading/Language Arts Framework for California Public Schools, 2007, pp. 6, 9, and 10.
- Reading/Language Arts Framework for California Public Schools, 2007, pp. 270-274.
Guidance relating to the sufficiency of instructional materials for Special Education Students may be accessed on the CDE Instructional Materials FAQ Web page, question 29, at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.
- Guidance relating to the sufficiency of instructional materials for English learners may be accessed on the CDE Instructional Materials FAQ Web page, question 30, at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.
- Information relating to the Williams Resolution settlement on instructional material funds may be accessed on the CDE Instructional Materials Sufficiency Information Web page at <http://www.cde.ca.gov/ci/cr/cf/sufficiencyinfo.asp>.
- AB 1802 English Learner’s Supplemental Materials: <http://www.cde.ca.gov/ci/cr/cf/el-listcertsupmatr.asp>
- Adopted list for Reading/Language Arts/ELD programs, Type 4 or 5, may be accessed on the CDE State Board Adopted Instructional Materials Web page at <http://www.cde.ca.gov/ci/rl/im/rlaadoptedlist.asp>.
- Adopted lists for 2002, 2005 and 2008 may be accessed on the CDE State Board Adopted Instructional Materials Web page at <http://www.cde.ca.gov/ci/rl/im/>
- “Even with the highest-quality classroom instruction, some students have difficulty progressing according to grade-level expectation. For those students...instructional support and age-appropriate materials delivered explicitly, systematically and with urgency, are essential....” Reading/Language Arts Framework for California Public Schools, 2007, pp. 15.
- Reading/Language Arts Framework for California Public Schools, 2007, pp. 264-265, 300-303, and 340.
- The adopted list for all current basic mathematics programs, including Algebra I, may be accessed on the CDE Mathematics Primary Adoption Web page at <http://www.cde.ca.gov/ci/ma/im/>
- Mathematics Framework for California Public Schools. A discussion of mathematics instructional materials, 2006, pp. 338-373.
- Riverside County Office of Education, Show Me the Research. Research studies on the efficacy of recent, standards-aligned instructional materials to increase student achievement, 2006.
- Wise, et al., Independent Evaluation of the California High School Exit Examination (CAHSEE): 2008 Evaluation Report.
- F.M. Newman, B. Smith, Allensworth & A.S. Bryk, School Instructional Program Coherence: Benefits and Challenges, 2001.
- Guidance relating to the sufficiency of instructional materials for Special Education Students may be accessed on the CDE Instructional Materials FAQ Web page, question 29, at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.

Guidance relating to the sufficiency of instructional materials for English learners may be accessed on the CDE Instructional Materials FAQ Web page, question 30, at <http://www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp>.

Information relating to the Williams Resolution settlement on instructional material funds may be accessed on the CDE Instructional Materials Sufficiency Information Web page at <http://www.cde.ca.gov/ci/cr/cf/sufficiencyinfo.asp>.

The adopted list for all current basic mathematics programs, including Algebra I, may be accessed on the CDE Mathematics Primary Adoption Web page at <http://www.cde.ca.gov/ci/ma/im/>

Mathematics Framework for California Public Schools. A discussion of mathematics instructional materials, 2006, pp. 338-364.

The adopted list for all current basic mathematics programs, including Algebra I, may be accessed on the CDE Mathematics Primary Adoption Web page at <http://www.cde.ca.gov/ci/ma/im/>

Mathematics Framework for California Public Schools. A discussion of mathematics instructional materials, 2006, pp. 338-339, and 365-366.

“The 16 standards that are the target of the algebra readiness program...are purposefully limited in number to provide publishers and teachers the flexibility and time to rebuild foundational skills and concepts that may be missing from earlier grades.” Mathematics Framework for California Public Schools, 2006, pp. 365.

Instructional Time

Reading/Language Arts Framework for California Public Schools, 2007, pp. 15, and 290-291.

Riverside County Office of Education, Show Me the Research. Research studies on the effect of protected instructional time in core academics to student achievement, 2006.

K. Cotton, Educational Time Factors. Regional Educational Laboratories, School Improvement Research Series IV, 1990.

Reading/Language Arts Framework for California Public Schools. References to specific number of minutes for instructional time, 2007, pp. 12-16, 263-265, and 290-291.

Reading/Language Arts Framework for California Public Schools, 2007, pp. 290-291.

Reading/Language Arts Framework for California Public Schools, 2007, pp. 290-291, and 300-303.

Mathematics Framework for California Public Schools. A discussion of mathematics instructional materials, 2006, pp. 9-11 and 235.

Riverside County Office of Education, Show Me the Research. Research studies on the effect of protected instructional time in core academics to student achievement, 2006.

K. Cotton, Educational Time Factors. Regional Educational Laboratories, School Improvement Research Series IV, 1990.

Mathematics Framework for California Public Schools. A discussion of mathematics instructional materials, 2006, pp. 235.

“For students whose achievement is below grade level in mathematics, an increase in instructional time from 60 to 90 or 120 minutes may be appropriate.”

Mathematics Framework for California Public Schools, 2006, pp. 235.

Mathematics Framework for California Public Schools. A discussion of mathematics instructional materials, 2006, pp. 9-11 and 235.

“For students whose achievement is below grade level in mathematics, an increase in instructional time from 60 to 90 or 120 minutes may be appropriate.”

Mathematics Framework for California Public Schools, 2006, pp. 235.

Lesson Pacing Guide

Reading Language Arts Framework for California Public Schools. References to the need for a pacing schedule, 2007, pp. 304.

Mathematics Framework for California Public Schools. References to the need for a pacing schedule, 2006, pp. 203.

School Administrator Instructional Leadership Training

Reading/Language Arts Framework for California Public Schools. Reference to site administrator need to provide professional development, 2007, pp. 282.

Mathematics Framework for California Public Schools. Reference to site administrator need to provide professional development, 2006, pp. 244 and 245.

Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process, 2008, pp. 74-75, 99-103, 106-108, and 112-114.

Riverside County Office of Education, Show Me the Research. Effects of strong principal leadership, 2006.

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T. Waters, R.J. Marzano, and B. McNulty, Balanced Leadership: What 30 Years of Research Tells us About the Effect of Leadership on Student Achievement, 2003.

Mathematics Framework for California Public Schools. 2006, pp. 244-245.

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Riverside County Office of Education, Show Me the Research. Effects of strong principal leadership, 2006.

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T. Waters, R.J. Marzano, and B. McNulty, Balanced Leadership: What 30 Years of Research Tells us About the Effect of Leadership on Student Achievement, 2003.

Credentialed Teachers and Professional Development Opportunity

Full descriptions and discussion for Highly Qualified Teachers are found at the California Commission on Teacher Credentialing Web site at <http://www.ctc.ca.gov>.

Reading/Language Arts Framework for California Public Schools, 2007, pp. 18 and 277-279.

Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process, 2008, pp. 65 and 90.

Riverside County Office of Education, Show Me the Research. Studies of standards-based content-specific professional development for teachers, 2006.

W.A. Firestone, M.M. Mangin, M.C. Martinex, and T. Polovsky, Content and Coherence in District Professional Development: Three Case Studies, 2005.

G.J. Whitehurst, Research on Teacher Preparation and Professional Development, 2002.

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Riverside County Office of Education, Show Me the Research. Studies of standards-based content-specific professional development for teachers, 2006.

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G.J. Whitehurst, Research on Teacher Preparation and Professional Development, 2002.

Ongoing Instructional Assistance and Support for Teachers

Reading/Language Arts Framework for California Public Schools. References for providing assistance to teachers, 2007, pp. 263-374.

Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of implementing coaching, 2008, pp. 68 and 96.

International Reading Association, Standards for Middle and High School Literacy Coaches, 2006.

Riverside County Office of Education, Show Me the Research. Coaching and Teacher Efficacy Studies, 2006.

J.A. Ross, Teacher Efficacy and The Effects of Coaching on Student Achievement, 1992.

B. Joyce, and B. Showers, Improving Inservice Training: The Messages of Research, 1980.

M. Grinder, ENVoY: A Personal Guide to Classroom Management, 1996.

- Mathematics Framework for California Public Schools. References for providing assistance to teachers, 2006, pp. 244 and 245.
- Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process, 2008, pp. 68 and 96.
- Riverside County Office of Education, Show Me the Research. Coaching and Teacher Efficacy Studies, 2006.
- J.A. Ross, Teacher Efficacy and the Effects of Coaching on Student Achievement, 1992.
- B. Joyce, and B. Showers, Improving Inservice Training: The Messages of Research, 1980.
- M. Grinder, ENVoY: A Personal Guide to Classroom Management, 1996.

Student Achievement Monitoring System

- Reading/Language Arts Framework for California Public Schools. References to systematic monitoring of student progress and effectiveness of instruction, 2007, pp. 252-257.
- Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of using assessment monitoring for improving achievement among English Learners, 2008, pp. 59-60, 65, 67-68, 78-79, 96, 126, and 133.
- Riverside County Office of Education, Show Me the Research. Research on the effectiveness of the use of data to guide instruction, 2006.
- M. Schmoker, The Results Fieldbook: Practical Strategies from Dramatically Improved Schools, 2001.
- R.I. Bangert-Drowns, et al., Effects of Frequent Classroom Testing, 1991.

- Mathematics Framework for California Public Schools. References to systematic monitoring of student progress and effectiveness of instruction, 2006, pp. 222-223.
- Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of using assessment monitoring for improving achievement among English Learners, 2008, pp. 59-60, 65, 67-68, 78-79, 96, 126, and 133.
- Riverside County Office of Education, Show Me the Research. Research on the effectiveness of the use of data to guide instruction, 2006.
- M. Schmoker, The Results Fieldbook: Practical Strategies from Dramatically Improved Schools, 2001.
- R.I. Bangert-Drowns, et al., Effects of Frequent Classroom Testing, 1991.

Monthly Collaboration by Grade Level or Program Level for Teachers Facilitated by the Principal

- Reading Language Arts Framework for California Public Schools. References to the role of the principal to provide time for monthly grade level meetings, 2007, pp. 283.
- Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of collaboration on improving instruction, 2008, pp. 71 and 96.

Riverside County Office of Education, Show Me the Research. Research on the effectiveness of implementing collaboration, 2006.

Louis & Marks, Does Professional Community Affect the Classroom?, 1998.

Schmoker & Wilson, Total Quality Education: Profiles of Schools that Demonstrate the Power of Deming's Management Principles, 1992.

Mathematics Framework for California Public Schools. References to the role of the principal to provide time for monthly grade level meetings, 2006, pp. 244 and 247-248.

Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of collaboration on improving instruction, 2008, pp. 71 and 96.

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Louis & Marks, Does Professional Community Affect the Classroom?, 1998.

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Fiscal Support

Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of school progress correlated to fiscal support, 2008, pp. 57-58, 77, and 100.

Hatchuel, Tabernik and Associates, Evaluation Study of California School Assistance and Intervention Team Process. Effectiveness of school progress correlated to fiscal support, 2008, pp. 57-58, 77, and 100.

xi. Consultation with Relevant Stakeholders**Response:****Process for Consulting with Relevant Stakeholders**

The process for consulting with relevant stakeholder includes the School Board, the Superintendent, Associate Superintendent of Instructional Services, the Montebello Teachers Association, Instructional Division, Parent Committees, principals, and teachers. The Inquiry Process was followed so that stakeholders had an understanding of the criteria for the School Improvement or Program Improvement goals. Although all of our intermediate schools continue to make progress on AYP in reading and mathematics, it has not been enough to achieve their AYP targets. Now that all of our intermediate schools are in Program Improvement there is consensus and an urgency to meet our goals, freeze, and exit Program Improvement. The School Improvement Grant is an opportunity for all our schools to work collaboratively with focused targeted strategies to exit Program Improvement. The Superintendent, School Board, and Associate Superintendent all met to support the application. The Montebello Teachers Association and the District officials met to work collaboratively on the MOU that supports work.

The six site principals worked with their teachers in several groups where copies of the grant application were reviewed and an opportunity for questions and clarification were provided. The Associate Superintendent and Instructional Division Directors were invited to assist and support the principals. Substitutes were provided so that teachers could meet during the school day to discuss the SIG.

The six sites held parent meetings with the School Site Council, English Learner Advisory Council, and Compensatory Education Advisory Committee to provide information and clarification regarding SIG. In addition the School Site Council develops the Title I School wide Plan utilizing the six steps model provided by the California Department of Education. It is a collaborative "Inquiry Process" or Professional Learning Community process which forms the foundation for the cultural shift which we would like to systemically implement across the district.

At the District level the Associate Superintendent required Instructional Division to work collaboratively to provide input and clarification in the SIG. Instructional Technology, Federal and State Programs, and K-8 English Learner Curriculum and Instruction, and 9-12 Curriculum and Instruction Departments all participated in a review of multiple assessments including the last 5 years of CST data, Program Improvement status of each intermediate school, the last 9 years of API data, the Alternative Governance Plan focus areas for four of our Year 5+ intermediate schools (Bell Gardens Intermediate, Eastmont Intermediate, La Merced Intermediate, and Suva Intermediate), the Corrective Action Plan for one Year 4 Program Improvement school (Montebello Intermediate), and the School Improvement Plan for one Year 1 Program Improvement school (Macy Intermediate). The District Site Leadership Team monitored classroom level data relevant to meeting academic targets in Reading Language Arts and Mathematics through regularly scheduled meetings throughout the year. Group meetings, individual site meetings and classroom observations communicated the

urgency to exit Program Improvement as well as the need to apply for School Improvement Grant.

2009-2010 District Site Leadership Team Meetings

Sept. 23, 2009 PI 1--BAE, BVE, FRE, LME, MAI
De Paul Center
8 a.m. – 3 p.m.

Sept. 29, 2009 PI 3—RPS, PI 4--MOI
De Paul Center
8 a.m. – 3 p.m.

Oct. 22, 2009 PI 5+--LMI
Site Visit
8 a.m. – 12 p.m.

Oct. 29, 2009 PI 3—RPS, PI 4--BGE, MOI, PI 5--CCE, LNS, SUE, WGE
De Paul Center
8 a.m. – 3 p.m.

Nov. 4, 2009 PI 5+--SUI
Site Visit
1:30 p.m. – 3:30 p.m.

Nov. 9, 2009 PI 5+--EAI
Site Visit
8 a.m. – 12 p.m.

Dec. 7, 2009 PI 5+--BGI
Site Visit
1:30 p.m. – 3:30 p.m.

Jan. 27, 2010 PI 1--BAE, BVE, FRE, GAE, LME, MAI, PI 2--JGE
De Paul Center B-1
8 a.m. – 3 p.m.

Feb. 3, 2010 PI 3—RPS, PI 4--BGE, MOI, PI 5--CCE, LNS, SUE, WGE
De Paul Center A-1
8 a.m. – 3 p.m.

Feb. 11, 2010 PI 5+--LMI
Site Visit
8 a.m. – 12 p.m.

Feb. 25, 2010 PI 5+--SUI
Site Visit
1:30 p.m. – 3:30 p.m.

Mar. 11, 2010 PI 5+--EAI
Site Visit
8 a.m. – 12 p.m.

Mar. 25, 2010 PI 5+--BGI
Site Visit
1:30 p.m. – 3:30 p.m.

April 22, 2010 PI 1--BAE, BVE, FRE, GAE, LME, MAI, PI 2--JGE
De Paul Center B-1
8 a.m. – 3 p.m.

<u>April 28, 2010</u>	PI 3—RPS, PI 4--BGE, MOI, PI 5--CCE, LNS, SUE, WGE
De Paul Center F-3	
8 a.m. – 3 p.m.	
<u>May 13, 2010</u>	PI 5+-- EAI
Site Visit	
8 a.m. – 12 p.m.	
<u>May 26, 2010</u>	PI 5+--SUI
Site Visit	
8 a.m. – 12 p.m.	
<u>June 2, 2010</u>	PI 5+-- LMI
Site Visit	
8 a.m. – 12 p.m.	
<u>June 9, 2010</u>	PI 5+--BGI
Site Visit	
8 a.m. – 12 p.m.	

Tier I and Tier II schools

Montebello Unified School District has 18 Tier III K-8 schools. All 6 intermediate schools are participating in the School Improvement Grant. Therefore, solicitation for implementation of School Improvement models in participating Tier I and Tier II schools is not a requirement. There are no Tier I nor Tier II schools. The district has determined that a modified transformational model will afford us the opportunity to fully implement Professional Learning Communities so that the collaboration, focus on student academic achievement will result on a cultural shift towards full data driven instruction and re-teaching targeted to student needs.

Use of Stakeholder Input

Active participants in local board meetings, parent meetings, elected members of School Site Council meetings and guests, English Language Advisory Committee (ELAC) members, District Advisory Committee (DAC) members have made recommendations. Rather than rejecting any individual suggestion, the planning process has directed efforts toward demonstrating needs and finding or planning the most effective research driven strategies to meet those needs.

A demonstration of comprehensive consultation with relevant stakeholders

The planning process for the SIG has been completed through a comprehensive dialogue on CST (California Standards Test) data, Adequate Yearly Progress (AYP) data, Program Improvement status, Academic Performance Index (API), over the last nine years as well as the Title I School wide Plan (Comprehensive needs assessment, school profile, objectives and interventions, and School management and advisory groups reviewed the findings and provide parent involvement). The School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) review site data and participate in the development of the Title I School wide Plan. Other relevant stakeholders include the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC).

Local Bargaining Unit meetings were held to discuss the School Improvement Grant implications for the Montebello Teachers Association. Relevant issues surrounding teacher evaluation and saving and creating jobs were agreed upon as evidenced with the signed Memorandum Of Understanding.

Minutes and agendas of meetings with relevant stakeholders regarding the School Improvement Planning Process

District Meetings & Agendas are provided on the next pages

i. Needs Analysis

What was THE PROCESS USED TO ASSESS THE NEEDS OF _____ INTERMEDIATE SCHOOL SPECIFIC ASSESSMENT INSTRUMENTS USED FOR THE _____ INTERMEDIATE SCHOOL NEEDS ANALYSIS

- 1. CATEGORICAL PROGRAM MONITORING PROCESS**
- 2. THE SINGLE PLAN FOR STUDENT ACHIEVEMENT PROCESS**
- 3. ACADEMIC PROGRAM SURVEY (APS) PROCESS**
- 4. TITLE III ACCOUNTABILITY REPORT**
5. California Department of Education English Learner School-Level Tool
- 6. EDUSOFT ASSESSMENT SYSTEM**
- 7. ENGLISH LEARNER SUBGROUP SELF ASSESSMENT (ELSSA)**
- 8. District Assistance Survey (DAS)**
- 9. Inventory of Services and Supports for Students with Disabilities (ISS)**

**Description of a specific and effective process for analyzing assessment findings
LEA and school personnel involved**

A description of meetings of appropriate school personnel and school advisory groups to review the findings and provide input on the needs analysis. Stakeholders involved in the process include a variety of qualified LEA, school, parents, and community stakeholders providing a range of perspectives involved in collecting and analyzing school data. findings and evidence

A description of the evidence used to select the intervention model to be implemented at _____ Intermediate School.

process for analyzing findings and selecting the intervention model

A description of the findings of the needs assessment – including citation of multiple data elements

	Process:	Findings	Conclusions
Use of state-adopted standards-aligned materials and interventions			
Curriculum Pacing and instructional time			
Amount and types of staff PD, collaboration, and instructional support			
Use of Student Data			
Alignment of Resources			
Staff Effectiveness			

Write a narrative response based upon the above questions, and provide citations to The Single Plan or other assessment instruments which form the basis of this response.

X Inclusion of Tier III Schools (if applicable)

Response:

A description of the services that benefit the commitment of Montebello Unified School District to serve Eastmont Intermediate, a Tier III school

A description of activities that reflect a direct, tangible, and substantial benefit to Eastmont Intermediate school. References verify that the services and activities are research based.

The selected services and activities are clearly designed to meet the individual needs of each Tier III school the LEA commits to serve.

xi. Consultation with Relevant Stakeholders

Please respond to these questions based upon the process used to create the Single Plan for Student Achievement, or any of the other assessment instruments used in part i.

Describe the process for consulting with relevant stakeholders, including parents, regarding the creation of the Single Plan for School Achievement, and solicited their input for the development and implementation of school improvement models.

Examples may include local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings which indicate discussion of the LEA's application.

Clearly identify the process for consulting with relevant stakeholders regarding the Single Plan or other assessment instruments.

Identify which stakeholder recommendations have been used in the development of the Single Plan or other assessment instruments implementation plan, and discuss stakeholder input not accepted, including a rationale for rejecting that input. Provide a rationale for each rejected suggestion. Identify all significant stakeholder input.

Demonstrate comprehensive consultation with relevant stakeholders regarding the Single Plan or other assessment instruments, including local board meetings, parent meetings, School Site Council meetings, school and/or district English Language Advisory Committee (ELAC), district advisory committee, and local bargaining unit meetings.

Provide minutes and agendas of meetings with relevant stakeholders regarding the Single Plan or other assessment instruments that recount the input obtained.

Bell Gardens Intermediate School 2009-2010

Data Analysis System

Process

1. Engage staff in Data analysis of their students' CST scores, CELDT, district/site formative and summative assessments, and teacher generated assessments for the purpose of creating content focus standards and to identify At-Risk students for programming purposes in adequate instructional setting. i.e.: intensive, strategic, benchmark and advanced using the Response to Instruction Model.

2. Using the Cycle of Effective Instruction Model, the staff conducts on-going data analysis of student academic performance through the Lesson Design and Lesson Study of the following components:

- a. Creating pre and post common assessments.
- b. Creating Language and Content objectives based on data analysis for EL, Strategic and Intensive Students.
- c. Lesson designs are created to the specific needs of the students, i.e. intensive and strategic ELs
- d. During the lesson design, teachers identify effective instructional strategies.
- e. During lesson study, teachers analyze the performance of students on the common pre and post assessments and agree on next steps for students not meeting the objectives.

Based on needs:

1. Teacher need staff development on the pedagogical practices needed to address the instructional deficits of all students at the various levels, i.e. English Learners

2. Create a system for teacher to collaborate and share research based instructional strategies.
3. Create a protocol to ensure that these best practices and language objectives transfer to the classroom (i.e. co-teach, learning walks, etc).
4. Create a support system for teachers to co-plan and co-teach with the assistance of the Instructional Coaches.
5. The need to provide adequate instructional materials for English Learners at the intensive and strategic levels.
6. Professional development for teachers to learn and implement effective instructional strategies for English Learners.
7. Need for instructional coaches in Literacy, ELD, Math and Integrated technology to assist teachers with co-planning, co-teaching and data analysis.

Leadership

1. The site leadership team conducts on-going dialogue about the support teachers need to move BGI towards a Standards Based and Data Driven Learning Organization.
2. The consultants trained the coaches on how to conduct learning conversation through the use of different coaching models.

Needs:

- a. Time for co-teaching and co-planning with the support of the instructional coaches (Literacy, ELD, Math and Integrated Technology)
- b. Technology and supplies to facilitate on-going data analysis to better monitor the performance and progress of English Learners and other At-Risk students.
- c. Reflective protocol for teachers to calibrate lessons, instructional practices and identifying resources targeted for English Learners.
- d. The opportunity for teachers to be released during the instructional day to participate in the process of the Cycle of Effective Instruction, co-plan and co-teach.

Increasing Learning Time:

1. Increasing the instructional time to create extended opportunities for At-Risk EL and students at the intensive and strategic levels.
2. To create opportunities for teachers, administrators and parents to conduct learning walks as an accountability method for instructional content and practices to ensure transference to the classroom.
3. Creates an opportunity for learning walks for all participants to learn from each other with a facilitator.
4. Based on the observations on the learning walks, teachers will have the opportunity to debrief, reflect and calibrate lesson to better meet the needs of At-Risk ELs.
5. Based on student data, teacher recommendation and academic progress, At-Risk EL students will have the opportunity to participate in extended day standards based content curriculum academies.
6. During the instruction day, creating a block schedule to address the instructional needs of At-Risk EL students to raise their academic performance and close the achievement gap.
7. College tutorials are needed to better ensure the academic progress of At-Risk EL students during the instructional day using AVID.

Eastmont Intermediate

1. Leadership
2. Data Analysis System
3. Increasing Learning Time

	What Works	What would make it better
Leadership	<ol style="list-style-type: none"> 1. Biweekly meetings for PLCs 2. Support Staff oversees PLC's 3. Classroom observations 4. Building capacity within PLC's 5. Sharing of Strategies 6. Cycle of Effective instruction as a tool to analyze data and guide/modify instruction 7. Working by department (English Language Arts, Science, etc.) 8. Sharing PLC work 	<ol style="list-style-type: none"> 1. More time to monitor PLC work 2. Coaching, follow-up, walk-troughs to provide feedback to teachers on effective use of strategies 3. Paid time for teachers to meet by department and analyze data, identify and refine goals, develop their expertise, design/modify lessons, agree on pacing, evaluate efficacy of instruction 4. Paid time to plan and pace in the summer 5. Paid summer professional development on research-based best practices 6. Cohesive Professional Development for support staff, administrators, teacher leads, and teachers 7. Money for subs for peer classroom observations 8. With significant turnover of staff due to budget cuts there is a need for more professional

Eastmont Intermediate

		<p>development in the summer to develop a cohesive instructional program that addresses the needs of ELs</p> <ol style="list-style-type: none"> 9. Professional Learning Development: from teacher to teacher, veterans to new teachers 10. Consistent implementation of focused strategies that support student academic achievement 11. Reading initiative schoolwide to promote reading; charts in classroom that tell number of books read or minutes spent reading
<p>Data Analysis System</p>	<ol style="list-style-type: none"> 1. Disaggregated data by subgroup and program 2. Common assessments/ Progress Monitoring 3. Spiraling of Standards 	<ol style="list-style-type: none"> 1. Common assessments for all PLCs 2. Grading practices aligned with mastery of standards 3. Authentic student work samples that demonstrate progress and mastery of content standards 4. ELA/ELD aligned progress monitoring assessments 5. Progress monitoring for ELLs more focused and fewer standards 6. Monthly data meetings for

Eastmont Intermediate

		<p>monitoring students more often and looking at data in a timely manner</p> <ol style="list-style-type: none"> 7. Edusoft training for all teachers 8. Add more questions to the Edusoft bank 9. Assessment needs to be more frequent to assess/inform our teaching.) 10. Common assessments implemented by all departments and used for progress monitoring. 11. Use Edusoft as pre- and post-tests to measure effectiveness of interventions
<p>Increasing Learning Time</p>		<ol style="list-style-type: none"> 1. More time for intensive students to apply and practice standards in content areas 2. After school academies/clinics on writing, math, and/or any other identified area of need to support struggling students 3. Define what instruction would look like for ELs at the intensive, strategic, and benchmark level including additional time before or after school

Montebello Unified School District



**La Merced
Intermediate
School**

**Eugene C. Kerr, Principal
David Hernandez, Assistant Principal
Jacinto Zavala, Intervention Facilitator**

215 East Avenida de La Merced Montebello, California 90640 Telephone (323) 722-7262 Fax (323) 887-5816
Web Address www.lmi.montebello.k12.ca.us

May 26, 2010

Dear Mr. Bartlett:

Below is the SIG proposal from La Merced Intermediate School (LMI). Please let me know if you need any assistance. Thank you.

SIG PROPOSAL LMI

The following proposal is based on processes, findings, and conclusions outlined in our 2009-10 Title I Schoolwide plan and Program Improvement (P.I.) Year 5+ Alternative Governance plan.

- I. Data Analysis System. 2009 CST results as well as site created standards-based common assessments and district quarterly assessments administered during the 2009-10 school year show the need to increase student achievement for the EL subgroup in ELA and math as well as all students in ELA.
 - a. LMI ELs would benefit in math from:
 - i. EL coach (in addition to EL facilitator) that works exclusively with teachers that have high concentrations of C3 students
 - ii. Continued use of site data coach (Turnaround Project teacher)
 - b. LMI ELs would benefit in ELA from:
 - i. Seventh period (ELD time carved into instructional day)
 - ii. State-approved ELD program
 - iii. EL coach (in addition to EL facilitator) that works exclusively with teachers that have high concentrations of C3 students
 - iv. Continued use of site data coach (Turnaround Project teacher)
 - c. LMI Strategic students would benefit in ELA from:
 - i. Extension of the instructional day, e.g. seventh period (this would allow for ELA standards-based instruction and implementation of a research-based intervention).

- ii. A *Gateway* (district-adopted intervention program) site instructional coach who will support teachers with delivery/implementation of the program as well as support staff in implementing and monitoring the Gateway program.
- d. All LMI students would benefit in ELA from:
 - i. Higher Academic language coach
 - ii. Person who models student interaction (Kinsella) in all ELA classrooms
 - iii. Interweaving ELA with HSS standards to continue to teach ELA standards during HSS time.

II. Leadership. Following is a list of tools that would enable those in leadership roles at LMI to better address the needs our students based on the data discussed in above.

- a. LMI teacher facilitators (classroom teachers who facilitate implementation of the Cycle of Effective Instruction at grade level content meetings) would benefit from the following:
 - i. Summer institute where the following is addressed:
 - 1. How to facilitate grade level meetings (and being an effective leader)
 - 2. Simplified training on the SIOP model that provides easy to use and readily-applicable techniques
 - ii. Facilitator coach- a person (mentor) who works closely with grade level facilitators throughout the school year
- b. LMI support staff (administration, English Learner (EL) facilitator, and Intervention facilitator) would benefit from the following:
 - i. An EL instructional coach that works closely with support staff on implementation of an ELD program, EL instructional strategies (i.e. SIOP and K. Kinsella), and systemic classroom observations. This EL coach would accompany administration on classroom observations and provide immediate feedback including but not limited to what can be improved by teachers and build capacity of support staff so they can become stronger curriculum leaders in the area of English Learners.
 - ii. Full-time ELD coach that would work specifically with students in grades 6-8 who have remained at the Intermediate (“C3”) level for more than one year.
 - iii. Professional development on implementing a strong and focused English-Language Arts program

III. Learning Time. Extended time that would benefit student learning.

- a. LMI strategic students would benefit from:
 - i. A seventh period that would allow for ELA standards-based instruction as well as implementation of research-based interventions such as *Accelerated Reader* and/or *Rosetta Stone*.
 - ii. Computers to support implementation of above programs.
- b. LMI EL students would benefit from a seventh period that would allow for ELD time to be carved into the instructional day.

Increased Learning Time

Utilizing data from CELDT and CST scores, instituting English Language Development into student programs on a daily basis in the form of a longer academic day would provide additional support to students in this subgroup in the form of access to additional strategies in the areas of English Language acquisition.

Students who are performing at the basic, below basic, and far below basic level in mathematics, Algebra, ELD, or Reading Language Arts, will be assessed using the DORA and DOMA to accommodate their needs through a specific continuum that addresses their needs. Students within range of proficient will receive core supplemental instruction using universal access materials. Students in the below basic and far below basic will receive before school and afterschool interventions. Saturday interventions or enrichment will be targeted to basic students. Far below basic students will be monitored closely as will the list of D and F students to see if they will need a referral to special education or become part of the special ed collaboration program.

Macy Intermediate School could greatly benefit from support in the form of the following:

- Stipends for staff who teach a zero or seventh period for math, ELD, science

Leadership

With current budget restraints and a reduction in the number of site Administrators, implementation of a consistent accountability piece at the school site has become difficult to maintain. With the wide range of discipline, business and procedural incidences that arise during typical school hours, site Administrators are often faced with time constraints that make program monitoring and classroom observations difficult to incorporate into daily practice.

Currently, administration at Jack F. Macy Intermediate School is over-extended, and could greatly benefit from the support in the form of the following:

- Curriculum & Instruction Administrator
- Special Education Administrator – As of September 2010, Macy Intermediate School will house what was formerly the Los Angeles County of Education’s Multiple Handicap Program. With the specific legal needs of the students in this program per IEPs, an additional Administrator specifically dedicated to the unique needs of these students is needed.
- Special Education Administrator Clerk – Assistant to Special Education Administrator
- Special Education Counselor – Counselor in this position would work specifically with students in the Special Education program. They would oversee all IEPs and work directly with the Special Education staff.
- Academic Coach/English Language Facilitator – TOSA in this position would specifically target and monitor all identified English Learners (EL) and track their progress. TOSA would provide Professional Development in areas that support English Language Development and work in direct contact with the Data Analysis Coach to maintain accurate data of all students in our EL subgroup.

- Dean of Discipline – TOSA in this position would handle all discipline cases, and develop an innovative discipline program that aligns itself with the 40 Developmental Assets. Implementation of this position would alleviate current demands on site Counselors and allow them to work more strongly with at-risk students.

Support in these areas will allow school leadership to focus on specific goals, providing stronger opportunities for ongoing program monitoring at the site level.

Data Analysis

Ongoing analysis of California Standards Test (CST) scores, CELDT scores, District mandated benchmark exams, and needs assessment surveys drove the establishment of students who are targeted for Intervention services at our school site. In regards to the implementation of intervention programs, School Site Council plays an integral role in analyzing data and ensuring that all actions involving Title I funding directly adhere to and address needs as outlined per the Schoolwide Plan.

Currently, Jack F. Macy Intermediate School operates with a relatively small staff. With anticipated cuts in the number of qualified teachers that we will be able to staff next year, we need more support in the areas of Data Analysis surrounding the areas of, but not limited to:

- Data Analysis – Data Analysis clerk to assist Data Coach
- Data Coaching – A TOSA who has developed data analysis plans that drive instruction in the classroom based with precision and structure.
 - Data Coach would support implementation of data collection/analysis in the classroom, enhancing teacher effectiveness through lesson design, reteaching, and retesting by focus standards
- Funding for Professional Development:
 - Implementation of the DORA and DOMA, web-based diagnostic reading and math assessments given quarterly to students based on standards.
 - Professional Development days that regularly address and monitor teacher implementation and adoption of data collection practices.
 - Ongoing feedback provided by Data Coach that alerts teachers to areas of strength and areas that continue to need professional growth
 - Development of a teacher-driven data system that fosters vertical dialogue, growth and collaboration amongst departmental units.
 - Provide substitutes to support PLC collaboration meetings
 - Provide for training days on DORA and DOMA to assist implementation to cover the cost of consultant fees
 - Provide for the cost of materials and supplies for implementation of the teacher data collection system
 - Ongoing support for Data Coach to attend Professional Development opportunities, further developing this position's expertise in areas of analysis, targeted instruction, implementation of data programming, etc.
 - Ongoing Professional Development opportunities for staff, and Data Analysis personnel as needed, (Strategy Strides, In-house Inservices, TLCs, etc.)

Funding for computers:

One computer lab and two mobile labs to accommodate testing quarterly

Support in these areas will provide an even more structured approach to utilizing data collection processes with precision. Additional structural support in the form of the positions outlined above will streamline our data analysis processes, and provide the momentum needed to institute these data collections practices on a consistent school-wide level.

Montebello Intermediate School

Overall Process:

The District Site Leadership Team (DSLTL), a district support and monitoring team, held meetings for PI 3-5 status schools to develop a needs assessment and form a correction action plan based on the school data. Montebello Intermediate's team consisted of Teachers, Support Staff and Administration. The first year as a PI 3 school, MOI's team was taken through a process to develop our goals. The second year as a PI4 school, we updated our goals to reflect our current needs. We were also taken through a process at a district meeting of how to evaluate our progress and identify the activities we did towards meeting those goals. MOI continued this process marrying it with the data analysis already done on school site through the Leadership team and content level teams. Both the Leadership Team and subsequently the entire staff went through the evaluation process that the team did in the district meeting. The findings were made into posters that were displayed as reminders in the teacher's lounge.

Overall Findings:

Based on the findings the Montebello Intermediate Leadership team found trends in CST and CELDT Data. Our data showed unsubstantial growth in CST –ELA and CST-Math scores for the past 4 years of data both

schoolwide and with our EL students. The team identified the need to focus on English Learners. Our CST Data shows an average (4 years of data) 23.3% of our English Learners at Proficient and Advanced. Based on our CELDT Data the team found an average (4 years of data) 70% of our English Learners are Less than English Proficient (CDE definition of Less than English Proficient: Overall performance level of Early Advanced or Advanced and each domain performance level at the Intermediate Level or above)

Overall Conclusion: The Montebello Intermediate School team established 4 school objectives. The objectives reflected the Title 1 School wide Plan. This plan was developed and revised using the 6 step plan with the School Site Council and the Title 1 School wide plan. The Plan also included recommendations from the Title 1 Committee and the English Learner Advisory Committee. The team decided to focus on the Cycle of Effective Instruction to promote high quality education for our students. We need continuous support in this endeavor.

The following are the Objectives outlined in the Alternative Governance- Restructure Intervention Plan

Objective 1, states that we will effectively use formative assessments to guide instruction and to increase the percent of proficient and advanced students.

Process:

We have given a formative test at the end of each unit. We then gathered the data and held analysis meetings for the entire staff.

We are now working on a year long calendar setting dates for formative assessments. These assessments will form the basis for our cycles around the standards being taught. Along with that we have set dates for data analysis meetings where collaborative teams can use the data in a more effective and timely manner to identify those students not reaching proficiency and advanced. We have developed a data analysis folder for use of teachers to input pre and post data and reflection data.

Leadership a benefit would be the following:

We have the basic outline of what we want to do, but need help in refining the process and managing it. To that end, we need a full time data coach to help create effective formative assessments to guide instruction in a timely manner. We also need this person to be able to guide content level groups through the analysis of the data and all of the parts of the Cycle of Effective Instruction. In addition we need the to be able to afford the continued clerical support for this person through our Student Assessment Clerk.

In order to gain a deeper understanding of effective formative assessment and how to use it to guide instruction, the principal and management team need a coach/consultant to maximize our time and resources.

The **Data Analysis** System would benefit from the following:

We need a system to create the proper standard-based data to accurately help us evaluate the growth of the students within the cycle. This includes helping us to see where re-teaching has to occur. To that end, this is where the Data coach/facilitator is needed. We need our data in a timely manner and easily accessible. This would be the job of the clerical person who is the Student Assessment Clerk. We need training on how to interpret the formative assessments to help guide instruction so that they do not become just an exercise, but a viable tool for the teachers.

We also need training and personnel to help us link the appropriate instructional strategy with the analysis of the data to actually help the students boost their achievement. This help is also needed in the area of effective monitoring. Help is needed in this area in the form of a tool to monitor, training, and more personnel to make that happen in a timely manner. It is not feasible for the principal to manage the monitoring of all of these cycles and classrooms in a timely manner.

Increased Learning time by the following :

Increase the student school instructional day so teachers can focus on the Tier 2 students to modify instruction. This will allow teachers to collaborate and create assessments. Additional monies for substitutes to facilitate teacher be pulled out to increase collaboration.

Alternative Governance- Restructure Intervention Plan

Objective 2, states an ongoing model of collaboration to continue with the Cycle of Effective Instruction. Teachers will continue to collaboratively create lesson plans to modify instruction.

Process: In our efforts to establish uniform procedures our staff has had Professional development on the Cycle of Effective Instruction, Our Leadership team has had indepth professional development with the Cycle and has forwarded the information to their department meetings.

The **Leadership** System would benefit from the following:

In order to make it possible for the Cycle of Effective Instruction to constantly flow MOI needs more time and personnel to assist teachers and administration. As stated above we need a data coach/facilitator, we need monies to allow us to pull teachers out of class and work together, the principal needs a coach/consultant, the data coach needs clerical help through the continued funding of the Student

Assessment Clerk. That coach also needs high quality professional development. We also need updated technology and access for all teachers to be able to pull the information they need. When we move to the RTI portion of the Cycle we would like to be fund specific interventions for our subgroups (EL's). These interventions could include: Read 180 or Rosetta Stone. We also need funding for personnel to help run the technology centers where these programs will be housed.

The **Data Analysis** System would benefit from the following:

We need a system to create the proper standard-based data to accurately help us evaluate the growth of the students within the cycle. This includes helping us to see where re-teaching has to occur. To that end, this is where the Data coach/facilitator is needed. We need our data in a timely manner and easily accessible. This would be the job of the clerical person who is the Student Assessment Clerk. We need training on how to interpret the formative assessments to help guide instruction so that they do not become just an exercise, but a viable tool for the teachers.

We also need training and personnel to help us link the appropriate instructional strategy with the analysis of the data to actually help the students boost their achievement. This help is also needed in the area of effective monitoring. Help is needed in this area in the form of a tool to monitor, training, and more personnel to make that happen in a timely manner. It is not feasible for the principal to

manage the monitoring of all of these cycles and classrooms in a timely manner.

Increased Learning time by the following :

Increase the student school instructional day so teachers can focus on the Tier 2 students to modify instruction. This will allow teachers to collaborate and create assessments. Additional monies for substitutes to facilitate teacher be pulled out to increase collaboration.

Alternative Governance- Restructure Intervention Plan

Objective 3 dictates explicit language development across the curriculum to assist English Language Learners will be implemented to help increase the numbers of proficient and advanced students.

Process: Our data show that 30% of our school population is English Learners. In our efforts to obtain this objective approximately 50% of the teachers were sent to SIOP training to focus on Lesson format and English Language Learner strategies. Although limited evidence is found in instructional practices in the classroom.

The leadership team also focused on Academic Language and the teaching of explicit instruction especially in the area of our Intermediate level English Learners. These students have reached a plateau and have not show

significant gains on language acquisition. The development of a Academic Word list was developed per grade and content area. Per ELAC recommendations parent workshops have been conducted to expose parents to the academic vocabulary and strategies in classroom.

A one day professional development was given to teachers in the area of Oral language development via strategies by Kate Kinsella. Teachers have also been trained in the area of writing through the program “Write from the Beginning”.

The **Leadership** System would benefit from the following:

.....

The **Data Analysis** System would benefit from the following:

.....

Increased Learning time by the following :

.....

Alternative Governance- Restructure Intervention Plan

Objective 4 states that teachers will continue to implement the Five Phases of Direct Instruction.

Process: Teachers were

The **Leadership** System would benefit from the following:

.....

The **Data Analysis** System would benefit from the following:

.....

Increased Learning time by the following :

.....



Montebello Unified School District
Suva Intermediate School
6660 East Suva Street
Bell Gardens, California 90201
Telephone (562) 927-2679 • Fax (562) 806-5132



Raymond Rivera, *Principal* • Mandy Knight, *Assistant Principal* • Leticia Alvidrez, *Intervention Facilitator* •

School Improvement Grant (SIG) Proposal 2010

- I. At Suva Intermediate School based on our Alternate Governance Plan, Objective 1-
The implementation of the Cycle of Inquiry:

Our Leadership would greatly benefit from: 1) Involving Teacher Leads in a Summer Institute and on-going release time to provide training in effective leadership, RTI, and addressing the needs of at-risk students. 2) The availability of a full time Data Coach to support teachers with assessments and data analysis. 3) Training opportunities for Administrators/Support Staff/Instructional Coaches through consultants and district trainings to establish roles and responsibilities and expectations.

Our Data Analysis Systems would greatly benefit from: 1) Participation of Gateways Program Classrooms in the COI process through the support of a full time Gateways Instructional Coach. 2) Teacher release time for collaboration during the instructional day to evaluate data, identify at-risk students, and to design next steps. 3) The availability of a full time Data Coach to support the continued implementation of COI.

Our Student Learning Time would benefit from: 1) Further professional development participation with RTI. 2) Extended day learning opportunities to support at-risk students in the core subject areas.

- II. At Suva Intermediate School based on our Alternate Governance Plan, Objective 2-
The implementation of English Learner strategies:

Our Leadership would greatly benefit from: 1) The assistance of a full time English Learner Facilitator to monitor the use of EL instructional strategies, data analysis, and to design opportunities for teacher to Teacher observations. 2) Opportunities for administration to meet with Support Staff and/or Teachers to discuss the implementation of strategies. 3) Professional



Montebello Unified School District
Suva Intermediate School
6660 East Suva Street
Bell Gardens, California 90201
Telephone (562) 927-2679 • Fax (562) 806-5132



Raymond Rivera, *Principal* • Mandy Knight, *Assistant Principal* • Leticia Alvidrez, *Intervention Facilitator* •

development opportunities for members of EL committee in order to build staff capacity and leadership.

Our Data Analysis systems would greatly benefit from: 1) The opportunity for Learning walks to observe the use of EL strategies. 2) Systems to monitor the use of strategies.

Student Learning Time would greatly benefit by: 1) Continued involvement with Kate Kinsella Professional Development . 2) Teacher release time to develop and design sentence frames in all content areas and observe colleagues implementing strategies, 3) The availability of funds for zero and seventh period classes and other extended learning opportunities (intersession, Saturday academy, evening workshops) designed to support the English development for Intermediate-level language students. 4) ELD time programmed into the instructional day.

III. At Suva Intermediate School based on our Alternate Governance Plan, Objective 3- A school-wide system to monitor the progress of English Learners:

Our Leadership would greatly benefit from: 1) Proper and adequate monitoring of our English Learners with the assistance of a full time English Learner Facilitator. 2) Continued support of an Intervention/Programming Specialist to ensure that EL students are involved in flexible programming.

Our Data Analysis systems would greatly benefit from: 1) The opportunity for teacher collaboration within and after the instructional day. 2) Additional training for web-based data systems. 3) The purchase of lap tops to ensure teachers have accessibility to data results and data systems.

Student Learning Time would greatly benefit from: 1) A State Adopted ELD program. 2) The availability of funds for zero and seventh period classes and other extended learning opportunities (intersession, Saturday academy, evening workshops) designed to support the English development for EL students who are at-risk or failing annual objectives.

Bell Gardens Intermediate

FINDINGS

1. For school year 2008-09, an average of 40 participants was involved in leadership roles such as SSC, ELAC, Title 1 meetings.
2. For school year 2008-09, the only data indicating the presentation of BGI's academics was at SSC, Title 1 and ELAC meetings.

SCHOOL OBJECTIVES

1. school data will increase membership by an average of 80% from 40 participants to 72 participants in leadership roles (SSC, ELAC, Title 1, PTA, ASB, DCAG,) as measured by documentation of sign-in sheets, evaluations, surveys of families, staff and students.
 2. all parents will be informed by meetings (SSC, ELAC, Title 1, Special Meetings with subgroups, coffee chat, and Parent/Teacher Conferences) about BGI's academic interventions during the day, before/after school, and intercessions not to exclude Saturday Academies as needed and will actively participate in the decision making process to improve student achievement as measured by TeleParent.
- Pursuant to NCLB Section 1118, Bell Gardens Intermediate provides access to all of the activities outlined in the following Process for Achievement Pages to parents with limited English proficiency through use of written translation and oral interpretation. Site facilities are accessible to parents with disabilities and other services are available to parents with disabilities upon request (e.g., visually impaired, deaf and hard of hearing, etc. . .)

DISTRICT MANAGEMENT

District Site Leadership Team Meeting (DSLTL)

March 23, 2010

SPSA
 School wide goals and objectives
 Grade Level Goals & Objectives
 Collaboration Meetings
 Classroom Level Data
 Intervention Data
 Intervention Subgroup Data

December 7, 2009

Data Review. How has the implementation of the APS, School Improvement Plan, Corrective Action Plan, and / or Alternative Governance Plan improved student

achievement? What are you currently doing to address the achievement gap? What are you doing differently this year? What are your academic targets for this year? What common assessments will you use to determine student growth toward these targets? How do you structure collaboration at your school? What support do you need to fully implement your plan?

SCHOOL MANAGEMENT

Improving School Effectiveness through Governance, Leadership and Advocacy

A brief description of meetings of: School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) and other site committees with parents. Included are a list dates and activities related to the goals of the School Improvement Grant.

School Site Council (SSC)

Bell Gardens Intermediate's SSC is composed of 6 staff members (principal, classified staff and 4 teachers) and 6 parents for a total of 12 members.

School Site Council (SSC)

Bell Gardens Intermediate's SSC is composed of 6 staff members (principal, classified staff and 4 teachers) and 6 parents for a total of 12 members.

September 17, 2009:

Step 1 Data Analysis

October 10, 14, 22, and 24, 2009:

Step 2 Seek input from advisory committees & Step 3 Reaffirm or Revise school goals

November 20, 2009:

Step 4 & 5 Approve School-wide Plan Parent and Involvement Policy

December 10, 2009:

Step 6 Monitor School-wide Plan and Approve categorical budget

January 28, 2010:

Home School Compact

February 25, 2010:

Step 6 Monitor School-wide Plan

March 25, 2010:

Step 1 Data Analysis

April 22, 2010:

Parent Orientation

English Learner Advisory Committee (ELAC)

May 28, 2009:

Parent Orientation

June 3 and September 16, 2009:

ELAC Elections

October 14, 2009:

Step 1 Data Analysis and Bylaws

October 10, 14, 22, and 24, 2009:

Step 2 Seek input from advisory committees & Step 3 Reaffirm or Revise school goals

November 18, 2009:

Step 4 & 5 Advise School-wide Plan Parent Involvement Policy

December 9, 2009:

Step 6 Monitor School-wide Plan and Advise on categorical budget

January 20, 2010:

Home School Compact

February 24, 2010:

Step 6 Monitor School-wide Plan

March 24, 2010:

Step 1 Data Analysis

April 22, 2010:

Parent Orientation

Compensatory Education Advisory Committee (CEAC)

Title I (CEAC) Meetings:

October 10, 14, 22, and 24, 2009:

Step 2 Seek input from advisory committees & Step 3 Reaffirm or Revise school goals

October 8, 2009:

Step 1 Data Analysis

November 12, 2009:

Step 4 & 5 Advise School-wide Plan, Bylaws and Parent Involvement Policy

December 3, 2009:

Step 6 Monitor School-wide Plan and Advise categorical budget

January 21, 2010:

Home School Compact

February 18, 2010:

Step 6 Monitor School-wide Plan

March 18, 2010:

Step 1 Data Analysis

Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTL) Meeting	Date: 12-7-09 PI Status: 5+	School Site: BGI
<p>1. Data Review/Trends</p> <ul style="list-style-type: none"> • Built a cushion → goal setting → SWP • Entire staff data analysis <ul style="list-style-type: none"> ○ June 10 - ELA 11% gains in Student Achievement <ul style="list-style-type: none"> - Math 10% growth goal → high expectation • Made Subgroup – Groups <ul style="list-style-type: none"> Used safe harbor as goals 		
<p>2. How has the implementation of the Academic Program Survey (APS), School Improvement Plan (PI Year 1 and 2), Corrective Action Plan (PI Year 3), and/or Alternative Governance Plan (PI Year 5) improved student achievement?</p> <ul style="list-style-type: none"> • Literary Analysis → Cycle of Effective Instruction • Measurement & Geometry – Strands and Substrands } 5th <ul style="list-style-type: none"> ○ Smart goals: AMO's # 1, 2, 3 – ELA Literary Response/An????? • Data Analysis → • Extended Day – Interventions – SES • 21st Century – Odyssey – Literary Response up to teacher • MIND Institute (5th) • Measuring Up 		
<p>3. What are you currently doing to address the achievement gap? What are you doing differently this year?</p> <ul style="list-style-type: none"> • Co-planning • Co-teaching • Focus Teachers – 2 teachers each grade level • Content/Language objectives • Atlas Protocol • Formative Assessments • Diagnostic Assessment • Measurement Geometry • GATE • Socratic Seminar • Grouped ???? • Aveson D.I. • Fine Tuning → Facile???? 		

Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting

Date: 12-7-09

PI Status: 5+

School Site: **BGI**

- Two different band
- Parent Involvement
- Teleparent
- Parent Project
- Six weeks – shape - ???
- AVID
- Committees
- Comp Ed - ?????
- Resident???
- Subs
- Coaches
- Support Teacher
- Identifying at-risk students
- Reassigned 5th grade teachers

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

School Site: Bell Gardens Intermediate Date: March 23, 2010	<input type="checkbox"/> School Improvement Plan-Year 1 & 2 <input type="checkbox"/> Corrective Action Plan-Year 3 & 4 <input checked="" type="checkbox"/> <i>Alternative Governance Plan-Year 5 & 5+</i>
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1. Single Plan for Student Achievement Steps & PI/CP Items

The purpose of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

- Step 1. Measure effectiveness of improvement strategies.
- Step 2. Seek input from school advisory committees.
- Step 3. Reaffirm or revise school goals.
- Step 4. Revise improvement strategies and expenditures.
- Step 5. Recommend the approved SPFSA to the governing board.
- Step 6. Monitor implementation of the SPFSA

2. Schoolwide Goals & Objectives: (English Language Arts, Mathematics, ELD)

1. English Language Arts

SMART Objective #1: Star Objective Schoolwide

- By June 2010, all students will demonstrate a Schoolwide increase of 11% points (from 31.0% to 42.0%) at the proficient and advanced levels in the English Language Arts portion of the Californian Standards Test (CST) to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #2: Star Objective English Learner

- By June 2010, the English Learner subgroup at Bell Gardens Intermediate will demonstrate an increase of 12% points (from 20.7% to 32.7%) at the proficient and advanced levels in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #3: Star Objective Socioeconomically Disadvantaged Subgroup

- By June 2010, the Socioeconomically Disadvantaged subgroup at Bell Gardens Intermediate will demonstrate an increase of 11.0% points (from 31.0% to 42.0%) at the proficient and advanced levels in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #4: Star Objective Special Education Subgroup

- By June 2010, the Special Education subgroup at Bell Gardens Intermediate will demonstrate an increase of 13.1% (from 11.9% to 25%) at the proficient and advanced levels on in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

2. English Language Development

SMART Objective #1: Star Objective Schoolwide AMAO 1

By June 2010, the English Learner subgroup will demonstrate a Schoolwide increase of 7% points (from 53.0% to 60.0%) of students making annual progress in Learning English as measured by the California English Language Development Test (CELDT).

Smart Objective #2: Star Objective English Learner AMAO 2

By June 2010, the English Learner subgroup will demonstrate an increase of 11% points (from 26.7.0% to 37.7%) of students attaining English Proficiency on CELDT as measured by the CELDT.

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSL) Meeting
Program Improvement Alignment and Monitoring**

SMART Objective #3: Star Objective English Learner AMAO 3

By June 2010, the English Learner subgroup will demonstrate an increase of 12% points (from 20.7% to 32.7%) at the proficient and advanced levels in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #4: Star Objective English Learner

By June 2010, the English Learner subgroup will demonstrate an increase of 12% points as measured on the CST in the areas of Language Arts of Literary Response and Analysis.

3. Mathematics

SMART Objective #1: Star Objective Schoolwide

- By June 2010, all students will demonstrate an increase of 10.0% points (from 35.0% to 45.0%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #2: Star Objective English Learner

- By June 2010, the English Learner subgroup will demonstrate an increase of 11% points (from 30.0% to 41.0%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #3: Star Objective Socioeconomically Disadvantaged Subgroup

- By June 2010, the Socioeconomic Disadvantaged subgroup will demonstrate an increase of 10.0% points (from 35.0% to 45.0%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

SMART Objective #4: Star Objective Special Education Subgroup

- By June 2010, the Special Education subgroup will demonstrate an increase of 13% points (from 14.0% to 27%) at the proficient and advanced levels on the Mathematics portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

4. Grade Level Goals & Objectives: (English Language Arts and Mathematics)

5	<p>1. SMART Objective #5: School aligned to Program</p> <ul style="list-style-type: none"> • By June 2010, 75% of all 5th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective Instruction. • By June 2010, 75% of all 5th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.
6	<p>1. By June 2010, 75% of all 6th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective Instruction.</p> <ul style="list-style-type: none"> • 2. By June 2010, 75% of all 6th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.
7	<p>1. By June 2010, 75% of all 7th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective</p>

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSL) Meeting
Program Improvement Alignment and Monitoring**

	<p>Instruction</p> <p>2. By June 2010, 75% of all 7th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.</p>
8	<p>1. By June 2010, 75% of all 8th grade students will meet and/or exceed proficiency (Proficiency is 65%) in the area of Literary Response and Analysis as measured by the pre/post assessments created through the Cycle of Effective Instruction.</p> <p>2. By June 2010, 75% of all 8th grade students will meet and/or exceed proficiency (Proficiency is 65% Accuracy) in the area of Measurement and Geometry as measured by the pre/post assessments created through the Cycle of Effective Instruction.</p>

5. Collaboration Meetings

Date	Agenda	Focus Standards Discussed	Instructional Strategies Discussed	Data Analysis Summary
9-8-09	Gr 5 LA Lesson Study/Design (LSD)	2.2 Analyze text that is organized in sequential and chrono order	Thinking Map, Time Line, Cornell Notes, Direct Instruction (DI)	Refer to Data
9-9-09	Gr. 5 LA LSD	Reading 1.3 Understand and explain freq used syn, ant and homo	DI, Thinking Maps, pair share, t-table and Cornell Notes	
9-10-09	Gr. 6 LA LSD	WC 1.1 Sentence Structure using sentences to express complete thought	DI, Cornell Notes Think/Pair/Share, Poster Model Sentences	
9-11-09	Gr. 6 LA LSD	ID unknown words in context	DI, Daily Sentence with context clue, multiple meaning Jeopardy, Multiple Media picture book	
9-14-09	Gr. 7 LA LSD	3.2 ID events that advance plot & determine how each event explains past or present	DI, Cornell Notes, Plot Wheel and Plot Diagram, pair/share., Thinking Maps & QAR	
9-15-09	Gr. 7 LA LSD	2.5 Write summaries of reading materials: main idea and most significant details.	DI	
9-16-09	Gr. 8 LA LSD	Identify unknown words by using context clues	DI, pair/share, multi meaning jeopardy, multi meaning book	
9-17-09	Gr. 8 LA LSD	3.3 Compare & Contrast motivations & reactions of lit characters from different...	DI, Cornell Notes, graphic organizer, Compare/Contrast Thinking Map, Depth & Complexity Frame	
9-21-09	Gr. 5-8 SDC LSD	ID and use singular & plural verbs correctly in sentence	DI, Realia and Powerpoint slides	
9-22-09	Gr. 5 Math LSD	Multiply and divide with	DI, Cornell Notes, RTQ,	

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSL) Meeting
Program Improvement Alignment and Monitoring**

9-23-09	Gr. 5 MATH LSD	decimals, & verify reasonableness of results Determine prime factors of all numbers thru 50 and write # as product of their factors....	pair/share, A&B student coaching, DI, Cornell Notes, Factorization Skill Building graphic organizer,	
9-24-09	Gr. 6 MATH LSD	6MG 2.2 Property of complementary & supplementary angles to solve problems involving unknown angle	DI, Procedure Map, Interactive white board activity	
9-29-09	Gr. 6 MATH LSD	Solve +, -, X and division problems that use + or - integers	DI, white boards, graphic organizer and websites	
9-30-09	Gr. 7/8 MATH LSD	Add and subtract fractions using factoring to find common denominators	DI, Fraction Arrays, Website, whiteboards, Cornell Notes	
10-19-09	Gr. 5 LA LSD	1.5 Understand and explain figurative & metaphorical use of words in context	Pictures of Fig Lang, Thinking Maps	
10-20-09	Gr. 5 LA LSD	2.3 Discern main idea & concepts presented in texts, identifying & assessing evidence that supports ideas	Quick draw, Thinking Maps, Power Point, 5W 's on Poster Board, Journal Entries	
10-21-09	Gr. 6 LA LSD	1.2 ID & interpret Figurative Lang & words w multiple meanings	DI, Realia, Pair/Share, Idioms & Proverb Book examples DOL,	
10-22-09	Gr. 6 LA LSD	3.2 Analyze the effect of qualities of character	DI, traits by "Actionay" pair share, Show "Homeless to Harvard", Thinking Maps, group presentations	
10-26-09	Gr. 7 LA LSD	3.3 Analyze characterization as delineated thru characters description, thoughts, words	DI, pair/share, graphic organizer	
10-27-09	Gr. 7 LA LSD	3.3 Analyze characterization as delineated thru characters description, thoughts, words	DI, pair/share, graphic organizer	
10-28-09	Gr. 8 LA LSD	3.5 ID & analyze recurring themes across traditional...	DI, DVD and quick write, Model writing process, prediction /inference	
10-29-09	Gr. 8 LA LSD	3.6 ID significant literary devies that define a writer's style and use of those elements to interpret work	DI, Thinking Maps, Cornell Notes, white boards	
11-2-09	Gr. 5-8 SDC LSD	ID and distinguish bw similies, metaphors & personification	DI, Thinking Map, Cloze method	
11-3-09	Gr. 5 Math LSD	Find the lest common denominator & compare them to one another	DI, Chart GCF & LCM	

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSL) Meeting
Program Improvement Alignment and Monitoring**

11-4-09	Gr. 5 MATH LSD	Divide fractions and mixed numbers	DI, website, Cornell Notes, Connect Four or Busseye Activity	
11-5-09	Gr. 6 MATH LSD	Find the unknown angle in a triangle and be able to classify triangles by their angles and side	DI, realia, website, triangle scavenger hunt	
11-10-12	Gr. 6 MATH LSD	Find the unknown angle in a triangle and be able to classify triangles by their angles and side	DI, Vocabulary Concentration, Website, Foldable, Procedure Map, Flash Step Activity	
11-12-09	Gr. 7/8 MATH LSD	Use formulas routinely for finding perimeter and area of basic two-dimensional figures such as rectangles....	DI, TPR, Cornell Notes, Websites,	
12-7-09	Gr. 5 LA LSD	1.5 Understand & explain figurative & metaphorical use of words in context	Thinking Maps, Dictionary of Idioms, quick draw and Idiom Cards, pair-share, flipbooks	
12-8-09	Gr. 5 LA LSD			
12-9-09	Gr. 6 LA LSD	1.6 Revise writing to improve organization & consistency of ideas within paragraphs.	DI, Graphic Organizer, group collaboration	
12-10-09	Gr. 6 LA LSD	2.3 Connect & clarify main ideas by identifying relationship to other sources & topics	DI, Graphic Organizer, group collaboration, Thinking Maps	
12-14-09	Gr. 7 LA LSD	1.1 Identify idioms, analogies, metaphors, & similes in prose and poetry	DI, Thinking Maps, Summarizing	
12-15-09	Gr. 7 LA LSD	1.1 Identify idioms, analogies, metaphors, & similes in prose and poetry	DI, Tree Map, pair/share	
12-16-09	Gr. 8 LA LSD	2.1 Understand and analyze differences in structure & purpose between various categories of informational materials	DI, Thinking Maps, 4 square figurative language graphic organizer	
12-17-09	Gr. 8 LA LSD	2.1 Compare & contrast features & elements of consumer materials from document	DI, Cornell Notes, Tree Map, sentence frames, pair/share, group collaboration	
1-11-10	Gr. 5-8 SDC LSD	Identify and use adjectives within sentences	Thinking Maps, Cloze method, Pair-Share	
1-12-10	Gr. 5 Math LSD	Measure, identify, and draw angles. Learning & using vocab &	DI, Cornell Notes, small group collaboration, pair/share	

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSL) Meeting
Program Improvement Alignment and Monitoring**

1-13-10	Gr. 5 MATH LSD	appropriate tools to measure Use circumference formula of circle to solve given problems	DI, Cornell Notes, Website, white boards, Simon Says play "Angle Arms"	
1-14-10	Gr. 6 MATH LSD	NS 1.3, MG 2.2, and AF 2.0	DI, Cornell Notes, Thinking Map, TPR, graphic organizer, procedure map,	
1-19-10	Gr. 6 MATH LSD	NS 1.7 Solve problems that involve discounts, markup and commissions	DI, Cornell Notes, Vocabulary concentration, procedure map, Flash Sketch, white boards	
1-20-10	Gr. 7/8 MATH LSD		DI, realia (Menus), Thinking Maps, "Meal Order Form"	
2-10-10	Gr. 5 LA LSD Gr. B	2.4 Draw inferences, concl, or generalizations about text & support them with evidence and prior knowledge.	Pictures, Sentence frames, pair- share	
2-11-10	Gr. 6 LA LSD Gr. A	3.4 Define how tone or meanin is conveyed in poetry through word choice, figurative language....	DI, Thinking Map of Fig Lang, Flip Book	
2-12-10	Gr. 5 LA LSD AM	2.2 Analyze text that is organized in sequential and chrono order	DI, Thinking Maps, 3-column notes	
	Gr. 6 LA LSD PM	3.4 Define how tone or meanin is conveyed in poetry through word choice, figurative language....	DI, Circle Map, Tree Map, 4 square activity, poetry booklet	
2-17-10	Gr. 7 LA LSD	3.5 Contrast points of view in narrative text & explain how they affect overall theme	DI, Thinking Map, Interactive Reader, graphic organizer, pair/share	
2-18-10	Gr. 8 LA LSD	2.2 Locate info by using a variety of consumer, workplace, & public documents	DI, Realia and Powerpoint slides	
2-19-10	Gr. 7 LA LSD AM	Literary Criticism 3.7 Analyze work of lit, showing how it reflects heritage, traditions...	DI, Depth and Complexity Frames, quickwrite, T-Chart, DI, Tree map, Cornell Notes,	
	Gr. 8 LA LSD PM	Literary Criticism 3.7 Analyze work of lit, showing how it reflects heritage, traditions...	DI, Tree map, Cornell Notes, small group collaboration	
2-22-10	Gr. 8 LA LSD	Literary Criticism 3.7 Analyze work of lit, showing how it reflects heritage, traditions...	DI, graphic organizer, group discussion and pair/share, T- chart	

****Attach agenda, minutes, sign in sheets, and data.***

**Montebello Unified School District
 Federal and State Programs Department
 District Site Leadership Team (DSLTL) Meeting
 Program Improvement Alignment and Monitoring**

2010 LA SH Target	Schoolwide SH: <u>42</u>	Hispanic SH: <u>32.7</u>	SED SH: <u>42</u>	EL SH: <u>32.7</u>	Special Ed SH: <u>25</u>
Pre				CST EL Prep Academy done May 14	
Post					

Montebello Unified School District

Bell Gardens Intermediate

Tentative Meeting Dates

2009-2010

Title 1 (CEAC)	ELAC	School Site Council
	August 20, 2009	
August 27, 2009	August 27, 2009	August 27, 2009
September 10, 2009	September 16, 2009	September 17, 2009
October 8, 2009	October 14, 2009	October 15, 2009
November 12, 2009	November 18, 2009	November 19, 2009
December 3, 2009	December 9, 2009	December 10, 2009
January 21, 2010	January 20, 2010	January 28, 2010
February 18, 2010	February 24, 2010	February 25, 2010
March 18, 2010	March 24, 2010	March 25, 2010
April 22, 2010	April 22, 2010	April 22, 2010

Cesar Chavez

CABE Conference March 10 – March 13, 2010 at San Jose, CA

Parent Inv. Academy March

Té Literario

End of Year Volunteer Event - June 4, 2010

Parent Elections 1st Week – June 2, 2010

2nd week June 9, 2010



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**You are invited to attend the
School Site Council Meeting
On , Thursday, September 17, 2009
At 8:15 a.m.-10:00 a.m. in the cafeteria**



**Están cordialmente invitados a asistir a la junta del
Concilio Plantel-Escolar
El jueves, 17 septiembre del 2009
A las 8:15 a.m.-10:20 a.m. en la cafetería**

Childcare will be provided.

Se proveerá cuidado de niños.



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**School Site Council
Agenda
September 17, 2009
8:15 a.m.-10:20 a.m.**

- I. 8:15-8:30 a.m. Registration/RegistraciónMr. Robledo
- II. 8:30-8:40 a.m. Welcome/BienvenidaMrs. D. Hernández
- III. 8:40-9:10 a.m. SSC Officer Elections/Elecciones de oficiales District Rep.
- IV. 9:10-9:40 a.m. Title 1 Schoolwide Plan/Título I Plan Escolar Mr. Robledo
- V. 9:40-10:10 a.m. Comprehensive Safety Plan/Plan Comprensivo de Seguridad .. Mr. Robledo
- VI. 10:00-10:10 a.m. QEIA Update/Actualizar QEIA Mr. Mendez
- VII. 10:10-10:15 a.m. Announcements/AnunciosMr. Robledo
- VIII. 10:15-10:20 a.m. Open Forum/Foro Abierto
- IX. 10:20 a.m. Close Meeting/Cerrar La Junta Mrs. D. Hernández

Bell Gardens Intermediate
School Site Council
Minutes
September 17, 2009

Members present: Angelica Cardenas, member; Martha Cabral, member; Maricela Villalobos, member; Lorena Aguirre, Teacher rep; Cesar Perez, Teacher rep; Horacio Perez; Julio Cesar Robledo, TOSA; and Rick Mendez, Principal

Welcome: Ms. Hernandez welcomed all the parents

Nominations: The following people were elected

President: Martha Cabral

Vice President: Angelica Cardenas

Secretary: Mr. Cesar Perez

Parliament: Mr. Rick Mendez

Mr. Mendez:

- Our school is one of the five schools receiving funds from the state for class reduction. The goal is to reduce class size to a maximum of twenty-five students within three years.
- We need to improve our AYP scores and we are working on it.
- The state budget crisis has affected the funds we receive from Quality Education Investment Act (QEIA). Due to this situation the district is trying to obtain extra funds from Title One in order to supplement the QEIA funds.
- The school district needs to cut \$12million from the budget.
- Parents were given a questioner in order to help the district decided were to make the necessary budgetary cuts.
- The district has plans to make the necessary monitory cuts by December in order to balance the budget.

Mr. Robledo

- SSC board members received a binder, which includes the school wide plan.
- The school wide plan will be revised this year, as is the process every year.
- SSC needs to identify which data summaries to include in the plan as most informative and relevant to our school goals.
- The AYP data will be used to assess areas we need to improve as a school.
- Our English AYP school wide score last year was 25.1%, this year 31.0%
- Our Math AYP school wide scores last year was 32%, this year 35%

Martha Cabral

- Would like to review the data in regards to AYP during our school wide plan sessions.

Mr. Mendez

- Our AYP goal is to meet the level of proficient.
- In regards to the state API goals we have achieved and exceed the requirement.
- By 2014 the Federal government wants 100% of all students to achieve the level of proficient. This is not a realistic goal, since we have students with special needs. This does not mean that we will not continue to improve our students' academic goals.

Mr. Robledo

- We have 36 BGI students attending Geometry class at the high school.
- The AYP report can be found in the Internet.
- Dates to meet for the School Wide Plan 10/03 or 10/10 of 2009.

Mr. Mendez

- Every year we received a numerical score in our API. Our state target score was 649 and we exceed this score by scoring 672.
- We have meetings with teachers in which our focus is to improve our AYP scores.
- Teachers meet monthly and set focus goals on what standards students will learn.
- The focus goals are check monthly for successes and improvements.

Cabral:

- Introduced Mr. Franco.
- Mrs. Cabral said, "Let parents know that the packet contains a calendar with all necessary information."

Mr. Mendez:

- Announced that parents need to turn in tutoring forms.

Mrs. Velasco:

- Asked parents to participate in the School Wide Plan.
- She mentions the names of the individuals who participated in the school wide plan.
- Most of the items in the School Wide Plan (SWP) range from school rules to state and federal regulations.
- There are three committees that are involved in the SWP, and due to the number of committees involved, the work can be lengthy.
- Some of the safety committee concerns is the lack of proper lighting through out the school, school bell not working in E buildings, etc.
- We will send parents a questioner in regards to school safety.

Ms. Aguirre

- Suggested that there should be an incentive set in place in order to have our students return our (SWP) questioners.

Mrs. Velasco:

- We have set dates in which we will conduct our emergency drills.

Mr. Horacio Perez

- The bylaws are missing in our binders.

Mr. Robledo

- I will get the information.

Parents:

- Parents are concern over the safety of their children, since there were two incidents reported in the news involving adults exposing themselves to students of the Bell Gardens community.

Cesar and Horacio Perez motion to close the session.

Bell Gardens Intermediate
Minutas
Del Concilio del Plantel Escolar
17 de septiembre del 2009

Miembros presentes: Angelica Cardenas, miembro; Martha Cabral, miembro; Maricela Villalobos, miembro; Lorena Aguirre, maestra rep; Cesar Perez, maestro rep; Julio Robledo, TOSA; Rick Mendez, Director.

Bienvenida: La Sra. Hernandez les dio la bienvenida a los presentes.

Nominaciones: Las siguientes personas fueron seleccionadas:

Presidenta: Martha Cabral

Vicepresidenta: Angélica Cardenas

Secretario: Cesar Perez

Parlamento: Ricardo Méndez

El Sr. Mendez:

- Nuestra escuela es una de las cinco escuelas que reciben fondos del estado para la reducción de clase. El objetivo es de reducir tamaño de clase a un máximo de veinticinco estudiantes dentro de tres años.
- Necesitamos mejorar nuestras calificaciones de AYP y estamos trabajamos en ello.
- El estado esta en una crisis económica que ha afectado los fondos que recibimos del Acto de Inversión de Educación de Calidad (QEIA). Debido a esta situación el distrito trata de obtener fondos extra de Título Uno para suplementar los fondos de QEIA.
- Las necesidades de distrito escolar necesita recortar \$12 millones del presupuesto.
- A Padres se les dio un cuestionario para ayudar el distrito a decidir donde se harian los recortes necesarios del presupuesto.
- El distrito tiene planes para hacer los recortes necesarios en diciembre para nivelar el presupuesto.

El Sr. Robledo

- Miembros de la mesa directiva del SSC recibieron una carpeta, que incluye el plan escolar.
- El Plan Escolar será revisado este año, como es el proceso cada año.
- Las necesidades de SSC para identificar el resumen de datos para incluir en el plan como el más informativo y pertinente a nuestros objetivos de la escuela.

- Los datos de AYP serán utilizados para valorar áreas que necesitamos para mejorar como una escuela.
- La calificación del AYP de inglés en nuestra escuela el año pasado fue de 25,1%, este año de 31,0%
- La calificación del AYP de Matemáticas en nuestra escuela el año pasado fue de 32%, este año es 35%

Martha Cabral

- Querría revisar los datos con respecto a AYP durante nuestra escuela lejos sesiones de plan.

El Sr. Mendez

- Nuestro objetivo de AYP es de alcanzar el nivel de proficiencia.
- Con respecto a los objetivos del estado API nosotros hemos logrado y excedemos el requisito. • Para el 2014 el gobierno federal desea que 100% de todos estudiantes logre el nivel de proficiencia. Esto no es un objetivo práctico, ya que nosotros tenemos a estudiantes con necesidades especiales. Esto no significa que nosotros no continuaremos mejorando el objetivo académico de nuestros estudiantes.

El Sr. Robledo

- tenemos a 36 estudiantes de BGI que asisten clase de Geometría en la high school.
- El reporte de AYP lo pueden encontrado en el Internet.
- Las Fechas para juntarse y trabajar en el plan escolar serán el 10/03 o 10/10 de 2009.

El Sr. Mendez

- Todos los años nosotros recibimos la calificación de nuestro API. Nuestra meta para alcanzar el objetivo del estado y fue 649 y excedimos esa calificación sacando 672.
- Tenemos reuniones con maestros en las cuales la meta es enfocarnos en el avance de nuestra calificación del AYP.
- Los maestros se juntan cada mes para fijar metas para el aprendizaje de los estudiantes.
- Las metas de enfoque en los estándares son revisadas mensualmente para el éxito y mejoramiento de los estudiantes.

Cabral:

- Introdujo a Sr. Franco.
- La Sra. Cabral les dijo a los padres, que el paquete contiene un calendario con toda información necesaria.

El Sr. Mendez:

- Anunció que los padres necesitan regresar las formas para tutoria.

La Sra. Velasco:

- Pidió que los padres tomaran parte en la revisión del plan escolar.
- Ella menciono los nombres de los individuos que tomaron parte en la revisión.
- La mayor parte de los artículos en el plan escolar (SWP) va de las reglas de escuela hasta las regulaciones federales.
- Hay tres comités que participan en el SWP, y debido al número de comités implicados, el trabajo puede ser largo.
- Parte de las preocupaciones del comité es la seguridad y la falta de luz apropiada fuera de la escuela, y el timbre que no funciona en le edificio E, etc.
- Nosotros enviaremos a los padres un cuestionario con respecto a la seguridad de la escuela.

La Sra. Aguirre

- Sugirió que debería de haber un estímulo para que nuestros estudiantes regresan el cuestionario del plan escolar (SWP).

La Sra. Velasco:

- Hemos puesto las fechas en las que realizaremos nuestros simulacros de emergencia.

El Sr. Horacio Perez

- Los reglamentos faltan en nuestras carpetas.

El Sr. Robledo

- conseguiré la información.

Los padres:

- Padres estan preocupados por la seguridad de sus niños, desde que habo dos incidentes reporteados en las noticias que implica adultos exponiéndose a sí mismo a estudiantes de la comunidad de Bell Gardens.

Cesar y Horacio Perez hicieron la moción para cerrar la sesión.

**California Standardized Testing and Reporting (STAR)
Bell Gardens Intermediate School
All Students Spring 2009**

	5	6	7	8	EOC
Reported Enrollment	356	369	414	444	
CST English-Language Arts					
Students Tested	342.0	355.0	397.0	417.0	
% of Enrollment	96%	96%	96%	94%	
Students with Scores	342.0	355.0	397.0	417.0	
Mean Scale Score	312.5	320.1	321.7	333.2	
% Advanced	6%	8%	7%	12%	
% Proficient	19%	20%	24%	24%	
% Basic	30%	32%	31%	42%	
% Below Basic	21%	27%	23%	16%	
% Far Below Basic	24%	13%	15%	7%	
CST Mathematics					
Students Tested	342.0	354.0	340.0		
% of Enrollment	96%	96%	82%		
Students with Scores	342.0	354.0	340.0		
Mean Scale Score	330.9	328.1	315.5		
% Advanced	16%	9%	4%		
% Proficient	20%	22%	24%		
% Basic	17%	34%	32%		
% Below Basic	27%	27%	24%		
% Far Below Basic	19%	8%	16%		
CST General Mathematics					
Students Tested				318.0	318.0
% of Enrollment				72%	
Students with Scores				318.0	318.0
Mean Scale Score				313.1	313.1
% Advanced				3%	3%
% Proficient				25%	25%
% Basic				29%	29%
% Below Basic				33%	33%
% Far Below Basic				11%	11%
CST Algebra I					
Students Tested			56.0	109.0	165.0
% of Enrollment			14%	25%	
Students with Scores			56.0	109.0	165.0
Mean Scale Score			384.6	366.0	372.4
% Advanced			21%	15%	17%
% Proficient			54%	42%	46%

% Basic			18%	31%	27%
% Below Basic			7%	10%	9%
% Far Below Basic			0%	2%	1%
CST Geometry					
Students Tested				14.0	14.0
% of Enrollment				3%	
Students with Scores				14.0	14.0
Mean Scale Score				369.8	369.8
% Advanced				14%	14%
% Proficient				57%	57%
% Basic				29%	29%
% Below Basic				0%	0%
% Far Below Basic				0%	0%
CST History - Social Science Grade 8					
Students Tested				442.0	
% of Enrollment				100%	
Students with Scores				442.0	
Mean Scale Score				307.5	
% Advanced				3%	
% Proficient				12%	
% Basic				43%	
% Below Basic				22%	
% Far Below Basic				20%	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science					
Students Tested	342.0			414.0	
% of Enrollment	96%			93%	
Students with Scores	342.0			414.0	
Mean Scale Score	313.0			336.0	
% Advanced	4%			16%	
% Proficient	20%			27%	
% Basic	31%			23%	
% Below Basic	19%			19%	
% Far Below Basic	25%			14%	

PLAN INDIVIDUAL PARA EL PROGRESO DEL ESTUDIANTE

Desarrollo del Plan en Seis Pasos

El propósito del Plan individual para el Progreso del Estudiante es crear un ciclo de mejoramiento continuo en el desempeño del estudiante y garantizar que todos los estudiantes tienen éxito en alcanzar los estándares académicos establecidos por la Mesa Directiva de Educación del Estado

(EC secciones 33133, 41507, 41572, y 64001).

Medir la efectividad en el mejoramiento de las estrategias en la escuela

El "SPFSA" debe tener como base:
un análisis de datos verificables a nivel de estado,

AP;
AYP
CELDT

El "SSC" debe:

identificar un significativo bajo desempeño entre todos los grupos de estudiantes

decidir cuales son los resúmenes de datos que se incluirán en el plan como lo más informalivo y relevante para las metas de la escuela adoptadas por el SSC

Analizar los datos

MSAM

CST, CAPA, CELDT

asistencia, suspensiones, porcentajes de deserción,
porcentajes de graduación

Obtener sugerencias de los empleados y de los padres a través de . . .

Encuestas

Evaluaciones en las juntas

Cuestionarios

Evaluación de Necesidades

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Six Step Development

The purpose of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education

(EC sections 33133, 41507, 41572, and 64001).

Measure effectiveness of improvement strategies at the school

The SPFSA must be based on:
an analysis of verifiable state-level data

API
AYP
CELDT

The SSC must:

identify significant low performance among all student groups

decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the SSC

Analyze data

MSAM

CST, CAPA, CELDT

attendance, suspensions, dropout rates, graduation rates

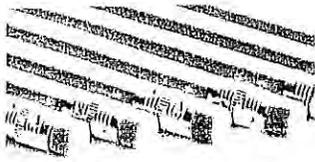
Obtain staff and parent input through...

Surveys

Meeting evaluations

Questionnaires

Needs assessments



SECTION 1: COLLECTING INFORMATION, ANALYZING DATA AND REPORTING RESULTS

A system to collect, disaggregate and analyze data about student achievement is in place to monitor program effectiveness and to ensure that project participants learn the district's core curriculum.

DISTRICT GOAL

By 2013-2014, teachers and administrators will demonstrate the skills and knowledge to collect information, analyze data and report results of student achievement information based on grade level standards.

SCHOOL GOAL

Staff and administrators will demonstrate the skills and knowledge to collect information analyze data and use this information to improve student achievement.

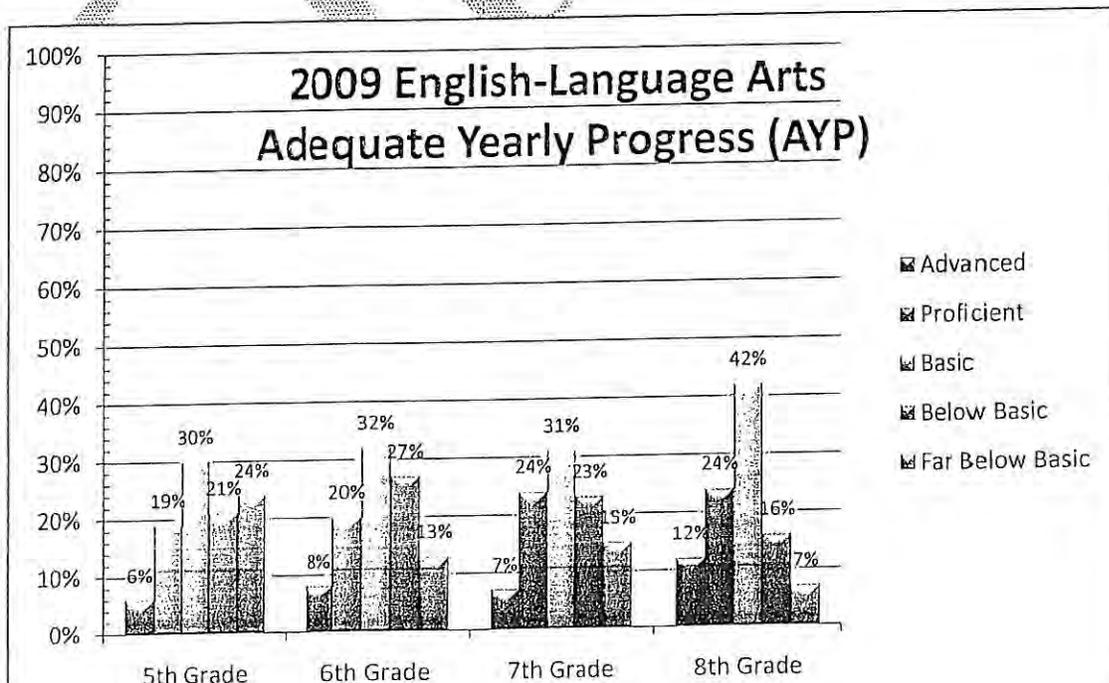
Required Data: Curriculum Embedded Assessments, CST, STS, CAPA, CMA, CAHSEE, ASAM, CELDT, Lions/ Leones Graduation Rate, Teacher and Classified Staff Needs Assessments

Supplemental Data: Criterion-referenced tests, EL Reclassification rates, Progress Reports, portfolios of student work

Other: Student classroom participation in extracurricular activities, retention attendance rates, and college-going rates, dropout rates, graduation rates

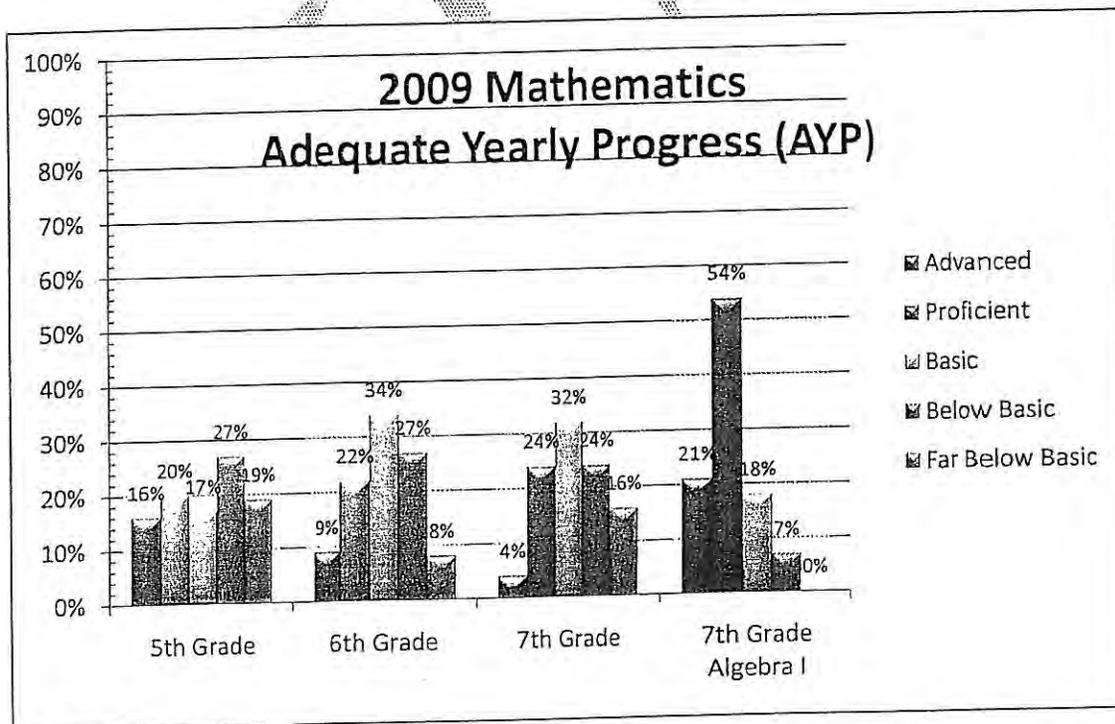
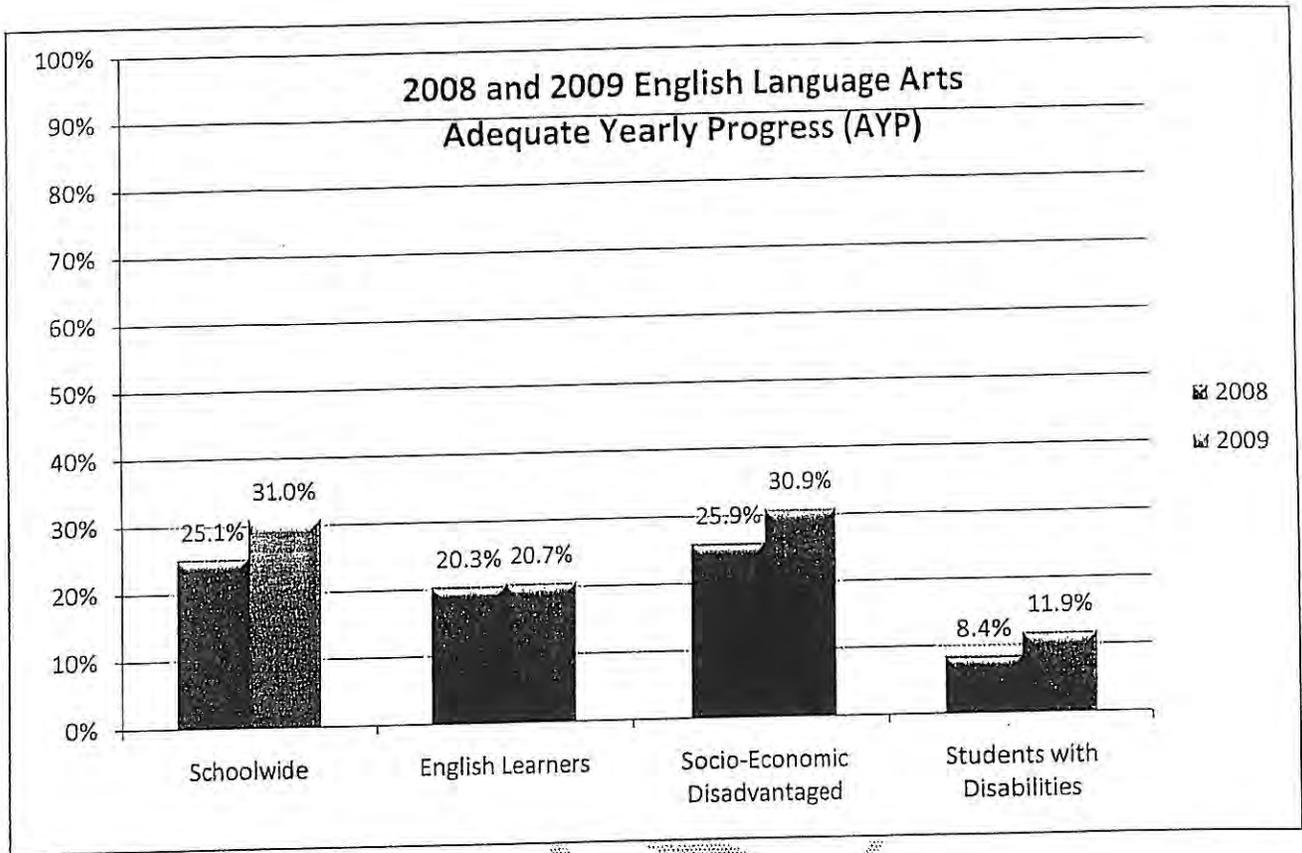
DATA FINDINGS

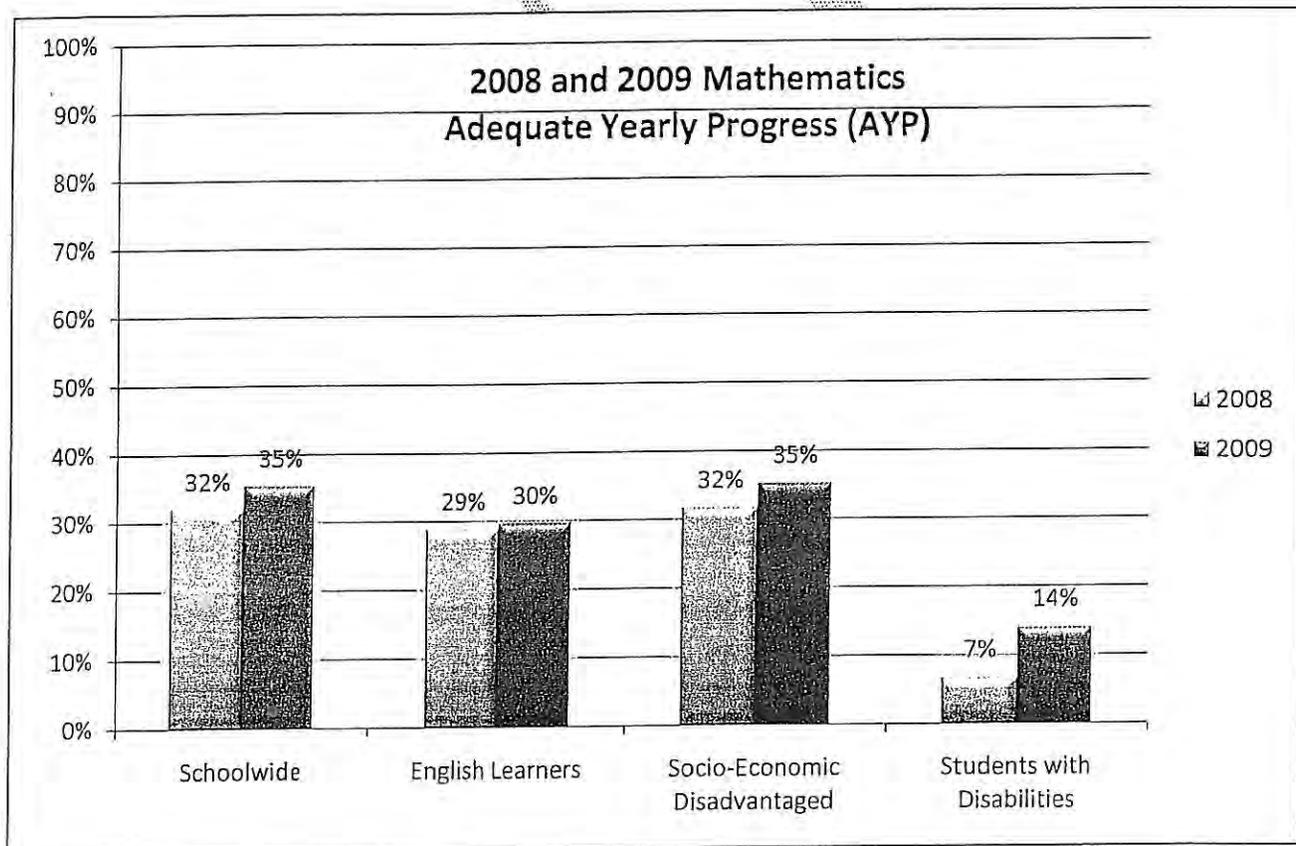
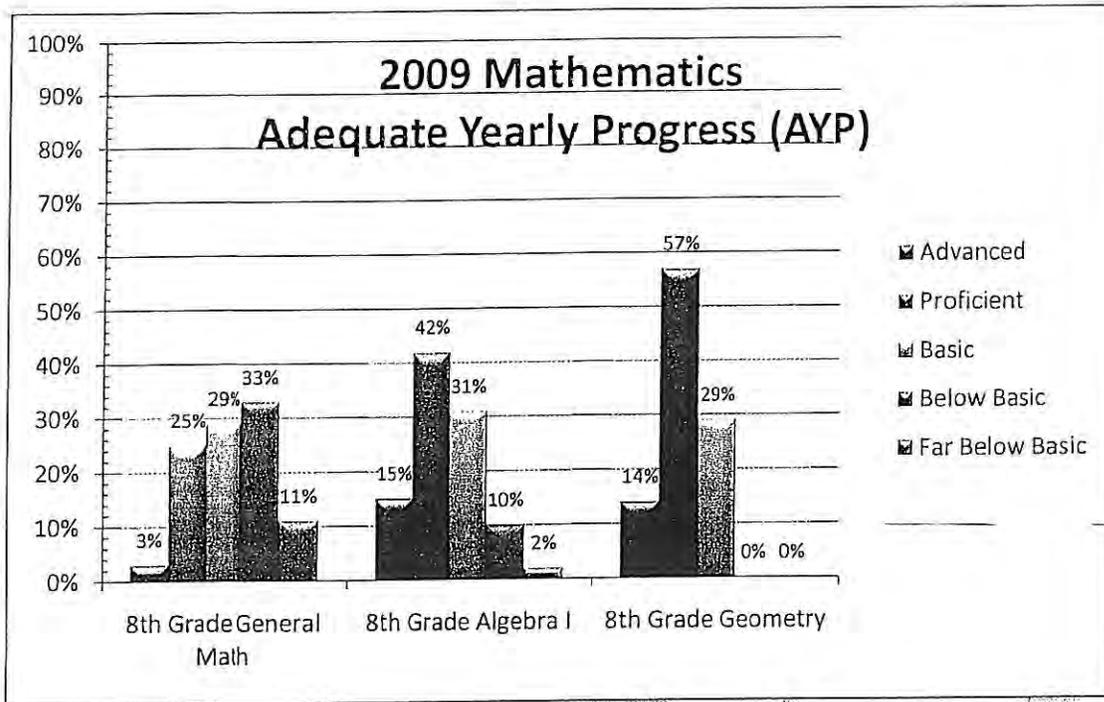
Assessment: **California Standards Tests (CSTs)** measure students' achievement of California content standards in English-language arts, mathematics, science, and history-social science. These tests are for students in grades two through eleven.



2009 ELA AYP Target

Intermediate: 46.0%





ataQuest home > AYP home > Reports > Select School > School Reports > Current Page

2008-09 Accountability Progress Reporting (APR)



School Chart 2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009

School: Bell Gardens Intermediate
LEA: Montebello Unified
County: Los Angeles
SDES Code: 19-64808-6058408
School Type: Middle

Direct Funded Charter School: No

2009 AYP and PI Links:

- School Overview
- School Report
- School PI Status
- LEA List of schools
- County List of Schools

(An LEA is a school district or county office of education.)

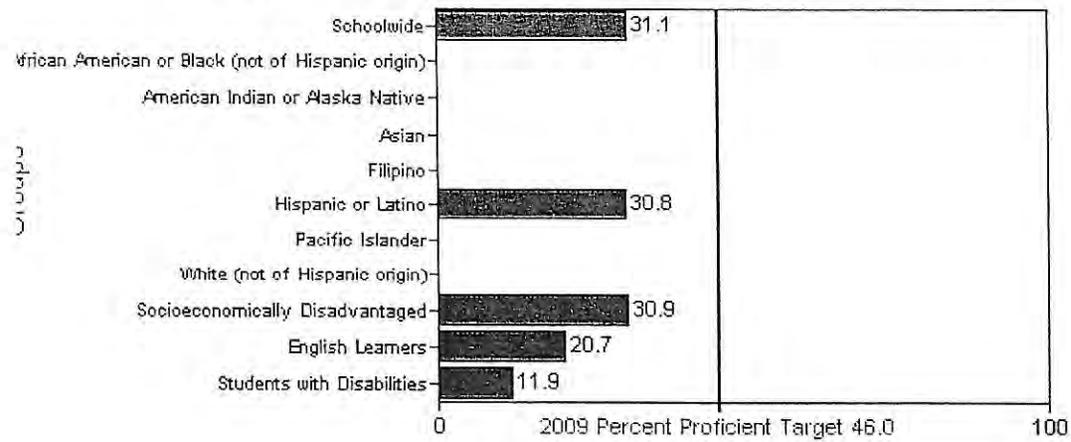
2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

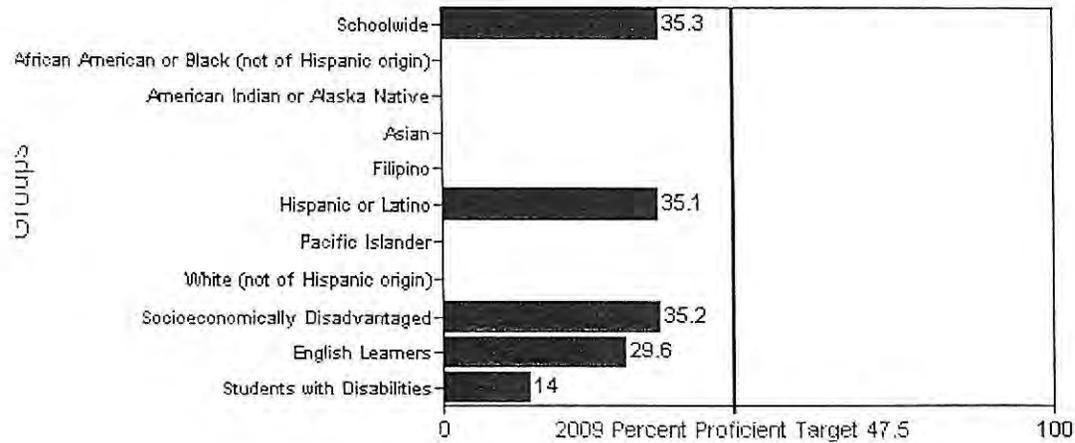
Made AYP: No

Net AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	No
Academic Performance Index (API)		Yes
Additional Indicator for AYP		
Graduation Rate		N/A

English-Language Arts - Percent At or Above Proficient



Mathematics - Percent At or Above Proficient



[DataQuest home](#) > [AYP home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > [Current Page](#)

2008-09 Accountability Progress Reporting (APR)



School Report - PI Status 2009 Adequate Yearly Progress (AYP) Report

California Department of Education
Academic Accountability and Awards Division
9/15/2009

School: Bell Gardens Intermediate
LEA: Montebello Unified
County: Los Angeles
EDS Code: 19-64808-6058408
School Type: Middle

Direct Funded Charter School: No

2009 AYP and PI Links:

- [School Overview](#)
- [School Chart](#)
- [School Report](#)
- [LEA List of schools](#)
- [County List of Schools](#)

(An LEA is a school district or county office of education.)

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

Federal Accountability: Adequate Yearly Progress (AYP)

PI Status: In PI

2009-10 PI Placement: Year 5
 Prior PI Placement: Year 5
 First Year of PI Implementation: 2004-2005
 Made 2009 Adequate Yearly Progress (AYP): No

[etaQuest home](#) > [AYP home](#) > [Reports](#) > [Select School](#) > [School Reports](#) > [Current Page](#)

2008-09 Accountability Progress Reporting (APR)



School Report - Base API, Ranks, and Targets 2008 Base Academic Performance Index (API) Report

California Department of Education
Academic Accountability and Awards Division
8/12/2009

School: Bell Gardens Intermediate
LEA: Montebello Unified
County: Los Angeles
SDS Code: 19-64808-6058408
School Type: Middle
Direct Funded Charter School: No

2008 Base API Links:

- School Demographic Characteristics
- School Content Area Weights
- Similar Schools Report
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county office of education.)

2008-09 APR		2008-09 State API			2009 Federal AYP and PI		
Summary	Glossary	2008 Base	Guide	Growth	AYP	PI	Guide

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2008 API	2008 Base API	Ranks		Targets	
		2008 Statewide Rank	2008 Similar Schools Rank	2008-09 Growth Target	2009 API Target
1516	649	2	3	8	657

Subgroups

Subgroup API

Ethnic/Racial	Number of Students Included in 2008 API	Numerically Significant	2008 Base	2008-09 Growth Target	2009 Target
African American (not of Hispanic origin)	0	No			
American Indian or Alaska Native	0	No			
Asian	4	No			
Filipino	1	No			
Hispanic or Latino	1498	Yes	648	8	656
Pacific Islander	1	No			
White (not of Hispanic origin)	8	No			
Socioeconomically Disadvantaged	1503	Yes	648	8	656
English Learners	1082	Yes	622	9	631
Students with Disabilities	122	Yes	413	19	432

Click on column header to view notes.

Note: Data are reported only for numerically significant subgroups. Subgroups meeting the following criteria are considered numerically significant: the group (1) contains at least 100 students with valid Standardized Testing and Reporting (STAR) Program test scores included in the API OR (2) comprises at least 15 percent of the total valid STAR Program scores and contains at least 50 students with valid STAR Program scores.

- N/A" means a number is not applicable or not available due to missing data.
- * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.
- A" means the school or subgroup scored at or above the statewide performance target of 800 in 2008.
- B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by *Education Code* Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.
- C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.
- I" means the school has some invalid data, and the California Department of Education cannot calculate a valid similar schools rank for this school.



MONTEBELLO UNIFIED SCHOOL DISTRICT

BELL GARDENS INTERMEDIATE SCHOOL

An Accredited Middle School, Western Association of Schools and Colleges

5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

SSC Meeting/ Junta del SSC

Agenda/Agenda

October 15, 2009

8:00 a.m.-9:45 a.m.

- | | | |
|------|--|---------------------|
| I. | 8:15-8:30 a.m. Registration/Registración | Julio César Robledo |
| II. | 8:30 Opening-Call to Order/Apertura-Llamado Al Orden | |
| | A. Welcome/Bienvenida | Martha Cabral |
| | B. Flag Salute/Saludo a la bandera | Angélica Cárdenas |
| | C. Roll Cal/Lista de Asistencia | Cesar Pérez |
| | D. Minutes/Actas | |
| | i. Approval of Minutes/Aprobación del Acta | Martha Cabral |
| III. | 8:40 a.m. Schoolwide Plan Update/Actualizar Plan Escolar | Julio César Robledo |
| IV. | 9:00 a.m. District Rep Report/ Reporte del Rep Distrito | |
| V. | 9:10New Business/Asuntos Nuevos | |
| | A. Bylaws/Estatutos | Martha Cabral |
| | B. Parent Involment Policy/ Póliza de Participación | Martha Cabral |
| VI. | 10:00 a.m. Open Forum/Foro abierto | |
| VII. | 10:05 a.m. Adjournment/Clausura | Martha Cabral |

Desarrollo de la agenda: Martha Cabral, Dora Vega y Angélica Cárdenas

Announcements/Anuncios

Next official Title Meeting: November 19, 2009

Próxima Junta Oficial: 19 de noviembre de 2009



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**You are invited to attend the
School Site Council (SSC) Meeting
October 15, 2009
At 8:15 a.m. in the cafeteria**



**Están cordialmente invitados a asistir a
Concilio Plantel Escolar
El 15 de octubre de 2009
A las 8:15 a.m. en la cafetería**

Childcare will be provided.

Se proveerá cuidado de niños.

Montebello Unified School District
Bell Gardens Intermediate
SSC Minutes
October 15, 2009

Members present: Martha Cabral, Chairperson; Angelica Cardenas, Vice President; Cesar Perez, Secretary; Ricardo Mendez, Parliamentarian; Delia Hernandez, Member; Socorro Castro, Member; Dora Vega, Member; Maricela Villalobos, Member; Lorena Aguirre, Teacher Rep.; Horacio Perez, Teacher Rep.; Julio Cesar Robledo, TOSA.

- Flag salute
- Mrs. Carbajal Opens SSC session by taking role call

Approval of Minutes

Motion to approve the minutes: First motion Dora Vega, second motion Angelica Cardenas. Minutes approved

School Wide Plan

- Mr. Robledo Informs the parents of the School Wide Plan meeting set for next Tuesday the 20th at 3:00pm and Saturday the 25th at 8-12pm
- We want parents to give their input on what they would like added or deleted from the SWP.

District Report by Olivia Vega

- What rights do parents have if a teacher is not highly qualified? Parents can bring up the issue/concerns to administration. If the issue is not dealt with the school funds can be frozen.
- October 20 there will be a meeting at district office from 8-10:30. The title of the meeting is not known at this time.

New Business

Martha Cabral

- Wants to start a bylaws sub committee
- Angelica Cardenas, Socorro Castro, Dora Vega, Maricela Villalobos, Olivia Vega, and Martha Cabral, Substitutes Horacio Perez and Esperanza Renteria.
- Parents started bringing up issues that should be brought up during open forum.
- A parent asked "Why there so many parent meetings?" in regards to school policy.
- A parent commented, "There are students using drugs behind the school building." She did not specify which building.
- Parent comment about the water build up between A and B hall.

Mr. Mendez

- Mr. Mendez, completed his meeting with teachers last week. Teachers were required to identify students who are low and those who are on the verge of moving up one tier on their CST. This will help identify students who need academic assistance.
- Mr. C. Perez will start the Mind Institute next week.
- I will have individualized meeting with teachers to go over their CST results.
- I ask counselors to pull students into their office to counsel students in regards to behavior and social issues.
- Counselors are going to visit classrooms
- Mr. Miller is going to focus on High School requirements
- Ms. Hamrock is going to focus on Careers
- Ms. Painton is going to focus on appropriate student behavior/conduct
- Mrs. Chavez going to focus on the 40 developmental assists.
- Issues at home affects how students behave at school.

Parent

- “Three years ago my son was in gate and his/her counselor pushed them to pursue a career in technology, but not college. If my child is a gate student why not push him to go to college?”

Mr. Mendez

- We will work on moving our students forward in their academic studies and we will communicate with our high schools counselor.
- We will work with our counselors to develop workshops

Open Forum

Mrs. Carbajal

- She informed parents that the comments made by parents were not presented during open forum.
- Ask parents to comment during open forum. There was no response.

Adjournment

- Mrs. Carbajal motion to close meeting
- 1st motion Olivia Vegas 2nd motion Maricela Villalobos time 9:10

Montebello Unified School District
Bell Gardens Intermediate
SSC Minutes
October 15, 2009

Members present: Martha Cabral, Chairperson; Angelica Cardenas, Vice President; Cesar Perez, Secretary; Ricardo Mendez, Parliamentarian; Delia Hernandez, Member; Socorro Castro, Member; Dora Vega, Member; Maricela Villalobos, Member; Lorena Aguirre, Teacher Rep.; Horacio Perez, Teacher Rep.; Julio Cesar Robledo, TOSA.

- Flag salute
- Mrs. Carbajal Opens SSC session by taking role call

Approval of Minutes

Motion to approve the minutes: First motion Dora Vega, second motion Angelica Cardenas. Minutes approved

School Wide Plan

- Mr. Robledo Informs the parents of the School Wide Plan meeting set for next Tuesday the 20th at 3:00pm and Saturday the 25th at 8-12pm
- We want parents to give their input on what they would like added or deleted from the SWP.

District Report by Olivia Vega

- What rights do parents have if a teacher is not highly qualified? Parents can bring up the issue/concerns to administration. If the issue is not dealt with the school funds can be frozen.
- October 20 there will be a meeting at district office from 8-10:30. The title of the meeting is not known at this time.

New Business

Martha Cabral

- Wants to start a bylaws sub committee
- Angelica Cardenas, Socorro Castro, Dora Vega, Maricela Villalobos, Olivia Vega, and Martha Cabral, Substitutes Horacio Perez and Esperanza Renteria.
- Parents started bringing up issues that should be brought up during open forum.
- A parent asked "Why there so many parent meetings?" in regards to school policy.
- A parent commented, "There are students using drugs behind the school building." She did not specify which building.
- Parent comment about the water build up between A and B hall.

Mr. Mendez

- Mr. Mendez, completed his meeting with teachers last week. Teachers were required to identify students who are low and those who are on the verge of moving up one tier on their CST. This will help identify students who need academic assistance.
- Mr. C. Perez will start the Mind Institute next week.
- I will have individualized meeting with teachers to go over their CST results.
- I ask counselors to pull students into their office to counsel students in regards to behavior and social issues.
- Counselors are going to visit classrooms
- Mr. Miller is going to focus on High School requirements
- Ms. Hamrock is going to focus on Careers
- Ms. Panton is going to focus on appropriate student behavior/conduct
- Mrs. Chavez going to focus on the 40 developmental assists.
- Issues at home affects how students behave at school.

Parent

- "Three years ago my son was in gate and his/her counselor pushed them to pursue a career in technology, but not college. If my child is a gate student why not push him to go to college?"

Mr. Mendez

- We will work on moving are students forward in their academic studies and we will communicate with our high schools counselor.
- We will work with our counselors to develop workshops

Open Forum

Mrs. Carbajal

- She informed parents that the comments made by parents were not presented during open forum.
- Ask parents to comment during open forum. There was no response.

Adjournment

- Mrs. Carbajal motion to close meeting
- 1st motion Olivia Vegas 2nd motion Maricela Villalobos time 9:10

School Wide Plan Meetings

Parents Present

Teachers Present

Oct. 10, 2009

Esperanza Renteria
Benito Lopez
Sonia Valencia

Evelyn Barba
Yolanda Rodriguez
Cesar Perez
Teresa Garcia
Julio Cesar Robledo
Ricardo Mendez

Oct. 24, 2009

Lesly Castillo
Martha Cabral
Esperanza Renteria
Socorro Castro
Olivia Vega
Dora Vega
Sonia Valencia

Yolanda Rodríguez
Kristine Hood
Cesar Perez
Horacio Perez
Teresa Garcia
Eloisa Ruvalcaba
Julio Cesar Robledo
Carli Figueroa
Ricardo Mendez

Nov. 14, 2009

Rosa Ibarra
Sonia Saucillo
Socorro Castro
Sonia Valencia

Evelyn Barba
Teresa Garcia
Eloisa Ruvalcaba
Carli Figueroa
Cesar Perez
Horacio Perez
Ricardo Mendez

Bell Gardens Intermediate

SPFSA Revision

October 10, 2009

Section 3: Support for student learning

School objectives:

- Leadership roles and participation
- Remove CAC
- Increase membership by an average of 80% from 40 to 72
- Objective to increase
- Open Forum

School Management:

- 2008-2009
- Bullets
- Committee Summary
- (ELAC) Council Committee
- ELAC
- Jan
- Curriculum & Instruction Leadership
- ? ? ? ?

Active Daily Participation:

SI (8,000.00) Funds?

Building Capacity

- Counselors' role

Communication

_(SI 5,500) Funding Source

- beak down

Student Data

Title I \$1,1178.57



MONTEBELLO UNIFIED SCHOOL DISTRICT

BELL GARDENS INTERMEDIATE SCHOOL

An Accredited Middle School, Western Association of Schools and Colleges

5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**You are invited to attend the School Site Council (SSC),
English Learner Advisory Committee (ELAC) & Title I
Meeting to Develop and Update the Title I Schoolwide Plan on:**
-Tuesday, October 20, 2009 at 3:00 p.m. in G-7
-Saturday, October 24, 2009 at 8:00 a.m. in G-7



**Están cordialmente invitados a asistir a la reunión de
Concilio Plantel Escolar, Comité de Aprendices de Ingles &
Título I para desarrollar y actualizar el Titulo I Plan Escolar:**
-El martes, 20 de octubre de 2009 a las 3:00 p.m. en G-7
-El sábado, 24 de octubre de 2009 a las 8:15 a.m. en G-7

Bell Gardens Intermediate

SPFSA Revision

October 24, 2009

Intensive

Interventions

- Gateway as core not Holt (interventions) & forums for teacher collaboration
- Read 180 – who receives this?
- RSP collaboration SDC?

Implementations

Extended Day Learning – Measuring Up, High Point Odyssey/Compass Learning

Cornell Notes

- Suggestion for special ed. recommendations SST

ELD Section 2

Intervention Gateways – core remove high point.

- a) Add program
- b) Teachers add language obj. at D.I.

P.21

1. Strategic – implementation

#4 Parent receiving training - what does this mean?

2. Parent notification of CELDT Testing?

3. Interventions / strategies added – Q.A.R.

Depth & complexity cornell notes think/pair/share

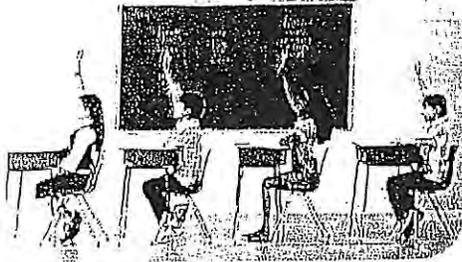
Lit. coach section – co-teacher co-plan

4. Notification of CELDT tests.

Intervention	Implementation	Resources
<p>Page 35 Strategic : BS</p> <ul style="list-style-type: none"> • Cornell Notes • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP • AVID strategies • QAR • Depth & Complexity • Technology • Committee decides rec. Persons..... • Add ELD Coach (Rationale: C3 Kids Language Support) 	<ol style="list-style-type: none"> 1) DI Thinking Maps AVID QAR SDAIE/SIOP Technology Depth & complexity 2) No changes 3) Modifications .. no change 4) Parent of strategic students Will receive..... 	<p>Add Computers</p> <p>Smart boards</p> <p>(wish list)</p>
<p>Page 36 Intensive</p> <p>Add</p> <ul style="list-style-type: none"> • Measuring up • Odyssey (?)/Campass Learning • Moving with Math/ • Moving with Algebra • Fast Math • Cornell Notes 	<p style="text-align: center;">(change)</p> <ol style="list-style-type: none"> 1) Teachers will be trained And implement scientifically based research practices (add) To differentiate instruction such as: <p>Add QAP</p> <p>Depth & Complexity</p>	<p>-----</p>

Section I:

Pg. 1	(55)
Pg. 2	57 Classroom Teachers The Average (maximum)
Pg. 3	School Year
Pg. 4	Gateways (Core) Supplemental Mind Fast Forward (Core) L/A - Odyssey Math - Measuring Up
Pg. 5	GATE
Pg. 7	Highly Qualified Teacher/Experience Index API Growth 667 + Target Student Success Team
--- Every Wednesday Teacher coll	



SECTION 2: INTERVENTIONS TO MEET STANDARDS

2008 – 2009 ENGLISH LANGUAGE DEVELOPMENT EVALUATION

2008-2009 Objectives: <i>What did we set out to accomplish?</i>	Objectives Met?	Data Sources
1. By June 2009, 20% of English Language Learners 5 th through 8 th grade in Early Advanced and Advanced levels will be reclassified (English Language Proficient).	No	R-30
2. By June 2009, the English Learner subgroup will demonstrate a minimum increase of 7.97% at the proficient/advanced levels (from 20.3% to 28.27%) on the ELA portion of the CST to reach the Safe Harbor target in order to freeze Program Improvement status for the 2009-2010 school year.	No	CST Data
3. In 2008-09, class sizes will be reduced from 34 students to 27 students in all Language Arts classes.	Yes	Attendance Reports

2008-2009 Findings and Next Steps for the 2009-2010 School Year

- In 2009, 21.93% of English Learners 5th through 8th grade were reclassified surpassing our goal of 20%.
- EL students as a subgroup did not meet its goals for 2009 AYP. EL students met both participation rates for ELA and Math but did not meet its percent of EL scoring proficient or above. In ELA, 20.3% of EL scored at proficient or above yet needing to meet 35.2%, a difference of 14.9%. In Math, 28.8% of EL scored at proficient or above yet needing to meet 37%, a difference of 8.2 percentage points.

NEXT STEPS

- cycle of effective instruction: lesson study and lesson design
- teaching learning collaborative lessons
- aim target to reach Safe Harbor
- teaching learning collaborative lessons

SMART Objective #4: Star Objective English Learner

By June 2010, the English Learner subgroup will demonstrate an increase of 12% points as measured on the CST in the areas of Language Arts of Literary Response and Analysis.

PROFESSIONAL DEVELOPMENT

Student Support to Meet District Goals and School Objectives

Certificated: Specialized Designed Academic Instruction in English strategies, SIOP strategies, AVID strategies, Thinking Maps strategies, Kate Kansilla Training, California Association for Bilingual Education Conference, and other ELD conferences/seminars.

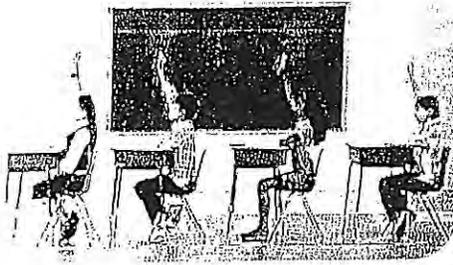
Classified: Literacy Training in Reciprocal Teaching, Thinking Maps and SDAIE strategies

Program

Title 1 \$14,429.00

LEP \$7,224.00

<p style="text-align: center;">INTERVENTIONS</p> <p><i>Beginning or Early Intermediate and has not progressed a level in one year. Identify Scientific Research-Based Supplemental Programs/Strategies</i></p>	<p style="text-align: center;">IMPLEMENTATION STEPS</p> <p>What specific steps need to be taken to implement and evaluate the intervention?</p>	<p style="text-align: center;">RESOURCES</p> <p><i>supplemental materials, equipment, books, personnel, etc.</i></p>	<p style="text-align: center;">PROFESSIONAL DEVELOPMENT</p>				
<p>Students at the Beginning and Early Intermediate level receives Gateways:</p> <p>Teachers in grade level collaboration meetings will develop lessons via Direct Instruction and will utilize but limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • Accelerated Reader • Extended Day Learning (Rewards, Measuring Up, High Point, Odyssey/Compass Learning and 21 Century Grant) • Language Objectives • Question Answer Relationship (QAR) • Cornell Notes • Binder Check <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer interventions during the day or after school.</p> <p>The Literacy Coach and the English Language Development Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, co-teach/co-plan and provide professional development on a on-going bases.</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p> <ul style="list-style-type: none"> -Principal -Assistant Principal -Teachers -Intervention Facilitator -Literacy Coach -English Learner Programs Facilitator -Integrated Technology Facilitator 	<p>Gateways will be the core curriculum.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Thinking Maps • Reciprocal Teaching • SDAIE strategies • Extended Day Learning (Rewards, Measuring Up, High Point, Odyssey/Compass Learning and 21 Century Grant) • Accelerated Reader • Language Objectives • Question Answer Relationship (QAR) • Cornell Notes • Binder Check • SES: After School Tutoring <p>2. Tutoring will be offered.</p> <p>3. Collaboration time will be provided for teachers to meet once in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple measures.</p> <p>5. Modifications and placement adjustments will be based on data analysis.</p> <p>6. Parents will receive ELD and SDAIE training, along with training on student academic success. In addition, to develop a knowledge base on the AMAO 1-3 mandated by Title III.</p> <p>7. Students will receive a minimum of 55 minutes of daily ELD instruction per day.</p>	<p>-Resident Substitutes</p> <p>-Aveson Consultant</p> <p>-Paper, copies, copy machine, scanner</p> <p>Teachers (Tutors)</p> <p>Additional supplemental materials as needed: Rewards, Measuring Up, Odyssey/Compass Learning, Accelerated Reader</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Funding: Title I</td> </tr> <tr> <td style="text-align: center;">\$14,429.17</td> </tr> <tr> <td style="text-align: center;">LEP</td> </tr> <tr> <td style="text-align: center;">\$7,224</td> </tr> </table>	Funding: Title I	\$14,429.17	LEP	\$7,224
Funding: Title I							
\$14,429.17							
LEP							
\$7,224							



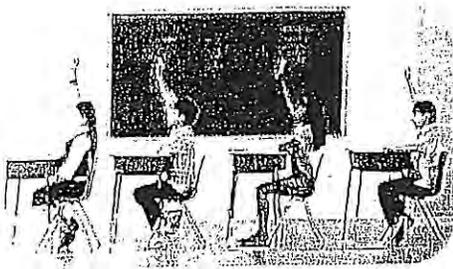
SECTION 2: 2009-2010 INTERVENTIONS TO MEET ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Directions: Based on the data in section 1, identify the intervention for bridging the achievement gap.

STRATEGIC

INTERVENTIONS <i>Beginning or Early Intermediate and has not progressed a level in one year. Identify Scientific Research-Based Supplemental Programs/Strategies</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
<p>Teachers in grade level collaboration will develop lessons via Direct Instruction and will utilize but not limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • AVID strategies • Language Objectives • Question Answer Relationship (QAR) • Visual and Performing Arts Strategies • Cornell Notes • Binder Check <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer English Learner students' interventions during the day or after school.</p> <p>The Literacy Coach and the English Language Development Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, co-teach/co-plan and provide professional development on a on-going bases .</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p> <ul style="list-style-type: none"> -Principal -Assistant Principal -Teachers -Intervention Facilitator -Literacy Coach -English Learner Programs Facilitator -Integrated Technology Facilitator 	<p>Houghton Mifflin "Universal Access" and Holt "Universal Access" will be the core curriculum.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Thinking Maps • Reciprocal Teaching • SDAIE strategies • AVID strategies • Extended Day Learning (Rewards, Measuring Up, High Point, Odyssey/Compass Learning and Good Reader's Kit) • Accelerated Reader • SES: After School Tutoring <p>2. Collaboration time will be provided for teachers to meet once in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple measures.</p> <p>3. Placement and adjustments will be based on data analysis.</p> <p>4. Parents will receive training to promote student academic success.</p> <p><i>Training</i></p> <p><i>Cornell Notes</i></p> <p><i>Binder Check</i></p>	<p>-3 Resident Substitutes</p> <p>-Aveson Consultant</p> <p>-Paper, copies, copy machine, scanner</p> <p>Additional supplemental materials as needed: Rewards, Measuring Up, Odyssey/Compass Learning, Accelerated Reader</p>	<p>Funding: Title I</p> <p>\$14,429.17</p> <p>LEP \$7,224</p> <p><i>Reclass. List</i></p> <p><i>In this year</i></p>

Tallers de studio academi success.



SECTION 2: INTERVENTIONS TO MEET ENGLISH LANGUAGE DEVELOPMENT STANDARDS

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices.

DISTRICT GOAL

- a) After five continuous years in Montebello Unified School District, English Learners will reach CELDT English proficiency and maintain that level

AMAO #1 All English Learners (ELs) are expected to gain one proficiency level annually until they reach CELDT English proficiency and then maintain that level until reclassified. EL students at:

- a. Beginning, Early Intermediate, and Intermediate level are expected to gain 1 level
- b. Early Advanced level are expected to bring all sub-skills up to Intermediate level
- c. The level required for reclassified must be maintained

AMAO #2 There will be an annual increase in the percentage of English Learners attaining CELDT English proficiency
AMAO #3 English Learner subgroup will make yearly AYP percent proficient on the English Language Arts portion of the Content Standards Test

SCHOOL SUMMARY

Analysis of English Language Development data findings from Section I

- School wide, EL scored 20.3% at or above proficient for English Language Arts. From 2007-08 to 2008-09, there was an increase of 0.3 percentage points at or above proficient for English Language Arts.
- School wide, EL scored 28.8% at or above proficient for Mathematics. From 2007-08 to 2008-09, there was an increase of 5.3 percentage points at or above proficient for English Language Arts.

SCHOOL OBJECTIVES

Students will improve skills in English Language Development in order to master the content standards.

SMART Objective #1: Star Objective Schoolwide AMAO 1

By June 2010, the English Learner subgroup will demonstrate a Schoolwide increase of 7% points (from 53.0% to 60.0%) of students making annual progress in Learning English as measured by the California English Language Development Test (CELDT).

Smart Objective #2: Star Objective English Learner AMAO 2

By June 2010, the English Learner subgroup will demonstrate an increase of 11% points (from 26.7.0% to 37.7%) of students attaining English Proficiency on CELDT as measured by the CELDT.

SMART Objective #3: Star Objective English Learner AMAO 3

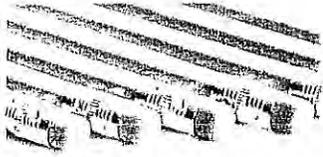
By June 2010, the English Learner subgroup will demonstrate an increase of 12% points (from 20.7% to 32.7%) at the proficient and advanced levels in the English Language Arts portion of the CST to reach Safe Harbor target in order to freeze Program Improvement for the 2010-2011 school year.

Bell Gardens Intermediate
“A Standards and Data Driven Organization”

October 24, 2009
Input Meeting
Section 1 Data Analysis and
Section 2 Interventions

Agenda

- I. Welcome
- II. Groups
- III. Section 1 Data Analysis
- IV. Section 2 Interventions
 - a. English Language Arts
 - i. Intensive
 - ii. Strategic
 - b. Mathematics
 - i. Intensive
 - ii. Strategic
- V. Break
- VI. Section 3
 - a. School Management
 - b. Active Daily Participation
 - c. Broad Participation and General Support
 - d. School Management: District



SECTION 1: COLLECTING INFORMATION, ANALYZING DATA AND REPORTING RESULTS

A system to collect, disaggregate and analyze data about student achievement is in place to monitor program effectiveness and to ensure that project participants learn the district's core curriculum.

DISTRICT GOAL

By 2013-2014, teachers and administrators will demonstrate the skills and knowledge to collect information, analyze data and report results of student achievement information based on grade level standards.

SCHOOL GOAL

Staff and administrators will demonstrate the skills and knowledge to collect information analyze data and use this information to improve student achievement.

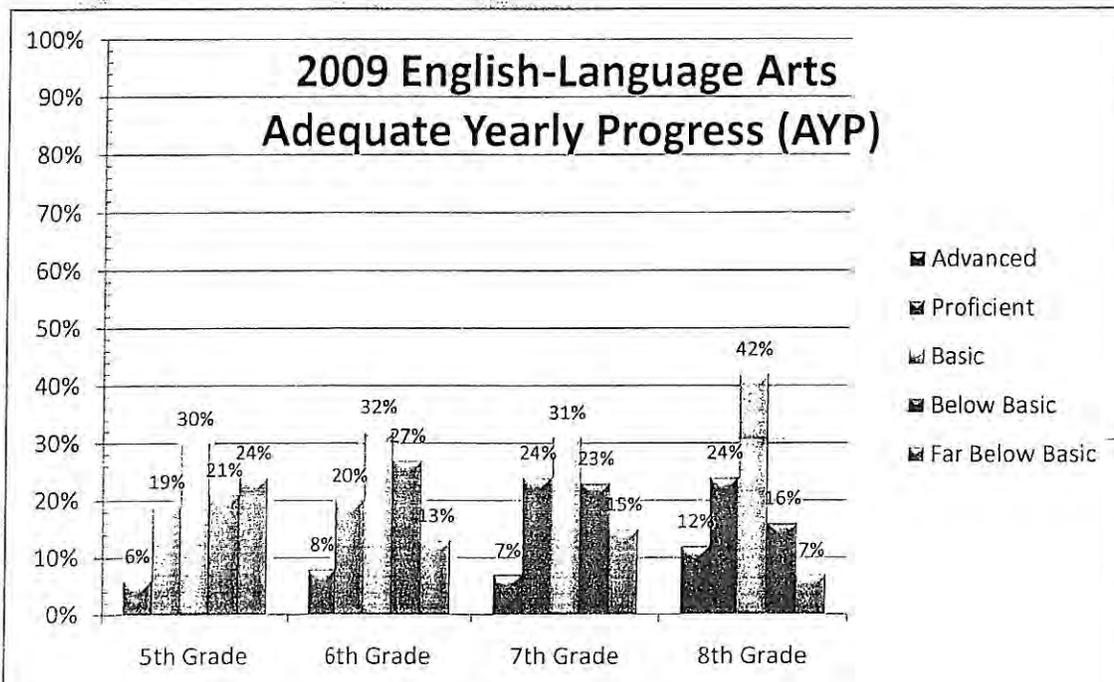
Required Data: Curriculum Embedded Assessments, CST, STS, CAPA, CMA, CAHSEE, ASAM, CELDT, Lions/ Leones Graduation Rate, Teacher and Classified Staff Needs Assessments

Supplemental Data: Criterion-referenced tests, EL Reclassification rates, Progress Reports, portfolios of student work

Other: Student classroom participation in extracurricular activities: retention attendance rates, and college-going rates, dropout rates, graduation rates

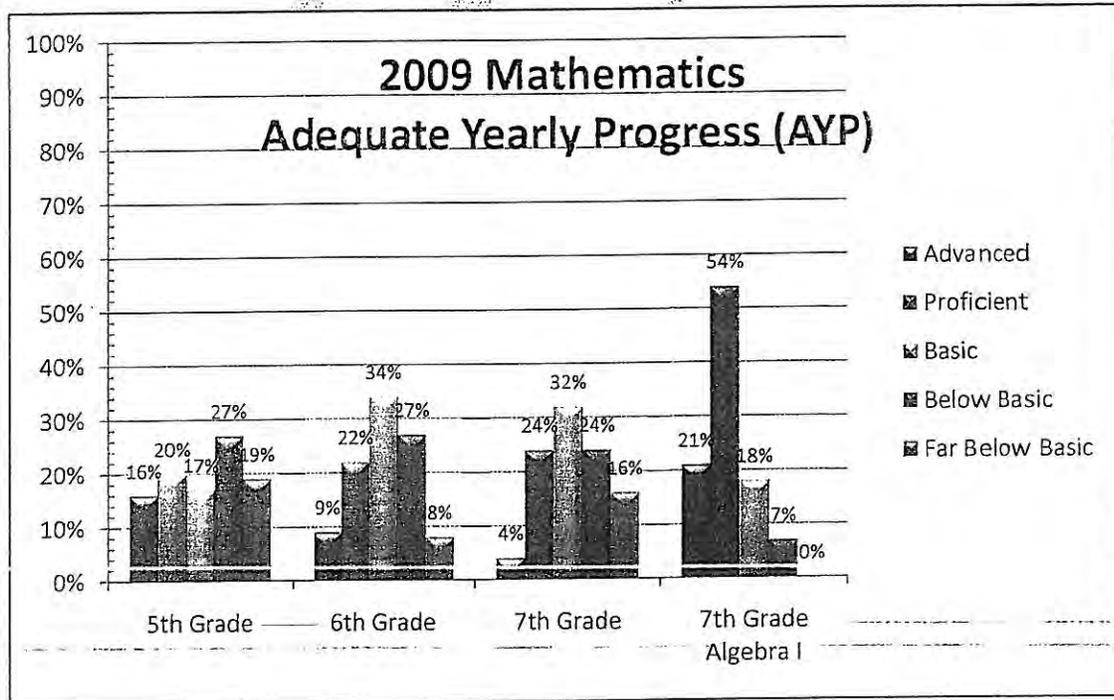
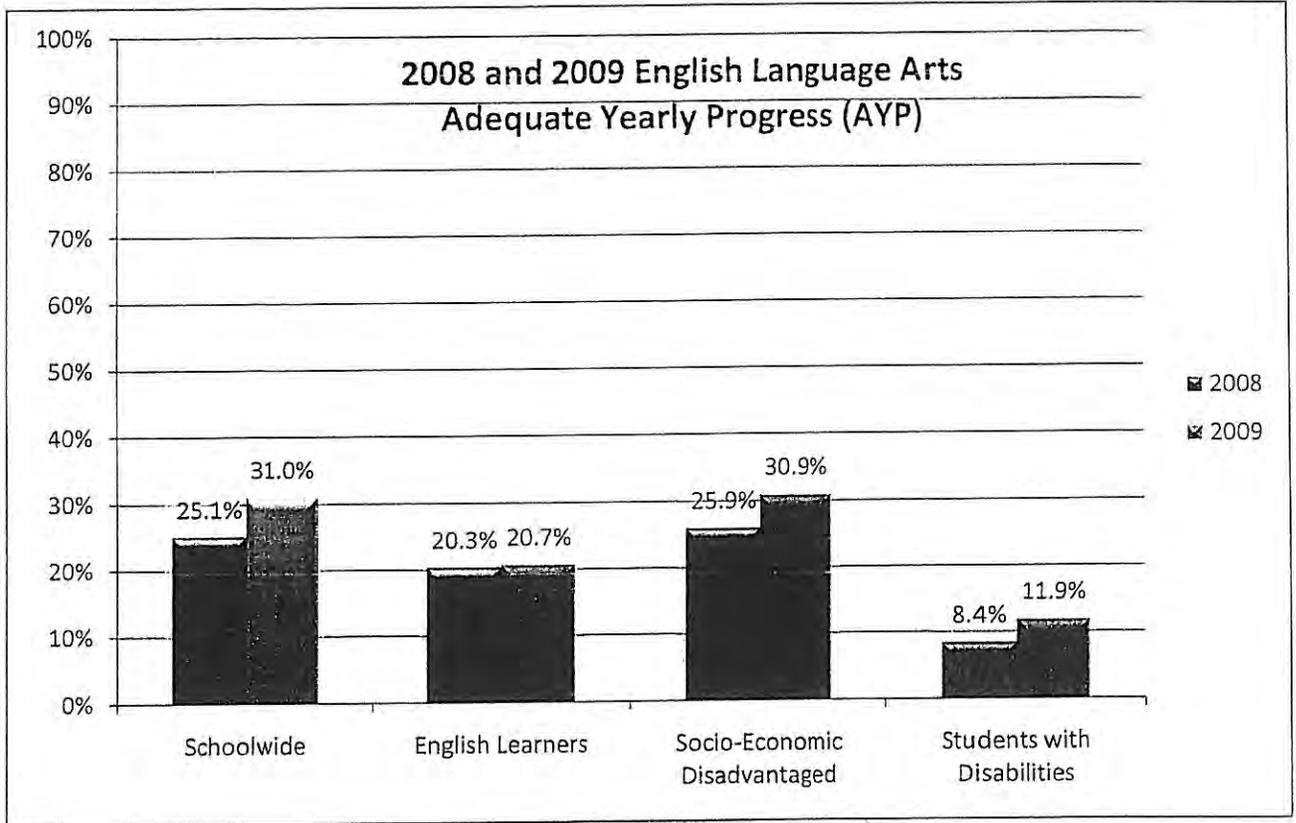
DATA FINDINGS

Assessment: **California Standards Tests (CSTs)** measure students' achievement of California content standards in English–language arts, mathematics, science, and history–social science. These tests are for students in grades two through eleven.

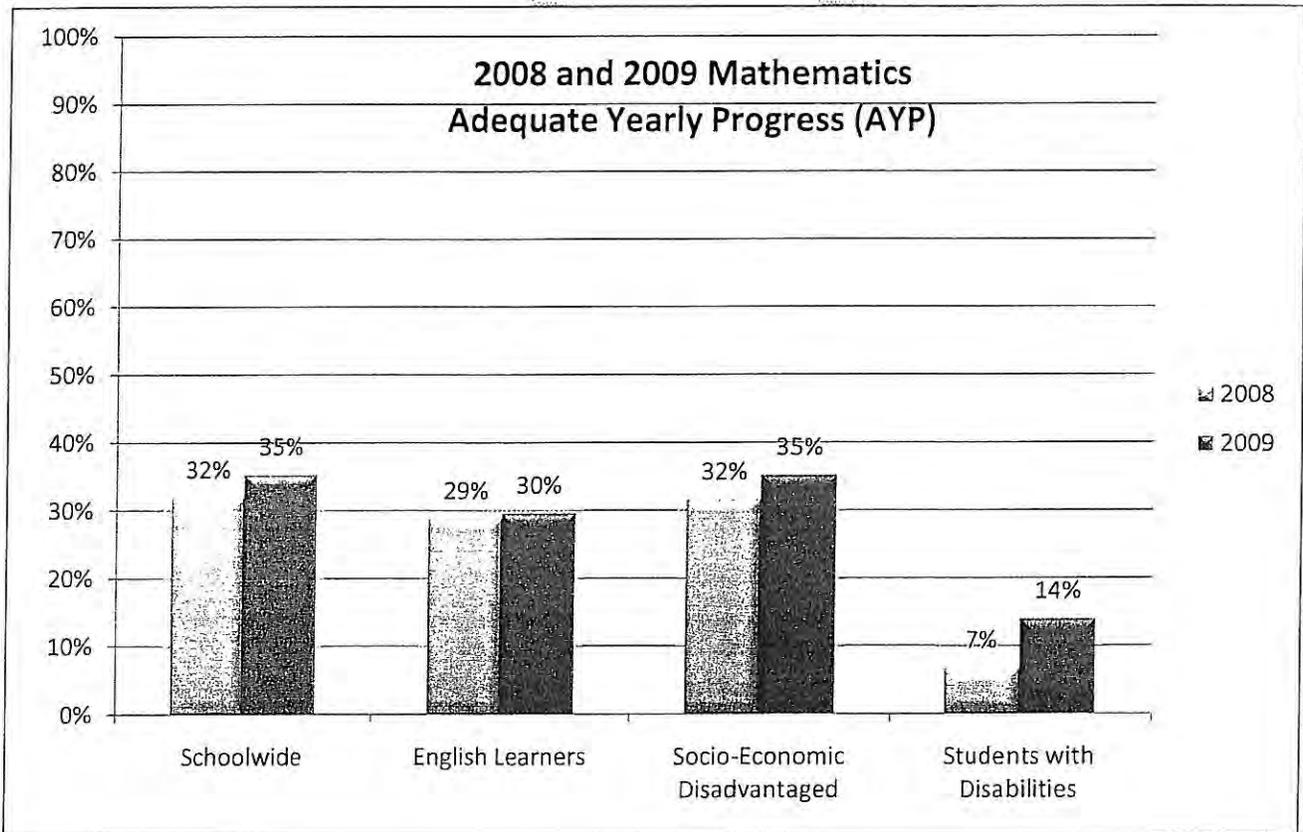
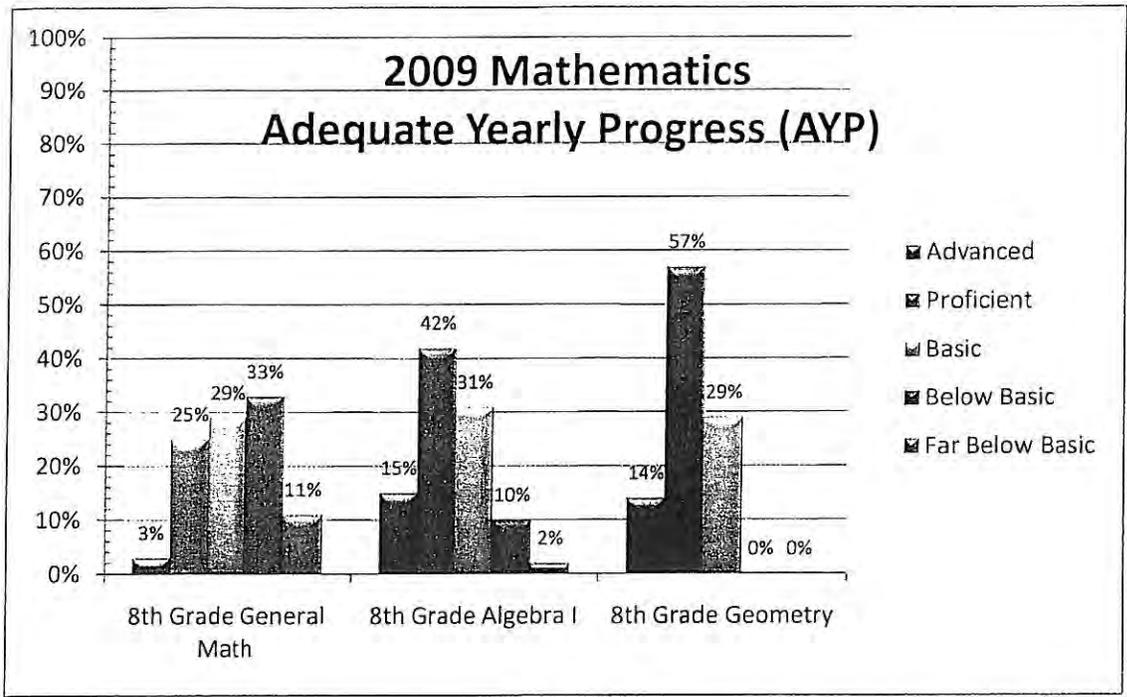


2009 ELA AYP Target

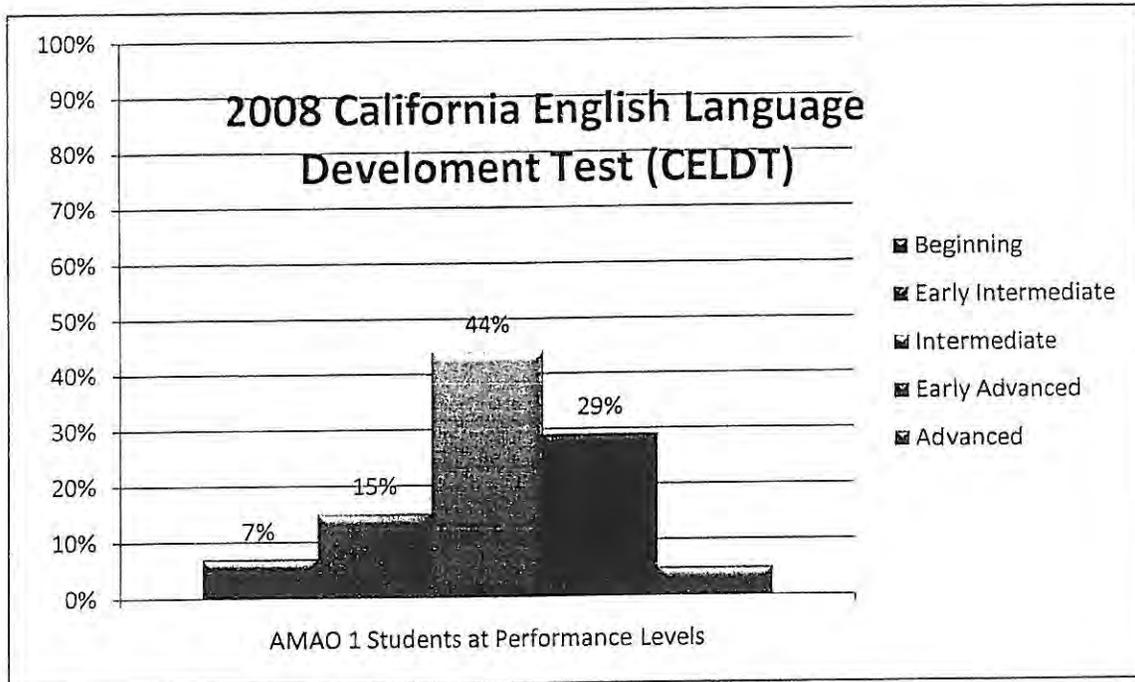
Intermediate: 46.0%



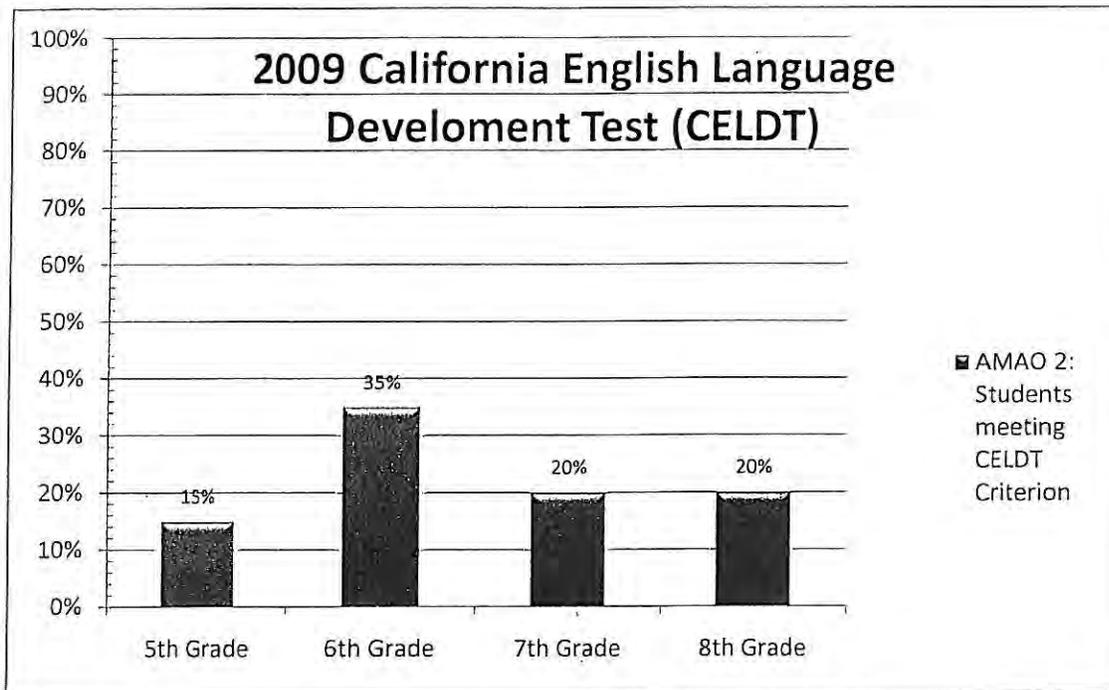
2009 Math AYP Targets
Intermediate: 47.5%



State law require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to English learners as an annual assessment. For California public school students, this test is the **California English Language Development Test (CELDT)**.



DRAFT



School Wide- BGI English Learners (EL) need to attain 3 Annual Measurable Achievement Objectives (AMAO) as measured by 2008 CELDT.

- For **AMAO #1**, 51.3% of EL made annual progress learning English as indicated on the 2008 CELDT meeting its target of 50.1%
- For **AMAO # 2**, 26.7% of EL attained English Proficiency as indicated on the 2008 CELDT
- For **AMAO #3**, EL students as a subgroup did not meet its goals for 2009 AYP. EL students met both participation rates for ELA and Math but did not meet its percent of EL scoring proficient or above. In ELA, 20.7% of EL scored at proficient or above yet needing to meet the safe harbor of 28%, a difference of 7.3%. In Math, 28.8% of EL scored at proficient or above

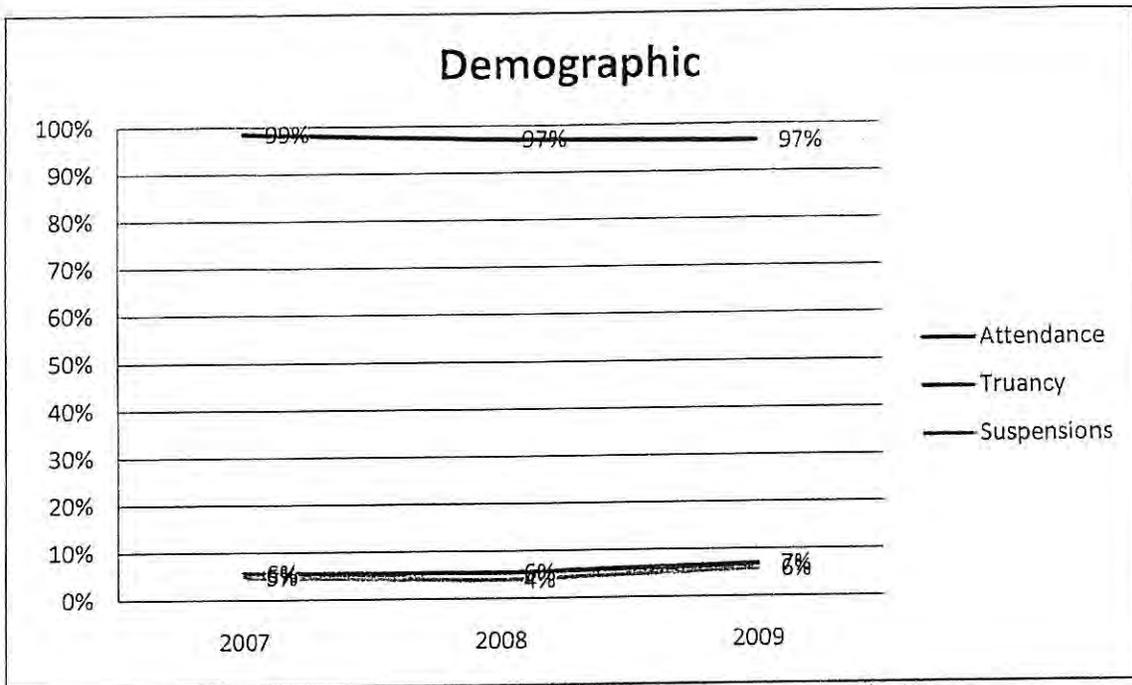
Extended Learning Interventions

BGI offered a variety of Extended Day Learning Interventions.

- *Test Achiever Program*; 83 students received interventions in English Language Arts and Mathematics with the *Test Achiever Program*. Data shows 52 of the participants increased their post test scores from the pretest.
- *MIND Institute*: 5th grade students participated in the MIND institute who completed the program 54% of the program. *missing staff*
- *2009 Title 1 Summer School*: *Test Achiever Program* was utilized for 6th-8th grade students in the areas of English Language Arts and Mathematics. These students also saw an increase of score from on the post test, 72% of students showed an increase.
- *AVID*: AVID students are required to attend afterschool tutoring if their grade falls below a C. Each teacher provided their own tutoring via their content area. No pretest/post test were available
- *Saturday Academy*: 5th-8th grade students participated in the Saturday Academy which focused on English Language Arts and Mathematics. These students showed an increase on their post test scores.

*Parent Notification of CELDT

Demographic



Teacher Needs Assessment / Marzano Survey

The staff surveys are provided to teachers regarding professional development needs which include; teaching/academic, technology, and safety needs.

SB days will be designed around Literacy Development specifically in Direct Instruction, Lesson Design, Evaluation of Assessments, Data and On-going monitoring of At Risk Students, Thinking Maps, Reciprocal Teaching, Accelerated Reader, Edusoft, Content and Focus Standards, Technology, Mathematics, Writing, ELD, Science, History/Social Science and Physical Education.

Cycles of Effectiveness

Classified Needs Assessment

Instructional Aides receive an annual needs assessment requesting input for professional development. The assessment indicates that more training is needed on reading comprehension and vocabulary development, classroom management, analyzing, and monitoring data and assessments.

Parents Survey

As a result of the data above the following Professional Development will be implemented.

Parents have expressed the following on the parent survey:

- **School Culture:** An average of 83% of parents feel they are greeted warmly, welcomed at BGI, valued as a partner in their child's education, child is safe, good discipline, are proud of

BGI and are informed about the School Safety Plan. However, 40% of parents are not sure if their child is protected from gang, violence and drugs on campus.

- **Parent/Community Involvement:** An average of 97% of parents feel that they are invited and encouraged to visit BGI, BGI provides the resources and trainings that parents need to strengthen the skills of their children, BGI has linked families to education, health, and social services agencies, BGI invites parents to help plan, implement and evaluate student programs, BGI informs parents about the instructional programs, parents are invited and encouraged to serve on important committees such as SSC, ELAC, Title 1, PTA, DGAC, CAC, BGI offers transportation to meetings and/or conferences, BGI send information home and present information at the meetings in a language that they understand, and activities are schedules at times and places that are convenient for parents.
- **Standards and Assessment:** An average of 76% of parents feel that BGI has high academic standards for all students, parents know academic standards their child must meet, understand clearly how their child's work will be evaluated, parents are fully informed about their child's progress, and that BGI is reaching the No Child Left Behind academic goals.
- **Curriculum and Instruction:** An average of 95% of parents feel that all students at BGI have an equal opportunity to learn, reading and mathematics are important, students are offered the opportunity to improve their reading and math skills by attending sessions before school, after school, and/or during intersession or summer school. 93% of parents feel that the homework assigned is just right and 84% feel that their child's amount of homework is just right.
- **Parent Education:** Parents have expressed a high interest in learning English as a Second Language, computer literacy classes and parent education classes.

Professional Development

Teachers

Note: 10% Title I minimum

- Extended Day Learning
- Direct Instruction: Lesson Design and Lesson Study
- Teacher Learning Collaborative
- Reciprocal Teaching
- Thinking Maps
- Specific Designed Academic Instruction in English/SIOP
- Intervention Programs (High Point, Read 180)
- Aveson Consultant
- Content Conferences (for classroom teachers, support staff, and TOSAs)
- AVID strategies

Title 1 \$82,600

QEIA \$200,000

LEP \$50,000

Classified

Note: Categorically Funded

- Literacy Training – Reciprocal Teaching
- Literacy Training – Thinking Maps
- Literacy Training – SDAIE strategies

Mathematics Training – Fast Forward

SI \$1,500

LEP \$1,500

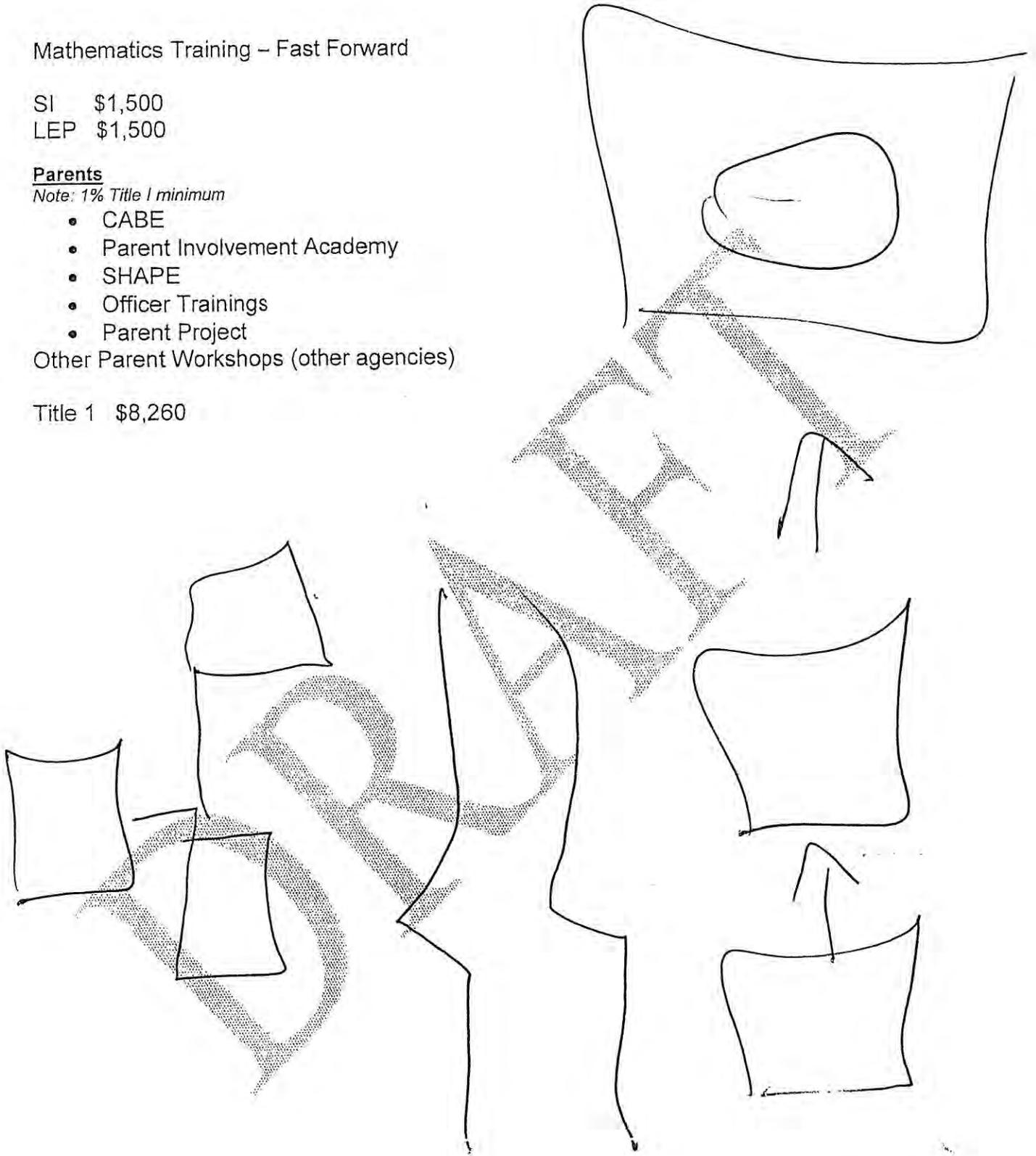
Parents

Note: 1% Title I minimum

- CAFE
- Parent Involvement Academy
- SHAPE
- Officer Trainings
- Parent Project

Other Parent Workshops (other agencies)

Title 1 \$8,260





SECTION 2: 2009-2010 INTERVENTIONS TO MEET ENGLISH LANGUAGE ARTS STANDARDS

Directions: Based on the data in section 1, identify the intervention for bridging the achievement gap.

STRATEGIC

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Basic and above proficiency levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT						
<p>The programs to be used are 5th grade Houghton Mifflin with ancillaries (Universal Access), 6th – 8th grade: Holt with ancillaries (Universal Access).</p> <p>Teachers in grade level collaboration will develop lessons via Direct Instruction and will utilize but limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • AVID strategies. • Accelerated Reader <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer students interventions during the day or after school.</p> <p>The Literacy Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, coach and provide professional development on a on-going bases.</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION: Principal Assistant Principal Teachers Fed and State Programs Facilitator Literacy Coach</p>	<p>Houghton Mifflin "Universal Access" and Holt "Universal Access" will be the core curriculum.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Thinking Maps • Reciprocal Teaching • SDAIE strategies • AVID strategies • Extended Day Learning (Measure Up and AVID tutoring) • Accelerated Reader <p>2. Collaboration time will be provided for teachers to meet twice in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple measures.</p> <p>3. Placement of adjustments will be based on data analysis.</p> <p>4. Parents will receive training to promote student academic success.</p>	<p>Resident Substitutes</p> <p>Aveson Consultant</p> <p>Paper, copies, copy machine, scanner</p>	<table border="1"> <tr> <td>Funding: Title I</td> </tr> <tr> <td>\$13,766.66</td> </tr> <tr> <td>QEIA</td> </tr> <tr> <td>\$25,000.00</td> </tr> <tr> <td>LEP</td> </tr> <tr> <td>\$12,500.00</td> </tr> </table>	Funding: Title I	\$13,766.66	QEIA	\$25,000.00	LEP	\$12,500.00
Funding: Title I									
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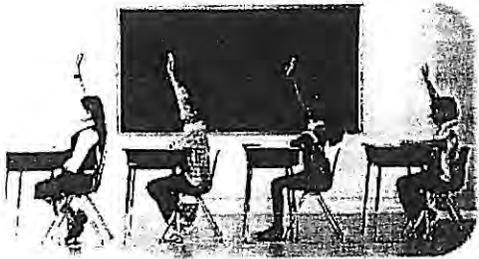
What program?

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Basic and above proficiency levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
Integrated Technology Facilitator			
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$

INTENSIVE

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Far Below Basic and Below Basic levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
<p>Students at the Intensive level receives the core ELA program and additionally one of the following programs: Read 180</p> <p>Teachers in grade level collaboration will develop lessons via Direct Instruction and will utilize but limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • AVID strategies • Accelerated Reader • Visual and Performing Arts Strategies <p>After teaching the lesson, teachers in grade level collaboration meetings will</p>	<p>Houghton Mifflin "Universal Access" and Holt "Universal Access" will be the core curriculum.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Lesson Designs/Studies • Thinking Maps • Reciprocal Teaching • AVID strategies • SDAIE strategies • Extended Day Learning (Rewards, Reading Zone High Point, Good Reader's Kit,) • Accelerated Reader • Extended time during class time. <p>2. Collaboration time will be provided for teachers to meet twice in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple</p>	<p>Resident Substitutes</p> <p>Aveson Consultant</p> <p>Paper, copies, copy machine, scanner</p>	<p>Funding: Title I</p> <p>\$\$13,766.66</p> <p>QEIA \$25,000.00</p> <p>LEP \$12,500.00</p>

<p align="center">INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Far Below Basic and Below Basic levels</i></p>	<p align="center">IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?</p>	<p align="center">RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i></p>	<p align="center">PROFESSIONAL DEVELOPMENT</p>
<p>study and analyze lessons to further offer students interventions during the day or after school.</p> <p>The Literacy Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, coach and provide professional development on a on-going bases.</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION: Principal Assistant Principal Teachers Fed and State Programs Facilitator Literacy Coach Integrated Technology Facilitator</p>	<p>measures such as CELDT scores, High Point Unit tests and lesson design/study.</p> <p>3. Modifications and placement of adjustments will be based on data analysis.</p> <p>4. Parents will receive updated information and training on their child's academic success.</p>		
<p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p>			<p>Funding: \$</p>
<p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p>			<p>Funding: \$</p>
<p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p>			<p>Funding: \$</p>



SECTION 2: 2009-2010 INTERVENTIONS TO MEET ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Directions: Based on the data in section 1, identify the intervention for bridging the achievement gap.

STRATEGIC

<p>INTERVENTIONS Beginning or Early Intermediate and has not progressed a level in one year. Identify Scientific Research-Based Supplemental Programs/Strategies</p>	<p>IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?</p>	<p>RESOURCES supplemental materials, equipment, books, personnel, etc.</p>	<p>PROFESSIONAL DEVELOPMENT</p>
<p>Teachers in grade level collaboration will develop lessons via Direct Instruction and will utilize but not limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • AVID strategies <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer English Learner students' interventions during the day or after school.</p> <p>The Literacy Coach and the English Language Development Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, coach and provide professional development on a on-going bases.</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION: Principal Assistant Principal Teachers Fed and State Programs Facilitator Literacy Coach English Learner Programs Facilitator Integrated Technology Facilitator</p>	<p>Houghton Mifflin "Universal Access" and Holt "Universal Access" will be the core curriculum.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Thinking Maps • Reciprocal Teaching • SDAIE strategies • AVID strategies • Extended Day Learning (Measure Up and AVID tutoring) • Accelerated Reader <p>2. Collaboration time will be provided for teachers to meet twice in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple measures.</p> <p>3. Placement and adjustments will be based on data analysis.</p> <p>4. Parents will receive training to promote student academic success</p>	<p>3 Resident Substitutes</p> <p>Aveson Consultant</p> <p>Paper, copies, copy machine, scanner</p>	<p>Funding: Title I \$13,766.66</p> <p>QEIA \$25,000.00</p> <p>LEP \$12,500.00</p>

INTERVENTIONS <i>Beginning or Early Intermediate and has not progressed a level in one year. Identify Scientific Research-Based Supplemental Programs/Strategies</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$

INTERVENTIONS <i>Beginning or Early Intermediate and has not progressed a level in one year. Identify Scientific Research-Based Supplemental Programs/Strategies</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
<p>Students at the Beginning and Early Intermediate level receives the core ELA program and additionally one of the following programs: High Point and Read 180.</p> <p>Teachers in grade level collaboration will develop lessons via Direct Instruction and will utilize but limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • AVID strategies • Accelerated Reader • Extended Day Learning (Rewards, Reading Zone High Point, Good Reader's Kit.) <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer interventions during the day or after school.</p>	<p>Students will access the Core Program by teachers scaffolding the Houghton Mifflin/HOLT program and utilizing the High Point as the ELD program.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Thinking Maps • Reciprocal Teaching • SDAIE strategies • AVID strategies • Extended Day Learning (Rewards, Reading Zone High Point, Good Reader's Kit.) • Accelerated Reader <p>2. Tutoring will be offered.</p> <p>3. Collaboration time will be provided for teachers to meet twice in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis</p>		Funding: Title I \$\$13,766.66 QEIA \$25,000.00 LEP \$12,500.00

<p align="center">INTERVENTIONS</p> <p><i>Beginning or Early Intermediate and has not progressed a level in one year. Identify Scientific Research-Based Supplemental Programs/Strategies</i></p>	<p align="center">IMPLEMENTATION STEPS</p> <p>What specific steps need to be taken to implement and evaluate the intervention?</p>	<p align="center">RESOURCES</p> <p><i>supplemental materials, equipment, books, personnel, etc.</i></p>	<p align="center">PROFESSIONAL DEVELOPMENT</p>
<p>The Literacy Coach and the English Language Development Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, coach and provide professional development on a on-going bases.</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION: Principal Assistant Principal Teachers Fed and State Programs Facilitator Literacy Coach English Learner Programs Facilitator Integrated Technology Facilitator</p>	<p>using multiple measures. 5. Modifications and placement adjustments will be based on data analysis. 6. Parents will receive ELD and SDAIE training, along with training on student academic success. In addition, to develop a knowledge base on the AMAO 1-3 mandated by Title III. 7. Students will receive a minimum of 55 minutes of daily ELD instruction per day.</p>		
<p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p>			<p>Funding: \$</p>
<p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p>			<p>Funding: \$</p>
<p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:</p>			<p>Funding: \$</p>



SECTION 2: 2009-2010 INTERVENTIONS TO MEET MATHEMATICS STANDARDS

Directions: Based on the data in section 1, identify the intervention for bridging the achievement gap.

STRATEGIC

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Basic and above proficiency levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT				
<p>Strategic: Basic Students Program; 5th grade: MacMillan 6th grade: HOLT 7th & 8th: HOLT Pre-Algebra and HOLT Algebra 1</p> <p>Teachers in grade level collaboration will develop lessons via Direct Instruction and will utilize but limit their strategies to include:</p> <ul style="list-style-type: none"> • Thinking Maps • Reciprocal Teaching • SDAIE/SIOP strategies • AVID strategies <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer students interventions during the day or after school.</p> <p>The Mathematics Coach will be available to teachers to assist with lesson designs, lesson studies, data analysis, coach and provide professional development on a on-going bases.</p> <p>PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION: Principal Assistant Principal Teachers Federal and State Facilitator Math Coach Integrated Technology Facilitator</p>	<p>The Math programs will be in place in the Master schedule and will be faithfully implemented to meet the needs of the students.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> • Direct Instruction • Thinking Maps • AVID strategies • SDAIE/SIOP strategies <p>2. Collaboration time will be provided for teachers to meet twice in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple measures.</p> <p>3. Modifications and placement adjustments will be recommended based on data analysis.</p> <p>4. Parents will receive training to promote student academic success.</p>	<p>Training Material</p> <p>Resident Substitutes</p> <p>Aveson Consultant</p> <p>Paper, copies, copy machine, scanner</p>	<table border="1"> <tr> <td>Funding: Title I</td> </tr> <tr> <td>\$13,766.66</td> </tr> <tr> <td>QEIA</td> </tr> <tr> <td>\$25,000.00</td> </tr> </table>	Funding: Title I	\$13,766.66	QEIA	\$25,000.00
Funding: Title I							
\$13,766.66							
QEIA							
\$25,000.00							

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Basic and above proficiency levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$

INTENSIVE

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Far Below Basic and Below Basic levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
<p>Program: 5th – 7th grade: Fast Forward. 8th grade: HOLT Algebra Readiness</p> <p>Strategies/Interventions:</p> <ul style="list-style-type: none"> Extended Day Learning: Tutorial utilizing Moving with Algebra and MIND Institute Summer School SES: After School Tutoring <p>After teaching the lesson, teachers in grade level collaboration meetings will study and analyze lessons to further offer students interventions during the day or after school.</p> <p>The Mathematics Coach will be available to intervention teachers to assist with lesson designs, lesson studies, data analysis, coach and provide professional development on a on-going bases. Lessons will be further developed to provide</p>	<p>Intensive students in grades 5-7 will receive the core program and will be scaffolded to differentiate their academic ability. Additionally, students will use the Fastforward intervention program. In 8th grade, intensive students will be placed in an Algebra Readiness class.</p> <p>1. Teachers will use and be trained on scientifically based research to differentiate instruction such as:</p> <ul style="list-style-type: none"> Direct Instruction Thinking Maps AVID strategies SDAIE/SIOP strategies Extended Day Learning <p>2. Tutoring will be offered.</p> <p>3. Collaboration time will be provided for teachers to meet twice in a six week cycle to evaluate, review, and analyze interventions and their implementation based on data analysis using multiple measures.</p> <p>4. Modifications and placement</p>	<p>Training Material</p> <p>Resident Substitutes</p> <p>Aveson Consultant</p> <p>Paper, copies, copy machine, scanner</p>	<p>Funding: Title I \$13,766.66</p> <p>QEIA \$25,000.00</p>

INTERVENTIONS <i>Identify Scientific Research-Based Supplemental Program/Strategy for students at the Far Below Basic and Below Basic levels</i>	IMPLEMENTATION STEPS What specific steps need to be taken to implement and evaluate the intervention?	RESOURCES <i>supplemental materials, equipment, books, personnel, etc.</i>	PROFESSIONAL DEVELOPMENT
intervention for students who did not master the standard presented via the Cycle of Effective Instruction. PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION: Principal Assistant Principal Teachers Federal and State Facilitator Math Coach Integrated Technology Facilitator	adjustments will be recommended based on data analysis. 5. Parents will receive training to promote student academic success and have a knowledge base of the intervention being offered to their child.		
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$
PERSON(S) RESPONSIBLE FOR MONITORING THE IMPLEMENTATION:			Funding: \$

CERTIFICATED EMPLOYEE TIME REPORT FOR WORKSHOPS

Location of Workshop: BGI Title of Workshop: SPFSA Committee Meeting
(As Presented to the Board of Education)

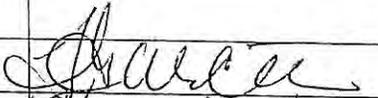
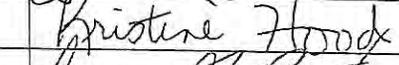
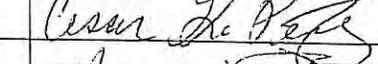
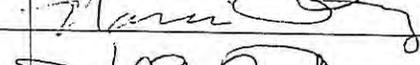
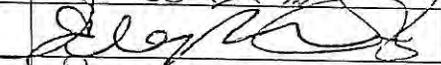
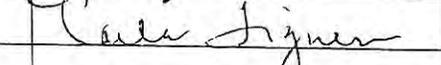
Workshop Date: October 10 & 24, 2009 Administrator's Signature: _____
(Submit one Time Report per date of Workshop)

Access Number: 9645 Program _____ Title I _____

Labor Distribution-Finance Office Use Only

Participant Rate: 190.00 per day **OR** \$34.55 / \$31.67 per hour
 (Circle One)

Pay Period: Sept. 26, 2009 to Oct. 25, 2009

Print/Type Name: <small>(As it appears on your Credential)</small>		Signature	Social Security Number	Work Site	Total Hours	Board Approval Date <small>(For Office Use Only)</small>	Amount Paid <small>(For Payroll Use)</small>
Last	First						
Barba	Evelyn			BGI	4		
Garcia	Teresa			BGI	8		
Hood	Kristine			BGI	4		
Perez	Cesar			BGI	8		
Perez	Horacio			BGI	4		
Robledo	Julio			BGI	8		
Rodriguez	Yolanda			BGI	8		
Ruvalcaba	Eloisa			BGI	4		
Figueroa	Carla			BGI	4		
				BGI			

NOTE: Payment will not be processed without Social Security Number

Bell Gardens Intermediate School School-Level Parent Involvement Policy

Bell Gardens Intermediate School recognizes that a critical part of effective schooling is parent involvement.** The school and the home cannot be viewed as separate from one another. Instead, families and schools need to collaborate and work in partnership to help children manage the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

1. The home is the first school and parents are the first teachers for the success of children.
2. Parent participation and support of education improves academic achievement of students.
3. Parent participation in the education of their children is very important for the success of the students.
4. Parent participation in different school activities is more beneficial for the students when it is supportive, well planned and long term.
5. The benefits of parent participation are not limited to the primary grades. In fact, parent participation in the intermediate and high school have a positive impact on the subsequent education of the student.
6. It is the responsibility of the parents to support their children's education by participating in their school with the goal of assuring a quality education and school success that operates within our community.

The staff of Bell Gardens Intermediate School believes that the education of its students is a responsibility that is shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Academic Standards.

Parents shall have the responsibility and opportunity to work with the schools in a equally supportive, encouraging, and respectful partnership with the goal of helping their children succeed in school.

**Parent involvement refers to the ongoing, active participation, from attending school functions to helping with homework, of any caregiver who has the responsibility of caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement Policy

Parental involvement as described in this policy has been developed with the assistance of parents, agreed to by parents, incorporated in the school's action plan, reviewed and updated annually by parents, and made readily available to the local community.

An annual meeting to which all parents are invited and encouraged to attend shall be held in the fall at a time and date that is convenient for the majority of the parent community. The written notice (in English, Spanish, and to the extent possible, other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title 1 program.

Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. For example the following parent committees such as School Site Council, English Learner Advisory Committee, Title 1, PTA, DAGC and CAC. Parents will be kept informed regarding the progress students in the core academic program. In addition, parents will receive specific information about Title 1 program participants and program implementation such as *Test Achiever*, *MIND Institute*, *Good Readers Kit*, *Moving with Algebra* and *Compass Learning*. Through these meetings parents will be involved in the ongoing planning, review and improvement of programs, including the parental involvement policy and school plan. The Single Plan for Student Achievement included all goals, evaluations; parent committee dates, parent participation, interventions, data analysis and funds.

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, state graduation requirements, and the status of the school's Academic Performance Index (API) and Adequate Yearly Progress (AYP). Parents will be informed on an ongoing basis about student support programs, activities, and school events. They will provide suggestions for, and receive information and training on, family and education related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a school-parent compact that explains how parents, students, and school staff will share the responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed. The compact shall —

- Be signed by all parties — parent, student, teacher(s), and principal — and a copy will be filed in the Project Office. The responsibilities of each party will be discussed in homeroom classes.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables all students to meet the California academic standards and a safe, welcoming, and nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, providing support, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school prepared to work as learners.

Building Parent Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community that will improve student achievement, the school shall -

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State academic content standards and achievement goals all students are expected to meet.
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and

school assignments, engaging in quality verbal interactions, working with math, literacy training, etc.

- Incorporate a variety of off-site parent based meetings to be held at convenient times
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their children's education
2. School staff shall be educated in the value of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
- Share results of Parent Survey with staff at a staff meeting.
 - At SSC meetings, parents will share information with staff from district meetings, conferences, workshops, and classroom walkthroughs.
 - Administrators and Support Staff will present at staff meetings information on the value of working with parents as equal partners in their children's education.
3. To further the goal of effective parent involvement, school staff will:
- Examine and adopt model parent involvement programs such as Joyce Epstein's Six Keys to Effect Parent Involvement or the National PTA's National Standards for Parent/Family Involvement
 - Organize a parent groups (PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents in working with other parents.
 - Train parents in leadership roles in order to effectively serve on the PTA, English Learner Advisory Committee, and the School Site Council.
 - Reach outside the school to form alliances with community-based agencies and businesses to connect families in need of assistance to appropriate support services.

- Consider hiring a parent/community representative to serve as a liaison between school and community to increase parent communication and participation. (Funded through Title 1).
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after school activities.
- Become knowledgeable about parent rights as specified in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A.
- Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and to the extent practical, in a language parents understand.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in the language (to the extent possible) that parents understand.

Bell Gardens Intermediate School also has a policy of making reasonable efforts to provide parents of migratory and disabled students accessibility and opportunities to school programs and events in which parents participate, in the most integrated setting reasonably possible, unless providing such accessibility would cause an undue administrative or financial burden of the school.



MONTEBELLO UNIFIED SCHOOL DISTRICT
DIVISION OF HUMAN RESOURCES

The No Child Left Behind Act (NCLB) - Parents' Right-to-Know
Professional Qualifications of Classroom Teachers/Paraprofessionals Response Form

August 18, 2008

Dear Parents/Guardians:

Your child is attending a school receiving Title I federal funds through the No Child Left Behind Act (NCLB). When a teacher who has not yet documented that he/she meets the NCLB requirements (Highly Qualified) and has taught a child for four or more consecutive weeks, Federal law requires that parents be notified.

Currently your child is being taught by «First_name_English», a «Grade_Level_english» teacher, who holds «credential_in_english» and is in the process of obtaining highly qualified status. «last_name_english», is authorized to teach in the State of California, but has not yet completed the process for meeting the NCLB requirements. If you have any questions please call Human Resources at (323) 887-7927.

La Ley Que Ningún Niño Se quede Atrás (NCLB) (por sus siglas en inglés)
Requisitos Profesionales Formulario de Respuesta de Auxiliares

Estimados Padres/ Tutores legales:

Su hijo/a está asistiendo a una escuela que recibe fondos federales del Título I por medio de la ley Que Ningún Niño Se Quede Atrás. La ley Federal requiere que se les notifique a los padres de familia cuando un maestro/a, que les ha enseñado a sus hijos por cuatro semanas consecutivas o más, no ha demostrado que él o ella cumple con los requisitos de NCLB (Altamente Calificado).

Actualmente, su hijo/a le esta enseñando «First_Name_Spanish» que enseña «Grade_Level_spanish». «credential_in_spanish». «last_name_spanish», está «Authorization_in_spanish» para enseñar en el estado de California pero aun no ha demostrado que «he_or_she_spanish» cumple con los requisitos de NCLB. Si tiene cualquier pregunta, por favor llame a la oficina de Recursos Humanos al (323) 887-7927.

BOARD OF EDUCATION
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DISTRITO ESCOLAR UNIFICADO DE MONTEBELLO
DIVISIÓN DE RECURSOS HUMANOS

**Derechos de los padres sobre la Ley Que Ningún Niño se Quede Atrás (NCLB) –
Calificaciones Profesionales de los Maestros/Ayudantes de Maestros**

En enero 8, 2002, el Presidente Bush firmó la ley “Que Ningún Niño Se Quede Atrás”, la re-autorización de la Ley Elemental y Secundaria (ESEA). Una de las estipulaciones de esta nueva ley de Título 1 requiere que todos los distritos notifiquen a los padres de todos los niños en escuelas de Título 1 sobre su derecho de solicitar y recibir información a tiempo adecuado sobre las calificaciones de los maestros/ayudantes de sus hijos. Este requisito aplica a todas las escuelas K-8 del Distrito Escolar Unificado de Montebello.

Como padre, usted puede solicitar cualquier o todo lo siguiente:

- (i) Si es que el maestro/a ha cumplido con los requisitos del Estado en cuanto los criterios para la licencia en los niveles de grados y las materias en las cuales el/la maestro/a está proporcionando instrucción.
- (ii) Si es que el/la maestro/a está enseñando bajo un nivel de emergencia u otro provisional que por medio de calificaciones o criterio de licencia del Estado se han dispensado.
- (iii) La especialidad del grado bachillerato del maestro/a y cualquier otro certificado de graduación o grado que tenga el maestro/a y el campo de disciplina de la certificación o el grado.
- (iv) Si el estudiante está recibiendo servicios de un ayudante, y si así lo es, cuales son sus calificaciones

La Ley Que Ningún Niño Se Quede Atrás (NCLB)
Derechos de los Padres sobre NCLB
Forma de Solicitud para Calificaciones Profesionales
Favor de entregar su solicitud a la Secretaria de la escuela de su hijo/a

De acuerdo con la Ley NCLB, nosotros solicitamos la siguiente información sobre el/la maestro/a en el salón de clase de mi hijo/a.

Sitio Escolar	Nombre del Estudiante	Nombre del Maestro/Ayudante	Nivel	Favor de indicar la información que usted desea recibir (i)-(iv)

Fecha de la solicitud _____

Nombre del padre/tutor: _____

Número de Teléfono (incluir el código de la area): _____

Domicilio: _____

Su solicitud será enviada a División de Recursos Humanos, Certificado para una respuesta en tiempo adecuado.
Distribución a: padre/tutor, maestro/ayudante, director, Recursos Humanos.



MONTEBELLO UNIFIED SCHOOL DISTRICT DIVISION OF HUMAN RESOURCES

The No Child Left Behind Act (NCLB) - Parents' Right-to-Know Professional Qualifications of Classroom Teachers/Paraprofessionals

On January 8, 2002, President Bush signed into law "The No Child Left Behind Act" (NCLB), the reauthorization of the Elementary and Secondary Education Act (ESEA). A provision of this new Title I law requires all districts to notify parents of all children in all Title I schools that they have the right to request and receive timely information on the professional qualifications of their children's classroom teachers/paraprofessionals. This requirement applies to all of Montebello Unified School District's K-8 schools.

As a parent, you may request any or all of the following:

- (i) Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- (ii) Whether the teacher is teaching under emergency or other provisional status through which state qualifications or licensing criteria have been waived.
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

The No Child Left Behind Act (NCLB) - Parents' Right-to-Know Professional Qualification Request Form

Please give your request to the Principal's secretary at your child's school.

Per NCLB Act, I/We are requesting the following information on my child's classroom teacher/paraprofessional.

School site	Student's name	Name of classroom Teacher/Paraprofessional	Grade level	Please indicate the section/s (i) - (iv) you would like to receive.

Date of request: _____

Name of parent/guardian: _____

Phone number (include area code): _____

Address: _____

Your request will be sent to the Human Resources Division, Certificated Personnel for a timely response.

Distribution: parent/guardian, classroom teacher and/or paraprofessional, principal, Human Resources



DISTRITO ESCOLAR UNIFICADO DE MONTEBELLO
DIVISIÓN DE RECURSOS HUMANOS

**La Ley Que Ningún Niño Se quede Atrás (NCLB) –
Calificaciones Profesionales Forma de Respuesta**

Fecha: _____

Estimados Padres/ Tutores legales: _____

La siguiente información se les proporciona según su petición:

Nombre del Maestro/a: _____

A su hijo/a le está enseñando un/a maestro/a que tiene:

- Credencial de maestro/a y es un Maestro/a Sumamente Calificado/a
- Credencial de maestro/a y está en el proceso de obtener el nivel Sumamente Calificado/a
- Credencial de Interno y es un Maestro/a Sumamente Calificado/a
- Credencial de Interno y está en el proceso de obtener el nivel de Sumamente Calificado/a
- Permiso Provisional Interno y está en el proceso de obtener el nivel Sumamente Calificado/a
- Permiso de Profesorado a corto plazo y está en el proceso de obtener el nivel de Sumamente Calificado/a
- Permiso especial de termino variable y está en el proceso de obtener el nivel de Sumamente Calificado/a
- Permiso de sustituto por 30-días y está en el proceso de obtener el nivel de Sumamente Calificado/a

Área de Especialización del bachillerato o certificación del maestro/a de su niño/a

Especialización del grado de bachillerato: _____

Área de la materia del título académico/certificación del graduado (si es aplicable): _____

Ayudante de Maestro/a

- En esta clase no hay asistente de maestro/a asignado
- En esta clase hay un asistente “Calificado” o un asistente en proceso de ser asesorado para obtener un nivel de “Calificado”

El nivel del Grado de su Hijo/a: _____

El área de la materia de su Hijo/a (si es aplicable): Educación General

Si tiene preguntas por favor llame al Director de Recursos Humanos (323) 887-7927.



**MONTEBELLO UNIFIED SCHOOL DISTRICT
DIVISION OF HUMAN RESOURCES**

**The No Child Left Behind Act (NCLB) - Parents' Right-to-Know
Professional Qualifications of Classroom Teachers/Paraprofessionals Response Form**

Date: _____

Dear Parents/Guardians: _____

The following information is being provided to you per your request.

Name of teacher: _____

Your child is being taught by a teacher holding a:

- Valid teaching credential and is a Highly Qualified Teacher.
- Valid teaching credential and is in the process of obtaining Highly Qualified status.
- Intern credential and is a Highly Qualified Teacher.
- Intern credential and is in the process of obtaining Highly Qualified status.
- Provisional Internship permit and is in the process of obtaining Highly Qualified status.
- Short-Term Staff permit and is in the process of obtaining Highly Qualified status
- Variable term waiver and is in the process of obtaining Highly Qualified status.
- 30-Day substitute permit and is the process of obtaining Highly Qualified status.

Major/discipline of degree or certification of your child's teacher:

Major of bachelor's degree: _____

Field of discipline of graduate certification or degree (If applicable): _____

Paraprofessional

- A paraprofessional is not assigned to this class
- A "Qualified" paraprofessional or a paraprofessional in process of being assessed for "Qualified" status is assigned to the classroom

Your Child's Grade Level: _____

Your Child's Subject Area (If applicable): General Education

If you have any questions please call the Director of Human Resources at (323) 887-7927.

1ª Gráfica

Requisitos en California de los Maestros Altamente Calificados Bajo la Ley de NCLB

<p align="center">“NUEVO” a la profesión</p> <p>Tiene una credencial o credencial/certificado provisional extendido el 1º de julio de 2002 o después.</p>	<p align="center">“NO NUEVO” a la profesión</p> <p>Tiene una credencial o credencial/certificado provisional extendido antes del 1º de julio de 2002.</p>
<p align="center">NIVEL PRIMARIO</p>	<p align="center">NIVEL PRIMARIO</p>
<ol style="list-style-type: none"> 1. Tiene por lo menos una licenciatura de una institución acreditada o educación más elevada. 2. Tiene una certificación de California para la asignatura apropiada o está inscrito en un programa provisional de CTC por no más de tres años. 3. Demostrar que es competente en la materia por: <ul style="list-style-type: none"> • Opción de Examen: Aprobar un examen actualmente aprobado por CTC en materias múltiples, Examen de Materias para Maestros de California (CSET, por sus siglas en inglés) Materias Múltiples. 	<ol style="list-style-type: none"> 1. Tiene por lo menos una licenciatura de una institución acreditada o educación más elevada. 2. Tiene una certificación de California para la asignatura apropiada o está inscrito en un programa provisional de CTC por no más de tres años. 3. Demuestra que es competente en la materia por: <ul style="list-style-type: none"> • Opción de Examen: Aprobar un examen actualmente aprobado por CTC en materias múltiples, Examen de Materias para Maestros de California (CSET, por sus siglas en inglés) Materias Múltiples. • Opción HOUSSE: Terminó la Parte 1 y/o la Parte 2 de HOUSSE.
<p align="center">NIVELES DE ESCUELAS INTERMEDIA Y PREPARATORIA</p>	<p align="center">NIVELES DE ESCUELAS INTERMEDIA Y PREPARATORIA</p>
<ol style="list-style-type: none"> 1. Tiene por lo menos una licenciatura de una institución acreditada o educación más elevada. 2. Tiene una certificación de California para la asignatura apropiada; o una autorización suplementaria o materia autorizada relacionada con la asignación; o tiene que estar inscrito en un programa provisional de CTC aprobado por no más de tres años. 3. Demostrar que es competente en la materia por: <ol style="list-style-type: none"> A. Opción de Examen: aprobar un examen de materia aprobada por el CTC por medio de un examen básico del currículo académico de NCLB B. Opción de Curso de Trabajo: <ul style="list-style-type: none"> • Aprobó materias individuales del programa de CTC dentro del área central; o • Mayor o equivalente en el área básica (32 unidades de recuperación de enseñanza aprobadas con una C o mejor grado); o • Una licenciatura más avanzada en la materia básica • Certificación avanzada (Certificación de la Mesa Educativa Nacional en la materia básica o VPSS) 	<ol style="list-style-type: none"> 1. Tiene por lo menos una licenciatura de una institución acreditada o educación más elevada. 2. Tiene una certificación de California para la asignatura apropiada; o una autorización suplementaria o materia autorizada relacionada con la asignación; o tiene que estar inscrito en un programa provisional de CTC aprobado por no más de tres años. 3. Demostrar que es competente en la materia por: <ol style="list-style-type: none"> A. Opción de Examen: aprobar un examen de materia aprobada por CTC por medio de un examen básico del currículo académico de NCLB B. Opción de Curso de Trabajo: <ul style="list-style-type: none"> • Aprobó materias individuales del programa de CTC dentro del área central; o • Mayor o equivalente en el área básica (32 unidades de recuperación de enseñanza aprobadas con una C o mejor grado); o • Una licenciatura más avanzada en la materia básica C. Certificación avanzada (Certificación de la Mesa Educativa Nacional en la materia básica o VPSS) D. Opción HOUSSE: Terminó la Parte 1 y/o Parte 2 de HOUSSE

Chart 1

California's NCLB Teacher Quality Requirements

"NEW" to the Profession	"NOT NEW" to the Profession
Holds a credential or intern credential/certificate issued on or after July 1, 2002	Holds a credential or intern credential/certificate issued before July 1, 2002
ELEMENTARY LEVEL	ELEMENTARY LEVEL
<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment or be enrolled in a CTC approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ul style="list-style-type: none"> • Exam option: Pass a CTC-approved multiple subject matter exam-currently, the California Subjects Examination for Teachers (CSET) Multiple Subject. 	<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment or be enrolled in a CTC-approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ul style="list-style-type: none"> • Exam option: Pass a CTC-approved multiple subject matter exam-currently, the California Subjects Examination for Teachers (CSET) Multiple Subject. • HOUSSE option: Complete Part 1 and/or Part 2 of HOUSSE.
MIDDLE AND HIGH SCHOOL LEVELS	MIDDLE AND HIGH SCHOOL LEVELS
<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment; or a supplementary authorization or subject-matter authorization related to the assignment; or be enrolled in a CTC-approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ol style="list-style-type: none"> A. Exam Option: Pass a CTC-approved subject matter exam in the NCLB core academic subject area. B. Course work option: <ul style="list-style-type: none"> • CTC-approved single subject matter program in the core area; or • Major or major equivalent in the core area (32 non-remedial units earned with a grade of C or higher); or • Advanced degree in the core area • Advanced certification (National Board Certification in the core area or VPSS) 	<ol style="list-style-type: none"> 1. Hold at least a bachelor's degree from an accredited institution of higher education. 2. Hold the appropriate California certification for the assignment; or a supplementary authorization or subject-matter authorization related to the assignment; or be enrolled in a CTC-approved intern program for no more than three years. 3. Demonstrate subject-matter competence by: <ol style="list-style-type: none"> A. Exam Option: Pass a CTC-approved subject matter exam in the NCLB core academic subject area. B. Course work option: <ul style="list-style-type: none"> • CTC-approved single subject matter program in the core area; or • Major or equivalent in the core area (32 non-remedial units earned with a grade of C or higher); or • Advanced degree in the core area C. Advanced certification (National Board Certification in the core area or VPSS) D. HOUSSE option: Completion of Part 1 and/or Part 2 of HOUSSE

Bell Gardens Intermediate School

School Site Council By-Laws

Article I

Name of the Council

The name of this council shall be the Bell Gardens Intermediate School Site Council hereafter to be called the School Site Council (SSC).

Article II

Section 1 Purpose

The purpose of the School Site Council will be:

1. To conform with legal mandates of School Improvement (S.I.) and Title I programs.
2. To focus on school concerns.
3. To facilitate communication between the school and home.

Article III

Section 2 Roles and Responsibilities

Roles and Responsibilities:

1. Establish and adopt School Site Council by-laws in accordance with School Improvement Program objectives and the needs of the school and Title I.
2. Establish a communication process to inform the total school community of School Improvement (S.I.) and Title I activities.
3. Provide inservice education for SSC members.
4. Provide for parent education.
5. Review the implementation and effectiveness of the School Improvement and Title I programs with the principal, teachers and other school personnel.
6. Participate in the development and approval of the School Plan and Federal and State Programs budgets.
7. Annually review the School Plan and make recommendations for utilizing categorical funds.
8. Advise the principal on curriculum, guidance, student programs and community relations.
9. Maintain communication about SSC activities with the total school community.

Article IV

Section 1 Number and Composition

1. The SSC shall be composed of:
 - The principal
 - 5 parents/community members elected by parents
 - Up to 5 alternate parent members elected by parents
 - 3 teachers elected by teachers at the school
 - 1 other staff member elected by support staff members
2. Term of Office:
 - Members will serve a one year term.
3. Voting Rights:
 - Each member is entitled to one vote on each matter submitted for a vote of the SSC. An elected alternate may vote in the absence of the representative. Absentee ballots shall not be permitted.
4. Termination:
 - Membership shall automatically terminate for any member who ceases to be a resident of the school attendance area or no longer meets the membership requirements or if the member is absent from three meetings during the school year.
5. Resignation:
 - A member may resign by submitting a written notice to the chairperson.

Section 2 Officers

1. Officers shall be a chairperson, a vice-chairperson and a secretary.
2. Officers will be elected by the SSC members.
3. Officers shall serve a one-year term or until the successor is elected.

Section 3 Vacancy and Termination

1. In case of a vacancy, a special election will be held to elect a member by the SSC to fill the vacancy for the remaining portion of the term.

Section 4 Duties of Officers

1. Chairperson: the chairperson shall preside at all the meetings of the SSC and sign all reports (for example, School Plan) and other correspondence of the SSC.
2. Vice-chairperson: in the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.

3. Secretary: the secretary shall take the minutes of the meetings. In the event that both the chairperson and the vice-chairperson are unavailable, the secretary shall preside at the SSC meetings.

Article V – Meetings

1. Regular meetings: There shall be at least 11 regular meetings of the SSC. A calendar of these meetings shall be adopted at the first meeting of the school year and shall be made known to staff, parents and community. Regular meetings shall be for the purpose of receiving reports of officers, committees and other staff; and for the SSC business.
2. Special meetings: Special meetings may be called by the chairperson or by a majority vote of the School Site Council (SSC).
3. Notice of meetings: Notice of regular meetings shall be given at least 72 hours in advance of the meeting.
4. Meeting place: All SSC meetings shall be held in a location determined by the SSC and readily accessible to members and others.
5. Conduct of meetings: Meetings shall be governed by these by-laws.
6. Open to the public: All meetings of the SSC shall be open to the public.

Article VI – Quorum

1. Quorum: A quorum shall be defined as the presence of a majority (one-half) of the members who are school personnel and a majority (one-half) of the members who are not school personnel.

Article VII – Other

1. The SSC does not have the power to enter into contracts of any nature. Council members shall not be required to provide any services other than those described in these by-laws.
2. These by-laws may be amended at any regular meetings of the SSC by two-thirds (2/3) vote of the membership, provided a quorum is present.

Approved:

Signature of Chairperson

Date

Construyendo la Participación de Padres

Para asegurar una participación efectiva por parte de los padres y apoyar la sociedad entre la escuela, padres y la comunidad que mejorara el rendimiento del estudiante, la escuela tendrá que-

1. Proveer regularmente juntas para dar información y talleres para hablar sobre temas sugeridos y necesitados por los padres. Para hablar sobre los requisitos del Acta de Ningún Niño Se Quede Atrás del 2001, Título 1, Sección 1118, la escuela deberá facilitarles a los padres un entendimiento mejor de los siguientes temas:
 - Estándares académicos estatales y metas de aprovechamiento que todos los alumnos deberán realizar.
 - Como monitorear el progreso de sus hijos a través de la interpretación de exámenes locales, estatales y reportes de progreso de los estudiantes.
 - Estrategias para usar en casa para apoyar el aprovechamiento académico de sus hijos, así como monitorear las tareas y trabajos de la escuela, entablar interacciones verbales de calidad, trabajando con matemáticas, entrenamiento de alfabetización etc.
 - Incorporar una variedad de juntas de padres afuera de la escuela que sean a horarios convenientes.
 - El uso efectivo de recursos proveídos por el centro de padres que apoyen y promuevan una participación por parte de los padres en la educación de sus hijos.

2. El personal de la escuela recibirá una educación en el valor y las contribuciones por parte de los padres, y como entablar enlaces, comunicarse y trabajar con los padres como compañeros en la educación de sus hijos usando estrategias para:
 - Examinar y adoptar modelos de programas de participación de padres así como el de Joyce Espstein llamado Seis Llaves para Afectar la Participación de Padres o los estándares nacionales del PTA para la Participación de Padres/Familias.
 - Organizar grupos de padres (PTA) para el propósito de apoyar la participación de los padres en las actividades escolares y mejorar las destrezas de liderazgo de los padres al trabajar con otros padres.
 - Entrenar a los padres en puestos de liderazgo para poder servir efectivamente en el PTA, en el Comité del Concilio Escolar, (SSC), Título 1, y Comité de Aprendices de Inglés.
 - Ver mas allá de la escuela para formar alianzas con agencia en la comunidad y negocios para conectar a familias que necesitan asistencia con los servicios apropiados.
 - Considerar emplear a un representante que sea padre o miembro de la comunidad que se convierta en el enlace entre la escuela y la comunidad para incrementar la comunicación y participación de padres. (Financiada a través de Título 1).
 - Implementar y coordinar programas de padres que construyan enlaces entre los padres y la escuela, así como oportunidades para apoyar a la escuela a través de dar tiempo como voluntarios, incluyendo apoyo en el salón y en actividades después de clases.
 - Obtener conocimiento de los derechos de padres especificado en los estatutos de California de la acta de Ningún Niño Se Quede Atrás del 2001, Título 1, Parte A.

- Asegurarse que la información relacionada a los programas de padres y escolares, juntas, talleres y otras actividades sean enviadas en un formato que los padres entiendan y se sientan cómodos, y hasta el punto mas practico posible, en el idioma que los padres entiendan.

Accesibilidad

La escuela, hasta el punto mas practico posible, proveerá a los padres con ingles limitado oportunidades de participación entera en actividades patrocinadas por la escuela usando traductores en todas las juntas y talleres y mandándoles notificaciones escritas y reportes en el idioma (hasta el punto mas practico posible) que los padres entiendan.

La escuela de Bell Gardens Inermedia también tiene la póliza de hacer el esfuerzo mas razonable de proveer a los padres con alumnos inmigrantes y con discapacidades acceso y oportunidades a los programas y eventos escolares en cuales los padres puedan participar, en el ambiente mas integrado posible, al menos que al proveer dicha accesibilidad causará una carga administrativa o financiera a la escuela.



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL

An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**You are invited to attend the
School Site Council (SSC) Meeting
November 19, 2009
At 8:15 a.m. in the cafeteria**



**Están cordialmente invitados a asistir a la reunión del
Concilio Plantel Escolar
El 19 de noviembre del 2009
A las 8:15 a.m. en la cafetería**

Childcare will be provided.

Se proveerá cuidado de niños.



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

SSC Meeting/ Junta del SSC
Agenda/Agenda
November 19, 2009
8:00 a.m.-9:45 a.m.

- | | | |
|------|---|---------------------|
| I. | 8:15-8:30 a.m. Registration/Registración | Julio César Robledo |
| II. | 8:30 Opening-Call to Order/Apertura-Llamado Al Orden | |
| | A. Welcome/Bienvenida | Martha Cabral |
| | B. Flag Salute/Saludo a la bandera | Angélica Cárdenas |
| | C. Roll Call/Lista de Asistencia | Cesar Pérez |
| | D. Minutes/Actas | |
| | i. Approval of Minutes/Aprobación del Acta | Martha Cabral |
| III. | 8:40 a.m. Approval Title I Schoolwide Plan/
Aprobación del Título I Plan Escolar | Martha Cabral |
| IV. | 9:40 a.m. District Rep Report/ Reporte del Rep Distrito | |
| V. | 9:45 New Business/Asuntos Nuevos | |
| | A. Bylaws/Estatutos | Martha Cabral |
| | B. Parent Involment Policy/ Póliza de Participación | Martha Cabral |
| VI. | 10:00 a.m. Open Forum/Foro abierto | Martha Cabral |
| VII. | 10:05 a.m. Adjournment/Clausura | Martha Cabral |

Desarrollo de la agenda: Martha Cabral, Delia Hernández, Angélica Cárdenas y Marcela Villalobos

Announcements/Anuncios

Next official Title Meeting: December 10, 2009
Próxima Junta Oficial: 10 diciembre del 2009

**Montebello Unified School District
Bell Gardens Intermediate
SSC Minutes
November 19, 2009**

Members present: Martha Cabral, Chairperson; Angelica Cardenas, Vice President; Cesar Perez, Secretary; Ricardo Mendez, Parliamentarian; Member; Socorro Castro, Member; Dora Vega, Member; Maricela Villalobos, Member; Lorena Aguirre, Teacher Rep.; Horacio Perez, Teacher Rep.; Julio Cesar Robledo, TOSA.

Flag Salute

- Mr. Perez takes role call

Approval of minutes

- First motion: Cesar Perez; Second motion: Mrs. Villalobos
- SSC members approved the minutes.

Approval of the Schoolwide Plan

- Mr. Robledo thanked the individuals who participated on the School Wide Plan.
- Reviewed the sections that were covered during the SWP meeting with the parents and SSC.
- Robledo explained AYP and the requirements we need to meet the Federal standards.
- Explained the goals set by the Math and English department in order to meet our AYP requirements.
- The state requires all 5th and 8th grade students to take a science and physical education test.
- We are in our sixth year as School Improvement and will be working as a staff to improve our students' test scores.
- The QEIA plan states that classroom size needs to be reduced every year until we reach the goal of 25-1.

Mrs. Velasco

- The state left the school responsible to pay for QEIA. The state will no longer supply the district with extra funds to pay the QEIA schools.

Mrs. Cabral

- Are there any question in regards to the SWP?

Mrs. Valencia

- I like that we have binder checks because it keeps the students on task with their school work.
- I would like to know how can we find out if teachers are checking their students' binders?

Mrs. Velasco

- It's the responsibility of Administration to check on the teachers to make sure they are following the binder check procedure.

Mrs. Valencia

- I would like to have a sheet of paper placed in each student's binder in which parents would sign if they received a school flyer. This process will inform the school that the parent received information pertaining to school business.

- Mrs. Cabral motion to approve school wide plan
 - First motion: Cesar Perez; Second motion: Dora Vega.
 - SSC Board members motion in agreement to approve the plan.
 - Parent Involvement volunteers: Mrs. Valencia, Lesley Castillo, Maricela Villalobos, Dora Vega, Angelica Cardenas, Socorro Castro, Horacio Perez, Martha Cabral.
-

Open Form

Mr. H. Perez

When are we going to plan for the next agenda?

Mr. Robledo

We will meet after SSC.

Parent brought up the issue in regards to drugs on campus

Mr. Robledo

We have security investigating the issue.

Parent: My child stated that there are fights on campus and security is not breaking up the fights and when they do they don't send them to the office.

Mr. Mendez

Addressed the issue of drugs on campus. There is no evidence of drugs and if your child knows of anyone please let us know. We heard of rumors but we have not seen any hard drugs.

We have students that react through physical actions to resolve their issues. That is a situation we are working on. We are bringing in a program in which professionals will be walking into the classrooms and discuss the actions of bullying and its effects on individuals. We suspend students who are involved in fighting.

Mrs. Valencia

Our school plan does not state how many students are suspended due to drugs or fights.

Mr. Mendez

Mrs. Valencia your in the SWP and when we meet again we can address that issue.

Parent

My child had Saturday school and the list did not state where the teacher could be found. When we found the teacher my child's name was not on the list.

Mr. Mendez

The individual who is suppose to place the child's name on the list did not. I have to speak to the individual so this mistake will not occur again.

Mrs. Carbajal Motion to close the meeting

1st motion Mr. Perez, 2nd motion Maricela Villalobos

Montebello Unified School District
Bell Gardens Intermediate
SSC Minutes
December 10, 2009

Members present: Martha Cabral, Chairperson; Angelica Cardenas, Vice President; Cesar Perez, Secretary; Socorro Castro, Member; Dora Vega, Member; Maricela Villalobos, Member; Lorena Aguirre, Teacher Rep.; Horacio Perez, Teacher Rep.; Naomi Sotelo, Letty Benito, Member; Julio Cesar Robledo, TOSA.

Flag Salute

- Mrs. Carbajal opened the meeting by introducing Angelica Cardenas who led the flag salute.

Approval of minutes

- Motion to approve the minutes with correction:
- First motion: Ms. Aguirre; Second motion: Mr. Perez.
- SSC members approved the minutes.

Approval of the Parent Involvement:

Parent Involvement Policy

- Mr. Robledo informed parents who wish to participate in the Parent Involvement Policy to sign up today.
- There will be a review of the calendar to find out if there is any conflict between SSC and the Parent Involvement Policy time slot.

Approval of the By-laws:

Bylaws Sub Committee

- Angelica Perez
- Sonia Valencia
- Maricela Villalobos
- Angelica Cardenas
- Leslie Castillo
- Ms. Aguirre
- Socorro Castro
- Dora Vega
- Martha Cabral
- Horacio Perez
- Lorena Aguirre

Sub-Committee for Home School Compact:

Sub. Committee for Home School Compact

- A date will be set up at a later time.

Announcements: CABE electives:

CABE

- Four parents will be going to CABE. Three parents from ELAC and one from Title I will be selected. CABE will be held in San Jose on March 10th through the 14th of 2010.

Open Form

Open Forum

- There was a recommendation for the Facilitator to attend CABE with the parents. Martha Cabral asked for a motion to make the recommendation, but the other committee members informed Mrs. Cabral that it was Open Forum and it could not be voted on. It should have been put in the CABE section before moving to Open Forum. It will be put on the next Agenda. Mr. Mendez mentioned that the school will pick two teachers to attend CABE but it has not been brought up to the teachers yet.
- Sonia Valencia asked to be given a copy of the ASB bylaws. ASB should have bylaws that include being a positive role model and maintaining a certain GPA.
- A parent asked when the Physical Fitness Test and Science Tests take place. Physical Fitness Test is in April for 5th and 8th graders and the Science test is included in the CST in the month of May.
- Ms. Aguirre mentioned that 5th grade restrooms are being closed at 1:50 p.m. Leaving students without access to the restroom. Mr. Mendez mentioned that the restrooms are not supposed to be closed until after classes. They may use the bathrooms in the gym after school, since they are open for All Stars. Mr. Mendez will look into that and see why they are being closed so early.
- Teleparent is not announcing what school the message is being delivered from. Therefore parents are not aware in which school the meeting is being held, Administration will try to get BGI announced on the caller ID.
- BGI Garden Club will be having a Farmers Market on Saturday from 8-12p.m.
- Posada on Wednesday, Dec. 16, 2009 at 5:00 p.m. All are welcomed to come. The band students will be participating.
- ELAC had a meeting on Monday and it was announced that there is a new gym at BGI opening and there will be a tour after the meeting.
- Saturday, there will be a "Run for Fun" at 6:45 a.m. at Griffith Park. The bus will be leaving from BGI.
- December 17, 2009, there will be a lunch for the teachers. Food donations from the parents are welcomed to show appreciation to our teachers.
- There will be a recognition assembly for the students that have moved up on the CST and the students that achieved Proficient and Advanced.

Adjournment

Dora Vega moved to adjourn the meeting and Ms. Aguirre seconded the motion. All SSC members were in favor to close the meeting.

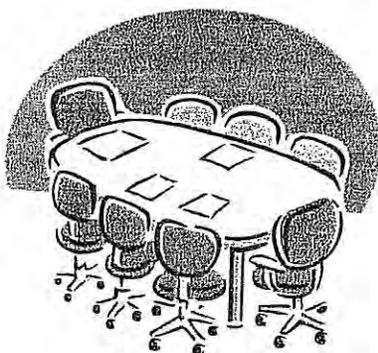


MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**You are invited to attend the
Emergency English Learner Advisory (ELAC) Meeting
December 7, 2009
At 8:15 a.m. in the cafeteria**



**Están cordialmente invitados a asistir a la Reunión del
Comité Consejero de Aprendices Ingles (ELAC)
El 7 de diciembre del 2009
A las 8:15 a.m. en la cafetería**

Childcare will be provided.

Se proveerá cuidado de niños.



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BELL GARDENS INTERMEDIATE SCHOOL

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Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

ELAC Meeting/ Junta del ELAC
Agenda/Agenda
8:15 a.m.-9:55 a.m.
December 7, 2009

- | | | |
|------|--|---------------------|
| I. | 8:15-8:30 a.m. Registration/Registación | Julio César Robledo |
| II. | 8:30 Opening-Call to Order/ Apertura-Llamar al orden | |
| | a. Welcome/ Bienvenida | Estela Lopez |
| | b. Flag Salute/Saludo a la bandera | Olivia Vega |
| | c. Roll Call/Lista de Asistencia | Martha Cabral |
| | d. Approve Minutes 11-18-09/Aprobar Minutas 11-18-09 | Estela López |
| III. | 8:40 Review Committee Member Status/
Actualizar los estatus de miembros | Julio César Robledo |
| IV. | 9:00 New Business/Asuntos Nuevos | |
| | a. CABA Elections/Elecciones de CABA | Julio César Robledo |
| | b. EL Section Schoolwide Plan/Sección de EL Schoolwide Plan | Julio César Robledo |
| V. | District Rep Report/Reporte Del Distrito | Dora Vega |
| VI. | 9:45 a.m. Open Forum-Public Comments/Foro Abierto-Comentarios Públicos | Estela Lopez |
| VII. | 9:55 a.m. Adjournment/Clausura | Estela Lopez |

-Agenda Development/Desarrollo de agenda: Estela López and Martha Cabral

Announcements/Anuncios

Next official ELAC Meeting: January 20, 2010

Próxima Junta Oficial de ELAC: 20 de Diciembre Del 2010

Montebello Unified School District
Bell Gardens Intermediate
SSC Meeting Minutes
January 26, 2010

Members Present: Martha Cabral, Chairperson; Angelica Cardenas, Vice-Chairperson; Cesar Perez, Secretary; Delia Hernandez, Member; Socorro Castro, Member; Dora Vega, Member; Maricela Villalobos, Member; Lorena Aguirre, Teacher Rep.; Horacio Perez, Teacher Rep.; Naomi Sotelo, Teacher Rep.; Letty Benito, Member; Julio Cesar Robledo, Intervention Facilitator.

Motion to approve the minutes

First motion; Dora, Second motion; Delia approved the minutes with minor corrections.

I. APPROVAL OF PARENT INVOLVEMENT POLICY:

Mrs. Cabral would like to meet after school to go over the bylaws, parent policy, and home compact. Mr. H. Perez suggested that we meet on Monday or Wednesday. It was agreed that they would meet on Monday February 1, 2010 at 2:15 in the library. Rosa Ibarra is joining the subcommittee parent policy meeting.

II. RECOMMENDATION OF PARENT-TEACHER-ADMINISTRATION FOR CAFE:

Angelica Cardenas first motion, Marisela Villalobos second motion, to send Mr. Robledo to CAFE.

III. UPDATE ON BUDGET:

Mr. Mendez informed parents and SSC members that he has met with teachers to discuss students' success and the continuation of improving our CST scores in hopes to meet the requirements of no child left behind. He also informed parents about the State's deficit of 21 billion dollars, which has affected our District's funding.

Due to the State's budget crisis, District Office informed the principals that there will be a 12 million dollar budget cut, and will affect our schools. The District is planning to layoff 90 teachers. Kinder to third grade will no longer have a 20:1 students to teacher ratio; the ratio will be change to 33:1. This will cause teacher at the elementary schools to be moved to other grade levels or be relieved of their duties if they lack tenure.

The District motioned to lay off 24 counselors, at the present time that motion has been rescinded.

There are concerns that what occurred to our State's DMV, department in which employees had to take furlough days, might also occur in our School District.

The Federal Government eliminated the School Improvement Funds which affects our schools. There was also a reduction of Title 1 funds which reduces our funding for school supplies. Therefore, we have to be more cautious how we spend our school funds.

At the high schools, D.O. will eliminate one vice principal position. The intermediate have had one V.P. reduction since last year.

Your children will continue to receive nutritional and academic services.

A parent wanted to know if the budget cuts would affect the Montebello Unified School District? Mr. Mendez responded, "Yes, it's affecting all the schools in our district."

OPEN FORUM:

Maricela Lobos stated that one of our security employees opened the gate a couple of minutes late.

Juana Nuñez: A caretaker told one of our students, "Its time to go" and used an inappropriate word.

A parent mentions that one of the water fountains does not work. Mr. Robledo will look into the issue in order to resolve the problem.

Sonia Valencia informed parents that tonight D.O. will be holding a meeting in regards to students with special needs.

Sonia Valencia stated that students should be released on time from school and not leave students unsupervised in front of the school.

Mrs. Beltra: My concern is that in the morning parents are not leaving the school grounds after the second bell.

Mrs. Villalobos: Mr. Fuentes lets the girls go to the restroom but not the boys.

MOTION TO CLOSE THE MEETING:

First motion; Mr. H. Perez, second motion; Angelica Cardenas.

Distrito Escolar Unificado de Montebello
Escuela Bell Gardens Intermediate
Minutas del SSC
19 de noviembre del 2009

Miembros presentes: Martha Cabral, Presidenta; Angelica Cardenas, Vice Presidenta; Cesar Perez, Secretario; Ricardo Mendez, Parlamentario; Socorro Castro, Miembra; Dora Vega, Miembra; Maricela Villalobos, Miembra; Lorena Aguirre, Maestra Rep.; Horacio Perez, Maestra Rep.; Julio Cesar Robledo, TOSA.

- Saludo a la Bandera
- El Sr. Perez tomó lista

Aprobación de las minutas

- Cesar Perez hizo la moción para probar las minutas ; la Sra. Villalobos la secundo
- Los miembros del SSC aprobaron las minutas

Aprobación del Plan Escolar

- El Sr. Robledo agradeció a las personas que participaron en el desarrollo del Plan Escolar
- Repaso las secciones que se cubrieron durante la junta del Plan Escolar con los padres y representantes del comité del SSC.
- El Sr. Robledo explico el AYP y los requisitos que se necesitan para cumplir con los estandares Federales.
- Explicó las metas fijadas por el departamento de Inglés y Matematicas para cumplir con nuestros requisitos del AYP.
- El estado require que todos los estudiantes del 5º y 8º grado tomen un exámen de ciencia y educación física.
- Estamos en nuestro sexton año del Programa de Mejoramiento de la Escuela y estaremos trabajando todo el personal de la escuela para mejorar las calificaciones de los estudiantes.
- El plan QEIA dice que necesitamos reducir el numero de estudiantes en los salones de clase cada año hasta alcanzar la meta de 25-1.

La Sra. Velasco

- El estado responsabiliso a la escuela par pagar por QEIA. El estado no proveera al distrito con fondos adicionales par pagar por las escuelas QEIA.

La Sra. Cabral

- Hay alguna pregunta con respecto al Plan Escolar?

La Sra. Valencia

- Me agrada que tengan revision de carpetas porque asi mantienen a los estudiantes al pendiente de su tarea.
- Me gustaria saber como podemos aberiguar si los maestros estan revisando las carpetas de sus alumnos.

La Sra. Velasco

- Es la responsabilidad de la administracion asegurarse de que los maestros esten cumpliendo con los procedimientos para revisar las carpetas.

La Sra. Valencia

- Me gustaria que las carpetas de los estudiantes tubieran una hoja especial para que los padres firmaran cada vez que recibieran un volante de la escuela. Este porcesso informaria a la escuela que el padre recibio informacion pertinente a los asuntos de la escuela.
- La Sra. Cabral pidio la moción para aprovar el Plan Escolar
- Cesar Perez hizo la primera moción; la Sra. Dora Vega la secundo.
- Los miembros de la mesa directiva del SSC hizieron la moción en acuerdo para aprovar el plan.
- Los voluntarios de la Participación de Padres: Sra. Valencia, Lesley Castillo, Maricela Villalobos, Dora Vega, Angelica Cardenas, Socorro Castro, Horacio Perez, Martha Cabral.

Foro Abierto

Sr. H. Perez

Cuando vamos a planear la proxima agenda?

Sr. Robledo

Nos reuniremos despues de la junta del SSC.

Un padre mencionó el problema de las drogas en la escuela.

Sr. Robledo

Tenemos al personal de seguridad investigando eso.

Un padre: Mi hijo me dijo que hay peleas dentro de la escuela y que los oficiales de seguridad no detienen las peleas y cuando lo hacen no mandan a los estudiantes a la oficina.

Sr. Mendez

Discutio el problema de las drogas en la escuela. No hay evidencia de drogas en la escuela y si su niño sabe algo, por favor dejenos saber. Oímos rumores pero no hemos visto ninguna droga.

Tenemos estudiantes que reaccionan atraves de la fuerza fisica para resolver sus problemas. Esta situacion es en la que estamos trabajando. Estamos desarrollando un programa en el cual profesionales iran a los salones y discutirán el problema de la burla y el efecto en los individuos. Nosotros suspendemos a estudiantes involucrados en peleas.

Sra. Valencia

Nuestro plan escolar no dice cuantos estudiantes son suspendidos por peleas o drogas.

Sr. Mendez

Sra. Valencia estan en el SWP y cuando nos juntemos otravez discutiremos ese problema.

Padre

Mi hijo vino a clases del sabado y en la lista no pudieron encontrar almaestro. Cuando encontraron al maestro el nombre de mi hijo no estaba en la lista.

Sr. Mendez

La persona que se encargo de poner el nombre del niño en la lista, no lo hizo. Tengo que hablar con el responsable para que esto no vuelva a suceder.

Clausura

Sra. Carbajal pidio una moción para cerrar la junta.

I ra. moción Sr. Perez, 2da. moción Maricela Villalobos

Bell Gardens Intermediate School

Parent Involvement Policy 2008-09

Bell Gardens Intermediate School recognizes that a critical part of effective schooling is parent involvement.** The school and the home cannot be viewed as separate from one another. Instead, families and schools need to collaborate and work in partnership to help children manage the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education contributes greatly to student achievement and conduct.

1. The home is the first school and parents are the first teachers for the success of children.
2. Parent participation and support of education improves academic achievement of students.
3. Parent participation in the education of their children is very important for the success of the students.
4. Parent participation in different school activities is more beneficial for the students when it is supportive, well planned and long term.
5. The benefits of parent participation are not limited to the primary grades. In fact, parent participation in the intermediate and high school have a positive impact on the subsequent education of the student.
6. It is the responsibility of the parents to support their children's education by participating in their school with the goal of assuring a quality education and school success that operates within our community.

The staff of Bell Gardens Intermediate School believes that the education of its students is a responsibility that is shared with parents. The school's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations set forth in the California Academic Standards.

Parents shall have the responsibility and opportunity to work with the schools in a equally supportive, encouraging, and respectful partnership with the goal of helping their children succeed in school.

**Parent involvement refers to the ongoing, active participation, from attending school functions to helping with homework, of any caregiver who has the responsibility of caring for a child, including parents, grandparents, aunts, uncles, foster parents, stepparents, etc.

Parental Involvement Policy

Parental involvement as described in this policy has been developed with the assistance of parents, agreed to by parents, incorporated in the school's action plan, reviewed and updated annually by parents, and made readily available to the local community.

An annual meeting to which all parents are invited and encouraged to attend shall be held in the fall at a time and date that is convenient for the majority of the parent community. The written notice (in English, Spanish, and to the extent possible, other languages as needed) shall be mailed to all parents and will include the rights of parents to be actively involved in supporting their children's academic achievement. Parents will also receive a description of the services provided to children participating in the Title I program.

Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at times convenient for their participation. For example the following parent committees such as School Site Council, English Learner Advisory Committee, Title I, PTA, DAGC and CAC. Parents will be kept informed regarding the progress students in the core academic program. In addition, parents will receive specific information about Title I program participants and program implementation such as *Measure Up*, *MIND Institute*, *Good Readers Kit*, *Moving with Algebra*, AVID and GATE. Through these meetings parents will be involved in the ongoing planning, review and improvement of programs, including the parental involvement policy and school plan. The Single Plan for Student Achievement included all goals, evaluations, parent committee dates, parent participation, interventions, data analysis and funds.

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, state graduation requirements, and the status of the school's Academic Performance Index (API) and Adequate Yearly Progress (AYP). Parents will be informed on an ongoing basis about student support programs, activities, and school events. They will provide suggestions for, and receive information and training on, family and education related topics to assist them with their children.

Shared Responsibilities

The school staff and parents shall jointly develop a school-parent compact that explains how parents, students, and school staff will share the responsibility for improved student academic achievement. The compact shall be reviewed annually and modified as needed. The compact shall —

- Be signed by all parties — parent, student, teacher(s), and principal — and a copy will be filed in the Project Office. The responsibilities of each party will be discussed in homeroom classes.
- Describe how the school staff will be responsible for providing a high-quality instructional program that enables all students to meet the California academic standards and a safe, welcoming, and nurturing learning environment for all students.
- Explain how parents will be responsible for supporting their child's learning by monitoring attendance, homework completion, providing support, and participating in decisions relating to their child's education.
- Describe how students will take responsibility for coming to school prepared to work as learners.

Building Parent Involvement

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community that will improve student achievement, the school shall -

1. Provide regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001, Title I, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State academic content standards and achievement goals all students are expected to meet.
 - How to monitor their children's progress through interpreting state and local assessment reports and student progress reports.

- Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, engaging in quality verbal interactions, working with math, literacy training, etc.
 - Incorporate a variety of off-site parent based meetings to be held at convenient times
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their children's education
2. School staff shall be educated in the value of the contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners in their children's education by using strategies to:
- Examine and adopt model parent involvement programs such as Joyce Epstein's Six Keys to Effect Parent Involvement or the National PTA's National Standards for Parent/Family Involvement
 - Organize a parent groups (PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents in working with other parents.
 - Train parents in leadership roles in order to effectively serve on the PTA, English Learner Advisory Committee, and the School Site Council.
 - Reach outside the school to form alliances with community-based agencies and businesses to connect families in need of assistance to appropriate support services.
 - Consider hiring a parent/community representative to serve as a liaison between school and community to increase parent communication and participation. (Funded through Title I).
 - Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after school activities.
 - Become knowledgeable about parent rights as specified in California statutes and in the No Child Left Behind Act of 2001, Title I, Part A. The school will have parent workshops during the year on different sections of No Child Left Behind for example section 1118.
 - Ensure that information related to school and parent programs, meetings, workshops, and other activities is sent in a parent-friendly format, and to the extent practical, in a language parents understand.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in the language (to the extent possible) that parents understand.

Bell Gardens Intermediate School also has a policy of making reasonable efforts to provide parents of migratory and disabled students accessibility and opportunities to school programs and events in which parents participate, in the most integrated setting reasonably possible, unless providing such accessibility would cause an undue administrative or financial burden of the school.

Parent Involvement Policy

Bell Gardens Intermediate School School-Level Parent Involvement Policy 2008-2009

Bell Gardens Intermediate School recognizes that a critical part of effective schooling is parent involvement. ** The school and home cannot be viewed as separate from one another. Instead, families and schools need to collaborate and work in partnership to help children manage the responsibilities of being successful students.

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Each year parents shall be invited to attend a number of regularly scheduled meetings that are planned at time convenient for their participation. For example the following parent committees, such as School Site Council, English Learner Advisory Committee, Title I, PTA, DAGC, and CAC. Parents will be kept informed regarding the progress students in the core academic program. In addition, parents will receive specific information about Title I program participants and program implementation such as Test Achiever, MIND

Institute, Good Readers Kit, Moving with Algebra and Compass Learning. Through these meetings parents will be involved in the ongoing planning, review and improvement of programs, including the parental involvement policy and school plan. The Single Plan for Student Achievement included all goals, evaluations, parent committee dates, parent participation, interventions, data analysis and funds.

The principal and school staff shall provide timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, state graduation requirements, and the status of the school's Academic Performance Index (API) and Adequate Yearly Progress (AYP). Parents will be informed on an ongoing basis about student support programs, activities, and school events. They will provide suggestions for, and receive information and training on, family and education related topics to assist them with their children.

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- Be signed by all parties- parent, student, teacher(s), and principal- and a copy will be filed in the Project Office. The responsibilities of each party will be discussed in homeroom classes.
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1. Provided regularly scheduled informational meetings and workshops to address topics requested and needed by parents. To address the requirements in the No Child Left Behind Act of 2001. Title 1, Section 1118, the school shall enable parents to gain a better understanding of the following:
 - State academic content standards and achievement goals all students are expected to meet.
 - How to monitor their children's progress through interpreting state and local assessments reports and student progress reports.
 - Strategies to use at home to support their child's academic achievement, such as monitoring the completion of homework and school assignments, engaging in quality verbal interactions, working with math, literacy training, etc.
 - Incorporate a variety of off-site parent based meetings to be held at convenient times.
 - Effective use of resources provided by the parent center that support and encourage parental involvement in their children's education.
2. School staff shall be educated in the value of the contributions of parents, and in how to reach out to, communicate with, and work with, parents as equal partners in their children's education by using strategies to:
 - Share results of Parent Survey with staff at a staff meeting.
 - At SSC meetings, parents will share information with staff from district meetings, conferences, workshops, and classroom walkthroughs.
 - Administrators and Support Staff will present at staff meetings information on the value of working with parents as equal partner in their children's education.

3. To further the goal of effective parent involvement, school staff will:

- Examine and adopt model parent involvement programs such as Joyce Epstein's Six Keys to Effect Parent Involvement or the National PTA's National Standards for Parent/Family Involvement.
- Organize a parent groups (PTA) for the purpose of supporting parent involvement activities at the school and to enhance the leadership skills of parents in working with others parents.
- Train parents in leadership roles in order to effectively serve on the PTA, English Learner Advisory Committee, and the School Site Council.
- Reach outside the school to form alliances with community-based agencies and businesses to connect families in need of assistance to appropriate support services.
- Consider hiring a parent/community representative to serve as a liaison between school and community to increase parent communication and participation. (Funded through Title 1).
- Implement and coordinate parent programs that build ties between parents and the school, such as opportunities to support the school through volunteering their time, including classroom support and after school activities.
- Become knowledgeable about parent rights as specified in California status and in the No Child Left Behind Act of 2001, Title 1, Part A.
- Ensure that information related to school and parent programs, meetings, workshops, and other activities is spent in a parent friendly format, and to the extent practical, in a language parents understand.

Accessibility

The school, to the extent practical, shall provide parents with limited English proficiency opportunities to fully participate in school sponsored activities by using translation at all meetings and workshops and by sending written notices and reports in the language (to the extent possible) that parents understand.

Bell Gardens Intermediate School also has a policy of making reasonable efforts to provide parents of migratory and disabled students accessibility and opportunities to school programs and events in which parents participate, in the most integrated

setting reasonably possible, unless providing such accessibility would cause and undue administrative or financial burden of the school.

Program Improvement

**Bell Gardens Intermediate
Program Improvement Year 4 & 5
Alternative Governance – Restructure Interventions Year 4 & 5
2008-2009**

Objective: By June 2009, an articulation process will be in place to adequately program students based on their instructional level/need in the areas of ELA and Math as indicated in the Response to Instruction Model as evidence by the 2008-09 master schedule design.						
Rationale: To more effectively meet the instructional needs of all students via the use of research based strategies (Direct Instruction, Teaching Learning Collaborative, Thinking Maps, Reciprocal Teaching, Advancement Via Individual Determination, Gifted And Talented Education and English Learner strategies) to increase student learning and performance.						
Data Analysis: CST, curriculum embedded assessments, and SMART goals data indicates gaps in student subgroups being able to meet AYP and API goals.						
Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Action Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
HOLT, CST, SMART goals, Math Diagnostic Assessments, MacMillan Assessments, LIONS Assessments, JT, Fast Forward	On-going, quarterly, six week cycles, annual, tri-annual grade level articulation data analysis meetings	Teachers, Content Coaches, Admin., Counselors, Support Staff, Parents, and students	Professional Collaboration Meetings, Sharing of Best Practices, Six week Cycle of Effective Instruction, Tri-annual data analysis meetings, Programming Articulation Meetings, SB1802	Cycle of Effective Instruction, on-going TLC and DI, ELD training, AVID, GATE and Math conferences, CAMPS, and other content areas conferences	Administration, Content Coaches, Aveson, Teachers, K12 Alliance Consultant, Comp. Ed budget, QEIA	Teachers agree to collaborate: <ol style="list-style-type: none"> 1. Developing and implementing DI/TLC lessons 2. Data analysis 3. Professional Development 4. Consistent Instructional Strategies 5. Assist with programming 6. Provide intervention for at risk and focus students

**Bell Gardens Intermediate
Program Improvement Year 4 & 5
Alternative Governance – Restructure Interventions Year 4 & 5
2008-2009**

Objective: By June 2009, Bell Gardens Intermediate will implement the Cycle of Effective Instruction for all teachers by content/grade level to develop and design standards based SMART goals, lesson designs and studies to improve student learning.						
Rationale: To more effectively meet the instructional needs of all students via the use of research based strategies (Direct Instruction, Teaching Learning Collaborative, Thinking Maps, Reciprocal Teaching, Advancement Via Individual Determination, Gifted And Talented Education and English Learner strategies) to increase student learning and performance.						
Data Analysis: CST, curriculum embedded assessments, and SMART goals data indicates gaps in student subgroups being able to meet AYP and API goals.						
Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Action Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
Pre-post Assessments, Developed during Cycle of Effective Instruction	On-going, quarterly, six week cycles, annual, tri-annual grade level articulation data analysis meetings	Teachers, Content Coaches, Admin., Counselors, Support Staff, Parents, and students	Professional Collaboration Meetings, Sharing of Best Practices, Six week Cycle of Effective Instruction, Tri-annual data analysis meetings,	Cycle of Effective Instruction, on-going TLC and DI, ELD training, AVID, GATE and Math conferences, CAMPS, and other content areas conferences	Administration, Content Coaches, Aveson, Teachers, K12 Alliance Consultant, Comp. Ed budget, QEIA	Teachers agree to collaborate: <ol style="list-style-type: none"> 1. Developing and implementing DI/TLC lessons 2. Data analysis 3. Consistent Instructional Strategies

			Programming Articulation Meetings, SB1802			
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**Bell Gardens Intermediate
Program Improvement Year 4 & 5
Alternative Governance – Restructure Interventions Year 4 & 5
2008-2009**

Objective: By June 2009, all teachers will be trained on developing standards-based Specific Measurable, Attainable, Reasonable, Timely (SMART) goals through the Cycle of Effective Instruction.

Rationale: To more effectively meet the instructional needs of all students via the use of research based strategies (Direct Instruction, Teaching Learning Collaborative, Thinking Maps, Reciprocal Teaching, Advancement Via Individual Determination, Gifted And Talented Education and English Learner strategies) to increase student learning and performance.

Data Analysis: CST, curriculum embedded assessments, and SMART goals data indicates gaps in student subgroups being able to meet AYP and API goals.

Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Action Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
HOLT ELA, CST, Math Assessments from CORE programs, LIONS Assessments, Fast Forward	On-going, quarterly, six week cycles, annual, tri-annual grade level articulation data analysis meetings	Teachers, Content Coaches, Admin., Counselors, Support Staff, Parents, and students	Professional Collaboration Meetings, Sharing of Best Practices, Six week Cycle of Effective Instruction, Tri-annual data analysis meetings, Programming Articulation Meetings, SB1802	Cycle of Effective Instruction, on-going TLC and DI, ELD training, AVID, GATE and Math conferences, CAMPS, and other content areas conferences	Administration, Content Coaches, Aveson, Teachers, K12 Alliance Consultant, Comp. Ed budget, QEIA	Teachers agree to collaborate: 1. Developing and implementing DI/TLC lessons 2. Professional Development 3. Provide intervention for at risk and focus students

Program Improvement

2009-10 QEIA Plans

Bell Gardens Intermediate School

Overview/Targets of Current Status of Requirements

CORE REQUIREMENTS

One third to be met by 2008-09

Two thirds to be met by 2009-10

All requirements to be met by 2010-11

ADDITIONAL PROGRAM REQUIREMENTS

PROMOTING SUCCESS

**2007-08 QEIA Plan – BELL GARDENS
INTERMEDIATE SCHOOL**

CORE REQUIREMENTS				
Class Size Reduction (CSR)	Counselors Ideal Service - 300:1	Highly Qualified Teachers (HQT)	Teacher Experience Index (TEI)	API Target
<p align="center"><i>25:1 Average No Class over 27 students, Or 5 less than 2006-07</i></p>			<p align="center"><i>Average Teaching Experience Meets or Exceeds District Average</i></p>	<p align="center"><i>School Must Meet or Exceed API Growth Target Average Over from 2008-09, 2009-10, 2010-11 and Annually Thereafter</i></p>
<p>Language Arts; Social Studies; Math; and Science – 42.24 needed</p> <p>Current Teachers – 46.0</p>	<i>n/a</i>	<p>70 Highly Qualified 6 Credential eligible</p>	8.2	624

ADDITIONAL PROGRAM REQUIREMENTS			
Compliance with Law	Employ Exemplary Administrators	Increase Pupil Attendance and Graduation Targets	Professional Development Plan
<p><i>Meet Williams vs. California Requirements by the end of 2008-09</i></p>			
<p>Textbooks – Fall 2007: BGI met Williams Textbook Requirements</p>	<p>All Administrators Highly Qualified AB430/AB75</p>		<ul style="list-style-type: none"> -Direct Instruction -Curriculum Maps -Focus Standards -Lesson Design -Lesson Study -Thinking Maps -AVID Strategies -SDAIE Strategies -Character Building

PROMOTING SUCCESS	
Inform School Site Council to Develop Strong Knowledge Base	40 Hours Professional Development can include:
<ul style="list-style-type: none"> -March 22, 2007 (SSC) - January 22, 2008 (LACOE training SSC) -January 17, 2008 (Title 1 & ELAC) -November 14, 2008 Staff Meetings -December 10, 2008 Curriculum & Instruction Leadership Meeting 	<ul style="list-style-type: none"> -SB Days -Weekly Staff Development



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

SSC Meeting/ Junta del SSC
Agenda/Agenda
March 4, 2010
8:15 a.m.

- | | |
|--|---------------------|
| I. Registration/Registración | Julio César Robledo |
| II. Opening-Call to Order/Apertura-Llamado Al Orden | |
| A. Welcome/Bienvenida | Martha Cabral |
| B. Flag Salute/Saludo a la bandera | Angélica Cárdenas |
| C. Roll Cal/Lista de Asistencia | Cesar Pérez |
| D. Minutes/Actas | |
| III. Uniform Complaint Policy/Procedimiento | |
| Uniforme de quejas (UCP) | Julio César Robledo |
| IV. Approval of the Bylaws | Martha Cabral |
| Aprobación de los Estatutos | |
| V. Approval for Home School Compact | Martha Cabral |
| Aprobación el Compacto de la Escuela y el Hogar | Martha Cabral |
| VI. Approval of Parent Involvement Policy | Martha Cabral |
| Aprobación de la Póliza de Participación de los Padres | |
| VII. Recommendation of Parent Academy 3-19/ | |
| Recomendación Academia de Padres | Martha Cabral |
| VIII. Update on Budget/ Actualizar el proposito | Julio César Robledo |
| IX. Open Forum/Foro abierto | Martha Cabral |
| X. Adjournment/Clausura | Martha Cabral |

Desarrollo de la agenda: **Martha Cabral**

Announcements: Next SSC Official Meeting- Thursday, March 25, 2010-Cafeteria

Aviso: Próximo Junta Oficial, jueves 25 de marzo del 2010-Cafetería



MONTEBELLO UNIFIED SCHOOL DISTRICT
BELL GARDENS INTERMEDIATE SCHOOL
An Accredited Middle School, Western Association of Schools and Colleges
5841 Live Oak St. Bell Gardens, California 90201 (562) 927-1319

Ricardo Méndez, Principal

Norma Velasco-Aceves, Asst. Principal

**You are invited to attend the
School Site Council (SSC) Meeting
March 4, 2010
At 8:15 a.m. in the cafeteria**



**Están cordialmente invitados a asistir a la reunión del
Concilio Plantel Escolar
El 4 de marzo del 2010
A las 8:15 a.m. en la cafetería**

Childcare will be provided.

Se proveerá cuidado de niños.

Eastmont Intermediate School

DISTRICT MANAGEMENT

District Site Leadership Team Meeting (DSLTT)

February, 2010

SPSA

School wide goals and objectives

Grade Level Goals & Objectives

Collaboration Meetings

Classroom Level Data

Intervention Data

Intervention Subgroup Data

November 11, 2009

Data Review. How has the implementation of the APS, School Improvement Plan, Corrective Action Plan, and / or Alternative Governance Plan improved student achievement. What are you currently doing to address the achievement gap? What are you doing differently this year? What are your academic targets for this year? What common assessments will you use to determine student growth toward these targets? How do you structure collaboration at your school? What support do you need to fully implement your plan?

SCHOOL MANAGEMENT

Improving School Effectiveness through Governance, Leadership and Advocacy

A brief description of meetings of: School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) and other site committees with parents. Included are a list dates and activities related to the goals of the School Improvement Grant.

School Site Council (SSC)

Eastmont Intermediate's SSC is composed of 6 staff members (principal, classified staff and 4 teachers) and 6 parents for a total of 12 members.

SSC Meetings:

September 16, 2009:

Analyze student performance data, Elections, Test Data, Title I Funds, Single Plan, SES Services

October 14, 2009:

SPFSA 2009 Objectives, SPFSA 2010 Objectives, Interventions, Safety Committee, Choice

October 16, 2009:

Objectives review, Section 3 Support for Students-Learning Linkage to Families, School and Community Resources

October 30, 2009:

Section School Profile, Section I Data, SPFSA Support of Students, SPFSA Learning-Linkage to Families, School and Community, SPFSA Special Education, SPFSA Physical Education, SPFSA The Cycle of Effective Instruction as reflected in the SPFSA, SPFSA Schedule date for review and finalize the plan, SPFSA Parent Survey

November 18, 2009:

Review the finalization for the SPFSA

December 2, 2009:

Approval of the SPFSA, Budget

December 16, 2009:

Parent Involvement Policy, Home/School Compact, Bi-Laws

January 13, 2010:

Analyze student performance data

February 17, 2010:

Approval of the School Safety Plan

March 17, 2010:

Review the implementation of the SPFSA Intensive Students

April 6, 2010:

Review the implementation of the SPFSA Strategic Students

English Learner Advisory Council (ELAC)

ELAC Meetings:

October 21, 2009:

School Data Analysis, School Data- Input for Title I Plan

January 20, 2010:

Bi-Laws , Needs Assessment, Implementation of Gateways

February 25, 2010:

Initial Identification, Parent Involvement Policy

March 24, 2010:

CELDT Data, Reclassification

May 12, 2010:

R-30, Attendance, Language Census Report

Compensatory Education Advisory Committee (CEAC)

Title I Advisory Committee (Title I) Meetings:

September 16, 2009 :

Analyze student performance data, Elections, Test Data, Title I Funds, Single Plan, SES Services

October 14, 2009:

Choice, Interventions, Safety Committee, SPFSA 2009 Objectives, SPFSA 2010 Objectives

October 30, 2009:

Section School Profile, Section I Data, SPFSA Support of Students, SPFSA Learning-Linkage to Families, School and Community, SPFSA Special Education, SPFSA

Physical Education, SPFSA The Cycle of Effective Instruction as reflected in the SPFSA, SPFSA Schedule date for review and finalize the plan, SPFSA Parent Survey

December 16, 2009:

Parent Involvement Policy, Home/School Compact, Bi-Laws, Budget

January 13, 2010:

Report on the Cycle of Effective Instruction assessment

February 17, 2010:

Revisit the School Safety Plan for updates

March 17, 2010:

Measure the effectiveness of the implementation of the SPFSA

April 6, 2010:

Review the implementation of the SPFSA Intensive Students, Review the implementation of the SPFSA Strategic Students

Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTL) Meeting	Date: 11/9/09 PI Status: Year 5+	School Site: EAI
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1. Data Review/Trends

In regard to CST scores: EAI met Safe Harbor goals for math this past year but did not meet goals for ELA. English Learner subgroup progress has somewhat stalled and not progressed. English Learner subgroup is a focus at the school. There is a concern that high RFEP scores don't appear to be reflected in the EL subgroup results. Principal has discussed this with ITS/Patrick Gittis.

2. How has the implementation of the Academic Program Survey (APS), School Improvement Plan (PI Year 1 and 2), Corrective Action Plan (PI Year 3), and/or Alternative Governance Plan (PI Year 5) improved student achievement?

Alternate Governance Plan: EAI has implemented Professional Learning Communities (PLC) as a result of their Alternative Governance Plan. PLCs meet twice monthly to review key standards, student data, and instructional strategies to implement for at-risk groups.

3. What are you currently doing to address the achievement gap? What are you doing differently this year?

This year PLCs are grouped to discuss specific needs of students (ie: EL) in addition to content. Teachers meet two times per month with various facilitators. PLC groups include:

- GATE
- Math
- Grade 5
- Special education
- PE
- AVID
- Intervention
- Patrick Long is site's Data Coach/Facilitator and assists PLCs with assessment data and data analysis.
- Math dept. chair has a free period to assist with grade level and vertical alignment of math standards and assessments for math teachers. There is a concern over Algebra Readiness vs. Pre-Algebra.
- AVID is the largest PLC as all AVID teachers are involved in this group. AVID tutoring is also provided, with both content and AVID strategies as the focus.
- New intervention for FBB students this year is the Learn-It Program. 160 students are involved this year in Learn-It: 80 students in session 1 (math) and 80 students in session 2 (ELA). Sessions are 10 weeks in length.
- There is a need for EL intervention (ELD). These students are scoring higher than FBB students selected for Learn-It.
- Counselors are very involved in the master calendar/programming this year. They meet with all students below a 2.0 grade point average twice per year. Focus has shifted from behavioral counseling to academic counseling.
- Climate/culture focus is on academic achievement. Students are recognized for academic achievement.

Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTT) Meeting	Date: 11/9/09 PI Status: Year 5+	School Site: EAI
<p>4. What are your academic targets for this year?</p> <p>See attachment for Safe Harbor targets for ELA and Math.</p>		
<p>5. What common assessments will you use to determine student growth toward these targets (ie: Dibels, Houghton-Mifflin, Holt, ELDRA, Edusoft)?</p> <ul style="list-style-type: none"> • Intermediate school principals have been working with staffs to develop common assessment through Edusoft. EAI now has a bank of assessments for grades 5-8 on their grade level focus standards. EAI has been working with Patrick Gittis and has focused on highly tested CST questions. • Patrick Long is site’s data coach/facilitator and organizes PLCs. • There has been some resistance for math common assessments however there are now common assessments for math and ELA focus standards in grades 5-8. Teachers using the Gateways text will use the Gateways assessments. 		
<p>6. How do you structure collaboration at your school?</p> <p>PLCs are held twice per month. They are facilitated by Administrators, Support Staff and Teacher Leaders. See box 2 for specific PLC groups. PLCs have selected grade level focus standards and targets and have discussed student data and instructional strategies. They have also come to agreement on common grading policies, ie: weight of assessments vs. homework and extra credit.</p>		
<p>7. What support do you need to fully implement your plan?</p> <ul style="list-style-type: none"> • There is a need for list of EAI’s English Learners to determine if appropriate EL students have been identified for the STAR subgroup. School has over 300 redesignated students, yet only 400+ students are identified in their STAR EL subgroup – this subgroup should be over 700 students with redesignated students (RFEPS). • There is a need for quicker access to elementary student information when grade 5 students transition from the feeder schools. • There is a need to use Pre-Algebra texts rather than the Algebra Readiness text. Pre-Algebra content better meets the needs of the students and is more rigorous. 		

La Merced Intermediate

Pursuant to NCLB Section 1118, La Merced Intermediate provides access to all of the activities outlined in the following Process for Achievement Pages to parents with limited English proficiency through use of written translation and oral interpretation. Site facilities are accessible to parents with disabilities and other services are available to parents with disabilities upon request (e.g., visually impaired, deaf and hard of hearing, etc..)

DISTRICT MANAGEMENT

District Site Leadership Team Meeting (DSLTL)

October 22, 2009

Data Review. How has the implementation of the APS, School Improvement Plan, Corrective Action Plan, and / or Alternative Governance Plan improved student achievement. What are you currently doing to address the achievement gap? What are you doing differently this year? What are your academic targets for this year? What common assessments will you use to determine student growth toward these targets? How do you structure collaboration at your school? What support do you need to fully implement your plan?

SCHOOL MANAGEMENT

*Improving School Effectiveness through Governance, Leadership and Advocacy
A brief description of meetings of: School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) and other site committees with parents. Included are a list dates and activities related to the goals of the School Improvement Grant.*

School Site Council (SSC)

La Merced Intermediate's SSC is composed of 6 staff members (principal, classified staff and 4 teachers) and 6 parents for a total of 12 members.

September 9, 2009

Review Roles and Responsibilities; QEIA Update; Program Improvement Year 5+ status; CST Data Analysis: Step 1

October 14, 2009

Elect School Site Council Officers; Revise and Approve SSC By-Laws; 6 Steps for Title I School wide Plan

October 28, 2009

Revise Title I School wide Plan: Steps 2, 3, and 4

November 18, 2009

Review compliance; Approve and Recommend Title I School wide Plan: Step 5;
Approve Parent Involvement Policy; QEIA update

January 13, 2010

Approve Home-School Compact; Monitor Title I School wide Plan Step 1: Quarter 1
Benchmark Data Analysis-ELA/Math; QEIA update

February 10, 2010

Participation in School-Based Programs; Monitor Title I School wide Plan Step 1: 2nd
Quarter Benchmark Data Review and Analysis; Open Enrollment

March 3, 2010

Approve Categorical Budgets; Common Pages; Needs Assessment; 2010 CABA
Conference Reports

April 7, 2010

Monitor School Plan Step 1: 3rd Quarter Benchmark Data Review and Analysis; Elect
2010-11 Members; Set SSC meeting dates for 2010-11

English Learner Advisory Council (ELAC)

October 2, 2009

English Learner profile at LMI

November 6, 2009

Revise and Approve ELAC By-laws ; Revise Title I School wide Plan ; Provide School
Site Council input on Title I School wide Plan

December 4, 2009

Reclassification of ELLs; AMAO's; Interventions for English Learners; Programming of
English Language Learners

February 5, 2010

Dual Language Enrichment Program; Interpreting the California English Language
Development Test (CELDT) Results

March 5, 2010

English Learner Data Analysis; English Learner Program Update

April 9, 2010

Master Plan for English Learners; English Learner Data Analysis; Needs Assessment

May 7, 2010

Elect 2010-11 Members; Set ELAC meeting dates for 2010-11 ; 3rd Quarter Data
Analysis; R-30 Report

Compensatory Education Advisory Committee (CEAC)

Title I Committee (CEAC) Meetings:

October 2, 2009

Informational meeting: Identification of Students, Funds, Interventions for at-risk
students, Parent Involvement Policy, Program Improvement Status

November 6, 2009

Revise Parent Involvement policy (recommend to SSC)

December 4, 2009

History of Title I, Title I budget (common pages), Revise Home-School Compact

February 5, 2010

STAR testing; Monitor intervention programs

March 5, 2010

Visit Extended Learning programs

May 7, 2010

Elect 2010-11 Members; Set ELAC meeting dates for 2010-11; 3rd Quarter Data Analysis

<p>Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTL) Meeting</p>	<p>School: La Merced Intermediate School PI Status: Year 5+ Date: October 22, 2009</p>
<p>1. How are you using the results of the Academic Program Survey (APS) – what are you doing to address the areas of need?</p> <ul style="list-style-type: none"> • Look at classroom setting • Only look at student growth • Look at instructional strategies • Share with other teachers 	
<p>2. Data Review/Trends English Learners in Language Arts 700 EL students 40% 70 EL students 10%= Safe Harbor EL Department: How is instruction monitored? Difficulty in applying all the strategies. Isolate and focus on a few strategies. Must find the balance.</p>	
<p>3. What are you doing to address the achievement gap? What are you doing differently this year?</p> <ul style="list-style-type: none"> • EL Focus Standards= Standards-based in mathematics • SB Days= SIOP Training schoolwide • Academic Language with Kate Kinsella- content objectives, Teacher Leads= 4 teachers • Big Binder: break down ->Pick & choose • Content objectives • Language objectives 	
<p>4. What are your academic targets for this year?</p> <ul style="list-style-type: none"> • Green form: Created custom groups = Right teachers for Right Student • EL: Proficient and Advanced in ELA for 3 years. • Recognize and honor the CELDT students in March • Focus on what's important • Teachers are 5-8 teacher facilitators. • BB/FBB= Intensive • B= Strategic 	

<p>Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTL) Meeting</p>	<p>School: La Merced Intermediate School PI Status: Year 5+ Date: October 22, 2009</p>
<p>5. What common assessments will you use to determine student growth toward these targets (ie: Diebels, Houghton-Mifflin, Holt, ELDRA, Edusoft)?</p> <p>ELA: CST Test Released questions:</p> <ul style="list-style-type: none"> • Setting goals • Add EL groups-Kate Kinsella • Chapter Tests • Cumulative Assessments – Every 3 weeks: 35 questions • Math Cadre: Holt Quarterly Assessments <p>Use Edusoft</p> <ul style="list-style-type: none"> • Twice a month: Assess standards and review standards= Sentence frames <p>Create custom groups Use common assessments</p>	
<p>6. What support will you need to implement these common assessments?</p> <p>**Labor Intensive: takes time, people need to be compensated for their extra work.</p> <p>Open management system Web-based Information- at your fingertips Zero Period-7th and 8th- Algebra 1 and General Math=greatest gains</p>	
<p>7. How do you structure collaboration at your school?</p> <p>Classroom Teacher Facilitator at each grade level- meet monthly Grade level-CA Content Standards-> use core to address standards Turnaround Coach= Deconstruct Standards 7th/8th Math – On track because of collaboration and Data Driven Instruction, 5 teacher leads in math.</p>	
<p>8. What support do you need to fully implement this?</p> <p>New teachers = have to get them on board. Longer school day for intermediate schools. (Every 6 periods you need an extra teacher)</p>	

MONTEBELLO UNIFIED SCHOOL DISTRICT

La Merced Intermediate School School Site Council Sept. 9, 2009 8:30 A.M.

Welcome

- Mr. Zavala expressed his appreciation of parent participation.
- Approximately 58 people were present.
- He reviewed the role of the School Site Council
- He explained his duties in the school

Roll

Present- Sarah Reyes, Lupe Oliver, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Megan Bebek, Martha Bailey, Roger Perez, Erika Fregoso

Absent- Guadalupe Barragan, Alejandra Chacon, Nelly Blustajn.

Quorum was met.

Principal's Report

- LMI is the largest intermediate school due to number of permits issued.
- School jurisdiction is from start of school until student arrives home.
- Reviewed the roles of counselors and the deans
- CST scores are up. English learners did not go up. They are our focus.
- We have fifteen new teachers.
- MUSD is experiencing budget restraints.
- If parents have questions, please call the school. We are here to serve the parents. Mr. Kerr expressed appreciation for the attendance at the meeting and call for questions. There were no questions.

Unfinished Business:

None

New Business

Title I Schoolwide Plan Step 1: State testing results

- Mr. Zavala reviewed 2009 CST results
- AYP Goals are that by year 2014 should be 100% proficient.
- Compared 2008 with 2009 ELA and math CST data.

Program Improvement Year 5+

- Mr. Zavala explained that Title I is a program that provides funding for at risk students to narrow the achievement gap

MONTEBELLO UNIFIED SCHOOL DISTRICT

La Merced Intermediate School

School Site Council

Oct. 14, 2009

8:15 A.M.

Welcome: by Mr. Zavala

Flag Salute: Megan Bebek

Roll: Quorum was met with 8 members.

Minutes: Mrs. Bailey moved to approve minutes, Mr. Roger Perez seconded motion. Minutes approved as presented.

Principal's Report: Mr. David Hernandez attended in Mr. Kerr's absence.

- Review of recent CST scores and our improvements.
- Discussed parent involvement and its importance and influence on our improved scores.
- AVID program discussed and the students' recent visit to UCLA.
- After school intervention programs will begin next week.
- Bandjumper assemblies will be held Nov. 4th and 5th. Approx. 770 students jumped at least one performance band on the CST.
- Fall conferences are the week of November 16-20th. 7th and 8th grade teachers do not meet with all parents, only with those whose students are at risk. Parents are urged to contact teachers at any time to request a conference.
- Destination Imagination funded for this year. Mrs. Bailey explained the program.

New Business

Election of officers

Mrs. Lupe Oliver was elected for chairwoman.

Martha Gonzalez was elected Vice-chairwoman.

Ms. Blustajn was elected Secretary.

Ms. Oliver appointed Mr. Perez as Parliamentarian.

Elections were concluded.

Title I Schoolwide Plan

- Mr. Zavala reviewed Six Steps of Title I Schoolwide Plan with a powerpoint presentation.

Revision of SSC By-laws

•Mrs. Bailey brought up a concern about having student representation on the SSC. Mr. Zavala will research with District Office. Mr. Perez moved to approve SSC by-laws. Ms. Reyes seconded the motion. SSC by-laws approved as presented.

DAC Report

Mrs. Reyes reported that attendance at the last meeting was high. She will report additional information for next meeting.

Title I Schoolwide Plan Committee

Invitation by Mr. Zavala to all parents to be a part of committee to review and revise Title I Schoolwide Plan. The date set for parents' input was Oct. 28 at 8:15 A.M.

Adjournment

Mr. Perez moved to close meeting. Mrs. Bailey seconded the motion. Meeting was officially adjourned at 9:45 A.M.

**La Merced Intermediate School
School Site Council
Nov. 18, 2009
8:15A.M.
Minutes**

Welcome & Call to Order: Mr. Zavala

Flag Salute: Mrs. Bebek

Roll: Quorum was met with 10 members

Minutes:

- ❖ Ms. Oliver moved to approve minutes from Oct. 14, 2009
- ❖ Ms. Fregoso seconded the motion. Minutes approved as presented.

Principal's Report: Mr. Hernandez attended in Mr. Kerr's absence

- ❖ Discussed CST Band Jumper's Assembly - Almost 800 students were recognized who maintained Proficient/Advanced Levels
- ❖ Book Fair is currently taking place to raise money for our classrooms
- ❖ Parent conference week is currently taking place for academic at-risk students (seventh and eight grade). Evening conferences are on Thursday, 11/19/09.
- ❖ No classes on Thanksgiving and the day after (Friday)
- ❖ Holiday's events coming up: Drama Production Class will put on an annual play and LMI Music/Orchestra Band will perform, as well.

QEIA update:

Two-thirds of our content area teachers are at a class size number of 27 students to 1 teacher. Next year we are required to have 100% of our content area teachers at 27:1.

Unfinished Business:

Student representatives to SSC

Not allowed to participate in SSC by the direction of D.O.

New Business:

New classroom teacher members – Discussion of adjustment on membership. Per LMI SSC By-laws the following occurred:

- ❖ Election of new Secretary and Parliamentary
- ❖ Ms. Bailey moved to amend Section 3 of SSC By-Laws to include a number item 2 & 3 and have it read:
 - 2. In case of termination, the SSC will elect an officer replacement following SSC By-Laws
 - 3. In case of a resignation, the resignee will submit a letter of resignation to the council. In addition, the SSC will elect an officer replacement following SSC By-Laws.
- ❖ Mrs. Espinoza second the motion
- ❖ All were in favor. The motion was passed.
- ❖ Parliamentarian: Ms. Oliver appointed Mr. Vela (who accepted) as our SSC Parliamentarian.
- ❖ Secretary: election took place. Ms. Oliver nominated Ms. Espinoza. Ms. Espinoza accepted. Ms. Bailey moved to close the nomination. It was second by Ms. Bebek. Ms. Espinoza is the new SSC Secretary.

Comprehensive School Safety Plan by Ms. Ramirez:

- ❖ Discussed how LMI's Administrative Staff provides support for parents and teachers
- ❖ Discussed the Comprehensive School Safety Plan
 - Plan includes everything relating to student data, testing, facilities, expulsions, etc...
 - Flow Chart illustrated the parts of the plan and its members
 - SSC members were welcomed to attend the Safety committee meeting that will identify the four areas for improvement to be included in the plan
 - An evening presentation will be held at a later time to present the plan

Step 5: Approve and recommend 2009-10 Title I Schoolwide Plan by Mr. Zavala:

- ❖ Reviewed School Wide Plan sections with SSC members
- ❖ Translation of School Wide Plan will be ready in January
- ❖ Discussed/Reviewed:
 - Page 1- enrollment, school vision/mission
 - Page 2 – ethnic population and English Language Learners, School Governance and Teacher Data
 - Page 5 – Professional Development and Instructional Materials
 - *add Health Core to 7th Grade with Glencoe Textbook
 - Page 6 – Instructional Technology
 - Page 7 – Instructional Program *Add Destination & Imagination Program
 - Page 8 - *Add Safety Committee
 - Page 9 – Review of AYP & AMO goals: (ELLs did not meet Language Arts goal. In Math we did meet the goals.) We are in the 6th year of Program Improvement
 - Section 3 of the SWP covers the specific interventions and strategies LMI that will assist us in meeting our goals
 - Section 1: Collecting Information, Analyzing Data and Reporting Results of AYP from 2008 to 2009 to be read from Left to Right
 - Page 14 STS Spanish Test < 12 students took the test
 - Page 15 CELDT scores
 - Page 16 Extended Learning Intervention Program – Jacinto addressed parent's comment regarding her son being able to attend after school tutoring for language arts and not in math. Jacinto suggested for parent to submit SES application
 - Marzano Survey results reviewed – there was a question regarding the mean, mean, mean headings. Jacinto will find out how to read it properly.
 - Parents will be asked to complete the LMI Parent Needs Assessment in Spring time
 - Page 25 ELLs and Language Arts Program
 - Intensive After School Tutoring Program offered to Intensive students began in October (Long term)
 - Strategic students are receiving tutoring on Saturdays (Short term)
 - English Language Development goals were met in Math, but not in Language Arts
 - Page 37 – Math, Science, and Social Studies Review of Interventions for Basic and Intensive students
 - Page 50-51 – SSC and ELAC Meeting Dates & Objectives
 - Page 53 - * Add Spirit Week & Band Jumper's Assembly; Teacher/Parent Conferences
 - Page 54 – Participation & General Support
 - Section 4 will be covered later
 - Page 57 – School Improvement and Budget. Note that if any money is left over from the budget District Office then redistributes that money equally amongst other schools. June 30th is the last day to spend money.
 - Page 58 – Details of Budget and Title I and LEP funds
 - Page 60-62 – Parent Involvement Policy, Compact Plan will be discussed with Title I committee on Dec. 4
 - Page 63-64 – LMI Program Improvement Year 5 + Plan
 - Mr. Zavala will ask teachers to present the Academic Strategies and the Cycle of Instruction
 - Page 66 – QEIA Plan

Approval of Plan: Ms. Bailey motioned for SSC to move to approve the 2009-10 Title I Schoolwide Plan as presented. Mrs. Bebek second the motion. All were in favor. Motion to approve the 2009-10 Title I Schoolwide Plan passed.

Miscellaneous

Mr. Zavala will invite Ms. Acevedo to present the correlation of the AVID program and its impact on student growth in language arts.

There was a question about why are all the services being provided do not include the GATE cluster of students. Discussion took place about how Title 1 and LEP monies have to be directly spent for the students that are Basic, Below Basic, and Far Below Basic on CST in Math and Language Arts.

Adjournment

Ms. Oliver moved to conclude the meeting. Ms. Gonzalez second the motion. All were in favor. The meeting was adjourned at 11:05 a.m.

La Merced Intermediate School

School Site Council

Jan. 13, 2010

8:30 a.m.

Minutes

Welcome & Call to Order: Mr. Zavala

Flag Salute: Mrs. Bailey

Roll:

Present- Sara Reyes, Lupe Oliver, Alejandra Chacon, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Martha Bailey, Lucia Espinoza, Oscar Vela, Erika Fregoso

Absent- Guadalupe Barragan, Megan Bebek

Quorum was met.

Minutes:

- Minutes read by all present.
- Ms. Oliver asked if there were any corrections. Remove “&” on the second page and change “Señorita” to Señora in Spanish.
- Ms. Fregoso motioned to approve the minutes from Nov. 18, 2009
- Martha Gonzalez seconded the motion. Minutes were approved as presented.

Principal's Report:

- More students want to come to our school. LMI continues to grow in student population. Our need continues to be with the English Language Learners. Our teachers and school are focused with our ELLs.
- Discussed student absences and Saturday school to make up the Average Daily Attendance (ADA).
- All school districts are struggling with less money at the state level. Our district has to deal with the state's 12 million dollar deficit. The district is looking into ways to save money so that we can provide the best education for our students.
- Discussed the seniority list, teacher's credentials, and where they can teach.
- QEIA funding will improve staff development
- Mr. Kerr feels very proud of students, teachers, and supportive staff.
- Asuncion Zamudio asked regarding the student growth and classroom size. Students enrolling come in with good test scores and parents are interested in PTA.
- Mr. Kerr respectfully responded that the QEIA class size guidelines are being followed. Per Teacher contract student class size may be 34, but QEIA guidelines caps the class size at 27.

New Business:

Approve 2010 Home-School Compact

- SSC was provided with a copy of the 2010 Home-School Compact for approval.
- It had been previously agreed that the Home-School Compact will be signed during parent conferences by all parties.
- Will provide parents with a copy if requested.
- Ms. Bailey moved to approve the Home School Compact.
- Ms. Fregoso seconded the motion to approve the Home School Compact.
- Ms. Oliver approved the motion with all in favor.
- Compact was approved as presented.

Approve 2009-10 Parent Involvement Policy

- SSC was provided a copy of the 2009-10 Title 1 School-Level Parental Involvement Policy for review and approval.
- Discussion regarding the policy was held.
- Asuncion Zamudio moved to approve the 2009-10 Title 1 School-Level Parental Involvement Policy. Martha Gonzalez seconded the motion.
- The 2009-10 Title 1 School-Level Parental Involvement Policy was approved.

ELA/Math Data Analysis

1. After school interventions, books, and student data used to monitor the Schoolwide Plan.
2. Analyzed data in math and language arts. Assessments were created by LMI with EDUSOFT. Language Arts and Math reports from 5th & 6th grade were analyzed. Data Goals & Results were discussed for the 2009-10 schoolyear. We are striving for 60% of our students scoring proficient/advanced on the LMI assessments for the CST AYP goals.
3. Will bring teachers to provide a different perspective with parents.

CABE Conference

- Because of our budget constraints we do not have the money to send any parents to CABE.
- We do have the 14th Annual Parent Involvement Academy on March 19, 2010 for \$95/person. SSC can send 4 parents to this conference.

DAC: Sara Reyes gave the report on DAC. She attended the Homeless Program presentation.

Closing: Mrs. Gonzalez made a motion to close the meeting. Mrs. Reyes second the motion. All were in favor. The meeting was closed at 10:15 a.m.

SSC AGENDA

Montebello Unified School District
La Merced Intermediate School
School Site Council Meeting

September 9, 2009
8:15 a.m.
Library

WELCOME/CALL TO ORDER

Chairperson

FLAG SALUTE

Member

ROLL CALL

- Minutes
- Approval of Minutes

Secretary

Chairperson

PRINCIPAL'S REPORT

- Update
- QEIA update

Mr. Kerr
Principal

UNFINISHED BUSINESS

None

Chairperson

NEW BUSINESS

- **Single Plan for Student Achievement Development**
Step 1: State Testing Results
- Program Improvement Year 5
 - LMI status
 - SES Fair
- SPSA committee

Chairperson

ADJOURNMENT

Chairperson

PUBLIC COMMENTS / OPEN FORUM

Chairperson

Next SSC meeting __10__ / __14__ / __09__

Concilio Escolar

AGENDA

Distrito Escolar Unificado de Montebello
Escuela Intermedia la Merced
Junta del Concilio del Plantel Escolar

9 de septiembre del 2009
8:15 a.m.
Biblioteca

BIENVENIDA/LLAMADA AL ORDEN

Presidente/a

SALUDO A LA BANDERA

Miembro

ASISTENCIA

- Acta
- Aprobación del Acta

Secretaria/o

Presidente/a

REPORTE DEL DIRECTOR

- Poner Al Tanto
- Reporte de QEIA

Mr. Kerr
Director

ASUNTOS PENDIENTES

Nada

Presidente/a

ASUNTOS NUEVOS

- El Plan Único Para Aprovechamiento Estudiantil Primer Paso : Resultados de los exámenes estatales
- Programa de Mejoramiento Año 5
 - Estado de LMI
 - Feria de SES
- Comité de SPSA

Presidente/a

CLAUSURA

COMENTARIOS DEL PÚBLICO / FORO ABIERTO

Presidente/a

Presidente/a

Próxima Reunión del SSC __10__/_14__/_09__

La Merced Intermediate School

All parents are invited to attend our first
School Site Council Meeting on:

Wednesday, September 9, 2009

at 8:15 AM in the

Library



Childcare will be provided!

**Refreshments will be
served!**

Escuela Intermedia La Merced

Favor de acompañarnos a nuestra
primera junta del:

Concilio Escolar

miércoles 9 de septiembre de 2009
8:15 AM
Biblioteca



¡Habrá cuidado de niños!

¡Se servirán refrigerios!

MONTEBELLO UNIFIED SCHOOL DISTRICT

La Merced Intermediate School School Site Council Sept. 9, 2009 8:30 A.M.

Welcome

- Mr. Zavala expressed his appreciation of parent participation.
- Approximately 58 people were present.
- He reviewed the role of the School Site Council
- He explained his duties in the school

Roll

Present- Sarah Reyes, Lupe Oliver, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Megan Bebek, Martha Bailey, Roger Perez, Erika Fregoso

Absent- Guadalupe Barragan, Alejandra Chacon, Nelly Blustajn.

Quorum was met.

Principal's Report

- LMI is the largest intermediate school due to number of permits issued.
- School jurisdiction is from start of school until student arrives home.
- Reviewed the roles of counselors and the deans
- CST scores are up. English learners did not go up. They are our focus.
- We have fifteen new teachers.
- MUSD is experiencing budget restraints.
- If parents have questions, please call the school. We are here to serve the parents. Mr. Kerr expressed appreciation for the attendance at the meeting and call for questions. There were no questions.

Unfinished Business:

None

New Business

Title I Schoolwide Plan Step 1: State testing results

- Mr. Zavala reviewed 2009 CST results
- AYP Goals are that by year 2014 should be 100% proficient.
- Compared 2008 with 2009 ELA and math CST data.

Program Improvement Year 5+

- Mr. Zavala explained that Title I is a program that provides funding for at risk students to narrow the achievement gap

- Explained School Choice, SES, and set-aside funds
- Reviewed components of AYP: AMOs, API, participation rate
- SES Fair will be held at LMI on September 19, 2009

DAC Report

None.

Adjournment: Mrs. Bailey moved to adjourn meeting. Ms. Fregoso seconded. Meeting adjourned at 9:45 A.M.

Next meeting will be held on October 14, 2009 at 8:15 a.m.

DISTRITO ESCOLAR UNIFICADO DE MONTEBELLO

Escuela Intermedia La Merced
Concilio del Sitio Escolar
9 de septiembre de 2009
8:30 A.M.

Llamada a la orden y bienvenida

- Mr. Zavala dio la bienvenida
- Hubo aproximadamente 58 personas presentes.
- Repaso las responsabilidades de el concilio escolar
- Explicó lo que el hace en la escuela

Asistencia

Presente- Sarah Reyes, Lupe Oliver, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Megan Bebek, Martha Bailey, Roger Perez, Erika Fregoso

Ausente- Guadalupe Barragan, Alejandra Chacon, Nelly Blustajn.

Se cumplió con el quorum.

Informe del Director

- LMI es la escuela intermedia mas grande dado a el gran numero de permisos otorgados
- La escuela es responsable por sus estudiantes desde que salen de la escuela hasta que lleguen a casa
- Repaso lo que hacen los “deans” y consejeros
- La escuela mejoro en los resultados de CST menos los apréndices de ingles. Estos estudiantes son nuestro enfoque este año.
- Hay quince maestros nuevos.
- El presupuesto del distrito es menos que anteriormente
- Si padres tienen preguntas por favor hablen a la escuela. Estamos aqui para servirles.

Asuntos por acabar:

Ninguno

Nuevos Asuntos

El Plan Único de Título I primer paso: reultados de las pruebas estatales

- Mr. Zavala repaso los reultados CST del 2009
- Las metas AYP es que para el año 2014 todods los estudiantes sean proficientes.
- Comparo los resultados de CST en matemaicas y Lectura en 2008 con el 2009

Programa de mejoramineto Año 5

- Mr. Zavala explico que el programa titulo I provee serviscios a estudiantes de bajos recursos

- Explico “School Choice” y servicios educativos suplementarios
- Repaso los componentes de AYP: API, participación, y metas anuales
- La feria SES sera en LMI el 19 de septiembre 19 de 2009

Informe del DAC

Ninguno.

Clausura: La Sra. Bailey propuso dar por terminada la reunión. Secundada por la Sra. Fregoso. Se dio por terminada la reunión a las 9:45 de la mañana.

La próxima junta será el 14 de octubre de 2009 a las 8:15 de la mañana.

La Merced Intermediate School
AYP Results
 2008 & 2009 School-Wide Scores

2009-10 AYP targets ELA: 56.8 % Math: 58 %

ELA	5 th	6 th	7 th	8 th
2008 (At Proficient or Advanced)	33%	27%	33%	29%
2009 (At Proficient or Advanced)	39%	41%	37%	37%
% Growth	+6%	+14%	+4%	+8%

Handwritten note:
 5th 5
 6th 5
 7th 5
 8th 5
 X

Math (Gr 5-8)	5 th	6 th	7 th	8 th
2008 (At Proficient or Advanced)	16%	28%	36%	33%
2009 (At Proficient or Advanced)	28%	41%	43%	54%
% Growth	+12%	+13%	+7%	+21%

Math (Algebra I)	7 th	8 th
2008 (At Proficient or Advanced)	100%	70%
2009 (At Proficient or Advanced)	100%	99%
% Growth	0%	+29%

Science	5 th	8 th
2008 (At Proficient or Advanced)	25%	30%
2009 (At Proficient or Advanced)	23%	38%
% Growth	-2%	+8%
History-Social Science	8 th	
2008 (At Proficient or Advanced)	9%	
2009 (At Proficient or Advanced)	10% (Growth: +1)	

2009 Estimated Adequate Yearly Progress (AYP)

August 10, 2009

County: Los Angeles
 District: Montebello Unified
 School: La Merced Intermediate
 CDS Code: 19-64808-6085674
 Grade Range: 05 through 08

2009 AYP Percent Proficient or Above Targets
 95.00 % Participation Rate
 46.00 % English Language Arts Proficiency Rate
 47.50 % Mathematics Proficiency Rate

English Language Arts

Group	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Met Participation Criteria	Valid Scores	Proficient Scores	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	1840	1840	100.00%	Yes	1639	654	39.90%	Yes / SH	Yes
African American	15	15	100.00%	Yes	15	6	40.00%	No	-
American Indian	3	3	100.00%	Yes	3	1	33.30%	No	-
Asian	12	12	100.00%	Yes	12	6	50.00%	Yes	-
Filipino	10	10	100.00%	Yes	10	7	70.00%	Yes	-
Hispanic	1710	1710	100.00%	Yes	1515	584	38.50%	Yes / SH	Yes
Pacific Islander	1	1	100.00%	Yes	1	0	0.00%	No	-
White	84	84	100.00%	Yes	79	49	62.00%	Yes	-
SED	1431	1431	100.00%	Yes	1316	494	37.50%	Yes / SH	Yes
English Learner	721	721	100.00%	Yes	635	134	21.10%	No	No
SWD	162	162	100.00%	Yes	80	17	21.20%	No	Yes

Mathematics

Group	Enrollment First Day of Testing	Number of Students Tested	Participation Rate	Met Participation Criteria	Valid Scores	Proficient Scores	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	1840	1839	100.00%	Yes	1669	907	54.30%	Yes	Yes
African American	15	15	100.00%	Yes	15	8	53.30%	Yes	-
American Indian	3	3	100.00%	Yes	3	2	66.70%	Yes	-
Asian	12	12	100.00%	Yes	12	9	75.00%	Yes	-
Filipino	10	10	100.00%	Yes	10	8	80.00%	Yes	-
Hispanic	1710	1709	100.00%	Yes	1546	825	53.40%	Yes	Yes
Pacific Islander	1	1	100.00%	Yes	1	0	0.00%	No	-
White	84	84	100.00%	Yes	78	55	70.50%	Yes	-
SED	1431	1431	100.00%	Yes	1338	702	52.50%	Yes	Yes
English Learner	721	721	100.00%	Yes	652	271	41.60%	Yes / SH	Yes
SWD	162	162	100.00%	Yes	110	20	18.20%	No	Yes

*SED means Socioeconomically Disadvantaged

**English learners in this context are students who meet the federally approved definition of limited-English-proficient (LEP) students for California: this includes not only state-designated English learners but also state-re-designated fluent-English-proficient (RFEP) students who have not scored proficient or above for three years on the California Standards Test in ELA.

***The scores of Special ED students who were previously identified under Section 602(3) of the Individuals with Disabilities Education Act (IDEA) but who are no longer receiving special education services will be included in the results for the SWD subgroup for up to two AYP determination cycles. These students, however, will not count in determining whether or not the SWD subgroup is numerically significant for the school or LEA.

Enrollment first day of testing is the count of 2nd through 8th grade student records from the 2009 STAR.

Number of students tested is the count of 2nd through 8th grade student records from the 2009 STAR and 2009 CAPA with a performance level.

Met Participation Criteria text will be bolded if the subgroup is numerically significant.

Valid scores is the number of student records with a performance level (CAPA, STAR) after applying AYP Exclusion Rules.

Proficient scores is the number of student records with a performance level (CAPA, STAR) of proficient or better.

Met Proficient Criteria text will be bolded if the subgroup is numerically significant.

Met AYP will have a yes if AYP is met, no if AYP is not met, "-" if the group is not numerically significant, and "?" if there were CAHSEE Census errors.

Additional Met Participation / Proficient Criteria Indicators

Yes / SH Met criteria by Safe Harbor.

Yes / 2Y Met criteria by 2-year averaging.

Yes / 3Y Met criteria by 3-year averaging.

		2	2003	2004	2005	2006	2007	2008	2007 - 08	2009 *est.	2008 - 09	Safe Harbor	
E L A - A		3	13.6	13.6	24.4	24.4	24.4	35.2	Diff	46.0	Diff	56.8%	
Schoolwide		1	19.6	19.8	26.8	27.7	28.2	30.1	1.9	30.9	9.8	45.9	
Hispanic		2	17.6	18.1	25.4	26.4	26.4	28.7	2.3	39.5	9.8	44.7	
		6	35.4	34.4	40.2	45.2	52.1	45.2		62.0			
So-Ec Dis		2	14.9	15.3	23.8	25.3	25.4	29.1	3.7	37.5	8.4	43.8	
Eng Lear		2	15.2	12.8	18.0	18.8	19.1	23.1	4.0	21.1	-2.0	29.0	
Stdnts w/disabil	162	2.5	6.0	9.4	8.1	3.2	2.3	4.2	1.9	21.2	17.0	?	
Est. API = 728 (+35)						not Adj				SH			
Math - AMO	Valid		16.0	16.0	16.0	26.5	26.5	26.5	37.0	Diff	47.5	Diff	58.0%
Schoolwide	1669		11.2	14.6	15.7	19.5	30.5	28.9	38.1	9.2	54.3	16.2	
Asian	12												
Hispanic	1546		9.9	13.3	14.1	18.5	29.6	27.4	36.3	8.9	53.4	17.1	
White	78		17.8	20.4	28.7	29.3	43.8	45.2	58.9		70.5		
So-Ec Disadvtd	1338		9.6	12.4	13.8	18.0	28.8	26.9	37.7	10.8	52.5	14.8	57.3
Eng Learner	652		9.4	13.2	11.9	13.3	25.7	26.3	33.6	7.3	41.6	8.0	47.4
Stdnts w/disabil	110		2.6	4.9	9.7	8.2	5.8	5.4	6.5	1.1	18.2	11.7	?
PI Status: Yr 5						not Adj	SH	SH		GMA ?			

Handwritten notes: "52", "74x", "S.O. (colored)"

Program Improvement Year 5
School Site Council
September 9, 2009

Jacinto Zavala
Federal and State Programs Facilitator
La Merced Intermediate School

25
Back to
S+K
Staples
Title I Program

is to be used to narrow the gap between disadvantaged other children in those areas with the highest concentration of children whose families attend school

- Provide services to students who are failing, or at risk of failing, to meet California's rigorous content standards in
 - English-Language Arts (ELA)
 - Mathematics.

Program Improvement NCLB

- Title I funded schools that do not meet Adequate Yearly Progress (AYP) for two consecutive years are identified as PI
- Once in PI, a school must make AYP for two consecutive years to exit the program

Components of AYP

- Achievement of English Language Arts and Mathematics Annual Measurable Objectives (AMO's)
 - percent proficient or above
- 95% test participation rate
- API growth target

Adequate Yearly Progress Targets Percent of Students Proficient

Year	Elementary/Middle School (Grades 2 - 8, CST)		High School (Grade 10, CAHSEE)	
	English - Language Arts	Math	English - Language Arts	Math
2001 -2002 2002 -2003 2003 -2004	13.6%	16.0%	11.2%	9.6%
2004 -2005 2005 -2006 2006 -2007	24.4%	26.5%	22.3%	20.9%
2007 -2008	35.2%	37.0%	33.4%	32.2%
2008 -2009	46.0%	47.5%	44.5%	43.5%
2009 -2010	56.8%	58.0%	55.6%	54.8%
2010 -2011	67.6%	68.5%	66.7%	66.1%
2011 -2012	78.4%	79.0%	77.8%	77.4%
2012 -2013	89.2%	89.5%	88.9%	88.7%
2013 -2014	100%	100%	100%	100%

Program Improvement Requirements

- Year 1
 - School Choice Option: Parents may transfer their student to a non-PI school. The district pays for any transportation costs
- Year 2 and Above
 - Continue with School Choice Option OR
 - SES: District must contract with State approved providers to secure SES for eligible students

What Does School Choice Mean:

- All students in a PI school are eligible to transfer
- Parents must receive annual notification
- District must provide transportation, if needed
- District must set aside up to 20% of Title I funds to cover anticipated expenses

What Does SES Mean?

- Additional academic instruction: tutoring, remediation, small classes
- Notification must be sent to parents of "eligible" students (Free/Reduced Meal Program)
- Eligible parents who do not select choice and remain at the PI school may select SES
- SES must be provided by a State approved SES provider

Determining Priorities

- If the demand for SES services exceeds the funds available, first priority will be given to the lowest achieving students utilizing state assessment scores

District Responsibilities

- Contact state approved providers about interest in serving eligible district students
- Notify parents
- Help parents choose a provider, if requested
- Determine which students should receive services if not all students can be served
- Enter into an agreement with the State approved SES provider selected by parents of an eligible student
- Protect the privacy of students who receive supplemental educational services

SES Timeline

- Traditional Schools: September 8 – October 9, 2009
 - Parent Notification sent to eligible families
 - Brochures and applications at school sites
 - SES Fair September 19, 2009 at LMI
 - SES applications **due October 9, 2009**
- Oct. 2009: district processes SES applications
- November 2009: SES providers contact parents to:
 - Assess student
 - Determine program goals
 - Determine program schedule/ begin tutoring
- November 16-April: students receive services

**Programa de Mejoramiento Año 5
Concilio Escolar
9 de septiembre, 2009**

Jacinto Zavala
Coordinador de Programas Federales y Estatales
Escuela Intermedia La Merced

Programa Título I

- Provee fondos que son utilizados para estrechar la brecha educativa entre los estudiantes en desventajas y otros

 - Provee servicios a los estudiantes que están fallando o en riesgo de fallar en cumplir con los estándares de California en:
 - Inglés-Artes del Lenguaje (ELA)
 - Matemáticas
-

Programa de Mejoramiento NCLB

- Las escuelas que reciben fondos de Título I y que no cumplen con el Progreso Adecuado Anual (AYP por sus siglas en inglés) por dos años consecutivos son identificadas como Programa de Mejoramiento

 - Una vez en Programa de Mejoramiento, la escuela tiene que cumplir con el Progreso Adecuado Anual por dos años consecutivos para salirse del programa
-

Los Componentes del AYP

- Logros en Artes del Idioma Ingles y Matematicas de los objetivos medibles anuales
- Porcentaje de habilidad o mas alto
- 95% de participación en el examen
- Metas de mejoramiento del Indice Académico de Rendimiento

Metas del Progreso Anual Adecuado Porcentaje de Alumnos Proficientes

Nivel	Alumnos que no son Proficientes		Alumnos que son Proficientes	
	Alumnos	Porcentaje	Alumnos	Porcentaje
Grado 1	10,000	10.0%	90,000	90.0%
Grado 2	10,000	10.0%	90,000	90.0%
Grado 3	10,000	10.0%	90,000	90.0%
Grado 4	10,000	10.0%	90,000	90.0%
Grado 5	10,000	10.0%	90,000	90.0%
Grado 6	10,000	10.0%	90,000	90.0%
Grado 7	10,000	10.0%	90,000	90.0%
Grado 8	10,000	10.0%	90,000	90.0%
Grado 9	10,000	10.0%	90,000	90.0%
Grado 10	10,000	10.0%	90,000	90.0%
Grado 11	10,000	10.0%	90,000	90.0%
Grado 12	10,000	10.0%	90,000	90.0%
TOTAL	120,000	10.0%	1,080,000	90.0%

Programa de Mejoramiento Requisitos

- Primer Año
 - Opción de Selección de la escuela: Los padres de familia pueden transferir al estudiante a una escuela que no ha sido identificada como Programa de Mejoramiento. El Distrito paga por todos los gastos de transporte
- Segundo Año y Mas
 - Continúa con la opción de Selección de la escuela o los
 - Servicios Educativos Suplementarios (SES por sus siglas en inglés): El distrito debe contratar a los proveedores aprobados por el estado para estudiantes elegibles

¿Qué significa opción de Selección de la Escuela?

- Todos los alumnos en una escuela PI son elegibles para transferencia
- Los padres reciben notificación anual.
- El distrito puede proveer transportación si se necesita
- El distrito debe reservar un máximo de 20% de los fondos de Título I para costos anticipados

¿Qué significa SES?

- Instrucción Académica Suplementaria: tutoría académica, remediación, clases pequeñas
- Se debe enviar una notificación a los padres de alumnos que son elegibles (Programa de Comidas Gratis o de Precio Reducido)
- Los padres elegibles que no seleccionan otra escuela y permanecen en la escuela PI pueden escoger el programa SES
- El programa SES debe ser administrado por un proveedor aprobado por el estado

La Determinación de Prioridades

- Si la demanda de los servicios SES excede los fondos disponibles, la primera prioridad se ofrecería a los estudiantes con rendimiento mas bajo utilizando los resultados de evaluación del estado

Las Responsabilidades del Distrito

- Ponerse en contacto con los proveedores aprobados del estado que tengan interés en prestar servicios a los estudiantes elegibles del distrito
- Notificar a los padres
- Ayudar a los padres a seleccionar un proveedor si lo piden
- Determinar cuáles estudiantes recibirán servicios si no se les pueden ofrecer a todos los estudiantes
- Firmar un acuerdo con el proveedor de SES aprobado por el estado seleccionado por los padres de estudiantes elegibles
- Proteger la privacidad de los estudiantes que reciben servicios educativos suplementarios

Periodo de Tiempo de SES

- Escuelas Tradicionales:** Septiembre 8 - Octubre 9, 2009
 - Notificación a los padres enviada a familias elegibles
 - Folletos y solicitudes disponibles en las escuelas
 - Feria de SES septiembre 19, 2009 en LMI
 - Último día para **entregar solicitudes es el 9 de octubre**
- Octubre 2009:** Fecha para que el distrito procese las solicitudes SES
- Noviembre 2009:** Los proveedores SES contactan a los padres para
 - Evaluar al estudiante
 - Determinar las metas del programa
 - Determinar el horario del programa Y empezar la tutoría
- Noviembre 16-Abril:** estudiantes reciben tutoría

DISTRITO ESCOLAR UNIFICADO DE MONTEBELLO

Escuela Intermedia La Merced
Concilio del Sitio Escolar
9 de septiembre de 2009
8:30 A.M.

Llamada a la orden y bienvenida

- Mr. Zavala dio la bienvenida
- Hubo aproximadamente 58 personas presentes.
- Repaso las responsabilidades de el concilio escolar
- Explicó lo que el hace en la escuela

Asistencia

Presente- Sarah Reyes, Lupe Oliver, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Megan Bebek, Martha Bailey, Roger Perez, Erika Fregoso

Ausente- Guadalupe Barragan, Alejandra Chacon, Nelly Blustajn.

Se cumplió con el quorum.

Informe del Director

- LMI es la escuela intermedia mas grande dado a el gran numero de permisos otorgados
- La escuela es responsable por sus estudiantes desde que salen de la escuela hasta que lleguen a casa
- Repaso lo que hacen los "deans" y consejeros
- La escuela mejoro en los resultados de CST menos los apréndices de ingles. Estos estudiantes son nuestro enfoque este año.
- Hay quince maestros nuevos.
- El presupuesto del distrito es menos que anteriormente
- Si padres tienen preguntas por favor hablen a la escuela. Estamos aquí para servirles.

Asuntos por acabar:

Ninguno

Nuevos Asuntos

El Plan Único de Título I primer paso: reultados de las pruebas estatales

- Mr. Zavala repaso los reultados CST del 2009
- Las metas AYP es que para el año 2014 todods los estudiantes sean proficientes.
- Comparo los resultados de CST en matemaicas y Lectura en 2008 con el 2009

Programa de mejoramineto Año 5

- Mr. Zavala explico que el programa titulo I provee serviscios a estudiantes de bajos recursos

- Explico "School Choice" y servicios educativos suplementarios
- Repaso los componentes de AYP: API, participación, y metas anuales
- La feria SES sera en LMI el 19 de septiembre 19 de 2009

Informe del DAC

Ninguno.

Clausura: La Sra. Bailey propuso dar por terminada la reunión. Secundada por la Sra. Fregoso. Se dio por terminada la reunión a las 9:45 de la mañana.

La próxima junta será el 14 de octubre de 2009 a las 8:15 de la mañana.

SSC AGENDA
Montebello Unified School District
La Merced Intermediate School
School Site Council Meeting

October 14, 2009
8:15 a.m.
Library

WELCOME/CALL TO ORDER

Chairperson

FLAG SALUTE

Member

ROLL CALL

- Minutes
- Approval of Minutes

Secretary

Chairperson

PRINCIPAL'S REPORT

- Update
- QEIA update

Mr. Kerr
Principal

UNFINISHED BUSINESS

None

Chairperson

NEW BUSINESS

- *Officers election*
- *Review Six steps of Title I Schoolwide plan*
- *Revise/approve SSC By-laws*
- *DAC report*
- *Title I Schoolwide Plan committee*

Chairperson

ADJOURNMENT

Chairperson

PUBLIC COMMENTS / OPEN FORUM

Chairperson

Next SSC meeting 11 / 18 / 09

La Merced Intermediate School

All parents are invited to attend our next
School Site Council Meeting on:

Wednesday, October 14, 2009

at 8:15 AM in the

Library



Childcare will be provided!

**Refreshments will be
served!**

MONTEBELLO UNIFIED SCHOOL DISTRICT

La Merced Intermediate School School Site Council

Oct. 14, 2009

8:15 A.M.

Welcome: by Mr. Zavala

Flag Salute: Megan Bebek

Roll: Quorum was met with 8 members.

Minutes: Mrs. Bailey moved to approve minutes, Mr. Roger Perez seconded motion. Minutes approved as presented.

Principal's Report: Mr. David Hernandez attended in Mr. Kerr's absence.

- Review of recent CST scores and our improvements.
- Discussed parent involvement and its importance and influence on our improved scores.
- AVID program discussed and the students' recent visit to UCLA.
- After school intervention programs will begin next week.
- Bandjumper assemblies will be held Nov. 4th and 5th. Approx. 770 students jumped at least one performance band on the CST.
- Fall conferences are the week of November 16-20th. 7th and 8th grade teachers do not meet with all parents, only with those whose students are at risk. Parents are urged to contact teachers at any time to request a conference.
- Destination Imagination funded for this year. Mrs. Bailey explained the program.

New Business

Election of officers

Mrs. Lupe Oliver was elected for chairwoman.

Martha Gonzalez was elected Vice-chairwoman.

Ms. Blustajn was elected Secretary.

Ms. Oliver appointed Mr. Perez as Parliamentarian.

Elections were concluded.

Title I Schoolwide Plan

•Mr. Zavala reviewed Six Steps of Title 1 Schoolwide Plan with a powerpoint presentation.

Revision of SSC By-laws

•Mrs. Bailey brought up a concern about having student representation on the SSC. Mr. Zavala will research with District Office. Mr.Perez moved to approve SSC by-laws. Ms. Reyes seconded the motion. SSC by-laws approved as presented.

DAC Report

Mrs. Reyes reported that attendance at the last meeting was high. She will report additional information for next meeting.

Title I Schoolwide Plan Committee

Invitation by Mr. Zavala to all parents to be a part of committee to review and revise Title I Schoolwide Plan. The date set for parents' input was Oct. 28 at 8:15 A.M.

Adjournment

Mr. Perez moved to close meeting. Mrs. Bailey seconded the motion. Meeting was officially adjourned at 9:45 A.M.

DISTRITO ESCOLAR UNIFICADO DE MONTEBELLO

Escuela Intermedia La Merced
Concilio del Sitio Escolar
14 de octubre de 2009
8:15 A.M.

Bienvenida: por el Sr. Zavala

Saludo a la Bandera: Megan Bebek

Se tomo lista: El quórum fue cumplido con 8 miembros

Minutas: La Sra. Bailey hizo una moción para aprobar las minutas, el Sr. Roger Pérez secundó la moción. Las minutas se aprobaron en la forma presentada.

Reporte del Director: El Sr. David Hernández asistió en ausencia del Sr. Kerr.

- Revisión de los resultados recientes de la prueba CST y nuestros progresos
 - Se habló sobre la participación de los padres y su importancia e influencia en el mejoramiento en nuestros resultados.
 - Se habló sobre programa AVID y la reciente visita de los estudiantes a UCLA
 - Los programas de intervención después de las clases darán comienzo la próxima semana.
 - Las asambleas de los “Bandjumpers” se llevarán a cabo el 4 y 5 de noviembre.
- Aproximadamente 770 estudiantes ascendieron por lo menos una banda de desempeño en la prueba CST.
- Las conferencias de padres y maestros son la semana del 16 al 20 de noviembre. Los maestros de 7° y 8° grado no se reúnen con todos los padres, solamente con aquellos en que los estudiantes están en riesgo. Se insta a los padres a ponerse en contacto con los maestros en cualquier tiempo para solicitar una conferencia.
 - “Destiation Imagination” financiada por este año. La Sra. Bailey explicó el programa.

Negocios Nuevos

Elecciones de representativos

La Sra. Lupe Oliver fue elegida para Presidenta

Martha González fue elegida Vice-presidenta

La Sra. Blustajn fue elegida Secretaria

La Sra. Oliver designó al Sr. Pérez como Parlamentario

Se concluyó con las elecciones.

Plan Escolar del Título I

- El Sr. Zavala repaso los Seis Pasos Plan Escolar del Título I con una presentación de Powerpoint.

Repaso de los Estatutos del SSC

•La Sra. Bailey sugirió algo sobre tener representación estudiantil en el SSC. El Sr. Zavala investigará con la Oficina de Distrito. El Sr. Pérez hizo una moción para aprobar los estatutos del SSC. La Sra. Reyes secundó el movimiento. Los estatutos de SSC fueron aprobados como fueron presentados.

Reporte del DAC

La Sra. Reyes reportó que la asistencia a la última junta fue muy alta. Ella reportará información adicional para la próxima junta.

Comité del Plan Escolar del Título I

Una Invitación extendida por el Sr. Zavala a todos los padres para ser parte de comité para examinar y repasar el Plan Escolar del Título I. La fecha fijada para la contribución de los padres fue para el 28 de octubre a las 8:15 de la mañana.

Clausura

El Sr. Pérez hizo una moción para dar por terminada la junta. La Sra. Bailey secundó la moción. La junta fue oficialmente concluida a las 9:45 A.M.

**LA MERCED INTERMEDIATE
SCHOOL SITE COUNCIL BY-LAWS**

ARTICLE I

NAME OF THE COUNCIL

The name of this council shall be the La Merced Intermediate School Site Council hereafter to be called the School Site Council (SSC).

ARTICLE II

Section 1. Purpose

The purpose of the School site council will be:

1. To conform with legal mandates of School Improvement (S.I.) and Title 1 programs.
2. To focus on school concerns,
3. To facilitate communication between the school and home.

ARTICLE III

Section 2. Roles and Responsibilities

1. Establish and adopt School Site council by-laws in accordance with School Improvement Program objectives and the needs of the school and Title 1.
2. Establish a communication process to inform the total school community of School Improvement (S.I) and Title 1 activities.
3. Provide inservice education for SSC members.
4. Provide for parent education.
5. Review the implementation and effectiveness of the School Improvement and Title 1 programs with the principal, teachers, and other school personnel.
6. Participate in the development and approval of the School Plan and Federal and State Program budgets.
7. Annually review the School Plan and make recommendations for utilizing categorical funds.
8. Advise the principal on curriculum, guidance, student programs and community relations.
9. Maintain communication about SSC activities with the total school community.

ARTICLE IV-MEMBERSHIP

Section 1. Number and Composition

1. The SSC shall be composed of:

- The principal
- 6 parents/community members elected by parents.
- 2 alternate parent members elected by parents.
- 4 teachers elected by teachers at the school.
- 1 “other” staff member elected by classified staff.

2. Term of Office

- Members will serve a one-year term.

3. Voting Rights

- Each member is entitled to one vote on each matter submitted for a vote of the SSC. Absentee ballots shall not be permitted.

4. Termination

- Membership shall automatically terminate for any member who ceases to be a resident of the school attendance area or no longer meets the membership requirements or if the member is absent from three meetings during the school year.

5. Resignation

- A member may resign by submitting a written notice to the chairperson.

Section 2. Officers

1. Officers shall be a chairperson, a vice-chairperson, and a secretary.
2. Officers shall be elected by the SSC members.
3. Officers shall serve a one-year term or until the successor is elected.
4. A parliamentarian will be appointed by Chairperson for a one-year term.

Section 3. Vacancy and Termination

1. In case of a vacancy, the first alternate (or next alternate in order) will fill the vacancy for the remaining portion of the term.

Section 4. Duties of Officers

1. Chairperson: The chairperson shall preside at all the meetings of the SSC and sign all reports (for example, School Plan) and other correspondence of the SSC.

2. Vice-chairperson: In the absence of the chairperson, the vice-chairperson shall assume the duties of the chairperson.
3. Secretary: The secretary shall take the minutes of the meetings. In the event that both the chairperson and vice-chairperson are unavailable, the secretary shall preside at the SSC meetings.
4. Parliamentarian: The parliamentarian shall help the Chairperson maintain order at all meetings.

ARTICLE V

Meetings

1. Regular meetings: There shall be at least 5 regular meetings of the SSC. A calendar of these meetings shall be adopted at the first meeting of the school year and shall be made known to staff, parents and community. Regular meetings shall be for the purpose of receiving reports of officers, committees and other staff; and for SSC business.
2. Special meetings: Special meetings may be called by the chairperson or by a majority vote of the School site council (SSC).
3. Notice of Meetings: Notice of regular meetings shall be given at least 72 hours in advance of the meeting.
4. Meeting Place: All SSC meetings shall be held in a location determined by the SSC and readily accessible to members and others.
5. Conduct of meetings: Meetings shall be governed by these by-laws.
6. Open to the Public: All meetings of the SSC shall be open to the public.

Quorum

1. Quorum: A quorum shall be defined as the presence of a majority of members who are school personnel and a majority of members who are not school personnel. The La Merced Intermediate School Site Council (SSC) is composed of 12 members. Quorum is reached when at least seven members are present.

ARTICLE VI

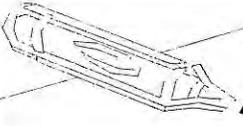
Other

1. The SSC does not have the power to enter into contracts of any nature. Council members shall not be required to provide any services other than those described in these by-laws.
2. These by-laws may be amended at any regular meeting of the SSC by a two-thirds (2/3) vote of the membership, provided a quorum is present.
3. Parent workshops:
 - a. Attendance
Any parent who volunteers to attend a workshop/conference must attend unless an emergency prevents him/her attending in which case notice must be given to the SSC as soon as possible.
 - b. Presentations
A group or individual presentation on the topic of the conference must be presented in written and/or oral form at the SSC meeting that follows the workshop attended.

Approved:

Signature of Chairperson

Date



La Merced
Intermediate School

**TITLE I
PLAN**

2009-10



Single Plan Components

- *Section 1: Collecting Information, Analyzing Data and Reporting Results*
- *Section 2: Interventions to Meet Standards*
- *Section 3: Support for Student Learning: Linkages to Families, Schools, and Community Resources*
- *Section 4: Funding and Governance*



Section 1: Collecting/Analyzing Data

- System to monitor program effectiveness and ensure students learn district core curriculum
- Look at: CST, CAPA, CELDT, Houghton Mifflin, Holt, and District Math assessments
- Professional Development: teachers, classified, and parents



Section 1: Professional development

- 10% of Title I funds for teacher professional development
 - CST data analysis
 - AVID strategies
 - SIOP Model
 - Thinking Maps
- 1% of Title I funds for parent involvement
 - CAFE
 - Snacks
 - Parent Academy



Section 2: Interventions

- All students must be provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices
- Interventions (plan for bridging the gap) should reflect data analysis and integrate across other content areas



Section 2: Interventions

	ELA	ELD	Math	Science	History	P.E.
Program/Intervention(s)	144/144A 50472 Thinking Maps AVID SIOP Brown's InZone Cycle of Effective Instruction	High Point Thinking Maps SCAIE AVID Hanson Brown's InZone	144 38 472 144 RT 144 RT Using guides, modeling 144	Harcourt Brace and Holt TM, RT, AVID	Scott Foreman TM, RT, AVID	N/A
Person(s) responsible	Administrators Interventions Facilitator Turner and Project TOSA Teachers	Admin. IL facilitator teachers	Adminstrator Intervention Facilitator Turnaround Project TOSA Teachers	Admin. staff	Admin. staff	Admin. staff
Method to evaluate	Ongoing Data Analysis Praxis Turner	High Point assessment which will be through	Ongoing Data Analysis Praxis Turner	Classroom level Data Analysis Vertical collaboration	Standards based assessments Project Writing	CA Fitnessgram
Resources	Assessments, substitutes, professional dev	Assessments, substitutes, professional dev	Assessments, substitutes, professional dev	Science materials Release time	Fieldtrips Stipends substitutes	P.E. equipment
funding	Title I LEP	Title I LEP	Title I	Title I	Title I	N/A



Section 2: Intervention

- **Strategic (Basic)**
 - Language Arts
 - Saturday Academy, Summer school, additional literacy support during the day
 - Math
 - Saturday Academy, M.I.N.D. Institute (5th grade)
- **Intensive (Below Basic/Far Below Basic)**
 - Language Arts
 - After school tutoring, Summer school, additional literacy support during the day
 - Math
 - After school tutoring, Summer school, additional support during the day




Section 3: Support for Student Learning

- **School Management (improves school effectiveness)**
 - SSC/ELAC/Title I/GATE
- **Active Daily participation (improves school climate)**
 - School Safety Committee
 - Student of the month
 - Parent Involvement: CABE, Parent Involvement Academy, SHAPE, workshops
 - TeleParent
 - LMI website
- **Broad Participation and General Support (improves school achievement)**
 - Home-School compact
 - CST compact
 - Parent-teacher conferences




Section 4: Recommendations and Assurances

- **SSC recommends plan to MUSD for approval**




Montebello Unified School District



**La Merced
Intermediate
School**

Eugene C. Kerr, Principal
David Hernandez, Assistant Principal
Jacinto Zavala, Intervention Facilitator

215 East Avenida de La Merced Montebello, California 90640 Telephone (323) 722-7262 Fax (323) 887-5816
Web Address www.lmi.montebello.k12.ca.us

October 20, 2009

Dear Parent:

Thank you for your commitment to our school by agreeing to attend our Title I Schoolwide Plan revision meeting on **Wednesday, October 28, 2009 at 8:15 am in the Library**. Your attendance and participation in these meetings is a great way to become involved in your child's education.

Please call me at 323.722.7262 to confirm that you received this letter and you will be attending. As always, refreshments and childcare will be provided. Together we make a difference. Thank you.

A handwritten signature in black ink, appearing to read 'J + C' followed by a stylized flourish.

Jacinto Zavala
Intervention Facilitator

Montebello Unified School District



**La Merced
Intermediate
School**

Eugene C. Kerr, Principal
David Hernandez, Assistant Principal
Jacinto Zavala, Intervention Facilitator

215 East Avenida de La Merced Montebello, California 90640 Telephone (323) 722-7262 Fax (323) 887-5816
Web Address www.lmi.montebello.k12.ca.us

20 de octubre de 2009

Estimado padre:

Le quiero agradecer por su apoyo a nuestra escuela por haberse comprometido a repasar nuestro Plan Único de Título I el **28 de octubre de 2009 a las 8:15 de la mañana en la Biblioteca**. Su asistencia y participación en éstas juntas es una excelente manera de participar en la educación de su hijo/a.

Por favor llámeme al 722.72.62 para ratificar que recibió este carta y que va a asistir a la junta. Como siempre, se serviran refrigeros y habra cuidado de niños. Juntos podemos hacer una gran diferencia. Gracias.

A handwritten signature in black ink, appearing to read 'J. Zavala' with a stylized flourish at the end.

Jacinto Zavala
Facilitador de intervenciones

SECCION 2: INTERVENCIONES

- o **Estratégico (Basico)**
 - **Lenguaje**
 - o Academia de sábado, estrategias AVID, escuela de verano
 - **Matemáticas**
 - o AVID, asistencia en de matematicas durante el día, Academia de sábado, Instituto de M.I.N.D. (quinto grado)
- o **Intensivo (Bajo Basico/Muy Bajo Basico)**
 - **Lenguaje**
 - o Tutoria despues de escuela, escuela de verano, apoyo adicional en literatura durante el día.
 - **Matemáticas**
 - o Tutoria de matematicas, escuela de verano, apoyo adicional en literatura durante el día.



SECCION 3: APOYO PARA EL APRENDIZAJE DE ESTUDIANTES

- o Administración de la escuela (mejora la eficacia de la escuela) SSC/ELAC/Titulo I/GATE
- o Participación Diaria (mejorar el clima de la escuela) Comité de seguridad
 - Estudiante del mes
 - Participación de padre: CABE, Academia de Padres, Talleres para padres, SHAPE
 - TeleParent
 - Sitio de internet de LMI
- o Amplia participación y apoyo general (mejorar el rendimiento escolar)
 - Acuerdo entre el hogar y la escuela
 - Acuerdo de CST
 - Conferencias



SECCION 4: RECOMENDACIONES Y ASSURANCES

- o SSC recomienda plan a MUSD para su aprobación



**SECCION 1: DESAROLLO
PROFESSIONAL**

- o 10 % de fondos de Titulo I para el desarrollo profesional
 - Análisis de datos de CST
 - Estrategias AVID
 - SIOP
 - Mapas de pensamiento
- o 1 % del título fondos para la participación del padre
 - CABE
 - Talleres para padres
 - Academia de padres



SECCION 2: INTERVENCIONES

- o Todos los estudiantes deben ser proveidos con programas integrados y coordinados basados en las necesidades del estudiante y las prácticas educativas sonidas y legalmente aceptables.
- o Intervenciones (plan para salvar la brecha) deben reflejar el análisis de datos e integrar en otras áreas de contenido.



SECCION 2: INTERVENCIONES

- o Please insert table here





EL PLAN UNICO 2009-2010

La Merced Intermedia
Facilitador de Intervenciones, Jacinto Zavala

COMPONENTES DEL PLAN UNICO

- Sección 1: Recopilación de información, análisis de datos e informe de resultados.
- Sección 2: Intervenciones para cumplir con normas.
- Sección 3: Apoyar el aprendizaje de estudiantes: conectar a las familias, escuelas, y recursos de la Comunidad.
- Sección 4: Financiamiento y gobierno



SECCIÓN 1: COLECTAR E ANÁLISIS DE DATOS

- Sistema para supervisar la eficacia del programa y garantizar los estudiantes aprenden el currículo del distrito.
- Analizar: El plan de estudios, evaluaciones de CST, CELDT, Houghton Mifflin, Holt y exámenes de matemáticas del distrito.
- Desarrollo profesional: los maestros, clasificados y los padres



ARTICULO VI

Otros:

1. El SSC **no** tiene el poder de hacer ninguna clase de contratos. No se requiere que los miembros del Comité hagan ningún otro servicio que no este descrito en estos reglamentos.
2. Estos reglamentos podrán ser rectificadas en cualquier junta regular del SSC por dos tercios (2/3) de votos de los miembros siempre que el quórum este presente.
3. Talleres para padres:
 - a. Asistencia
Cualquier padre que se ofrece para asistir a un taller/conferencia debe de asistir, al menos que una emergencia se lo impida, en cuyo caso es su deber dar aviso al concilio lo mas pronto posible.
 - b. Presentaciones
Una presentación individual o en grupo acerca del taller debe ser presentada en forma escrita y/o oral en la reunión del Concilio Escolar que prosigue al taller que asistió.

Aprobado:

Firma del Presidente/a

Fecha

1. **Presidente/a:** El/la presidente/a deberá conducir todas las juntas del SSC y firmar todos los reportes (por ejemplo, El Plan Escolar) y otra correspondencia del SSC.
2. **Vicepresidente/a:** En ausencia de/la presidente/a, el/la vicepresidente/a sumirá las responsabilidades del/la presidente/a.
3. **Secretario/a:** El/la secretario/a se encargara de tomar las minutas de las juntas. En el caso que el/la presidente/a y el/la vicepresidente/a estén ausentes, el/la secretario/a se encargara de conducir las juntas de SSC.
4. **Parlamentario/a:** debe ayudar al presidente mantener el orden en todas juntas.

ARTICULO V

JUNTAS

1. **Juntas Regulares:** Habrá por lo menos 5 juntas regulares del SSC al año. Se adoptara un calendario de estas juntas durante la primera junta del año escolar y se notificara al personal escolar, a los padres y A los miembros de la comunidad. El propósito de las juntas regulares será recibir los reportes de los oficiales, comités, otros miembros del personal; y para los intereses del SSC.
2. **Juntas Especiales:** Las juntas especiales serán convocadas por el/la presidente/a o por votación mayoritaria del SSC.
3. **Avisos de las Juntas:** Los avisos de las juntas regulares se darán por lo menos 72 horas antes de la junta.
4. **Lugares de las Juntas:** Todas las juntas del SSC se llevaran a cabo en un lugar determinado por los miembros del Comité y de Fácil acceso para los miembros y el público.
5. **Dirigir las Juntas:** Las juntas serán conducidas de acuerdo a estos reglamentos.
6. **Abiertas al Público:** Todas las juntas del SSC estarán abiertas al público.

Quórum

1. **Quórum:** El quórum será definido como la presencia de la mayoría de los miembros del personal escolar y la mayoría de miembros que no son del personal escolar. El Concilio Escolar de La Merced esta compuesto por 12 miembros. Debe haber por lo menos siete miembros para obtener un quórum.

Sección 1. Número y Composición

1. El SSC será compuesto de:
 - El Director
 - 6 Padres / miembros de la comunidad seleccionados por los padres.
 - 2 miembros alternos de padre elegidos por padres.
 - 4 maestros elegidos por los otros maestros de la escuela.
 - 1 miembro de la comunidad elegido por otros miembros del personal escolar.
2. **Termino del Mandato**
 - Los miembros podrán servir por un año.
3. **Derechos de Votar:**
 - Cada miembro tiene el derecho a un voto por cada uno de los asuntos que sea sometido a votación para el SSC. No se permitirá votación en ausencia.
4. **Terminación:**
 - Dejan de ser miembros automáticamente al dejar de ser residentes del área de asistencia de la escuela o que ya no cumplan con los requisitos para ser miembros o si el miembro ha estado ausente tres veces de las juntas de la escuela durante el año escolar.
5. **Renuncia:**
 - Un miembro puede renunciar sometiendo una notificación por escrito al presidente.

Sección 2. Oficiales

1. La Mesa Directiva consistirá del presidente, vicepresidente, y un secretario/a
2. Los oficiales serán elegidos por los miembros SSC.
3. Los oficiales servirán por el término de un año hasta que el sucesor es elegido.
4. Un parlamentario/a será nombrado/a por el presidente/a por un termino de un año.

Sección 3. Vacantes y Terminación

1. En caso de haber un lugar vacante, el primer alerno (o el próximo alerno en orden) reemplazara la vacante por el termino restante del periodo.

ESCUELA INTERMEDIA LA MERCED
ESTATUTOS DEL CONCILIO ESCOLAR

ARTICULO I

NOMBRE DEL COMITE:

El nombre de este concilio será el concilio del Sitio Escolar de La escuela Intermedia La Merced de ahora en adelante se llamara el Concilio del Sitio Escolar (SSC).

ARTICULO II

Sección 1. Propósito

El propósito del concilio del sitio escolar será:

1. Adaptarse a los mandatos legales de los programas de Mejoramiento escolar (S.I.) y Titulo 1.
2. Enfocarse en las incumbencias de la escuela.
3. Facilitar comunicación entre el hogar y la escuela.

ARTICULO III

Sección 2. Funciones y Responsabilidades

FUNCIONES Y RESPONSABILIDADES:

1. Establecer y adoptar reglamentos de concilio de sitio Escolar de acuerdo con los objetivos de Programa de mejoramiento escolar y las necesidades de la escuela y el Titulo 1.
2. Establecer un proceso de comunicación para informar a toda la comunidad de la escuela de las actividades de Mejoramiento Escolar (S.I.) y Titulo 1.
3. Proporcionar talleres de educación para los miembros de SSC.
4. Proporcionar educación para los padres.
5. Revisar la implementación y efectividad de los programas del Mejoramiento Escolar y del Titulo 1 con el director, maestros y otro personal de la escuela.
6. Participar en el desarrollo y aprobación de Plan Escolar y los presupuestos federales y estatales.
7. Revisar el Plan Escolar anualmente y hacer recomendaciones para utilizar los fondos categóricos.
8. Avisar a director del plan, la guía, los programas estudiantiles y relaciones con la comunidad.
9. Mantenga comunicación acerca de la actividades de SSC con la toda la comunidad de la escuela.

Artículo IV

STAFF

Agenda

Title I Schoolwide Plan Revision

Monday, November 9, 2009

1:10 PM

Library

- I. Overview of Title I Schoolwide Plan
- II. Section 1: Analyzing data
- III. Section 2: Interventions
- IV. Section 3: Linkages
- V. Next Steps

	LMI	2002	2003	2004	2005	2006	2007	2008	2007 - 08	2009 *est.	2008 - 09	Safe Harbor
E L A - AMO	Enrolled	13.6	13.6	13.6	24.4	24.4	24.4	35.2	Diff	46.0	Diff	56.8%
Schoolwide	1840	17.1	19.6	19.8	26.8	27.7	28.2	30.1	1.9	30.9	9.8	45.9
Asian	12											
Hispanic	1710	15.2	17.6	18.1	25.4	26.4	26.4	28.7	2.3	38.5	9.8	44.7
White	84	36.6	35.4	34.4	40.2	45.2	52.1	45.2		62.0		
So-Ec Disadvtdg	1431	13.2	14.9	15.3	23.8	25.3	25.4	29.1	3.7	37.5	8.4	43.8
Eng Learner	721	10.2	15.2	12.8	18.0	18.8	19.1	23.1	4.0	21.1	-2.0	29.0
Stdnts w/disabil	162	2.5	6.0	9.4	8.1	3.2	2.3	4.2	1.9	21.2	17.0	?
<i>Est. API = 728 (+35)</i>						not AJ				SH		
Math - AMO	Valid	16.0	16.0	16.0	26.5	26.5	26.5	37.0	Diff	47.5	Diff	58.0%
Schoolwide	1669	11.2	14.6	15.7	19.5	30.5	28.9	38.1	9.2	54.3	16.2	
Asian	12											
Hispanic	1546	9.9	13.3	14.1	18.5	29.6	27.4	36.3	8.9	53.4	17.1	
White	78	17.8	20.4	28.7	29.3	43.8	45.2	58.9		70.5		
So-Ec Disadvtdg	1338	9.6	12.4	13.8	18.0	28.8	26.9	37.7	10.8	52.5	14.8	57.3
Eng Learner	652	9.4	13.2	11.9	13.3	25.7	26.3	33.6	7.3	41.6	8.0	47.4
Stdnts w/disabil	110	2.6	4.9	9.7	8.2	5.8	5.4	6.5	1.1	18.2	11.7	?
PI Status: Yr 5						not AJ	SH	SH		CMA ?		



STAR

Standardized Testing
And Reporting

**Student Master
List Summary:
CST, CMA, CAPA, and STS
Grade 5**

School: **La Merced Intermediate**
School Code: **6085674**
District: **Montebello Unified**
County/District Code: **1964808**
Test Date: **Spring 2009**

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD
								Advanced		Proficient		Basic		Below Basic		Far Below Basic			
								#	%	#	%	#	%	#	%	#	%		
English-Language Arts	441	418	94.8	418	100	418	62	46	11	119	28	158	38	59	14	36	9	338.2	49.7
Mathematics	441	419	95.0	419	100	419	64	89	21	133	32	93	22	67	16	37	9	363.7	88.5
Science	441	417	94.6	417	100	417	54	7	2	89	21	154	37	84	20	83	20	312.6	46.0
LA CMA	441	24	5.4	24	100	24	60	2	8	7	29	4	17	10	42	1	4	319.3	66.0
Math CMA	441	23	5.2	23	100	23	57	1	4	4	17	9	39	6	26	3	13	313.1	62.3
Science CMA	441	24	5.4	24	100	24	55	0	0	5	21	10	42	8	33	1	4	311.2	41.5
LA-ST5	441	2	0.5	2	100	2	37												
Math-ST5	441	2	0.5	2	100	2	39												

	English Language Arts					Mathematics				
	Reading			Writing		Estimation, Perc & Factor.	Operations with Fract & Decimal	Algebra and Functions	Measurement and Geometry	Statistics, Data Ana. & Pro
Detailed Information	Word Analysis & Vocabulary	Reading Comprehension	Literary Resp & Ana.	Written Conventions	Writing Strategies					
Number Possible	14	16	12	17	16	12	17	17	15	4
Mean Percent Correct	61	57	61	69	60	64	61	69	59	76
	Science									
Detailed Information	Physical Science 5	Physical Science 4	Life Science 5	Life Science 4	Earth Science 5	Earth Science 4				
Number Possible	11	8	13	9	11	8				
Mean Percent Correct	60	60	52	50	55	47				



STAR
Standardized Testing
And Reporting

**Student Master
List Summary:
CST, CMA, CAPA, and STS
Grade 6**

School: **La Merced Intermediate**
School Code: **6085674**
District: **Montebello Unified**
County/District Code: **1964808**
Test Date: **Spring 2009**

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD
								Advanced		Proficient		Basic		Below Basic		Far Below Basic			
								#	%	#	%	#	%	#	%	#	%		
English Language Arts	442	418	94.6	418	100	418	60	57	14	113	27	143	34	77	18	28	7	337.4	49.0
Mathematics	442	420	95.0	420	100	420	62	87	21	108	26	103	25	90	21	32	8	348.9	74.5
LA CMA	442	26	5.9	26	100	26	40												
Math CMA	442	24	5.4	24	100	24	47												
LA-STC	442	2	0.5	2	100	2	62												
Math-STC	442	2	0.5	2	100	2	47												

	English Language Arts					Mathematics				
	Reading			Writing		Ratios, Proportions, Percentages, Neg. fractions	Operations and Problem Solving with Fractions	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies						
Number Possible	13	17	12	16	17	15	10	19	10	11
Mean Percent Correct	63	58	56	68	53	64	58	67	58	58

	RLA-STC					Math-STC				
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies	Ratios, Proportions, Percents & Neg. Numbers	Operations and Factoring	Algebra and Functions	Measurement and Geometry	Statistics, Data Analysis, and Probability
Number Possible										
Mean Percent Correct	46	56	75	75	59	50	45	45	45	50



STAR

Standardized Testing
And Reporting

Student Master List Summary: CST, CMA, CAPA, and STS Grade 8

School: **La Merced Intermediate**
 School Code: **6085674**
 District: **Montebello Unified**
 County/District Code: **1964808**
 Test Date: **Spring 2009**

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Number Tested with Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD
								Advanced		Proficient		Basic		Below Basic		Far Below Basic			
								#	%	#	%	#	%	#	%	#	%		
English-Language Arts	484	464	95.9	464	100	464	58	66	14	106	23	179	39	75	16	38	8	336.1	52.5
Science	484	463	95.7	463	100	463	57	62	13	117	25	105	23	85	18	94	20	323.1	78.4
History-Social Science	484	485	100.2	485	100	485	44	10	2	37	8	148	31	127	26	163	34	292.5	44.2
Algebra I	484	96	19.8	96	100	96	82	62	65	33	34	1	1	0	0	0	0	450.0	56.7
Geometry	484	13	2.7	13	100	13	69	2	15	5	38	5	38	1	8	0	0	367.4	66.0
General Mathematics	484	376	77.7	376	100	376	62	72	19	131	35	86	23	65	17	22	6	355.5	66.2
LA CMA	484	22	4.5	22	100	22	43												
Science CMA	484	22	4.5	22	100	22	49												
LA-ST5	484	3	0.6	3	100	3	54												

	English Language Arts					History-Social Science				
	Reading			Writing		World History: Ancient Civ		Late Antiquity & Middle Ages	Renaissance/ Reformation	U.S. Constitution & Early Republic
Number Possible	9	18	15	16	17	16	14	10	22	13
Mean Percent Correct	58	59	55	65	54	50	41	41	42	44
	Science									
	Motion		Forc/Buoyancy	Matter Per Table	Solar System	Reaction LiviSys	Invest/Exper			
Number Possible	8	13	16	7	10	6				
Mean Percent Co.	52	61	58	51	52	67				

FOCUS FOR 2008-2009 – STRATEGIC/BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p>English Language Arts</p> <p>The following programs target Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students scoring at Basic to enable students to succeed in the core program:</p> <p><u>AVID Program</u> Cornell Notes Binder checks</p> <p><u>After-School Tutoring (short term)</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Summer School (short term)</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Strategies used during the day:</u></p> <p>Cycle of Effective Instruction Thinking Maps Reciprocal Teaching AVID Differentiated Instruction SIOP Model</p>	<p>Administration, Federal and State Programs Facilitator, Language Arts facilitators, Teachers, AVID Tutors, paraprofessionals, English Learner Facilitator, parents, AVID coordinator, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and Paraprofessional salaries, AVID tutor salaries</p> <p>Bellwork and Measuring Up! program</p> <p>Directed instruction and literacy support, materials, tutoring support supplies and materials, test skills preparation materials, and related equipment (such as copiers, LCD projectors, and computers)</p> <p>Consultants</p> <p>Substitutes</p> <p>Translators (as needed)</p> <p>Parent meeting supplies, materials and snacks, and child care.</p> <p>District Office Support personnel</p>	<p><u>Certificated</u> SB 472 training, AVID training, Thinking Maps training, SIOP Model, Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs, Data Analysis, Edusoft training, etc. as needed per staff needs assessment Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy and LACOE parent workshops), SSC/ELAC/Title I classroom walkthroughs, childcare, translator</p>
		Funding: Title 1, SI, LEP \$40,000	Funding: Title 1, SI, LEP \$10,500

FOCUS FOR 2008-2009 – STRATEGIC/BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p><u>Spanish Language Arts</u></p> <p>The following programs target Spanish-speaking Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students scoring at Basic to enable students to succeed in the core program:</p> <p><u>Strategies used during the day:</u></p> <p>Cycle of Effective Instruction Thinking Maps Reciprocal Teaching AVID Differentiated Instruction SIOP Model</p>	<p>Administration, Federal and State Programs Facilitator, Teachers, paraprofessionals, English Learner Facilitator, parents, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and Paraprofessional salaries, ELD literacy coach salary</p> <p>Directed instruction and literacy support, materials, tutoring support supplies and materials, test skills preparation materials, and related equipment (such as copiers, Computers and software, etc.), field trips</p> <p>Consultants Substitutes</p> <p>Translators (as needed)</p> <p>Parent meeting supplies, materials and snacks, and child care.</p> <p>District Office Support personnel</p>	<p><u>Certificated</u> Thinking Maps training, Scientific, research-based instructional strategies training (Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs) Data Analysis, Edusoft training, and other trainings as needed per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy), SSC/ELAC/Title I, classroom walkthroughs, childcare, translator</p>
		<p>Funding: Title 1, SI, LEP \$ 10,000</p>	<p>Funding: Title 1, SI, LEP \$ 10,000</p>

FOCUS FOR 2008-2009 – STRATEGIC/BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p><u>English Language Development</u></p> <p>The following programs target English Language Learners scoring at Basic to enable students to succeed in the core program:</p> <p><u>AVID Program</u> Cornell Notes WIC-R Binder checks</p> <p><u>After-School Tutoring (short term)</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Summer School (short term)</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Strategies used during the day:</u></p> <p>Cycle of Effective Instruction SIOP Model Thinking Maps Reciprocal Teaching AVID Differentiated Instruction</p>	<p>Administration, Federal and State Programs Facilitator, Teachers, AVID Tutors, paraprofessionals, English Learner Facilitator, parents, AVID coordinator, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and Paraprofessional salaries, AVID tutor salaries, ELD literacy coach salary</p> <p>Directed instruction and literacy support materials, tutoring support supplies and materials, test skills preparation materials, and related equipment (such as copiers, Computers and software, etc.), field trips</p> <p>Consultants</p> <p>Substitutes</p> <p>Translators (as needed) Parent meeting supplies, materials and snacks, and childcare.</p> <p>District Office Support personnel</p>	<p><u>Certificated</u> SB 472 training, AVID strategies training, Thinking Maps, Scientific, research based instructional strategies (SDAIE strategies, Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs), Data Analysis, Edusoft training (as needed), per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CABE, Parent Academy), SSC/ELAC/Title I childcare, translator</p>
		<p>Funding: Title I, SI, LEP</p>	<p>Funding: Title I, SI, LEP, General Ed.</p>
		<p>\$59,500</p>	<p>\$ 20,000</p>

FOCUS FOR 2008-2009 – STRATEGIC/BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p><u>Mathematics</u></p> <p>The following programs target Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students scoring at Basic to enable students to succeed in the core program:</p> <p><u>After-School Tutoring (short term)</u></p> <p>Program: Measuring Up!</p> <p><u>Summer School (short term)</u></p> <p>Measuring Up!</p> <p><u>Strategies used during the day:</u></p> <p>SIOP Model Thinking Maps Reciprocal Teaching AVID Differentiated Instruction</p>	<p>Administration, Federal and State Programs Facilitator, Math facilitators, Teachers, paraprofessionals, English Learner Facilitator, parents, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and paraprofessional salaries, AVID tutor pay</p> <p>Supplemental materials to differentiate instruction (based on student needs) test skills preparation materials, field trips</p> <p>Bellwork and Measuring Up! program</p> <p>Related equipment (such as copier, Computers and software, etc.)</p> <p>Consultants Substitutes</p> <p>Translators (as needed)</p> <p>Parent meeting supplies, materials, snacks, and childcare.</p> <p>District Office Support Personnel</p>	<p><u>Certificated</u> Math conferences, workshops, meetings and trainings, Scientific research-based instructional strategies (SIOP Model, Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs, Data Analysis (as needed), MSAM and Edusoft training (as needed), per staff needs assessment, M.I.N.D. Math + Music Institute training</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy), SSC/ELAC/Title I childcare, translator</p>
		<p>Funding: Title I, SI, LEP</p> <p>\$ 43,900</p>	<p>Funding: Title I, SI, LEP, General Ed.</p> <p>\$ 10,000</p>

FOCUS FOR 2008-2009 – STRATEGIC/BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p><u>Physical Education</u></p> <p>The following programs target Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students to enable students to succeed in standards-based Physical Education Instruction mandated by the California Department of Education</p> <p><u>Programs</u> Small group differentiated instruction and reinforcement utilizing research-based strategies to match students' learning modalities.</p>	<p>Administration, Federal and State Programs Facilitator, Teachers, paraprofessionals, parents, BTSA teacher mentors</p>	<p>Certificated salaries, Teacher stipends</p> <p>P.E. standards, supplemental materials, test skills preparation, equipment</p> <p>Related equipment (such as copier, computers, and software, etc.)</p> <p>Translators as needed</p> <p>Consultants Substitutes</p>	<p><u>Certificated</u> PE conferences, workshops, meetings and trainings, Scientific research based instructional strategies (as needed), Edusoft training (as needed), per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy and LACOE parent workshops), childcare, translator</p>
		Funding: Title 1, SI. P. E. Grant	Funding: Title I, SI, P.E. Grant, General Ed.
		\$ 10,000	\$4,500
	Columns Total	\$163,400	\$ 55,000

FOCUS FOR 2008-2009 – INTENSIVE/BELOW BASIC & FAR BELOW BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p>English Language Arts</p> <p>The following programs target Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students scoring at Far Below Basic and Below Basic to enable students to succeed in the core program:</p> <p><u>AVID Program</u> Cornell Notes WIC-R Binder checks</p> <p><u>After-School Tutoring</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Summer School</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Strategies used during the day:</u></p> <p>Cycle of Effective Instruction Thinking Maps Reciprocal Teaching AVID Differentiated Instruction SIOP Model</p>	<p>Administration, Federal and State Programs Facilitator, Language Arts facilitators, Teachers, AVID Tutors, paraprofessionals, English Learner Facilitator, parents, AVID coordinator, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and Paraprofessional salaries, AVID tutor salaries</p> <p>Bellwork and Measuring Up! program</p> <p>Directed instruction and literacy support, materials, tutoring support supplies and materials, test skills preparation materials, and related equipment (such as copiers, LCD projectors, and computers)</p> <p>Consultants</p> <p>Substitutes</p> <p>Translators (as needed)</p> <p>Parent meeting supplies, materials and snacks, and child care.</p> <p>District Office Support personnel</p>	<p><u>Certificated</u> Thinking Maps training, Scientific, research-based instructional strategies training (Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs) Data Analysis, Edusoft training, and other trainings as needed per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CABE, Parent Academy), SSC/ELAC/Title I, classroom walkthroughs, childcare, translator</p>
		Funding: Title 1, SI, LEP \$40,000	Funding: Title 1, SI, LEP \$10,500

FOCUS FOR 2008-2009 – INTENSIVE/BELOW BASIC & FAR BELOW BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p>Spanish Language Arts The following programs target Spanish-speaking Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students scoring at Far Below Basic and Below Basic to enable students to succeed in the core program:</p> <p><u>Strategies used during the day:</u></p> <p>Thinking Maps Reciprocal Teaching AVID Differentiated Instruction</p>	<p>Administration, Federal and State Programs Facilitator, Teachers, paraprofessionals, English Learner Facilitator, parents, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and Paraprofessional salaries, ELD literacy coach salary</p> <p>Directed instruction and literacy support, materials, tutoring support supplies and materials, test skills preparation materials, and related equipment (such as copiers, Computers and software, etc.), field trips</p> <p>Consultants Substitutes</p> <p>Translators (as needed)</p> <p>Parent meeting supplies, materials and snacks, and child care.</p> <p>District Office Support personnel</p>	<p><u>Certificated</u> Thinking Maps training, Scientific, research-based instructional strategies training (Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs) Data Analysis, Edusoft training, and other trainings as needed per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy), SSC/ELAC/Title I, classroom walkthroughs, childcare, translator</p>
		<p>Funding: Title 1, SI, LEP \$ 10,000</p>	<p>Funding: Title 1, SI, LEP \$ 10,000</p>

FOCUS FOR 2008-2009 – INTENSIVE/BELOW BASIC & FAR BELOW BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p>English Language Development</p> <p>The following programs target English Language Learners scoring at Far Below Basic and Below Basic to enable students to succeed in the core program:</p> <p><u>AVID Program</u> Cornell Notes WIC-R Binder checks</p> <p><u>After-School Tutoring</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Zero Period</u></p> <p>-High Point program</p> <p><u>Summer School</u></p> <p>-Hampton Brown's InZone -Measuring Up!</p> <p><u>Strategies used during the day:</u></p> <p>Thinking Maps Reciprocal Teaching AVID Differentiated Instruction</p>	<p>Administration, Federal and State Programs Facilitator, Teachers, AVID Tutors, paraprofessionals, English Learner Facilitator, parents, AVID coordinator, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and Paraprofessional salaries, AVID tutor salaries, ELD literacy coach salary</p> <p>Directed instruction and literacy support materials, tutoring support supplies and materials, test skills preparation materials, and related equipment (such as copiers, Computers and software, etc.), field trips</p> <p>Consultants</p> <p>Substitutes</p> <p>Translators (as needed) Parent meeting supplies, materials and snacks, and childcare.</p> <p>District Office Support personnel</p>	<p><u>Certificated</u> SB 472 training, AVID strategies training, Thinking Maps, Scientific, research based instructional strategies (SDAIE strategies, Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs), Data Analysis, Edusoft training (as needed), per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy), SSC/ELAC/Title I childcare, translator</p>
		<p>Funding: Title I, SI, LEP</p> <p>\$59,500</p>	<p>Funding: Title I, SI, LEP, General Ed.</p> <p>\$ 20,000</p>

FOCUS FOR 2008-2009 – INTENSIVE/BELOW BASIC & FAR BELOW BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p><u>Mathematics</u></p> <p>The following programs target Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students scoring at Far Below Basic and Below Basic to enable students to succeed in the core program:</p> <p><u>AVID Program</u> Cornell Notes WIC-R Binder checks</p> <p><u>After-School Tutoring</u></p> <p>Program: Measuring Up!</p> <p>Tutorials: Math Academy Algebra Academy</p> <p>Program: M.I.N.D. Math + Music Institute</p> <p><u>Summer School</u></p> <p>Measuring Up!</p> <p><u>Strategies used during the day:</u></p> <p>SIOP Model Thinking Maps Reciprocal Teaching AVID Differentiated Instruction</p>	<p>Administration, Federal and State Programs Facilitator, Math facilitators, Teachers, paraprofessionals, English Learner Facilitator, parents, BTSA teacher mentors</p>	<p>Certificated salaries, Summer School Intervention Teacher salaries, Teacher Tutor salaries, Teacher stipends, Classified and paraprofessional salaries, AVID tutor pay</p> <p>Supplemental materials to differentiate instruction (based on student needs) test skills preparatio materials, field trips</p> <p>Bellwork and Measuring Up! program</p> <p>Related equipment (such as copier, Computers and software, etc.)</p> <p>Consultants Substitutes</p> <p>Translators (as needed)</p> <p>Parent meeting supplies, materials, snacks, and childcare.</p> <p>District Office Support Personnel</p>	<p><u>Certificated</u></p> <p>Math conferences, workshops, meetings and trainings, Scientific research-based instructional strategies (SIOP Model, Reciprocal Teaching, Depth & Complexity, Classroom Walkthroughs, Data Analysis (as needed), MSAM and Fdusoft training (as needed), per staff needs assessment, M.I.N.D. Math + Music Institute training</p> <p>Consultants</p> <p><u>Parent Involvement</u></p> <p>Parent meetings, workshops, and conferences (such as CABE, Parent Academy), SSC/ELAC/Title I childcare, translator</p>
		Funding: Title I, SI, LEP	Funding: Title I, SI, LEP, General Ed.

FOCUS FOR 2008-2009 – INTENSIVE/BELOW BASIC & FAR BELOW BASIC

La Merced Intermediate School

THE PROCESS FOR ACHIEVEMENT	ALIGNMENT OF RESOURCES TO INTERVENTIONS AND INCREASED STUDENT PERFORMANCE		
Name of Intervention <i>(include specific subgroup)</i>	Person(s) Responsible <i>(implement, monitor, adjust, evaluate)</i>	Resources <i>(personnel, supplementary books, materials, equipment, etc.)</i>	Professional Development <i>10% Title I-Certificated 1% Title I-Parent Involvement</i>
<p>Physical Education</p> <p>The following programs target Socio-Economically Disadvantaged, English Language Learners, GATE, and Special Needs students to enable students to succeed in standards-based Physical Education Instruction mandated by the California Department of Education</p> <p><u>Programs</u> Small group differentiated instruction and reinforcement utilizing research-based strategies to match students' learning modalities.</p>	<p>Administration, Federal and State Programs Facilitator, Teachers, paraprofessionals, parents, BTSA teacher mentors</p>	<p>Certificated salaries, Teacher stipends</p> <p>P.E. standards, supplemental materials, test skills preparation, equipment</p> <p>Related equipment (such as copier, computers, and software, etc.)</p> <p>Translators as needed</p> <p>Consultants Substitutes</p>	<p><u>Certificated</u> PE conferences, workshops, meetings and trainings, Scientific research based instructional strategies (as needed), Edusoft training (as needed), per staff needs assessment</p> <p>Consultants</p> <p><u>Parent Involvement</u> Parent meetings, workshops, and conferences (such as CAFE, Parent Academy and LACOE parent workshops), childcare, translator</p>
		Funding: Title 1, SI. P. E. Grant	Funding: Title I, SI, P.E. Grant, General Ed.
		\$ 10,000	\$4,500
	Columns Total	\$163,400	\$ 55,000

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

DISTRICT GOALS	FINDINGS Summary Of Needs Assessment From Section 1	SCHOOL OBJECTIVES
<p>To ensure that families and members of the community have the opportunity to assist in and support the educational process through participation in decision making, volunteer activities and the creation of partnerships</p> <p>Required:</p> <ol style="list-style-type: none"> 1. Participate in the 12 Step Development of the Single Plan for Student Achievement (SB 374) 2. Participate in site and district governance opportunities <p>Supplemental:</p> <ol style="list-style-type: none"> 1. Volunteer opportunities 2. Engage in capacity building activities (e.g., Developmental Assets, College Preparation) 	<p>TBD</p>	<p>-To increase the participation of family, staff and students in academic activities.</p> <p>-To increase from 20 to 100+ the number of parents actively involved in parent workshops that will improve their children's academic achievement in the 2008-2009 school year.</p>

Pursuant to NCLB Section 1118, La Merced Intermediate provides access to all of the activities outlined in the following Process for Achievement Pages to parents with limited English proficiency through use of written translation and oral interpretation.

Site facilities are accessible to parents with disabilities and other services are available to parents with disabilities upon request (e.g., visually impaired, deaf and hard of hearing, etc. . .)

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

THE PROCESS FOR ACHIEVEMENT	SCHOOL MANAGEMENT <i>Improves School Effectiveness</i> Governance, Leadership and Advocacy			
PRACTICES AND ACTIVITIES <i>Describe how you will address the following at your site:</i>	PERSON(S) RESPONSIBLE <i>for monitoring and modifying</i>	METHOD TO EVALUATE	RESOURCES <i>Personnel, materials, equipment, etc.</i>	FUNDING SOURCE AND AMOUNT
<p>School Site Council (SSC) <i>List meeting dates and activities:</i></p> <p>October 1, 2008 Elect School Site Council Officers Review Roles and Responsibilities QEIA Update Standardized Testing Data Analysis: Step 1</p> <p>October 13, 2008 Revise the SPFSA: Steps 2, 3, and 4</p> <p>October 29, 2008 Review compliance 6 Steps for Single Plan for Student Achievement (SPFSA) Approve and Recommend SPFSA: Step 5 QEIA update Revise and Approve SSC By-Laws</p> <p>December 3, 2008 Program Improvement Year 5 Parent Involvement Policy Home-School Compact Data Analysis Approve 2007-08 SSC Bylaws (if needed)</p> <p>January 28, 2009 Participation in School-Based Programs Monitor SPFSA Step 1: 2nd Quarter Benchmark Data Review and Analysis</p>	<p>Federal and State Programs Facilitator, Mr. Zavala</p> <p>SSC Members 100% Attendance at all meetings</p>	<p>Review all meetings were held, all agenda items were covered, and all goals were met.</p>	<p>Materials</p> <p>Paper/copies pens/pencils</p> <p>Translator</p> <p>Batteries</p> <p>Substitutes</p> <p>Refreshments</p> <p>Childcare</p>	<p>Title 1 \$1,500</p> <p>\$ 200</p> <p>\$ 480</p> <p>\$ 120</p> <p>\$ 1400</p> <p>\$ 500</p> <p>\$ 210</p>

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

<p>February 25, 2009 Monitor SPFSA Open Enrollment</p>				
<p>March 11, 2009 Approve Categorical Budgets Common Pages Needs Assessment CABE Conference Reports</p>				
<p>April 22, 2009 Monitor SPFSA Step 1: 3rd Quarter Benchmark Data Review and Analysis Elect 2008-09 Members Set SSC meeting dates for 2008-09 English Learner Advisory Council (ELAC) <i>List meeting dates and activities:</i></p>	<p>English Learner Facilitator, Mrs. Garcia</p> <p>ELAC Member 100% Attendance at all meetings</p>	<p>Review if all meetings were held, all agenda items were covered and all goals were met.</p>	<p>Materials</p> <p>Paper/copies pens/pencils</p> <p>Translator</p> <p>Refreshments</p> <p>Childcare</p>	<p>\$1,500</p> <p>\$ 200</p> <p>\$ 600</p> <p>\$ 500</p> <p>\$210</p>
<p>November 7, 2008 Revise SPFSA Provide School Site Council input on SPFSA English Learner profile at LMI</p>				
<p>December 5, 2008 Reclassification of ELLs Data Analysis AMAO's</p>				
<p>January 16, 2009 Interventions for English Learners Programming of English Language Learners</p>				
<p>February 6, 2009 Revise and Approve ELAC Bylaws Dual Language Enrichment Program Interpreting the California English Language Development Test (CELDT) Results</p>				

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

March 6, 2009

English Learner Program Update

April 3, 2009

Monitor Single Plan for Student Achievement

Master Plan for English Learners

English Learner Data Analysis

Needs Assessment

May 1, 2009

Elect 2008-09 Members

Set ELAC meeting dates for 2008-09

3rd Quarter Data Analysis

R-30 Report

Include: Attendance

Improve and maintain attendance rates and decrease tardiness rates:

- Attendance Awards
- Saturday School

Assistant Principal,
Mr. Hernandez
Dean of Students

Attendance
rate and
attendance at
Saturday
School.

Incentives

SI
\$1,000

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

THE PROCESS FOR ACHIEVEMENT	SCHOOL MANAGEMENT <i>Improves School Effectiveness</i> Governance, Leadership and Advocacy			
Compensatory Education Advisory Committee (CEAC) <i>List meeting dates and activities:</i>	PERSON(S) RESPONSIBLE <i>for monitoring and modifying</i>	METHOD TO EVALUATE	RESOURCES <i>Personnel, materials, equipment, etc.</i>	FUNDING SOURCE AND AMOUNT
<p>November 7, 2008 Title I Committee Elections</p> <p>Meeting dates TBD</p> <p>Topics:</p> <ul style="list-style-type: none"> -Informational meeting: <ul style="list-style-type: none"> • Identification of Students • Funds • Interventions for at-risk students • Parent Involvement Policy • Program Improvement Status -History of Title I -Title I budget (common pages) -Revise Parent Involvement policy (recommend to SSC) - Monitor intervention programs (monitor single plan) then have SSC approve (make report and present to SSC) -STAR testing -SARC 	<p>Federal and State Programs Facilitator, Mr. Zavala</p> <p>Title I Committee members</p>	<p>Review all meetings were held, all agenda items were covered, and all goals were met.</p>	<p>Materials</p> <p>Paper/copies pens/pencils</p> <p>Translator</p> <p>Refreshments</p> <p>Childcare</p>	<p>\$ 200</p> <p>\$ 600</p> <p>\$ 500</p> <p>\$210</p>

SECTION 3: SUPPORT FOR STUDENT LEARNING: *LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES*

<p>Other: (e.g., Leadership Team)</p> <ul style="list-style-type: none"> • Parent Classroom Observations • DAC/DELAC 	<p>Principal, Mr. Kerr Federal & State Programs facilitator, Mr. Zavala</p>		<p>Materials Paper/copies pens/pencils transparencies</p>	<p>\$ 250 \$ 400 \$ 100 \$ 200</p>
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SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

<p>THE PROCESS FOR ACHIEVEMENT</p>	<p>ACTIVE DAILY PARTICIPATION <i>Improves School Climate</i> Volunteering in Schools and Community-Linked Services</p>			
<p>PRACTICES AND ACTIVITIES <i>Describe how you will address the following at your site:</i></p>	<p>PERSONS RESPONSIBLE Monitor Modify Adjust</p>	<p>METHOD TO EVALUATE</p>	<p>RESOURCES <i>Personnel, materials, equipment, etc.</i></p>	<p>FUNDING SOURCE AND AMOUNT</p>
<p>School Climate <i>A safe, positive learning environment for all children:</i></p> <ul style="list-style-type: none"> • Safety Committee • Counseling • Dean of Students • Red Ribbon Week • Discipline Assemblies • Student of the Month • 40 Developmental Assets • Character Counts <p>Building Capacity <i>Skills to access community and support services</i></p> <ul style="list-style-type: none"> • Parent Involvement Academy • CABE • Two-Way CABE • SHAPE • Parent Institute for Quality Education • Family Nights in Language Arts, Math, and Science • G.A.T.E. Family Night • AVID College Night • Dual Language Family Nights 	<p>Principal, Mr. Kerr Assistant Principal, Mr. Hernandez Federal & State Programs facilitator, Mr. Zavala Counselors Dean of Students</p> <p>Principal, Mr. Kerr</p> <p>Fed. & St. Programs facilitator, Mr. Zavala</p>	<p>Safety Report</p> <p>Needs Assessment</p> <p>Discipline Referrals</p> <p>Needs Assessment</p>	<p>Substitutes</p> <p>Materials</p> <p>Incentives</p> <p>Substitutes</p> <p>Conference Expenses</p> <p>Refreshments</p>	<p>SI \$ 780</p> <p>\$ 1,000</p> <p>\$ 3,000</p> <p>\$ 1,300</p> <p>\$ 7,200</p> <p>\$ 900</p> <p>\$ 4,000</p>

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

<p>THE PROCESS FOR ACHIEVEMENT</p>	<p>BROAD PARTICIPATION AND GENERAL SUPPORT <i>Improves School Achievement</i> Community Linked Services Learning Activities at Home Two way Home-to-School Communication Parent Skills to meet basic family obligations</p>			
<p>PRACTICES AND ACTIVITIES <i>Describe how you will address the following at your site:</i></p>	<p>PERSON(S) RESPONSIBLE Monitor Modify Adjust</p>	<p>METHOD TO EVALUATE</p>	<p>RESOURCES Personnel, materials, equipment</p>	<p>FUNDING SOURCE AND AMOUNT</p>
<p>Communication <i>Two way (school-to-home and home- to-school) communication about school programs and students progress:</i></p> <ul style="list-style-type: none"> • Home-School Compact developed with parent input and implemented school wide • Progress Reports • Parent-teacher conferences • Back To School Night/Open House • School Newsletter • School Organizer • Web site • Electronic marquee • Meeting Flyers • Parent involvement bulletin board • Teleparent • John Hopkins 	<p>School Site Council</p> <p>Teachers</p> <p>Parents/Teachers</p> <p>Parents/Teachers</p> <p>Principal</p> <p>Parents/Teachers</p> <p>Web Master</p> <p>Fed. & St. Programs facilitator</p> <p>Parents/Teachers</p> <p>A. Noriega-Consultant</p>	<p>Needs Assessment</p>	<p>Materials</p> <p>Copy Expenses</p> <p>Ink Cartridges</p> <p>Translators</p> <p>Paper</p> <p>Paper/Copy Expenses</p>	<p>\$ 400</p> <p>\$ 600</p> <p>\$ 3,500</p> <p>\$ 500</p> <p>\$ 2,800</p> <p>\$ 1,000/ \$ 2,200</p> <p>Title I \$6,000</p> <p>SI \$11,845</p>

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

<p>THE PROCESS FOR ACHIEVEMENT</p>	<p>BROAD PARTICIPATION AND GENERAL SUPPORT <i>Improves School Achievement</i> Community Linked Services Learning Activities at Home Two way Home-to-School Communication Parent Skills to meet basic family obligations</p>			
<p>PRACTICES AND ACTIVITIES <i>Describe how you will address the following at your site:</i></p>	<p>PERSON(S) RESPONSIBLE Monitor Modify Adjust</p>	<p>METHOD TO EVALUATE</p>	<p>RESOURCES <i>Personnel, materials, equipment, etc.</i></p>	<p>FUNDING SOURCE AND AMOUNT</p>
<p>Homeless Students <i>Provide equal access to the core curriculum through auxiliary services:</i> SOL</p>	<p>Homeless Liason</p>	<p>Students are in school. Students are placed in classroom.</p>	<p>Uniforms Backpack School Supplies</p>	<p>Other funding sources Amount unknown</p>
<p>Student Data <i>Explain and interpret individual student assessment results in a language parents understand:</i></p> <ul style="list-style-type: none"> • School Site Council • English Learner Advisory Council • Title I Committee • Newsletter • Parent-Teacher Conferences 	<p>Fed. & St. Programs facilitator, Mr. Zavala SSC Members</p>	<p>Review if all meetings were held, all agenda items were covered and all goals were met. Needs Assessment</p>	<p>Materials Paper/copies pens/pencils transparencies LCD machine O/H Projector Translator Batteries Substitutes Refreshments Other supplies/ materials</p>	<p>Title 1 \$1,500 \$ 100 \$ 250 \$2,000 \$ 175 \$ 900 \$ 120 \$ 585 \$ 450</p>

SECTION 3: SUPPORT FOR STUDENT LEARNING: LINKAGE TO FAMILIES, SCHOOLS AND COMMUNITY RESOURCES

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<p>THE PROCESS FOR ACHIEVEMENT</p>	<p>BROAD PARTICIPATION AND GENERAL SUPPORT <i>Improves School Achievement</i> Community Linked Services Learning Activities at Home Two way Home-to-School Communication Parent Skills to meet basic family obligations</p>
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<p>PRACTICES AND ACTIVITIES <i>Describe how you will address the following at your site:</i></p>	<p>PERSON(S) RESPONSIBLE Monitor Modify Adjust</p>	<p>METHOD TO EVALUATE</p>	<p>RESOURCES <i>Personnel, materials, equipment, etc.</i></p>	<p>FUNDING SOURCE AND AMOUNT</p>
<p>Nutrition <i>Emphasize the importance of proper nutrition and its positive correlation to learning and development:</i></p>	<p>District Office, Piper Matson</p>			

SSC AGENDA

Montebello Unified School District
La Merced Intermediate School
School Site Council Meeting

January 13, 2010
8:15 a.m.
Library

WELCOME/CALL TO ORDER

L. Oliver

FLAG SALUTE

Member

ROLL CALL

- Minutes
- Approval of Minutes

L. Espinoza

L. Oliver

PRINCIPAL'S REPORT

- Update
- QEIA update

Mr. Kerr
Principal

UNFINISHED BUSINESS

None

L. Oliver

NEW BUSINESS

- *Approve 2010 Home-School Compact*
- *Approve 2009-10 Parent Involvement Policy*
- *Single Plan for Student Achievement: Step 1-Grades 5-8*
ELA/Math data
- *Elect CABE parent attendee*
- *DAC report*

L. Oliver

ADJOURNMENT

L. Oliver

PUBLIC COMMENTS / OPEN FORUM

L. Oliver

Next SSC meeting 2 / 10 / 10

DISTRITO ESCOLAR UNIFICADO DE MONTEBELLO
ESCUELA INTERMEDIA LA MERCED
TITULO 1- CONVENIO ENTRE LA ESCUELA Y EL HOGAR

Modificado 12/4/09

COMPROMISO DE LOS PADRES/PERSONAS ENCARGADAS:

Como padre/persona encargada, yo comprendo que el participar en la educación de mi hijo/a ayudará que él/ella tenga éxito. Yo me comprometo a lo siguiente:

- ★ Promoveré respeto hacia otros dando un buen ejemplo y fijando expectativas.
- ★ Me comprometeré a la educación de mi hijo/a asistiendo a las juntas de entrenamiento para padres, eventos y actividades escolares así como también donando mi tiempo como voluntario/a en la escuela Intermedia La Merced.
- ★ Apoyaré, animaré y compartiré las actividades escolares, tareas y reglamentos de disciplina y asistencia con mis hijos regularmente.
- ★ Me aseguraré que mi hijo/a se duerma a buena hora, tenga una dieta saludable y que llegue a su clase a tiempo.
- ★ Crearé para mis hijos un ambiente positivo en el hogar y les reconoceré los esfuerzos en sus estudios.
- ★ Estructuraré, animaré y apoyaré buenos hábitos de estudio/trabajo con mis hijos proporcionándoles un lugar tranquilo para hacer la tarea.
- ★ Regularmente fijaré, repasaré y apoyaré metas educacionales con mis hijos.
- ★ Usaré la agenda para comunicarme con maestros si es necesario.

Firma de los padres o persona encargada _____

COMPROMISO DEL ESTUDIANTE:

Yo comprendo que mi educación es importante. Entiendo que soy responsable por mi propio éxito. Así es que estoy de acuerdo en desempeñar éstas responsabilidades en lo mejor de mi habilidad:

- ★ Asistir a la escuela y llegar a clase a tiempo.
- ★ Respetarme a mi mismo y a los demás y continuar desarrollando habilidades de buen comportamiento.
- ★ Tener una actitud positiva hacia mi educación/mis experiencias de aprendizaje en LMI.
- ★ Terminar mi trabajo en clase y mis tareas en casa y entregar ambos a tiempo.
- ★ Seguir los reglamentos escolares, como por ejemplo, el vestir apropiadamente.
- ★ Fijar metas educacionales de corto y largo plazo para aumentar mi éxito académico.
- ★ Comunicarme acerca de la escuela con mis padres, maestros, consejeros, u otro personal escolar.
- ★ Asegurar que mi agenda se utilice para tener comunicación entre la escuela y el hogar (ó viceversa).
- ★ Tener confianza en pedir ayuda si la necesito.

Firma del estudiante _____

COMPROMISO DE LOS EDUCADORES:

Como miembro del personal, yo entiendo la importancia de una educación de calidad para cada estudiante y mi responsabilidad como educador y modelo positivo. Como miembro del personal yo:

- ★ Promoveré las 40 ventajas de desarrollo de los estudiantes proporcionando un ambiente de aprendizaje seguro, acogedor, con apoyo y alentador donde todos los estudiantes y padres son valorados. Además, crearé un ambiente accesible para mis estudiantes.
- ★ Ser modelo ejemplar y promoveré el respeto y otras cualidades de buen comportamiento.
- ★ Proveeré un programa de instrucción comprometido y retador, que se dirija a las necesidades de todos los estudiantes.
- ★ Respetaré y valoraré la diversidad estudiantil, cultural y lingüística.
- ★ Haré por conocer los recursos escolares/comunitarios que están disponibles para servir mejor las necesidades de los estudiantes y las familias de LMI.
- ★ Estableceré comunicación abierta con la comunidad escolar dándoles a todos oportunidades de ser participantes activos, como por ejemplo, asegurar que todas las notificaciones son enviadas al hogar con los estudiantes.
- ★ Modelaré y promoveré el aprendizaje para toda la vida.
- ★ Usaré un medio efectivo de comunicación como la agenda, llamadas telefónicas, notas, ó Teleparent para comunicarme con padres si es necesario.

Firma del Maestro/Maestra _____

La Merced Intermediate School

School Site Council

Jan. 13, 2010

8:30 a.m.

Minutes

Welcome & Call to Order: Mr. Zavala

Flag Salute: Mrs. Bailey

Roll:

Present- Sara Reyes, Lupe Oliver, Alejandra Chacon, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Martha Bailey, Lucia Espinoza, Oscar Vela, Erika Fregoso

Absent- Guadalupe Barragan, Megan Bebek

Quorum was met.

Minutes:

- Minutes read by all present.
- Ms. Oliver asked if there were any corrections. Remove “&” on the second page and change “Señorita” to Señora in Spanish.
- Ms. Fregoso motioned to approve the minutes from Nov. 18, 2009
- Martha Gonzalez seconded the motion. Minutes were approved as presented.

Principal's Report:

- More students want to come to our school. LMI continues to grow in student population. Our need continues to be with the English Language Learners. Our teachers and school are focused with our ELLs.
- Discussed student absences and Saturday school to make up the Average Daily Attendance (ADA).
- All school districts are struggling with less money at the state level. Our district has to deal with the state's 12 million dollar deficit. The district is looking into ways to save money so that we can provide the best education for our students.
- Discussed the seniority list, teacher's credentials, and where they can teach.
- QEIA funding will improve staff development
- Mr. Kerr feels very proud of students, teachers, and supportive staff.
- Asuncion Zamudio asked regarding the student growth and classroom size. Students enrolling come in with good test scores and parents are interested in PTA.
- Mr. Kerr respectfully responded that the QEIA class size guidelines are being followed. Per Teacher contract student class size may be 34, but QEIA guidelines caps the class size at 27.

New Business:

Approve 2010 Home-School Compact

- SSC was provided with a copy of the 2010 Home-School Compact for approval.
- It had been previously agreed that the Home-School Compact will be signed during parent conferences by all parties.
- Will provide parents with a copy if requested.
- Ms. Bailey moved to approve the Home School Compact.
- Ms. Fregoso seconded the motion to approve the Home School Compact.
- Ms. Oliver approved the motion with all in favor.
- Compact was approved as presented.

Approve 2009-10 Parent Involvement Policy

- SSC was provided a copy of the 2009-10 Title 1 School-Level Parental Involvement Policy for review and approval.
- Discussion regarding the policy was held.
- Asuncion Zamudio moved to approve the 2009-10 Title 1 School-Level Parental Involvement Policy. Martha Gonzalez seconded the motion.
- The 2009-10 Title 1 School-Level Parental Involvement Policy was approved.

ELA/Math Data Analysis

1. After school interventions, books, and student data used to monitor the Schoolwide Plan.
2. Analyzed data in math and language arts. Assessments were created by LMI with EDUSOFT. Language Arts and Math reports from 5th & 6th grade were analyzed. Data Goals & Results were discussed for the 2009-10 schoolyear. We are striving for 60% of our students scoring proficient/advanced on the LMI assessments for the CST AYP goals.
3. Will bring teachers to provide a different perspective with parents.

CABE Conference

- Because of our budget constraints we do not have the money to send any parents to CABE.
- We do have the 14th Annual Parent Involvement Academy on March 19, 2010 for \$95/person. SSC can send 4 parents to this conference.

DAC: Sara Reyes gave the report on DAC. She attended the Homeless Program presentation.

Closing: Mrs. Gonzalez made a motion to close the meeting. Mrs. Reyes second the motion. All were in favor. The meeting was closed at 10:15 a.m.

Escuela Intermedia La Merced

Concilio del Sitio Escolar

13 de enero de 2010

8:30 a.m.

Minutas

Bienvenida y Llamada al Orden: Sr. Zavala

Saludo a la Bandera: Sra. Bailey

Atendencia:

Presente- Sara Reyes, Lupe Oliver, Alejandra Chacon, Martha Gonzalez, Asuncion Zamudio, Eugene C. Kerr, Martha Bailey, Lucia Espinoza, Oscar Vela, Erika Fregoso

Ausente- Guadalupe Barragan, Megan Bebek

Hubo quorum.

Minutas:

- Se leyeron las minutas por todos los presentes
- La Sra. Oliver preguntó si existen algunas correcciones. Quitar "&" en la segunda página y cambiar "Señorita" a "Señora" en Español.
- E. Fregoso hizo una moción para aprobar las minutas del 18 de noviembre de 2009
- Martha González secundó la moción. Las minutas fueron aprobadas tal como fueron presentadas.

Reporte del Director:

- Más estudiantes desean venir a nuestra escuela. LMI sigue creciendo en población estudiantil. Nuestra necesidad sigue siendo con los estudiantes de Inglés como Segundo Idioma. Nuestros maestros y la escuela se enfocan en nuestros estudiantes de Inglés como Segundo Idioma (conocido en inglés como ELL).
- Se habló sobre las faltas de los estudiantes y la escuela de sábado para reponer el Promedio de Asistencia Diaria (conocido en inglés como ADA).
- Todos los distritos escolares batallan con menos dinero a nivel estatal. Nuestro distrito tiene que lidiar con el déficit de 12 millones de dólares del Estado. El distrito está estudiando las maneras de ahorrar dinero para que podamos proporcionar la mejor educación para nuestros estudiantes.
- Se habló sobre la lista de antigüedad, credenciales de los maestros y donde pueden enseñar.
- Los fondos QEIA mejorarán el desarrollo del personal.
- El Sr. Kerr se siente muy orgulloso de los estudiantes, maestros y personal de apoyo.
- A. Zamudio preguntó sobre el crecimiento estudiantil y el tamaño de las clases. Los estudiantes matriculándose vienen con buenas calificaciones en las pruebas y los padres están interesados en el PTA.

- El Sr. Kerr respondió que se están siguiendo los límites de tamaño de las clases de QEIA. Por el contrato de los maestros el tamaño de las clases pueden ser de 34, pero los límites de QEIA reducen el tamaño de las clases a 27.

Negocios Nuevos:

Aprobación del Pacto Hogar-Escuela del 2010

- Se le entregó al SSC una copia del Pacto Hogar-Escuela del 2010 para su aprobación.
- Se había acordado previamente que el Pacto Hogar-Escuela fuera firmado durante las conferencias de padres y maestros por todos los participantes.
- Se proveerá a los padres con una copia si la piden.
- La Sra. Bailey hizo una moción para aprobar el Pacto Hogar-Escuela.
- La Sra. Fregoso secundó la moción para la aprobación del Pacto Hogar-Escuela.
- La Sra. Oliver aprobó la moción con todos a favor.
- El Pacto fue aprobado tal como fue presentado.

Aprobación de la Póliza de la Participación de los Padres del 2009-10

- Se le entregó al SSC una copia de la Póliza de la Participación de Padres a Nivel-Escolar del Título I del 2009-10 para su revisión y aprobación.
- Se tuvo una conversación con respecto a la póliza.
- Asunción Zamudio hizo una moción para aprobar la Póliza de la Participación de Padres a Nivel-Escolar del Título I del 2009-10. Martha González secundó la moción.
- La Póliza de la Participación de Padres a Nivel-Escolar del Título I del 2009-10 fue aprobada.

Análisis de Datos de ELA/Matemáticas

1. Intervenciones después de clases, libros y los datos de los estudiantes supervisarán el Plan Escolar.
2. Datos analizados en matemáticas y artes del idioma. Evaluaciones fueron creadas por LMI con EDUSOFT. Reportes de Artes del Idioma y Matemáticas de 5° y 6° grado fueron analizados. Datos objetivos y resultados fueron analizados para el año escolar 09-10. Estamos luchando para que el 60% de los estudiantes obtengan notable/sobresaliente sobre las evaluaciones de LMI para los objetivos del CST AYP.
3. El Sr. Zavala invitará maestros para que proporcionen una perspectiva diferente con los padres.

Conferencia CABE

- Debido a nuestras limitaciones en el presupuesto no tenemos el dinero para enviar a ninguno de los padres a CABE.
- Tenemos la Conferencia Anual para la Participación de los Padres el **19 de marzo de 2010** por \$95.00 por persona. SSC puede mandar 4 padres a esta conferencia.

DAC: Sara Reyes dio el informe sobre CAD. Asistió a la presentación del Programa Sin Hogar.

Clausura: La Sra. González hizo una moción para dar por terminada la junta. La Sra. Reyes secundó la moción. Todos estuvieron a favor. La junta fue concluida a las 10:15 a.m.

5th ELA

Description:

Student Selection: La Merced Intermediate School | 2009-2010 Fall

Group By Data: Teacher

Assessments: 5th LA 09 pretest September 09

Scores: Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band

Author Name: Jaime Horta

Generated on Oct-19-2009

5th LA 09 pretest September 09

Overall (90 pts max)

Total # students	Avg Raw Score	Avg % Correct	# in Performance Band					% in Performance Band				
			Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
50	39.8	44%	1	19	27	3		2%	38%	54%	6%	
54	38.6	43%	1	24	25	4		2%	44%	46%	7%	
4	32.8	37%		3	1				75%	25%		
54	35	39%	3	29	19	3		6%	54%	35%	6%	
56	53.3	59%		8	20	28			14%	36%	50%	
56	40.3	45%	2	20	28	6		4%	36%	50%	11%	
57	53.6	60%		3	25	27	2		5%	44%	47%	4%

6th ELA

Description:

Student Selection: La Merced Intermediate School | 2009-2010 Fall

Group By Data: Teacher

Assessments: Post Test 1 Q1 October 9, 09

Scores: Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band

Author Name: Jaime Horta

Generated on Oct-20-2009	Post Test 1 Q1 October 9, 09												
	Overall (75 pts max)												
	Total # students	Avg Raw Score	Avg % Correct	# in Performance Band					% in Performance Band				
Teacher			Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	
	73	44.9	60%	2	10	29	30	2	3%	14%	40%	41%	3%
	55	48.4	64%	1	3	20	28	3	2%	5%	36%	51%	5%
	77	44.6	59%	2	11	31	31	2	3%	14%	40%	40%	3%
	48	37.5	50%	6	10	21	9	2	13%	21%	44%	19%	4%
	53	52.5	70%		4	14	23	12		8%	26%	43%	23%
	56	41.3	55%	2	10	27	16	1	4%	18%	48%	29%	2%
	50	48.5	65%		3	17	28	2		6%	34%	56%	4%
	49	28.4	38%	13	19	12	5		27%	39%	24%	10%	
	27	34.1	46%	2	10	10	4	1	7%	37%	37%	15%	4%

7th ELA

Description:

Student Selection:	La Merced Intermediate School 2009-2010 Fall											
Group By Data:	Teacher											
Assessments:	CST Released Test Questions 2008 09/18/09											
Scores:	Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band											
Author Name:	Jaime Horta											

CST Released Test Questions 2008 09/18/09

Total # students	Overall (114 pts max)											
	Avg Raw Score	Avg % Correct	# in Performance Band					% in Performance Band				
			Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
75	51.5	45%		36	23	14	2		48%	31%	19%	3%
82	51.6	45%	5	37	17	20	3	6%	45%	21%	24%	4%
76	39.8	35%	3	54	18	1		4%	71%	24%	1%	
85	49.3	43%	3	41	25	15	1	4%	48%	29%	18%	1%
80	43.3	38%	8	42	21	9		10%	52%	26%	11%	
64	53.1	47%		25	28	11			39%	44%	17%	

8th ELA

Description:

Student Selection: La Merced Intermediate School | 2009-2010 Fall

Group By Data: Teacher

Assessments: Standards 2.1, 2.2, 3.2 Test #1 Sept 2009

Scores: Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band

Author Name: Jaime Horta

Generated on Oct-20-2009		Standards 2.1, 2.2, 3.2 Test #1 Sept 2009										
Teacher		Overall (100 pts max)										
Total # students	Avg Raw Score	Avg % Correct	# in Performance Band					% in Performance Band				
			Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
74	56.1	56%	3	15	30	22	4	4%	20%	41%	30%	5%
51	45.5	45%	4	18	22	7		8%	35%	43%	14%	
41	39.8	40%	2	22	15	2		5%	54%	37%	5%	
78	62.5	63%	3	9	21	35	10	4%	12%	27%	45%	13%
73	65.	65%	1	9	14	42	7	1%	12%	19%	58%	10%
47	49.9	50%	1	18	16	12		2%	38%	34%	26%	

5th Grade Math (2009-2010) - Quarter 1 Assessments
 (Percentage of Proficient and Advanced)

	Pre-CST	Chapter 1	Chapter 3	Chapter 4	Chapter 9	MUSD T1-Benchmark
	0 %	72 %	85 %	83 %	80 %	72 %
	0 %	5 %	6 %	9 %	15 %	5 %
	4 %	80 %	91 %	79 %	98 %	75 %
	9 %	64 %	83 %	77 %	93 %	
	0 %	57 %	72 %	74 %	86 %	63 %
d	11 %	92 %	93 %	98 %	98 %	93 %
	2 %	30 %	51 %	62 %	74 %	82 %
	0 %	35 %	21 %	8 %	34 %	
Math (ID:A)- Total Average	3%	58%	64%	63 %	73 %	67 % *incomplete

Printed 12-2-09

6th Math

Description:

Student Selection:	La Merced Intermediate School 2009-2010 Fall											
Group By Data:	Teacher											
Assessments:	Chapter 1: Algebraic Reasoning September 2009											
Scores:	Overall Avg Raw Score, Overall Avg % Correct, Overall # in Performance Band, Overall % in Performance Band											
Author Name:	Jaime Horta											

Generated on Oct-19-2009	Chapter 1: Algebraic Reasoning September 2009												
	Overall (30 pts max)												
	Total # students	Avg Raw Score	Avg % Correct	# in Performance Band					% in Performance Band				
				Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5	Quintile 1	Quintile 2	Quintile 3	Quintile 4	Quintile 5
55	19.7	66%	1	3	17	22	12	2%	5%	31%	40%	22%	
47	18.5	62%		7	11	25	4		15%	23%	53%	9%	
54	15.9	53%	1	16	23	9	5	2%	30%	43%	17%	9%	
50	18.6	62%	1	3	17	24	5	2%	6%	34%	48%	10%	
52	13.2	44%	2	22	21	7		4%	42%	40%	13%		
50	22.1	74%		3	3	32	12		6%	6%	64%	24%	
53	22.6	75%			9	25	19			17%	47%	36%	
76	20.4	68%		3	21	41	11		4%	28%	54%	14%	

2009-2010

**7th & 8th Grade Mathematics
DATA Goals & Results**

% of Students at or above Proficient

2009-2010 Math School Wide AYP Goal: 58.0%

Recommended in-house assessment goal: 60.6%

Standards Assessment #3

Grade 7	<u>55.6%</u>
Grade 8	<u>66.4%</u>
Algebra 1	<u>51.0%</u>

Quarter 1 Benchmark Standards Assessment

Grade 7	<u>54.3%</u>
Grade 8	<u>78.1%</u>
Algebra 1	<u>72.9%</u>

Standards Assessment #2

Grade 7	<u>64.6%</u>
Grade 8	<u>72.0%</u>
Algebra 1	<u>76.2%</u>

Standards Assessment #1

Grade 7	<u>55.4%</u>
Grade 8	<u>67.9%</u>
Algebra 1	<u>67.6%</u>

7th grade: **51.5%**(CST)

Goal : **72.5%**

Results: **89.8%**

8th grade: **24.8%**(CST)

Goal : **62.5%**

Results: **62.3%**

	Block 1 Mathematics 7 th B	Block 2 Mathematics 7 th B	Block 3 Pre Algebra 8A	Block 4 Pre Algebra 8B	Block 5 Pre Algebra 8A	Block 6 Pre Algebra 8B
CST	56%	47%	5%	28%	16%	50%
Goal 1	80%	70%	50%	70%	40%	80%
Test 1	63.5%	60%	50%	59%	55%	89.5%
Goal 2	70%	65%	50%	65%	50%	80%
Test 2	77.5%	86.5%	52%	81%	55%	100%
Q1 Goal	75%	70%	45%	70%	45%	90%
Quarter 1	91%	91%	52%	89%	59%	96%
Goal 3	75%	70%	45%	70%	45%	90%
Test 3	83%	96.5%	38%	86%	34.5%	90.5%
Goal 4						

7th grade: 5.7% (CST)

Goal : 58.3%

Results: 44.3%

	Block 1 Mathematics 7 th A	Block 2 Mathematics 7 th A	Block 3 Mathematics 7 th A	Block 4 Mathematics 7 th A	Block 5 Mathematics 7 th A	Block 6 Mathematics 7 th A
CST	6%	8%	9%	3%	0%	8%
Goal 1	60.6%	60.6%	60.6%	60.6%	60.6%	60.6%
Test 1	61.5%	52%	48.5%	29.5%	41.5%	57%
Goal 2	60%	60%	50%	50%	50%	60%
Test 2	63%	58%	36.5%	33%	56%	49.5%
Q1 Goal	65%	65%	50%	50%	60%	60 90%
Quarter 1	26%	35%	21%	39%	33%	21%
Goal 3	65%	65%	50%	50%	60%	60 90%
Test 3	40.5%	51.5%	31.5%	32%	57.5%	52.5%
Goal 4						

7th grade: 71.5%(CST)
Algebra 1: 94.5%(CST)

Goal : 67.8%
Goal : 89.0%

Results: 73.8%
Results: 70.5%

	Block 1 Algebra 1 7th	Block 2 Algebra 1 7th	Block 3 Mathematics 7 th B	Block 4 Mathematics 7 th B	Block 5 Mathematics 7 th B	Block 6 Mathematics 7 th B
CST	100%	89%	78%	60%	74%	74%
Goal 1	98%	97%	85%	75%	80%	80%
Test 1	82.5%	81.5%	71.5%	71.5%	45.5%	63%
Goal 2	90%	90%	80%	80%	55%	70%
Test 2	78.5%	91.5%	60.5%	71%	67%	51.5%
Q1 Goal	85%	93%	64%	75%	72%	60%
Quarter 1	71%	70%	85%	71%	68%	71%
Goal 3	85%	93%	64%	75%	72%	60%
Test 3	%	68.5%	%	%	%	%
Goal 4						

7th grade: 5.7% (CST)

Goal : 58.3%

Results: 44.3%

	Block 1 Mathematics 7 th A	Block 2 Mathematics 7 th A	Block 3 Mathematics 7 th A	Block 4 Mathematics 7 th A	Block 5 Mathematics 7 th A	Block 6 Mathematics 7 th A
CST	6%	8%	9%	3%	0%	8%
Goal 1	60.6%	60.6%	60.6%	60.6%	60.6%	60.6%
Test 1	61.5%	52%	48.5%	29.5%	41.5%	57%
Goal 2	60%	60%	50%	50%	50%	60%
Test 2	63%	58%	36.5%	33%	56%	49.5%
Q1 Goal	65%	65%	50%	50%	60%	60%
Quarter 1	26%	35%	21%	39%	33%	21%
Goal 3	65%	65%	50%	50%	60%	60%
Test 3	40.5%	51.5%	31.5%	32%	57.5%	52.5%
Goal 4						

7th grade: 71.5%(CST)
Algebra 1: 94.5%(CST)

Goal : 67.8%
Goal : 89.0%

Results: 73.8%
Results: 70.5%

	Block 1 Algebra 1 7th	Block 2 Algebra 1 7th	Block 3 Mathematics 7 th B	Block 4 Mathematics 7 th B	Block 5 Mathematics 7 th B	Block 6 Mathematics 7 th B
CST	100%	89%	78%	60%	74%	74%
Goal 1	98%	97%	85%	75%	80%	80%
Test 1	82.5%	81.5%	71.5%	71.5%	45.5%	63%
Goal 2	90%	90%	80%	80%	55%	70%
Test 2	78.5%	91.5%	60.5%	71%	67%	51.5%
Q1 Goal	85%	93%	64%	75%	72%	60%
Quarter 1	71%	70%	85%	71%	68%	71%
Goal 3	85%	93%	64%	75%	72%	60%
Test 3	%	68.5%	%	%	%	%
Goal 4						

Algebra 1: **92.5%**(CST)Goal : **69.1%**Results: **50.4%**

	Block 1 Algebra 1 6 th /8 th	Block 2 Math Facilitator	Block 3 Algebra 1 8 th	Block 4 Algebra 1 8 th	Block 5 Algebra 1 7 th /8 th	Block 6 Algebra 1 8 th
CST	75%	N/A	88%	77%	94%	93%
Goal 1	60.6%	N/A	60.6%	60.6%	60.6%	60.6%
Test 1	45.7%	N/A	53.5%	71%	66.5%	72.5%
Goal 2	60.6%	N/A	60.6%	60.6%	60.6%	60.6%
Test 2	64.5%	N/A	64%	57%	74%	77%
Q1 Goal	65%	N/A	65%	60.6%	75%	80%
Quarter 1	77%	N/A	80%	61%	71%	80%
Goal 3	60.6%	N/A	60.6%	60.6%	60.6%	60.6%
Test 3	55%	N/A	51.5%	37%	43.5%	65%
Goal 4						

8th grade: **22.5%**(CST)Goal : **73.2%**Results: **69.2%**

	Block 1 Pre Algebra 8B	Block 2 Pre Algebra 8A	Block 3 Pre Algebra 8B	Block 4 Pre Algebra 8A	Block 5 Pre Algebra 8B	Block 6 Pre Algebra 8A
CST	20%	8%	37%	4%	50%	16%
Goal 1	25%	13%	42%	9%	55%	21%
Test 1	74%	67%	88.5%	73%	73.5%	50%
Goal 2	76%	70%	90%	75%	75%	53%
Test 2						
Q1 Goal	76%	70%	90%	75%	75%	53%
Quarter 1	87%	67%	93%	91%	89%	58%
Goal 3	76%	70%	90%	75%	75%	53%
Test 3	75%	54.5%	91.5%	61.5%	91.5%	41%
Goal 3						

2009-2010

7th & 8th Grade Mathematics
EL DATA Goals & Results

% of Students at or above Proficient

2009-2010 Math Safe Harbor EL AYP Goal: 47.4%

Recommended in-house assessment goal: 51.0%

EL's Standards Assessment #3

Grade 7	<u>57.6%</u>
Grade 8	<u>69.4%</u>
Algebra 1	<u>59.1%</u>

EL's Quarter 1 Benchmark Standards Assessment

Grade 7	<u>53.2%</u>
Grade 8	<u>75.5%</u>
Algebra 1	<u>71.7%</u>

EL's Standards Assessment #2

Grade 7	<u>62.8%</u>
Grade 8	<u>67.5%</u>
Algebra 1	<u>72.5%</u>

EL's Standards Assessment #1

Grade 7	<u>55.9%</u>
Grade 8	<u>73.8%</u>
Algebra 1	<u>60.4%</u>

7th grade(17/33): **51.5%**(CST)

Results: **84.5%**

ELs (95 students)

8th grade(18/62): **29.0%**(CST)

Results: **68.8%**

	Block 1 Mathematics 7 th B	Block 2 Mathematics 7 th B	Block 3 Math Intervention 8th	Block 4 Math Intervention 8th	Block 5 Math Intervention 8 th	Block 6 Math Intervention 8 th
CST	%	%	%	%	%	%
Test 1	76.5%	62.0%	71.0%	62.5%	54.5%	89.5%
Test 2	77.5%	86.5%	50.0%	81.0%	39.0%	100%
Quarter 1	84%	100%	38%	88%	59%	95%
Test 3	77.5%	91.5%	58.5%	94.5%	38.5%	83.5%

7th grade(3/87): **3.4%** (CST)

Results: **39.9%**

ELs (87 students)

	Block 1 Mathematics 7 th A	Block 2 Mathematics 7 th A	Block 3 Mathematics 7 th A	Block 4 Mathematics 7 th A	Block 5 Mathematics 7 th A	Block 6 Mathematics 7 th A
CST	%	%	%	%	%	%
Test 1	66%	36.5%	45%	22%	41.5%	68%
Test 2	50%	Copies not ready	38%	32.5%	53%	46%
Quarter 1	38%	25%	21%	50%	33%	27%
Test 3	34%	25%	43%	39.5%	63%	35%

7th grade(30/51): **58.8%**(CST)

Results: **70.8%**

ELs (75 students)

Algebra 1(9/24): **37.5%**(CST)

Results: **73.3%**

	Block 1 Algebra 1 7th	Block 2 Algebra 1 7th	Block 3 Mathematics 7 th B	Block 4 Mathematics 7 th B	Block 5 Mathematics 7 th B	Block 6 Mathematics 7 th B
CST	%	%	%	%	%	%
Test 1	87.5%	100%	96.5%	73.5%	45.5%	64.5%
Test 2	72.5%	87.5%	60.5%	71%	67%	51.5%
Quarter 1	64%	67%	75%	75%	50%	60%
Test 3	71.5%	75%	75%	85.5%	44%	78.5%

Algebra 1(41/91): **45.1%**(CST)

Results: **53.5%**

ELs (91 students)

	Block 1 Algebra 1 6 th /8 th	Block 2 Math Facilitator	Block 3 Algebra 1 8 th	Block 4 Algebra 1 8 th	Block 5 Algebra 1 7 th /8 th	Block 6 Algebra 1 8 th
CST	%	N/A	%	%	%	%
Test 1	53.5%	N/A	47.0%	41.5%	67.5%	53.5%
Test 2	58.0%	N/A	58.0%	58.5%	69.0%	76.5%
Quarter 1	79%	N/A	84%	62%	70%	76%
Test 3	50%	N/A	37%	49.5%	58.5%	72.5%

8th grade(21/88): **23.9%**(CST)

Results: **69.3%**

ELs (88 students)

	Block 1 Pre Algebra 8 th	Block 2 Math Intervention 8 th	Block 3 Pre Algebra 8 th	Block 4 Math Intervention 8 th	Block 5 Pre Algebra 8 th	Block 6 Math Intervention 8 th
CST	%	%	%	%	%	%
Test 1	71%	83.5%	93.5%	83%	77%	52.5%
Test 2						
Quarter 1	89%	67%	94%	85%	95%	45%
Test 3	85.5%	61%	88%	48.5%	95.5%	40%

Jack F. Macy Intermediate

SCHOOL MANAGEMENT

Improving School Effectiveness through Governance, Leadership and Advocacy

A brief description of meetings of: School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) and other site committees with parents. Included are a list dates and activities related to the goals of the School Improvement Grant.

The Macy School Site Council's (SSC) primary task is to ensure that the school is continually engaged in identifying and implementing curriculum and instructional best practices that result in both strengthening the core academic program and ensuring that students have access to and success in that program. It is also the responsibility of the SSC to develop and monitor the school's single plan for student achievement (SPFSA) along with the categorical funding that supports it. The SSC is made up of parents, students, teachers, classified, and the principal. The SSC meets at least 6 times a year. It is composed of 6 staff members (principal, classified, 4 teachers) and 6 parents. We also have several parent decision making committees whose representatives give input and advise the SSC. This includes the Compensatory Education Advisory Committee (CEAC), the English Learners Advisory Committee (ELAC), Parent, Teacher, and Student Association (PTSA), and the Gifted and Talented Parent Advisory Committee.

School Site Council (SSC)

meeting dates and activities:

September 28, 2009

- Elect New officers; Set 2009-10 Calendar; Elect DAC Representative; SSC Roles and Responsibilities; student assessments

October 29, 2009

- SSC Needs Assessment; Review of SPFSA and Review home/school compact

November 12, 2009

- Approval of SPFSA ; Review SSC By-Laws

December 10, 2009

- Review SSC By-Laws; Approve budgets; SPFSA steps 1-4; Review Parent Involvement Policy

January 14, 2010

- SPFSA step 5; Approve Final Categorical Budgets (2009-10); Parent Involvement Academy Selection; CAHSEE Update: Analyze student performance

March 25, 2010

Review Categorical Budgets (continuation); Parent Involvement Policy (PIP) approved by SSC; Colleges/Universities Workshop; School Safety Plan Approval; SPFSA step 6; Guest Speaker:

April 22, 2010

Program Update: Analyze student performance (Step 4); Elections

June 10, 2010

Elect New officers; Set 2010-11 Calendar; SPFSA step 1-4

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

Meeting Date: September 17, 2009
Meeting Time: 3:15pm

Call to Order

Mr. Duarte introduced Lucy Lara from Montebello Unified School District who was going to conduct the SSC Elections.

Roll Call

Ms. Lucy Lara identified the SSC members and passed out the ballots for the elections. Motion was made by Ms. Mercedes Rojas and second by Mrs. Martha Amezcua to open up the elections.

-Carmen Hernandez De La Torre, President (self)

-Martha Amezcua (by Ms. Rojas)

Winnie Respicio moved to close election and Mrs. Ayala seconded. People filled in their ballots and turned them in to Ms. Lara.

-Mrs. Amezcua was elected as President.

Motion made by Mrs. Amezcua to open the elections seconded by, Jessica Zwaal moved to close the election after Ms. De La Torre was elected. The committee was asked to permit Ms. Wheeler to vote for the successive elections.

Secretary- G. Ayala moved to open the election seconded by C. Wheeler. Ms. Rojas was nominated and Ms. Wheeler. Nominations closed moved by Mrs. Amezcua and seconded by Ms. De La Torre. Ms. Rojas was elected as Secretary. Committee agreed to have Ms. Hernandez to vote for Parliamentarian. Ms. Lara described all duties of the offices of SSC.

Mrs. Amezcua nominated Mrs. Chavira as Parliamentarian and the committee voted to confirm Mrs. Chavira as Parliamentarian. Ms. Rojas asked when we would amend the SSC By-Laws and Ms. Lara stated that we would be determined by the committee at a future date.

Parent Members

Martha Amezcua - Chairperson	Maria Hernandez - Member
Carmen De La Torre - Vice Chairperson	Guadalupe Ayala- Member
Mercedes Rojas - Secretary	Connie Wheeler- Member

Staff Members Present

Barbara Chavira - Teacher Member (Parliamentarian)
Alan Lee - Teacher Member
Winnie Respicio- Teacher Member
Jessica Zwaal- Teacher Member
Grace Bazulto- Classified

Others in Attendance

Mr. Schubert, Antonia Hernandez, Sandra Hernandez, Warren Kunkle, Alicia Brossy De Dios and Christina Romero.

Approval of Minutes

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

School Wide Plan

The meeting was turned over to Mrs. Amezcua who asked Mr. Duarte to discuss the School Wide Plan and review committee. Mr. Duarte discussed why a "committee" was important (time issues). Volunteers would come to the school, go over the data and present proposed additions changes to the existing plan to the SSC and present them in October, 2009.

It is a "living document" that needs to be constantly reviewed and revised. It is required that parents assist in this process-District mandate. Volunteers included M. Amezcua, Mercedes Rojas, Sandra Hernandez, Maria Hernandez, Guadalupe Ayala, Ms. Wheeler, Mr. Kunkle and Tino explained that it should not be a difficult task and he will assist if there are any concerns. Committee will look at the School Wide Plan and discuss same starting next week. (Alicia Brossy De Dios, Jessica Zwaal, and Ms. Hernandez asked if we could get the information BEFORE the meeting and Mr. Duarte stated since there is a NEW template that he would have a rough draft by Monday for preview. It was suggested that 9/22 (Tuesday) would be the first meeting to go over the SW plan. Ms. Rojas asked when it had to be done and Mr. Duarte stated that there is a deadline and it will be accepted sometime in November.

Mr. Schubert thanked those who attended and stated that the SSC is the most important school group. He stated that the "plan is the Bible" that makes the school run. He suggested that the committee meet in smaller groups to go over the plan so that it makes the process more manageable. Ms. Hernandez suggested that the committee look at the plan and present their proposals electronically and Mr. Duarte stated we could do both- electronically and a hard copy.

Ms. Ayala asked if we could make changes to the plan and Mr. Duarte stated that we may, but the foundation of the plan is in place and because we are a "P.I." school there will be some changes. There are four sections; Data; Changes Interventions; Common Pages, Parent Involve Parents want change but it is not always possible. Mr. Duarte suggested the first 2 meetings on Tues 9/22 @ 1:00, Second meeting Fri. 9/25 @ 3:30 adhoc committee was. Mrs. Amezcua moved that an adhoc committee from SSC be established to go over the schoolwide plan. Mrs. Respicio seconded the motion. A discussion ensued regarding what the committee would go over. The motion passed.

Calendar Dates

Calendar dates were set for the future dates. Mr. Schubert asked how many days would we meet. Mrs. Respicio stated that the first Thursday of the month seemed to work well for the committee in the past. Dates were set for Oct.1, Nov. 5, Dec. 3, Jan. 14, Feb.4, March 4, Apr. 1 and June 3rd (elections for the following year). We can ask for a 2 year commitment for the SSC offices to make the transition smoother. Mrs. Respicio asked about how parents could become voting member.

Next meeting we will go over by-laws.

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

Ms. Rojas stated that she had binders that she could donate to the committee; (donated by USC)
Mrs. Amezcua turned the meeting over to Mr. Schubert.

Changes

Mr. Schubert wanted to address the opening of school.

- Through the District 2 L.A. Co.
- **Special Ed** classes are on our campus. Teachers are part of our staff. There are some parking issues that will be worked out with Montebello and Monterey Park. He worked hard to get excellent teachers.
- **Facilities:** No longer using 7 classes at the school and they will be removed. Mrs. Rojas asked what we will do with the space. D.O. was opposed to expanding the garden. Why did they remove the classes? One class per teacher to allow district to save approx \$65,000 per year.

SW Focus: Attendance

- Every student here everyday on time. Funding feed to attendance. Incentives given to the students. Ms. Romero suggested that the students be recognized by the school. Mrs. Respicio stated that individual teachers are also doing something.

Nutrition:

Student taking lunch/breakfast daily. Need to sustain high #'s.

Sub Groups:

Ms. Hernandez asked about parent meeting about 40 developmental assets and Mr. Schubert discussed that we will be presenting a "Bullguy" Program next semester and before that the 40 development asset will be presented. Emergency preparedness and SSC parents invited to come to the emergency drill and District Office emergency personnel invited and set emergency staff. Mr. Kunkle asked about the county emergency drill.

MAI program improvement school year 1 and options stated in the letter and parents eligible to send their students to another school. Goal to exit P.I. Ms. Romero would like to see things that can be done at school to help the students. Ms. Hernandez asked about whether the staff will be working on staff development for our particular area of growth. Mr. Schubert talked about how students doing poorly need more support and awareness to help them grow. He has the names of those students who are FBB and BB and will target those students. Students are different grades and different abilities. Ms. Hernandez asked about intervention programs and how long students remain in the program. Ms. Zwaal addressed how students progress. Goal to have student exit the program and to move forward. Ms. De La Torre and Ms. Hernandez seconded the motion.
Moved to adjourn meeting.

The meeting adjourned at 4:44 p.m.

Macy Intermediate
School Site Council
2009-2010

Date: October 1, 2009
Time: 3:15 p.m.

Open session

Mercedes Rojas brought the meeting to order at 3:25 p.m.

Roll Call

The English minutes were corrected. Lorie Autenrieth, a faculty member, was replaced with Alan Lee, a Teacher. First motion to approve the change came from Mrs. Hernandez. It was seconded by Winnie Respicio.

Parent Members

Martha Amezcua –	Chairperson	Guadalupe Ayala –	Member
Mrs. De la Torre –	Vice-Chairperson	Connie Wheeler –	Member
Mercedes Rojas –	Secretary		

Faculty Members present

Bárbara Chavira -	Member, Teacher (Parliamentarian)
Winnie Respicio -	Member, Teacher
Jessica Zwaal -	Member, Teacher
Grace Bazulto -	Classified

Others in Attendance

Mr. Schubert, Antonia Hernandez, Sandra Hernandez, Warren Kunkle, Alicia Brossy De Dios, and Christina Romero

Revision School Wide Plan/Learn It Program

Revision team reviewed the data and interventions for the School Wide Plan revision. The principal is going to share. The children C3 intermediate will be the focus for state goals. They will like to reach the State-API and Federal AYP, and they will like to do personal goals for children in Special Education. It is a good idea to have AVID kids who are basic in the intermediate portion recommended by Mrs. Romero, and she also recommended that teachers take five minutes to revise the mathematics intervention program “Learn It” that is going to be on Saturdays or after school. The cost will be per student and 100 kids will meet the goal.

It is planned for the people from the Learn It program to come and speak about the program that is to be available for 10 weeks.

Announcements

The principal announced that Mr. Tino Duarte will take the same position at Schurr High School.

Changes

There will be an emergency meeting before November 5, 2009 to revisit the School Wide Plan. The meeting will take place on October 29, 2009 at 3:15 p.m.

The meeting was adjourned at 4:30 p.m.

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

Meeting Date: November 5, 2009
Meeting Time: 3:30pm

Call to Order

Mrs. Amezcua opened the meeting @ 3:30 p.m. It was first motion by Mrs. De La Torre. It was seconded by Alan Lee.

Roll Call

“Learn It” presenter unable to attend.

Parent Members

Martha Amezcua - Chairperson
Mrs. De La Torre – Vice Chairperson
Maria Hernandez - Member
Guadalupe Ayala- Member

Staff Members Present

Barbara Chavira – Teacher Member (Parliamentarian)
Alan Lee – Teacher Member
Winnie Respicio- Teacher Member
Jessica Zwaal- Teacher Member
Grace Bazulto- Classified

Others in Attendance

Mr. Schubert. Warren Kunkle

School Wide Plan

The meeting was turned over to Mr. Duarte who spoke about Section 2 of the School Wide Plan and made corrections to the plan. Mr. Duarte added the AMAO's and mentioned the AMAO's levels going up a CELDT level. AMAO's 2 are meeting proficient C3 and C4. Mr. Duarte went over comparisons of the different levels. Mr. Schubert spoke about our ELL students. Our goal is to keep making safe harbor. We need to make at least a 10% gain.

School Objectives- Important need to focus.

- By June 2010, make at least 3% gain for school wide groups and subgroups. 7% gain with our English Learners. 5% gain in both our SED and Hispanic groups. If we don't make safe harbor again we will go onto PI 2 and money will be taken away.
- AVID has taken a loss in financial support. Mr. Kunkle wanted to know if we need more money can it get taken from another fund?
- We will be audited this year, so it is important to show where the money is being spent.

Gateways Intervention

- Differentiated strategies -revisit these interventions.

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

- After school tutoring-revisit intensive students. Mrs. Chavira wanted to point out a group of teachers stay after school w/out pay to help these intensive students. Mrs. Hernandez asked if there was a block schedule for our ELD students?
- One teacher will be attending Kate Kansella meeting and will be sharing info across the staff.

Math

We have been suffering. If child doesn't meet 350 or above, student will struggle. Mr. Schubert addressed that he hired high qualified math teachers. Math teachers are amazing!

Mathematics Evaluation

2008-2009 Findings and next steps for the 2009-2010

- Need to analyze data to properly place students in revise to core and supplement for Fast Forward intervention classes and Algebra Readiness.
- Monies for Title I are to supplement the core program.
- To improve skills in math by 2010- will increase by 6.5% on the math CST. SED subgroup will increase by 6.1% on the math CST. English learner subgroup will increase by 7.1% on the math CST.-(in order to make safe harbor?)

Strategic

- Macy tools for success. Algebra Readiness, afterschool tutoring, Fast Forward intervention and Pin Point math.

Science

Science Department has made amazing strides. For 2008-2009 met goal.

- 58% students scored proficient and advanced for 8th grade students.
- 16% points increase in the CST science.
- Science teachers are AVID trained, will continue to use SIOP model.
- Goal for science is to increase to 63% and generate formative assessments.

Science Interventions

Scientifically based strategies. SIOP training and incorporate technology.

History/ Social Science Evaluation

- In 2009 students scored 40% proficient and advanced on the CST History. 8th graders made an 18% from previous year.
- Next steps share instructional strategies during cycle of effective instruction. History teachers will share data to focus on standard based instructions. Continue to use SIOP model in particular content and language objectives.

Common Pages

Went over enrollment total and school allocations.

Surveys

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

Mr. Duarte talked about the Marzano teacher survey in regards to the ten top items. Also went over the parent and classified surveys. Comments were made of toward the cleanliness of Macy school. Parents feel that our school is very safe. Mr. Kunkle made a suggestion to add "school is suitable for learning.

Recommendations

Tino recommended that we have by-laws. parents to be committed to 2 years. Have alternates in case someone moves.

SWP Approval

Mrs. Chavira moved to accept the SWP for 2009-2010 with amendments made today, November 5, 2009 and Mr. Lee seconded the motion.

Announcements by Mr. Schubert

- Bungalows are being removed Dec 20th.
- Mr. Duarte's position has been submitted to board has not been board approved. Get someone in the interim.
- Professional Development is moving along.
- Revision minutes for Oct. 1, 2009 will be postponed until next meeting.
- Teachers visit other classrooms. (Strategy Strides)

Meeting adjourned @ 5:05p.m

1st motion by Mrs. Hernandez seconded by Ms. Jessica Zwaal.

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

Meeting Date: December 3, 2009
Meeting Time: 3:30pm

Call to Order

Mrs. Amezcua opened the meeting @ 3:30 p.m. It was first motion by Mrs. Barbara Chavira. It was seconded by Mrs. Winnie Respicio.

Roll Call

“Learn It” presenter David Vega present.

Parent Members

Martha Amezcua - Chairperson	Maria Hernandez - Member
Mrs. De La Torre – Vice Chairperson	Guadalupe Ayala- Member
Mercedes Rojas- Secretary	

Staff Members Present

Barbara Chavira	Teacher Member (Parliamentarian)
Winnie Respicio	Teacher Member
Jessica Zwaal	Teacher Member
Kristine Ono	Teacher member
Grace Bazulto	Classified

Others in Attendance

Warren Kunkle, Angelina Perez and Rosy Cabral.

Review School Site Council Minutes

Minutes from previous meeting needed to be approved.

Learn- It Program

David Vega presented and explained the Program to all present.

- Briefly, Learn-It is a comprehensive, scientifically based, data-driven intervention program that bridges gaps in students’ learning deficiencies. Students complete a pre-test to determine and create data. Assessments are ongoing, and program is tailored to students’ specific learning needs according to their performances on assessments.
- Macy teachers will lead Learn-It groups. All teacher training will be provided by Learn-It.
- Learn-It will provide a program administrator on site for each day that the intervention is in place.

Concerns

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

- Parent component- How can this program be supported by parents at home? What support does Learn-It offer to parents? Isn't this already similar to other programs that are implemented in the classroom?
 - Ms. Ono agreed to meet with Learn-It at another time to get questions answered.

Principals Report

- Removal of bungalows slated for winter break.

Meeting was adjourned at 4:23 p.m. 1st motioned by Ms. Ono seconded by Mrs. Grace Bazulto.

Next meeting January 14, 2010

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

Meeting Date: January 14, 2010
Meeting Time: 3:28pm

Call to Order

Mrs. Amezcua opened the meeting @ 3:28 p.m. It was first motion by Ms. Jessica Zwaal. It was seconded by Mrs. Barbara Chavira.

Roll Call

Parent Members

Martha Amezcua - Chairperson Guadalupe Ayala - Member
Carmen De la Torre - Vice Chairperson

Staff Members Present

Barbara Chavira Teacher Member (Parliamentarian)
Winnie Respicio Teacher Member
Jessica Zwaal Teacher Member
Kristine Ono Teacher member
Grace Bazulto Classified

Others in Attendance

Mr. Sterling Schubert, Warren Kunkle and Reyna Espinoza

Review School Site Council Minutes

- October minutes: approve conditionally with the understanding that minutes for October be approved with the understanding that minutes may be approved at a later date, if needed
- Mrs. Chavira moved to approve the December minutes are presented
 - Motion amended- minutes be approved with corrections made to those in attendance
 - Mrs. Respicio seconded

Schoolwide Plan

- Ms. Ono- Schoolwide plan approved by the board

Learn-It

- Mr. Schubert- we need something good, we need it quick, and we need something that we can afford
- Mrs. Respicio asked if we were sold
- Mr. Schubert- D.O. has spoken in favor of this program: would serve students well.
- Ms. Zwaal- how is it different from Fast Forward?
 - Someone from Learn-It on site all the time: it's Math and Language Arts



Jaci F. Macy Intermediate School
School Site Council Minutes
2009-2010

- Mr. Kunkle asked who we have identified, what the start date is?
 - Suggested: invite parents of identified students to come to a meeting to introduce this program- emphasize that their students are receiving support that is above and beyond what is given. Parents need to be committed and sold to the program.
 - Mr. Schubert: Mr. Kunkle is right: we need to reach out to a significant amount of parents who don't have the level of support and commitment to get their students to things like this: SSC becomes key and supportive of getting to this program.
 - Mrs. Respicio: what days work best? Ms. Ono: dependent upon teachers.
 - Mrs. Chavira suggested: flyer asking who's willing to do this, and go from there.
 - Parent: Saturdays are tough because the students don't want to wake up
 - We need to consider everything. Mr. Schubert: we need to consider what is best for students: that's how we will decide.
 - Mrs. Amezcua- it's a collective effort
 - Mr. Schubert: It's going to a challenge, but at the same time we're going to do something.
 - Mr. Kunkle: Asking how long the session...before school program.

Motion to approve the Learn-It Intervention Program

- Mrs. Chavira Seconded
- Voted on Approved: Learn-It Approved

Principals News

- We are being impacted in regards to staff, facilities (budget crisis)
 - Bungalows were not moved because contractor and sub-contractor were having issues: they're empty, nothing in them. We want to get them removed.
 - Staffing is adequate- we could use more teachers, more resources, but our programs for the current year are going to stay where they are through the end of this year.
 - Between now and the end of summer, we'll learn more about what the impact of the fiscal situation will be.
 - Feedback on what they want to do with that area?
 - Mr. Schubert: wants to make it a lawn. Too expensive.
 - Amphitheater- won't happen
 - What will most likely happen? Asphalt.

Mr. Kunkle: when teachers retire, are they going to be replaced?

- Yes, Ms Zwaal took over Mr. Hall, Mrs. Ceren takeover of Zwaal.

Mrs. Chavira: any update from the state on test scores?

Jack F. Macy Intermediate School
School Site Council Minutes
2009-2010

- Mr. Schubert: looked, and there was a revision. Not sure yet. Will check.

Mr. Kunkle: Board will say that there's been no cuts at all...asking for clarity in the language. How are teachers being affected?

- Mr. Schubert: Seniority list: explained that other districts do this, but for the first time in awhile, they've ranked teachers in terms of seniority. We are the only district that hasn't had furloughs and has not cut permanent teachers. Probably won't continue...we're facing declining enrollment which directly affects ADA.

Additional Concerns

- Mr. Kunkle would like to see a parent group build itself and improve test scores.
- If parents can go to board meetings, it's helpful. We need Macy parents to get down there and represent the Northern end of Board Meetings.
- As a parent, they'd go...first and third Thursdays of every month at 7:00p.m.
 - Suggested: put on the marquee
- Mr. Kunkle:
 - Don't be afraid to go even if you aren't an English Speaker. They're supportive. We need everyone.
 - Mr. Schubert: kids are improving in school

Meeting was adjourned at 4:05 p.m. 1st motioned by Mrs. Chavira seconded by Mrs. Respicio.

Next meeting February 4, 2010

Montebello Intermediate School

DISTRICT MANAGEMENT

District Site Leadership Team Meeting (DSLTL)

October 29, 2009

Data Review. How has the implementation of the APS, School Improvement Plan, Corrective Action Plan, and / or Alternative Governance Plan improved student achievement. What are you currently doing to address the achievement gap? What are you doing differently this year? What are your academic targets for this year? What common assessments will you use to determine student growth toward these targets? How do you structure collaboration at your school? What support do you need to fully implement your plan?

SCHOOL MANAGEMENT

Improving School Effectiveness through Governance, Leadership and Advocacy
A brief description of meetings of: School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) and other site committees with parents. Included are a list dates and activities related to the goals of the School Improvement Grant.

School Site Council (SSC)

SSC is composed of 6 staff members (principal, classified staff and 4 teachers) and 6 parents for a total of 12 members.

September 17,2009:

Step 1: Measure the effectiveness of improvement strategies, Analyze student performance data; Step 2: Input from advisory committee members

October 7and 28:

Step 1: Measure the effectiveness of improvement strategies, Analyze student performance data; Step 3: Revise school goals; Step 4: Review- available resources and revise expenditures

November 4,2009:

Step 3: Revise school goals; Step 4: Review- available resources and revise expenditures; Step 5: Recommend the approval of the SPFSA to the MUSD Board of Education

January 21,2010:

(SSC/Title I-CEAC/ELAC) Step 1: Measure the effectiveness of improvement strategies; Analyze student performance data; Step 2: Input from advisory committee members; Approval of Final Budget

February 25,2010

Step 2: Input from parents, advisory committee members, and SSC subcommittee; Step 3: Revise school goals; Step 4: Revise improvements strategies (interventions)

April 22,,2010

School Safety Plan Approval; Step 1: Measure the effectiveness of improvement strategies, Analyze student performance data; Step 2: Input from advisory committee members; Step 3: Revise school goals

Wednesday – May/June, 2010

Step 1: Measure the effectiveness of improvement strategies; Analyze student performance data; Step 3: Revise school goals

English Learner Advisory Council (ELAC)**September 17, 2009**

Topic: School Data analysis

October 5,, 2009

Topic: Committee Elections

October 8, 2009

Topic: School Data – Input for Title 1 School Wide Plan

October 16, 2008

Topic: School Data & Input –Title I School Wide Plan (Step 2, Step 3, Step 4)

October 29,2009

Program for English Learners; Topic: Bi-Laws (EL 2)/ English Learner Data , Needs Assessment

November 12, 2009

Program for English Learners; Topic: Initial Identification (EL4)

January 28, 2010

Program for English Learners; Topic: Student Placement (EL10)/ Alternate Programs (EL11)/ Parent Involvement Policy/ Reclassification (EL 7), Structured Immersion Program, Mainstream Program

March 23, 2010

Program for English Learners; Topic: CELDT Data, Reclassification, Parent Involvement Policy

April 29,2010

Program for English Learners; Topic: R-30, Attendance, Language Census Report,

Compensatory Education Advisory Committee (CEAC)**September 17,2009**

Step 1: Measure the effectiveness of improvement strategies; analyze student performance data; Step 2: Input from advisory committee members

November 10,2009

Parent Involvement Policy; Home/ School Compact; Bi-laws; Approval of CEAC calendar

December 10,2009

Step 1: Measure the effectiveness of improvement strategies, Analyze student performance data; Step 2: Input from advisory committee members

January 21,2010

Step 1: Measure the effectiveness of improvement strategies, Analyze student performance data; Step 2: Input from advisory committee members

February 25,2010

Step 1: Measure the effectiveness of improvement strategies, Analyze student performance data; Step 2: Input from parents, advisory committee members, and SSC subcommittee

April 22, 2010

School Safety Plan Approval; Step 1: Measure the effectiveness of improvement strategies; Analyze student performance data; Step 2: Input from advisory committee members

May/June, 2010

Step 1: Measure the effectiveness of improvement strategies; Analyze student performance data; Step 2: Input from parents, advisory committee members, and SSC subcommittee

Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTL) Meeting	Date: October 29, 2009 PI Status: Year 4	School Site: MOI
<p>1. Data Review/Trends</p> <ul style="list-style-type: none"> • 3 out of 5 Subgroups made Safe Harbor for 2008-2009 • EL's have plateaued in ELA and Math from 2006-2009 • Schoolwide is not meeting the target in Math • Target: EL's 		
<p>2. How has the implementation of the Academic Program Survey (APS), School Improvement Plan (PI Year 1 and 2), Corrective Action Plan (PI Year 3), and/or Alternative Governance Plan (PI Year 5) improved student achievement?</p> <ul style="list-style-type: none"> • Moved API up by 10 points • 3 sub groups made safe harbor • Culture change – Recognition and focus on EL students <p>Increasing number of students successfully making it through Algebra and taking Geometry at the high school.</p>		
<p>3. What are you currently doing to address the achievement gap? What are you doing differently this year?</p> <ul style="list-style-type: none"> • Strategic placement of staff and students • Ongoing refinement of the following: Rosetta Stone, widespread use of Thinking Maps, Cornell Notes • Ongoing Cycle of Effective Instruction • Curriculum Mapping • Blue Print and Release items • Collaborative Teaming – Vertical & Horizontal Teaming • Learn It. KK Strategies – miles on the tongue • Standard Based Instruction with “Smart Goals” • 40 Developmental Assets • Peace Builders • O? • Parent Room and Workshop • Program safety net • Just Do Your Work • AVID • ICES • CST Pledge and Assembly 		

Montebello Unified School District Federal and State Programs Department District Site Leadership Team (DSLTL) Meeting	Date: October 29, 2009 PI Status: Year 4	School Site: MOI
<p>4. What are your academic targets for this year?</p> <ul style="list-style-type: none"> • All the targets are set to meet Safe Harbor <ul style="list-style-type: none"> ELA – EL 7.7% SH <ul style="list-style-type: none"> Special Ed. 6.8 % SH Math – EL 7.4% SH <ul style="list-style-type: none"> Special Ed. 7.4% SH • 11 points to 700 API • Focus on Literary Analysis & Writing Strategies 		
<p>5. What common assessments will you use to determine student growth toward these targets (ie: Diebels, Houghton-Mifflin, Holt, ELDRA, Edusoft)?</p> <ul style="list-style-type: none"> • Quarterly Test • MSAM • Embedded Assessment 		
<p>6. How do you structure collaboration at your school?</p> <ul style="list-style-type: none"> • Leadership Team • Grade Content – Teams • Vertical Teams • Cycle of Effective Instruction • Depth/Complexity model folder to assess goals • ESL Symposiums 		
<p>7. What support do you need to fully implement your plan?</p> <ul style="list-style-type: none"> • Work Smarter with time • Small group released time with AP • Sub support • Pulling DATA Support • ELD Program Specific Language Instruction 		

**Program Improvement Year 3, 4 & 5
 Corrective Action Year 3
 Alternative Governance – Restructure Interventions Year 4 & 5
 2008-2009**

Montebello Intermediate

Objective: By June of 2009, teachers will effectively use Differentiated Instruction to provide equal access to all students. This practice will increase the percent of proficient and advance students.						
Rationale: <ol style="list-style-type: none"> 1. Teachers need to have an understanding of what Differentiated Instruction is and that all students have the abilities to learn. 2. Teachers need to implement Differentiated Instruction Strategies and methodologies. 						
Data Analysis: There are gaps in practices and systems in the deliveries of instruction at MOI. Test results show gaps in student achievements in our sub groups in both Language Arts and Math to reach proficient and advance.						
Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Action Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
CST All State Adapted and Teacher generate assessments	Upon completion of lessons and units	Teachers, Leadership, Department and grade level	Based of the steps on Cycle of Instruction/Inquiry	To train staff on how to create and use Formative Assessments to guide instruction	Data, staff, dept/grade level and all faculty mtgs	All teachers will continue current agreements such as Cornell note, Thinking Maps, Reciprocal Teaching Cycle of Inquiry and others to be determined by Leadership Team.

Program Improvement Year 3, 4 & 5
Corrective Action Year 3
Alternative Governance – Restructure Interventions Year 4 & 5
2008-2009

Objective:

By June of 2009, the Cycle of Inquiry/Effective Instruction, an on-going model of collaboration among grade level/content teachers, will be implemented school wide to review student work, analyze data and to work collaboratively to create lesson plans and modify instruction. This institutionalize practice will increase the percent of proficient students to meet the NCLB requirements.

Rationale:

1. Grade level/content collaboration identifies and addresses the needs of all students in developing proficiencies in content standards.
2. Using the Cycle of Inquiry will ensure that daily instruction and targeted interventions are goal based and data informed with consistency throughout grade level/content.
3. Teachers can share expertise by collaborating both in vertical and horizontal teams.
4. Wider use of effective researched based teaching strategies will ensure a higher quality of instruction leading to higher academic achievement.

Data Analysis:

Our various sub groups are not making adequate progress in acquiring Academic English in Language Arts and Math as measured by CST and CELDT scores.

Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Acti Teachers, Leadership, Department and grade level on Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
All State Adapted and Teacher generate assessments	Upon completion of lessons and units	Teachers, Leadership, Department and grade level	Based of the steps on Cycle of Instruction/Inquiry	Cycle of Inquiry	Data, staff, dept/grade level and all faculty mtgs	All teachers will continue current agreements such as Cornell note, Thinking Maps, Reciprocal Teaching Cycle of Inquiry and others to be determined by Leadership Team.

**Program Improvement Year 3, 4 & 5
Corrective Action Year 3
Alternative Governance – Restructure Interventions Year 4 & 5
2008-2009**

Objective:

By June 2009, specialized English Language Development Electives will be conducted to assist English Language Learners to increase the percent of proficient and advance students.

Rationale:

1. The creation of new ELD electives to provide students access to CORE curriculum.
2. Support will be provided for the large C3 student population which has plateau at the Basic level.

Data Analysis:

Pass three years of data analysis has shown that the English Language Learners Sub Group has the widest academic gap.

Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Action Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
CELDT CST Publishers and teacher generated assessments	Formative Assessments By using the ELD standards, Edusoft, Dibbles, and publisher assessments	Teachers, Leadership, Department and grade level	Based of the steps on Cycle of Instruction/Inquiry Researched Based Strategies	Cycle of Inquiry Lesson Design Research Based Teaching Strategies	Data, staff, dept/grade level and all faculty mtgs	All teachers will continue current agreements such as Cornell note, Thinking Maps, Reciprocal Teaching Cycle of Inquiry, SADIE, Forms/Function, Cognates and others to be determined by Leadership Team.

Program Improvement Year 3, 4 & 5
Corrective Action Year 3
Alternative Governance – Restructure Interventions Year 4 & 5
2008-2009

Objective: By June 2009, teachers will implement the strategy of Direct Instruction by using the Five Phases and achieving the goals of 85-90% Mastery.						
Rationale: <ol style="list-style-type: none"> 1. Consistent clear delivery of Standard Based Content for the grade level and subject. 2. Using checking for understanding under Direct Instruction will help teachers monitor student progress toward mastery of content standards. 3. Through Directed Instruction, students will be able to access and retain learning. 						
Data Analysis: There are gaps in practices and systems in the deliveries of instruction at MOI. Test results show gaps in student achievements in our sub groups in both Language Arts and Math mastery.						
Assessments	Monitoring Frequency	Data collected and analyzed by the following persons	Action Plan Steps	Professional Development	Resources (Time People Space Support)	Teacher Agreements
Houghton-Mifflin Holt Fast Forward Dibbles	6 weeks 4 weeks Individual 3 times a yr	Teachers, Leadership, Department and grade level	3-Tier Approach to Instruction and Materials	Cycle of Instruction/Inquiry Direct Instruction practices	Teachers collaborate with each other and coaches and Leadership Team	All teachers will come to collaboration mtgs prepared. Instructional routines will be used consistently. Direct Instruction practices will be used in daily lessons.

Montebello Intermediate School

School Site Council Meeting Minutes

Meeting Date: September 17, 2009

Meeting Time: 2:35 – 4:20 p.m.

Greetings:

- Meeting called to order at 2:35 p.m.
- Attendance was taken by Patsy Sandoval, Secretary – SSC. A quorum was not achieved for the SSC nor the Title 1 Committee.

Minutes: There were no minutes to be read.

Unfinished Business: None

New Business:

CST Information:

Anna Rico, Acting Assistant Principal, made her presentation about the groups that hold the school accountable for student progress during the CST. These two groups are the state and federal. The federal uses the No Child Left Behind Law (NCLB).

She also explained that the State uses a guideline called Academic Performance Index (API) and the Federal uses Adequate Yearly Progress (AYP). The state would like to see a growth in student achievement of 5% yet the Federal would like to know how many students are at the Proficient level. Although MOI has achieved the States goals we are still behind achieving the Federal goals.

She also explained how the parents could read their own child's CST scores and how they can look at their progress on a state and federal level. She said that on the back of the test results there is a guide and that parents could use this guide to find books on the state website that would be at their own child's level.

SES Information:

A brief comment was made on the SES fair scheduled for September 19, 2009, at La Merced Intermediate. Parents can pick up applications and a list of providers at the front office at MOI.

Public Comments:

There will be a series of parent workshops offered every other week on Friday's in our parent room, M2. A list of the workshops, dates, and times was provided to the parents.

Announcements:

- Reminder that Back to School Night is September 24th. Mrs. Azhalia Flores suggested that a Parent information table be set up at Back to School Night. Parents that would like to run the table were welcomed to help. Applications for the SES program could also be available there.
- Mr. Raul Gonzales suggested that a poster explaining the jobs and incomes of students that go to college be posted at the parent table.

Meeting adjourned at 4:20 p.m.

Minutes submitted by: Patsy Sandoval

Escuela Intermedia Montebello

Junta del Concilio del Sitio Escolar Actas

Fecha de la junta: 17 de septiembre del 2009
Hora de la junta: 2:35 – 4:20 p.m.

Saludos:

- La junta dio inicio a las 2:35 p.m.
- Patsy Sandoval, Secretaria – SSC, tomó asistencia. Se anotó para las actas que el quórum no estaba completo para el SSC ni para el Comité del Título 1.

Actas: No había actas que leer.

Negocios Pendientes: Ninguno

Negocios Nuevos:

Información del CST:

Anna Rico, Directora Asistente, dio una presentación sobre los grupos que hacen responsable a la escuela del progreso estudiantil en los exámenes del estado, CST. Estos dos grupos son el gobierno del estado y el gobierno federal. El federal usa la Ley Que Ningún Niño Se quede Atrás (NCLB).

Ella también explicó que el estado usa la guía llamada Índice de Rendimiento Académico (API) y el gobierno federal el Progreso Anual Adecuado (AYP). Al gobierno estatal le gustaría ver el logro estudiantil crecer por un 5%, pero a su vez el gobierno federal quiere saber cuántos estudiantes están alcanzando el nivel proficiente. Aunque MOI ha alcanzado las metas estatales, todavía estamos tratando de alcanzar las metas federales.

La Sra. Rico explicó cómo los padres pueden leer los resultados de los exámenes CST de sus propios hijos y como pueden ver su progreso a nivel estatal y federal. También dijo que si ven al reverso del reporte de los resultados pueden encontrar una guía y que los padres pueden usar esta guía en la página de internet del estado para buscar una lista de libros al nivel de su hijo/a.

Información SES:

Se hizo un breve comentario sobre la feria SES programada para el 19 de septiembre del 2009, en la escuela intermedia La Merced. Los padres pueden recoger aplicaciones y una lista de los proveedores en la oficina de la escuela MOI.

Comentarios del Público:

Se ofrecerá una serie de talleres de capacitación para los padres cada dos semanas en día viernes, en nuestro salón para padres, M2. Se proporciono a los padres una lista de los talleres con las fechas y horarios.

Anuncios:

- Se les recordó que la Noche de Regreso a la Escuela es el 24 de septiembre. La Sra. Azhalia Flores sugirió que se colocara una mesa con información para padres. Los padres que gusten ayudar a trabajar en la mesa son bienvenidos. Se propuso que tuvieran disponibles aplicaciones para el programa SES en la mesa.

La junta se clausuró a las 4:20 p.m.

Actas por: Patsy Sandoval, Secretaria

Montebello Intermediate School

SSC Meeting September 17, 2009 Agenda

1. Call to Order
2. Quorum
3. Single Plan for Student Achievement
 - a. Step 1 Analyze Data
 - b. Step 2 Seek Input from Title 1 and ELAC Committees from Parent Survey
4. Data Presentation: Mrs. Anna Rico, Acting Assistant Principal
5. Vote on the addition of Peace Builders to School Wide Plan
6. SES Fair
7. Public Comment
8. Announcements
 - a. Committee Orientation Meeting on September 28 at 9:00 a.m. in the Parent Room
 - b. Elections for SSC, ELAC, Title 1 And Gate on October 5 at 9:00 a.m. in the Parent Room
 - c. SSC Working Committee Single Plan Revision meetings October 8 and 28.
9. Adjourn Meeting

Broadcast Title: SSC-Title 1 Mtg 9-17-09 Eng-Span

Broadcast # 849892

Recorded: 9/11/09

To go out on: 9/11/09 + 9/15/09



Good evening parents of Montebello Intermediate school students. It is an exciting time of the year with many different things going on at Montebello Intermediate School. Please join us our School Site Council, Title 1, and English Language Advisory Committee meeting on Thursday, September 17 at 2:30 p.m. in the parent room, and learn about school data.

Thank you, if you would like to repeat this message, please press 1.

Buenas tardes padres de estudiantes de la escuela Montebello Intermediate. Por favor acompañenos en la junta del Concilio del Sitio Escolar, del Comité del Título 1, y del Comité Consejero de Aprendices de ingles. el jueves, 17 de septiembre, a las 2:30 de la tarde en salón de los padres, y aprenda sobre los datos escolares. Gracias, si desea repetir este mensaje por favor oprima el numero 1.

Montebello Intermediate School

SSC Meeting
October 8, 2009
Agenda

1. Call to Order
2. Quorum — *No mtg cancelled*
 - a. Title 1 Schoolwide Plan: Step 1:
 - b. Analyze Data Section 1 of 2009-2010 Plan
3. Data Presentation: Mrs. Smith
4. Question and Comments
5. Announcements
 - a. SSC Working Committee Schoolwide Plan Revision meetings
October 28 and November 19 for approval of Plan
6. Adjourn Meeting

Montebello Intermediate School

SSC Meeting
October 8, 2009
Agenda

1. Call to Order
2. Quorum — *No mtg cancelled*
 - a. Title 1 Schoolwide Plan: Step 1:
 - b. Analyze Data Section 1 of 2009-2010 Plan
3. Data Presentation: Mrs. Smith
4. Question and Comments
5. Announcements
 - a. SSC Working Committee Schoolwide Plan Revision meetings
October 28 and November 19 for approval of Plan
6. Adjourn Meeting

Escuela Intermedia de Montebello

Junta del Concilio del Sitio Escolar

8 de octubre del 2009

Agenda

1. Comienzo de la junta
2. Quórum
 - a. Plan Escolar del Título 1: Paso 1
 - b. Analizar los datos Sección 1 del Plan para el 2009-2010
3. Presentación de los datos: Sra. Smith
4. Preguntas y comentarios
5. Anuncios
 - a. Comité de Trabajo del SSC para las revisiones del Plan Escolar – juntas el 28 de octubre y el 19 de noviembre para la aprobación del Plan
6. Clausura de la junta

Montebello Intermediate School

School Site Council Meeting Minutes

Meeting Date: October 28, 2009

Meeting Time: 2:35 – 3:50 p.m.

Greetings:

- Meeting called to order at 2:35 p.m.
- Attendance was taken by Patsy Sandoval, Secretary – SSC. A quorum was achieved for the SSC.
- The attendees included: Juan Jose Gonzalez, Azhalia Flores, Cristina Calderon, Miki Moreno, Patsy Sandoval, and Terry Lee Smith. It was commented that this was a working meeting.

Minutes: There were no minutes to be read because the prior meeting had to be cancelled due to lack of quorum.

Unfinished Business: None

New Business:

Title 1 Schoolwide Plan:

The working draft of the schoolwide plan was presented to the attendees. This was a working meeting to revise and reaffirm the plan. The goals and objectives of Section 2 the Title 1 Schoolwide plan were reviewed, and a Spanish version was provided for the parents. The term "Safe Harbor" was explained by Terry Lee Smith, because it is mentioned throughout the plan. Mrs. Smith also emphasized that the school goal is to reach Safe Harbor in order for the school to get out of Program Improvement (PI) status. A discussion centered around the PI 3/4 status and the continuation of the plan goals and objectives. Discussion was conducted by Terry Lee on the effectiveness of the interventions and reminded SSC that changes were made last year by cancelling the Mind Math program due to the lack of improvement on the students' behalf, and in its place adopting the Learn It Math Intervention Program.

Terry mentioned all of the cuts that our budgets have gone through. Our Title 1 budget was cut along with the LEP budget. She also reviewed how the budget can be used. The Title 1 budget is mostly used for Professional Development, Intervention Programs, and supplies. The LEP budget is used for the same things but directed to our English Language Learners. Due to all of these cuts, this year we do not have a School Improvement (SI) budget. In the summer, 20 teachers were sent to the SIOP training in which all of the LEP budget was used; therefore the school no longer has money in the LEP budget.

The parents expressed extensively how they wanted to help fundraise money to help the school purchase pencils, paper, students supplies, and to pay for the computer hook-ups.

Public Comments: None

Announcements:

- Next working committee meeting will be November 4, 2009, at 2:15 p.m.

Meeting adjourned at 3:50 p.m.

Minutes submitted by: Patsy Sandoval

Montebello Intermediate School

SSC Meeting
October 28, 2009
Agenda

1. Call to Order
2. Quorum
 - a. Title 1 School wide Plan:
 - b. Step 3: Reaffirm or Revise School Goals
 - c. Step 4: Revise Improvement Strategies and Expenditures
3. Title 1 School Wide Plan Presentation: Mrs. Smith
4. Question and Comments
5. Announcements
 - a. SSC Working Committee School Wide Plan Revision meetings
November 4 for approval of Plan
6. Adjourn Meeting

Escuela Intermedia de Montebello

Junta del Concilio del Sitio Escolar

28 de octubre del 2009

Agenda

1. Comienzo de la junta
2. Quórum
 - a. Plan Escolar del Titulo 1
 - b. Paso 3: Reafirmar o Revisar las Metas Escolares
 - c. Paso 4: Revisar las Estrategias de Mejoramiento y los Gastos
3. Presentación del Plan Escolar del Titulo 1: Sra. Smith
4. Preguntas y comentarios
5. Anuncios
 - a. Comité de Trabajo del SSC para las revisiones del Plan Escolar – junta el 4 de noviembre para la aprobación del Plan
6. Clausura de la junta

Metas del Plan Escolar

Página 16:

Para junio del 2009, 46% de los estudiantes del 5º al 8º grado obtendrán un resultado de proficiente o avanzado en los estándares de lenguaje y literatura de su grado, al utilizar estrategias apropiadas de instrucción diferenciada de acuerdo el estilo de aprendizaje del estudiante según como es medido en las Pruebas de los estándares académicos de California (CST).

Para junio del 2009, 46% de los estudiantes en el subgrupo de los estudiantes Aprendices del idioma inglés obtendrán un resultado de proficiente o avanzado en los estándares de lenguaje y literatura de su grado, al utilizar estrategias apropiadas de instrucción diferenciada de acuerdo el estilo de aprendizaje del estudiante según como es medido en las Pruebas de los estándares académicos de California (CST).

Para junio del 2009, 46% de los estudiantes en el subgrupo de los estudiantes de escasos recursos socioeconómicos obtendrán un resultado de proficiente o avanzado en los estándares de lenguaje y literatura de su grado, al utilizar estrategias apropiadas de instrucción diferenciada de acuerdo el estilo de aprendizaje del estudiante según como es medido en las Pruebas de los estándares académicos de California (CST).

Página 18:

Para junio del 2010, la escuela intermedia Montebello mostrará un aumento a nivel escolar, del 6.3% (de 37.9 a 44.2%) en los niveles proficiente y avanzado en la porción de lenguaje y literatura en inglés de las Pruebas de los estándares académicos de California (CST) para alcanzar "Refugio Académico".

Para junio del 2010, el subgrupo de los estudiantes Aprendices del idioma inglés de la escuela intermedia Montebello mostrará un aumento del 7.7% (de 22.7 a 30.4%) en los niveles proficiente y avanzado en la porción de lenguaje y literatura en inglés de las Pruebas de los estándares académicos de California (CST) para alcanzar "Refugio Académico".

Para junio del 2010, el subgrupo de los estudiantes de escasos recursos socioeconómicos de la escuela intermedia Montebello mostrará un aumento del 6.4% (de 36.3 a 42.7%) en los niveles proficiente y avanzado en la porción de lenguaje y literatura en inglés de las Pruebas de los estándares académicos de California (CST) para alcanzar "Refugio Académico".

Página 26:

Para junio del 2009, todos los estudiantes Aprendices del idioma inglés que están por debajo del nivel avanzado en la Prueba para medir el desarrollo del inglés en California (CELDT) progresarán un nivel de suficiencia por año, como es medido por la Prueba CELDT que se administra anualmente en octubre.

Para junio del 2009, 47% de los estudiantes en el subgrupo de los estudiantes Aprendices del idioma inglés obtendrán un resultado de proficiente o avanzado en los estándares de lenguaje y literatura de su grado, al utilizar estrategias apropiadas de instrucción diferenciada de acuerdo el estilo de aprendizaje del estudiante según como es medido en las Pruebas de los estándares académicos de California (CST).

Página 27:

Para junio del 2010, el subgrupo de los estudiantes Aprendices del idioma inglés de la escuela intermedia Montebello mostrará un aumento del 7.7% (de 22.7 a 30.4%) en los niveles proficiente y

avanzado en la porción de lenguaje y literatura en inglés de las Pruebas de los estándares académicos de California (CST) para alcanzar “Refugio Académico”.

Para junio del 2010, el subgrupo de los estudiantes Aprendices del idioma inglés de la escuela intermedia Montebello mostrará un aumento del 7.4% (de 26.1 a 33.5%) en los niveles proficiente y avanzado en la porción de matemáticas de las Pruebas de los estándares académicos de California (CST) para alcanzar “Refugio Académico”.

Para junio del 2010, el subgrupo de los estudiantes de escasos recursos socioeconómicos de la escuela intermedia Montebello mostrará un aumento del 6.4% (de 36.3 a 42.7%) en los niveles proficiente y avanzado en la porción de lenguaje y literatura en inglés de las Pruebas de los estándares académicos de California (CST) para alcanzar “Refugio Académico”.

Todos los estudiantes Aprendices del idioma inglés que están por debajo del nivel avanzado en la Prueba para medir el desarrollo del inglés en California (CELDT) progresarán un nivel de suficiencia por año (AMAO 1), como es medido por la Prueba CELDT que se administra anualmente en octubre.

Página 34:

Treintaisiete por ciento de los estudiantes a nivel escolar, del 5º al 8º grado obtendrán un resultado de proficiente o avanzado en los estándares de matemáticas del estado de California según como es medido en el examen CST.

Para junio del 2008, treintaisiete por ciento de los estudiantes en los subgrupos de los estudiantes Aprendices del idioma inglés, de los estudiantes de escasos recursos socioeconómicos, y los estudiantes de educación especial, obtendrán un resultado de proficiente o avanzado en los estándares de matemáticas del estado de California según como es medido en el examen CST.

Página 35:

Para junio del 2010, la escuela intermedia Montebello mostrará un aumento a nivel escolar, del 6.9% (de 31 a 37.9%) en los niveles proficiente y avanzado en la porción de matemáticas de las Pruebas de los estándares académicos de California (CST) para alcanzar “Refugio Académico”.

Para junio del 2010, el subgrupo de los estudiantes Aprendices del idioma inglés de la escuela intermedia Montebello mostrará un aumento del 7.4% (de 26.1 a 35.5%) en los niveles proficiente y avanzado en la porción de matemáticas de las Pruebas de los estándares académicos de California (CST) para alcanzar “Refugio Académico”.

Para junio del 2010, el subgrupo de los estudiantes de escasos recursos socioeconómicos de la escuela intermedia Montebello mostrará un aumento del 6.4% (de 30.4 a 36.8%) en los niveles proficiente y avanzado en la porción de matemáticas de las Pruebas de los estándares académicos de California (CST) para alcanzar “Refugio Académico”.

Página 39:

Para junio del 2009, los estudiantes del 5º y 8º grado, a nivel escolar obtendrán una calificación de 60% como promedio correcto en cada uno de los seis componentes en Ciencias de las Pruebas de los estándares académicos de California (CST) según como es medido en el examen CST.

Para junio del 2009, ochenta por ciento de los estudiantes en los niveles básico, por debajo del nivel básico, y muy por debajo del nivel básico, tendrán un aumento en el logro estudiantil del 6% en la porción de lenguaje y literatura en inglés de las Pruebas de los estándares académicos de California (CST) al desarrollar su vocabulario científico por medio de experimentos, observaciones, recolección de datos, y al recibir instrucción dirigida que integra las destrezas de lenguaje y literatura en inglés a la ciencia según como es medido en el examen CST.

Para junio del 2009, ochenta por ciento de los estudiantes en los niveles básico, por debajo del nivel básico, y muy por debajo del nivel básico en la porción de matemáticas de las Pruebas de los estándares académicos de California (CST), tendrán un aumento en el logro estudiantil del 6% al desarrollar sus destrezas analíticas al usar el método científico y habilidades del proceso al interpretar los datos, tablas y graficas, y al resolver formulas matemáticas según como es medido en el examen CST.

Página 41:

Para junio del 2010, la escuela intermedia Montebello mostrará un aumento de 5% en el número de estudiantes en el 5º y 7º grado que están en el nivel proficiente y avanzado de las Pruebas de los estándares académicos de California (CST).

Página 45:

Para junio del 2008, los estudiantes del 8º grado, a nivel escolar obtendrán una calificación de 60% como promedio correcto en cada uno de los cinco componentes en Historia/Ciencias Sociales de las Pruebas de los estándares académicos de California (CST) según como es medido en el examen CST.

Para junio del 2008, ochenta por ciento (80%) de los estudiantes en los grados 5 a 8 obtendrán una calificación de 70% o mejor en los estándares a nivel de grado basado en las unidades de estudios sociales como son medidas por las pruebas pre y pos que se administran al principio y al final de cada unidad durante el año escolar.

Página 46:

Para junio del 2010, los estudiantes del 8º grado, a nivel escolar obtendrán una calificación de 60% como promedio correcto en cada uno de los cinco componentes en Historia/Ciencias Sociales de las Pruebas de los estándares académicos de California (CST) según como es medido en el examen CST.

Página 49:

Para junio del 2009, todos los estudiantes del 5º y 6º grado participaran en un programa de educación física estructurado y consistente que se dirige a los estándares del estado según como es medido por los expedientes académicos de los maestros, los planes de lecciones, y los horarios de las clases.

Para junio del 2009, 80% de los estudiantes del 7º y 8º harán un progreso hacia un nivel más alto de condición física al dirigirse a los estándares del estado según como es medido por el examen de Aptitud Física de California.

Para junio del 2009, 80% de los estudiantes que no están recibiendo servicios de educación física adaptada, alcanzaran el punto de referencia para los seis estándares según los expedientes académicos de los maestros.

Página 50:

Para junio del 2010, la escuela intermedia de Montebello proveerá 200 minutos en los grados 5º a 6º y 400 minutos en los grados 7º a 8º, de instrucción en educación física cada 10 días, como evidencia esta el programa maestro, los horarios de las clases, y los planes de lecciones.



SECTION 2: INTERVENTIONS TO MEET STANDARDS

2008 - 2009 ENGLISH LANGUAGE ARTS EVALUATION

2008-2009 Objectives: <i>What did we set out to accomplish?</i>	Objectives Met?	Data Sources
By June 2009, 46.0% of the students in grades five through eight will score proficient or advanced on grade level English Language Arts Standards, by utilizing appropriate differentiated instructional strategies that are matched to students' learning styles, as measured by the California Standards Test.	NO	CST
By June 2009, 46.0% of students in the English Learner subgroup will score proficient or advanced on grade level English Language Arts Standards, by utilizing appropriate differentiated instructional strategies that are matched to students' learning styles, as evidenced by the California Standards Test.	NO	CST
By June 2009, 46.0% of students in Socio-Economically Disadvantaged will score proficient or advanced on grade level English Language Arts Standards, by utilizing appropriate differentiated instructional strategies that are matched to students' learning styles, as evidenced by the California Standards Test.	NO	CST

2008-2009 Findings and Next Steps for the 2009-2010 School Year

CST, Montebello Intermediate School had a 100% participation rate.

MOI did not meet the target rate of 46.0% school wide in the Area of English Language Arts. By reaching 37.90% Safe Harbor was obtained school wide. Our goal for school wide will to reach Safe Harbor for the 2009-2010 school year by monitoring and assessing student performance through the strategies that are stated and supported. To give support in professional training in the area of Language arts, lesson design, Direct Instruction and Cycle of Inquiry/Effective *Instruction*. We need to continue the intensive and strategic interventions and expand our literacy plan into the content areas.

Our English Learners moved from 23.3% to 22.70% a decrease of .6%, this sub group did not meet the target of 46.0%. Our goal for school wide will to reach Safe Harbor for the 2009-2010 school year by monitoring and assessing student performance through the strategies that are stated and supported. To give support in professional training in the area of Language arts, lesson design, Direct Instruction and Cycle of Inquiry/Effective *Instruction*. We need to continue the intensive and strategic interventions and expand our literacy plan into the content areas.

The sub group Socio-Economically Disadvantaged did not score at the 46.0% but did reached Safe Harbor by scoring 36.30%. Our goal for school wide will to reach Safe Harbor for the 2009-2010 school year by monitoring

and assessing student performance through the strategies that are stated and supported. To give support in professional training in the area of Language arts, lesson design, Direct Instruction and Cycle of Inquiry/*Effective Instruction*. We need to continue the intensive and strategic interventions and expand our literacy plan into the content areas.



SECTION 2: INTERVENTIONS TO MEET ENGLISH LANGUAGE ARTS STANDARDS

To ensure that all students are provided with integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices.

DISTRICT GOAL

By the year 2013-2014, all students will meet grade level standards in ENGLISH LANGUAGE ARTS

- a) Demonstrate a 95% participation rate on assessments used to establish the percentage of students at the proficient and/or advanced levels in AYP
- b) Meet Annual Measurable Objective in English Language Arts
- c) District-wide API growth
- d) District-wide Graduation Rate

SCHOOL SUMMARY

Analysis of English Language Arts data findings from Section I

Montebello Intermediate School has the majority of students in grade levels five (5) – eight (8) in the Basic level in the Area of English Language Arts on the CST (35% of the total school student population fail in the Basic level). The combination of Far Below and Below Basic is equal to the Basic Level with 23% Below Basic and 12% Far Below Basic. 30% of our students are Proficient and Advanced. 7th (seventh) grade has the highest percentage of students scoring in the Far Below, Below and Basic Level at 80%. 9th has the highest % in the Basic Level. School wide and the sub groups Hispanic, SED and SWD all show growth in English Language Arts in the AYP but our English Language Learners maintained the same level.

SCHOOL OBJECTIVES

Students will improve skills in English Language Arts in order to master the content standards.

Direction: You must include at least 3 SMART Objectives for the following subgroups...School wide, Title I, EL

- By June of 2010, Montebello Intermediate School will demonstrate a school wide increase of 6.3 (from 37.9 to 44.2%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.
- By June 2010, Montebello Intermediate School English Language Learner sub group will demonstrate a 7.7% increase (from 22.7 to 30.4%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.
- By June 2010, Montebello Intermediate School Socioeconomically Disadvantaged sub group will demonstrate a 6.4% increase (from 36.3 to 42.7%) at the proficient and advanced levels on the ELA portion of the CST to reach Safe Harbor.



SECTION 2: INTERVENTIONS TO MEET ENGLISH LANGUAGE ARTS STANDARDS

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SCHOOL SUMMARY

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Suva Intermediate

FINDINGS

During the month of October, a SSC meeting was held in order to conduct a needs assessment survey. During this meeting, parents voiced a need for further in-services on state assessments, improving the school climate, and dealing with adolescence.

DISTRICT MANAGEMENT

District Site Leadership Team Meeting (DSLTL)

February 9, 2010

SPSA

Schoolwide goals and objectives

Grade Level Goals & Objectives

Collaboration Meetings

Classroom Level Data

Intervention Data

Intervention Subgroup Data

SCHOOL MANAGEMENT

*Improving School Effectiveness through Governance, Leadership and Advocacy
A brief description of meetings of: School Site Council (SSC), English Learner Advisory Council (ELAC), Compensatory Education Advisory Committee (CEAC) and other site committees with parents. Included are a list dates and activities related to the goals of the School Improvement Grant.*

School Site Council (SSC)

SSC is composed of 6 staff members (principal, classified staff and 4 teachers) and 6 parents for a total of 12 members.

September 17, 2009

Elections for SSC, ELAC, and Section 1: CST analysis

September 24, 2009

Officers Elections, Section 3: revise & review Home-School compact

October 8, 2009

Section 1: Program Improvement Year 5+ and QEIA

October 28, 2009

Section 3: Reaffirm/revise Parent Involvement Goals, Robert's Rules of Order

December 10, 2009

Section 2: Reaffirm/revise Interventions, Approve SWP for Board Approval

January 21, 2010

Reaffirm/revise Parent Policy

February 19, 2010

Review Common Pages. Revision of Safety Plan

March 25, 2010

Monitor the effectiveness of interventions

June 10, 2010

Review 3rd Quarter Data, Review and revise bylaws for 2010-11

English Learner Advisory Council (ELAC)**September 9, 2009:**

Parent Advisory Committee Orientation

September 17, 2009:

Elections for SSC and ELAC

October 1, 2009:

CABE Conference/Spanish Challenge Test/Monitor services for EL students/ Principal's report/ Programs and services for EL students/School attendance.

November 16, 2009:

Monitor EL student progress, Spanish Challenge Test

February 18, 2010:

Parent Involvement Policy/EL Reclassification/High School Challenge Test/Monitor services for EL students.

April 1, 2010:

CABE Report /Monitoring EL students

June 3, 2010:

R-30 Report/Redesignation/EL programming/Monitor services for EL students.

Compensatory Education Advisory Committee (CEAC)**November 2, 2009:**

Review Title I Program, Make recommendations to SSC

March 25, 2010:

Monitor effectiveness of Title I program

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

School Site: Suva Intermediate School Date: February 9, 2010	<input type="checkbox"/> School Improvement Plan-Year 1 & 2 <input type="checkbox"/> Corrective Action Plan-Year 3 & 4 <input checked="" type="checkbox"/> Alternative Governance Plan-Year 5 & 5+
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1. Single Plan for Student Achievement Steps & PI/CP Items

The purpose of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

- Step 1. Measure effectiveness of improvement strategies.
- Step 2. Seek input from school advisory committees.
- Step 3. Reaffirm or revise school goals.
- Step 4. Revise improvement strategies and expenditures.
- Step 5. Recommend the approved SPFSA to the governing board.
- Step 6. Monitor implementation of the SPFSA

2. Schoolwide Goals & Objectives: (English Language Arts, Mathematics, ELD)

1. By June 2010, there will be a minimum 7% increase in the percentage of students who score at proficient or above as evidenced by the ELA CST results.
2. There will be a minimum 7% increase in the percentage of students who score at proficient or above on the 2010 Mathematics CST.
3. By February 2010, 51.6% of students who were administered the CELDT will demonstrate a one level proficiency growth as evidenced by results.
4. By June 2010, an increase of 30% of RFEP students will score proficient and/or advanced on the CST ELA as evidenced by results.

5. Grade Level Objectives:

	English Language Arts	Mathematics
5	1. Literary Response and Analysis 3.4 – Narrative Analysis of Grade level Appropriate Text: Pre 35% Adv./Prof., Post 48% Adv./Prof. 2. Literary Response and Analysis 3.5 – Narrative Analysis of Grade level Appropriate Text: Pre 14% Adv./Prof., Post: Undetermined	
6	1. Written and Oral Language Conventions 1.2-Grammar: Pre 18% Adv/Prof.,	1. Number Sense 2.4 and Standard Set 1.0-Goal 50%: Pre 14% Adv./Prof., Post 62% Adv./Prof.

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

	Post: Undetermined	2. Geometry 2.1-Id and Describe properties of 2-Dimensional Figures Goal 50%: Pre 7% Adv./Prof., Post 67% Adv./Prof.
7	1. Literary Response and Analysis 3.5 – Narrative Analysis of Grade level Appropriate Text: Pre 24% Adv./Prof., Post: Undetermined	1. Algebraic Functions: Pre 25% Adv./Prof., Post Undetermined
8	1. Writing 1.6-Evaluation & Revision: Pre 19% Adv./Prof., Post Undetermined	1. Algebra 3.0 -Solving Equations and Inequalities Absolute Value-Formative Assessment: 68% Adv./Prof.

6. Collaboration Meetings

Date	Agenda	Focus Standards Discussed/Instructional Strategies	Outcomes/Data Analysis Summary
8/24/09	STAR Test Results		API increase of 46 points. AYP –Math Target met, ELA Subgroups failed to meet targets.
8/25/09	Collaboration Meetings		Reviewed successes and established expectations
8/25/09	Gateways Planning		Coordinated plan and pacing to support at-risk students.
9/14/09	Student Data Reports		Teachers examined longitudinal data. Identified students who did not make band progress on CST for 2 consecutive years.
10/5/09	Classroom Intervention Planning	(3) EL Strategies to support PI and instructional plan	Evaluation and implementation steps were designed and selected.
10/12/09	Classroom Intervention Planning	Strategies to implement differentiated instruction	CST was reviewed with guided questions: 1) What are strengths and weaknesses? 2) What will priorities be? , 3) Compare subgroups, 4) How can I differentiate my instruction?
11/9/09	Review Cycle of Inquiry		Analyzed data and established a SMART goal
11/9/09	Spelling Assessment	Written And Oral Language Conventions 1.0	Discussion began regarding the best diagnostic test for spelling.
11/16/09	Classroom Intervention	<ul style="list-style-type: none"> • Re-teaching • Small Group 	Selected focus interventions and further developed implementation steps.

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSL) Meeting
Program Improvement Alignment and Monitoring**

	Planning	Instruction <ul style="list-style-type: none"> • Cornell Notes • Direct Instruction 	
11/16/09	COI	-Literary Response and Analysis 3.4 – Narrative Analysis of Grade level Appropriate Text - Written and Oral Language Conventions 1.2- Grammar - Writing 1.6-Evaluation & Revision	Collaboration groups worked on Steps 1 and 2
11/19/09	Data Analysis with S. Alvarez		Reviewed CST results and established Safe Harbor goals.
12/7/09	COI	Literary Response and Analysis 3.4 – Narrative Analysis of Grade level Appropriate Text - Written and Oral Language Conventions 1.2- Grammar - Writing 1.6-Evaluation & Revision	Collaboration groups worked on Steps 3 and 4
12/14/09	EL Students Structured Interaction	EL Focus Strategies	The use of focus EL Strategies were shared and discuss.
1/11/10	Kate Kinsella Update COI	Literary Response and Analysis 3.4 – Narrative Analysis of Grade level Appropriate Text - Written and Oral Language Conventions 1.2- Grammar - Writing 1.6-Evaluation & Revision Literary Response and Analysis 3.5 – Narrative Analysis of Grade level Appropriate Text	Collaboration groups continued to work on the appropriate step of the cycle.
1/19-	COI-Half day		Collaboration groups met for a half-day to establish

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

27/10			new SMART goals and/or review the results of assessments, and establish next steps.
2/1/10	COI		Collaboration groups continued with the process of the cycle of inquiry.

**Attach agenda, minutes, sign in sheets, and data.*

7. Classroom Level Data

Reading Assessment(s): Houghton-Mifflin/Dibels & HOLT

Reading	5	6	7	8
Pre	93% of students on level or above	41% of students on level or above	59% of students on level or above	54% of students on level or above
Post	88% of students on level or above	36% of students on level or above	51% of students on level or above	36% of students on level or above

Math Assessment(s): MacMillan & HOLT

Math	5	6	7 (Pre-Algebra)	8 (Algebra)
Pre	41% of students on level or above	57% of students at Level 4 or above	47% of students at Level 4 or above	40% of students at Level 4 or above
Post	41% of students on level or above	50% of students at Level 4 or above	38% of students at Level 4 or above	62% of students at Level 4 or above

8. Intervention Data

Reading Assessment(s): Gateways

Reading	Level 1A & 1B	Level 2	Level 3	Level 4
Pre	27% of students on level or above	13% of students on level or above	0%	0% of students on level or above
Post	39% of students on level or above	48% of students on level or above	Undetermined	11% of students on level or above

MIND Math

Math	5	7	7 (Beginning 2/11)
October	2.4% of program completed	23.4% of program completed	10% of program completed

**Montebello Unified School District
 Federal and State Programs Department
 District Site Leadership Team (DSLTL) Meeting
 Program Improvement Alignment and Monitoring**

February	46% of program completed	73% of program completed	
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9. Intervention Subgroup Data

2010 SH Target	Schoolwide SH: <u>42.3</u>	Hispanic SH: <u>42%</u>	SED SH: <u>42.3</u>	EL SH: <u>34.6</u>	Special Ed SH: <u>40.5</u>
Pre	29.3% of students on level or above	29.1% of students on level or above	29.2% of students on level or above	15.4% of students on level or above	16.6% of students on level or above
Post	20.4% of students on level or above	20.2% of students on level or above	20.3% of students on level or above	14.1% of students on level or above	50% of students on level or above

Montebello Unified School District
Suva Intermediate
School Site Council Minutes
October 8, 2009

Attendance for October 8, 2009

- | | |
|--|---|
| <input checked="" type="checkbox"/> Raymond Rivera (Principal) | <input checked="" type="checkbox"/> Mary Chavez (Member) |
| <input checked="" type="checkbox"/> Veronica Fernandez (President) | <input type="checkbox"/> Olga Garcia (Parent Member) |
| <input checked="" type="checkbox"/> Xochitl Munoz (Vice President) | <input type="checkbox"/> Fidencia Gonzalez (Parent Member) |
| <input checked="" type="checkbox"/> Rosaelva Lomeli (Secretary) | <input checked="" type="checkbox"/> Arcelia Sanchez (Parent Member) |
| <input checked="" type="checkbox"/> Julie Kline (Parliamentarian) | <input checked="" type="checkbox"/> Pamela Valdry (Member) |
| <input checked="" type="checkbox"/> Maria Arana (Parent Member) | <input checked="" type="checkbox"/> Jesus Zamora (Parent Member) |
| | <input checked="" type="checkbox"/> Leticia Alvidrez (Facilitator) |
-

I. Call to Order/Llamado la Orden

Ms. Fernandez called the meeting to order at 8:50 a.m. Olga Garcia, Fidencia Gonzalez and Arcelia Sanchez were absent. Flag salute was lead by Mr. Rivera.

Srta. Fernández llamo la reunión a orden a las 8: 50 a.m. Las miembros Olga Garcia y Fidencia estaban ausentes. El saludo de bandera fue dirigido por el Sr. Rivera.

II. Minutes/Las minutas

Ms. Lomeli read the minutes from the SSC meeting held on September 23, 2009. Corrections were made and a first motion to approve the minutes was made by Ms. Fernandez. Second motion was made by Ms. Valdry.

Srta. Lomeli leyo el acta de la reunión de SSC del 23 de septiembre de 2009. Se hicieron las correcciones y se hizo una primera moción para aprobar el acta por la Srta. Fernández. Segunda moción fue hecha por la Srta. Valdry.

III. Introduction of SSC Parent and Staff Members/Presentacion de miembros de SSC

Ms. Fernandez introduced SSC officers and members

Srta. Fernández presentó la mesa directiva y los miembros de SSC.

IV. Principal's Report / Reportaje del Director

Mr. Rivera had pictures from Back to School Night and College Day to share with parents. Mr. Rivera shared that Parent conferences will take place on Oct. 26-29 and all week would be minimum day except Friday and that it is very important for parents to attend. Mr. Rivera informed the group that the Halloween parade and Fall Festival will take place on Friday, October 30. The parade will be on Emil Street and the Fall Festival will be at 1:30. This is not a minimum day. Mr. Rivera asked Ms. Lomeli to talk about costumes. Ms. Lomeli said we need to make sure costumes are appropriate. A parent suggested we send a parent letter home regarding costumes.

Mr. Rivera gave us an update on QEIA. He stated that the purpose for QEIA is to reduce the number of students in class. The average class size is 25 students.

El Sr. Rivera compartió fotos de la noche al regreso a la escuela y el día de colegio con sus padres.

El Sr. Rivera compartió que conferencias se llevarán de acabo el 26-29 de octubre y toda la semana sería mínimo los días excepto el viernes y que es muy importante que los padres asistan.

El Sr. Rivera informó al grupo de que el Festival de otoño y desfile de Halloween tendrá lugar el viernes, 30 de octubre. El desfile será en la calle Emil y el Festival de otoño será a las 1:30. Este no es un día mínimo. Sr. Rivera pidió a la Srta. Lomeli para hablar de disfraces. Srta. Lomeli dijo que necesitamos asegurarnos de que los disfraces son adecuadas. Un padre sugirió, enviaremos una carta de padre casa en relación con trajes.

El Sr. Rivera nos dio una actualización sobre QEIA. Dijo que para QEIA sirve para reducir el número de estudiantes en clases. El tamaño promedio de clase es 25 estudiantes.

V. Program Improvement-Year 5+ / Programa de Mejoramiento 5+

Ms. Alvidrez reported on what happens when a school gets in this P.I. program and what to do to get out of P.I. She expressed that the goal is not to be in this program. She explained that Suva receives half a million dollars from title 1. This money is for students who are below level and the focus is on two academic subjects, Math and Language Arts. Ms. Alvidrez also explained in order to get out of P.I. we must meet AYP for 2 consecutive years.

Srta. Alvidrez informo sobre lo que sucede cuando obtiene una escuela el programa de mejoramiento y qué hacer para salir del programa. Expresó que el objetivo no estar en este programa. Explicó que Suva recibe un medio millón de dólares de título 1. Este dinero es para los estudiantes que están por debajo del nivel y el enfoque es sobre dos temas académicos.

matemáticas y artes de lenguaje. Srta. Alvidrez también explicó que para salir del programa de mejoramiento debemos lograr las metas de AYP durante 2 años consecutivos.

VI. DAC Report/Reporte de DAC

Ms. Sanchez reported on her Oct. 6 meeting. She was given the rights for qualified teachers. She reported that the district selected 5 parents to attend CABE and district will pay for expenses.

Sra. Sánchez informó sobre su reunión el 6 de octubre. Se le dieron los derechos para los maestros calificados. Informó que el distrito seleccionado 5 padres para asistir a CABE y distrito pagará los gastos.

VII. Public Comment/Comentario Publico

- Mrs. Kline informed the committee that some intervention "zero period classes have started.
- Ms. Lomeli and Ms. Valdry stated that there will be an Informational Meeting for Parents regarding Washington D.C.
- *La Sra. Kline informó que algunas intervenciones "clases de zero períodos" han comenzado.*
- *Srta. Lomeli y Srta. Valdry afirmó que habrá una reunión de información para padres con respecto a Washington D.C.*

VIII. Adjournment/Cerrada

The meeting was adjourned at 9:52 a.m. with a first motion by Mr. Rivera and a second by Xochitl Munoz.

La reunión fue cerrada a las 9:52 horas con una primera moción por el Sr. Rivera y una segunda por Xóchitl Muñoz.

Suva Intermediate School

Single Plan

Objective 1:

By May 2010, Suva Intermediate School will demonstrate a 20% increase in parent involvement, as evidenced by sign-in sheets from the following: parent advisory committees and parent education workshops, Back To School Night, Open house, etc.

Objetivo 1:

Para mayo 2010, la escuela Suva Intermedia demostrará un 20 % de aumento en la participación del padre, como lo demuestra el signo en hojas desde el siguiente: comités consultivos de padre y talleres, Regreso a la escuela, y Back to School Night, etc..

Section 3/Seccion 3



- Increase parent Involvement
- Volunteer and leadership opportunities
- SSC, PTA, ELAC, Title I, GATE
- Parent Conferences and other events
- Parent Workshops \

- Aumente las oportunidades para padres
- Oportunidades de liderazgo y voluntario
- SSC PTA, ELAC, Título I, GATE
- conferencias del padre y otros eventos
- talleres para padre

Section 3 (continued) / Sección 3 (continua)

- School Climate
 - Red Ribbon Week
 - Closed Campus
 - Building Capacity
 - SWP
 - Parent Committees
 - Communication
 - Progress Reports
 - Marquee
 - Home-School Compact
 - Homeless Program
 - Refer to SOL
 - Student Data
 - Parent Conferences
 - Meetings
 - Nutrition
 - Importance of nutrition
- Cultura de la escuela
 - Semana de Red Ribbon
 - Escuela Cerrada
 - Construyendo Capacidad
 - Plan Único
 - Comités de padres
 - Comunicación
 - Reportes
 - Contrato entre el hogar y la escuela
 - Programa sin Hogar
 - Referir a SOL
 - Datos de estudiantes
 - Conferencias
 - Juntas
 - Nutrición
 - Importancia de nutrición

Montebello Unified School District
Suva Intermediate
School Site Council Minutes
November 2, 2009

Attendance for October 8, 2009

- | | |
|---|--|
| <input checked="" type="checkbox"/> Raymond Rivera (Principal) | <input checked="" type="checkbox"/> Mary Chavez (Member) |
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| <input type="checkbox"/> Maria Arana (Parent Member) | <input type="checkbox"/> Jesus Zamora (Parent Member) |
| | <input checked="" type="checkbox"/> Leticia Alvidrez (Facilitator) |
-

I. Call to Order/Llamar la orden

Ms. Fernandez called the meeting to order at 8:57 a.m. Maria Arana, Olga Garcia, Fidencia Gonzalez, Arcelia Sanchez and Jesus Zamora were absent. Flag salute was lead by Mr. Rivera.

La Srta. Fernández llamo la orden de la junta a las 8:57 de la mañana. Los miembros Maria Arana, Olga Garcia, Fidencia Gonzalez, Arcelia Sanchez, y Jesus Zamora estuvieron ausentes. La bandera fue dirigida por el Sr. Rivera.

II. Minutes/ Acta

Ms. Lomeli read the minutes from the SSC meeting held on October 8, 2009. The first motion to approve the minutes was made by Xochitl Munoz . Second motion was made by Verónica Fernández.

La Srta. Lomeli leo la acta de la junta anterior del 8 de octubre del 2009. La primera mocion fue hecha por la Sra. Xochitl Munoz. La segunda mocion fue hecha la Srta. Veronica Fernandez.

III. Principal's Report/Reporte del Director

- Mr. Rivera updated us on the Halloween and Fall Festival. He said it was very successful.

- Mr. Rivera shared that 4 zero period Math classes would start today from Monday through Friday.
- Mr. Rivera informed the group the reason why 7th period Music was created. The class was created for students who are in the AVID program.
- Mr. Rivera addressed that the week of Thanksgiving we have the week off due to the Modified Calendar.
- Mr. Rivera announced that the Washington D.C. Trip Club would be having a fundraiser at Frantones on Thursday, November 5.
- *El Sr. Rivera presento informacion sobre los eventos del Dia de las brujas y el festival otono. Dijo fueron exitosos.*
- *El Sr. Rivera compartio que hay 4 clases de periodo zero de matematicas empiezan hoy y continuaran lunes a viernes.*
- *El Sr. Rivera informo al grupo la razon por haber creado el septimo periodo de musica y la clase de AVID.*
- *EL Sr. Rivera explico el calendario modificado.*
- *El Sr. Rivera anuncio el viaje a Washington DC y las formas para recaudar fondos.*

IV. Introduction to Robert's Rules of Order/ *Presentacion de las Reglas de orden*

Veronica Fernandez had a power point presentation on Robert's Rules of Order.

La Srta. Verónica Fernández presento las reglas de orden al grupo.

V. Review and Revise Section 3- Support for Student Learning/ *Revisar Seccion 3 - Apoyo para el aprendizaje del estudiante*

Ms. Alvidrez reviewed with the group Section 3 of the Single Plan.

Suggestions were made as follows:

- Make sure parents feel welcomed in our Parent Committees.
- Make sure we stick to our dates for meetings.
- Teleparent is better than sending a flyer. Students don't give it to parents.

La Srta. Alvidrez repaso la seccion 3 del plan unico. Las sugerencias que se hicieron fueron:

- *Asegurara que los padres se sientan invitados a los comites de padres*
- *Asegurar que las fechas para las juntas e mantegan y no se cambien.*

- *Usar mas el sistema de telefono para comunicarse con los padres en vez de mandar noticieros.*

VI. Approve Section 3 of the Single Plan/ Aprobar seccion 3 del plan unico

Section 3 of the Single Plan was not approved due to the lack of quorum.
La seccion 3 no fue aprobada por falta de quoro.

VII. DAC Report/Reporte de DAC

No DAC Report was given due to the absences of Arcelia Sanchez.
No hubo reporte de DAC por la ausencia de Arcelia Sanchez.

VIII. Public Comment/ Comentario publico

Mary Chavez announced that Suva would be having a Book Fair starting November 30.
La Sra. Mary Chavez anuncio que Suva tendra una feria de libros comenzando el 30 de noviembre.

IX. Adjournment/ Cerrada

The meeting was adjourned at 9:57 a.m. with a first motion by Mr. Rivera and a second by Xochitl Munoz.

La junta se cerro a las 9:57 de la mañana con la primera mocion hecha por el Sr. Rivera y la segunda por Xochitl Munoz.

Suva Intermediate School
School Site Council
Monday, November 2, 2009

Agenda

- | | | |
|-------|---|----------------------------------|
| I. | Call to Order | Veronica Fernandez,
President |
| II. | Flag Salute | Ray Rivera, Principal |
| III. | Roll Call & Minutes | Rosaelva Lomeli,
Secretary |
| IV. | Principal's Report <ul style="list-style-type: none">• Halloween/Fall Festival• Before/After School Interventions• Thanksgiving Break | Ray Rivera, Principal |
| V. | Introduction to Robert's Rule of Order | Veronica Fernandez,
President |
| VI. | Review and Revise Section 3-
Support for Student Learning | Leticia Alvidrez,
Facilitator |
| VII. | Approve Section 3 of the Single Plan | Veronica Fernandez,
President |
| VIII. | DAC Report | Arcelia Sanchez,
DAC Rep. |
| IX. | Public Comment | |

Next Meeting: Thursday, December 10, 2009

Suva Intermediate School
School Site Council
Friday, December 10, 2009

Agenda

- | | | |
|-------|--|--------------------------------------|
| I. | Call to Order | Veronica Fernandez,
President |
| II. | Flag Salute | Ray Rivera, Principal |
| III. | Roll Call & Minutes | Rosaelva Lomeli,
Secretary |
| IV. | Principal's Report <ul style="list-style-type: none">• Winter Concerts• Winter Break• Olweus Anti-Bullying• All-Stars Culminating Act• Budget Update | Ray Rivera, Principal |
| V. | Monitoring Programs-AVID | Rudy Garcia,
AVID Student |
| VI. | Review and Revise Section 2-
Student Interventions | Leticia Alvidrez,
Facilitator |
| VII. | Approval of Single Plan | Veronica Fernandez,
President |
| VIII. | Motion to Transfer School Safety Plan Responsibility | Veronica Fernandez,
President |
| IX. | Review Findings on Parent Survey | Leticia Alvidrez,
Facilitator |
| X. | Recommendations from ELAC | Yesenia Estrada,
ELAC Chairperson |
| XI. | Public Comment | |

Next Meeting: Thursday, January 21, 2010

Montebello Unified School District
Program Budget Priorities Survey

Date: August 2009

The Montebello Unified School District is working to address a budget shortfall brought about by the California financial crisis, as well as a drop in student enrollment. The impact to MUSD schools is severe.

As we address this fiscal crisis, we are interested in hearing from you, the parent. Please fill out this survey to provide input about what is important to you so that the Board of Education and the Administration can be informed as they work to cut \$13 million from our budget as of June 2010.

Upon completing this survey please return to your child's school, by Friday, September 18, 2009 by fax to (323) 887-5894, or mail it to the Parent Involvement Department, Montebello Unified School District, 123 S. Montebello Blvd., ET-2, Montebello, CA 90640. If you have any questions, please call Jose Franco at (323) 887-7900 extension 5868.

Please identify the school you are affiliated with: _____

INTERMEDIATE & K-8 SCHOOLS

Question 1: From the list below, please mark up to **five (5)** programs that you consider to be the **highest priorities**:

- | | |
|---|--|
| <input type="checkbox"/> Academic Intervention Classes (Reading & Math) | <input type="checkbox"/> High School Sports |
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Libraries/Media Centers |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Nursing Services |
| <input type="checkbox"/> Clean Schools | <input type="checkbox"/> Safety & Security |
| <input type="checkbox"/> College Support Programs (ex. Johns Hopkins, AVID) | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> Counseling & Career Centers | <input type="checkbox"/> Transportation (Excluding Special Needs Children) |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Visual & Performing Arts |

Question 2: Of the five programs you selected above, please select the one you consider to be **MOST** important:

- | | |
|---|--|
| <input type="checkbox"/> Academic Intervention Classes (Reading & Math) | <input type="checkbox"/> High School Sports |
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Libraries/Media Centers |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Nursing Services |
| <input type="checkbox"/> Clean Schools | <input type="checkbox"/> Safety & Security |
| <input type="checkbox"/> College Support Programs (ex. Johns Hopkins, AVID) | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> Counseling & Career Centers | <input type="checkbox"/> Transportation (Excluding Special Needs Children) |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Visual & Performing Arts |

Question 3: Of the five programs you selected above, please select the one you consider to be **SECOND** most important:

- | | |
|---|--|
| <input type="checkbox"/> Academic Intervention Classes (Reading & Math) | <input type="checkbox"/> High School Sports |
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Libraries/Media Centers |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Nursing Services |
| <input type="checkbox"/> Clean Schools | <input type="checkbox"/> Safety & Security |
| <input type="checkbox"/> College Support Programs (ex. Johns Hopkins, AVID) | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> Counseling & Career Centers | <input type="checkbox"/> Transportation (Excluding Special Needs Children) |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Visual & Performing Arts |

Question 4: Of the five programs you selected above, please select the one you consider to be **THIRD** most important:

- | | |
|---|--|
| <input type="checkbox"/> Academic Intervention Classes (Reading & Math) | <input type="checkbox"/> High School Sports |
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Libraries/Media Centers |
| <input type="checkbox"/> After School Programs | <input type="checkbox"/> Nursing Services |
| <input type="checkbox"/> Clean Schools | <input type="checkbox"/> Safety & Security |
| <input type="checkbox"/> College Support Programs (ex. Johns Hopkins, AVID) | <input type="checkbox"/> Summer School |
| <input type="checkbox"/> Counseling & Career Centers | <input type="checkbox"/> Transportation (Excluding Special Needs Children) |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Visual & Performing Arts |

Comments: _____

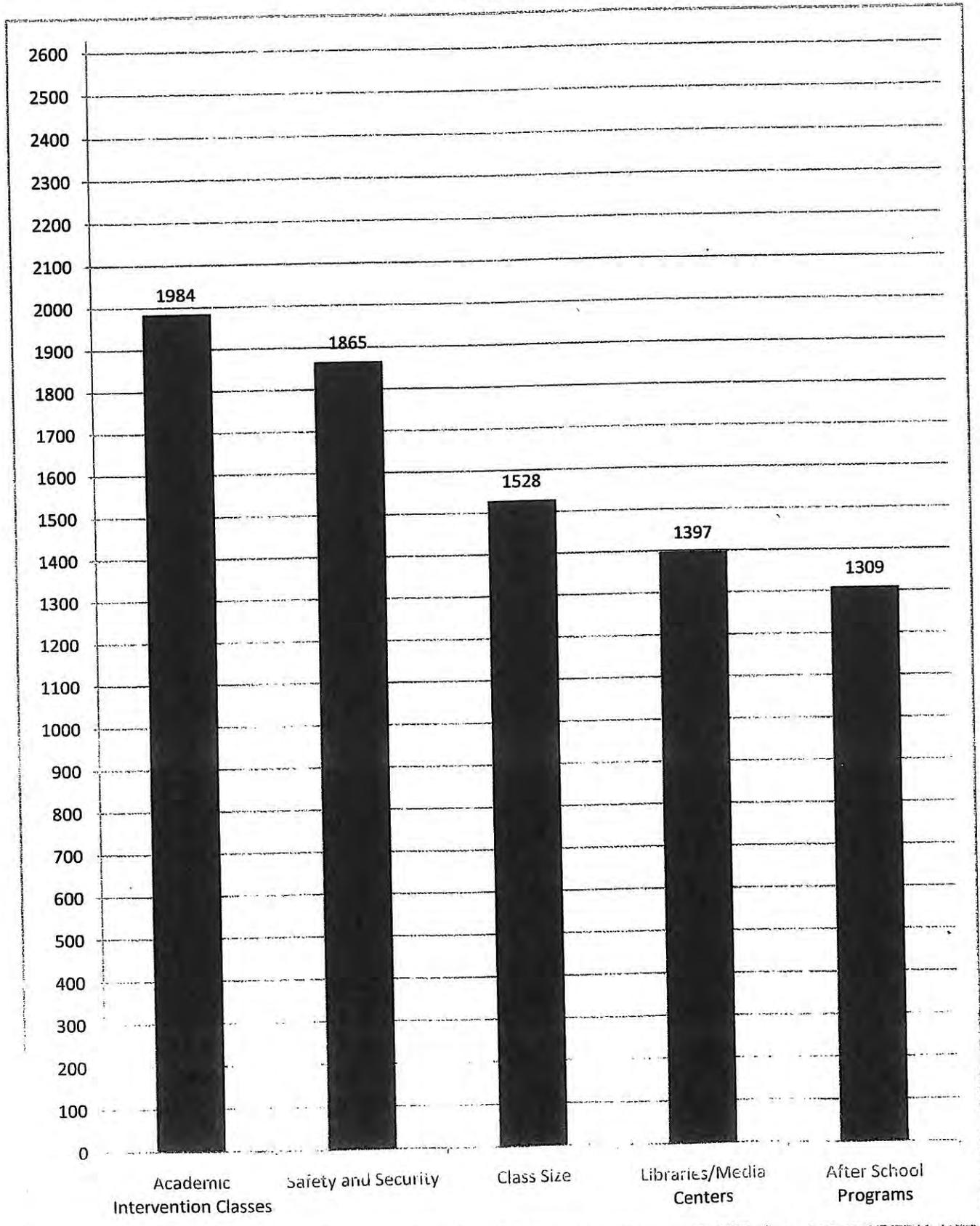
Optional: Name: _____
Address: _____
Phone #: _____

**This survey can also be
completed online at:**

<http://www.montebello.k12.ca.us/survey.htm>

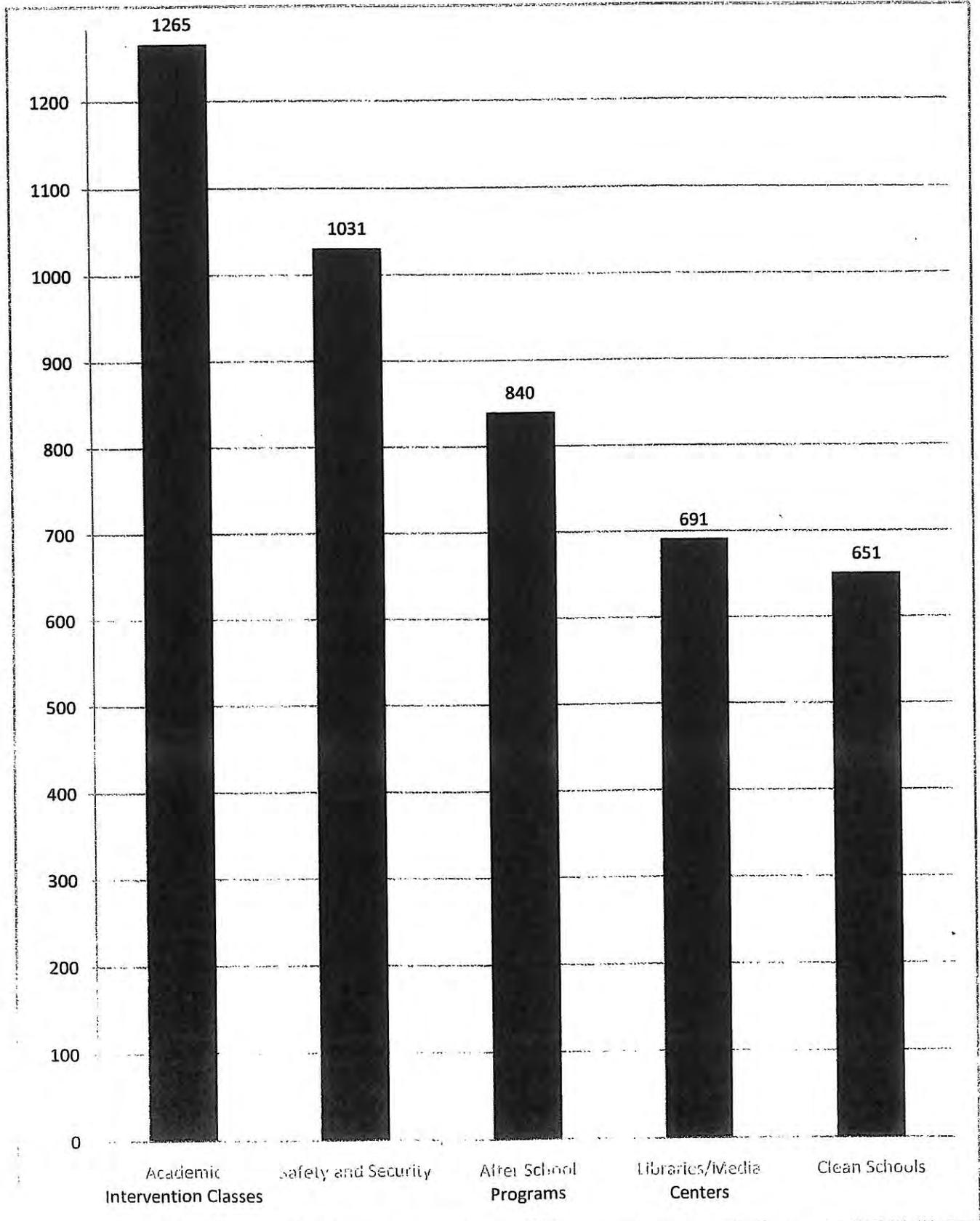
MONTEBELLO UNIFIED SCHOOL DISTRICT

Based on the (4) questions asked on each level survey,
what is shown below are the top (5) program budget priorities for elementary
schools:



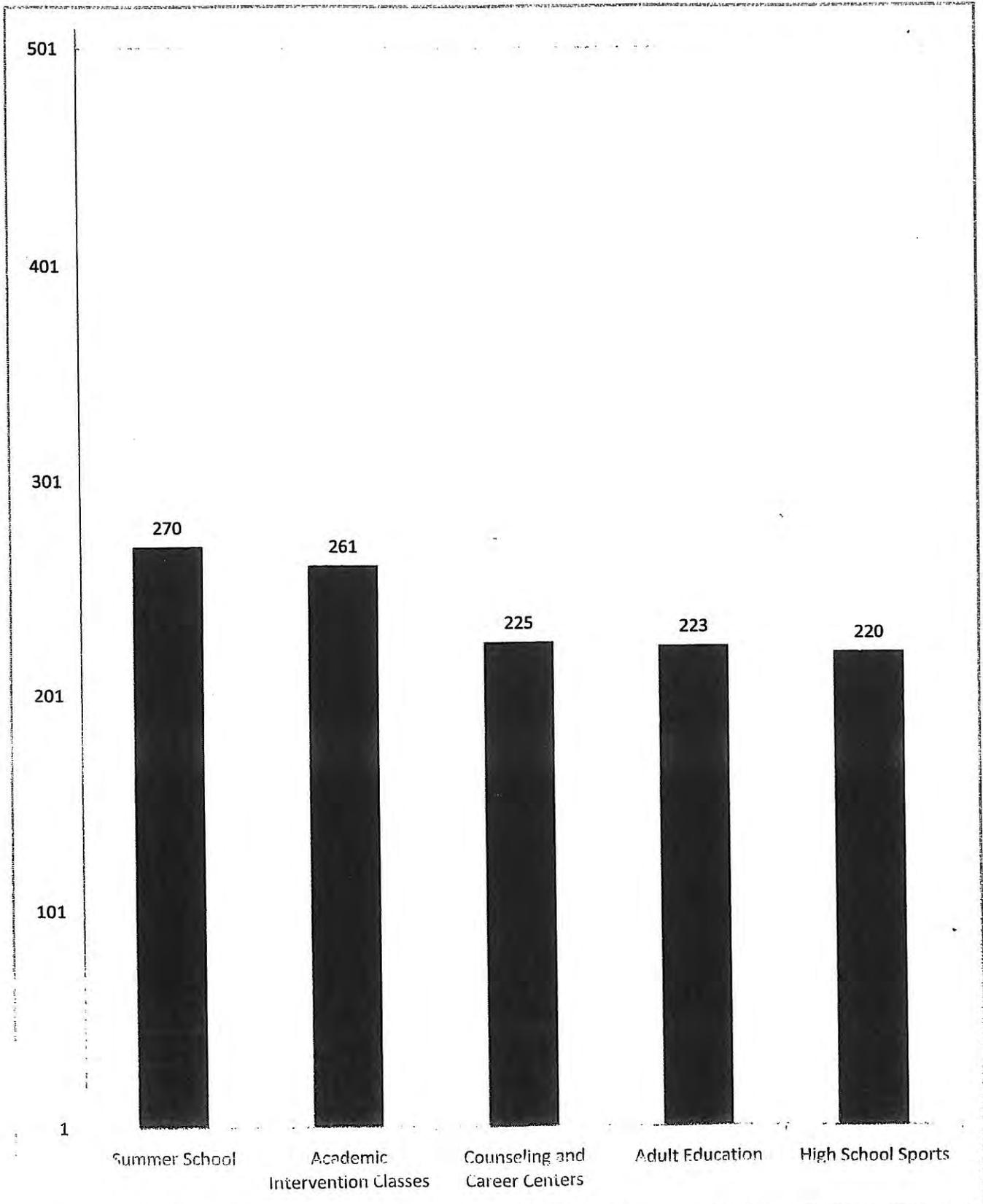
MONTEBELLO UNIFIED SCHOOL DISTRICT

Based on the (4) questions asked on each level survey, what is shown below are the top (5) program budget priorities for intermediate schools:



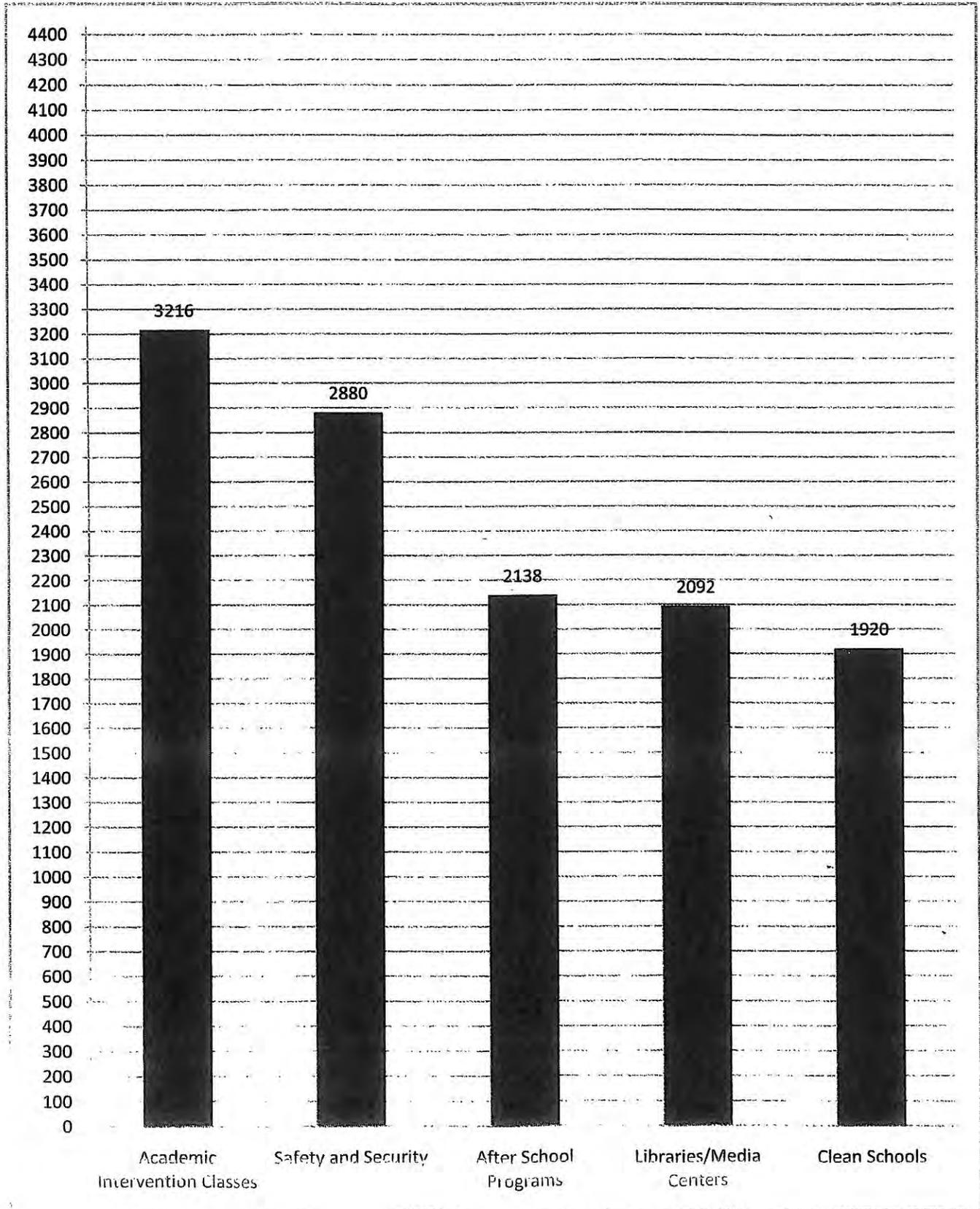
MONTEBELLO UNIFIED SCHOOL DISTRICT

Based on the (4) questions asked on each level survey,
what is shown below are the top (5) program budget priorities for high schools:



MONTEBELLO UNIFIED SCHOOL DISTRICT

Based on the (4) questions asked on each level survey, what is shown below are the top (5) program budget priorities for the entire District:



Federal and State Programs Department

School Plan Review Meetings

November 13 - 27, 2009

Monday 11/9	Tuesday 11/10	Wed 11/11	Thurs 11/12	Friday 11/13*
9:00	9:00	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00 BGI
1:00	1:00	1:00	1:00	1:00 MAI
2:00	2:00	2:00	2:00	2:00
Monday 11/16	Tuesday 11/17	Wed 11/18	Thurs 11/19	Friday 11/20*
9:00 BVE	9:00 CCE	9:00	9:00 MGE	9:00 RPS
10:00 EAI	10:00 JGE	10:00	10:00 WIE	10:00 FRE
11:00	11:00 LNS	11:00	11:00 WAE	11:00 BGE
1:00 SHS	1:00 WGE	1:00	1:00 BAE	1:00 PHE
2:00 SUI	2:00 SUE	2:00	2:00 GAE	2:00 GWE
Monday 11/23	Tuesday 11/23	Wed 11/25	Thurs 11/26	Friday 11/27
9:00 MHS	9:00 LMI	9:00	9:00	9:00
10:00	10:00	10:00	10:00	10:00
11:00	11:00	11:00	11:00	11:00
1:00	1:00 BGH	1:00	1:00	1:00
2:00 MOI	2:00 LME	2:00	2:00	2:00

CPM Visits November 13: SUE, BGI, BGH

November 20: EAI, LMI, MOI



Montebello Unified School District
Suva Intermediate School

6660 East Suva Street
Bell Gardens, California 90201
Telephone (562) 927-2679 • Fax (562) 806-5132



Raymond Rivera, *Principal* • Mandy Knight, *Assistant Principal* • Leticia Alvidrez, *Intervention Facilitator* •

School Site Council
Thursday, March 25, 2010
Agenda

- | | | |
|-------|---|---|
| I. | Call to Order | Veronica Fernandez,
President |
| II. | Flag Salute | Ray Rivera, Principal |
| III. | Roll Call & Minutes | Rosaelva Lomeli, Secretary |
| IV. | Principal's Report <ul style="list-style-type: none">• Learning Faire• Parent Conferences• Intersession• Spring Recess• Budget Update | Ray Rivera, Principal |
| V. | Monitoring Implementation of SWP -
MIND Program | Julie Kline,
Intervention Specialist |
| VI. | Review and Approve Expenditures -
Interventions | Leticia Alvidrez, Facilitator |
| VII. | DAC Report-
California Advisory Council Conference | Arcelia Sanchez,
DAC Representative |
| VIII. | Parent Involvement-
Parent Academy, March 20- City of Industry | Jose Arana
Maria Arana
Maria Padilla
Arcelia Sanchez
Maria Sandoval |
| IX. | Public Comment | |

Next Meetings: Thursday, April 29, 2010 (Title I)
Thursday, June 10, 2010 (SSC)



Distrito Escolar Unificado de Montebello
Escuela Suva Intermedia

6660 East Suva Street
Bell Gardens, California 90201
Telefono (562) 927-2679 • Fax (562) 806-5132



Raymond Rivera, Director • Mandy Knight, Sub-Directora • Leticia Alvidrez, Facilitadora de Intervenciones •

Concilio Consejero Escolar
Jueves, 24 de marzo de 2010
Agenda

- | | | |
|-------|---|---|
| I. | Llamar a la Orden | Verónica Fernández,
Presidenta |
| II. | Juramento a la Bandera | Ray Rivera,
Director |
| III. | Asistencia y Minutas | Rosaelva Lomeli,
Secretaria |
| IV. | Reporte del Director <ul style="list-style-type: none">• Feria de Aprendizaje• Conferencias• Intercesión• Descanso de la primavera• Actualización de presupuestos | Ray Rivera,
Director |
| V. | Detectar Implementación del plan único | Julie Kline, Repasar gastos
Especialista de Intervenciones |
| VI. | Repasar e aprobar gastos
Intervenciones | Leticia Alvidrez,
Facilitadora |
| VII. | Reporte de DAC-
Conferencia de Concilio Consejero | Arcelia Sánchez
Rep. de DAC |
| VIII. | Participación de padres-
Academia de padres 20 de marzo | Varios padres |
| IX. | Anuncios/ Comentarios Públicos | |

Próxima Juntas: Jueves, 29 de abril, 2010
Jueves, 10 de junio, 2010

Collaboration

Professional Development

Pre-Conference Boot Camp: Leadership Training -
Tuesday, April 20, 2010

4th Annual 21st Century Title I Parent Training
Conference

Wednesday, April 21 thru Saturday, 24, 2010

Hotel Accommodation: Cost \$129 nightly plus tax and service charge= Pay \$143.00

Who Should Attend? Parents & Educators

School Site Council, District Advisory Council, English Language Advisory Council, District English Language Advisory Council, Migrant Education Advisory, African American Advisory Council, Special Education Advisory Council, Officers/Members, Parent Liaisons, Family & Community Coordinators, Ombudsman, Title I Teachers, PTA/PTO Title I Coordinators/Directors, Counselors, Principals, State and Federal Directors, and Superintendents

1 PTA/PTO Membership: \$25.00 off General Admission

Location: Dana Resort on the Bay 1710 W Mission Bay Dr. San Diego, CA 92109

Cost: Pre-Conference Parent Leadership Training \$200 w/Brunch

4th Annual Title I Parent Training Conference with Award Banquet- General Admission \$395 Award Banquet Only \$65

Group Rate: 8 or more \$375

2009 attendees with 1/2 price coupons: Check the backside of your 2009 program booklet for coupon.

*You must complete the registration before August 20, 2009 to receive the 1/2 price discount.

Fee with discount added: \$200 per person (must have coupon)

For more information call Samantha at 1-619-822-4382 or visit the website at

www.caceeconference.com

Brunch Is Included Daily With Your Registration Fee! Obtain Meal Tickets At The Onsite Registration Booth.

CALIFORNIA ADVISORY COUNCIL ON EDUCATION EVENTS
(CACEE)

Compensatory Education -ESEA/Student Achievement/Parental Involvement

Office: 1-619-822-4382 Fax: 1-619-568-3626

Registration Form

Last Name: _____ First Name: _____

CALIFORNIA ADVISORY COUNCIL ON EDUCATION EVENTS
(CACEE)

Compensatory Education -ESEA/Student Achievement/Parental
Involvement

Office: 1-619-822-4382 Fax: 1-619-568-3626

Presents:

Program Improvement Starts At Home...

IT TAKES A PARENT!

"Family Friendly

Atmosphere"

Swimming
Sea World

Fishing

Bicycling

Canoeing Kayaking

Fireworks

Surfing

San

Diego Zoo

Karaoke

Dancing

SAVE THE DATE!!!

Critical Thinking

Brain Storming

Spread The Word!

**Empowerment
Leadership**

Relaxation

Sharing

Teaching

Learning

Statewide Networking and

You are about to embark on an exciting journey!

True Colors will help you uncover your positive attributes and learn how they can guide you to the work you love. When you recognize your true colors, you may see why some careers are natural to you while others may never fit and could even harm you spiritually and emotionally.

Discovering your true color can be a life changing experience, the beginning of a journey...Instead of seeing yourself or others in shades of black and white, you may begin to see people in shades of blue, green, gold and orange.

This exercise will help you determine your strongest color.

Each screen has four groups of words. Score each by deciding which group of words is:

- 4 Most like you? Select number 4
- 3 Somewhat like you? Select number 3
- 2 Just a little like you? Select number 2
- 1 Not much like you? Select number 1

Your strength is your people skills. Others are attracted to you because of your warm, kind and compassionate nature. You enjoy teaching, inspiring, and helping others solve their problems.

Your strength is duty. You are organized, punctual and dependable. Others know they can count on you to get things done. You believe that work comes before play. Your best skills include completing tasks and paying attention to details.

• Gold

Your strength is skillfulness. You are spontaneous, courageous, and a natural performer. You prefer a hands-on approach to learning and problem solving. You enjoy competition and must have fun and variety in your work.

Your strength is your knowledge. You feel best about yourself when you are solving problems and when your ideas are recognized. Your work must be mentally challenging. You like to do things that require exploring ideas, vision and strategy

• Orange

• Green

COMPONENTES DE MOMENTOS EMOTIVOS E INTELIGENTES

*Creando un ambiente de respeto,
responsabilidad y resistencia (moral,
elasticidad, fuerza) (LAS TRES R'S)*

Darse cuenta de uno mismo - estando al tanto de nuestros propios sentimientos.

Control propio—ser capaz de regular nuestras emociones y temperamentos.

Habilidad de comunicación- poder hablar asertivo (afirmativo, positivo), escuchar efectivamente y poder resolver conflictos de una manera pasiva o “en paz”.

Eficacia propia- creer en nosotros mismos y en el poder de hacer nuestras propias selección(es) en cualquier situación.

Habilidad de poder motivarse a uno mismo- persistir en los momentos de cualquier frustración.

Federal and State Programs Department

School Plan Review Meetings

November 13 - 27, 2009

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1:00	1:00 BGH	1:00	1:00	1:00
2:00 MOI	2:00 LME	2:00	2:00	2:00

CPM Visits November 13: SUE, BGI, BGH

November 20: EAI, LMI, MOI



**Programa de Educación Migrante
Cuestionario Sobre el Trabajo de la Familia**



Sus hijos pueden ser elegibles para recibir servicios educativos y de salud **GRATUITOS**.
Algunos servicios pueden incluir:

- Tutoría Después de Clases
- Clases los Sábados
- Programas de Preparación para el Kinder
- Ayuda para Recuperar Créditos de la Secundaria/Preparatoria (High School)
- Academias Universitarias en el Verano
- Campamento al Aire Libre en el Verano
- Academias de Ciencias en el Verano
- Exámenes Dentales/Referencias Médicas

Los padres reciben entrenamiento para:

involucrarse en la escuela, apoyar el logro académico de sus hijos, conocer los requisitos de admisión al colegio. Otros servicios pueden incluir, clases para obtener el certificado del GED, que es un equivalente al diploma de la escuela (secundaria/preparatoria/high school).

¿Usted o algún miembro de su familia ha trabajado o viajado en busca de empleo en algunos de los siguientes trabajos en los últimos 3 años, acompañado con sus hijos? (Por favor indique todos los trabajos agrícolas y de pesca, temporales o de temporada, que aplicar.)

<input type="checkbox"/> Trabajo de Campo/Agricultura Ejemplos: (sembrar, plantar, podar, pizar, cosechar, empacar, sortear o transportar frutas, vegetales, granos, u otras cosechas; preparación de la tierra, irrigación, fumigación, etc.)	<input type="checkbox"/> Huerta Ejemplos: (pizar, podar, sortear frutas, árboles de nueces, y viñas, etc.)	<input type="checkbox"/> Vivero Ejemplos: (sembrar, cultivar, plantar, cosechar flores, plantas, árboles, arbustos, hierbas, siembra del césped, etc.)	<input type="checkbox"/> Pesca Ejemplos: (pescar, sortear, empacar, procesar, transportar pescado o mariscos, etc.)
<input type="checkbox"/> Lechería/Granja/Rancho/Ganadería Ejemplos: (ordeñar, alimentar ganado, transportar animales; crianza de animales de granja, tales como aves de corral, chivos, cerdos, etc. ; y venta de sus productos como leche, huevos, queso, etc. para alguien o para el sustento de la familia.)	<input type="checkbox"/> Empacadora Ejemplos: (procesamiento/tratamiento, almacenaje, congelación, enlatar, empacar frutas, vegetales, carnes, etc.)	<input type="checkbox"/> Tratamiento/Procesamiento de Comida Ejemplos: (preparar, procesar, tratamiento de comidas como la salsa de tomate, jaleas de fruta, salsa, o procesamiento de trigo o de harina para productos de tortilla, cortar o empacar un surtido de carnes.)	<input type="checkbox"/> Silvicultura/Madera de Construcción/ Trabajo Forestal Ejemplos: (sembrar, plantar, cultivar, cosechar árboles; control de la vegetación, etc.)

Importante: **NO** se requieren pruebas del ingreso familiar o documentos de inmigración para recibir servicios.



Por favor provea a su escuela la siguiente información:

Nombre del Padre de Familia o Guardián: _____

Domicilio: _____

Número de Teléfono: _____

¿Cuál es la mejor hora para llamarle? 8am-12pm 12pm-6pm 6pm-8pm

Nombre del Estudiante: _____

Escuela del Estudiante: _____ Grado: _____

**Para más información llame a la oficina del Programa de Educación Migrante del Condado de los Angeles al:
(562) 922-6430.**

Home school staff please return this survey to:
Los Angeles County Office of Education, Migrant Education Program- 9300 Imperial Highway Downey CA 90242



**Migrant Education Program
Family Work Questionnaire**



Your children may be eligible to receive **FREE** educational and health services.
Possible services may include:

- After-School Tutoring
- Saturday School
- Preschool Programs
- Help Recovering High School Credits
- Summer College Academies
- Summer Outdoor Camp
- Summer Science Academies
- Dental Screenings/Medical Referrals

Parents receive training on:

how to become involved in school, how to support their children's academic success, requirements for college admissions. Other services may include, classes to obtain a GED certificate, which is an equivalent to a high school diploma.

Have you, or anyone in your family/household worked or traveled to look for work in any of the following jobs in the last 3 years? If so, did your children move as well?
(Please check all the agricultural and fishing jobs, temporary and seasonal, that apply.)

<input type="checkbox"/> Field Work/ Agriculture <u>Examples:</u> (plant, prune, pick, harvest, pack, sort or transport fruits, vegetables, grains, or other crops; soil preparation, irrigation, fumigation, etc.)	<input type="checkbox"/> Orchard <u>Examples:</u> (pick, prune, sort fruit, nut trees, vines, etc.)	<input type="checkbox"/> Nursery <u>Examples:</u> (plant, cultivate, harvest flowers, plants, trees, bushes, herbs, sod, etc.)	<input type="checkbox"/> Fishing <u>Examples:</u> (catch, sort, pack, process, transport fish or shellfish, etc.)
<input type="checkbox"/> Dairy/Farm/Ranch/ Livestock <u>Examples:</u> (milking, cattle feeding, transporting animals; raising farm animals such as poultry, goats, pigs, etc.; and sale of its products such as milk, eggs, cheese, etc. for someone or for family support.	<input type="checkbox"/> Packing <u>Examples:</u> (process, store, freeze, can, pack fruits, vegetables, meats, etc.)	<input type="checkbox"/> Food Processing <u>Examples:</u> (prepare, process foods like tomato sauce, fruit jellies, chili sauce; processing of wheat or flour for tortilla items, pack cut or pack an assortment of meats.)	<input type="checkbox"/> Forestry/Lumber <u>Examples:</u> (plant, grow, cultivate, harvest trees; thinning and vegetation control, etc.)

Important: Proof of family income or immigration status is **NOT** required to receive services.



Please provide the following information to your school:

Parent(s)/Guardian(s) Name: _____

Address: _____

Telephone: _____

What is the best time to call you? 8am-12pm 12pm-6pm 6pm-8pm

Student Name's: _____

Student's School: _____ Grade: _____

For more information call the Los Angeles County Office of Education , Migrant Education office at: (562) 922-6430.

Home school staff please return this survey to:

Los Angeles County Office of Education, Migrant Education Program - 9300 Imperial Highway Downey CA 90242

REPASO DEL PROGRAMA DE EDUCACION MIGRANTE

Oficina de Educación del Condado de Los Angeles ~ Región X

El Programa de Educación Migrante (según sus siglas MEP) esta autorizado por la Parte C del Titulo 1 de El Acta de Educación Secundaria y reautorizado bajo el Acta del 2001 'Que Ningún Niño Quede Atrás'. El propósito del MEP es de proveer instrucción suplementaria y servicios de apoyo a estudiantes migrantes para asegurar de que adquieran las destrezas y el conocimiento necesario para lograr el éxito académico. Los estudiantes migrantes son niños y jóvenes entre las edades de 3 a 21 años de los cuales el medio principal de ingreso de sus padres proviene de empleos temporales o de temporada en la agricultura, ganadería, pesca o actividad forestal y quienes su aprovechamiento educacional es impactado por su estilo de vida migratorio.

Aproximadamente 10,920 estudiantes migrantes han sido identificados en 30 distritos del Condado de Los Angeles. Los distritos escolares participantes subcontratan con la Oficina de Educación del Condado de Los Angeles (según sus siglas LACOE) para identificar y servir a estudiantes migrantes elegibles los cuales residen dentro de los límites de su distrito basado en las necesidades del asesoramiento del distrito. El personal regional provee supervisión administrativa que incluye el mantenimiento y manejo del sistema de datos de las familias migrantes identificadas y monitorea y provee asistencia técnica fiscal para asegurar el cumplimiento de las regulaciones del condado, estatal y federal.

- **IDENTIFICACIÓN & RECLUTAMIENTO (I&R)** – Un equipo de 24 reclutadores trabajan a nivel del distrito y la región para identificar y reclutar a estudiantes para el Programa de Educación Migrante, los cuales entonces recibirán servicios educacionales y de salud.

Las prioridades del programa incluyen Lectura, Escritura y Lenguaje, Tecnología, Acceso al Colegio, Servicios de Salud, Servicios Educativos de Salud, Desarrollo Profesional, y Educación de Crianza e Involucramiento de Padres. Los servicios Regionales y de Distrito recaen dentro de las siguientes categorías:

- **PROGRAMAS SUPLEMENTALES INSTRUCTIVOS Y SERVICIOS** - Incluyen clases después de escuela o sabatinas; institutos académicos y tecnológicos; servicios de tutoría; participación en conferencias y programas de liderazgo; educación al aire libre; asistencia para obtener créditos para la Preparatoria; servicios para jóvenes que están dejaron la escuela; educación preescolar; y programas de literatura familiar y desarrollo de liderazgo.
- **SERVICIOS DE SALUD** – Incluyen servicios urgentes de salud para niños migrantes necesitados tales como exámenes dentales, tratamiento dental y de vista, servicios de salud urgente y educación preventiva de salud.
- **DESARROLLO PROFESIONAL** – Servicios incluyen institutos para maestros, academias de verano, consejería, participación en conferencias y acceso a programas innovadores para incrementar el conocimiento de las necesidades únicas de la población migrante y aprender estrategias para apoyar el aprendizaje del estudiante.
- **ENVOLVIMIENTO DE LOS PADRES Y LA COMUNIDAD** - Clases de Educación para Padres y actividades de desarrollo y liderazgo son implementadas con la intención de fortalecer su papel de los padres enseñándoles nuevas formas para apoyar el éxito académico de sus hijos, desarrollar sus destrezas como líderes de sus escuelas y comunidades y prepararse para ser entrenador de otros padres.

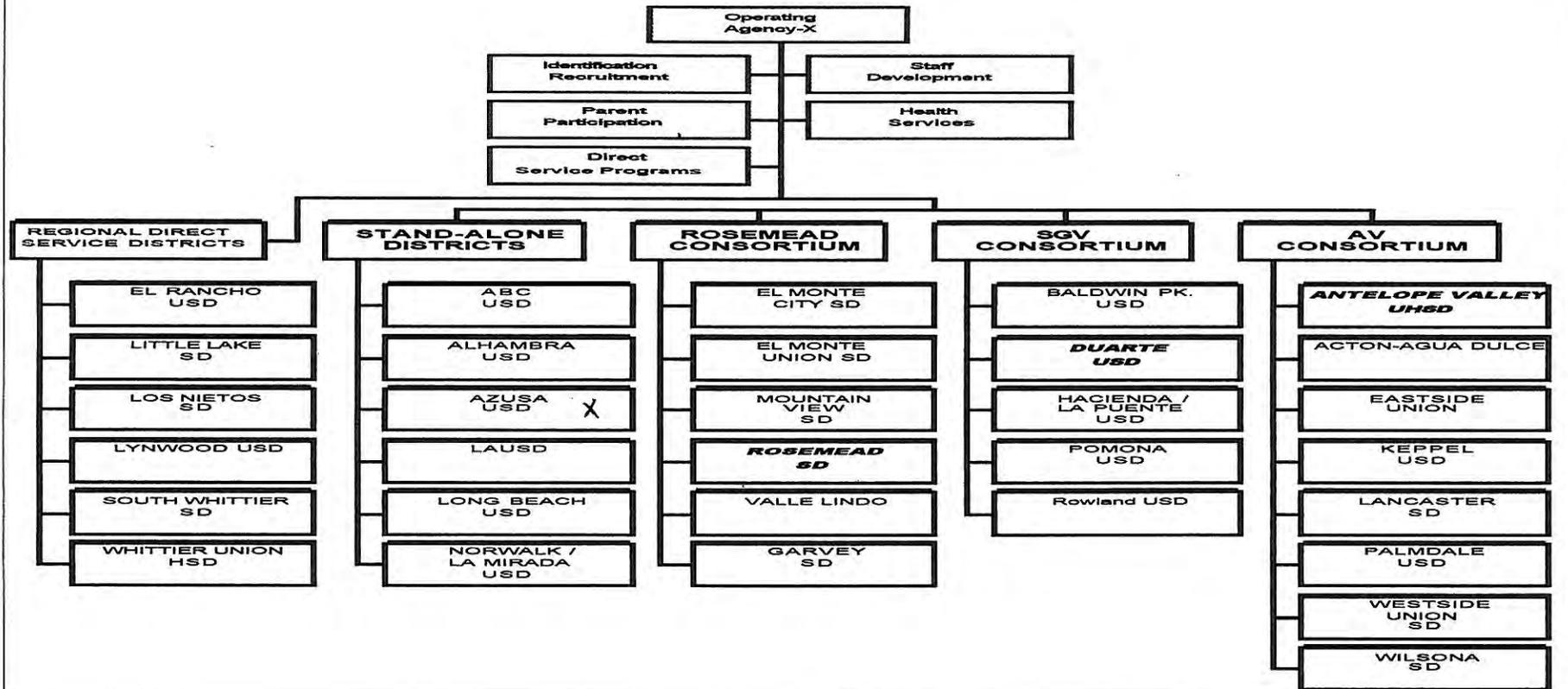
Para más información acerca del Program de Educación Migrante, favor de comunicarse con Guadalupe Mendoza, directora del programa al (562) 922-6164 o por email: Mendoza_Guadalupe@lacoedu

Programas/Servicios patrocinados por la Región, ofrecidos a estudiantes, padres, y maestros; incluyen lo siguiente:

- **CLOSE-UP** – un programa de educación cívica para estudiantes de secundaria y preparatoria que ofrece 30 horas de instrucción, paseo de una semana a Washington DC y 40 horas de servicio comunitario.
- **WORLD STRIDES TO WASHINGTON DC** un programa de educación cívica en línea (computadora) para estudiantes de secundaria y preparatoria que ofrece 30 horas de instrucción, paseo de una semana a Washington DC y 40 horas de servicio comunitario.
- **MIGRANT EDUCATION EVEN START (MEES)** – un programa con base en la escuela para padres y niños de edad preescolar entre las edades de 3 y 5 años que modela el programa federal de Even Start al proveer a los padres con literatura para adultos, clases de educación de crianza, preparación para el Kinder a niños de edad preescolar, y tiempo interactivo entre padres y niños.
- **PACE UC RIVERSIDE** – un programa residencial de una semana orientado a estudiantes de preparatoria con la meta de prepararlos a ser elegibles para ser admitidos a cualquier de las 4 ramas colegiales al graduarse de la Preparatoria.
- **TECHCONNECT EN CAL POLY POMONA** - Programa residencial de verano de una semana orientado a estudiantes de preparatoria preparándolos para el colegio. También con el énfasis de asistir a los estudiantes pasar el CAHSEE.
- **SUMMER SCIENCE ACADEMY** – Un programa educativo de Ciencia para estudiantes en los grados 1 al 6 ofrecido en colaboración con el Museo de Ciencia E industria.
- **OUTDOOR EDUCATION AND LEADERSHIP CAMP** – Un programa educativo de Ciencia/Medio Ambiente para estudiantes en los grados 4 al 6.
- **EXÁMENES Y TRATAMIENTO DENTAL** – Un servicio ofrecido en colaboración con proveedores médicos/dentales para ofrecer servicios médicos/dentales completos a estudiante con necesidades urgentes y cuyas familias no tienen otros recursos para obtener estos servicios.
- **PROGRAMA DE PADRES MENTORES** – Un programa de educación de padres utilizando a padres como facilitadores de otros padres, cubriendo una variedad de temas educacionales y de salud para asistir a los padres en involucrarse mas efectiva y activamente en la educación de sus hijos.
- **ACTIVIDADES DE LIDERAZGO DE PADRES** – Los Padres del Programa de Educación Migrante participan en Concilios Consejeros de Padres a niveles distrito, regional y estatal; también participan en Retiros de Liderazgo y conferencias estatales y nacionales.

Para más información acerca del Program de Educación Migrante, favor de comunicarse con Guadalupe Mendoza, directora del programa al (562) 922-6164 o por email: Mendoza_Guadalupe@lacoedu

LACOE-Migrant Education Region X FY-2009/2010



Auto realización

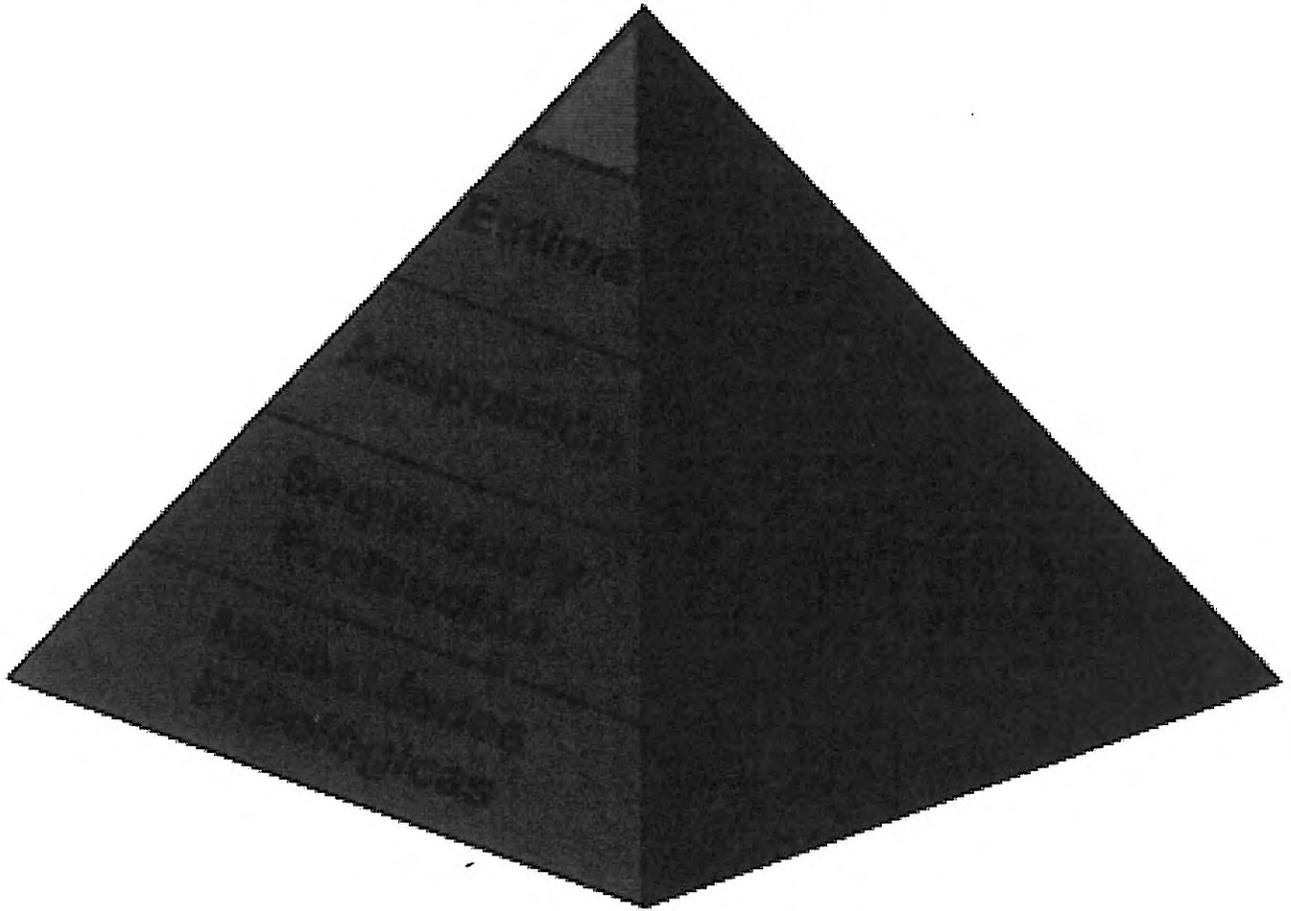


Fig 1. Pirámide de Maslow

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

School Site: Eastmont Intermediate	<input type="checkbox"/> School Improvement Plan-Year 1 & 2
Date: February 2010	<input type="checkbox"/> Corrective Action Plan-Year 3 & 4
	<input type="checkbox"/> Alternative Governance Plan-Year 5 & 5+

1. Single Plan for Student Achievement Steps & PI/CP Items

The purpose of the Single Plan for Student Achievement is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

- Step 1. Measure effectiveness of improvement strategies.
- Step 2. Seek input from school advisory committees.
- Step 3. Reaffirm or revise school goals.
- Step 4. Revise improvement strategies and expenditures.
- Step 5. Recommend the approved SPFSA to the governing board.
- Step 6. Monitor implementation of the SPFSA

2. Schoolwide Goals & Objectives: (English Language Arts, Mathematics, ELD)

- **ENGLISH:** By June 2010 Eastmont Intermediate School will demonstrate a school-wide increase of 8% from 34.6 % to 42 % at the proficient and advanced levels on the English Language Arts portion of the CST.
- **ELD:** By June 2010, EL students at Eastmont Intermediate School will demonstrate an increase of 8.1% (from 18.7% to 26.8%) at the proficient and advanced levels on the ELA portion of the CST.
- **MATHEMATICS:** By June 2010, EAI will demonstrate a school wide increase of 8% from 30.7 % to 38% at the proficient and advanced levels on the math portion of the CST.

3. Grade Level Goals & Objectives: (English Language Arts and Mathematics)

5	1. Writing Strategies 1.2 2. Number Sense 2.4, 2.5 3. Number Sense 1.4, 1.1, 2.3
6	1. Reading Comprehension 2.1 2. Reading Comprehension 2.3 3. Reading Comprehension 2.6, 2.2
7	1. Reading Comprehension 2.3, 2.6, 2.2 2.

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTT) Meeting
Program Improvement Alignment and Monitoring**

8	<p>1. Reading Comprehension 2.3, 2.6, 2.2</p> <p>2.</p> <p>3.</p>
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4. Collaboration Meetings

Date	Agenda	Focus Standards Discussed	Instructional Strategies Discussed	Data Analysis Summary
1)9/9	1)Presentation on PLC's and goals for the year	1)5 th : Writing Conventions; Math (number sense) 6 th : Language Conventions, Reading Comp. Info text,; Math: Fractions, Percents; Social Studies:	Thinking Maps Direct Instruction Reciprocal Teaching SIOF ELD strategies AVID strategies	Please see data handbook
2)3/11	2)Update on PLCs/Discussion of change from program to department PLCs	Brahmanism to Hinduism; 7 th : Reading Comp: Literary Analysis; Math: Equations 8 th : Reading Comp: Info text; Pre-Algebra: Equations; Algebra: Equations and polynomials; Science: atomic structure, forces, gas laws.		
3)5/13	3)Next Steps and Articulation for 2010-2011	2)These standards remain the focus and additional ones are added as teachers/departments modify their plans through their PLC meetings and use of the Cycle of Effective Instruction. 3)3-tier EL framework was presented. DSLTT team provided feedback. A similar framework will be used for all underperforming students.		

**Attach agenda, minutes, sign in sheets, and data.*

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

5. Classroom Level Data

Reading Assessment(s): SEE EAI HANDBOOK FOR CLASSROOM DATA: Federal and State Binders

Reading	5	6	7	8
Pre				
Post				

Math Assessment(s): _____

Math	5	6	7	8
Pre				
Post				

6. Intervention Data

Reading Assessment(s): SEE EAI HANDBOOK FOR CLASSROOM DATA

Reading	5	6	7	8
Pre				
Post				

Math Assessment(s): SEE EAI HANDBOOK FOR CLASSROOM DATA

Math	5	6	7	8
Pre				
Post				

7. Intervention Subgroup Data

**Montebello Unified School District
Federal and State Programs Department
District Site Leadership Team (DSLTL) Meeting
Program Improvement Alignment and Monitoring**

2010 SH Target	Schoolwide SH: 42%	Hispanic SH: 42%	SED SH: 42%	EL SH: 26.8	Special Ed SH: 18.6
Pre					
Post					

1. How are you using the results of the Academic Program Survey (APS) – what are you doing to address the areas of need?
- Look at classroom setting
 - Only look at student growth
 - Look at instructional strategies
 - Share with other teachers

2. Data Review/Trends
English Learners in Language Arts
700 EL students 40%
70 EL students 10%= Safe Harbor
EL Department:
How is instruction monitored?
Difficulty in applying all the strategies.
Isolate and focus on a few strategies.
Must find the balance.

3. What are you doing to address the achievement gap? What are you doing differently this year?
- EL Focus Standards= Standards-based in mathematics
 - SB Days= SIOP Training schoolwide
 - Academic Language with Kate Kinsella- content objectives, Teacher Leads= 4 teachers
 - Big Binder: break down ->Pick & choose
 - Content objectives
 - Language objectives

4. What are your academic targets for this year?
- Green form: Created custom groups = Right teachers for Right Student
 - EL: Proficient and Advanced in ELA for 3 years.
 - Recognize and honor the CELDT students in March
 - Focus on what's important
 - Teachers are 5-8 teacher facilitators.
 - BB/FBB= Intensive
 - B= Strategic

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

MONTEBELLO UNIFIED SCHOOL DISTRICT Fiscal Year 2009–10

Name of LEA: MONTEBELLO UNIFIED SCHOOL DISTRICT	
County/District (CD) Code: 196480860	
County: Los Angeles	
LEA Contact: NOREENE ARASE	Telephone Number: 323-887-7925
E-Mail: Arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	57,450	57,450	57,450
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits	7,135	7,135	7,135
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures	5,000	5,000	5,000
6000– 6999	Capital Outlay			
& 7310 7350	Transfers of Indirect Costs			
7370	Transfers of Direct Support Costs			

&				
7380				
Total Amount Budgeted		69,585	69,585	69,585

SIG Form 4b–School Projected Budget
Bell Gardens Intermediate Fiscal Year 2009–10

Name of School: Bell Gardens Intermediate	
County/District/School (CDS) Code: 19-64808-6058408	
LEA: Montebello Unified School District	
LEA Contact: Noreene Arase	Telephone Number: 323-887-7900
E-Mail: arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	990,890	1,085,890	1,085,890
2000–2999	Classified Personnel Salaries	33,571	33,571	33,571
3000–3999	Employee Benefits	250,109	274,132	274,132
4000–4999	Books and Supplies	185,526	189,774	189,774
5000–5999	Services and Other Operating Expenditures	230,040	267,540	267,540
6000–6999	Capital Outlay	160,771	0	0
& 7310	Transfers of Indirect Costs	79,508	79,508	79,508
7350				
& 7370	Transfers of Direct Support Costs	0	0	0
7380				
Total Amount Budgeted		1,930,415	1,930,415	1,930,415

SIG Form 4b–School Projected Budget
Eastmont Intermediate Fiscal Year 2009–10

Name of School: Eastmont Intermediate	
County/District/School (CDS) Code: 19-64808-6058416	
LEA: Montebello Unified School District	
LEA Contact: Noreene Arase	Telephone Number: 323-887-7900
E-Mail: arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	1,001,050	1,096,050	1,096,050
2000–2999	Classified Personnel Salaries	33,571	33,571	33,571
3000–3999	Employee Benefits	250,579	274,602	274,602
4000–4999	Books and Supplies	174,896	179,144	179,144
5000–5999	Services and Other Operating Expenditures	30,040	267,540	267,540
6000–6999	Capital Outlay	160,771	0	0
& 7310	Transfers of Indirect Costs	79,508	79,508	79,508
& 7350				
& 7370	Transfers of Direct Support Costs	0	0	0
& 7380				
Total Amount Budgeted		1,930,415	1,930,415	1,930,415

SIG Form 4b–School Projected Budget
La Merced Intermediate Fiscal Year 2009–10

Name of School: La Merced Intermediate	
County/District/School (CDS) Code: 19-64808-6085674	
LEA: Montebello Unified School District	
LEA Contact: Noreene Arase	Telephone Number: 323-887-7900
E-Mail: arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	995,700	1,090,700	1,090,700
2000–2999	Classified Personnel Salaries	33,571	33,571	33,571
3000–3999	Employee Benefits	250,707	274,730	274,730
4000–4999	Books and Supplies	180,118	221,866	221,866
5000–5999	Services and Other Operating Expenditures	230,040	230,040	230,040
6000–6999	Capital Outlay	160,771	0	0
& 7310	Transfers of Indirect Costs	79,508	79,508	79,508
& 7350				
& 7370	Transfers of Direct Support Costs	0	0	0
& 7380				
Total Amount Budgeted		1,930,415	1,930,415	1,930,415

SIG Form 4b–School Projected Budget
Macy Intermediate Fiscal Year 2009–10

Name of School: Macy Intermediate	
County/District/School (CDS) Code: 19-64808-740740	
LEA: Montebello Unified School District	
LEA Contact: Noreene Arase	Telephone Number: 323-887-7900
E-Mail: arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	973,950	1,068,950	1,068,950
2000–2999	Classified Personnel Salaries	33,571	33,571	33,571
3000–3999	Employee Benefits	248,005	272,028	272,028
4000–4999	Books and Supplies	204,682	208,930	208,930
5000–5999	Services and Other Operating Expenditures	229,928	267,428	267,428
6000–6999	Capital Outlay	160,771	0	0
& 7310	Transfers of Indirect Costs	79,508	79,508	79,508
& 7350				
& 7370	Transfers of Direct Support Costs	0	0	0
& 7380				
Total Amount Budgeted		1,930,415	1,930,415	1,930,415

SIG Form 4b–School Projected Budget
Montebello Intermediate Fiscal Year 2009–10

Name of School: Montebello Intermediate	
County/District/School (CDS) Code: 19-64808-6058432	
LEA: Montebello Unified School District	
LEA Contact: Noreene Arase	Telephone Number: 323-887-7900
E-Mail: arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	990,550	1,085,550	1,085,550
2000–2999	Classified Personnel Salaries	33,571	33,571	33,571
3000–3999	Employee Benefits	250,067	274,090	274,090
4000–4999	Books and Supplies	185,908	227,656	227,656
5000–5999	Services and Other Operating Expenditures	230,040	230,040	230,040
6000–6999	Capital Outlay	160,771	0	0
& 7310	Transfers of Indirect Costs	79,508	79,508	79,508
& 7350				
& 7370	Transfers of Direct Support Costs	0	0	0
& 7380				
Total Amount Budgeted		1,930,415	1,930,415	1,930,415

SIG Form 4b–School Projected Budget
Suva Intermediate Fiscal Year 2009–10

Name of School: Suva Intermediate	
County/District/School (CDS) Code: 19-64808-6020655	
LEA: Montebello Unified School District	
LEA Contact: Noreene Arase	Telephone Number: 323-887-7900
E-Mail: arase_noreene@montebello.k12.ca.us	Fax Number: 323-887-5896
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–1999	Certificated Personnel Salaries	1,000,570	1,095,570	1,095,570
2000–2999	Classified Personnel Salaries	33,571	33,571	33,571
3000–3999	Employee Benefits	251,312	275,353	275,353
4000–4999	Books and Supplies	174,643	216,391	216,391
5000–5999	Services and Other Operating Expenditures	230,040	230,040	230,040
6000–6999	Capital Outlay	160,771	0	0
& 7310	Transfers of Indirect Costs	79,508	79,508	79,508
& 7350				
& 7370	Transfers of Direct Support Costs	0	0	0
& 7380				
Total Amount Budgeted		1,930,415	1,930,415	1,930,415

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel 5 additional days x 3 TOSAs for curriculum professional development (5 days x \$425 x 3 TOSAs x 6 sites)	1000-1999	38,250	38,250	38,250
Nightly/Saturday trainings (presenters) (5 days @ \$190 x 1 presenter x 6 sites)	1000-1999	5,700	5,700	5,700
1 Intervention Facilitator @ 5 additional days to co-plan and facilitate collaboration training activities (\$450 x 5 days x 6 sites)	1000-1999	13,500	13,500	13,500
Employee Benefits Certificated Personnel \$57,450 x 0.1242	3000-3999	7,135	7,135	7,135
Services & Other Operating Expenditures Facilities for training activities @ \$500 x 10 days	5100	5,000	5,000	5,000
TOTAL		69,585	69,585	69,585

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Bell Gardens Intermediate funding will be used to provide technical assistance and/or professional development to build capacity of the staff to improve student achievement. There is a great need at this Program Improvement Year 5+ school to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. By utilizing a web-based student diagnostic assessment program, students can easily be assessed. Teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Montebello Unified School District is requesting to implement training at this school site on the use of the web-based online student assessment program utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

School Name:

Bell Gardens Intermediate

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel				
· One Intervention Teacher: Data Coach – Providing Support for at-risk students	1910	95,000	95,000	95,000
· One Instructional Coach	1910	95,000	95,000	95,000
· Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1910	532,000	532,000	532,000
· One Intervention Counselor	1210	0	95,000	95,000

<ul style="list-style-type: none"> - Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60 	1135	26,700	26,700	26,700
<ul style="list-style-type: none"> - Stipends: 37 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning 	1170	70,300	70,300	70,300
<ul style="list-style-type: none"> - Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment 	1170	76,000	76,000	76,000
<ul style="list-style-type: none"> - Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days 	1170	19,000	19,000	19,000
<ul style="list-style-type: none"> - Substitute Teachers: 37 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment) 	1160	19,240	19,240	19,240
<ul style="list-style-type: none"> - Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> - Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc. 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> - One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities 	1910	4,250	4,250	4,250

<ul style="list-style-type: none"> · Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft 	1910	12,750	12,750	12,750
<ul style="list-style-type: none"> · One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer 	1910	4,250	4,250	4,250
Classified Employees				
<ul style="list-style-type: none"> · One FTE Sr. Office Assistant 	2400	30,771	30,771	30,771
<ul style="list-style-type: none"> · Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment 	2410	1,600	1,600	1,600
<ul style="list-style-type: none"> · Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment 	2910	1,200	1,200	1,200
Employee Benefits				
<ul style="list-style-type: none"> · 1 Intervention Teacher-Data Coach 	3000	23,992	23,992	23,992
<ul style="list-style-type: none"> · 1 Instructional Coach 		23,992	23,992	23,992
<ul style="list-style-type: none"> · 7 Teachers 		151,393	151,424	151,424
<ul style="list-style-type: none"> · 1 Intervention Counselor 			23,992	23,992
<ul style="list-style-type: none"> · Certificated personnel \$268,890x 0.1242 		33,396	33,396	33,396
<ul style="list-style-type: none"> · Sr. Office Assistant 		16,760	16,760	16,760
<ul style="list-style-type: none"> · Classified personnel \$2,800 x 0.2057 	3999	576	576	576
Books and Supplies				

· Training Materials	4310	37,645	41,893	41,893
· Office Supplies	4350	35,000	35,000	35,000
· Supplemental intervention materials for identified students per Diagnostic Assessment	4210	100,000	100,000	100,000
· Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	4210	7,176	7,176	7,176
· Stage L books-350 consumable books needed @ \$16.30 each	4210	5,705	5,705	5,705
Services & Other Operating Expenditures				
· Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	5850	35,200	35,200	35,200
· Facilities for Training @ 500 x 4 days	5220	2,000	2,000	2,000
· Aveson: Cycle of instruction \$1500/day for 4 days	5850	6,000	6,000	6,000
· Kate Kinsella \$4500/day	5850	4,500	4,500	4,500
· Facilities for training @ \$1042/day for 20 days	5220	20,840	20,840	20,840
· Community meetings, family literacy/math nights and parent component (24 days @ \$1000/day)	5220	24,000	24,000	24,000
· CORE Theresa Hancock	5850	65,000	75,000	75,000

· Consulting: Global Partnership Schools for Principal Leadership training	5850	72,500	100,000	100,000
Capital Outlay				
Computers & Printer to facilitate the implementation of Diagnostic Assessment				
· 35 desktop computers @ \$735 each	6400	25,725	0	0
· 1 Printer	6400	1,646	0	0
· Computer license fees @ \$240 x 35	6400	8,400	0	0
· 4 Mobile Labs @ 20/cart = \$26,450 x 4	6400	105,800	0	0
· License fees @ \$240 x 80	6400	19,200	0	0
Indirect Costs				
· 2,000,000 x 0.0474	7310	79,508	79,508	79,508
TOTAL		1,930,415	1,930,415	1,930,415

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Eastmont Intermediate School funding will be used to provide technical assistance and/or professional development to build capacity of the staff to improve student achievement. There is a great need at this Program Improvement Year 5+ school to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. By utilizing a web-based student diagnostic assessment program, students can easily be assessed. Teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Montebello Unified School District is requesting to implement training at this school site on the use of the web-based online student assessment program utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

School Name:

Eastmont Intermediate

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel				
· One Intervention Teacher: Data Coach – Providing Support for at-risk students	1910	110,000	110,000	110,000
· One Instructional Coach	1910	95,000	95,000	95,000
· Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1910	532,000	532,000	532,000
· One Intervention Counselor	1210	0	95,000	95,000

<ul style="list-style-type: none"> - Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60 	1135	26,700	26,700	26,700
<ul style="list-style-type: none"> - Stipends: 35 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning 	1170	66,500	66,500	66,500
<ul style="list-style-type: none"> - Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment 	1170	76,000	76,000	76,000
<ul style="list-style-type: none"> - Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days 	1170	19,000	19,000	19,000
<ul style="list-style-type: none"> - Substitute Teachers: 35 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment) 	1160	18,200	18,200	18,200
<ul style="list-style-type: none"> - Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> - Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc. 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> - One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities 	1910	4,250	4,250	4,250

<ul style="list-style-type: none"> · Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft 	1910	12,750	12,750	12,750
<ul style="list-style-type: none"> · One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer 	1910	4,250	4,250	4,250
Classified Employees				
<ul style="list-style-type: none"> · One FTE Sr. Office Assistant 	2400	30,771	30,771	30,771
<ul style="list-style-type: none"> · Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment 	2410	1,600	1,600	1,600
<ul style="list-style-type: none"> · Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment 	2910	1,200	1,200	1,200
Employee Benefits				
<ul style="list-style-type: none"> · 1 Intervention Teacher-Data Coach 	3000	25,855	25,855	25,855
<ul style="list-style-type: none"> · 1 Instructional Coach 		23,992	23,992	23,992
<ul style="list-style-type: none"> · 7 Teachers 		151,393	151,424	151,424
<ul style="list-style-type: none"> · 1 Intervention Counselor 			23,992	23,992
<ul style="list-style-type: none"> · Certificated personnel \$257,675 x 0.1242 		32,003	32,003	32,003
<ul style="list-style-type: none"> · Sr. Office Assistant 		16,760	16,760	16,760
<ul style="list-style-type: none"> · Classified personnel \$2,800 x 0.2057 	3999	576	576	576
Books and Supplies				

· Diagnostic Assessments: 1160 students @ 14.70 each x 2	4310	34,104	34,104	34,104
· Training Materials	4310	22,911	25,159	25,159
· Office Supplies	4350	20,000	22,000	22,000
· Supplemental intervention materials for identified students per Diagnostic Assessment	4210	85,000	85,000	85,000
· Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	4210	7,176	7,176	7,176
· Stage L books-350 consumable books needed @ \$16.30 each	4210	5,705	5,705	5,705
Services & Other Operating Expenditures				
· Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	5850	35,200	35,200	35,200
· Facilities for Training @ 500 x 4 days	5220	2,000	2,000	2,000
· Aveson: Cycle of instruction \$1500/day for 4 days	5850	6,000	6,000	6,000
· Kate Kinsella \$4500/day	5850	4,500	4,500	4,500
· Facilities for training @ \$1042/day for 20 days	5220	20,840	20,840	20,840
· Community meetings, family literacy/math nights and parent component (24 days @ \$1000/day)	5220	24,000	24,000	24,000

· CORE Theresa Hancock	5850	65,000	75,000	75,000
· Consulting: Global Partnership Schools for Principal Leadership training	5850	72,500	100,000	100,000
Capital Outlay				
Computers & Printer to facilitate the implementation of Diagnostic Assessment				
· 35 desktop computers @ \$735 each	6400	25,725	0	0
· 1 Printer	6400	1,646	0	0
· Computer license fees @ \$240 x 35	6400	8,400	0	0
· 4 Mobile Labs @ 20/cart = \$26,450 x 4	6400	105,800	0	0
· License fees @ \$240 x 80	6400	19,200	0	0
Indirect Costs				
· 2,000,000 x 0.0474	7310	79,508	79,508	79,508
TOTAL		1,930,415	1,930,415	1,930,415

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

La Merced Intermediate funding will be used to provide technical assistance and/or professional development to build capacity of the staff to improve student achievement. There is a great need at this Program Improvement Year 5+ school to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. By utilizing a web-based student diagnostic assessment program, students can easily be assessed. Teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Montebello Unified School District is requesting to implement training at this school site on the use of the web-based online student assessment program utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

School Name:

La Merced Intermediate

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel				
· One Intervention Teacher: Data Coach – Providing Support for at-risk students	1910	95,000	95,000	95,000
· One Instructional Coach	1910	95,000	95,000	95,000
· Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1910	532,000	532,000	532,000
· One Intervention Counselor	1210	0	95,000	95,000

<ul style="list-style-type: none"> · Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60 	1135	26,700	26,700	26,700
<ul style="list-style-type: none"> · Stipends: 51 teachers x \$190 x 7 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning 	1170	67,830	67,830	67,830
<ul style="list-style-type: none"> · Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment 	1170	76,000	76,000	76,000
<ul style="list-style-type: none"> · Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days 	1170	19,000	19,000	19,000
<ul style="list-style-type: none"> · Substitute Teachers: 51 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment) 	1160	26,520	26,520	26,520
<ul style="list-style-type: none"> · Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> · Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc. 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> · One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities 	1910	4,250	4,250	4,250

<ul style="list-style-type: none"> · Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft 	1910	12,750	12,750	12,750
<ul style="list-style-type: none"> · One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer 	1910	4,250	4,250	4,250
Classified Employees				
<ul style="list-style-type: none"> · One FTE Sr. Office Assistant 	2400	30,771	30,771	30,771
<ul style="list-style-type: none"> · Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment 	2410	1,600	1,600	1,600
<ul style="list-style-type: none"> · Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment 	2910	1,200	1,200	1,200
Employee Benefits				
<ul style="list-style-type: none"> · 1 Intervention Teacher-Data Coach 	3000	23,992	23,992	23,992
<ul style="list-style-type: none"> · 1 Instructional Coach 		23,992	23,992	23,992
<ul style="list-style-type: none"> · 7 Teachers 		151,393	151,424	151,424
<ul style="list-style-type: none"> · 1 Intervention Counselor 			23,992	23,992
<ul style="list-style-type: none"> · Certificated personnel \$273,700x 0.1242 		33,994	33,994	33,994
<ul style="list-style-type: none"> · Sr. Office Assistant 		16,760	16,760	16,760
<ul style="list-style-type: none"> · Classified personnel \$2,800 x 0.2057 	3999	576	576	576
Books and Supplies				

· Training Materials	4310	36,237	46,085	46,085
· Office Supplies	4350	31,000	42,900	42,900
· Supplemental intervention materials for identified students per Diagnostic Assessment	4210	100,000	120,000	120,000
· Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	4210	7,176	7,176	7,176
· Stage L books-350 consumable books needed @ \$16.30 each	4210	5,705	5,705	5,705
Services & Other Operating Expenditures				
· Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	5850	35,200	35,200	35,200
· Facilities for Training @ 500 x 4 days	5220	2,000	2,000	2,000
· Aveson: Cycle of instruction \$1500/day for 4 days	5850	6,000	6,000	6,000
· Kate Kinsella \$4500/day	5850	4,500	4,500	4,500
· Facilities for training @ \$1042/day for 20 days	5220	20,840	20,840	20,840
· Community meetings, family literacy/math nights and parent component (24 days @ \$1000/day)	5220	24,000	24,000	24,000
· CORE Theresa Hancock	5850	65,000	65,000	65,000

· Consulting: Global Partnership Schools for Principal Leadership training	5850	72,500	72,500	72,500
Capital Outlay				
Computers & Printer to facilitate the implementation of Diagnostic Assessment				
· 35 desktop computers @ \$735 each	6400	25,725	0	0
· 1 Printer	6400	1,646	0	0
· Computer license fees @ \$240 x 35	6400	8,400	0	0
· 4 Mobile Labs @ 20/cart = \$26,450 x 4	6400	105,800	0	0
· License fees @ \$240 x 80	6400	19,200	0	0
Indirect Costs				
· 2,000,000 x 0.0474	7310	79,508	79,508	79,508
TOTAL		1,930,415	1,930,415	1,930,415

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Macy Intermediate funding will be used to provide technical assistance and/or professional development to build capacity of the staff to improve student achievement. There is a great need at this Program Improvement Year 5+ school to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. By utilizing a web-based student diagnostic assessment program, students can easily be assessed. Teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Montebello Unified School District is requesting to implement training at this school site on the use of the web-based online student assessment program utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

School Name:

Macy Intermediate

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel				
· One Intervention Teacher: Data Coach – Providing Support for at-risk students	1910	95,000	95,000	95,000
· One Instructional Coach	1910	95,000	95,000	95,000
· Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1910	532,000	532,000	532,000
· One Intervention Counselor	1210	0	95,000	95,000

<ul style="list-style-type: none"> - Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60 	1135	26,700	26,700	26,700
<ul style="list-style-type: none"> - Stipends: 30 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning 	1170	57,000	57,000	57,000
<ul style="list-style-type: none"> - Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment 	1170	76,000	76,000	76,000
<ul style="list-style-type: none"> - Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days 	1170	19,000	19,000	19,000
<ul style="list-style-type: none"> - Substitute Teachers: 30 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment) 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> - Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> - Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc. 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> - One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities 	1910	4,250	4,250	4,250

<ul style="list-style-type: none"> Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft 	1910	12,750	12,750	12,750
<ul style="list-style-type: none"> One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer 	1910	4,250	4,250	4,250
Classified Employees				
<ul style="list-style-type: none"> One FTE Sr. Office Assistant 	2400	30,771	30,771	30,771
<ul style="list-style-type: none"> Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment 	2410	1,600	1,600	1,600
<ul style="list-style-type: none"> Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment 	2910	1,200	1,200	1,200
Employee Benefits				
<ul style="list-style-type: none"> 1 Intervention Teacher-Data Coach 	3000	23,992	23,992	23,992
<ul style="list-style-type: none"> 1 Instructional Coach 		23,992	23,992	23,992
<ul style="list-style-type: none"> 7 Teachers 		151,393	151,424	151,424
<ul style="list-style-type: none"> 1 Intervention Counselor 			23,992	23,992
<ul style="list-style-type: none"> Certificated personnel \$251,950 x 0.1242 		31,292	31,292	31,292
<ul style="list-style-type: none"> Sr. Office Assistant 		16,760	16,760	16,760
<ul style="list-style-type: none"> Classified personnel \$2,800 x 0.2057 	3999	576	576	576
Books and Supplies				

· Diagnostic Assessments: 1028 students @ 14.70 each x 2	4310	30,224	30,224	30,224
· Training Materials	4310	35,825	35,825	35,825
· Office Supplies	4350	30,752	35,000	35,000
· Supplemental intervention materials for identified students per Diagnostic Assessment	4210	95,000	95,000	95,000
· Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	4210	7,176	7,176	7,176
· Stage L books-350 consumable books needed @ \$16.30 each	4210	5,705	5,705	5,705
Services & Other Operating Expenditures				
· Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	5850	35,200	35,200	35,200
· Facilities for Training @ 472 x 4 days	5220	1,888	1,888	1,888
· Aveson: Cycle of instruction \$1500/day for 4 days	5850	6,000	6,000	6,000
· Kate Kinsella \$4500/day	5850	4,500	4,500	4,500
· Facilities for training @ \$1042/day for 20 days	5220	20,840	20,840	20,840
· Community meetings, family literacy/math nights and parent component (24 days @ \$1000/day)	5220	24,000	24,000	24,000
· CORE Theresa Hancock	5850	65,000	75,000	75,000

· Consulting: Global Partnership Schools for Principal Leadership training	5850	72,500	100,000	100,000
Capital Outlay				
Computers & Printer to facilitate the implementation of Diagnostic Assessment				
· 35 desktop computers @ \$735 each	6400	25,725	0	0
· 1 Printer	6400	1,646	0	0
· Computer license fees @ \$240 x 35	6400	8,400	0	0
· 4 Mobile Labs @ 20/cart = \$26,450 x 4	6400	105,800	0	0
· License fees @ \$240 x 80	6400	19,200	0	0
Indirect Costs				
· 2,000,000 x 0.0474		79,508	79,508	79,508
TOTAL		1,930,415	1,930,415	1,930,415

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Montebello Intermediate funding will be used to provide technical assistance and/or professional development to build capacity of the staff to improve student achievement. There is a great need at this Program Improvement Year 5+ school to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. By utilizing a web-based student diagnostic assessment program, students can easily be assessed. Teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Montebello Unified School District is requesting to implement training at this school site on the use of the web-based online student assessment program utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

School Name:

Montebello Intermediate

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel				
· One Intervention Teacher: Data Coach – Providing Support for at-risk students	1910	95,000	95,000	95,000
· One Instructional Coach	1910	95,000	95,000	95,000
· Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1910	532,000	532,000	532,000
· One Intervention Counselor	1210	0	95,000	95,000

<ul style="list-style-type: none"> · Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60 	1135	26,700	26,700	26,700
<ul style="list-style-type: none"> · Stipends: 40 teachers x \$190 x 9 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning 	1170	68,400	68,400	68,400
<ul style="list-style-type: none"> · Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment 	1170	76,000	76,000	76,000
<ul style="list-style-type: none"> · Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days 	1170	19,000	19,000	19,000
<ul style="list-style-type: none"> · Substitute Teachers: 40 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment) 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> · Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> · Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc. 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> · One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities 	1910	4,250	4,250	4,250

<ul style="list-style-type: none"> Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft 	1910	12,750	12,750	12,750
<ul style="list-style-type: none"> One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer 	1910	4,250	4,250	4,250
Classified Employees				
<ul style="list-style-type: none"> One FTE Sr. Office Assistant 	2400	30,771	30,771	30,771
<ul style="list-style-type: none"> Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment 	2410	1,600	1,600	1,600
<ul style="list-style-type: none"> Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment 	2910	1,200	1,200	1,200
Employee Benefits				
<ul style="list-style-type: none"> 1 Intervention Teacher-Data Coach 	3000	23,992	23,992	23,992
<ul style="list-style-type: none"> 1 Instructional Coach 		23,992	23,992	23,992
<ul style="list-style-type: none"> 7 Teachers 		151,393	151,424	151,424
<ul style="list-style-type: none"> 1 Intervention Counselor 			23,992	23,992
<ul style="list-style-type: none"> Certificated personnel \$268,550x 0.1242 		33,354	33,354	33,354
<ul style="list-style-type: none"> Sr. Office Assistant 		16,760	16,760	16,760
<ul style="list-style-type: none"> Classified personnel \$2,800 x 0.2057 	3999	576	576	576
Books and Supplies				

· Diagnostic Assessments: 1334 students @ 14.70 each x 2	4310	39,220	39,220	39,220
· Training Materials	4310	26,807	45,655	45,655
· Office Supplies	4350	22,000	44,900	44,900
· Supplemental intervention materials for identified students per Diagnostic Assessment	4210	85,000	85,000	85,000
· Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	4210	7,176	7,176	7,176
· Stage L books-350 consumable books needed @ \$16.30 each	4210	5,705	5,705	5,705
Services & Other Operating Expenditures				
· Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	5850	35,200	35,200	35,200
· Facilities for Training @ 500 x 4 days	5220	2,000	2,000	2,000
· Aveson: Cycle of instruction \$1500/day for 4 days	5850	6,000	6,000	6,000
· Kate Kinsella \$4500/day	5850	4,500	4,500	4,500
· Facilities for training @ \$1042/day for 20 days	5220	20,840	20,840	20,840
· Community meetings, family literacy/math nights and parent component (24 days @ \$1000/day)	5220	24,000	24,000	24,000

· CORE Theresa Hancock	5850	65,000	65,000	65,000
· Consulting: Global Partnership Schools for Principal Leadership training	5850	72,500	72,500	72,500
Capital Outlay				
Computers & Printer to facilitate the implementation of Diagnostic Assessment				
· 35 desktop computers @ \$735 each	6400	25,725	0	0
· 1 Printer	6400	1,646	0	0
· Computer license fees @ \$240 x 35	6400	8,400	0	0
· 4 Mobile Labs @ 20/cart = \$26,450 x 4	6400	105,800	0	0
· License fees @ \$240 x 80	6400	19,200	0	0
Indirect Costs				
· 2,000,000 x 0.0474	7310	79,508	79,508	79,508
TOTAL		1,930,415	1,930,415	1,930,415

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Suva Intermediate funding will be used to provide technical assistance and/or professional development to build capacity of the staff to improve student achievement. There is a great need at this Program Improvement Year 5+ school to provide ongoing standards-based supplemental assessments to specifically identify intensive need students in reading and mathematics. By utilizing a web-based student diagnostic assessment program, students can easily be assessed. Teachers will have immediate results to identify student needs in order to provide appropriate intervention instruction and scaffold standards-based skilled lessons and teach intervention lessons to the neediest of students. Montebello Unified School District is requesting to implement training at this school site on the use of the web-based online student assessment program utilizing computers and to provide teachers with the needed support to analyze ongoing individualized student assessment data and to appropriately modify instruction.

School Name:

Suva Intermediate

Activity Description (See instructions)	Object Code	Subtotal Year 1	Subtotal Year 2	Subtotal Year 3
Certificated Personnel				
· One Intervention Teacher: Data Coach – Providing Support for at-risk students	1910	95,000	95,000	95,000
· One Instructional Coach	1910	95,000	95,000	95,000
· Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1910	532,000	532,000	532,000
· One Intervention Counselor	1210	0	95,000	95,000

<ul style="list-style-type: none"> · Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60 	1135	26,700	26,700	26,700
<ul style="list-style-type: none"> · Stipends: 41 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning 	1170	77,900	77,900	77,900
<ul style="list-style-type: none"> · Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment 	1170	76,000	76,000	76,000
<ul style="list-style-type: none"> · Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days 	1170	19,000	19,000	19,000
<ul style="list-style-type: none"> · Substitute Teachers: 41 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment) 	1160	21,320	21,320	21,320
<ul style="list-style-type: none"> · Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students 	1160	20,800	20,800	20,800
<ul style="list-style-type: none"> · Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc. 	1160	15,600	15,600	15,600
<ul style="list-style-type: none"> · One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities 	1910	4,250	4,250	4,250

· Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1910	12,750	12,750	12,750
· One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1910	4,250	4,250	4,250
Classified Employees				
· One FTE Sr. Office Assistant	2400	30,771	30,771	30,771
· Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	2410	1,600	1,600	1,600
· Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	2910	1,200	1,200	1,200
Employee Benefits				
· 1 Intervention Teacher-Data Coach	3000	23,992	23,992	23,992
· 1 Instructional Coach		23,992	23,992	23,992
· 7 Teachers		151,393	151,424	151,424
· 1 Intervention Counselor			23,992	23,992
· Certificated personnel \$278,5700x 0.1242		34,599	34,599	34,599
· Sr. Office Assistant		16,760	16,760	16,760
· Classified personnel \$2,800 x 0.2057	3999	576	576	576
Books and Supplies				

· Training Materials	4310	26,807	44,243	44,243
· Office Supplies	4350	14,955	39,267	39,267
· Supplemental intervention materials for identified students per Diagnostic Assessment	4210	120,000	120,000	120,000
· Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	4210	7,176	7,176	7,176
· Stage L books-350 consumable books needed @ \$16.30 each	4210	5,705	5,705	5,705
Services & Other Operating Expenditures				
· Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	5850	35,200	35,200	35,200
· Facilities for Training @ 500 x 4 days	5220	2,000	2,000	2,000
· Aveson: Cycle of instruction \$1500/day for 4 days	5850	6,000	6,000	6,000
· Kate Kinsella \$4500/day	5850	4,500	4,500	4,500
· Facilities for training @ \$1042/day for 20 days	5220	20,840	20,840	20,840
· Community meetings, family literacy/math nights and parent component (24 days @ \$1000/day)	5220	24,000	24,000	24,000
· CORE Theresa Hancock	5850	65,000	65,000	65,000

· Consulting: Global Partnership Schools for Principal Leadership training	5850	72,500	72,500	72,500
Capital Outlay				
Computers & Printer to facilitate the implementation of Diagnostic Assessment				
· 35 desktop computers @ \$735 each	6400	25,725	0	0
· 1 Printer	6400	1,646	0	0
· Computer license fees @ \$240 x 35	6400	8,400	0	0
· 4 Mobile Labs @ 20/cart = \$26,450 x 4	6400	105,800	0	0
· License fees @ \$240 x 80	6400	19,200	0	0
Indirect Costs				
· 2,000,000 x 0.0474	7310	79,508	79,508	79,508
TOTAL		1,930,415	1,930,415	1,930,415

SIG Form 6–General Assurances and Certifications

General Assurances
(Required for all Applicants)

Certifications Regarding Drug-Free Workplace, Lobbying, and Debarment and Suspension

ON FILE

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

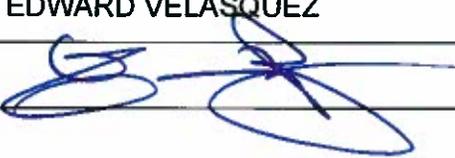
1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.

21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	MONTEBELLO UNIFIED SCHOOL DISTRICT
Authorized Executive:	EDWARD VELASQUEZ
Signature of Authorized Executive	

SIG Form 8–Waivers Requested**Waivers Requested**

The LEA must check each waiver that the LEA will implement (see page 24 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

RESPONSE:

The state of California indicates that it has requested this waiver of the period of availability of school improvement funds. If approved, that waiver automatically applies to this application.

Other Waivers will not be requested.

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Bell Gardens Intermediate	19648086058408	062547003791			X							6,000,000
Eastmont Intermediate School	19648086058416	062547003795			X							6,000,000
La Merced Intermediate	19648086085674	062547003800			X							6,000,000
Macy Intermediate	19648086020572	062547003801			X							6,000,000
Montebello Intermediate School	19648086058432	062547003804			X							6,000,000
Suva Intermediate	19648086085682	062547003810			X							6,000,000

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

Montebello Unified School District does not have any school designated as Tier I nor Tier II, and thus will not apply to serve any such school. SIG Form 10 is not applicable to this submission. We have completed SIG Form 11 on behalf of the Tier III schools which will be served.

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:

Bell Gardens Intermediate School

Intervention Model: Other ___ Modified Transformation Model (Tier III) _____

Total FTE required: ___ LEA ___ 11 ___ School ___ Other

Services & Activities	Timeline									Projected Costs		Other Resources	Oversight
	2010-11			2011-12			2012-13			School	LEA		(LEA / School)
	%	Begin	End	%	Begin	End	%	Begin	End				
Certificated Personnel													
One Intervention Teacher: Data Coach – Providing Support for at-risk students	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 285,000		Title I	School
One Instructional Coach	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 285,000		Title I, II, III, LEP, and ELAP	School
Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 1,596,000		Title I / General Fund	School
One Intervention Counselor				1/2	Sep	Aug	1/2	Sep	Aug	\$ 190,000		Title I / General Fund	School
Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 80,100		Title I, LEP	School

Services & Activities	Timeline										Projected Costs		Oth. Resources	Oversight
Stipends: 37 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 210,900		Title I, II, III, LEP, and ELAP	LEA
Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 228,000		Title I, II, III, LEP, and ELAP	LEA
Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 57,000		Title I, II, III, LEP, and ELAP	LEA
Substitute Teachers: 37 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment)	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 57,720		Title I	LEA
Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 62,400		Title I, LEP	LEA

Services & Activities	Timeline									Projected Costs		Oth. Resources	Oversight
Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc.	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 46,800		Title I, II, LEP	LEA
One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 12,750		Title I	School
Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 38,250		Title I	School
One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 12,750		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs	Oth. Resources	Oversight
Classified Employees													
One FTE Sr. Office Assistant	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 92,313		Title I, LEP	School
Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 4,800		Title I, LEP	School
Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 3,600		Title I	School
Employee Benefits													
1 Intervention Teacher-Data Coach	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA
1 Instructional Coach	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA
7 Teachers	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 454,241		Title I, II, III, LEP, ELAP, and General Fund	LEA

1 Intervention Counselor				1/2	Sep	Aug	1/2	Sep	Aug	\$ 47,984		Title I, II, III, LEP, ELAP, and General Fund	LEA
Certificated personnel \$268,890x 0.1242	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 100,188		Title I, II, III, LEP, ELAP, and Gen.Fund	LEA
Sr. Office Assistant	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 50,280		Title I, LEP	LEA
Classified personnel \$2,800 x 0.2057	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 1,728		Title I, LEP	LEA
Books and Supplies													
Training Materials	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 121,431		Title I, LEP	LEA
Office Supplies	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 105,000		Title I, LEP	School
Supplemental intervention materials for identified students per Diagnostic Assessment	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 300,000		Title I, LEP	LEA
Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 21,528		Title I, LEP	LEA
Stage L books-350 consumable books needed @ \$16.30 each	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug	\$ 17,115		Title I, LEP	LEA

Services & Activities	Timeline										Projected Costs	Oth. Resources	Oversight
Services & Other Operating Expenditures													
Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 105,600	Title I	LEA
Facilities for Training @ 500 x 4 days	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 6,000	Title I	LEA
Aveson: Cycle of instruction \$1500/day for 4 days	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 18,000	Title II	LEA
Kate Kinsella \$4500/day	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 13,500	Title III	LEA
Facilities for training @ \$1042/day for 20 days	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 62,520	Title II, III	LEA
Community meetings, family literacy/ math nights and parent component (24 days @ \$1000/day)	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug		\$ 72,000	Title I, II, III, LEP, ELAP	School
CORE Theresa Hancock	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug		\$ 215,000	Title II	LEA
Consulting: Global Partnership Schools for Principal Leadership training	1/4	Sep	Aug	3/8	Sep	Aug	3/8	Sep	Aug		\$ 272,500	Title II	LEA

Services & Activities	Timeline										Projected Costs		Oth. Resources	Oversight	
Capital Outlay															
35 desktop computers @ \$735 each	1	Sep										\$ 25,725		Title I	LEA
1 Printer	1	Sep										\$ 1,646		Title I	LEA
Computer license fees @ \$240 x 35	1	Sep										\$ 8,400		Title I	LEA
4 Mobile Labs @ 20/cart = \$26,450 x 4	1	Sep										\$ 105,800		Title I	LEA
License fees @ \$240 x 80	1	Sep										\$ 19,200		Title I	LEA
Indirect Costs															
2,000,000 x 0.0474	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug			\$ 238,524	\$238,524	Title I, II, III, LEP, ELAP, and General Fund	LEA
TOTAL	1/3	Sep	Aug	1/3	Sep	Aug	1/3	Sep	Aug			\$ 5,791,245			

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:
Eastmont Intermediate School

Intervention Model: Other Modified Transformation Model (Tier III)

Total FTE required: LEA 11 School Other

Services & Activities	Timeline									Projected Costs		Other Resources	Oversight (LEA / School)
	2010-11			2011-12			2012-13			School	LEA		
	%	Begin	End	%	Begin	End	%	Begin	End				
Certificated Personnel													
One Intervention Teacher: Data Coach – Providing Support for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 330,000		Title I	School
One Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 285,000		Title I, II, III, LEP, and ELAP	School

Services & Activities	Timeline										Projected Costs		Oth. Resources	Oversight
Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$1,596,000		Title I / General Fund	School
One Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun		\$ 190,000		Title I / General Fund	School
Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 80,100		Title I, LEP	School
Stipends: 35 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 199,500		Title I, II, III, LEP, and ELAP	LEA
Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 228,000		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		Oth. Resources	Oversight
Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 57,000		Title I, II, III, LEP, and ELAP	LEA
Substitute Teachers: 35 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 54,600		Title I	LEA
Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,400		Title I, LEP	LEA
Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc.	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug		\$ 46,800		Title I, II, LEP	LEA
One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 12,750		Title I	School

Services & Activities	Timeline										Projected Costs		Oth. Resources	Oversight
Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 38,250		Title I	School
One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 12,750		Title I, II, III, LEP, and ELAP	LEA
Classified Employees														
One FTE Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 92,313		Title I, LEP	School
Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 4,800		Title I, LEP	School
Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 3,600		Title I	School

Services & Activities	Timeline										Projected Costs	Oth. Resources	Oversight	
Employee Benefits														
1 Intervention Teacher-Data Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 77,565		Title I, II, III, LEP, ELAP, and General Fund	LEA	
1 Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
7 Teachers	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 454,241		Title I, II, III, LEP, ELAP, and General Fund	LEA	
1 Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun	\$ 47,984		Title I, II, III, LEP, ELAP, and General Fund	LEA	
Certificated personnel \$257,675 x 0.1242	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 96,009		Title I, II, III, LEP, ELAP, and General Fund	LEA	
Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 50,280		Title I, LEP	LEA	
Classified personnel \$2,800 x 0.2057	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 1,728		Title I, LEP	LEA	

Services & Activities	Timeline										Projected Costs	Oth. Resources	Oversight
Books and Supplies													
Diagnostic Assessments: 1160 students @ 14.70 each x 2	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 102,312		Title I, LEP	LEA
Training Materials	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 73,229		Title I, LEP	LEA
Office Supplies	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 64,000		Title I, LEP	School
Supplemental intervention materials for identified students per Diagnostic Assessment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 255,000		Title I, LEP	LEA
Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 21,528		Title I, LEP	LEA
Stage L books-350 consumable books needed @ \$16.30 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 17,115		Title I, LEP	LEA

Services & Activities	Timeline										Projected Costs	Oth. Resources	Oversight	
Services & Other Operating Expenditures														
Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 105,600		Title I	LEA
Facilities for Training @ 500 x 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 6,000		Title I	LEA
Aveson: Cycle of instruction \$1500/day for 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 18,000		Title II	LEA
Kate Kinsella \$4500/day	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 13,500		Title III	LEA
Facilities for training @ \$1042/day for 20 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,520		Title II, III	LEA
Community meetings, family literacy/ math nights and parent component (24 days @ \$1000/day)	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug		\$ 72,000		Title I, II, III, LEP, ELAP	School
CORE Theresa Hancock	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 215,000		Title II	LEA
Consulting: Global Partnership Schools for Principal Leadership training	1/4	Sep	Jun	3/8	Sep	Jun	3/8	Sep	Jun		\$ 272,500		Title II	LEA

Services & Activities	Timeline										Projected Costs		Oth. Resources	Oversight
Capital Outlay														
35 desktop computers @ \$735 each	1	Sep									\$ 25,725		Title I	LEA
1 Printer	1	Sep									\$ 1,646		Title I	LEA
Computer license fees @ \$240 x 35	1	Sep									\$ 8,400		Title I	LEA
4 Mobile Labs @ 20/cart = \$26,450 x 4	1	Sep									\$ 105,800		Title I	LEA
License fees @ \$240 x 80	1	Sep									\$ 19,200		Title I	LEA
Indirect Costs														
2,000,000 x 0.0474	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 238,524	\$238,524	Title I, II, III, LEP, ELAP, and General Fund	LEA
TOTAL	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$5,791,245			-

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:

La Merced Intermediate School

Intervention Model: Other Modified Transformation Model (Tier III)

Total FTE required: LEA 11 School Other

Services & Activities	Timeline									Projected Costs		Other Resources	Oversight (LEA / School)
	2010-11			2011-12			2012-13			School	LEA		
	%	Begin	End	%	Begin	End	%	Begin	End				
Certificated Personnel													
One Intervention Teacher: Data Coach – Providing Support for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 285,000		Title I	School

Services & Activities	Timeline										Projected Costs		Ot. Resource	Ovrsight
	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun					
One Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 285,000		Title I, II, III, LEP, and ELAP	School
Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 1,596,000		Title I / General Fund	School
One Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun		\$ 190,000		Title I / General Fund	School
Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 80,100		Title I, LEP	School
Stipends: 51 teachers x \$190 x 7 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 203,490		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		Ot. Resource	Ovrsight
Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 228,000		Title I, II, III, LEP, and ELAP	LEA	
Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 57,000		Title I, II, III, LEP, and ELAP	LEA	
Substitute Teachers: 51 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 79,560		Title I	LEA	
Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 62,400		Title I, LEP	LEA	

Services & Activities	Timeline									Projected Costs		Ot. Resource	Ovrsght
Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc.	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 46,800		Title I, II, LEP	LEA
One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750		Title I	School
Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 38,250		Title I	School
One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		Ot. Resource	Ovrsight
Classified Employees														
One FTE Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 92,313		Title I, LEP	School	
Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 4,800		Title I, LEP	School	
Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 3,600		Title I	School	
Employee Benefits														
1 Intervention Teacher-Data Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
1 Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	

Services & Activities	Timeline										Projected Costs		Ot. Resource	Ovrsight
7 Teachers	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 454,241		Title I, II, III, LEP, ELAP, and General Fund	LEA
1 Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun		\$ 47,984		Title I, II, III, LEP, ELAP, and General Fund	LEA
Certificated personnel \$273,700x 0.1242	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 101,982		Title I, II, III, LEP, ELAP, and General Fund	LEA
Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 50,280		Title I, LEP	LEA
Classified personnel \$2,800 x 0.2057	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 1,728		Title I, LEP	LEA

Services & Activities	Timeline										Projected Costs		Ot. Resource	Ovrsight
Books and Supplies														
Training Materials	2/7	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 128,407		Title I, LEP	LEA	
Office Supplies	1/4	Sep	Jun	3/8	Sep	Jun	3/8	Sep	Jun	\$ 116,800		Title I, LEP	School	
Supplemental intervention materials for identified students per Diagnostic Assessment	2/7	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 340,000		Title I, LEP	LEA	
Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 21,528		Title I, LEP	LEA	
Stage L books-350 consumable books needed @ \$16.30 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 17,115		Title I, LEP	LEA	
Services & Other Operating Expenditures														
Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 105,600		Title I	LEA	
Facilities for Training @ 500 x 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 6,000		Title I	LEA	
Aveson: Cycle of instruction \$1500/day for 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 18,000		Title II	LEA	
Kate Kinsella \$4500/day	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 13,500		Title III	LEA	

Services & Activities	Timeline										Projected Costs		Ot. Resource	Ovrsight		
	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun			\$	
Facilities for training @ \$1042/day for 20 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 62,520		Title II, III	LEA
Community meetings, family literacy/ math nights and parent component (24 days @ \$1000/day)	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 72,000		Title I, II, III, LEP, ELAP	School
CORE Theresa Hancock	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 195,000		Title II	LEA
Consulting: Global Partnership Schools for Principal Leadership training	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 217,500		Title II	LEA
Capital Outlay																
35 desktop computers @ \$735 each	1	Sep											\$ 25,725		Title I	LEA
1 Printer	1	Sep											\$ 1,646		Title I	LEA
Computer license fees @ \$240 x 35	1	Sep											\$ 8,400		Title I	LEA
4 Mobile Labs @ 20/cart = \$26,450 x 4	1	Sep											\$ 105,800		Title I	LEA
License fees @ \$240 x 80	1	Sep											\$ 19,200		Title I	LEA

Services & Activities	Timeline									Projected Costs		Ot. Resource	Ovrsight
Indirect Costs													
2,000,000 x 0.0474	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 238,524	\$ 238,524	Title I, II, III, LEP, ELAP, and General Fund	LEA
TOTAL	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 5,791,245			-

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:
Macy Intermediate School

Intervention Model: Other Modified Transformation Model (Tier III)

Total FTE required: _____ LEA 11 School _____ Other _____

Services & Activities	Timeline									Projected Costs		Other Resources	Oversight (LEA / School)
	2010-11			2011-12			2012-13			School	LEA		
	%	Begin	End	%	Begin	End	%	Begin	End				
Certificated Personnel													
One Intervention Teacher: Data Coach – Providing Support for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 285,000		Title I	School

Services & Activities	Timeline										Projected Costs		Other Resource	Oversight
One Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 285,000		Title I, II, III, LEP, and ELAP	School	
Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$1,596,000		Title I / General Fund	School	
One Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun	\$ 190,000		Title I / General Fund	School	
Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 80,100		Title I, LEP	School	
Stipends: 30 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 171,000		Title I, II, III, LEP, and ELAP	LEA	

Services & Activities	Timeline										Projected Costs		Other Resource	Oversight
Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 228,000		Title I, II, III, LEP, and ELAP	LEA
Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 57,000		Title I, II, III, LEP, and ELAP	LEA
Substitute Teachers: 30 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 46,800		Title I	LEA
Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,400		Title I, LEP	LEA

Services & Activities	Timeline									Projected Costs		Other Resource	Oversight
Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc.	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 46,800		Title I, II, LEP	LEA
One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750		Title I	School
Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 38,250		Title I	School
One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		Other Resource	Oversight
Classified Employees														
One FTE Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 92,313		Title I, LEP	School	
Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 4,800		Title I, LEP	School	
Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 3,600		Title I	School	
Employee Benefits														
1 Intervention Teacher-Data Coach	1/3	Se	Ju	1/3	Se	Ju	1/3	Se	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
1 Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
7 Teachers	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 454,241		Title I, II, III, LEP, ELAP, and General Fund	LEA	

Services & Activities	Timeline										Projected Costs		Other Resource	Oversight
1 Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun		\$ 47,984		Title I, II, III, LEP, ELAP, and General Fund	LEA
Certificated personnel \$251,950 x 0.1242	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 93,876		Title I, II, III, LEP, ELAP, and General Fund	LEA
Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 50,280		Title I, LEP	LEA
Classified personnel \$2,800 x 0.2057	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 1,728		Title I, LEP	LEA
Books and Supplies														
Diagnostic Assessments: 1028 students @ 14.70 each x 2	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 90,672		Title I, LEP	LEA
Training Materials	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 107,475		Title I, LEP	LEA
Office Supplies	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 100,752		Title I, LEP	School
Supplemental intervention materials for identified students per Diagnostic Assessment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 285,000		Title I, LEP	LEA

Services & Activities	Timeline										Projected Costs		Other Resource	Oversight
Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 21,528		Title I, LEP	LEA
Stage L books-350 consumable books needed @ \$16.30 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 17,115		Title I, LEP	LEA
Services & Other Operating Expenditures														
Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 105,600		Title I	LEA
Facilities for Training @ 472 x 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 5,664		Title I	LEA
Aveson: Cycle of instruction \$1500/day for 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 18,000		Title II	LEA
Kate Kinsella \$4500/day	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 13,500		Title III	LEA
Facilities for training @ \$1042/day for 20 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,520		Title II, III	LEA
Community meetings, family literacy/ math nights and parent component (24 days @ \$1000/day)	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug		\$ 72,000		Title I, II, III, LEP, ELAP	School

Services & Activities	Timeline										Projected Costs		Other Resource	Oversight
CORE Theresa Hancock	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 215,000		Title II	LEA	
Consulting: Global Partnership Schools for Principal Leadership training	1/4	Sep	Jun	3/8	Sep	Jun	3/8	Sep	Jun	\$ 272,500		Title II	LEA	
Capital Outlay														
35 desktop computers @ \$735 each	1	Sep								\$ 25,725		Title I	LEA	
1 Printer	1	Sep								\$ 1,646		Title I	LEA	
Computer license fees @ \$240 x 35	1	Sep								\$ 8,400		Title I	LEA	
4 Mobile Labs @ 20/cart = \$26,450 x 4	1	Sep								\$ 105,800		Title I	LEA	
License fees @ \$240 x 80	1	Sep								\$ 19,200		Title I	LEA	
Indirect Costs														
2,000,000 x 0.0474	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 238,524	\$238,524	Title I, II, III, LEP, ELAP, and General Fund	LEA	
TOTAL	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$5,791,245			-	

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:
Montebello Intermediate School

Intervention Model: Other Modified Transformation Model (Tier III)

Total FTE required: LEA 11 School Other

Services & Activities	Timeline									Projected Costs		Other Resources	Oversight (LEA / School)
	2010-11			2011-12			2012-13			School	LEA		
	%	Begin	End	%	Begin	End	%	Begin	End				
Certificated Personnel													
One Intervention Teacher: Data Coach – Providing Support for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 285,000		Title I	School

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
One Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 285,000		Title I, II, III, LEP, and ELAP	School
Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 1,596,000		Title I / General Fund	School
One Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun		\$ 190,000		Title I / General Fund	School
Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 80,100		Title I, LEP	School
Stipends: 40 teachers x \$190 x 9 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 205,200		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 228,000		Title I, II, III, LEP, and ELAP	LEA
Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 57,000		Title I, II, III, LEP, and ELAP	LEA
Substitute Teachers: 40 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,400		Title I	LEA
Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,400		Title I, LEP	LEA

Services & Activities	Timeline									Projected Costs		OthResources	Oversight
Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc.	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 46,800		Title I, II, LEP	LEA
One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750		Title I	School
Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 38,250		Title I	School
One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
Classified Employees														
One FTE Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 92,313		Title I, LEP	School	
Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 4,800		Title I, LEP	School	
Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 3,600		Title I	School	
Employee Benefits														
1 Intervention Teacher-Data Coach	1/3	Se	Ju	1/3	Se	Ju	1/3	Se	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
1 Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
7 Teachers	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 454,241		Title I, II, III, LEP, ELAP, and General Fund	LEA	

Services & Activities	Timeline									Projected Costs		OthResources	Oversight
1 Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun	\$ 47,984		Title I, II, III, LEP, ELAP, and General Fund	LEA
Certificated personnel \$268,550x 0.1242	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 100,062		Title I, II, III, LEP, ELAP, and General Fund	LEA
Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 50,280		Title I, LEP	LEA
Classified personnel \$2,800 x 0.2057	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 1,728		Title I, LEP	LEA
Books and Supplies													
Diagnostic Assessments: 1334 students @ 14.70 each x 2	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 117,660		Title I, LEP	LEA
Training Materials	2/9	Sep	Jun	2/5	Sep	Jun	2/5	Sep	Jun	\$ 118,117		Title I, LEP	LEA
Office Supplies	1/5	Sep	Jun	2/5	Sep	Jun	2/5	Sep	Jun	\$ 111,800		Title I, LEP	School
Supplemental intervention materials for identified students per Diagnostic Assessment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 255,000		Title I, LEP	LEA

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
Stage R books-350 consumable books needed (15 per package) 24pks @ \$299 = 360 books @ \$19.93 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 21,528		Title I, LEP	LEA
Stage L books-350 consumable books needed @ \$16.30 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 17,115		Title I, LEP	LEA
Services & Other Operating Expenditures														
Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 105,600		Title I	LEA
Facilities for Training @ 500 x 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 6,000		Title I	LEA
Aveson: Cycle of instruction \$1500/day for 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 18,000		Title II	LEA
Kate Kinsella \$4500/day	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 13,500		Title III	LEA
Facilities for training @ \$1042/day for 20 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 62,520		Title II, III	LEA
Community meetings, family literacy/ math nights and parent component (24 days @ \$1000/day)	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug		\$ 72,000		Title I, II, III, LEP, ELAP	School

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
CORE Theresa Hancock	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 195,000		Title II	LEA	
Consulting: Global Partnership Schools for Principal Leadership training	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 217,500		Title II	LEA	
Capital Outlay														
35 desktop computers @ \$735 each	1	Sep								\$ 25,725		Title I	LEA	
1 Printer	1	Sep								\$ 1,646		Title I	LEA	
Computer license fees @ \$240 x 35	1	Sep								\$ 8,400		Title I	LEA	
4 Mobile Labs @ 20/cart = \$26,450 x 4	1	Sep								\$ 105,800		Title I	LEA	
License fees @ \$240 x 80	1	Sep								\$ 19,200		Title I	LEA	
Indirect Costs														
2,000,000 x 0.0474	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 238,524	\$238,524	Title I, II, III, LEP, ELAP, and General Fund	LEA	
TOTAL	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 5,791,245			-	

SIG Form 11–Implementation Chart for a Tier III School

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

School:
Suva Intermediate School

Intervention Model: Other Modified Transformation Model (Tier III)

Total FTE required: LEA 11 School Other

Services & Activities	Timeline									Projected Costs		Other Resources	Oversight (LEA / School)
	2010-11			2011-12			2012-13			School	LEA		
	%	Begin	End	%	Begin	End	%	Begin	End				
Certificated Personnel													
One Intervention Teacher: Data Coach – Providing Support for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 285,000		Title I	School

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
One Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 285,000		Title I, II, III, LEP, and ELAP	School
Seven Teachers: To provide an additional period of curriculum support to at-risk students (extended learning)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$1,596,000		Title I / General Fund	School
One Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun		\$ 190,000		Title I / General Fund	School
Tutoring: School interventions for at-risk students, after school tutoring (30 weeks/year, 2 hours per day-5 teachers doing 150 hours each at an hourly rate of \$35.60	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 80,100		Title I, LEP	School
Stipends: 41 teachers x \$190 x 10 days for Professional Development on Diagnostic Assessment, Analysis of data results and Intervention Planning	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun		\$ 233,700		Title I, II, III, LEP, and ELAP	LEA

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
Stipends: 40 teachers x \$190 x 10 Per Diem days, to attend intervention planning training: on teacher collaboration, pedagogy, classroom observation, school culture, relationship building and curriculum alignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun			\$ 228,000	Title I, II, III, LEP, and ELAP	LEA
Stipends: Bridge Program Counselors & Teachers: 10 teachers/counselors @ \$190/day for 10 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun			\$ 57,000	Title I, II, III, LEP, and ELAP	LEA
Substitute Teachers: 41 teachers x \$130 x 4 days for release/professional development (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun			\$ 63,960	Title I	LEA
Substitute Teachers: 40 teachers x \$130 x 4 days for release time/co-planning/co-assess/implementation for at-risk students	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun			\$ 62,400	Title I, LEP	LEA

Services & Activities	Timeline									Projected Costs		OthResources	Oversight
Substitute Teachers: 30 teachers x \$130 x 4 days for bridging intermediate strategies with high school project based learning, pedagogy, ELA or Math Cadres, College & Career Readiness, etc.	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 46,800	Title I, II, LEP	LEA	
One Intervention Facilitator at @ \$425/day x 10 additional days to plan/facilitate Diagnostic Assessment training activities	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750	Title I	School	
Data Coaches: 3 Data Coaches @ \$425/day x 10 additional days to download student assessments on Edusoft	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 38,250	Title I	School	
One Instructional Coach: 10 additional days @ \$425/day for curriculum, classroom instructions and ongoing formative assessments during the school year or summer	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 12,750	Title I, II, III, LEP, and ELAP	LEA	

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
Classified Employees														
One FTE Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 92,313		Title I, LEP	School	
Sr. Office Assistant: 80 hours @ \$20/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 4,800		Title I, LEP	School	
Student Assessment Assistant: 80 hours @ \$15/hr for additional assignment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 3,600		Title I	School	
Employee Benefits														
1 Intervention Teacher-Data Coach	1/3	Se	Ju	1/3	Se	Ju	1/3	Se	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
1 Instructional Coach	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 71,976		Title I, II, III, LEP, ELAP, and General Fund	LEA	
7 Teachers	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 454,241		Title I, II, III, LEP, ELAP, and General Fund	LEA	

Services & Activities	Timeline									Projected Costs		OthResources	Oversight
1 Intervention Counselor		Sep	Jun	1/2	Sep	Jun	1/2	Sep	Jun	\$ 47,984		Title I, II, III, LEP, ELAP, and General Fund	LEA
Certificated personnel \$278,5700x 0.1242	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 103,797		Title I, II, III, LEP, ELAP, and General Fund	LEA
Sr. Office Assistant	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 50,280		Title I, LEP	LEA
Classified personnel \$2,800 x 0.2057	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 1,728		Title I, LEP	LEA

Services & Activities	Timeline									Projected Costs		OthResources	Oversight
Books and Supplies													
Training Materials	1/4	Sep	Jun	3/8	Sep	Jun	3/8	Sep	Jun	\$ 115,293		Title I, LEP	LEA
Office Supplies	1/6	Sep	Jun	3/7	Sep	Jun	3/7	Sep	Jun	\$ 93,489		Title I, LEP	School
Supplemental intervention materials for identified students per Diagnostic Assessment	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 360,000		Title I, LEP	LEA
Stage R books-350 consumable books needed (15 per package) 24pks @ \$299	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 21,528		Title I, LEP	LEA

= 360 books @ \$19.93 each														
Stage L books-350 consumable books needed @ \$16.30 each	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 17,115			Title I, LEP	LEA
Services & Other Operating Expenditures														
Consultant Contract @ 1 initial day @ 5,200 and 3 additional days @ 5,000 each x 2 programs (Diagnostic Assessment)	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 105,600			Title I	LEA
Facilities for Training @ 500 x 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 6,000			Title I	LEA
Aveson: Cycle of instruction \$1500/day for 4 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 18,000			Title II	LEA

Services & Activities	Timeline										Projected Costs		OthResources	Oversight
Kate Kinsella \$4500/day	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 13,500		Title III	LEA	
Facilities for training @ \$1042/day for 20 days	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 62,520		Title II, III	LEA	
Community meetings, family literacy/ math nights and parent component (24 days @ \$1000/day)	1/3	Jun	Aug	1/3	Jun	Aug	1/3	Jun	Aug	\$ 72,000		Title I, II, III, LEP, ELAP	School	
CORE Theresa Hancock	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 195,000		Title II	LEA	
Consulting: Global Partnership Schools for Principal Leadership training	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 217,500		Title II	LEA	
Capital Outlay														
35 desktop computers @ \$735 each	1	Sep								\$ 25,725		Title I	LEA	
1 Printer	1	Sep								\$ 1,646		Title I	LEA	
Computer license fees @ \$240 x 35	1	Sep								\$ 8,400		Title I	LEA	
4 Mobile Labs @ 20/cart = \$26,450 x 4	1	Sep								\$ 105,800		Title I	LEA	
License fees @ \$240 x 80	1	Sep								\$ 19,200		Title I	LEA	

Services & Activities	Timeline									Projected Costs	OthResources	Oversight	
Indirect Costs													
2,000,000 x 0.0474	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$ 238,524	\$238,524	Title I, II, III, LEP, ELAP, and General Fund	LEA
TOTAL	1/3	Sep	Jun	1/3	Sep	Jun	1/3	Sep	Jun	\$5,791,245			